



ISD
INTERNATIONAL
SCHOOL DHAKA

International School Dhaka

Student-Parent Handbook

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Guiding Statements

Mission Statement

ISD is the premier international school of Bangladesh preparing students for global citizenship and academic success through a dynamic IB curriculum supported by a diverse community.

Vision Statement

ISD will empower our students through innovative learning to achieve academic excellence for impactful global citizenship.

ISD Values

These statements are supported by the newly-defined school values which we know are important for the achievement of our mission and vision.



Wellbeing

Our community is dedicated to supporting everyone's learning and balanced growth, both individually and as a group.



Kindness

Our community values respect, empathy, and compassion in our relationships with each other and in our roles as active global



Responsibility

Our community takes action to help local and global communities, aiming for a more inclusive, fair, sustainable, and peaceful world.

Definition of Learning

Students actively and critically acquire new knowledge and skills to solve real world problems.

Definition of International Mindedness

Awareness, Responsibility and Action for our Shared World



Primary School - Key Personnel

Primary Leadership Team

Primary Principal: Dr. Michael Palmer michael.palmer@isdbd.org

Primary Years Coordinator: Towhida Afsar: towhida.afsar@isdbd.org

Primary Student Support Services

Social Emotional Counselor : Bryn Stillwell bryn.stillwell@isdbd.org

English as an Additional Language Teacher: Misato Hardman: misato.hardman@isdbd.org

Primary Office

Secretary to the Primary Principal: [Miss Effath Chowdhury](#)

Assistant to Primary Secretary: [Miss Momota Akther](#)

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

Parent Communication

Toddle announcements/messages and email are the primary forms of communication with parents for grade level communication.

Parents are requested to:

- Check their Toddle app regularly
- Ensure contact information is up to date with the Primary Secretary

Parents are **strongly encouraged** to attend information sessions and parent workshops related to the IB programme so we can learn and work together in support of your child.

If a parent is unable to attend regularly, the school office will reach out to check in and help them reconnect as active partners in their child's learning journey.

Daily Schedule

Daily Schedule PK-5

Arrival	7:30-8:00
Snack	10:05
Break	10:15 - 10:30
Lunch	12:00 - 12:20
Break	12:20 - 12:45
Dismissal	15:00
ASA	15:10 - 16:15

Daily Schedule Nursery

Arrival	7:45-8:00
Snack + break	09:30 - 10:10
Lunch	12:00 - 12:25
Break	13:00 - 13:25
Optional dismissal	13:30
Optional activity time	13:30 - 15:00

Daily Schedule Playgroup

AM	08:00 - 11:00
PM	12:00 - 15:00
All Day	08:00 - 15:00

The table shows the specialist subjects and number of lessons/week.

Subject	Number of Lessons	Subject	Number of Lessons
French Bangla EAL	4-5	Performing Arts	3
Design	3	Visual Arts	3
PE and Swimming	3		

Language Instruction

The language of instruction is English and all students are taught in the language of instruction from Play Group to Grade 5. Students who join ISD and are in the process of acquiring English are provided EAL support in order to access the curriculum. It is recognised that all teachers are considered as language teachers, and reinforce learning of the language of instruction in all classes.

Additional Languages

All students learn Bangla and French. Bangladeshi students study primarily Bangla as we believe in the importance of students developing a strong Mother Tongue. Bangla students also study French for Beginners.

Expatriate students, who are enrolled temporarily in the school, and those who hold a foreign passport, learn French as an additional language. Expatriate students also study Bangla for Beginners.

Mother tongue /Host Country Language

At ISD, mother tongue is highly valued. Bengali, the language spoken by the majority of our student body, is an important part of our school's identity. While we offer both French and Bangla to all students, our goal with Bangla is to support the development of Bangladeshi students' Mother Tongue through the PYP, MYP, and DP.

Student Uniform and Dress Code

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.

Grade	Tops	Bottoms	Hoodie/Jumper	Shoes
Playgroup	No Uniform			
Nursery to G5	White button-up/polo (ISD logo)	Black trousers/ shorts/skirt with optional leggings	Plain black jumper, hoodie or school purchased hoodie(No hoodies with non-school logos)	Closed toe black shoes and/or white trainers
Nursery to G5	House Colour Shirt (worn on house events day)			
PE uniform Nursery to G5	White ISD logo Shirt	School issued green PE trousers/shorts	None	Trainers

Standard uniform



PE uniform



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.

