

International School Dhaka
Secondary School Student-Parent Handbook
2021-2022

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Bell Schedule

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
7:45-7:55	Homeroom							
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 Online Learning Schedule: Grades 6-8

ISD Grades 6-8 Online Learning Schedule: Start of School Year 2021-2022					
1 Hour Block	Sun	Mon	Tue	Wed	Thurs
8:00-9:00	A	E	<i>Staff Meetings/Collaboration</i>	D	H
9:05-10:05	B	F	Office Hours- All Blocks	C	G
10:05-10:20	Snack Break			Snack Break	
10:20-11:20	C	G	Homeroom PSHE/Assembly/Grade Level Meetings	B	F
11:25-12:25	D	H	<i>Grade 10 Personal Project and Grade 12 Extended Essay Support</i>	A	E
Synchronous Lessons End				Synchronous Lessons End	
13:25-14:25	G- Office Hours	A- Office Hours	13:00-14:00- CCP Program	E- Office Hours	C- Office Hours
14:30-15:30	H- Office Hours	B- Office Hours	14:00-15:00- <i>Staff Meetings/Collaboration-DP</i>	F- Office Hours	D- Office Hours

Secondary Online Learning Schedule: Grades 9-10

ISD Grades 9-12 Online Learning Schedule: Start of School Year 2021-2022					
1 Hour Block	Sun	Mon	Tue	Wed	Thurs
8:00-9:00	A	E	<i>Staff Meetings/Collaboration</i>	D	H
9:05-10:05	B	F	Office Hours- All Blocks	C	G
10:05-10:20	Snack Break			Snack Break	
10:20-11:20	C	G	Homeroom PSHE/Assembly/Grade Level Meetings	B	F
11:25-12:25	D	H	<i>Office Hours, House Events, Grade 10 Personal Project and Grade 12 Extended Essay Support</i>	A	E
Lunch Break			12:25-13:00- Lunch Break	Lunch Break	
13:25-14:25	G	A	13:00-14:00- CCP Program	E	C
14:30-15:30	H	B	14:00-15:00- <i>Staff Meetings/Collaboration</i>	F	D

ISD Secondary School Contact Information

Secondary Principal: Chris Boyle
chris.boyle@isdbd.org

Vice Principal & MYP Coordinator: Nilanthi Das
nilanthi.das@isdbd.org

Diploma Program Coordinator: Dixon Kibengo
dixon.kibengo@isdbd.org

Secondary Office:

Executive Assistant to the Secondary Principal: Naila Ahmed
naila.ahmed@isdbd.org Office mobile: 01817291475

For information regarding attendance, student leave applications, and scheduling appointments with the Secondary Principal

Administrative Assistant: Urmi Halim

urmi@isdbd.org Office mobile: 01847198393

For information regarding scheduling appointments with the IB Coordinators

Mission

ISD is a community that



Definition of Learning

ISD embraces inquiry and collaboration which empowers learners to develop skills, knowledge and understanding that inspires positive change.

Definition of International Mindedness

Awareness, Responsibility and Action for our Shared World



Parent-School Protocol

Guiding Principles

ISD is committed to creating an educational culture that is based on mutual respect and understanding. The school is committed to providing a safe and supportive work environment where diversity is valued and everyone is treated with respect, fairness and dignity.

- 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 model positive behavior for their child(ren).
- Parents are expected to attend parent information sessions, back to school night, three-way conferences, and similar on-campus events.
- 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.
- Parents will ensure their child(ren) arrives at school on time by arranging transportation that allows them to arrive at school no later than 7:30am.
- 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 to all ISD members of the school community, including teachers, students, other parents, and visitors and will approach situations in a manner that seeks resolution.
- Parents will seek answers or a resolution by first communicating with the teacher, then the principal, 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.
- The Secondary Principal 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.
- The Secondary Leadership Team 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.

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 unexcused absences).** The difference between the two types of absences is explained below.

Excused absences are:

- Illness. Any illness-related absence requires a signed doctor's note after the third consecutive day of absence. Doctor's notes must be submitted within 7 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.
- Embassy appointment or unavoidable doctor's appointments. To be excused, notice must be given a minimum of 24 hours prior to the appointment.
- Being sent home from school after being seen and treated by the school nurse and deemed unfit to remain for the rest of the school day.

A student with an excused absence can make up the work missed and receive help from the teacher to understand the concepts taught. Parents need to contact the Secondary Office by 8:00AM the latest on the day of the absence to alert the school to their child's absence.

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.
- Leaving school sick without being seen and treated by the school nurse and deemed unfit to remain at school.
- Traveling for anything other than immediate student health concerns or death in the immediate family.

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 prepare assignments as per usual for the whole class. Students are responsible for ensuring they check managebac on a regular basis.
- 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.

Consequences for excessive absences:

- 10th absence – an email/letter is sent to the student and parents communicating an attendance concern.

- 15th absence – a meeting with the student and parents to sign an attendance contract which (based on which grade the student is in and how the current academic performance is) will specify requirements of attending sessions after school and/or a summer course to make up for lost time or both of the aforementioned should the student cross the 20 day limit.
- 20th absence – the attendance contract is to be adhered to and implemented for that particular student. Continued absences can result in retention, requirement to complete online credit recovery at the families cost, or expulsion from ISD.

General Parents' Responsibilities

- 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.

Procedures to Follow When Late

Students who are late in the morning (after 8:00 AM) must report to the office and obtain a late slip. All morning lates will be tracked through the office. Students who are more than 3 times within a term will receive an after school detention and parent contact protocol as follows:

- For every 4th late, students must serve a one hour after school detention in the Head of Pastoral Care's office unless a teacher needs to host the student to supervise for catching up on missed work.
- When the student reaches 8 lates within half a term, parents will be notified
- When the student reaches 12 lates within half a term a parent meeting will be set up with the student present to discuss strategies to tackle the issue and sign a contract to commit to arriving on time, failure to adhere to which may lead to CCP and other extracurricular bans.
- Students who arrive after 8:30AM are not allowed to enter campus and are sent home and the day will count as an unexcused absence.
- 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 – One after school detention
- 2nd skip – Two after school detentions
- 3rd skip – Two lunchtime behaviour sessions and two after school detentions

- 4th skip – Parent meeting and behavior contract (student will not be allowed to return to their class until this meeting commences) and a one day in school suspension.
- 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 or a designated guardian (approved by the parent) must come into the Secondary School Office and sign them out.

