INTERNATIONAL SCHOOL DHAKA

Student-Parent Handbook

2026-2027



MISSION

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

ISD will empower our students through innovative learning to achieve academic

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

🟢 WELLBEING 🟡 KINDNESS 🔴 RESPONSIBILITY

Table of Contents

Table of Contents **2**
Mission Statement 5
Vision Statement **5**
ISD Values **5**
Secondary - Key Personnel 6
Rights & Responsibilities **7**
Charter of Students' Rights and Responsibilities 7
Safeguarding & Child Protection 8
School Policies **10**
Campus Access 10
Attendance and Punctuality for Secondary Students 10
Behavior Expectations and Progression of Discipline 13
Out-of-School Suspension and Recommendation for Expulsion 16
Tobacco, Alcohol, and Drugs Policy 17
Mobile Device/Phone Policy for Students and Parents 18
Use of ICT 22
Student Uniform Expectations 24
Child Protection 24
Appealing Faculty Decisions 25
Other Policies **27**
Food on campus 27
Food Allergies 27
Chewing Gum on Campus 27
Deliveries During School Hours 27
Public Displays of Affection 28
Assembly and Auditorium Etiquette 28
Tutoring 29
Student Services **29**
Homeroom 30
Library 31
Learning Support 31
Cafeteria Services 32
ICT Support 32
School Bus: Rules of Conduct 33
Student Lockers 34

Sports & Afters School Activities (ASA) **35**
Athletics and After School Activities 35
Varsity Sports 35
Athletics / Activities and Academics 36
General Information on Academics **38**
Learning Management System (LMS) ManageBac: 38
Absence on the day of Assessments 39
Student Assessment & Progress 39
Grade Notification 40
Parent Student Conferences 40
Feedback to students 40
Reporting 40
Personal Social Health Education (PHSE) & Homeroom 40
Academic Tracking & Concerns 41
Standardised Testing - MAP, CAT 4, PSAT 41
MYP Programme Information for Students **42**
Assessment in the MYP 42
Summative Tasks in MYP 43
MYP Homework 44
Academic Misconduct in the MYP 45
MYP Term 1 & 2 Exams (Grade 9 & 10 only) 47
MYP Academic Progress & Monitoring 48
MYP Subject Selection/placement 49
MYP Honor Roll 50
MYP Community Engagement 50
MYP Personal Project 51
MYP Interdisciplinary Learning Units (IDU) 51
Internal MYP Certificate 51
Academic Procedures in the DP **53**
Grade 11 & 12 Pathways **53**
Determining Suitable Pathways for Grades 11 & 12 54
Credit requirements for U.S High School Diploma 54
Assessment in the IB Diploma 55
IB Internal Assessments 55
IB External Assessments (IB World Exams) 56
Grading & Reporting Practices for Subjects 56
Summative Assessments and the ManageBac Calendar **56**
DP Late Assignments 58

Summative Assessment Retakes 60
Grade 11 and 12 Reporting Times 60
ISD Term 1 & Term 2 Reports for the DP 60
DP Homework 61
DP Academic Support Procedures 61
DP Academic Concern 62
DP Academic Probation 62
Course Withdrawal 63
DP Course Change (Grade 11 only) 63
DP Core: Extended Essay, TOK and CAS 64
Academic Misconduct in Grade 11 and 12 65
DP Honor Roll & Awards 66
Academic Advising 67
“A Block” for Grade 11-12 67
Non-IB Diploma Pathways 68
Calculating Grade 11 and 12 Grade Point Average (GPA) 68
Transcripts and IB Certificates 69

Revised: April, 2026

ISD 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

Secondary - Key Personnel

Secondary Leadership Team (SLT)

Secondary Principal: Steve Ellis steven.ellis@isdbd.org
Vice Principal & MYP Coordinator: Nilanthi Panabokke Das nilanthi.das@isdbd.org
Diploma Program Coordinator : Brandon Ryan Kruse brandon.kruse@isdbd.org
Dean of Student Success Ann Lindsey ann.lindsey@isdbd.org

