

Secondary School Parent-Student Handbook

2018-2019

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
7:55	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell
8:00 to 8:55	A	G	E	C	H	B	D	F
9:00 to 9:55	B	H	F	D	G	A	C	E
9:55 to 10:10	Nutritional Break							
10:10 to 11:05	C	A	G	E	F	H	B	D
11:10 to 12:05	D	B	H	F	E	G	A	C
12:05 to 13:00	Lunch							
13:05 to 14:00	E	C	A	G	D	F	H	B
14:05 to 15:00	F	D	B	H	C	E	G	A

Secondary School Contact Information

Secondary Principal: Ildiko Murray
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-Contact regarding attendance, student leave applications, and scheduling appointments with the Head of Secondary

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ISD Mission and Philosophy

We are building a community of responsible and compassionate lifelong learners who are committed to a sustainable future.

Values and Objectives

Our Values:

We value the concepts of:

- Holistic Wellbeing
- Sustainability
- Responsibility
- Compassion
- International mindedness

Our Objectives:

The ISD learning environment nurtures holistic well-being...

- where systems, processes and practices are sustainable
- that meets the needs of a variety of learners
- that is physically and intellectually stimulating

At ISD there is a high quality inclusive education ...

- that fosters the characteristics and attributes described in the IB learner profile
- that empowers learners to co-construct what they know, understand and can do
- that nurtures creativity and individuality
- where the curriculum is transferrable
- that develops effective teams and leaders.
- that meets or exceeds the IB Standards and Practices for the PYP, MYP and DP
- that allows all students to access the curriculum, be challenged and reach their potential

ISD challenges our community to be responsible and internationally-minded learners...

- who embrace cultural diversity and develop intercultural understanding
- who foster compassion and empathy for each other and the world
- who are responsible and engaged global citizens
- who develop clear communication skills within a multilingual environment

At ISD learning is enriched by interactions and partnerships with our community ...

- through effective home-school relationships
- through the use of community resources to enhance learning experiences
- through engagement in authentic service and action

Parent-School Protocol

Guiding Principles

ISD is committed to creating an educational culture that is based on mutual respect and understanding.

Parents are the child's first teacher, therefore ISD considers parents to be integral in their child's social, emotional and academic development.

Parents need regular, specific and encouraging information about their child's academic progress.

Parental involvement in whole school and divisional improvement plans and accreditation protocols is encouraged.

The language of communication with parents will be English with verbal translation services provided upon request.

Parent Responsibilities

Parents will be expected to show an active interest in their child's education and to support school policies, procedures and programs.

Parents will understand appropriate contact protocols with the school or division.

Parents will understand the procedures related to voicing a concern about programs, placements or specific teachers.

Appointments to meet with any staff member during school hours are expected and will be set by appropriate secretarial staff at each division.

Parents will act and speak respectfully and in a manner that seeks resolution for issues or disputes.

Parents will seek answers or a resolution by first communicating with the teacher, then the head of school, and then the director in this order.

School Responsibilities

The school website will provide school information including calendars and important notices for parents and community.

Teachers will provide frequent and regular feedback regarding each child's progress in school. This communication will include: Parent-Teacher conferences, progress report emails, telephone, email and on-line resources.

Teachers and staff will provide an atmosphere that is respectful, welcoming and encouraging of parental involvement.

Heads of School will seek effective ways to develop strong parental involvement in their divisions and to contribute to the school's continuous improvement plans.

Regular surveys of parents regarding educational programs and school policies will provide administrators with information to guide subsequent decisions and implementation.

Staff will be provided training in cultural sensitivity and given effective strategies in dealing with multi-ethnic and multi-national parent populations.

The school will provide to parents various opportunities to learn about programs, initiatives, and strategies that support student learning.

Divisional administrators will publish annually a document for parents and students outlining academic expectations, behavior objectives and all other school policies and procedures that guide the day to day operation of each division.

The International Baccalaureate Organization

IB Mission Statement

The International Baccalaureate Organization (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB offers students three programs: the Primary Years Program (PYP) for ISD students in kindergarten to grade five; the Middle Years Program (MYP) for ISD students in grades six to ten; and the Diploma Program (DP) for ISD students in grades eleven and twelve.

Through the *IB Learner Profile* and the commitment to *International Education*, ISD seeks to prepare its students to meet the complex needs of the 21st Century. The IB Learner profile seeks to develop students that are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The concept of international education is defined according to the following criteria:

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking.

Together, ISD and the IB are preparing students for success. For more information about the school or the programs please visit the school website and the International Baccalaureate Organization www.ibo.org

The Middle Years Program



The Middle Years Program (MYP) is designed for students in grades six through ten. It provides a holistic learning framework of learning that develops both academic and social emotional growth. Assessment of student achievement is measured using a criterion-related approach.

The Diploma Program



The International Baccalaureate (IB) Diploma Program (DP) is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.”

Attendance

The responsibility for regular and punctual attendance, which is necessary for satisfactory school progress, rests with the student and parents. **90% attendance is required to attain credit for a course (maximum 20 absences).**

Excused absences are limited to:

- Illness. Any illness-related absence requires a signed doctor's note after the second consecutive day of absence. Doctor's notes must be submitted within 3 days of the student's return to school. Lengthy medical absences (exceeding 10 school days) must be cleared with the school within a week of diagnosis.
- Participation in an official ISD sanctioned activity or sporting event.
- Death of a family member.

Unexcused absences include, but are not limited to:

- Absences on the first or last day of school.
- Days immediately before or after a school vacation or holiday.
- The day of a scheduled summative and/or examination are unexcused.
- Absences for which a doctor's note or parent excuse are not submitted to the Secondary School Office within 3 days.

Parents wishing to apply for a leave of absence from school need to fill in the appropriate form and submit it to the Secondary Office. By signing this form, students and parents/guardians signify their understanding that:

- Teachers will not prepare assignment packages for the duration of the leave.
- The student is responsible for making up any missed assignments and assessments upon his/her return.
- The student is encouraged to check ManageBac regarding updates on assignments and assessments.
- The number of days missed will count towards the 90% attendance rate (20 days of unexcused absences) specified in the promotion/retention policy which could result in the student's retention in the current grade.

Consequences for excessive absences:

- 3rd unexcused absence – written warning to student and parents
- 5th unexcused absence – behavior lunch session
- 7th unexcused absence – after school detention
- 10th unexcused absence –parent meeting (student will not be permitted to attend any classes until this meeting is completed)
- 12th unexcused absence – parent meeting and attendance contract
- 15th unexcused absence – meeting with the Director
- 20th unexcused absence – non-promotion to the next grade level

Expectations of School Personnel

- School Administration and staff will support parents in helping students fulfill their attendance obligations.

