



ISD
INTERNATIONAL
SCHOOL DHAKA

International School Dhaka

Student-Parent Handbook

2023-2024

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Secondary 5-Day Bell Schedule

Timings	Sun	Mon	Tues	Wed	Thus
8:00-9:00	A1	G1	F2	G3	F4
9:05-10:05	B1	A2	G2	D3	C4
10:05-10:20					
10:20-11:20	C1	B2	A3	E3	D4
11:25-12:25	D1	C2	B3	F3	E4
12:25-1:10					
13:10-14:00	E1	D2	Homeroom	C3	B4
14:05-14:55	F1	E2	30 Block	A4	G4

ISD Secondary School Contact Information

Secondary Principal: Chris Boyle

chris.boyle@isdbd.org

Vice Principal & MYP Coordinator: Nilanthi Panabokke Das

nilanthi.das@isdbd.org

Diploma Program Coordinator: Dixon Kibengo

dixon.kibengo@isdbd.org

Head of Pastoral Care and Athletics Director: Daniel Haley

daniel.haley@isdbd.org

Secondary Office:

Executive Assistant to the Secondary Principal: Naila Ahmed

naila.ahmed@isdbd.org Office mobile: 01817291475

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

IB Administrative Assistant:

Tasneem Inna

tasneem.inna@isdbd.org

For information regarding scheduling appointments with the IB Coordinators

Administrative Assistant: Urmi Halim

urmi@isdbd.org

ISD 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



Child Protection and Safeguarding

The International School Dhaka is committed to the safety and protection of children and all members of our ISD community. The school aims to provide protection from and preparation for potentially abusive encounters. It is, therefore, the duty of all school personnel to be vigilant to signs of abuse and report their suspicions immediately to the appropriate Head of School. Such matters are of great sensitivity and must be dealt with confidentiality. Students and teachers who report suspected abuse and neglect cases will be protected and supported by the Board (ISD Child Protection Policy 2023).

Parent-School Protocols

ISD is committed to creating an educational culture 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 integral to their child's social, emotional and academic development.
- Parents need specific, encouraging information about their child's academic progress.
- Parental involvement in the whole school, divisional improvement plans, and accreditation protocols are encouraged.
- The language of communication with parents will be English, with verbal translation services provided upon request.

The Needs of a Student

In order for a student to reach her/his full potential, Maslow (Motivation and Personality 1954) identifies a list of needs that a child has ranging from essential to more higher-level. All of the level of needs below should be addressed in order for a child to succeed in a school setting. There are actions that all invested parties can be taking in order to support the wellbeing of students at ISD that relate directly to these needs.



Physiological Needs

These are the most basic human survival needs including food and water, sufficient rest, clothing and shelter, and overall health.

Parental Expectations	School Expectations
<ul style="list-style-type: none"> ● Parents ensure children have a full night's sleep (9-12 hours depending on age) ● Parents ensure children are hydrated and sent to school with a refillable water bottle ● Parents ensure children are given regular, balanced, nutritious meals and snacks (if choosing home food) ● Parents ensure children are clean and are taught good hygiene routines ● Parents ensure children are provided with the correct, well fitted school uniform 	<ul style="list-style-type: none"> ● School provides regular, balanced, nutritious meals and snacks ● School provides clean drinking water ● School provides appropriate school uniform to purchase ● School provides a clean environment and good hygienic routines from home are reinforced ● School are communicating with home if parental expectations are not being met

Safety Needs

Safety needs include protection from violence and theft, emotional stability and well-being, health security, and financial security.

Parental Expectations	School Expectations
<ul style="list-style-type: none"> ● Parents ensure children have a violence free environments and are not subjected to media containing images of violence ● Parents ensure children are treated with respect and issues are solved in a safe and resolution focused way ● Parents ensure children are valued, supported and praised and an active interest is taken in their life and their likes/passions ● Parents ensure children are supported in better understanding good mental health and emotional wellbeing is valued ● Parents ensure children health issues are addressed and supported by medical professionals if required ● Any concerns relating to a child's health, well being and/or safety should be brought to the school's attention through the appropriate channels 	<ul style="list-style-type: none"> ● School follows all child protection measures through its Child Protection Policy (2021) ● The school environment is a safe and secure place ● Staff treat all students with respect and issues are solved in a safe and resolution focused way ● Staff do not shout at ISD students ● Good mental health is promoted across the school and alongside the school counselor, this is a priority for all ● The school, including the school nurse, monitor and treat physical injuries as per school policy and parents are informed as appropriate ● Any concerns relating to student safety should be raised through the appropriate channels as per the Child Protection Policy

Love and Belonging

These needs include friendships and family bonds both with biological family (parents, siblings, children) and chosen family (spouses and partners). Physical and emotional intimacy are important to achieving a feeling of elevated kinship.

Parental Expectations	School Expectations
<ul style="list-style-type: none"> ● Parents ensure children are unconditionally loved and cared for ● Parents ensure children that healthy, respectful relationships are modeled in the household ● Parents ensure children are aware of who their immediate family are ● Parents ensure children are given opportunities outside of school to engage in activities, clubs, hobbies that look to provide opportunities to build relationships with others 	<ul style="list-style-type: none"> ● School follows all child protection measures through its Child Protection Policy (2021) ● The school environment creates a sense of belonging ● School provides opportunities for friendships to be created outside of the classroom including: breaktimes, school clubs, sporting opportunities etc. ● School supports students socially and emotionally including areas related to: bullying, relationships, conflict-resolution and self-esteem

Esteem

The primary elements of esteem are self-respect (the belief that you are valuable and deserving of dignity) and self-esteem (confidence in your potential for personal growth and accomplishments).