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.
- Non-emergency 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.

Social and Emotional Well-being

Homeroom

Homeroom will be dedicated time for a teacher and small group of students to build a supportive community, share important information, participate in Personal, Social, Health and Economic (PSHE)

lessons, and come together in assemblies.

During Online Learning:

- Homeroom takes place every Tuesday from 10:20-11:20
- Homeroom will include PSHE lessons, activities, assemblies, and grade level meetings
- Attendance is required- we really want you there!

During On-Campus Learning:

- Homeroom takes place every morning from 7:45-7:55 and Tuesdays during Period 5 (after lunch)
- Each morning will have a set activity. Tuesdays will continue to include PSHE lessons, activities, assemblies, and grade level meetings
- Attendance (in the morning Homeroom period) is required- we really want you there!

Weekly Homeroom Schedule (on-campus)

- Sunday - Announcements
- Monday - Silent Reading / 1 on 1 check ins
- Tuesday - Silent Reading / 1 on 1 check ins (Morning) / PSHE Lesson (Extended session)
- Wednesday - Mindfulness
- Thursday - Circle Up Day

Social-Emotional Secondary Counseling

The goal of PSHE is to create a safe environment for students, promoting social, emotional health, and balance between academic and social life. PSHE lessons are held during Homeroom with the Homeroom Teacher/Mentor. ISD views social and emotional learning through five core practices: self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Social-Emotional Secondary Counselors guide PSHE lessons and are an essential component of all students' education as they progress through school.

Social-Emotional Secondary Counselors offer individual counseling to help students resolve personal or interpersonal problems. They may also provide small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. For students who are otherwise unable to access mental health services, school counselors provide support at no cost. School counselors also support school staff by assisting with classroom management techniques and developing programs to improve mental health or school safety. When necessary, counselors may also intervene in a disrupted learning environment.

Social-Emotional Secondary Counselors play a role in providing:

- Opportunities to develop knowledge and an appreciation of themselves and others;
- Opportunities to develop relationship skills, ethical standards, and a sense of responsibility;

- Opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests, and abilities;
- Information that would enable them to make decisions about life and future opportunities and to prepare students to become 21-century global citizens.
- Collaboration regarding developing action plans to facilitate their personal, social, and emotional learning and growth
- Counseling relationships that are offered with dignity and respect for each individual
- An environment that maximizes student wellbeing
- Academic standards with goals for academic success
- Develop skills to improve organization, study habits, and time management.
- Space to work through personal problems that may affect academics or relationships.
- Improved social skills.
- The ability to cope with school or community-related violence, accidents, and trauma.
- Identify interests, strengths, and work on areas where improvement is needed.

Counseling services are available during break time in the Social-Emotional Secondary Counselors office (while on campus)—Email Ana Cubra at ana.cubra@isd bd.org for Social-Emotional Counseling.

The Core of Personal Social Health Education (PHSE)

<p>Self-awareness</p> <p>The ability to accurately recognize one’s own emotions, thoughts, and values influences behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p> <ul style="list-style-type: none"> ● Identifying emotions ● Accurate self-perception ● Recognizing strengths ● Self-confidence ● Self-efficacy 	<p>Self-management</p> <p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <ul style="list-style-type: none"> ● Impulse control ● Stress management ● Self-discipline ● Self-motivation ● Goal-setting ● Organizational skills
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Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship skills

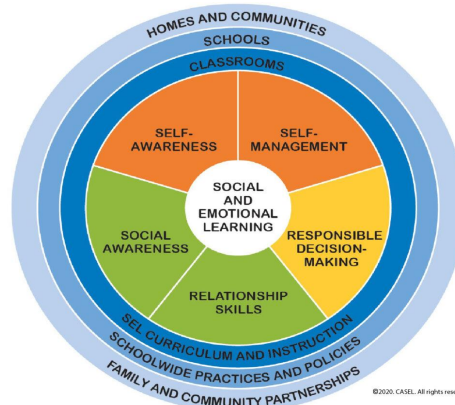
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



Sources: <https://casel.org/>

College Counseling

The College Counseling Office assists students and families in identifying and applying to universities around the world. In Grades 11-12, College Counselors support students in identifying and applying to “good fit” schools. College Counselors can provide career awareness and exploration of various career paths. College Counselors are here to guide and assist throughout the college application process. For College/Career Counseling, contact email **Ms. Ellen Johnston** ellen.johnston@isdbd.org and **Ms. Tasnuva Ahmed** tasnuva.ahmed@isdbd.org

Behaviour and Discipline

LEVEL and DESCRIPTOR	PROCEDURES		STUDENT BEHAVIOR EXAMPLES
Level 1 <i>Low-level disruption in or out of class. Dealt with in the classroom/on site.</i>	<i>Who</i>	Class teacher or teacher involved.	Poor representation of the school. Disrupting others in class. Skipping of class (first time). Inappropriate behavior. Pattern of not following teacher instructions. Swearing or inappropriate language. Ongoing lateness to class. Inappropriate technology use. Inappropriate clothing at school. Second occurrence of deliberately skipping class. Other similar behavior.
	<i>Communication</i>	Teacher to student in one-to-one conversation. Teacher to parent via email (always for academic dishonesty) or phone call.	
	<i>Consequences may include, but are not limited to:</i>	Apology letter/written reflection to teacher. Lunch behavior session. After school detention. Possible parent contact.	
	<i>Follow up</i>	Notify Principal, if appropriate.	
	<i>Record keeping</i>	Teacher documentation on shared lunchtime behavior session file. Principal on after school detention tracker.	
Level 2 <i>Repeated low-level disruption, a more significant single offence or a significant out-of-class offence.</i>	<i>Who</i>	Principal	Repetitions of above. Repeated or significant public displays of affection Aggressive behavior/frequent horseplay. Disrespectful behavior. Repeated or significant poor representation of school. Repeated or significant inappropriate technology use. Skipping class (3 rd time) Similar other incidents
	<i>Communication</i>	Principal	
	<i>Consequences may include, but are not limited to:</i>	Phone call to parents (always). Apology letter/written reflection. Meeting with parents. Lunch detention(s). After school detention. In-school suspension.	
	<i>Follow up</i>	Possible recommendation to school counselor. Possible referral to Student Intervention Team process. Increased monitoring of student behavior by class teachers and assistant principal.	
	<i>Record keeping</i>	Head of Pastoral Care to keep record of after school detentions or in school suspensions.	
Level 3 <i>Serious infringements of student expectations</i>	<i>Who</i>	Head of Pastoral Care. Vice Principal or Principal or Director (out of school suspensions)	Weapon/dangerous item at school Alcohol/tobacco related offense. Repeated/severe academic dishonesty. Serious or repeated poor representation of school. Breakeage of Student Expectations on a School Trip Agreement. Serious or repeated aggressive behavior. Serious or repeated disrespectful behavior.
	<i>Communication</i>	Head of Pastoral Care	