Expectations of the Parents

- Parents will support their children with responsible attendance at school.
- When it is impossible to have the student attend school because of a pre-arranged appointment that cannot be made outside the school day, or if the child is too ill to attend, parents must – **prior to, or on the day of the absence** – account for their child by making a phone call or sending a note apprising the school that the student is under the supervision of the parent.
- When parents choose to take their children out of school, they need to fill in the Application for Student Leave form and have an appointment with the Secondary Principal.

Expectations of the Student:

- Students will only be absent when it is impossible for them to be in attendance.
- Students are to remind their parents that contact with the school must occur **prior to, or on the day of the student absence from school.**

Attendance Intervention Protocol

- Where deemed necessary by the subject teacher, a discussion will take place with the student regarding an attendance concern.
- If the attendance concern persists, a phone call will go home from the subject teacher indicating an attendance concern.

- If the attendance concern persists, a referral on the attendance concern will be forwarded to School Administration. A meeting will be arranged with School Administration, parents and the student to discuss the attendance concern. Where deemed necessary, an attendance contract will be signed by the parents, student and School Administration.
- At breach of contract, the student's full time status at ISD will be reviewed.

Procedures to Follow When Late

- Students who are late in the morning (after 8:00AM) must report to the office and obtain a late slip. All morning lates will be tracked through the office. Students who are late three or more times will be sent home and their absence will be unexcused for the day.
- Students who arrive after 9AM will be sent home and their absence will be unexcused for the day.
- If a student continues to make poor decisions, it will result in further consequences.
- Consequences for lates to all other classes will be administered by the classroom teacher.

Skipping a class

A student who is present at school but not present in one or more of their classes will be considered "skipping that class" if there is no valid, documented reason. A student will be considered skipping after 10 minutes of the beginning of class. If a student enters class after 10 minutes, he/she will be sent to the Secondary Office for that class session. Consequences for skipping an entire class are as follows:

- 1st skip – Two afterschool detention sessions
- 2nd skip – One full day of in-school suspension
- 3rd skip – Parent meeting (student will not be allowed to return to this class until this meeting commences), mandatory behavior lunch session and two afterschool detention sessions
- 4th skip – Parent meeting and behavior contract (student will not be allowed to return to their class until this meeting commences), mandatory behavior lunch session, two afterschool detentions and referral to counselor
- 5th and subsequent skipping – Out-of-school suspension and meeting with the Secondary Principal

Sign out policy

If a student needs to be signed out of school, a parent must come into the Secondary School Office and sign them out. Siblings, nannies, drivers, etc. may not sign out a student.

Permission to Leave School

- Any student needing to leave during school hours due to illness, or pre-arranged appointment, must receive permission from the office and their parents. Parents must come to the Secondary School Office to sign out the student.
- Appointments including for the doctor, dentist, orthodontist, etc. should be made for outside of school hours. Missing classes disrupts and inhibits learning and adversely affects student achievement.

Attendance Related to Outside School Activities

- Students on field trips or other school activities such as a sports tournament or a school sponsored activity (such as MUN) will be recorded as present at school.
- Students attending such events are responsible for all work missed in their regular classes.
- Attendance on the days before and after a school sponsored activity is mandatory.

Work Missed During Absences

- It is the responsibility of the student to find out what work will be missed, and when possible, to complete it before or during his/her absence. All remaining work must be completed by the student upon his/her return to school. Students can access ManageBac for all missed classes.
- Students absent for more than one day should ensure they are checking ManageBac and emailing their class teachers.
- Students arriving to school part way through the day as a result of an excused late/absence must contact those teachers whose classes they missed for assignments and/or **to make-up tests or quizzes given earlier on the same day**. Arriving late does not change a due date or assessment date.
- If students are in school for any period of time on test days or days when major assignments are due, they are responsible for taking the test and/or turning in the assignments.

Student Code of Conduct

Student Code of Conduct Overview

- The Student Code of Conduct flows from the Mission and Philosophy of International School Dhaka (ISD), the IB Learner Profile and the Charter of Student Rights and Responsibilities (Appendix A) and assures that there are consequences for all behavior.
- The Student Code of Conduct applies to all school activities including evening and weekend events as well as school sanctioned trips, local as well as international.
- Students are under the authority of all of the teachers at all times in the classroom and anywhere on campus or while attending or traveling to and from school activities.
- Infractions of the Student Code of Conduct are divided into two categories: misbehavior and grave (extremely serious) misconduct.
- ISD uses a progressive discipline approach when dealing with instances of student misbehavior and student misconduct – wherever necessary a differentiated approach is applied.

Examples of Misbehavior

- Disruptive or inappropriate behavior in class, or in the school generally.
- Disruptive or inappropriate behavior while traveling on school buses and/or failing to follow instructions from the bus driver.
- Littering, failing to put away garbage, making or leaving a mess in the classroom, the cafeteria or the hallways.
- Roughhousing, bothering other students, boisterous behavior.
- Failing to obey established classroom rules.
- Use of telephones or portable audio devices or other electronic equipment without the permission of a teacher.
- Continuous use of a language other than the language used in instruction.
- Other behaviors, which in the judgment of the school disrupt the learning environment.

Consequences & Support for Misbehavior

- Teacher-student discussion to reinforce/remind expectations for behavior.
- Behavior reflection form.
- Lunch time mandatory Behavior Support.
- Based on nature and frequency of behavior, counselors have the discretion to contact parents.
- In the case of inappropriate use of devices, confiscation of item.

Examples of Grave Misconduct

- Persistent misbehavior.
- Noncompliance or defiant, argumentative, or oppositional behavior toward teachers or administrators.
- Possession or use of tobacco products.
- Possession or use of illicit drugs or alcohol.
- Possession or distribution of pornographic material.
- Stealing or being in possession of stolen goods.
- Fighting, inciting violence, bullying, harassing, intimidating or issuing threats.
- Making verbal or written statements that are bigoted, racist, sexist, or defamatory toward a person or group.
- Using foul or profane language.
- Violating the privacy of others, or subjecting them to ridicule in any way including the use of electronic means such as email, photography, or audio recording.
- All forms of vandalism including graffiti (in any form, including liquid paper).
- Possession of a weapon or any behavior that could jeopardize the health and safety of others.
- Any form of plagiarism or cheating on an internal or external assignment or exam.
- Multiple suspensions.
- Other behaviors which in the opinion of the school constitute grave misconduct.

