

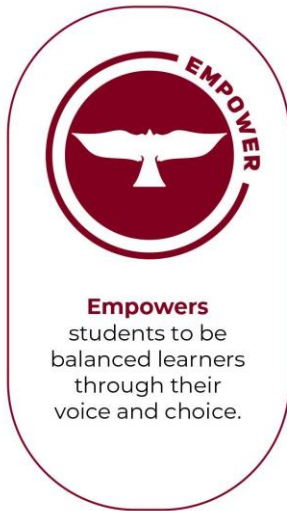
Admissions Policy

International School Dhaka



ISD Mission Statement

ISD is a community that



ISD Definition of Learning

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

Our Admissions Philosophy

International School Dhaka primarily serves the educational needs of the international and host nation communities in Dhaka. Admission to the school is year-round for students who meet the enrollment criteria. Admission will never be denied due to nationality, race, gender or creed, in alignment with the school's Diversity, Equity, Inclusion and Justice policy. Applicants who meet the enrollment criteria will be accepted for admission unless there is reason to believe that admission is not in the best interest of the applicant or the school.

The Director has final discretion for all admissions decisions. All offers of admission are conditional upon compliance with school policies, procedures and academic/behavioral expectations. ISD follows an [Age Grade-level Policy](#) to ensure a safe and supportive learning environment for all our students.

Criteria for Participation in the IB Programme

Early Years

1. The applicant is within the 2-5 years age group as per the ISD age grade-level table.
2. Applicants of Nursery grade level (3+ years) and above must be able to eat solid food.
3. Applicants of Nursery grade level (3+ years) and above must be able to use the toilet independently, without the use of diapers.
4. If the applicant has a diagnosed or suspected learning need, the applicant and family must submit a formal report from a recognized Educational Psychologist. The report must not be more than two years old at the time of admission. This is a requirement for the admissions process.
5. If the child has previously attended school, the previous year's school report is required.

Primary Years Programme (PYP)

1. Applicant is within the age group of 5-11 years, appropriate for a PYP Grade level
2. Applicant submits evidence of continuous school reports for all previous years.
3. Applicant displays good behavior and attendance in previous school records.
4. If the applicant has a diagnosed or suspected learning need, the applicant and family must submit a formal report from a recognized Educational Psychologist. The report must not be more than two years old at the time of admission. The applicant attains satisfactory levels of achievement in line with grade-level expectations in the ISD admissions assessments. See below for further details on the assessments. This is a requirement for the admissions process.

Middle Years Programme (MYP)

1. Applicant is within the age group of 11-16, appropriate for an MYP Grade level
2. Applicant submits evidence of schooling and reports for all previous years in secondary school.
3. Applicant can adapt to the subject options provided in the MYP years 1-5
4. Applicant shows evidence of good behavior and attendance in previous school records

5. The applicant will have sufficient credits for ISD Diploma as confirmed by a credit check by ISD. If an applicant falls short of the required credits, admission to ISD is conditional on enrollment in a recognized credit recovery program. This is a separate expense borne by the applicant's family.
6. If an applicant has a diagnosed or suspected learning need, the applicant and family must submit a formal report from a recognized Educational Psychologist. The report must not be more than two years old at the time of admissions. This is to enable access arrangements to be made with the IB.
7. The applicant attains satisfactory levels of achievement in line with grade level expectations in the ISD admissions assessments. See below for further details on the assessments.

Diploma Programme (DP) and DP Courses

1. Applicants for DP and DP courses are within the age group 16- 19 years and are appropriate for DP 1 or DP 2 Grade level
2. The applicant has transcripts and reports as evidence of MYP or equivalent Grade 9 and 10 completion at the previous school.
3. Applicant shows evidence of good behavior and attendance in previous school records
4. The applicant's previous academic records and interview with family must affirm the applicant's ability to cope with the academic rigor in the Diploma Programme.
5. The applicant will have sufficient credits for the ISD Diploma as confirmed by an academic credit score check by ISD. If the applicant falls short of the required credits, admission to ISD is conditional on enrollment in a recognized credit recovery program. This is a separate expense borne by the applicant's family.
6. If the applicant has a diagnosed or suspected learning need, the applicant and family must submit a formal report from a recognized Educational Psychologist. The report must not be more than two years old at the time of admission. This is to enable access arrangements to be made with the IB.
7. The applicant attains satisfactory levels of achievement in line with grade-level expectations in the ISD admissions assessments.
8. If an applicant does not show a high aptitude during the admissions assessment and past school report cards, the school may offer a tailored program leading to IB courses or the ISD Diploma. This will be determined on a case-by-case basis.
9. ISD reserves the right to admit students to IBDP at DP 2 (Grade 12). Admissions will be determined on a case-by-case basis based on subjects offered in DP1, academic history, and attendance.