	<i>Consequences may include, but are not limited to:</i>	Phone call to parents (always). Meeting with parents (always). Full day out-of-school suspension. Multi-day out-of-school suspension. School trip privilege removal. Removal from Student Government office or other leadership positions.	Harassment/Bullying/cyber-bullying. Use of technology to hurt, offend or shame. Destruction of property. Theft. Leaving campus without permission. Physically assaulting another student. Similar other serious incidents.
	<i>Follow up</i>	Counseling. Student Behavior Contract (upon repeat of offense) Probable referral to Student Intervention Team.	
	<i>Record keeping</i>	To be filed in: 1. School drive and hard copy in student file 2. Academic/Behavior Contract files.	
Level 4 <i>Extreme infringements of student expectations</i>	<i>Who</i>	Head of Pastoral Care. Principal or Director (out of school suspensions)	Repeated occurrences of deliberately skipping class. Repeated or serious alcohol/tobacco/drug related offences. Extreme poor representation of school. Serious or repeated violent behavior. Sexual harassment. Sexual assault. Constant, regular bullying/cyber-bullying or harassment. Extreme or repeated theft(s). Repeated occurrences of breaches of the school B.Y.O.T. Guidelines and Expectations. Similar other extreme incidents.
	<i>Communication</i>	Principal or Director. Management Board for consideration of expulsion.	
	<i>Consequences may include, but are not limited to:</i>	Meeting with parents (always). All of Level 3 possible consequences as well as recommendation for expulsion.	
	<i>Follow up</i>	Counseling as appropriate. Elevated accountability on Academic/Behavioral Contract, further incidents will result in expulsion.	
	<i>Record keeping</i>	To be filed in: 1. School drive and hard copy in student file 2. Academic/Behavior Contract files.	

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 slip.

- Lunch time mandatory Behavior Support (upon receiving 3rd slip within a week).
- Based on nature and frequency of behavior, counselors have the discretion to contact parents.
- In the case of inappropriate use of devices, confiscation of the device.

Examples of Grave Misconduct

- Persistent misbehavior.
- Noncompliance or defiant, argumentative, or oppositional behavior toward teachers or administrators.
- Purposely posting material on social media that humiliates a student/teacher or material that damages the reputation of the school.
- 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 or Secondary Principal
- Recommendation for expulsion
- Other consequences as determined by the Administration.

Public Display of Affection Policy

Purpose: In order to maintain a professional atmosphere of learning, mutual respect and safety in school, students should refrain from inappropriate, intimate behaviors on campus or at school-related events and activities. Students are expected to conduct themselves respectfully at all times.

Guidelines:

- It is acceptable to demonstrate care for each other in physical expressions such as friendly hugs or pats on the back or shoulders. All such contact should be open and inclusive within a social group to be acceptable.
- Intimate physical expressions of affection (hugging, holding hands, kissing, embracing) are not permitted at school, in the school bus or on any school activity (including the night out, nature camps, field trips, out of school events and competitions).
- Lying down with another student; hand on another's lap; sitting on another's lap is also not acceptable. Touching under or through clothing is not acceptable.

Consequences: Students involved in inappropriate expressions of affection will be spoken to privately and respectfully with a view to modifying their behavior and educating them. Continued inappropriate behavior will be considered as discipline violation and will result in parent notification and consequences as outlined in the discipline policy.

Drugs and Alcohol Policy

The International School Dhaka will provide a drug and alcohol free campus for all students. All students are required in school to avoid the use of alcohol, tobacco, non-prescribed medication and other illegal drugs. This includes any product or substance that can be misused for mood enhancing purposes, such as huffing aerosol products.

These expectations are generally outlined in the Student Handbook, but this letter serves as a more detailed clarification of the expectations, processes and consequences related to any violation on campus.

- Drugs, alcohol, tobacco (including vapes/electronic cigarettes, and other products not used for intended purpose) are not permitted on the school grounds.
- Tobacco, including vapes and electronic cigarettes, is not permitted on campus.

- Prescription drugs (prescribed) must be kept with the school nurse and taken as per guidelines. Any prescription drugs found on a student that are not prescribed or kept with the nurse, will be deemed as a violation of this policy.
- This policy extends to any school-sponsored trip or afterschool activity. This includes transit to and from our School on school- provided transportation and in the immediate surrounding area of the school.
- Possession or use at our School or School-related functions will include being under the influence of alcohol or drugs, even if the actual consumption took place elsewhere.

In order to ensure our campus remains drug and alcohol free, ISD will:

- Randomly search students’ bags upon entry to school (in the presence of a witness). Students will be responsible for the contents of their bags.
- Search a student’s bag/person if there is a credible suspicion that drugs/alcohol or other substances may be present.
- All students’ bags will be thoroughly checked by ISD staff prior to any field trip.
- Students should not carry items for other students and will be held to the same consequence level if any items are found in their possession.
- If a suspicion is present that a student is under the influence of a substance, the parent will be called and asked to do a voluntary drug test with the student at a medical facility.

Violation of the Drugs and Alcohol Policy shall be handled as follows:

- A student who uses alcohol, non-prescribed medication or other illegal drugs, including any product that can be misused for mood enhancing purposes, will be suspended, out-of-school, for 5 days on the first offense, 10 days on the second offense and will be considered for expulsion on the third offense.
- A student who is giving or selling any substance to another student will immediately be expelled from ISD.
- Please note that students who are using drugs, alcohol and other illegal substances outside of School, and who seek help from the School counselor, will not be disciplined for admitting their drug use. They will receive counseling and confidential planning that respects the student’s needs.
- Use of any tobacco related products or storing them will result in a 5-day out-of-school suspension. Continued violations will lead to dismissal from ISD.