Consequence & Support for Grave Misconduct

Consequences may include:

- Referral to the Secondary Principal and contact with parents made where any of the following actions will be taken based on nature of incident:
 - Parental meeting, cautionary letter to file, mandatory counseling.
 - Compensation for damages or restitution of property
 - Student placed on behavior probation.
 - Loss of privileges (such as participation in school events, graduation)
 - In-school suspension
 - Recommendation for out-of-school suspension made to the Director
 - Recommendation for expulsion
 - Other consequences as determined by the Administration.

Academic Support Procedures

- Teachers may detain students in their classroom for misbehavior or completion of work
- Teachers will contact parents when students are required to serve Academic Support.
- Academic Support may be assigned by the Administration at a central location in addition to the above.
- An effort will be made to notify parents of all school Academic Support and a parent meeting may be scheduled for repeat offenders.

Academic Concern

- Academic concern is one failure and/or MYP Total of 27-30 minimum for 8 subjects or one failure and/or a GPA of 1.8 or below for grades 11 and 12. A parent meeting and plan of action is required for students on Academic Concern.

Probation

- Students will be placed on probation when there is a serious concern related to attendance (including lates), behavior, or academic achievement. There will be a differentiation made between academic and behavioral probation.
- Students on probation will not be allowed to participate in any extra-curricular activities (school-related) however any student on probation may be allowed to use a contract for team/activity play/participation.
- The student's parents will be notified and a plan of action will be developed.
- Academic probation is defined as any student with two failures and/or an MYP Total of 28-30 or less for 8 subjects, for Grades 11 and 12 a GPA of 1.5 or less.
- Repeated failure to submit assignments or to be present for class summatives may also result in a student being placed on academic probation.
- Probation will continue until the next official grade reports are issued.

Out-of-School Suspension and Recommendation for Expulsion

- Out-of-school suspension will be utilized after other disciplinary methods have been used, except when, in the opinion of the school, an immediate suspension is warranted.
- Suspended students are responsible for all school work missed during the suspension. Students must make prior arrangements with School Administration to come to the school.
- When, in the judgment of the Director and the School's Administration, it is in the best interest of the school and the other students, a suspended student may be recommended for expulsion.
- Expulsion is a very serious disciplinary procedure. The student is removed from school for the duration of a term, a school year or permanently. The expelled student will not be allowed on campus after he/she is expelled.
- When a recommendation for expulsion is pending, a student will be suspended while a written recommendation for expulsion is prepared and presented to the School's Administration.

Appealing the Ruling of a Teacher

- Any disagreement or concern with a teacher should first be addressed with the teacher through an appointment arranged with the teacher.
- The concern must be voiced privately and courteously and it should never be addressed during class time.
- Expressing concern with a teacher's ruling or judgment on matters publicly and/or during class time is an infraction of the Student Code of Conduct.

Acceptable Use of Information and Communication Technology

- Students are to use IT equipment and access the internet in a responsible manner that is in keeping with the Students Charter of Rights and Responsibilities (Appendix A).
- Electronic communication from any location, including the student's home, regardless of time, including weekends and holidays, is within the purview of the school if, in the opinion of the school, it impacts its smooth operation or the well-being of any of its students or teachers.
- Students who do not use technology responsibly will be subject to consequences ranging from temporary loss of use, to suspension, or recommendation for expulsion.
- Students bring electronic devices to school entirely at their own risk. The school assumes no responsibility for student owned devices that are damaged, lost or stolen while they are at school or at school events.
- Taking photographs, audio recordings or videos is prohibited on campus without the approval of a teacher or administrator.
- Taking photographs of other persons, even after teacher permission has been given, is not allowed without the express consent of the person or persons being photographed.
- Violating the privacy or dignity of any individual using electronic means (photographing, recording, eavesdropping, or broadcasting electronically) shall be considered grave misconduct and subject to suspension and confiscation of the equipment involved. Depending on the gravity of the situation the violation could result in the loss of privileges (such as participation in graduation) or a recommendation of expulsion from school.

Phone Use

- Students are allowed to use their phones before school and after 3:35PM.
- Students in Grades 9-12 are allowed to use their phones during lunch break.
- Students are NOT to use their phones unless directed by their teachers.
- Students are required to place their phones under teacher supervision during classroom summatives.
- Phones will be confiscated until the end of the day if students are found using them during unauthorized times.
- Consequences for phone usage at unauthorized times
 - 1st violation – phone confiscated and given to Secondary Office. Student picks up at end of day.
 - 2nd violation – phone confiscated and given to Secondary Office. Referral to lunch time behavior support.
 - 3rd violation – phone confiscated and given to the Secondary Office. Parent meeting.
 - 4th violation – phone confiscated and given to the Secondary Office. Student is not allowed to bring phone to school.

Hall Passes

- A student's first responsibility is to arrive to class on time. Should students need to be out of class, they will get permission from the teacher after arriving to the class on time. Hall passes are a privilege and not a right.
- Students may leave class with the permission of the teacher, but must carry an official hall pass to do so.
- Students are to go directly to and from the agreed destination in the shortest possible time. Students are not permitted to go to the cafeteria or the cafe while on leave from class.
- Students are not to socialize while on leave from class.
- A student must not enter any empty classroom or office at any time.
- When a student is requested to report to the office, an official note will come from Administration. However, students will be excused from class at teacher discretion.

Supervised Study

- Diploma Program students are registered in Supervised Study. As with any class, students are expected to arrive on time and with appropriate materials to be engaged for the duration of the instructional block.

This period is for:

- Doing homework.
- Checking in with DP teachers for extra help, after making an appointment.
- Updating CAS.
- Working on/completing the Extended Essay.
- Meeting with Extended Essay supervisors.

- o Meeting with DP Coordinator regarding any/all DP issues.
- o Meeting with College Counselors regarding any college entrance and SAT.
- o Meeting with Counselors regarding personal and/or academic issues.

Athletics and Activities

ISD Athletics and Activities offers secondary students a wide range of opportunities to engage in sports teams, Model United Nations, Student Council, Duke of Edinburgh and annual performances. Engaging in these activities provide students the opportunity to represent the school in the wider community. These programs promote physical, social and emotional development, sportsmanship and the IB learner profile attributes. The following expectations are in place for all athletics and activities in the secondary school.