Parental Expectations	School Expectations
<ul style="list-style-type: none"> ● Parents ensure children are valued and given opportunities for personal growth ● Accomplishments and failures inside and outside of school are valued, celebrated and used for growth opportunities ● Parents ensure children should engage in and attend (if possible) school provided opportunities to offer an insight into school achievements including: parent information sessions, 3-Way Conferences, reviewing student reports, MYP and DP events and celebrations 	<ul style="list-style-type: none"> ● School provides a holistic education for students to grow and express themselves in different areas of the curriculum ● Students are recognised, in a way that is fitting of the values of the school, for their achievements ● Student failures are used as growth opportunities and even celebrated at times as we promote a growth mindset ● School should be providing regular feedback on school achievements predominantly through parent education sessions

Self-Actualization

Only having secured the 4 previous stages of Maslow's Hierarchy of Needs, is one able to begin to develop the skills needed to work towards self-actualization. We are not of the belief that students, or adults for that matter, become complete people, but that through a focus on care and wellbeing, we can give our students the best opportunities possible to reach their potential and be themselves.

Additional Expectations

- Parents ensure children are valued and given opportunities for personal growth
- Parents ensure students are given the acceptance they need to express themselves and their needs
- Accomplishments inside and outside of school are valued and celebrated
- Parents will first communicate with the teacher, then the school principal, and then the director in this order.
- Appointments to meet with any staff member will be set by primary secretary
- Parents will act and speak respectfully and in a manner

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 nights, three-way conferences, and similar on-campus events.
- Parents will understand appropriate contact protocols with the school or division.
- Parents will understand the procedures for voicing concerns about programs, placements or specific teachers.
- Parents will ensure their child(ren) arrives at school on time and in time for Homeroom (7:45am start) by arranging transportation that allows them to arrive at school before 7:40am.
- 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 communicating with the teacher, 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 the 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 online resources
- Teachers and staff will provide a respectful, welcoming atmosphere and encourage 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 effective strategies for dealing with multi-ethnic and multi-national parent populations.
- The school will provide parents with 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.

Charter of Students' Rights and Responsibilities

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

I have the right to a school environment that is conducive to learning. I am responsible for treating school property with care, dressing and acting appropriately, and assisting in making the school a clean, healthy and orderly place.

I have the right to be treated fairly and evaluated fairly by my teachers. It is my responsibility to do my work, avoid all forms of plagiarism, and do nothing that would give me an 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 accept others, share knowledge by learning collaboratively when appropriate, and do my fair share in group work situations.

I have the right to my 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. My responsibility is to be courteous and to treat everyone else respectfully regardless of age, gender, rank, or the job they do.

I have the right to feel secure at school and to feel good about myself. I am responsible for behaving in ways that enhance the self-esteem of others.

I have the right to be heard and express my viewpoint. I am responsible for listening to others, hearing their opinions courteously, civilly speaking my opinions, and informing my point of view through learning.

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

Secondary School Procedures

Attendance for Secondary Students

Parents' Responsibilities for Student Attendance

- Parents will support their children with responsible attendance at school in order to ensure they attend greater than 90%, are on time to school each morning, and communicate with the secondary office when absences are unavoidable.
- Parents must apply for a leave of absence by formally emailing the school by contacting naila.ahmed@isdbd.org as far in advance as possible and no later than 8:00 AM on the date requested.
- The office will let you know if your child has exceeded ten absences, in which case further leave of absence will not be accepted.

Student Attendance Requirement

As per the organizations that accredit ISD, which include the Council of International Schools (CIS) and the New England association of schools and colleges (NEASC) as well as the International Baccalaureate organization (IBO), students are required to attend 180 days of school. Of these 180 days, students require.

90% attendance for each year of school. This is equivalent to a maximum of 18 absences each school year. Any further absences may result in retention.

Monitoring Student Absences

Managebac records daily student attendance and overall attendance is tracked by the Secondary Office to monitor students with increasing levels of absences.

Parents will be notified at the following points of absence:

- 10th absence – an email/letter is sent to the student and parents communicating an attendance concern and requesting a meeting.
- 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 those above if the student crosses the 18-day limit.
- 20th absence – Parents are notified that the limit has been reached. A further absence may result in weekend special attendance requirements.

Absence on the day of Assessments/Exams/Tests

MYP

At ISD Academic support is viewed as an opportunity for students to be provided additional support or time to complete a task or submission due to challenges with ATL or concept/content understanding.

Late or non-submission of summative assessments require students to complete an academic support session with teachers to catch up or complete the missed task. Parents must be informed via email with the specific time and date for the Academic Support session. If the student does not report to the assigned academic support session, an NA is added to the task on Managebac and further opportunities are not provided. MYP allows for multiple assessments on criterion and future opportunities to submit other tasks will be upcoming. Accumulated NA can result in lowered best fit grades at reporting.

In the event that parents make a decision to take students out of school for extended absences, the expectation is that the student continues to submit assessments as per deadline on Managebac.

There may be instances where Senior Administration may assign Academic Support at a central location for an individual or a group of students. This will follow the same communication process as above.

DP

When a DP student is absent on the day of a significant assessment a zero will be awarded for the assessment until a parent meeting takes place within a week with the relevant subject teacher. Once a clear reason has been provided for the absence during the parent meeting, a reassessment will be organized by the teachers.

*In the event that a student has a number of zeros due to absences that have not been justified via a parent meeting, the student may be in jeopardy of failing the class and not graduating. A special case by case consideration will be made under these circumstances involving parent contact.

Potential Consequences for exceeding the maximum of 18 absences:

- Assigned weekend sessions
- Retention/non-promotion to the next grade level
- Student is not re-enrolled in ISD the following school year

Late to school, late to Class

Students who are late in the morning (between 8.00-8.10am) must report to the office and obtain a late slip. All morning lates will be tracked through the office. After consecutive late arrivals parents will be contacted.

Students who arrive after 8:10AM are not allowed to enter campus and are sent home, and the day will count as an absence.