Secondary Student Support Services

Socio-Emotional Counselor : Giuseppe Tagliarini giuseppe.tagliarini@isdbd.org
College Counselor Counselor : Doug Hundley doug.hundley@isdbd.org
Athletics Director: David Rashleigh david.rashleigh@isdbd.org

Secondary Office

Executive Assistant to Principal: Naila Ahmed naila.ahmed@isdbd.org Office mobile: 01817291475
Manage the Principal's calendar, appointments, and daily schedule

IB Administrative Assistant: Janie Lionita Das janie.das@isdbd.org Office mobile: 01847198393
For information regarding scheduling appointments with the IB Coordinators

Administrative Assistant: Urmi Halim urmi@isdbd.org Office mobile: 01847198393

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. It is an expectation for parents to attend information sessions and parent workshops related to the IB programme.

Parent-School Protocols

Rights and Responsibilities

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 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.

Safeguarding & Child Protection

Values, Laws, Aims, Applicability, Review

The International School Dhaka (ISD) takes responsibility for protecting the safety of all our students and school community 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.

> United Nations Convention on the Rights of the Child-Article 19: Protection from Abuse and Neglect
> *"The state shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims."*
>
> The Bangladesh Children's Act, 2013-Act No. 24 of 2013
> *"The Act changes the legal definition of a child from being a person under the age of 14 to one under the age of 18. It criminalizes any kind of cruelty inflicted on children while they are working in both the formal and informal sectors. In addition, the Act will prescribe punishments for using or exploiting children in begging, in brothels, and in carrying drugs, arms, or other illegal commodities".*

The framework outlined in this document seeks to guide ISD's faculty, staff, volunteers, and families in child protection and safeguarding matters. This handbook should be read in conjunction with the school's Charter of Student's Rights and Responsibilities, safe technology use, and the school's curriculum supporting emotional, social, and physical health. The handbook includes roles and responsibilities, procedures, protocols, and key definitions based on worldwide best practices. ISD is committed to

providing a safe environment with open communication for faculty, staff, visitors, volunteers and families.

Faculty, staff, parents or volunteers may directly witness child abuse or have disclosures or allegations relayed to them made by a child or an adult. There may also be disclosures of abuse that have occurred prior to attending ISD. Sustained abuse of children can have significant long-term effects on all aspects of children's health, development, wellbeing, and ability to sustain stable and meaningful relationships in the future. ISD commits to ensuring that all ISD Staff understand their roles and responsibilities aligned with child protection and safeguarding. This is achieved through training during staff orientation on ISD practices, protocols, and procedures related to child protection and safeguarding. This training is facilitated by the ISD counselors. Additionally, training conducted by external providers is offered every two years.

School Policies



Campus Access

To maintain a safe and organized environment, all individuals on campus must verify their presence through our access management system. Students, faculty, and staff are required to use their official ID badges for swipe access, while all visitors must officially sign into the visitor's log. Additionally, visitors must arrange campus access via a written request from the Secondary Office or a Secondary staff member prior to arrival. Once confirmed, the Secondary Office will notify the security gate to authorize entry, ensuring that all facilities remain secure and reserved for approved guests.

Attendance and Punctuality for Secondary Students

Attendance Expectations

Out of 180 school days, 90% attendance and daily punctuality is required to remain in good academic standing. Therefore, students may be absent only for 10% of the school year, which amounts to 18 days (out of 180 days per year).



Parent Responsibilities: When to send / not send students to school

- Parents are requested to have their child remain home if they are feeling unwell, have a fever or other symptoms such as nausea, etc. Students should remain home to recover if they are feeling unwell.
- Students are not allowed to attend partial days due to illness, i.e. sending a student to school for an event and then requesting they be sent home is not allowed and will not be



approved.

Communication with the School Regarding Absences

In order to maintain the health and safety of our students, parents are expected to communicate to the school via secondary.office@isdbd.org when their child will not attend school.

Absences that exceed two days of school due to illness require a medical certificate to be submitted to the Secondary Office.