Expectations:

- Students must adhere to the Athletics / Activities Expectations set forth in this handbook.
- Athletics / Activities expectations will be clearly communicated and schedules will be provided.
- Athletics / Activities leaders are experienced educators or experts in the field who will strive to make decisions in the best interest of the student.
- Athletics / Activities leaders will monitor the student's behavior, academic performance and attendance and communicate with parents when necessary.
- Students who choose to quit a team or activity may not be allowed to participate in activities / athletics for one calendar year.
- Transfer students must have their eligibility reviewed by Administration before being accepted in to an Athletics / Activities program.
- Parent support is expected in order for students to meet the expectations of each Athletics / Activities program.
- ISD will facilitate and organize uniforms, sports kits or costumes (in certain cases) being made through our preferred supplier. All paperwork and costs must be borne by the parent or the student risks removal from the team/activity.
- In the event that Athletics / Activities require travel abroad, parents are expected to cover expenses. The athletics/activity leader will provide details of cost and other information.
- In the event that Athletics / Activities require students to wear team uniforms, costumes, extra gear parents are expected to cover expenses. The athletics/activity leader will provide details of cost.

Athletics / Activities and Academics

- Students are expected to be in good academic and behavioral standing, in order to continue with all athletics/activities.
- Students who earn MYP Grades of 2 or below and DP grades of 60% during a reporting period will be suspended or removed from a team or activity.
- Students will be considered for reinstatement at the next reporting period, if grades should improve. Attendance, lates and misconduct records will be monitored.
- Students who are not meeting the athletics/ activity expectations, including commitment and attendance are at risk of suspension or exclusion either from the activity or from all other athletics/ activities.
- The Secondary Principal in collaboration with the Athletics Director will decide on support and consequences in relation to Athletics / Activities.

The Secondary Principal will make the final decision on if a student will be removed or reinstated in an activity or team.

Uniform Policy

The uniform promotes an atmosphere of respect and equality in a multicultural setting. The uniform assures that students dress with modesty and in good taste reflecting sensitivity to local culture. The uniform encourages students to appear tidy, comfortable, and well-groomed. Students must be in school uniform when coming to or leaving the campus. Students must wear the uniform when representing the school on field trips. Students must adhere to school dress policy on all regular school days unless specific non-uniform days are announced school-wide.

Standard Uniform Dress

- Students will be required to wear clothing purchased through the school store or tailored to meet school expectations. This includes bottoms and tops.
- An ISD collared shirt must be worn under jackets.
- Belts must be black or maroon.
- Clothing should be relaxed in fit so as to provide comfort while seated in class.
- Tight leggings should not be worn.
- Skirts and shorts must be at maximum two inches above the knees.
- Students will be in uniform on all out of school field trips.
 - Students may wear clothing from teams or clubs from the current school year only.
 - Team clothing may only be worn during travel to/from the athletic event and during games.

Students are Not to Have or Wear:

- Baggy trousers, torn clothing, ill-fitted clothing.
- Jeans are not to be worn.
- Items of clothing that depict ethnicity or nationality.
- Hats, caps or sunglasses in the classrooms.
- Pictures or writing on the skin. Henna is acceptable.
- Logos, or slogans, which in the opinion of the school are lewd, demeaning, bigoted, sexist, or in any other way offensive.
- Shirts and blouses that expose undergarments when bending, crouching, or sitting.
- No tank tops are permitted.
- Body piercings with the exception of earrings and nose piercings.

Non-Uniform Days

- On the last Thursday of each month there will be a non-uniform day.
- Students may not wear PE clothes on non-uniform days.
- Participation is not mandatory; students may wear standard uniform on non-uniform days.
- Students are required to wear PE uniform to PE classes.

Consequences for Not Following Dress Code

- If a dress code violation cannot be corrected in the classroom the student will be sent to the office and issued a lunch-time Behavior Support the following day.
- Three infringements of the dress code will be considered non-compliance and will result in recommendation for suspension.
- Students will be loaned or sold appropriate clothing, if it is available, so that they can return to class promptly.
- Students who are unable to borrow or purchase appropriate clothing may be required to return home to change or have appropriate clothing delivered to the school. Students will need to wait in the office until they are in uniform. In this situation, an absence will be recorded for that particular class missed.
- Students are responsible to make up all work missed while they are out of class and responsible to obtain and act on any notices given during that time.

Physical Education Dress Code

- Non-marking sports shoes designed for running activities have to be worn.
- Students must purchase PE clothing through the school store. This includes pants/shorts, and shirt.
- Students require a sports bag for storing regular clothes along with deodorant. The sports bag should be carried with the student to the designated class area.
- PE attire is not permitted to be worn in any class other than PE.
- Swimming attire: Girls need to wear one-piece swimsuit that provides adequate coverage. Boys need to wear swim trunks. Students need to bring towels, caps, and goggles.
- Uniform is tracked by PE teachers during the course of a unit, if a student does not wear their uniform there will be consequences.
 - 1 – Verbal warning.
 - 2 – Contact parents.
 - 3 – Lunch-time Behavior Support.
 - 4 – Lunch-time Behavior Support and request meeting with parents.
 - 5 – Referral to Head of School.

Student Services

Health

- The Health Office at ISD offers health care Sunday through Thursday from 7:30AM to 4:30PM. There is a nurse on duty during this time period.
- Each student must have a health history form completed by a parent on file in the Health Office. This form includes health and immunization information as well as parental permission to administer first aid and non-prescriptive medication.
- Students are not to carry medication on their person. All medicines are to be dropped off at the Health Office. The student must have a note from the parents stating when and why they are taking the medication. Prescription medications brought to school by the students must be left in the Health Office with instructions on dosages and times to be administered.
- Students who feel unwell during the school day must alert their classroom teacher and the nurse will be called to minister to the student. Teachers will not send students to the clinic; however, the nurse will remove a student from the class if necessary. After arriving at school, a student may not leave campus for health reasons unless the school nurse or Secondary Principal has granted permission.

Guidance/ Counseling

- Counseling staff are available to provide students with academic and/or personal guidance.
- Counseling staff also assist students with course selection and post-secondary applications.
- Students, parents, teachers or school administrators can initiate the counseling process.