Students who arrive more than 10 minutes late to a class will be marked absent and will be sent to the secondary office for follow up unless a valid excuse is provided, in order for the student to be accepted into the class

Requests to Leave School Early

- Any student needing to leave during school hours due to illness, or pre-arranged appointment, must receive permission from the office and their parents.
- Parents must notify the Secondary Office by phone or email before 8.00AM on the day for the leave to be approved. Please email: naila.ahmed@isdbd.org and chris.boyle@isdbd.org
- Non-emergency appointments, including for the doctor, dentist, orthodontist, etc., can be made outside school hours. Missing classes disrupts and inhibits learning and adversely affects student achievement.
- 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.

Skipping Class

A student 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 students enter class after 10 minutes, they will be sent to the Secondary Office for that class session. Consequences for skipping an entire class are as follows:

- 1st skip – Half-day in-school suspension
- 2nd skip – Full-day in-school suspension
- 3rd skip – Out-of-school suspension with parent meeting and behavior contract
- 4th skip – Multi-day suspension, at-risk of expulsion

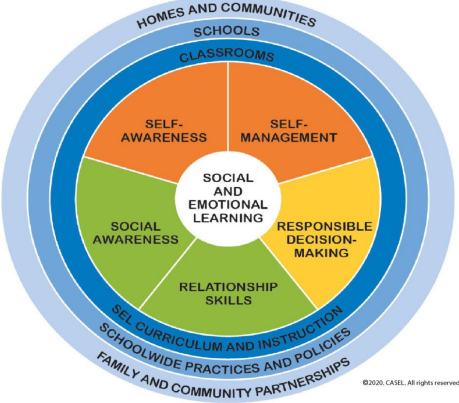
Attendance Related to Outside School Activities

- Students on field trips or other schools 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.

Personal Social Health Education (PHSE) & Homeroom

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. The Social-Emotional Secondary Counselor guides PSHE lessons and is essential to all students’ education as they progress through school.

<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
<p>Social awareness</p> <p>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 behavior norms and recognize family, school, and community resources and support.</p> <ul style="list-style-type: none"> ● Perspective-taking ● Empathy ● Appreciating diversity ● Respect for others 	<p>Relationship skills</p> <p>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.</p> <ul style="list-style-type: none"> ● Communication ● Social engagement ● Relationship-building ● Teamwork
<p>Responsible decision-making</p> <p>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.</p> <ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems ● Evaluating ● Reflecting ● Ethical responsibility 	 <p>Sources: https://casel.org/</p>

Social-Emotional Counseling

The Social-Emotional Secondary Counselor offers 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. School counselors provide support at no cost for students who may face barriers to accessing outside mental health services. 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

Counseling services are available during break time in the Social-Emotional Secondary Counselors office (while on campus)—Email sekai.chitaukire@isdbd.org or set an appointment at sekai.youcanbook.me for a meeting with the Social-Emotional Counselor. Meetings with counselors can assist with:

- Opportunities to develop knowledge and an appreciation of themselves and others;
- Opportunities to develop relationship skills, ethical standards, and a sense of responsibility;
- Information that enables students to make decisions about life and future opportunities
- Collaboration on action plans to facilitate 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
- 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 and strengths, and work on areas where improvement is needed.

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.

ISD College Counselors work with students during Grade 11-12 year to build a shortlist of universities students aspire to apply to, research requirements and attend university visits virtually or in person. Students are given time in their schedules during the academic day to complete applications, request faculty letters of recommendation or references, write application essays or personal statements and follow up on their submitted applications.

Families may seek to employ or work with outside agencies; however, ISD school officials will share official records, letters of recommendation and other application materials directly with colleges and

universities. For College/Career Counseling, contact **Ms. Ellen Johnston**, ellen.johnston@isdbd.org and **Ms. Tasnuva Ahmed**, tasnuva.ahmed@isdbd.org

Behavior and Progression of Discipline

LEVEL & 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.	Disrupting others in class. Skipping of class (first time). Pattern of not following teacher instructions. Swearing or inappropriate language. Ongoing lateness to class. Inappropriate technology use. Inappropriate clothing at school. Poor representation of the school. Other similar, inappropriate behavior.
	<i>Communication</i>	Teacher to student in a one-to-one conversation. Teacher to parent via email (always for academic integrity misconduct) 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 the Head of Pastoral Care, 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 offense or a significant out-of-class offense.</i>	<i>Who</i>	Head of Pastoral Care	Repetitions of above. Repeated or significant public displays of affection Aggressive behavior/frequent horseplay. Disrespectful/unkind behavior. Repeated or significant poor representation of school. Repeated or significant inappropriate technology use. Skipping class (2nd time) Similar other incidents
	<i>Communication</i>	Head of Pastoral Care	
	<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>	Secondary Office, Head of Pastoral Care to keep record of after school detentions or in school suspensions.		
Level 3 <i>Serious infringements</i>	<i>Who</i>	Head of Pastoral Care, Secondary Principal. Vice Principal or Principal or Director (out of school suspensions)	Weapon/dangerous item at school A Repeated/severe academic integrity. misconduct Serious or repeated poor representation of school.

<i>of student expectations</i>	<i>Communication</i>	Head of Pastoral Care or Secondary Principal	Breakage of Student Expectations on a School Trip Agreement. Serious or repeated aggressive behavior. Serious or repeated disrespectful behavior. 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. See below for specific consequences for : Alcohol/tobacco related offense.
	<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.	
	<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>	Secondary Principal or Director (out of school suspensions)	Repeated occurrences of deliberately skipping class. 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. Extreme poor representation of school. Similar other extreme incidents. See below for specific consequences for : Repeated or serious alcohol/tobacco related offenses. Drug related offense
	<i>Communication</i>	Secondary 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.	

Public Displays of Affection Policy

In order to maintain a professional atmosphere of learning, mutual respect and safety in school, students will 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 will 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.

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.

Tobacco, Alcohol, and Drugs Policy

The International School Dhaka strives to provide a drug and alcohol free campus for all students. All students are forbidden to use or be in possession 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. This policy extends to any school-sponsored trip or afterschool activity. This includes transit to and from school on school- provided transportation and in the immediate surrounding area of the school and all school related-trips, functions, and activities.