Absence from school due to school events

- School supported events, including international/ national travel, sports, representation in clubs or groups are excused will not count as an absence.
- Attendance on the days before and after a school-sponsored activity is mandatory.

Missing School/Absences During Summative Assessments

For MYP - See page 40 for the “Summative Tasks in MYP”

For DP - See page 52 for the “DP Late Assignments” and *page 37 regarding absences on days of DP Summative Assessments*

Monitoring Student Absences

The school will monitor students' attendance and communicate with parents at regular intervals to ensure that students meet the attendance requirement. Communication will include:

- 5 days absence : an email/letter is sent to the student and parents communicating an attendance concern.
- 10 days absence : A meeting is arranged with parents and students to discuss concerns and create a written contract, including interventions, to ensure student attendance.
- 15 days absent : A meeting with the student and parents to escalate interventions and discuss future plans.
- 18 days absent - Parents are notified that the limit has been reached and to inform the family of the next step, academic interventions by the school.

Late to School

Students are expected to arrive at school by 7:50 a.m. in order to have sufficient time to pass through security, use their locker, and arrive to class on time.

- Students who arrive late in the morning will be recorded as arriving late and need a pass from the secondary office to be admitted into homeroom.. All morning lates will be tracked through the office. After consecutive late arrivals parents will be contacted.
- Circumstances where students may arrive after 8:10 will be addressed on an individual basis by the SLT.

Late to Class

All teachers are responsible for releasing students on time at the end of the class.

- Students who arrive late to class need either a signed note from a staff member or they will be marked late.

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 five minutes of the beginning of class. This late arrival will be noted in ManageBac. Consequences for skipping an entire class are as follows:

- 1st Skipped Class – Teacher marks in ManageBac
- 2nd Skipped Class – Parents are informed via call and email and may meet with the Dean of Student Success.
- 3rd Skipped Class – Conversation with the Secondary Principal
- 4th Skipped Class – In-school suspension and moving onto the ISD Discipline Guidelines

Requests to Leave School Early or Arrive Late

Non-emergency appointments, including for the doctor, dentist, orthodontist, etc., may be made outside school hours. Missing classes disrupts and inhibits learning and adversely affects student achievement.

- Any student needing to leave during school hours due to illness, or attend less than a full day due to a pre-arranged appointment, must receive permission after parents inform the Secondary Office.
- Requests should be made at least three days in advance, but no later than 24 hours before departure. Same-day requests will only be granted in exceptional circumstances.
- All requests for early departure must be submitted by email (secondary.office@isdbd.org) by parents, along with clear information about the designated person who will collect the student from school. Upon receiving this information, approval from the Secondary Principal or a member of the Secondary Leadership Team will be considered. Requests lacking extraordinary circumstances will not be approved.

Health and Safety - Air Quality Index

Per school policy, AQI readings above 200 require moving into indoor spaces. The health and safety of our students and staff are our top priority. ISD therefore implements the following protocols:

1. Outdoor Play Restrictions: All outdoor activities on the Hardcourt and Sports Field, including morning and lunch breaks, after-school activities, and outdoor physical education classes, will be suspended if the AQI readings are above 200 until air quality improves.
2. Shift to indoors: as outdoor areas are not usable, students should move to the following indoor locations.
    a. Before school: Secondary Well, Cafeteria, Senior Lounge for Gr 12s only
    b. Morning break: Cafeteria, Senior Lounge for Gr 12s only
    c. Lunch break: Cafeteria, Library (Max 30) Senior Lounge for Gr 12s only
    d. After school: students should leave by 3.15, if on campus: Secondary Well
3. Monitoring: A daily update via Google chat and posted sign in the Secondary Well indicating the AQI level for the day, morning break and lunch will be shared with staff and students.
4. Duty Teachers in outdoor spaces are required to wear a mask for the first five minutes when clearing the space of students. Once all students are indoors, outdoor duty teachers should enter indoor spaces as designated above.
5. **Health - Air Quality Index Guidelines**

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.