Library

- Library hours are 7.45am to 4.00pm.
- Students may access the school library web page for news, databases, the Destiny catalogue, and other resources via <https://www.isdbd.org/curriculum/library/>. This site is accessible from home and school.
- Students in grades 6 to 10 may borrow up to 10 books. Students in Grades 11 and 12 may borrow up to 15 books. When a student's library books become overdue their borrowing privileges are suspended until the overdue book(s) is renewed or returned.
- Students will be reminded of overdue books on a weekly basis via emails sent to them and their parents. On a monthly basis Homeroom/English teachers will be sent overdue reminders for students in their classes. Report cards will be withheld until all library books, textbooks, and other resources have been returned or payment is received to replace lost items.
- Lost or damaged books and school materials will be charged at the rate of the cost of the replacement plus 50% for shipping and processing.

ICT Support

- Students can receive Information and Communication Technology (ICT) Support for computer problems by contacting ICT. The ICT Support office is located near the library.

Basic minimum requirements for Bring Your Own Device (BYOD) Program

Due to the requirements of the academic programs in the Secondary School, students are **required** to bring a charged laptop to school. Our BYOD program is platform-independent, and our IT Team can provide support for both Mac OS and MS Windows.

An ISD Secondary School student should be able to do the following with their laptop:

- Connect to the school's WiFi network to access web pages, email and the Google Suite
- Add printers and download/install software
- Connect to classroom projectors using VGA or HDMI
- Connect to speakers or headphones using the 3.5-mm stereo jack
- Backup all files to Google Drive
- Protect against malware, spyware, and other viruses
- Create documents, spreadsheets and presentations
- Create and read PDF files

- Run Java and Flash applications
- View and submit course related images (JPEG, PNG, GIF)
- View course related videos via internet services (YouTube or Vimeo) or in common formats (AVI, MP4)
- Play or produce course-related audio (podcasts, MP3)
- Utilize webcam and microphone with proper software for recording video and audio
- Run required course-specific software (Logger Pro, MS Excel, GeoGebra, Fusion 360)

Laptops purchased within the last two years should meet the criteria above. If not, families should purchase laptops that meet the following specifications:

- Microsoft Windows 8 or Mac OSX 10.12 as the operating system
- RAM: 8GB
- CPU: 64-bit processor
- Hard Drive: 160GB or higher
- Processor: Intel Core i5 or higher
- Graphics card: 512MB GDDR RAM
- Wireless Card: 802.11n
- Accessories:
 - Charger with plug adapter for Bangladeshi power outlets
 - Headphones with microphone
 - Functional mouse or trackpad
 - Adapter for VGA
 - Identification tag

Deliveries for Students

- Items delivered to school during the day from home such as clothing, homework and class projects must be properly labeled with the student's name and grade.
- No outside deliveries are permitted. Students may bring lunch from home or participate in the school meal plan.
- Delivered items can be given to the guard who will forward them to the office. Students are not to go to security to retrieve delivered items.
- Students must pick up the item between classes. Items will not be delivered directly to the classroom.

Cafeteria Services

- Students may participate in the school meal plan for snacks and lunches in the cafeteria or bring their own lunch from home.
- Students are to clean their own tables and place all refuse in the garbage bins.
- Water in a clear container may be taken to class. Food, juice, soft drinks, snacks, and candy are not permitted in the classrooms.
- Cutting in line or asking others in line to make purchases is not permitted.
- Boisterous, loud or rowdy behavior in the cafeteria is unacceptable.

Student Evaluation Assessment and Reporting

The purpose of assessment is to promote student learning, provide feedback and provide a criterion-referenced level of achievement.

Assessment in the IB

The aim of IB assessment is to support and encourage student learning. The IB places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. IB assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The IB approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.

Summative Assessment (Assessment of Learning)

Summative assessments are defined as the culminating assessment for a unit, term or course of study. A summative is designed to provide information on the student's achievement level against required subject-specific objectives. Summatives should happen for the most part in class.

Examples include:

Projects, presentations, performances, reports, persuasive writing, responses to problems or scenarios, tests, examinations

Formative Assessment (Assessment as and for Learning)

Formative assessment can take place before, during and after the content of a unit is taught. Teachers will develop ways of ascertaining students' prior learning so that they can plan appropriate learning experiences and teaching strategies.

Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes of the students.

Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.

Examples include:

Feedback for students as a result of conversations, observations, anecdotal records, checklists, continuums, rubrics, written feedback, oral feedback, peer and self-assessments, or practice versions of the summative

Report Cards and Parent Conferences

- Students are evaluated on a daily and ongoing basis. Students are encouraged to regularly discuss assignments, tests and homework with their parents.
- Students should encourage parents to address concerns directly with the teacher as they arise. There is no need for them to wait for the scheduled school wide parent conference. They should contact the teacher to arrange a meeting or a telephone interview.
- Teachers may send progress report emails throughout the school year.
- A final culminating assessment is administered in June.
- Students receive a progress report card at the end of January and the final report card in June.
- There are two sets of Parent-Student-Teacher conferences scheduled – one in the fall and one in the spring. Students are encouraged to accompany parents to the conferences.

Incompletes and No Grade at Reporting

- A student who, for a valid reason, has not completed the required work for a course at the end of the progress report or term, will be given an "INC" for inconclusive. Students will have a maximum of 10 school days to make up the required work.
- A student must have been in attendance at least six weeks in order to receive a grade for the reporting period based solely on work completed at ISD. Should the attendance period be less than six weeks and if grades are not available from their previous school, the student will receive a NA (Not Assessed) for that marking period.

Homework

Purpose

Homework is an opportunity for students to consolidate their learning, receive feedback from a teacher, extend learning experiences beyond the classroom, and become an independent learner.

General Guidelines

- Homework is an integral part of the learning process.
- The amount of homework time required will vary, but it is essential that students spend quality time in independent study daily. Effective time management (ATL skill) and the ability to focus on the work at hand are more important than the length of time spent.
- Students can reduce the amount of time required for homework by using class time productively.
- Students should work in a quiet area free from interruption or distraction. The school library is available for student use before and after regular school hours.
- In addition to assignments, successful students read for recreation and relaxation and stay informed by reading newspapers daily.

Student Responsibilities

- Students are required to regularly check and use their ISD email account and ManageBac.
- Record homework information accurately.
- Monitor all current electronic communication platform posts for all classes daily.
- Complete all work to the best of their ability.
- Hand in the homework on time.
- Inform the teacher of any factor that has prevented the homework from being done.
- Take advantage of help outside of class time being offered by the teachers in order to be able to complete all assignments.

Teacher Responsibilities

The homework set by the teacher should be:

- *Completion* of class work or *preparation* for new concepts.
- The *reinforcement* of previously taught concepts.
- *Practice* of skills that have already been taught.
- An *extension* of skills and concepts taught in class.