A student’s record related to drug/alcohol use and consequences will be separate and non-cumulative between Middle School and High School.

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.
- Something we need to make clear here is that a suspended student's parents must wait until the suspension is over if they would like to have a meeting with the Director or Secondary Principal to discuss the matter.
- 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.

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.

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 a Level 1 infraction as that would disrupt the class so the student must wait until the end of the class or another suitable time.

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 3:00PM.
- Students in Grades 9-12 are allowed to use their phones during morning break and 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 the Secondary Office. Students pick up at the end of day.
- 2nd violation – phone confiscated and given to the 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. Students are not allowed to bring the phone to school for a month.

Hall Passes

- A student's first responsibility is to arrive at 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 the Administration. However, students will be excused from class at teacher discretion.

Student 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 Code

- 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 sweaters or jackets in cooler weather.
- Belts must be black or maroon.
- Shoes have to be black, grey, white or blue.
- Clothing should be relaxed in fit so as to provide comfort while seated in class.
- Tight leggings or jeggings should not be worn, if they do a skirt must be worn on top.
- 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 at school the day before a tournament. Team clothing means jersey top, normal school pants and shoes must be worn.
- When it is cooler weather, students can wear a plain black jumper or hoodie, or a school purchased hoodie

Students are NOT to wear the follow on campus:

- Baggy trousers, torn clothing, ill-fitted clothing.
- Jeans of any color.
- 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 or promote alcohol, tobacco or drugs.
- 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 uniforms to PE classes.

Consequences for Not Following Dress Code

- If a dress code violation cannot be corrected in the classroom the student will be issued a warning and for a second violation within an academic cycle the student will be sent to the Head of Pastoral Care so that the appropriate clothing can be borrowed, bought or parents can be called to send the appropriate uniform (in that order of availability).
- Multiple infringements of the dress code within a half term will be considered non-compliance and will result in an after school detention and a possible recommendation of suspension.
- Students will be loaned or sold appropriate clothing, if it is available, so that they can return to class promptly.

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 shirts.
- 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 a 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 – Behaviour slip

3 – Contact parents.

4 – Lunch-time Behavior Support.

5 – Lunch-time Behavior Support and request meeting with parents.

6 – Referral to Head of School.

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 a 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 a one-piece swimsuit that provides adequate coverage. Boys need to wear swim trunks. Students need to bring towels, caps, and goggles.
- PE teachers track student uniforms over 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 Secondary Principal.

Athletics and Activities (Co-Curricular Programs)

ISD Athletics and Activities (CCP's) offers secondary students a wide range of opportunities to engage in Varsity Sports Teams, Model United Nations, Service Learning, Student Council, Duke of Edinburgh, Theatre Arts/Drama, Musical Performances and much more. 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 allowed to participate in 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 for varsity teams 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 Director 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 Director 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.

Co-Curricular and Extra-Curricular Programs

Varsity Sports

Varsity Sports programs are offered year-round at ISD, giving an opportunity for all students to become student-athletes, and to play more than just one sport. Sports are scheduled well in advance and require a commitment from athletes to be there for every practice as well as tournaments that occur on weeknights and weekends. Students who join need to commit to academic and athletic excellence, being accountable and helpful to their own and the program's growth. Student athletes interested need to make a 2.5 to 4 month commitment to the team and must understand that being on a team means local and potential international travel. Secondary students have the option to play for the Hawks and be a part of Hawk Nation by contacting the head coach of the sport program he/she would like to be a part of, or by contacting the Athletics Director in the athletic office.

Student Services

Tutoring

ISD teaching faculty and staff are not permitted to tutor any ISD student for pay.

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.

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.

Bring Your Own Device (BYOD) Program: Minimum Requirements

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
- Download/install software
- Connect to classroom projectors using VGA/HDMI/MiniDisplayPort
- 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 (Antivirus and its update is own responsibility)
- Create documents, spreadsheets and presentations
- Create and read PDF files
- Run Java and Flash applications (Flash may not be supported on various websites)
- 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 10 or Mac OSX 10.14.4 as the operating system
- RAM: 8GB
- CPU: 64-bit processor
- Hard Drive: 160GB or higher
- Processor: Intel Core i5 or higher

- Graphics card: 2 GB
- Wireless Card: 802.11n/ac/b/g
- Accessories:
 - Charger with plug adapter for Bangladeshi power outlets
 - Headphones with microphone
 - Functional mouse or trackpad
 - Adapter for Projector (VGA/HDMI/Mini Display Port)
 - Identification tag

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 12 may borrow up to 10 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 100% for shipping and processing.

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.

ManageBac: Learning Management System (LMS)

Managebac is the Learning management system (LMS) used in secondary school. This system allows teachers, students, parents and administrators to record and store curriculum, courses, tasks, progress, grades and reports data within the MYP and DP programme at ISD. Teachers and students access Managebac classes on a daily basis and all learning materials are housed in this system. It is essential that parents have their personal login information so that they can access and keep track of their child/s progress. Managebac allows parents to find out a students' tasks, assignments and grades at any time in the year.

Parent Communication

Managebac along with email is the primary form of communication with parents for grade level or secondary school communication. Parents are requested to ensure that they check communication regularly and are a part of the IB parent group on Managebac. If a parent email address requires an update, it is important that parents contact sochi.basak@isdbd.org to update and continue receiving access to managebac.

Student Assessment & Progress

Managebac parent login provides access to all secondary parents so that they can keep track of any tasks and assignments given to students in any MYP or DP class. Parents can obtain an overview or all tasks for a given time periods by accessing the calendar on managebac. Clicking on an assignment or task in the calendar, will allow parents to view further details about a task.

All assessment grades and comments provided by teachers can be accessed via the parent managebac account by clicking on the tasks. Teachers will require 7 working days to provide feedback on summative assessments, while other feedback may occur earlier.

Grade Notification

Once a task has been completed by your child, teachers will grade or provide feedback on significant ones. When the grades and comments are ready for parents and students to access, a Managebac message will be sent to parents emails.