Clothing that is not part of the school uniform

- 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, students are welcome to wear traditional/cultural attire
- 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.

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.*

Rights & Responsibilities: Home and School

School Responsibilities

- The school website will provide school information, including calendars and important notices for parents.
- Teachers will provide frequent and regular feedback regarding each child's progress in school. This communication will include Student Parent Teacher Conferences, access to the Toddle platform for up to date information on student progress.
- Teachers and staff will provide a respectful, welcoming atmosphere and encourage parental involvement.
- The Primary Principal, PYP Coordinator, Counsellor and teachers will seek effective ways to develop strong parental involvement in their divisions and to contribute to the school's continuous improvement plans.
- 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.

Safeguarding & Child Protection

The International School Dhaka (ISD) takes responsibility for taking all our students very seriously. We strive to provide a safe and supportive learning environment to maximize their learning and well-being. Both the United Nations Convention on the Rights of the Child, of which Bangladesh is a signatory, and the Bangladesh Act No 24, provide the background for establishing a set of transparent ISD practices, procedures, and guidelines for child protection and safeguarding. All forms of child abuse violate children's human rights and impede their intellectual, physical, social, and emotional development.

The School's Child Protection and Safeguarding policy is located on the school website. [Link to policy page.](#)

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 and 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.

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.

Maslow's Hierarchy of Needs

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
● 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	● 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
• Parents ensure children have a violence free environment 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	• 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
• 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	• 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

engage in activities, clubs, hobbies that look to provide opportunities to build relationships with others	etc. • School supports students socially and emotionally including areas related to: bullying, relationships, conflict-resolution and self-esteem
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Self-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
• 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	• 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 the first lesson of the day (08:00)
- Appointments to meet with any staff member during school hours are expected and will be set by the Primary Secretary.
- 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.

Child Protection:

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
- ISD students should also be aware of the Child Protection Policy.

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 Primary Principal, Counselor, or School Director.

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

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.***

Assessment and Reporting

Assessment in the IB

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

At ISD, teachers regularly use **diagnostic (pre-assessment), formative, and summative** assessments as part of the teaching and learning cycle. Assessment helps students, teachers, and families understand learning progress and identify next steps.

Diagnostic Assessment

- Pre-assessment, used at the start of a unit to gauge prior knowledge, skills, and interests.
- Helps teachers identify learning needs and plan appropriate entry points.

Formative Assessment

- Ongoing throughout a unit of study.
- Used to monitor learning progress, adjust instruction, and provide timely feedback.
- Encourages student self-reflection and goal-setting.

Summative Assessment

- Ongoing throughout a unit. Used to monitor learning progress, adjust instruction, and provide timely feedback.
- Encourages student self-reflection and goal-setting.
- Takes place at the end of a unit to evaluate students' understanding of key concepts, knowledge, and skills.
- Aims to be authentic, meaningful, and allow for varied forms of expression.

Standardised Testing

Three times each academic year—in the fall, winter, and spring—all students take the [NWEA Measures of Academic Progress \(MAP\)](#) tests in Math, Reading, and English Language Usage. Each test takes approximately 40 - 50 minutes, depending on the grade level. Students have as much time as they need to take the tests. The results provide parents and the school with insight into each student's individual areas of strength and growth. In the fall and winter, teachers use the results to plan students' next steps; and in spring, we use the results to monitor progress and to determine each child's growth in each subject.

MAP Testing Schedule: K- Grade 5

Date	Test	Grades
Fall	Math, Reading, Language Usage Math, Reading only	3, 4, 5 K-2
Winter	Math, Reading only	K-5
Spring	Math, Reading, Language Usage Math, Reading only	3, 4, 5 K-2

Conferences

Type of Conference	Date of Conference
Student Parent Teacher Conferences (SPTC)	October/February
Student Led Conference (SLC)	April-May

Reporting Nursery-Grade 5

Report Type	Date
Progress Report	Oct-Nov/March-April
Term Report	January/June

Play group

PG students will receive progress reports and an end of term report in June.