Assessment of Homework

- To promote good work habits and learning skills, teachers will check that students have completed homework assignments on a regular basis. However, students will not receive grades for simply completing homework.
- Teachers may assess homework by marking homework assignments, using homework questions in quizzes, or including homework assignments in the process marks for larger assessments.
- Assessed homework will be categorized under formative assessments and will not exceed 5% of the students' mark in Grades 11 and 12.
- Teachers will advise parents of chronic non-completion of homework by emailing the parents.

ManageBac Expectations

- All students must be enrolled for the electronic roster in each class.
- ManageBac is to be checked by students at least once per day.

Parent Responsibilities

Parents are asked to:

- Allow the student time to do his or her homework.
- Set up a quiet space at home that is conducive to doing homework.
- Encourage the child to complete homework.
- Support the child in providing resources, advice and assistance with interpretation of information and instructions.
- Parents are strongly encouraged to check ManageBac regularly.

Late Assignments

Failing to complete assignments on time will negatively affect a student's grade. Our Secondary School policy is as follows:

MYP Grade 6-10

- All assignments are due on the date and time given by the teacher.
- The subject teacher will communicate to parents via email on the same day that the student has not turned in a summative assignment. Academic Support session date and time is communicated to the parents and the student. Academic Support will be supervised by the assigning subject teacher.
- The assignment is submitted at the end of the Academic Support. That submission will be graded and not available for a retake.
- If a student does not attend the assigned Academic Support session, the subject teacher enters NA (Not Assessed) on ManageBac and the following comment: "Assignment not submitted. Academic support provided and missed. Parents informed."
- It is the subject teacher's responsibility to ensure that all students submit summative assessments in order for grades to be available for reporting.
- If students are handing in assessments late more than twice in a subject class, the student will be assigned to mandatory lunch-time Behavior Support with counselors to discuss organizational and time management strategies. The above steps continue to be followed to obtain grades.

DP Grade 11-12

All assignments are due on the date given by the teacher.

WHEN A SUMMATIVE ASSIGNMENT IS LATE (GRADE 11 and 12):

- The teacher will e-mail the DP Coordinator and the Athletic Director immediately when an assignment is not handed in.
- The student is immediately suspended from all extra-curricular activities (i.e., CCPs, athletics).
- The DP Coordinator will contact the Athletic Director so that this is enforced and informs parents of the concern.
- The student has until the following day to complete the work.
- If the assignment is completed and handed in to the classroom teacher the next day, suspension from CCPs is over and the teacher informs the DP Coordinator and extra-curricular leader that the student can return to the activity.

THE DAY AFTER A SUMMATIVE ASSIGNMENT IS LATE (GRADE 11 and 12):

- If the work is still not completed, the DP Coordinator will contact the parents that the student will be in Mandatory Academic Support during the next supervised study block.
- If the student completes the work during this time and turns it in, then the student can return to CCPs.
- If the student does not complete the work by 4:00pm on the day one day after the due date, the student hands the completed portion to the subject teacher. The teacher will assess the completed work.
- If the student does not hand in any work, the student will be given a grade of zero. Parents will then be requested to attend a meeting with the DP Coordinator.
- If a student has more than two late assignments in the subject, the Head of Secondary and the high school counselor will provide additional support.

DP Grade 11-12: Missed Tests/Quizzes

- Students who miss an in-class assessment (test or quiz) should be prepared to write the assessment immediately upon their return to school. Students may be required to write a missed assessment during lunch, after school, or during supervised study (based on teacher's availability). This could be on the day of return (example: missed assessment in the morning is written at lunch or after school).
- If a student leaves during the school day prior to an assessment, s/he may risk receiving a zero on the assessment or the opportunity to complete that assessment (test or quiz).

DP Grade 11-12: Retake Procedure

- Retakes are granted on an individual basis and at the discretion of the teacher. A maximum of two assessments per subject per year can be retaken.
- Parents must be notified of the need for a retake of an assessment through email.
- Students must have demonstrated effort during the unit, completion of class assignments, and preparedness for the assessment in order for the retake to be granted.
- Students are required to participate in a minimum of two Academic Support sessions before a retake is granted.
- The mark earned on the retake is final. The previous grade is eliminated.
- Retakes will not be granted for midterm and final examinations.

Coordination of Major Tests

- Major tests are coordinated using the calendar on ManageBac to assist students in preparing properly for their assessments. An effort will be made to have no more than two summative assessments on a given day.
- This does not include retake tests that students are writing, nor does it include tests that have been postponed.
- Routine quizzes, daily assignments or long-standing major projects are not included.

School-wide Exams

- Examinations are to be written at the prescribed time or a mark of zero will be assigned. Students will not be exempted from examinations for personal or family reasons or, in particular, to travel. The only exceptions will be for hospitalization or bereavement due to death in the immediate family.
- Students will adhere to school dress code requirements. Students should not be wearing hats, hoodies or sunglasses. Students wearing a head covering may be subject to a check.
- When instructed to enter the examination room, students must do so in a quiet and orderly manner.
- The teacher makes the ultimate decision as to where a student may sit to take an examination.
- No food or refreshment other than bottled drinking water is permitted in the examination room.
- Students may take to their desk the following items:
 - Pens, pencils, eraser, geometry set, and ruler.
 - Plastic, see-through pencil cases are permitted.
 - Other materials may be permitted only if specifically stated in the proctor instructions for a specific examination.
- If a student realizes that they have accidentally taken unauthorized materials into an examination room, that student must notify a proctor immediately. Failure to do so may lead to an allegation of academic misconduct.
- Information technology items such as mobile phones, digital watches (iWatches), personal stereos (iPODs), cameras and any other electronic devices are not permitted in the examination room.
- Notwithstanding the above, students must produce and keep in a visible place, suitable to the proctor, any electronic item inadvertently brought into the examination room. Failure to disclose possession of such an item prior to the examination will be deemed to be academic misconduct.
- Calculators:
 - Students may use only approved calculators during the examination. Calculators can be brought to examinations only when specified by the instructor in the directions to the examination.
 - Students may not use or store data, programs or other applications in their calculator that may assist them to recall facts or formulae.
 - If required by the proctor, students must provide a list of information and programs stored on the calculator.
- The instructions given by a teacher/proctor must be obeyed. The teacher has the right to immediately expel from the examination room any candidate whose behavior is interfering with the proper conduct of the examinations.
- Summative assessment at the end of term is done in such a way that ensures each student works independently. It is used to:
 - determine eligibility for promotion
 - determine academic standing and awards
 - diagnose deficiencies for remediation
- It is, therefore, imperative that each student's work be his or her own. To use the work of another or to allow someone else to benefit from your work is academic misconduct.