These expectations are generally outlined in the above Behavior and Discipline matrix, but the below serves as a more detailed clarification of the expectations, processes and consequences related to any violation on campus.

Possession of*:			
	Tobacco (Nicotine)	Alcohol and Marijuana	Drugs
1st Offense	3-day Out of School Suspension	5-day Out of School Suspension	Expulsion
2nd Offense	5-day Out of School Suspension	Expulsion	
3rd Offense	Expulsion		

Distribution of*:			
	Tobacco (Nicotine)	Alcohol and Marijuana	Drugs
1st Offense	5-day Out of School Suspension	Expulsion	Expulsion
2nd Offense	Expulsion		

**Occurring at any time while enrolled at ISD, consequences do not reset each year*

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) or at other times on campus. 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 will 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:

- Possession or use of any tobacco-related products will result in a 3-day out-of-school suspension on the first offense, a 5-day out-of-school suspension for the second offense, and an out-of-school suspension pending expulsion for the third offense.
- A student who possesses or uses alcohol, marijuana, or non-prescribed medication including any product that can be misused for mood enhancing purposes, will be suspended, out-of-school, for 5 days on the first offense and on the second offense and will be considered for expulsion from ISD.
- Any student who possesses or uses drugs will be suspended indefinitely and considered for expulsion from ISD.
- Any student who distributes or intends to distribute any substance to another student will immediately be suspended and face expulsion 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.

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.
- 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.

Appealing Faculty Decisions

- Any disagreement or concern with a teacher will first be addressed with the teacher through an appointment arranged with the teacher.
- The concern must be voiced privately and courteously and is not addressed during class time.
- Expressing concern with a teacher's decision or judgment on matters publicly and/or during class time is a Level 1 infraction as it disrupts the class. The student can wait until the end of the class or another suitable time.
- Formal Complaints policy can be [found at this link](#)

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.

Assembly and Auditorium Etiquette

The auditorium provides the opportunity to showcase special events, listen to guest speakers and watch student performances. Appropriate and respectful behavior is expected of students at all times and the following expectations are in place:

- All teachers in secondary are expected to attend Assembly
- Students will be guided by teachers to sit in a specific location/ row during assemblies and events
- Designated teachers will assist in entry and seating of students in assigned rows in the auditorium.
- Teachers will sit with homeroom groups or among the rows to assist with supervision
- Teachers can ask students to change seats to maintain order
- Once in the auditorium, conversations should be kept to a minimum
- No phone recordings or photos can be taken by students or teachers. A formal video recording of all assemblies and secondary school events will be made by the IT team and made available.
- Loud noises, catcalls and whistles should be avoided during performances and teachers should monitor and minimize such behavior
- No unacceptable items can be brought into the auditorium
- food and drink is not permitted in the auditorium

Device/Phone & Earphone Use

- Students are allowed to use their phones before school and after 3:00PM. During the rest of the day, it must be placed inside student bags.
- Students in Grades 9-12 are allowed to use their phones during morning break and lunch break.
- Students are NOT to use their phones or connected earphones unless directed by their teachers.
- Students are required to place their phones and earphones under teacher supervision during classroom summatives.
- Phones and earphones will be confiscated until the end of the day if students are found using them during unauthorized times.
- Consequences for phone and earphone usage at unauthorized times include confiscation, parent meeting, and/or phone ban.
 - 1st violation – phone/earphone confiscated and given to the Secondary Office. Students pick up at the end of day.
 - 2nd violation – phone/earphone confiscated and given to the Secondary Office. Referral to lunch time detention.
 - 3rd violation – phone/earphone confiscated and given to the Secondary Office. Parent meeting.
 - 4th violation – phone/earphone confiscated and given to the Secondary Office. Students are not allowed to bring their phone/earphone to school for a month.

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 the school dress policy on all regular school days unless specific non-uniform days are announced school-wide.

Standard Uniform Quick Reference

Grade	Top	Bottom	Hoodie/Jumper	Shoes
Grades 6-10	White button-up/polo (ISD logo)	Black trousers/skirt	Black jumper or hoodie or school purchased hoodie	Closed toe and black, white or gray
Grades 11-12	Maroon polo (ISD logo)	Black trousers/skirt	Black jumper or hoodie or school purchased hoodie Senior Class jacket (Grade 12 only)	Closed toe and black, white or gray

Standard Uniform Dress Code Details

- Students will be required to wear clothing purchased through the school store or tailored to meet school expectations. This includes bottoms and tops.
- When it is cooler weather, students can wear a plain black jumper or hoodie, or a school-purchased hoodie, an ISD collared shirt must be worn underneath
- Belts must be black or maroon.
- Clothing can be relaxed in fit so as to provide comfort while seated in class.
- Tight leggings or jeggings are not acceptable
- Skirts and shorts must be at a maximum of two inches above the knees.
- When on field trips or out of school experiences, students will be directed on appropriate dress by teacher-leaders/supervisors
- 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 a jersey top, normal school pants and shoes must be worn.

Examples of Non-Uniform 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 uniforms 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 after-school detention and a possible recommendation of suspension.
- A student not following the dress code may be denied entry to the school campus
- Students will be loaned or sold appropriate clothing if it is available so that they can return to class promptly.

Physical Education (PE) Dress Code

- Non-marking sports shoes designed for running activities are required.
- Students must purchase PE clothing through the school store. This includes shorts and a shirt.
- Students require a sports bag for storing regular clothes along with deodorant. The student carries the sports bag to the designated class area.
- PE attire is not permitted to be worn in any class other than PE.
- Swimming attire: Girls 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 throughout 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 – Referral to Secondary Principal, meeting with parents.
 - 5 – Behavior Contract, Possible in-school suspension.