Behavior Expectations and Progression of Discipline

ISD has high expectations of students' conduct and behaviour, which is commonly understood by students and staff and applied consistently and fairly. To help create a calm and safe learning environment ISD:

- Supports all students to know and understand the expectations in classrooms, common spaces and sports venues. Disruptions to learning are is not tolerated,
- Creates a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Helps students meet behaviour standards by implementing strategies and targeted interventions including conversations, counseling, and consequences. (See consequences detailed in the Progressive Discipline information below.) These targeted interventions may include random bag or locker searches, recording of incidents which occur and use of CCTV video.

The ISD Progression of Discipline Procedures will be utilized by the Dean of Student Success, , Secondary Principal, and Director when determining appropriate consequences.

LEVEL & DESCRIPTOR	PROCEDURES		STUDENT BEHAVIOR EXAMPLES
Level 1 *Low-level disruption in or out of class. Dealt with in the classroom /on site.*	*Who*	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.
	Communication	Teacher to student in a one-to-one conversation. Teacher to parent via email (always for academic integrity misconduct) or phone call.	
	Consequences may include, but are not limited to:	Apology letter/written reflection to teacher. Lunch behavior session. After school detention. Possible parent contact.	
	Follow up	Notify the Dean of Students, if appropriate.	

	Record keeping	Noted in ManageBac by teacher.	Other similar, inappropriate behavior.
Level 2 *Repeated low-level disruption, a more significant single offense or a significant out-of-class offense.*	*Who*	Dean of Student Success	Repetitions of above. Repeated or significant public displays of affection Aggressive behavior/frequent horseplay. Disrespectful/unkind behavior or language (including online). Repeated or significant poor representation of school (including online). Repeated or significant inappropriate technology use. Skipping class (2nd time) Similar other incidents
	Communication	Dean of Student Success	
	Consequences may include, but are not limited to:	Phone call to parents (always). Apology letter/written reflection and/or restorative actions, i.e. specific positive contributions towards a positive resolution Meeting with parents. Lunch detention(s). **After school detention.** **Removal of privileges - sports, ASAs, off-campus experiences** **In-school suspension.** Community Service,	
	Follow up	Possible recommendation to school counselor. Possible referral to Student Intervention Team process. Increased monitoring of student behavior by class teachers and Vice Principal.	
	Record keeping	Secondary Office, Dean of Student Success to keep record on Manage back and internal drive folders of after school detentions or in school suspensions.	
Level 3 *Serious infringements of student expectations.*	*Who*	Dean of Student Success, 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. Breakage of Student Expectations on a School Trip Agreement. Serious or repeated aggressive behavior. Serious or repeated disrespectful behavior.
	Communication	Dean of Student Success or Secondary Principal	
	Consequences may include, but are not limited to:	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.	

		Community Service. Restorative action plan to build positive outcome from a difficult situation.	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
	Follow up	Counseling. Student Behavior Contract (upon repeat of offense) Probable referral to Student Intervention Team.	
	Record-keeping	To be filed in: 1. School drive and ManageBac note reference to school drive. 2. Academic/Behavior Contract files.	
Level 4 *Extreme infringements of student expectations*	*Who*	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
	Communication	Secondary Principal or Director Management Board for consideration of expulsion.	
	Consequences may include, but are not limited to:	Meeting with parents (always). All of Level 3 possible consequences as well as recommendation for expulsion.	
	Follow up	Counseling as appropriate. Elevated accountability on Academic/Behavioral Contract, further incidents will result in expulsion.	
	Record keeping	To be filed in: 1. School drive and hard copy in student file 2. Academic/Behavior Contract files.	

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.

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 Possible requirement to complete a smoking cessation program	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 three days on the first offense and five days on the second offense and will be considered for expulsion from ISD.
- A positive test result for drugs will result in a student being suspended, out-of-school, for five 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.

Mobile Device/Phone Policy for Students and Parents

*Extracted from ISD Policy on Mobile Phone Use

Mobile phones are not permitted on campus for students.