Testing stages for all grade levels

Each grade has different testing criteria that must be strictly adhered to.

ISD Testing Process

GRADE	MAP	*CLASSROOM OBSERVATION	Credit Check (must be 3+)	CAT 4 Test	Internal Admissions + Principal Outcome Meeting/	Parent Admissions Meeting
Play Group (EY)	No	As needed up to 2 hours	No	No	Yes / no	
Nursery (EY)	No	As needed up to 2 hours	No	No	Yes / no	
Pre KG (EY)	No	As needed up to 2 hours	No	No	Yes / no	
KG	Reading & Math 40 mins for both	As needed	No	No	Yes	
Grade 1	Reading & Math on separate days	As needed	No	No	Yes	
Grade 2	Reading & Math on separate days	As needed	No	No	Yes	
Grade 3	Reading & Math on separate days	As needed	No	No	Yes	
Grade 4	Reading & Math on separate days	As needed	No	No	Yes	
Grade 5	Reading & Math on separate days	As needed	No	No	Yes	
Grade 6	Reading & Math on separate days	No	No	No	Yes	
Grade 7	Reading & Math on separate days	No	No	No	Yes	
Grade 8	Reading & Math on separate days	No	No	No	Yes	
Grade 9	Reading & Math on separate days	No	No	No	Yes	
Grade 10	Reading & Math on separate days	No	Yes	Yes	Yes	
Grade 11	Reading & Math on separate days	No	Yes	Yes	Yes	
Grade 12	Don't take G12 students	No	Yes	Yes	Yes	Yes
* When school is in-progress. During the breaks no classroom observations will take place.						

Classroom observations will only be conducted during periods of the school year when classes are in session. Observations will be determined as necessary by the Principal, on an as-needed basis in the Primary School.

(For Secondary, Bengali and French assessments will be needed in MYP for applicants who have prior learning to place them in the correct **LL/LA class/Phase.**)

Admissions Procedure

The Admissions Procedure for all IB programmes is led by the Admissions Team in consultation with the divisional Principal and involves six stages as outlined below:

Stage 1 Apply

Stage 2 Application Review

Stage 3 Assessment & Tests

Stage 4 Admission Decision

Stage 5 Enrollment

Stage 6 Orientation and start of school

Admission of Expatriate Teachers' Children

During the recruitment process, divisional principals will discuss information about dependent children who may become potential students at ISD. If there are any learning needs identified, divisional principals will investigate further to assess if the school can provide for the dependents' needs. If the school is unable to support a student with identified needs, an admission decision will be made by senior management at the time of recruitment.

If there are learning support needs identified and required after recruitment, the provision of learning support will be covered by the employment contract terms between the school and the teacher.

If dependents have no learning needs, the ISD Human Resources department will communicate with the Admissions team, who will then reach out to new staff parents and follow the usual admissions procedure as outlined above in the section 'Admissions Procedure based on Programme'.

Languages

As outlined in the school's language policy, ISD aims to support the diverse language identities of student applicants. As English is the medium of instruction, all students must have proficiency in the language to fully participate in each of the IB programmes offered at the school. Students with English as a second language will be provided support through the Advancement Center during the PYP and MYP grades only. Due to the rigor of the IB Diploma Programme, students will require a high level of English to engage in classes. As a school, mother tongue languages are supported with an emphasis on the Bengali language as the local language. Other languages can be supported based on the guidelines in the [school language policy](#).

PYP: Bengali Language Acquisition; French Language Acquisition,

MYP: Bengali Language Acquisition and Bengali Language & Literature;

DP: Bengali Literature at Standard and Higher Level + IB Literature A School Supported Self-Taught at SL.

At the time of admissions, applicants will be tested on language proficiency in the relevant languages in order to determine appropriate class placement as indicated above in the programme-based admissions procedures.

Roles & Responsibilities

Admissions Director

The Admissions Director is responsible for the admissions and withdrawal process and works closely with the School Director and Divisional Principals.

- Shares responsibility for admissions decisions with the Principals
- Approves all new applications
- Shares new application packs with the Principal for their review

The Admissions team is responsible for coordinating all the key stages of the admissions process.