Athletics and Activities (Co-Curricular Programs)

ISD Athletics and Activities (CCPs) offers secondary students a wide range of opportunities to engage in Varsity Sports Teams, Model United Nations, Service Learning, Student Council, Duke of Edinburgh,

Theater Arts/Drama, Musical Performances and much more. Engaging in these activities provides 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.

Varsity Sports

Varsity Sports programs are offered year-round at ISD, allowing 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 sports program they would like to be a part of, or by contacting the Athletics Director in the athletic office.

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 to 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, and extra gear parents are expected to cover expenses. The Athletics Director will provide details of the 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 on the condition of improved grades. Attendance, late 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 Head of Pastoral Care and 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.

Student Services

Tutoring

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

Health

- The Nurse's 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 needs to 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 may meet the criteria above. If not, families may 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 DisplayPort)
 - Identification tag

Library

- Library hours are 7.45am to 4.00pm.
- Students may access the school library web page for news, databases, the Destiny catalog, 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. The secondary principal will notify teachers when student accounts will be frozen due to overdue fees.
- 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, including food orders. 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 at break times. 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 spaces used and clear trays and utensils by putting them away in the correct area
- 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. Students and teachers are provided regular orientation on the use and application of Managebac.

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 naila.ahmed@isdbd.org or sochi.basak@isdbd.org to update and continue receiving access to managebac.

It is mandatory for parents to attend information sessions and parent workshops related to the IB programme. Parents who do not attend events on a regular basis will be contacted by the school office to resume engagement as partners in their child's learning journey.

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 of all tasks for a given time period 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

Bus Riders : Rules of Conduct

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, including exclusion from transportation services without a refund of fees. If issues or concerns arise from the bus, parents will contact the Head of Pastoral Care, Mr. Daniel Haley, daniel.haley@isdbd.org.

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 monitors respectfully, 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 yourself 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 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 an incident.
- Each student will remove their trash from the bus, upon exiting, and dispose of it properly.

Child 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. Our student’s well-being and safety are at the forefront of our mission. We believe that child abuse prevention and education are the keys to keeping students safe. Please look at the information in this leaflet to learn about child abuse and neglect definitions 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 may diminish a child’s sense of identity, dignity and self-worth.	Any act where an adult includes a child in sexual activity.

We are committed, as a school, in the following areas to preventing child abuse and helping 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 home?

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

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

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

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

The staff member will try to keep your concerns confidential as much as possible. However, if the staff member is aware or reasonably suspects that harm has been caused by anyone to a school student, 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 precisely 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.



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.

Academic Misconduct in the MYP

The IB defines academic misconduct as behavior (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. Behavior 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; behavior that disrupts the examination or distracts other candidates; or communicating with another candidate.
- **Any other behavior 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
<ul style="list-style-type: none"> ➤ Teacher informs MYPC and Secondary Principal and presents evidence ➤ After discussions, the teacher sends a parent email ➤ Subject teacher conducts an Academic Support session to redo the assignment. For collusion, both students attend Academic Support. ➤ Students redo the work, and new marks will be awarded and recorded in the grade book 	<ul style="list-style-type: none"> ➤ Teacher informs MYPC and Secondary Principal 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. ➤ 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.

Please review the [IB Academic Integrity Policy](#) for further information.

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 judgment 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 judgment. 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

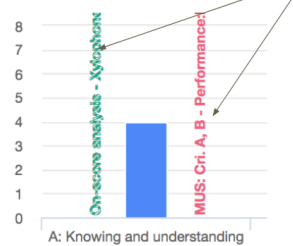
MYP Late Assignments

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 assigned 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 in longer-term projects and tasks beyond school hours. Where homework is assigned it must serve a purpose and feedback must be provided. Teachers can avoid assigning 'busy work' and a reasonable number of days must be assigned to complete homework. Homework 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 Term 1 & 2 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.

MYP Academic Support Procedures

At ISD Academic support is viewed as an opportunity for students to be provided additional support or time to complete a task or submission due to struggles with ATL or concept/content understanding.

Late or non-submission of summative assessments require students to complete an academic support session with teachers to catch up or complete the missed task. Parents must be informed via email with the specific time and date for the Academic Support session. If the student does not report to the assigned academic support session, an NA is added to the task on Managebac and further opportunities are not provided. MYP allows for multiple assessments on criterion and future opportunities to submit other tasks will be upcoming. Accumulated NA can result in lowered best fit grades at reporting.

There may be instances where Senior Administration may assign Academic Support at a central location for an individual or a group of students. This will follow the same communication process as above.

MYP Academic Concern

Academic concern is one failure and/or MYP Total of 30 or below for 8 subjects for Grades 6 to 10.

- 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.
- Students in Grade 9 and above who are on the concern list may be counseled into an IB Courses or High school Diploma track.

MYP Serious Academic Concern

- Serious Academic Concern is defined as any Grade 6 to 10 student with two failures
- Students will be placed on a serious concern list related to attendance (including late arrivals), behavior, or academic achievement. There will be a differentiation made between academic and behavioral probation.
- Students on this list 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.
- Serious Academic Concern will continue until the next official grade reports are issued.

MYP 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)
- If 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. Credit recovery may be a requirement for promotion, IB Diploma candidacy, and re-enrollment the following academic year.
- Students who have not met the 90% attendance requirement (18 or more 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 before the IB-mandated deadline 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.

The Arts

Grade 8 students may select from Visual Arts, Music and Theatre and teachers will confirm selection
Grade 9 : students select one from Music, Theatre & Visual Arts and commit to study it for two years,

Language Acquisition

- Language Acquisition: Grade 6 students only can select between French and Bengali (depending on proficiency and parent-student decisions)
- Any change in phase is determined by teachers triangulating assessment data, class work , MAP data and professional judgment. Phase changes can occur during the end of each term.

Math

In Grade 9 students will be placed in either Math extended or Math standard based on achievement levels and teacher professional judgment. Students must achieve a cumulative MYP total of 27 to be eligible to enter Extended Math. Students commit to study for two years.