Homework

Homework Guidelines: EY - Grade 5

Age Group	Practice	Resources
PG/Nursery	Little or No assigned HW Reading to/with your child Play with family members Age appropriate games	School library is open to parents
PK/KG	Simple, engaging hands-on tasks Reading to/with your child daily Play with family members Age-appropriate games	Recommendations provided by teachers The school library is open to parents IXL, Raz Kids
G1-G2	<u>Home expectations</u> Daily independent and shared reading at home with an adult Age-appropriate board and card games with family members Encourage curiosity and questioning in daily routines <u>School Practices</u> Reading and Math tasks assigned according to MAP RIT scores Reading Comprehension tasks assigned for reinforcement of learned skills	IXL Informal reading log NRICH Math Toddle AI tutor School library is open to parents
G3 - 5	<u>Home expectations</u> Daily independent and shared reading at home with an adult Age-appropriate board and card games with family members Encourage curiosity and questioning <u>School Practices</u> Research and project work related to Units of Inquiry Reading and Math tasks assigned according to MAP RIT scores Reading Comprehension tasks assigned for reinforcement of learned skills	IXL Khan Academy NRICH Math RAZ Timetable Rockstars Toddle AI tutor The school library is open to parents
G5	<u>School Practices</u> Research, project work, and completion during the PYP Exhibition	IXL Khan Academy NRICH Math RAZ Timetable Rockstars The school library is open to parents Toddle AI tutor

Attendance

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.**

The attendance policy is located on the school's website. [Link to the policy page.](#)

Monitoring Student 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.
- 18th absence – Parents are notified that the limit has been reached. A further absence may result in weekend special attendance requirements.

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 arrive by 7:50am, and communicate with the Primary Office when absences are unavoidable.
- Parents must apply for a leave of absence by formally emailing the Primary Secretary and Primary School Principal by contacting no later than 8:00 AM on the date(s) requested.
- The Primary Principal informs parents when a student has exceeded ten absences, in which case further leave of absence will not be accepted.
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Requests to Leave School Early

- Any student needing to leave during school hours due to illness, or pre-arranged appointment, must receive permission after parents inform the Primary Principal.
- Parents must notify the Primary Office by phone or email before 8.00AM on the day for the leave to be approved.
- Non-emergency appointments, including for the doctor, dentist, orthodontist, etc., can be made outside school hours.
- If a student needs to be signed out of school, a parent or a designated guardian (approved by the parent) must come into the Primary School Office and sign them out.

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

Behavior Expectations and Discipline

The Student Code of Conduct applies to all school activities where students are under the authority of all of the teachers at all times. ISD uses a progressive discipline approach when dealing with instances of student misbehavior and student misconduct – wherever necessary a differentiated approach is applied.

Misbehaviour	Serious Misconduct
<i>Disruptive or inappropriate behavior in class, in school or outside during school supervision (eg. buses Appendix B).</i> <i>Littering around school</i> <i>Roughhousing, bothering other students, boisterous behavior.</i> <i>Failing to obey established classroom rules.</i> <i>Use of devices without teacher permission</i> <i>Continuous use of a language other than the language used in instruction.</i> <i>Inappropriate use of banned items.</i>	● <i>Persistent misbehavior inc. noncompliance towards staff</i> ● <i>Possession or use of tobacco, illicit drugs/alcohol or distribution of pornographic material.</i> ● <i>Stealing or being in possession of stolen goods.</i> ● <i>Fighting, inciting violence, bullying, harassing, intimidating to students or staff</i> ● <i>Making verbal or written statements that are bigoted, racist, sexist, or defamatory Using foul or profane language.</i> ● <i>Violating the privacy of others</i> ● <i>All forms of vandalism including graffiti</i> ● <i>Possession of a weapon or any behavior that could jeopardize the health and safety of others.</i> ● <i>Any form of plagiarism or cheating on an internal or external assignment or exam.</i> ● <i>Other behaviors which in the opinion of the school constitute serious misconduct.</i>

Mobile Phone/BYOD Policy for Students and Parents

- Mobile phones are not permitted on campus for students.
- Parents are not permitted to take pictures of students while in common areas such as the playground areas.
- Photos and videos can be taken during students' performances.
- Parents are strongly encouraged not to post pictures of ISD students to their personal social media accounts.
- The responsible use of technology and devices policy further states the significance of using technology appropriately and for the sole purpose of teaching and learning.