Introduction and Aims

At ISD, we recognise that mobile phones, including smart phones and watches, are an important part of everyday life for students, parents, staff and the wider school community. While these devices are a significant part of everyday life, the school recognises the need to ensure responsible use of these devices. Recent trends in the misuse of smartphones cite a range of concerns which include, but are not limited to, the following:

- Low concentration levels and distraction due to easy access and screen exposure
- Tired and exhausted students who have disrupted sleep patterns and are unable to focus in class and on learning.
- Bullying, humiliation and the spread of rumors and hate using social media.
- The use of mobile devices to take inappropriate videos/images, including images of a violent or sexual nature.
- Students taking pictures/ videos of staff / students without consent and creating memes and other distorted images which are then disseminated for wider reach.
- Students communicating and sharing personal information with external and unknown parties via text/ social media/

In line with national and international education trends which evaluate the impact of mobile/smartphone use on student learning, ISD aims to develop clear expectations and guidelines for the use of mobile/smart phones on campus for all stakeholders.

1.1 Aims

This policy has three broad aims:

1. Define the **expectations** for the responsible use of Mobile/Smart Phones, including:
    - Appropriate use of technology in the classroom and on campus.
    - Measures to avoid the risk of theft, loss or damage

2. Establishing clear **guidelines** for the use of mobile phones by student, staff, parents, visitors
    - Minimizing potential for lesson disruption
    - Safe use of phones on school campus

3. Connect to other significant school **policies** such as Child Protection, Use of Technology Behaviour Expectations.
    - Risks to child protection
    - Data protection issues

1.2 Aligning with School Policies

ISD takes its child protection and safeguarding policy expectations seriously and the misuse of mobile/smart phones can have a direct impact on the mental, social and physical wellbeing of staff and students.

The school's Academic Integrity Policy and Assessment Policy further indicate the need for students to be principled at all times and avoid using Artificial Intelligence to gain an unfair academic advantage.

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.

In the event of a suspicion or concern being raised regarding the use and content of a mobile/ Smart phone, the school reserves the right to search the contents of the phone and take suitable action as documented in its internal policies and guidelines.

Suspicious and concerns may include but are not limited to the following :

- The use of the mobile/smart phone to capture/ store images or content that violate the privacy of a student or staff member including voice recording, photos, video's which has been obtained with or without consent
- The use of the mobile/smart phone to capture/ store material of a sexual or pornographic nature, including sexting and upskirting
- The use of the phone to capture images, recording that lead to bullying, harassment and intimidation
- The use of the mobile/smart phone to make abusive calls, texts, emails, social media posts directed at ethnicity, religious beliefs or sexual orientation.
- The use of the mobile/smart phone to modify the content that was recorded and superimposed onto other media that include but are not limited to form memes, photoshopped images, caricatures, jokes.
- The use of the mobile/smart phone to share and spread any of the above through social media or other group communication platforms that include but are not limited to snapchat, whatsapp, messenger, discord
- The use of the mobile/smartphone to gain an unfair advantage in the completion of academic work :
    - The copying of content, formulas, information
    - The use of AI
    - The use of Apps that provide answers to questions
    - Sharing of information among students through communication platforms

Roles and Responsibilities

2.1 Staff

- All staff (including teachers, support staff, and other educational staff) are responsible for enforcing this policy.
- All staff are protected by the procedures in this policy.
- Staff must also secure their personal phones, as well as any work phone provided to them. Failure by staff to do so could result in data breaches.
- Volunteers, or anyone else otherwise engaged by the school, will be made aware of this policy through the information given at Reception.
- Staff need to inform the divisional principals should the policy be breached.

2.2 Students

- Students take responsibility to not bring mobile/smart phones onto the school campus on weekdays and weekends.
- In the event that students arrive on campus with their mobile phone they must hand it in upon arrival to the designated storage place at the security gate and secure the phone with a pin/ passcode.

2.3 Leadership

- The Director is responsible for monitoring the policy every two years, reviewing it, and holding staff and students accountable for its implementation.

Use of Mobile Phones by Students

Students will not be allowed to bring mobile/smart phones (including tablets with mobile data capability) onto the school campus.