Reporting

All interim, progress and final reports are generated on managebac and a pdf version will be placed on managebac for parents to access at the time of reporting.

Academic Misconduct in the MYP & DP

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- **Plagiarism** - is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- **Collusion** - is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- **Duplication** - is defined as the presentation of the same work for different assessment components and/or Diploma Programme (DP) core requirements.
- **Misconduct during Exams** - such as, taking unauthorized material into an examination; behaviour that disrupts the examination or distracts other candidates; or communicating with another candidate.
- **Any other behaviour that gains an unfair advantage** for a candidate or that affects the results of another candidate. For example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media (*General Regulations* 12-13).

Consequences for Academic Misconduct

Grade 6-8	Grade 9-10	Grade 11-12
<ul style="list-style-type: none"> ➤ Teacher informs MYPC and head of pastoral care and presents evidence ➤ After discussions, teacher sends a parent email ➤ Subject teacher conducts an Academic Support session to redo the assignment. For collusion, both students attend Academic Support. 	<ul style="list-style-type: none"> ➤ Teacher informs MYPC and head of pastoral care and presents evidence ➤ After discussions, the teacher sends a parent email indicating that the student will receive a zero for the material in question ➤ Students redo the assignment to an acceptable level to ensure the material has been learned but no marks will be awarded. 	<ul style="list-style-type: none"> ➤ 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

<p>➤ Students redo the work and new marks will be awarded and recorded in the gradebook</p>	<p>➤ 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.</p>	<p>credit, graduation privileges, in addition to other consequences stipulated by the IB.</p>
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Academics Procedure - MYP Programme

Assessment in the MYP

MYP assessment is focused on continuous or ongoing learning. That means that there are no major final exams or tests that students have to take and pass from Grade 6-10. It does mean that throughout the year, students have to be doing their best by actively engaging in classes and completing work and assignments on time. All tasks, whether summative or formative are therefore important in the MYP, as it shows what a student understands and can do on an ongoing basis.

Criterion Based Assessment

All MYP subjects used criterion based assessment where a rubric with levels of achievement and descriptors are provided and explained to students during the course of the units. Levels of achievement in any criterion, in any MYP subject ranges from 0-8. Each MYP subject contains four assessment criteria- A, B,C, D. Students are provided ongoing feedback and at the summative stage the work submitted will be marked against the descriptors. An achievement level of 1 or 2 on a summative assessment is a failing grade and this is the only time in the MYP that students can retake a summative assessment.

Best Fit in the MYP

The MYP does NOT average student grades, instead it uses a process called 'Best Fit' where teachers look at all assessment data available for a student and decide which grade best represents or 'Best-fits' a given student.

At reporting time, teachers will best fit grades for each criteria. What this means is that they will go through all summative grades for each criteria and decide which grade 'best fits' represents a student's level. This allows teachers to use their professional judgement and consider any special circumstances that may have faced a student in the academic year. All parents are encouraged to attend the MYP assessment workshops in order to clearly understand MYP assessment practices. These workshops are held annually.

Report Grades

Each time teachers create reports they go to the collection of summative assessment data in their gradebook. For each criterion, teachers do a final best fit judgement. So if a student got 5s in all of the Criterion C assessments- the best fit will be 5. The best fit grade for all 4 criteria in each subject is added up and a total grade out of 32 is generated by Managebac. This total grade is checked against MYP grade boundaries to generate final 1-7 MYP Grade

MYP final 1-7 Grade boundaries

Level	1	2	3	4	5	6	7
Range	0-5	6-9	10-14	15-18	19-23	24-27	28-32

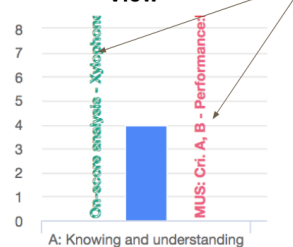
MYP Late Assignments

Failing to complete assignments on time will negatively affect a student's grade. The Secondary School procedure for MYP missed assignments is as follows:

- 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."
- Non submission of summative assessment can affect termly reporting, especially when no data is available to report on.

Impact of students Not Submitting Summatives

Teacher Grade book View



This student did not Submit TWO Summative Assessments for Criterion B

Only One summative Grade with a 4

For this Criteria, the teacher will Best-Fit to a LOWER Grade as two summatives were not submitted



Teachers will add report comment

MYP Retake

As the MYP is focused on ongoing learning, retakes are not available to students unless they have attempted a summative assessment and received a failing grade (0-2). A student who has received a

failing grade will be provided further explanation and guidance by the subject teacher and an opportunity to retake the assessment if the student wishes. Retake of this nature must be completed within 2-3 weeks of receiving a failing grade.

MYP Homework

Homework is limited in the MYP given the nature of performance based assessment which requires students to engage on longer term projects and tasks beyond school hours. Where homework is assigned it must serve a purpose and feedback must be provided. Teachers should avoid assigning 'busy work' and a reasonable number of days must be assigned to complete homework. Home work can include:

- *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.

Teachers will include homework as an 'Event' on the Managebac Calendar to help students organize their time.

MYP End of Year Exams (Grade 9 & 10 only)

Exams in grade 9 and 10 are to provide students a chance to become familiar with exam conditions and are offered for the core subjects only: Language & Literature, Language Acquisition, Math, Science and Individuals & Societies. It is viewed as one 'type' of assessment and has no extra value or weighting than a regular summative assessment or assignment. Assessments will address one or more of the MYP subject criteria and will be based on the concepts, knowledge and skills covered in the current unit only. Exam schedules will be released at the end of May.

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 tracked at each reporting period, with a formal letter of concern sent to parents.
- Students will be encouraged to attend academic support to improve on subjects of concern.
- Academic concern is one failure and/or MYP Total of 30 or below for 8 subjects for Grades 6 to 10

Academic Probation

- Academic probation is defined as any Grade 6 to 10 student with two failures
- 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 extracurricular 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.
- 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.