Devices for K–3

Students in **Kindergarten to Grade 3** are required to bring an **Apple iPad/Tablet** with the following specifications:

- Apple iPad (minimum of 10th Gen model) or, Tablet with upgradable Android OS,
- with at least **64 GB** of storage
- **Protective case** (see example image shared separately, if applicable)



Devices for Grades 4–5 (continuing into G6+)

Students in **Grades 4–5** use a laptop, which they will also continue to use in Grade 6 and beyond. Laptops purchased within the last two years may already meet the criteria below. If not, families should purchase a laptop with at least the following specifications:

Minimum Features: ● <u>Microsoft Windows 11 OR Mac OSX 14.2 (Sonoma) as the operating system</u> ● RAM: 8GB ● CPU: 64-bit processor ● Hard Drive: 256GB ● Processor: Intel Core i5 or M1 chip ● Graphics card: 2 GB ● Wireless Card: 802.11n/ac/b/g	Accessories: ● Charger with plug adapter for Bangladeshi power outlets ● Headphones with microphone (Bluetooth or plug in) ● Functional mouse or trackpad ● Identification tag (Sticker with student's name) ● Carrying case
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Acceptable use of devices during school hours

- 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.

Health - Air Quality Index Guidelines

ISD Air Quality Response Chart

0-100 No restrictions	Periodic monitoring with no change to normal operations
101-200 Caution	Periodic monitoring with no change to normal operations. Activities may move inside
201-300 Modify	Indoor activities only during school hours will be modified
301+ Restrictions	Sports and ASA's move inside. Sports events called at the discretion of the Athletic Director.

AQI*	Snack and Lunch Break	Physical and Health Education	Athletic Practice and ASA outdoor	Outdoor Events & Sporting Events Hosted at ISD
0 - 100 No Restrictions	Activities as normal, no restrictions.	Activities as normal, no restrictions.	Activities as normal, no restrictions.	Activities as normal, no restrictions.
101 - 200 Caution	Any student who has respiratory or other heart/lung conditions should stay indoors. Staff should stay alert to students having difficulty breathing and can suggest less strenuous activities for students.	Any student who has respiratory or other heart/lung conditions should stay indoors. Staff should stay alert to students having difficulty breathing and can suggest less strenuous activities for students.	Increase rest periods and substitutions for all students. Any student who has respiratory or other heart/lung conditions should stay indoors. Staff should stay alert to students having difficulty breathing and can suggest less strenuous activities for students.	Increase rest periods and substitutions for all students. Ensure that students with respiratory issues are medically managing their condition. Staff should stay alert to students having difficulty breathing.
200+ Modify or Cancel	No outdoor activity, all activities should be moved indoors.	All PHE activities modified or moved indoors.	All PHE activities modified or moved indoors.	Events at the discretion of the school administration. Games at the discretion of the Athletic Director.

****AQI will be continuously monitored with the Air Visual App. The air quality at 2:00 PM will be used to determine if activities and practices occur after school.***

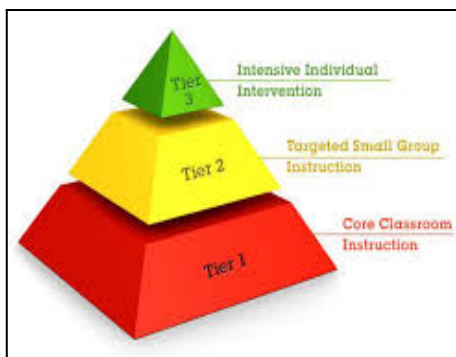
Additional Services

Learning Support Services

On occasion, students may require additional learning support during school hours. In the Primary School, Learning Support teachers work in classrooms alongside homeroom teachers. Should a student require more regular and intensive support, parents will be notified of the need in advance. Questions about learning support can be directed to the homeroom teacher.

Learning Support Model in the Primary School.