- In the event that students arrive on campus with their mobile phone they must hand it in upon arrival to the designated storage place at the security gate.
- Students can contact the Secondary Office and request to make a phone call in an emergency only.
- Parents may contact the school at 01817291475 or 01847198393 to communicate any information in an emergency.

3.1 Consequences

Students who intentionally or unintentionally do not hand in their phone and are discovered to have it on their person on campus will lose access to the phone. The following steps will be taken:

- The phones will be confiscated by the teacher/staff member.
- The teacher/staff member will hand over the phone to the secondary office and tag it with the student name and day of confiscation.

- Parents will be contacted to collect the phone in person.
- No special requests from the student or parents will be entertained to release the phone.

The school may also search a student's phone if staff have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offense, cause personal injury or is in breach of the school's Acceptable Use of Information and Communication Technology policy.

Certain types of conduct, bullying or harassment can be classified as extreme forms of misconduct. The school takes such conduct extremely seriously. Such conduct includes, but is not limited to:

- Sexting.
- Threats of violence or assault.
- Abusive calls, emails, social media posts or texts directed at someone, including on the basis of someone's ethnicity, religious beliefs or sexual orientation.

Use of ICT

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.

- 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.
- 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.

Student Uniform Expectations

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 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.
- Non-ISD branding is not allowed on the shirt, hoodie or trousers of the uniform
- 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.

Uniform-Optional Days

- On the last Thursday of each month, there will be a uniform-optional day. Participation is not mandatory; students may wear standard uniforms on non-uniform days.
- Students may wear traditional dress or smart casual options should they choose to not wear the school uniform. PE clothes may not be worn on uniform-optional days.

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 Dean of Student Success 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

- For PE classes, students must change into a PE uniform or a plain sports shirt before the PE lesson.
- 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.

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.
- The ISD Formal Complaints policy can be found at this link

Requesting References from Staff

- Parents should contact the Secondary Principal requesting a reference.
- Principal instructs PA to coordinate relevant homeroom teacher, subject teacher, university counselling and IBCo (where required).
- Completed references and documentation is collected by the PA and sent directly to the relevant school.
- The process will take up-to five working days.

Child Protection Policy

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,	Any act where an adult includes a child in sexual activity.

		dignity and self-worth.	

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.

Other Policies



Food on campus

- Due to health and safety reasons, food cannot be brought onto the campus, with the exception of home lunch and snacks.
- No food or beverages (other than water) is permitted inside the Secondary building.
- No food deliveries (FoodPanda etc.) can be made during school hours by students.
- Food deliveries can only be brought on campus for fundraisers that have been approved by the secondary leadership.
- DP students may buy and consume food in White Canary, and may only buy food in the Parent's Lounge.
- MYP students may purchase food and beverages from the Parent's Lounge during snack and lunch, then eat any food purchased in the cafeteria. Access to the White Canary is limited to after school.
- Parents should inform the school of any food allergy or dietary restrictions that may be in place for their child at the beginning of the year.
- There may be times during the school year where SLT will allow food in order to support special celebrations. Prior notice from the Principal will be given on such occasions.

Food Allergies

The ISD campus is a nut-free zone to ensure student safety.

Chewing Gum on Campus

Students are not permitted to have chewing gum on campus as discarded chewing gum contributes to an unclean learning environment.

Deliveries During School Hours

- 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.
- 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.

Public Displays of Affection

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.

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 the 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.



Tutoring

The school recognises that the IB teaching style is different to others that are more commonly prevalent in Bangladesh. If it is deemed as a necessary support, parents are advised to be selective in their choice of tutors by considering the following:

- Tutors are familiar with the IB style of teaching and learning focusing on inquiry
- Tutors focus on explaining knowledge and concepts instead of doing work for students
- Tutors have an understanding of ManageBac tasks and assist with organisation skills
- Tutors guide students on tasks instead of doing it for them

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

Student Services

Social-Emotional Counseling

The Secondary Social-Emotional Counselor, Mr. Guisepe Tagliariani, supports the emotional wellbeing of students in the Secondary School. The counselor collaborates with parents and school staff to create a nurturing and supportive school environment. The counselor manages the Homeroom Second Step programme delivered by the homeroom mentors.