Retention

Criteria for retention or repeating the same grade level include :

- Students who fail two subjects in the MYP (a final grade of 2 or less)
- In the event that a student in Grade 9& 10 fails a core subject (Language & Literature, Language Acquisition, Math, Science & Individuals & Societies) the student will be expected to take a credit recovery course during summer break. Once credit recovery is completed, eligibility to move to the next grade will be considered.
- Students who have not met the 90% attendance requirement (20 or more unexcused absences)
- Students in Grade 10 failing the personal project will not be eligible to enter Grade 11*
*Students not submitting a Personal Project will be assigned 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 may not take a subject course at summer school more than two times

MYP Subject Selection/placement

In the MYP a majority of subjects are mandatory. However students can elect to study a few subjects while others are based on proficiency /ability. Course selection takes place in May-June via Google Forms in preparation for the next academic year. These courses include:

- Arts: Grade 6-8 students select between Music and Drama
- Arts: Grade 9 : students select one from Music, Drama & Visual Arts
- Language Acquisition : Grade 6 students only can select between French and Bengali (depending on proficiency and parent-student decisions)
- Math: In Grade 9 and 10 students will be placed in either Math extended or Math standard based on achievement levels. Placement will be based on student ability and performance.

- Language Acquisition phase placement (French Acquisition, English Acquisition and Bengali Acquisition) are all based on student performance. As students improve in language proficiency, they have the scope to be moved up a phase.

MYP Honor Roll

International School Dhaka is proud to recognize individual student achievement as an academic distinction. There are two levels of academic distinction: *The Honor Roll* and *High Honors*.

Honor: In Eight* MYP subjects: 42 total points (out of 56) and no score less than 4

High Honor: In Eight* MYP subjects: 50 total points (out of 56) and no score less than 4

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

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

Honor and High Honor rolls will be announced in early summer and a celebration to recognize students will be held at the first assembly in the following academic year.

MYP Service as Action

All students in the MYP must aim to meet the Service as Action learning outcomes through reflections and evidence against seven service learning outcomes documented on Managebac. The table below shows how many learning outcomes are expected of each student at each grade level.

MYP Grade Level Service as Action Requirements

Grade	Service as Action Activity*	Creativity Activity**	Physical Activity***	Learning Outcomes Met
6	At least 1	1 Creativity OR Physical		At least 2
7	At least 1	1 Creativity OR Physical		At least 3
8	At least 2	1 Creativity OR Physical		At least 4
9	At least 2	1	1	At least 4
10	At least 1 (due to PP)	1	1	All 7 LOs met in grade 9 & 10

*Service as Action activities: these are unpaid and voluntary exchanges that support the local, national or global community and have learning benefits for students. Service can involve direct and indirect service or advocacy.

**Creativity Activities: Arts and other experiences that involve creative thinking

***Physical Activities: Physical exertion contributing to a healthy lifestyle.

Students need to document activities and corresponding reflections on ManageBac using their SA Worksheet on Managebac. The supervisor listed for the activity is dependent on the Activity type:

- Curriculum and class based activities - list the classroom teacher as the supervisor
- Independent and student initiated activities - list the homeroom teacher as the supervisor. This includes sports teams and CCPs.
- Service Team - list the Service Team Mentor as the supervisor

When adding an activity, students should select no more than 3 learning outcomes. When writing a reflection, students should only select 1 learning outcome to address per reflection. In addition to reflections, students need to provide evidence for each activity which can include photos and videos. Service as Action requirements are a part of the end of year reports and students will be informed if they have met expectations through the flags used on ManageBac. For further guidance, students can refer to the Service as Action Website: <https://sites.google.com/isdbd.org/serviceasaction/home>.

MYP Personal Project

All grade 10 students must participate in the MYP Personal Project. This is the culminating experience of the MYP and students must pass the project in order to be eligible to enter grade 11. All students in Grade 10 will be registered onto the IB Information system IBIS and work that is submitted on time and upto full expectation will be submitted to the IB. At the end of the project, an exhibition will take place to showcase students' projects to the community.

MYP Interdisciplinary Learning Units (IDU)

Interdisciplinary units are an important component in the MYP as it brings together knowledge and concepts from two or more subjects to enable students to create new knowledge. At ISD we conduct an IDU at each MYP Grade level and Interdisciplinary Unit plans available at the link below. Grades are recorded by teacher teams in a google doc and reported on during the relevant term when the IDU was conducted,

Grade 6 IDU : 'Chemistry in the Kitchen' Math & Science

Grade 7 IDU : 'Energy For All' English & Science

Grade IDU : 'Patterns & Trends' Individuals & Societies & English

Grade 9 IDU : 'Revolutions' Individuals & Societies & Language Acquisition (Bengali & French)

Grade 10 IDU : ' Human Impact on Ecology' Math & Science

Academics Procedure - DP Programme

Assessment in the DP

ISD exclusively offers IBDP courses for students in the 11th and 12th grades. These guidelines describe grades to be put on an ISD transcript, which are expressed as a numerical score from 0-100.

Grading follows a practice of assessment guided by the DP Subject Guides and other IB materials. Through assessment, the student's level of achievement is determined using a raw score. For IB assessments, that raw score is distributed along a 1-7 scale according to DP grade boundaries.

Levels of achievement along the 1-7 scale correspond to the 0-100 scores reported on an ISD transcript. For individual DP subjects, the grade conversion below corresponds to levels of achievement according to the IB course grade descriptors.

Overall conversion

IB Grade	ISD Grade
7	96 to 100
6	90 to 95
5	80 to 89
4	70 to 79
3	60 to 69
2	50 to 59
1	49 and below

This 0-100 score is used for the ISD Secondary School Diploma transcripts and for the ISD report cards.

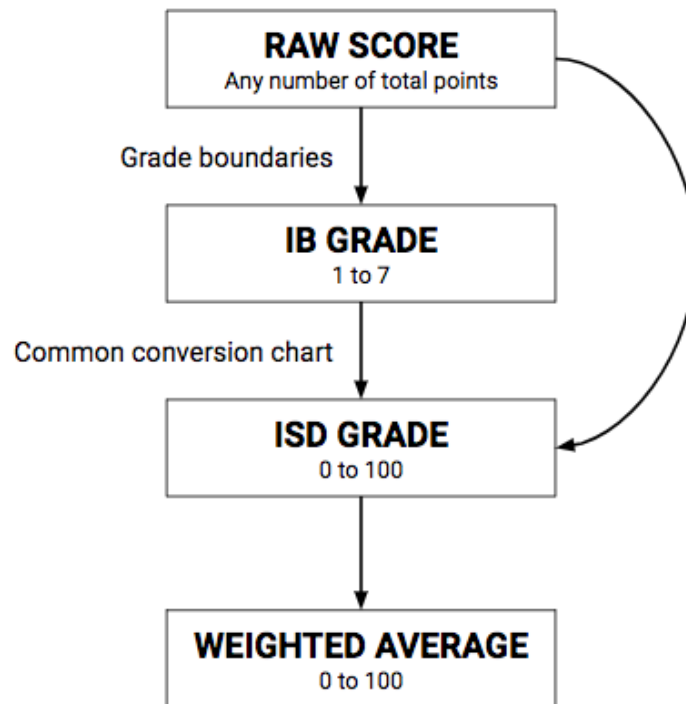
Weighting & Assessment

- 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. **(The weighted grading scale is under review for the classes of 2022 and beyond)**
- 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.