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 and 7, only ONE Arts subject counts. The highest achievement grade will be factored in.

** Interdisciplinary grades are not factored into the honor roll calculation

***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 on managebac. The school supports and encourages various service activities and CCP that enable students to achieve the seven learning outcomes.

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

- Curriculum and class-based activities - list the classroom teacher as the supervisor
- Independent and student-initiated activities - list the service coordinator/ specific supervisor
- Service Team - list the Service Team supervisor.

When adding an activity, students select no more than three learning outcomes. When writing a reflection, students choose only one learning outcome to address per reflection. In addition to reflections, students need to provide evidence for each activity, including photos and videos. Service as Action requirements are a part of the end-of-year reports, and end of year student reports will indicate if requirements have not been met. For further guidance, students can refer to the [Service as Action Website](#).

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 meeting 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, these are marked in your Mbac unit title. An list of MYP Interdisciplinary units are given below:

Grade 6 IDU : 'Early Man' I&S & Science

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

Grade 8 IDU: 'Patterns & Trends' Individuals & Societies & English | Arts Disciplines : Music, Theatre, VA:

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

Internal MYP Certificate

Students who complete the final year of the MYP and successfully engage with the Personal Project in Grade 10 as well as pass all subjects in Grade 10 are eligible to receive an internal ISD Certificate of MYP Completion. In addition, students who successfully complete and submit the personal project to the IB will receive a formal certificate issued by the IB for the completion of the Personal Project.

In the event that a student fails two subjects in the MYP, Grade 10, then a 'certificate of participation' will be awarded by the school. Where students fail critical subjects in Grade 9 and 10, they may be required to undergo a credit recovery course in order to track towards receiving the ISD/US Diploma.

If a student is identified as requiring learning need , accompanied by a educational Psychologist Report, the student may be required to withdraw from an MYP subject resulting in an Internal MYP Participation Certificate.

ISD does not offer MYP E-Assessments at Grade 10, therefore IB validated transcripts will not be provided to students and families at the end of Gr 10. School generated certificates and transcripts can be requested through the College Counseling office. As a NEASC accredited school, students work towards the ISD Diploma (Equivalent to a US High School Diploma) during the four years of High School (Gr 9-12). Students successfully graduating at the end of Gr 12 and meeting all the requirements of the DP programme will be eligible to receive both an ISD Diploma as well as an IBDP Diploma.

Grade 11 and 12 Pathways

ISD’s Three Graduation Pathways:

ISD Diploma (equivalent to US High School Diploma)

The goal for all students is to graduate with the ISD Diploma. Students in this pathway graduate with the ISD Diploma and may take up to three HL courses but will not sit for any IB exams. Students are not responsible for completing the Extended Essay or Theory of Knowledge but are required to complete CAS requirements.

ISD Diploma (equivalent to US High School Diploma) with IB Courses Certificates

Students in this pathway are not candidates for the full IB Diploma, but are enrolled in 6 DP courses and graduate with the ISD Diploma. Students are eligible to take one or more World Exams for individual course Certificates, awarded by the IB. Universities may award course equivalent credit upon enrollment for students who earn scores of 5 or higher on a scale of 7 on higher level (HL) individual IB course exams. Students are not responsible for completing the Extended Essay or Theory of Knowledge but are required to complete CAS requirements.

ISD Diploma (equivalent to US High School Diploma) with IB Diploma Pathway:

The International Baccalaureate Diploma Programme (IBDP) is the most common pathway for grades 11 and 12 students (ages 16-19). DP candidates graduate with the ISD High School Diploma, and are awarded the IB Diploma by the IB in July if the student meets all criteria.

ISD Diploma (equivalent to US High school Diploma)	IB Courses (Some IB Exams) + ISD Diploma (equivalent to US High school Diploma))	IB Diploma + ISD Diploma (equivalent to US High school Diploma)
<ul style="list-style-type: none"> ● May take 0-3 Higher Level (HL) courses ● NO Theory of Knowledge (TOK) or complete the Extended Essay (EE) ● Completes Creativity, Activity, Service (CAS) without credit. ● No DP World Exams. 	<ul style="list-style-type: none"> ● May take 0-3 Higher Level (HL) courses ● NO Theory of Knowledge (TOK) or Extended Essay (EE) ● Completes Creativity, Activity, Service (CAS) without credit. ● Sit for 1-6 World Exams in May, <i>ideally HL subjects, English, Maths.</i> 	<ul style="list-style-type: none"> ● Pursuing IB Diploma and all requirements (6 subjects 3 HL & Core) ● 60-70% of ISD students ● Sit for World Exams in May, results in July.
	<ul style="list-style-type: none"> ● Externally assessed by the IB for certificates; ● ISD credit is internally assessed by the classroom teacher in final exams 	<ul style="list-style-type: none"> ● All internally assessed by the ISD classroom teachers. ●

Determining Suitable Pathways for Grades 11 & 12

The IB Diploma is not a requirement for graduation and not all students are eligible to pursue the IB Diploma. Students in grades 11 and 12 who are candidates for the IB Diploma are required 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 the higher level and three at the 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 following criteria will be considered in determining whether a student is eligible for promotion to the IB Diploma Programme or candidacy:

- Achieve course grades of 4-5+ in Grades 9 & 10 during the MYP program
- Demonstrate ATL skills and work habits
- Performance on the MYP Personal Project
- Levels of learning support a student is receiving
- Maintain Academic integrity standards.

Credit requirements for ISD Diploma (equivalent to US High School Diploma)

All ISD students who meet the below requirements are on track to graduate with the ISD Diploma. The ISD High School Diploma is accredited in the United States by the New England Association of Schools and Colleges or NEASC. To earn the ISD Diploma, students must complete 12 academic years of study and achieve 24 credits from grades 9 through 12. 1 credit is equal to one year of study with a passing grade:

- Grades 9 and 10- MYP score of 3+, or equivalent from prior school.
- Grades 11 and 12- DP % score of 60%+, or equivalent from prior school transcripts.