The school makes use of the Response to Intervention model of RTI. This framework provides increasing levels of support based on student needs, using regular assessment data to guide timely, targeted interventions and monitoring.



- **Tier 1 – Support for all students**

High-quality classroom teaching and routines that every student receives. This includes clear learning goals, differentiation, and ongoing checks for understanding to make sure most students are successful without extra help.

- **Tier 2 – Targeted small-group support**

Extra time-limited support in small groups for students who need more help than Tier 1 provides. This might be 2–3 extra sessions per week focusing on specific skills (for

example, phonics, reading comprehension, or number sense), with progress closely monitored.

- **Tier 3 – Intensive, individualized support**

Very targeted, often one-to-one or very small-group interventions for students with significant or persistent difficulties. Instruction is more frequent, longer in duration, and closely tailored to the student's needs, and it may connect to or overlap with formal learning support services

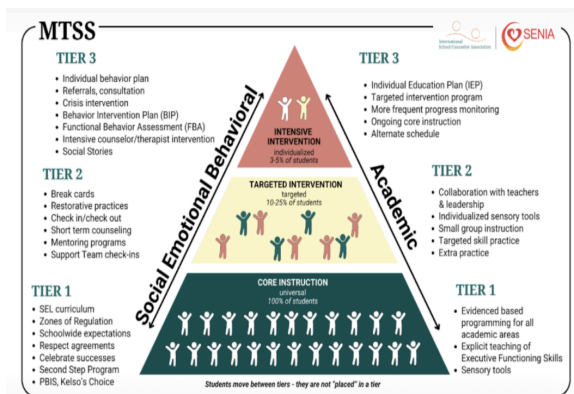
Social-Emotional Counseling

The Primary School Social-Emotional Counselor provides individual counseling that centers on the student's personal and interpersonal experiences, fostering self-awareness and personal growth. Through empathetic listening and unconditional positive regard, the counselor helps students explore their feelings and challenges, empowering them to find their own solutions and build resilience.

Additionally, small group counseling is offered to facilitate the development of empathetic connections, enhance social skills, and support students in forming positive peer relationships. The counselor supports students in overcoming barriers to accessing mental health resources, ensuring that all students receive the care they need at no cost.

While the focus is on individual support, the counselor also collaborates with parents and school staff to create a nurturing and supportive school environment. This includes offering guidance on promoting a positive atmosphere and contributing to the overall well-being and safety of the school community.

Individual and small-group social–emotional counselling may be provided as needed. Parents will be asked to give consent for counselling when sessions are planned to take place on a regular basis.



• Tier 1 – Support for all students

Whole-school and whole-class practices that promote a positive, safe environment. This includes clear expectations, routines, and lessons that teach self-regulation, kindness, and responsible decision-making.

• Tier 2 – Targeted small-group support

Additional support for students who need more help than Tier 1 provides. This may include small-group check-ins, social skills groups, or targeted strategies to build self-regulation and emotional coping skills.

• Tier 3 – Intensive, individualized support

Focused, personalized support for students who continue to struggle despite Tier 1 and Tier 2 interventions. This often involves one-to-one sessions, individualized plans, and closer collaboration with learning support and counseling.

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.

Library

Library hours are as follows:

Sun, Mon, Wed, Thu - 7.45 AM to 3.30 PM

- Tuesday - 7:45 AM to 4:00 PM
- Students and parents may access the [school library web page](#) for news, databases, the [Destiny catalog](#), and other resources via <https://www.isdbd.org/learning/library>. This site is accessible from home and school.

Students may borrow as follows:

- Early Years - 4 Books || G1, G2 - 8 Books || G3, G4, G5 - 10 Books
- When a student's library books become overdue their borrowing privileges are suspended until the overdue book(s) is returned or renewed.
- Students will be reminded of overdue books on a weekly basis via emails sent to them and their parents.
- Report cards will be withheld until all library books, textbooks, and other resources have been returned or payment is received to replace lost items.
- Lost or damaged books and school materials will be charged at the rate of the cost of the replacement plus 50% for shipping and processing.

ICT Support

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

Bring Your Own Device in the Primary School

At ISD, we require all students to bring their own electronic device to support their day-to-day learning. If your child is moving into one of the grades listed below, or if you are new to ISD, please note the device requirements for the next academic year.