- The onus is on the student to be above suspicion in the examination setting. Proctors will consider any suspicious behavior as evidence of academic misconduct. Students will not be given the benefit of the doubt in such situations.
- During the examination session, a student must not communicate in any way with another student. Failure to observe this constitutes academic misconduct.
- In the case of emergency, a student may be allowed to leave the examination room. Such leave is granted at the discretion of the teacher in coordination with the head proctor.
- Students will be supervised during a temporary absence. No communication will be permitted with any person other than the supervising teacher.
- No material may be taken from or returned to the examination room during an absence.
- Students who arrive late to the midterm or final examination, will only be permitted to enter the exam room at 2 alternative times:
 - 15 minutes after start time.
 - 30 minutes after start time.
- Any student arriving more than 30 minutes late will not be permitted to write the exam and will be awarded a zero.
- All work completed during an examination and submitted for assessment must be the student's own work.
- Students must hand in all examination papers, answer sheets, data booklets and scrap paper at the end of the examination.
- ISD final exams for IB Diploma Program courses are conducted in accordance with IB examination regulations.

Academic Misconduct

- Students must do their own work in order to be assessed properly by teachers. Student behavior that obscures or invalidates fair evaluation of individual progress or achievement is academic misconduct.
- The onus is on the student to be above reproach. Suspicious behavior will be considered as evidence of academic misconduct.
- Students will be asked to turn in assignments via the plagiarism-checking website [turnitin.com](https://www.turnitin.com). Individual departments will determine cases of academic misconduct informed by the results of this website.
- Misconduct is defined as behavior that results in, or may result in, a student or any other student gaining an unfair advantage in one or more assessment components.
- Misconduct includes:
 - Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own.
 - Collusion is defined as supporting misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.
 - Duplication of work is defined as the presentation of the same work for different assessment components.
 - Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, or misconduct during any assessment).

Consequences for Academic Misconduct

- All incidents of Academic Misconduct will be recorded with the counselors and placed in the student's file. Teachers will email the counselors the student's name, with title and date of assignment.
- Consequences for Academic Misconduct will include:

Grades 6-8:

- Parent email sent.
- Subject teacher conducts Academic Support session to redo the assignment. For collusion, both students attend Academic Support.
- Students redo the work and new marks will be awarded.

Grades 9-12:

- The student will receive a zero for the material in question.
- Parents will be contacted.
- Students redo the assignment to an acceptable level to ensure the material has been learned but no marks will be awarded.
- Academic misconduct on a final exam or IB World Exam may result in loss of course credit, graduation privileges, in addition to other consequences stipulated by the IB.

Academic Distinction

International School Dhaka is proud to recognize individual student achievement as academic distinction.

There are two levels of academic distinction: *The Honor Roll* and *High Honors*.

Honor Roll

Minimum GPA 3.5 – Grades 11 and 12

Minimum MYP Grade – Grades 6-10

8 subjects: 42 total points (out of 56) and no score less than 4*

High Honors

Minimum GPA 3.8 – Grades 11 and 12

Minimum MYP Grade – Grades 6-10

8 subjects: 50 total points (out of 56) and no score less than 4*

*Note: In Grades 6-8 only ONE Arts subject counts. The highest achievement grade will be factored in.

*Note: Grade 10 students need a minimum score of 5 on their Personal Project to be eligible for Honor Roll and a minimum score of 6 on their Personal Project for High Honors.

Graduating with Honors

Graduating seniors will be presented with an Honor Sash to wear with their cap and gown. This sash signifies that the graduating senior obtained a minimum grade point average of 3.6 in grades 11 and 12 and completed 4 years of English, Mathematics, Individuals & Societies, and Science. Such a student must have been in attendance at ISD for at least grades 11 and 12.

Valedictorian/Salutatorian

The Valedictorian and Salutatorian respectively occupy the first and second position for highest academic achievement based on the two-year cumulative grade point average for grades 11 and 12. Each year the valedictorian speaks at graduation on behalf of the graduating class. For students who are enrolled in the full Diploma Program, weighted GPA will be considered for a maximum of six courses.

Academic Requirements and Procedures

Student Promotion & Retention

- The majority of students at ISD are promoted to the next grade level at the end of the year. There are, however, situations where students are not meeting grade level expectations and for educational reasons the student may be required to be retained at the current grade level. The decision whether or not to retain students will be made by the appropriate school personnel in consultation with the parents.
- Generally, students will be retained based on the following criteria:
 - Students who fail 2 subjects (MYP Grade of 2 or less; Grades 11 and 12 grade of less than 60%) or have a GPA less than 1.5.
 - Students who have a GPA of 1.5 or higher **but** are failing one class will need to attend summer school in order to redress the lack of skills in the subject area and achieve a grade of C (73%) or above.
 - All grade 10 students must complete the Personal Project component of the MYP. Failure of the project may have serious implications for student promotion to the next grade level. Students not submitting a Personal Project will be assigned after school Academic Support sessions to complete the project and report. The re-submitted report will be due prior to the IB mandated due date in April.
 - Students who do not successfully complete the Personal Project requirements will not be permitted into the full DP Program.
 - Students may not take a subject course at summer school more than two times.
 - Students who have not met the 90% attendance requirement (20 or more unexcused absences) may be retained in their current grade level.

Grading

- All MYP Criteria grades are determined using the ‘best fit’ model as determined by the IB.
- Overall MYP grades are determined by adding the criterion totals together and using the MYP 1-7 table to assign one grade per discipline.
- In grades 11 and 12, midterm exams will be worth 10% and final exams will be worth 20%.
- Grade 11/DP1 final exam content will be based on the entire Grade 11/DP1 year, Grade 12/DP2 exam content will be based on material both in Grade 11/DP1 and Grade 12/DP2 years.
- Only grades earned at International School Dhaka in grades 11 and 12 are used to compute the cumulative Grade Point Average (GPA).
- Students in an SL class receive an additional 0.5 point on successful completion of the two year course and a full 1.0 point for an HL class.
- A student who remains in the DP class(es) for the whole year of grade 11 would receive the Grade Point Addition only for the year of study completed. DP course students must sit for the World Exam and complete all internal and external assessment components in order to receive the Grade Point Addition in grade 12.
- DP students will only receive the Grade Point Addition by performing to their expected academic and behavioral standard on the World Exam.