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- i.e., *Visual Arts, Drama/Theater, Music, TOK, Physical Health & Education (PHE)*

In the instance of course failure or when a student transfers to ISD with a credit deficiency, online credit recovery may be required and organized for by the school. Credit recovery costs are paid by the family.



Academics Procedure - DP Programme

Assessment in the IB Diploma

All students in Grade 11 and 12 follow IB subject classes, even though they may be on different graduation pathways. As such, students are graded based on IB assessment and grading practices.

IB 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 integrity /misconduct related to the IA are covered in the relevant section of this planner, the ISD Assessment Policy, as well as relevant IB documentation.

IB External Assessments (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 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 each year.

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

After completing 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 morning and afternoon sessions. Because ISD operates on a Sunday - Thursday work week, some exams will inevitably occur outside of normal ISD hours.

ISD 1st Term Reports & 2nd Term Reports for the DP

Grade 11 and 12 students complete the 1st Term and 2nd Term exams each academic year. Both of these exams are based on DP subject components such as Paper 1 and/ or Paper 2. Examinations not only serve to assess the key content and concepts from the term summatively, 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 timetable for the week of exams. The following expectations apply to all DP exams:

- ISD final exams for IB Diploma Program courses are conducted by IB examination regulations. [Rules for School-wide Exams](#)
 - Midterm exams are taken in-person, on-campus
- 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 zero mark 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 two 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.

Assessment Practices in IB DP

Assessment in the DP presents a unique challenge. Ultimately *most* summative assessments for ISD DP students must be primarily based on the external (i.e. Paper 1, 2, etc.) and internal assessment methods from the IB course. These will most likely appear in the Managebac gradebook with the headings 'Paper 1' or 'IA' and carry a weighting that aims to match the overall weightings for each assessment component as published in the IB Subject Guide. Past paper questions may be used, however these should be modified to prevent opportunities for students to know the answers ahead of time.

However, ISD DP teachers are strongly encouraged to develop authentic inquiry-based assessments where possible. Such assessments (e.g. GRASP-style assessments) better allow for student choice and voice, and aid with fostering student engagement and development of related ATL skills. In such cases where a summative assessment diverges from the traditional IB paper-type assessment, teachers are encouraged to consult the 'Assessment Objectives' section of their relevant IB Subject Guide, as well as the mark bands for the individual assessment components, in order to aid in drafting a grading rubric which follows the assessment criteria for the course.

Grading & Reporting Practices for Subjects

ISD offers IBDP courses for students in the 11th and 12th grades.

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.

IB/ISD Grade Percentage 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.

At DP level, only summative assessments are reported on. This happens at interim, midterm, and end-of-year reports.

- Each department will weight its components according to the Subject Guide for that course. This may differ from HL and SL courses. The total weight for all components should always be 100%.
- During DP1, not all the course components are completed. Therefore, the total mark will be created from the other components, artificially creating a percentage.

Reporting Cycles

- At each reporting cycle, teachers use the **Academic Year Average Grade** calculated in the Managebac gradebook (as an ISD percentage) for each student and record this in the comments section of the ‘term grades’ tab in Managebac.
- All students are provided a brief comment in the two main reporting periods
- Reporting for ATL occurs on Managebac by selecting the ATL taught in the units within the reporting cycle.
- Report data is analyzed to determine students who could be of academic concern and/or placed on academic probation or academic honors.

Weighting of Internal Assessments

ISD 11th and 12th grade students will sit for Term 1 and Term 2 exams, weighted by the overall grade from the components of the course (as designated in Managebac Gradebook).

The faculty of each DP subject group will determine weighting based on the components according to respective subject guides, which should:

- reflect the rigor and scope of IB assessments;
- in terms of types of assessments, roughly reflect the weighted averages which compose the IB course grade (as published in the Subject Guide); and
- provide frequent and relevant feedback for students and parents on academic progress.

Conversion from raw scores to the ISD 0-100 scores

In each DP subject, raw scores for IB assessments are distributed along a 1-7 scale according to grade boundaries. Recent grade boundaries should be used to translate raw scores to the 1-7 scale, and then to a 0-100 score guided by the overall conversions above. Scores are placed within each 1-7 range according to the strength of the raw score. Only assessments which reflect the rigor, scope, and composition of IB assessments should be converted using grade boundaries into the 0-100 ISD score.

Recording grades in ManageBac

- After setting up appropriate weights in ManageBac, faculty will set each assignment within any weighted category to have a maximum point total of 100.
- ManageBac will then weight the averages (as mentioned above in ‘Weighting’). A guide to entering grades in ManageBac is found [here](#).
- For IB assessments (i.e. Paper 1, IA, etc.), faculty will convert the raw scores to the ISD 0-100 score using a conversion chart, and then enter the 0-100 grade (see arrows from “raw score” to “IB grade” to “ISD grade” to “weighted average” in the diagram below).
- For non-IB assessments, faculty will then enter the raw percentage score achieved (see arrows from “raw score” to “ISD grade” to “weighted average” in the diagram below).
- Formative ‘comments-only’ assessments in ManageBac will continue to be unmarked and will not contribute to the weighted average.

The DPC will determine how the components will be assessed according to the weightings from the rubrics from the respective subject guides. (Mathematics uses Markbands and Analytic Markschemes to grade students' work.) Frequent and relevant feedback for students and parents on academic progress will be published on ManageBac.

After setting up appropriate weights in ManageBac, faculty will set each assessment within any weighted category to have a maximum point total of 100. It is essential that students and parents have feedback on IA components, so they must be graded by the teacher, and reported on. These will retain the same weighting as the subject guide states. ManageBac will then weight the averages (as mentioned above in 'Weighting').