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



DP Reporting

Grades are reported to students and families at four times in the course of the academic year:

- 1st Interim Report - Mid-November
- 1st Term Report - End of January
- 2nd Interim Report - End of March
- 2n Term Final Report - End of June

Final grades are recorded using the overall ISD percentage grade as well as the corresponding IB 1-7 grade as calculated in the Managebac Gradebook and the associated summative assessment weightings for the course.

DP Predicted Grades (for Universities and the IB)

The IB - and most universities - ask ISD faculty to predict the IB grade for a prospective candidate. The IB grade is expressed on a 1-7 scale and is distinct from the ISD 0-100 score.

Student performance on IB-style assessments, including the midterm and final exams, informs prediction of IB grades. Predicted grades are not a simple mean average of grades but based on the most valid and reliable of assessment tasks set against IB criteria.

Predicted grades are a best reasonable case scenario. They are accurate against progress and not aspirational. Over-prediction is as unhelpful as under-prediction in assessing performance.

ISD Midterm & Final Exams

Grade 11 and 12 students complete a midterm exam and final exam in each academic year. The midterm exam represents 10% and the final exam represents 20% of the total grade for the year (see the “Grading and Reporting” section for further clarification). Examinations not only serve to summatively assess the key content and concepts from the term, but also provide students with repeated opportunities to experience exam-like conditions in preparation for the IB World Exams. Students are taken off their normal time table for the week of exams. The following expectations apply to all DP exams:

- ISD final exams for IB Diploma Program courses are conducted in accordance with IB examination regulations. [Rules for School-wide Exams](#)
- 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.
- 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 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.

The IBDP May World Exams

The procedures, rules and regulations for IB World Exams are extensive and are covered in the IB's *Diploma Programme Assessment Procedures* document. Relevant details particular to ISD are found below.

Grade 12 students begin the registration process for the IBDP May World Exams in late September/early October. Full DP students must register for all of their courses (in addition to the EE, TOK and CAS). ISD Courses students may select which of their courses they would like to examine for, or opt not to complete any exams. Registration is conducted by the DP Coordinator and finalized by November 15th of each year.

The Grade 12 ISD Final Exams occur in early April. Not only do they serve to summatively assess student's learning over the two years of the programme, but also provide students with the opportunity to experience mock examination conditions prior to the official IB World Exams.

Following the completion of the ISD Grade 12 Final Exam, Grade 12 students are still required to attend classes for World Exam revision up until the last Thursday before the World Exams begin (usually the last Thursday in April).

The IB releases the exam schedule for the May session a year in advance. Exams run on a Monday to Friday schedule, with a morning and afternoon session. Because ISD operates on a Sunday - Thursday work week, there will inevitably be some exams that take place out of normal ISD hours.

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

Transcripts

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 the Secondary Principal 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

Transcripts and IB Certificates

ISD transcripts are made available through the College Counseling office. Graduating students receive a transcript upon successful completion of the ISD high school graduation requirements.

IB Certificates are made available through the DP Coordinator. Requests should be made to the secondary office.

DP 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.

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.
- Teachers will advise parents of chronic non-completion of homework by emailing the parents.
- **Assessed homework will be categorized under formative assessments and will not exceed 5% of the students' mark in Grades 11 and 12.**
- In cases where the homework will not be assessed with either a comment or grade, teachers will include homework as an 'Event' on Managebac Calendar to help students organize their time.

DP 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.

DP Academic Concern

- Academic concern is 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.

DP Academic Probation

- Academic probation is defined as any Grade 11 and 12 student with two failures, and/or with a GPA of 1.5 or less.
- 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 extracurricular 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 required to attend a meeting with the DP Coordinator and/or Secondary Principal where a plan of action will be developed.
- 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.

DP Retention

Criteria for retention or repeating the same grade level include :

- DP students who fail a subject in Grade 11 will be removed from the IB Diploma track and moved to the ISD Courses track
- In the event that a student in Grade 11 fails a compulsory subject (Language & Literature, Math, Science & Individuals & Societies) the school will seek to help students arrange to take a credit recovery course (where available) during summer break. However, most DP courses are not available as summer programs. In the event that a credit recovery course is not available, the student will be required to take the Grade 11 course again.
- Once credit recovery is completed and/or a suitable plan is made and agreed upon (with parental consent) to repeat a Grade 11 course, eligibility to move into Grade 12 will be considered.
- Students who have not met the 90% attendance requirement (20 or more unexcused absences)

Withdrawal

All withdrawal procedures are coordinated by the Admissions office. 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.

DP Late Assignments

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

WHEN A STUDENT IS ABSENT FOR AN IN-CLASS SUMMATIVE (TEST)

- Students are required to be present and on time for in-class summative assessments (tests/quizzes). This policy serves as reinforcement for the strict expectations and requirements of the IBDP World Exams.
- **In-class summatives can only be missed if there is an excused absence.**
- If a student has reason to believe that they will be unable to attend school on the day of a test (for an excused absence outlined above) they must contact the relevant teacher ahead of time so that plans can be made to make up the assessment the first day they are back.
- If excused, the student should be prepared to complete the test on their first day back in school during either Academic Support or the DP/CC Block.
- If a test is missed due to an unexcused absence, the student **may receive a grade of zero** for that assessment. A parent meeting will be called with the DP Coordinator and/or the Secondary Principal.

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

- The teacher will email 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 DP/CC 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 Secondary Principal and the DP Coordinator will provide additional support.

Retakes

- 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.
- 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.