Students in **Kindergarten to Grade 3** are required to bring an **Apple iPad/Tablet** with the following specifications:

- Apple iPad/Tablet with at least **64 GB** of storage
- **Protective case** (see example image shared separately, if applicable)

Devices for Grades 4–5 (continuing into G6+)

Students in **Grades 4–5** use a laptop, which they will also continue to use in Grade 6 and beyond. Laptops purchased within the last two years may already meet the criteria below.

<u>Minimum Features:</u> • Microsoft Windows 11 OR Mac OSX 13.7 (Ventura) as the operating system • RAM: 8GB • CPU: 64-bit processor • Hard Drive: 256GB • Processor: Intel Core i5 or M1 chip • Graphics card: 2 GB • Wireless Card: 802.11n/ac/b/g	<u>Accessories:</u> • Charger with plug adapter for Bangladeshi power outlets • Headphones with microphone (Bluetooth or plug in) • Functional mouse or trackpad • Identification tag (Sticker with student's name) • Carrying case
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School Bus: Transport Safety Guidelines

Bus safety and student conduct guidelines are provided to parents who make use of the daily bus service.

Please note, Primary Students are not permitted to use their devices while riding the school bus.

Athletics and After School Activities

ISD offers students opportunities to join in sports and after school activities every day of the week during the school year. Primary Students can join football, basketball, and swimming and they can participate in activities such as the Primary School Production, coding and robotics and arts and crafts to name a few of the many choices.

ASA Seasons

Season 1	Season 2	Season 3
August - November	November -February	March - June

ASAs and end of day pick up

If a student is not picked up after ASA's/sports at 4:15, the adult responsible for the ASA/sport makes a call home from the main desk in the Admin building. Students are supervised by the Primary Administrative Assistant until they are picked up.

Expectations of students attending activities at ISD after school hours

- 1) Regular attendance and participation
- 2) Arrive on time and remain in the activity until dismissal time (4:15pm)
- 3) Show respect for the ISD adult or outside vendor leading the activity or sport
- 4) For the Primary Production, students are expected to attend all rehearsals including those on weekends as needed.

School Nurse

- 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 Principal has granted permission.

Accessing the Toddle Platform

Learning Management System (LMS) Toddle

Key Aspects Parents Need to Know About [Toddle](#):

- **Access & Setup:** Before School Starts
 - New Families will receive an invitation via email or a family letter from the school with a unique code/QR code. It is accessible on desktop via the web portal and mobile app (iOS/Android).
- **Key Features:**
 - Portfolios & Learning Journeys: View work, photos, videos, and teacher feedback, showcasing your child's growth.
 - Communication: Receive announcements and message teachers directly.
 - Reports & Attendance: Access progress reports, report cards, and monitor attendance records.
 - Assignments: Track upcoming tasks, deadlines, and submission status.
- **Multiple Children:** Parents can link multiple children to one account to switch easily between profiles.
- **Notifications:** Parents can customize notification settings for app updates and emails.
- **Security:** Toddle uses secure data storage and does not share parent/student data with outside AI model providers.

Best Practices for Parents:

- **Check Regularly:** Review the app weekly to stay updated.
- **Engage with Work:** Use the portfolio items to have conversations with your child about their learning.
- **Use the App:** The mobile app is generally more convenient for receiving prompt, real-time updates.

Additional Information for Parents

Private Tutoring of ISD Students by teachers

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

Birthday celebrations

The celebration of a student's birthday is something we value. In every grade throughout the Primary school, a birthday will be celebrated with the students of that particular class, in an age-appropriate way.

We welcome students to bring a small, **preferably healthy, single-serving snack** to share with their classmates on their birthday.

Please keep treats to your child's class only, and help us continue to encourage healthy choices at school. Cakes that need to be cut are not permitted.

We kindly ask that snacks only be sent on birthdays or when requested by the teacher, and that goodie bags are not included.

Student Withdrawal Process

All withdrawal procedures are coordinated by the **Admissions Office**. If notified by a student or parent about their intent to withdraw, please inform the Principal as soon as possible.