DP Late Assignments

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

WHEN A STUDENT IS S FOR AN IN-CLASS SUMMATIVE (TEST, EXPERIMENT)

- 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 will be prepared to complete the test on their first day back in school as arranged with the teacher.
- If a test is missed due to an absence, the student **may receive a grade of zero** for that assessment. A parent meeting will be called with the DP Coordinator and the Secondary Principal.

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

- The teacher will immediately mail the DP Coordinator and the Athletic Director 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 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 as arranged by the DP Coordinator..
- 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 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.

Grade 11 and 12 Reporting Times

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

- 1st Term Interim Report - Mid-November
- 1st Term Report - End of January
- 2nd Term Interim Report - End of March
- 2nd 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 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 independent learners.

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 will be:

- *Completion* of class work or *preparation* for new concepts.
- The *reinforcement* of previously taught concepts.
- *Practice* 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 regularly. 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.
- 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 require students meet with them in their classroom for misbehavior or non-completion of work.
- Teachers will contact parents when students have not submitted work via the Managebac notification system.
- Academic Support may be assigned by the DP Coordinator at a central location in addition to the above.
- Parents will be notified of required Academic Support.

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.

Grade 11 and 12 Retention

Criteria for retention or repeating the same grade level include:

- IB Diploma pathway students who fail a subject in Grade 11 will be removed from the IB Diploma pathway and moved to the ISD Courses pathway.
- In the event that a student in Grade 11 fails a compulsory subject (Language & Literature, Math, Science and/or Individuals & Societies) the school will seek to help students arrange to take a credit recovery course (if available). However, most DP courses are not available as credit recovery courses. 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 (18 or more absences)

Withdrawal from ISD

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.

In order to begin the withdrawal process, parents are to contact the admissions office and complete the withdrawal form. Contact: admissions@isdbd.org

Course Withdrawal

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 College Counselors and the Secondary Principal, such as to balance class loads, change a student who has previously passed a course, or meet graduation or college entrance requirements. Selection of teachers is not permitted at any time.

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***.

ISD Course Selection / Promotion Policy (draft)

However, in the first three weeks of Grade 11 students may be presented with the opportunity to change the **level** (standards/higher) courses but not the courses itself, 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 level change is feasible and appropriate.

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 the 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 months 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. For a student to pass CAS, all seven learning outcomes must be met (through the presentation of appropriate evidence and reflections).

Academic Misconduct in Grade 11 and 12

The IB defines academic misconduct as behavior (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. Behavior that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations. It includes, but is not restricted to, the following:

- **Plagiarism** - is defined as the representation, intentionally or unintentionally, of another person's ideas, words or work 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; behavior that disrupts the examination or distracts other candidates; or communicating with another candidate.
- **Any other behavior 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 11-12
<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 credit, and graduation privileges, and other consequences stipulated by the IB.

Please review the [IB Academic Integrity Policy](#) for further information.

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:

DP Honor Roll: Overall unweighted GPA of 3.25 - 3.74 on a 4.0 scale.

DP High Honor Roll: Overall unweighted GPA of 3.75 - 4.0 on a 4.0 scale or above.

No course failures and no HL courses may score below 4 on the IB scale of 7 for both Honor and High Honor Roll.

ISD DP GPA Scale		
IB Grade	ISD Grade	GPA
7	96 to 100	4
6	90 to 95	4
5	80 to 89	3.5
4	70 to 79	3
3	60 to 69	2
2	50 to 59	0
1	49 and below	0

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 and salutatorian speak at graduation on behalf of the graduating class. For students enrolled in the full Diploma Program, the unweighted GPA will be considered for a maximum of six courses.

Academic Advising

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

A Block for Grade 11-12

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 [after making an appointment](#).
- Meeting with College Counselors regarding university applications questions, [after making an appointment](#).

- Cover additional HL course 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 Social Emotional Counselors regarding personal and/or academic issues.
- Completing homework/studying

Non-IB Diploma Pathways

ISD's primary 11th and 12th grade curriculum is the IB Diploma Programme courses. Student grades are based on internal assessments and communicated on ISD grade reports as unofficial reports and on their ISD/US High School transcript. ISD grade reports and transcripts communicate internal grades on the IBDP 1-7 grade scale.

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. For individual DP subjects, the grade conversion below corresponds to levels of achievement according to the IB course grade descriptors.

IB to ISD Grade Scale 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

The 0-100 score is communicated on ISD report cards.

Calculating Grade 11 and Grade Point Average (GPA)

- Only grades earned at International School Dhaka in grades 11 and 12 are used to compute the cumulative Grade Point Average (GPA) in grades 11 and 12.

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

Anticipated IB Grade	ISD Grade	GPA
7	96 to 100	4.0
6	90 to 95	4.0
5	80 to 89	3.5
4	70 to 79	3.0
3	60 to 69	2.0
2	50 to 59	0
1	Below 50	0

DP Projected Grades (which go to Universities) & Predicted Grades (for the IB)

The IB, and some universities, ask ISD faculty to project or predict an anticipated IB grade for a prospective candidate. The IB grade is expressed on a 1-7 scale and aligns with the IB anticipated score and the ISD 0-100 score.

IBDP Grade	ISD Percentage	Grade Descriptor
Grade 7 (Excellent)	96-100	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6 (Very Good)	90-95	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 5 (Good)	80-89	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4 (Satisfactory)	70-79	A good, general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analysis, synthesis and evaluation.
Grade 3 (Mediocre)	60-69	Limited achievement against most objectives. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2 (Poor)	50-59	Very limited achievement against all objectives, or clear difficulties in some areas. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 1 (Very Poor)	Below 50	Minimal achievement.

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

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

Transcripts and IB Certificates

ISD/ US High School transcripts are generated by Managebac and graduating students receive a transcript upon successful completion of the ISD high school graduation requirements.

IB Certificates are made available online through student access to the MyIB portal. Physical copies are available through the DP Coordinator. Requests can be made to the Secondary Office.