Internal Assessments

All Internal Assessment (IA) components are subject to a strict policy when it comes to deadlines for submission and academic honesty. Students must be presented with the same opportunity and timeline to complete their Internal Assessments. Therefore, deadlines set by the teacher and recorded in the DP Timeline and Calendar are **final**.

If a student fails to submit an IA by the due date, a parent meeting will be called with the DP Coordinator and Secondary Principal to discuss moving the student from the IB Diploma track to the ISD Courses track.

Because the IA is externally moderated by the IB, academic honesty and ensuring the authenticity of student work are paramount. Consequences for academic dishonesty/misconduct related to the IA are covered in the relevant section of this planner, the ISD Assessment Policy, as well as relevant IB documentation.

DP Course Change (Grade 11 only)

The rigorous process that DP candidates undergo during the Grade 10 DP course selection is specifically designed to guide students in choosing the courses that will make them the most successful in Grades 11 & 12. Therefore, *course changes are **strongly discouraged***.

However, in the first three weeks of Grade 11 students may be presented with the opportunity to change courses, where there is a concern raised by the relevant teacher, parents or student. Students and their parents will meet with the DP Coordinator in these instances to determine whether the course change is feasible and appropriate.

Diploma Programme/College Counseling (DP/CC) Block

Grade 11 and 12 students are registered in at least one DP/CC block. 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:

- Meeting with the DP Coordinator regarding any/all DP issues.
- Meeting with College Counselors regarding any college entrance and SAT.
- Cover of additional HL course hours if needed with the relevant DP teacher(s).
- Checking in with DP teachers for extra help, after making an appointment.
- Updating CAS
- Working on/completing the Extended Essay.
- Meeting with Counselors regarding personal and/or academic issues.
- Doing homework/studying.

The DP Core: Extended Essay, TOK and CAS

The DP core (Extended Essay, TOK and CAS) is an integral part of the IB Diploma. Students who fail to complete all of the core components in a timely manner are disqualified from completing the IB Diploma.

The Extended Essay

The cycle for completing the Extended Essay begins for full DP Grade 11 students in January and is completed in October of Grade 12. Full information on the Extended Essay and its timeline can be found in the [ISD Extended Essay Handbook](#).

Theory of Knowledge (TOK)

Theory of Knowledge is covered as a stand-alone course at ISD. Full DP students complete the TOK course during the 2nd term of the DP1 year (January-June) and 1st term of the DP2 year (August-December). The assessment components of TOK consist of:

- The TOK Presentation/Exhibition - conducted in late October - 33% of the overall grade
- The TOK Essay - a 1600-word essay completed in early January - 66% of the overall grade

Creativity, Activity and Service (CAS)

The [ISD CAS Website](#) and CAS Handbook are comprehensive and cover most of what ISD students need to know about CAS.

CAS is the one component of the DP Core that is compulsory for both full DP and Courses students.

All grade 11 and 12 students are expected to participate in a breadth of creative, active (i.e. physical) and service experiences over the eighteen-month period of study. By reflecting on these experiences, students must demonstrate how the following seven Learning Outcomes have been met:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

Students use Managebac to record and manage their CAS portfolio. Students log their CAS Experiences and include supporting evidence, but most importantly record reflections on the above Learning Outcomes. All seven learning outcomes must be met (through the presentation appropriate evidence and reflections) in order for a student to pass CAS.

DP Honor Roll & Awards

International School Dhaka is proud to recognize individual student achievement as an academic distinction. There are two levels of academic distinction: *The Honor Roll* and *High Honors*.

Honor: Overall weighted GPA of 3.5 - 3.8 with no course failures.

High Honor: Overall weighted GPA of 3.8 or above, with no course failures.

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.

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.

Student Protection Policy - Information for Parents and Students

Every student has the right to feel safe and free from harm while at International School Dhaka. We expect students to treat others with respect and that they will receive the same respect in return. Students should never allow themselves to feel unsafe without reporting it to someone they trust. Our student’s well-being and safety is at the forefront of our mission. We believe that child abuse prevention and education is the key to keeping our students safe. Please look at the information contained in this leaflet to learn about the definitions of child abuse and neglect, and what to do if a student does not feel safe.

Neglect	Physical Abuse	Psychological Abuse	Sexual Abuse
Failure to provide for a child’s basic needs.	Causing non-accidental physical injury to a child.	Non-physical abuse that may diminish a child’s sense of identity, dignity and self-worth.	Any act where an adult includes a child in a sexual activity.

We are committed, as a school, in the following areas to prevent child abuse and help children thrive in our environment:

- Background checks and screening for all ISD staff
- School-wide curriculum on abuse prevention and healthy relationships
- Workshops for parents on topics of nurturing parenting, child development, and child abuse prevention
- Mandatory training for all ISD staff in child protection and child abuse prevention
- A mandated Child Protection Coordinator for the school, as well as Designated Persons for Child Protection (DPCP) for both Primary and Secondary Schools
- A complete Child Protection Policy in which all stakeholders at ISD agree to and follow
- An Internet usage policy agreed upon by our staff and students
- Full-time social-emotional counselors in the Primary and Secondary School

By enrolling your child at ISD, parents agree to partner with the school in keeping children safe. This includes the following expectations for parents:

- Read and agree to the entire ISD Child Protection Policy and follow behavior guidelines as set out in the respective divisional student handbooks and planners
- Bring any child safeguarding concerns directly to the attention of the DPCP at the school division of your child
- Adhere to the Guardianship policy as outlined in the ISD Child Protection Policy
- Agree to support ISD by creating a safe and nurturing environment for your child at home

Students at ISD should also be aware of the Child Protection Policy and go over it with their parents. If a student wants to report any safety concerns they should be aware of the following:

Who should I tell if I am not feeling safe at school or at home?

Anyone on staff, including the Counselor. If you do not feel comfortable talking to a member of staff you may like to write him or her an email.

What will happen if I report what is happening to a member of staff?

If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you the ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Secondary Principal, Counselor, or Designated Person for Child Protection (DPCP).

What if I don't want the member of staff to tell the Principal, Counselor or DPCP?

The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then school policy states that the matter must be reported to the Head of School. If the staff member has no choice about reporting what you have told to someone else, he or she will explain to you exactly what will happen next.

Remember, the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed.

Appendix A

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.

Appendix B

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.