As a Person-Centered Counselor/ Psychotherapist, the school socio-emotional counsellor is here to support you *(student, parent, teacher, or staff member)* on your journey toward self-discovery, purpose and holistic well-being—body, mind, and spirit. Sessions are created as a safe, non-judgmental space where you can explore and express your inner world. The SE Counsellors role is to guide you as you reimagine your life, heal, and grow. When sharing with friends or family feels challenging, having a private space to discuss and understand your experiences can be incredibly beneficial.

Counseling services are available in the Social-Emotional Secondary Counselor's office. You can reach out by email at giuseppe.tagliarini@isdbd.org or schedule an appointment at giuseppetagliarini.youcanbook.me. (Please note that counseling sessions are also available during break times.)

ISD SEL counseling sessions aim to:

- Foster self-awareness and personal growth.
- Enhance relationship skills, ethical standards, and responsibility.
- Provide information and support for making life decisions and future opportunities.
- Collaborate on action plans to support personal, social, and emotional development.
- Offer guidance with dignity and respect, creating an environment that maximizes your well-being.
- Improve organizational skills, study habits, and time management.
- Address personal issues impacting academics or relationships.
- Develop social skills and coping mechanisms for dealing with violence, accidents, or trauma.
- Identify and build on your interests and strengths.

The SEL counseling team will work together to explore and nurture ISD student potential in a compassionate and supportive setting.

University and Career Counseling

The University and Career 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 Mr. Brian Eng, brian.eng@isdbd.org and Ms. Tasnuva Ahmed, tasnuva.ahmed@isdbd.org.

Homeroom

The secondary schedule includes two types of homeroom - a ten minute “connect” time each day and one class period per week session focusing on grade-level appropriate topics.

- The daily session framework is based on the IB MPY and DP advisory models with Homeroom teachers acting as advisors, guiding students through academic challenges and social-emotional development. The ISD Homerooms provide a platform for regular communication between students, teachers, and parents, ensuring everyone is informed and connected, as well as helping to develop Approaches to Learning (ATL) such as organization skills and time management. Homeroom teachers also use these daily sessions to monitor students' overall well-being and connect students with appropriate support resources where they may be helpful. .
- The Social-Emotional Secondary Counselor, giuseppe.tagliarini@isdbd.org shares the interactive Second Step program during the weekly sessions with Grade 6-12.

Library

- Library hours are 7:45 AM to 3:30 PM.
- Students may access the school library web page via https://www.isdbd.org/learning/library that provides access to the library search platform (Destiny catalog), digital resources (online academic databases), library virtual tour, citations and referencing, and other resources. This site is accessible from home and school.
- Students in Grades 6 to 12 may borrow up to ten books. When a student’s library book(s) 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.
- 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.

Learning Support

The Learning Support Center is a whole school department that offers learning Support and EAL support services. In order for students to avail services from the Learning Support,, a diagnosed learning or EAL need must be in evidence accompanied by an Educational Psychologist's Report.

ISD Health Office

- The Health Office at ISD offers health care Sunday through Thursday from 7:30 AM to 4:30 PM. There is a nurse on duty during this time period.
- Students are not to carry medication on their person whether it is for short term or long term use. The exceptions are medications that need immediate use such as epi-pen and inhalers.
    - Parents should inform the secondary office of any medication their child needs to take with dosage, administering time and duration. Parents should personally deliver the medication to the Secondary Office which will coordinate with Health Office staff.
- Students who feel unwell during the school day must alert their classroom teacher who will provide a permission pass to visit the Health Office. Based on the nurses' feedback, a decision will be made for the student to return to class or be sent home. This will be approved only by an SLT member.
- In the event of an injury or emergency medical situation, the nurse will be called to attend to the student. After first aid is administered, the nurse will evaluate further steps such as emergency hospital visits. Parents will be informed immediately in such instances.
- The school is a nut free campus due to documented student allergies.

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.