- Communication with new applicants and family
- Coordinate school tours
- Requesting and storing all documentation related to the student
- Explaining testing requirements and the coordination of testing dates
- Proctor's MAP tests and CAT4 (all required assessments)
- Collation of information onto the Applicant Summary Form (ASF)
- Updating the MIS Manager, Managebac and ERP systems
- Coordination of student ID card issuance, uniform requirements, final schedule, student email and laptop setup in LAN.
- Coordination of procedures for withdrawal with the divisional principals
- Coordinates with Finance to raise required invoices

Advancement Center Leader

- Plays a key role in the admissions process
- Screens all school and educational records for additional needs
- Monitors observations for additional needs in primary school
- Administers and interprets the MAP/GL and WIDA academic testing
- Collaborates with principals and the admissions team for acceptance and placement decisions
- A.C. Admissions Process EY-PYP-SEC
- Monitors and balances the availability of support slots

Primary & Secondary Principals

- Shares responsibility for admissions decisions with the Admissions Director
- Acts as the point person to coordinate among Program Coordinators, Admissions Team Advancement Center, homeroom/ subject teachers
- Meets with families for Play Group Intake interviews
- At recruitment, screens potential new hire dependents for learning needs and flags concerns for case-by-case decision making with Senior Management
- Coordinates recommendations and procedures for withdrawal with the Admissions Director after any decision is made with the School Director's approval

PYP/MYP/DP Coordinators

The PYP/MYP/DP Coordinator is involved in the Admissions process at the Application Review Stage, where the applicant's personal information, past reports, credit check, and admissions assessments are documented in the summary form and shared with the Principal and relevant Programme Coordinator. The coordinator will discuss with the divisional principal and make a final decision, which will be documented and signed off on the Applicant Summary Form (ASF).

College Counselor

The College Counselor will be available to consult on academic check credits for students entering grades 9-12 and to advise applicants on University Admissions if required during the Application Review stage.

Social Emotional Counselor

The social emotional counselors in Primary and Secondary Schools are responsible for welcoming students to the school at orientation and ensuring a smooth transition for students. The counselor will assist in the social transition and check in on students in the early months.

New Student Orientation Process

Primary

Once a student is accepted into the school, the Primary counselor will support welcoming the new student into primary school.

Secondary

Once a student is accepted into the school, the counselor will:

- act as the point person for welcoming the student and family into the school
- send a welcome email to the student and parents
- assign a student buddy
- do a campus tour on the student's first day of school
- oversee ManageBac training for students and parents

Student Support Services

As an inclusive school, International School Dhaka aims to acknowledge, embrace, and effectively manage learning differences at an individual and group level so that learning opportunities are enriched for all members of the community. Student support services are available for English as an Additional Language (EAL), special education needs (SEN), academic support/counseling and social/emotional counseling. However, there are limits to all available resources, and priority is given to students already enrolled at the school. If a student needs specific services that the school cannot provide, admission may not be granted. EAL and SEN services may require an additional fee at some grade levels and at identified levels of support needed.

All children applying to enter ISD will, at the time of admission, be screened for the possibility of any individual educational needs through the use of specific assessment tools. All relevant documentation regarding additional needs must be submitted before the admissions process can be completed. If a learning need is identified, the approval of the Advancement Centre Leader is required for admission to be granted. For further details, refer to the school [ISD Inclusion Policy \(February 2019\)](#).

Applicant Priority and Waitlist Process

When there are school places available at any grade level, applicants will be given priority for scheduling assessments based on the date of application completion and payment of the application fee. There are specific times available for assessments and the subsequent meeting with the Admissions team and Principal. Therefore, the date the application was completed and the applicant's and parents' availability will determine when they complete the process and are offered a date to enroll.

Every effort will be made to accept students applying to the school. However, there may be the need to place students on a waiting list if the maximum class size is reached. In this situation, parents will be advised about the possibility of a place becoming available or an additional class formed. If a waitlist is in effect, applicants will be given priority in this order:

1. Students of transient international families
2. Siblings of students who are currently enrolled at ISD but not currently attending another local school
3. Siblings of students currently enrolled ISD students and attending another local school.
4. Students whose extended family member is currently attending ISD
5. Students whose extended family member formerly attended ISD
6. Students of Bangladeshi national families with English as the language of instruction in educational background
7. Students of Bangladeshi national families without English as the language of instruction in educational background

Withdrawal Procedure

To withdraw, parents must complete the [Withdrawal Form](#), and if the student is in Dhaka, they must complete the Withdrawal Checklist from the Primary or Secondary School Office. After all steps are complete, and all remaining debts have been paid to the school, the Admissions Office will provide a Transfer Certificate and school transcript or reports to the parents upon request, and the Finance Office will return any remaining funds of the security deposit.

Any decision on a student withdrawal determined by the school administration will be determined with the agreement of the Director.

Appendix

ISD High School Diploma Credits

All ISD students pursue the ISD High School Diploma which is accredited by the New England Association of Schools and Colleges and is the equivalent of a U.S. High School Diploma. To earn the ISD Diploma, students must complete 12 academic years of study and achieve 24 credits in Grades 9 through 12.

Credit requirements for the ISD High School Diploma include:

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