Grade Descriptors

Grade	MYP Descriptor	DP Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic	Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the effects of technique and style; some evidence of a relevant personal response to the

	critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grades 11-12 Grading System for Grade Point Average (GPA):

% Range	Modified Class	SL Class	HL Class
93-100	4.0	4.5	5.0
90-92	3.7	4.2	4.7
87-89	3.3	3.8	4.3
83-86	3.0	3.5	4.0
80-82	2.7	3.2	3.7
77-79	2.3	2.8	3.3
73-76	2.0	2.5	3.0
70-72	1.7	2.2	2.7
67-69	1.3	1.8	2.3
63-66	1.0	1.5	2.0
60-62	0.7	1.2	1.7
Below 59	0.0	0.5	1.0
Incomplete	0.0	0.0	0.0

Withdrawal

A leaving certificate, transfer grades or transcript will only be issued to a withdrawing student if:

- All fees have been paid.
- The withdrawal form has been completed.

ISD Secondary School Division Add/Drop Policy

- Guiding Principles
 - Grade 6-11 students must have a full schedule.
 - Parents must be informed of decisions students are making regarding their schedule.
 - Students must meet all ISD graduation requirements.
 - Teacher, coordinator, counselor, administration input is valued in determining a student's schedule.

• Procedures

It is to the student's advantage to take the necessary actions as soon as he/she has made his/her decision to pursue dropping a class.

- During spring registration students must attend information sessions about course selection. The course selection process involves teachers, students and parents. After reference to the Program of Study and discussion with their parents and teachers, students complete the course selection sheet which is signed by their parents and appropriate teachers. Students must work with the counselors and program coordinators to ensure all graduation requirements are met.
- Diploma Program students meet individually with the coordinator to examine their course selections and to ensure that they are meeting IB requirements.
- Students may drop and add courses until school closes in June. The permission of the counselor and parent are required.
- Grade 9, 10, and 11 students will not be allowed to make any changes to their schedules in the fall.
- Grade 11 and 12 students are allowed to move within a subject area one week after the first and second reporting period. Students will not be able to change classes during any other time. They may do so with teacher, Head of Department, counselor, DP coordinator if applicable, Secondary Principal and parent approval (e.g. Math HL to Math SL).
- When students drop classes after the midyear reporting period, transcripts will indicate a WP (Withdrawal Pass) if the student is passing the course at the time of withdrawal and a WF (Withdrawal Failure) if the student is failing the course at the time of withdrawal. This will not affect the GPA.

ISD recognizes that exceptional cases will be handled individually at the discretion of the counselors and Head of Secondary such as to balance class loads or to change a student who has previously passed a course or to meet graduation or college entrance requirements. Selection of teachers is not permitted at any time.

- All students intending to enter the full IB Diploma Program must fulfill the following requirements:
 - Minimum MYP Grade: 32 out of 56 for 8 subjects.
 - Successful completion of the Personal Project.

Graduation Requirements

The IB Diploma Program (DP)

Students in grades 11 and 12 may pursue the IB Diploma which requires them to complete studies in languages and literature, language acquisition, individuals and societies, sciences, and mathematics, with the option of studying the arts. Across these subject groups, students must complete three courses at higher level and three courses at standard level. Students must complete the DP core requirements: the Theory of Knowledge (TOK) course, the Extended Essay (EE), and Creativity, Activity, and Service (CAS).

The ISD High School Diploma

The ISD Diploma is accredited in the United States by the New England Association of Schools and Colleges. To earn the ISD Diploma, students must complete 12 academic years of study and achieve 24 credits from grades 9 through 12.

Credit requirements for the ISD High School Diploma include:

- 4 credits of English
- 3 credits of Mathematics
- 3 credits of Humanities
- 3 credits of Sciences
- 2 credits of languages other than English
- 9 credits of electives

ISD Certificate of Achievement

The ISD Certificate of Achievement is designed for students who study in a modified program due to special circumstances. These students do not meet ISD Diploma requirements.

Charter of Students' Rights and Responsibilities

I have the right to learn. It is my responsibility to appreciate learning for its own sake, to be responsible for my own learning, and to do nothing that would impede the learning of others.

I have the right to a school environment that is conducive to learning. It is my responsibility to treat school property with care, to dress and act appropriately, and to assist in making the school a clean, healthy and orderly place.

I have the right to be treated fairly and to be evaluated fairly by my teachers. It is my responsibility to do my own work, to avoid all forms of plagiarism, and to do nothing that would give me unfair advantage on a quiz, test, examination, or assignment.

I have the right to personal dignity and privacy. It is my responsibility to respect the privacy of others and to treat them in a dignified manner.

I have the right to feel that I belong to the school community. It is my responsibility to be accepting of others, to share knowledge by learning collaboratively when it is appropriate, and to do my fair share in group work situations.

I have the right to my personal possessions. It is my responsibility to treat the personal belongings of others with respect.

I have the right to be respected as an individual and to be treated courteously by everyone. It is my responsibility to be courteous and to treat everyone else respectfully regardless of age, gender, rank, or the job that they do.

I have the right to feel secure at school and to feel good about myself. It is my responsibility to behave in ways that enhance the self-esteem of others.

I have the right to be heard and to express my point of view. It is my responsibility to listen to others, to hear their opinions courteously, to express my opinions in a civil manner, and to inform my own point of view through learning.

I have the right to be proud of my cultural heritage regardless of my ethnicity, language, religion or nationality. It is my responsibility to be respectful of, and to learn about, the cultural heritage of others.

Rules of Conduct for Bus Riders

While on the bus, students are under the immediate supervision of the bus driver. The safety of all passengers is the most important part of school bus operation. Respectful, responsible and safe behavior is mandatory at all times, and inappropriate behavior will result in progressive consequences which may include exclusion from transportation services, without a refund of fees.

If there are issues or concerns that arise from the bus, parents should contact the Dean of Students.

Bus riders are expected to...

- Be on time at pick-up points, standing on the sidewalk until the bus comes to a complete stop.
- Treat bus drivers and bus monitors with respect, and follow all instructions.
- Remain seated while the bus is moving.
- Be respectful of ALL other riders.
- Use appropriate, respectful language at all times.
- Keep hands and feet to self at all times.
- Physical fighting or rough-housing are not allowed.
- Throwing things inside or outside the bus is not allowed.
- Any damage to the inside or outside of the bus that is caused by student(s) may have consequences and the cost of repairs may be incurred by the parent(s) of each student involved in such incidence.
- Each student will remove their trash from the bus, upon exiting, and dispose of it properly.