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, viruses (Antivirus and update is students 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 YouTube, 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:

Features:	Accessories:
● 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	● Charger with plug adapter for Bangladeshi power outlets ● Headphones with microphone ● Functional mouse or trackpad ● Adapter for Projector (VGA/HDMI/Mini DisplayPort) ● Identification tag

School Bus: 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 Dean of Student Success, Ms. Ann Lindsey, ann.lindsey@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.

Student Lockers

School lockers provide crucial benefits by offering secure storage for personal items, reducing physical strain from carrying heavy bags, and promoting organization and responsibility.

The locker and locker key are the student's responsibility, once it is assigned and the key handed over to the student at the start of the year via the Secondary Office. Students must sign for the key and a record of their name and locker number will be maintained in the secondary office.
If a student loses their locker key:

1. The student must inform the Secondary Office and collect a note for payment.
2. The student must pay a fine to the Finance Office.
3. The student must submit the payment confirmation to the Secondary Office.
4. Once the above steps are completed, the Secondary Office staff will use a master key to open the locker in front of the student to obtain the locker contents.
5. Following this, the locker needs to be reset with a new lock and will take approximately one week. The student will not have access to the locker for this duration of time. The office will inform the student when the locker is ready to reuse and hand over the new key.

At the end of the academic year, it is the individual students' responsibility to return the key to the Secondary Office by the stipulated date. If the student does not return the key, he/she will be charged a fine. Until this payment is complete the student will not be assigned a locker the following year or cleared at the end of the year, if leaving school.

While lockers are assigned to students, ISD reserves the right to open or search the Secondary lockers without the student's permission. If a search is deemed warranted, two staff members will be involved in the search and the student will be notified that staff accessed their locker.

Sports & Afters School Activities (ASA)

Athletics and After School Activities

ISD Athletics and After School Activities (ASAs) 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.
- 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 in Grade 9 & 10 and DP grades of 2 or below 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 have improved. 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 Secondary Leadership Team, 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 Representative Council (SRC) Guidelines and Commitment

The Student Representative Council (SRC) at ISD is a student-led organization of elected members from Grades 6 to 12. Serving on the SRC is a distinct leadership privilege that requires members to champion the school core values of Wellbeing, Kindness, and Responsibility, while actively modeling the attributes of the IB Learner Profile.

1. Core Performance Expectations

To maintain their seat on the council, elected representatives must consistently uphold the following standards:

- Academic Integrity: Maintain solid academic standing with zero tolerance for plagiarism, cheating, or malpractice on any school work.
- Attendance & Engagement: Commit to full attendance at all academic classes, scheduled SRC meetings, committee sessions, and mandatory school events.
- Behavioral Leadership: Serve as a positive role model inside and outside the classroom. Representatives must adhere strictly to the daily ISD Dress Code and display respectful, civil conduct toward all peers, staff, and cultural communities.

2. Infractions Leading to Intervention or Revocation

An SRC member's position will be reviewed, and potentially revoked, if they violate the specific behavioral limits set by this handbook. Infractions include, but are not limited to:

- Major Behavioral Violations: Any incident resulting in an in-school or out-of-school suspension (e.g., vandalism, substance use, safety breaches).
- Bullying & Harassment: Any verified violation of the ISD Anti-Bullying Policy, including cyberbullying or emotional exclusion.
- Academic Malpractice: Engaging in intentional plagiarism or exam cheating as defined by the ISD Academic Integrity Policy.
- Attendance Negligence: Accumulating three (3) or more unexcused absences from scheduled council meetings, classes, or required school-sponsored events per semester.
- Breach of Confidentiality: Unauthorized sharing of sensitive council deliberations or internal school administration plans.

3. Disciplinary Framework and Restorative Process

ISD utilizes a progressive and restorative approach to address council infractions:

- Minor Infractions: For minor issues (e.g., dress code violations, single unexcused meeting absence), the student will receive a formal warning via email, initiating a mandatory two-week (14-day) probationary period. Failure to correct the behavior during this time leads to a review for removal.
- Restorative Justice Track: Before final termination, the student will meet with the Faculty Advisor and Secondary Principal to participate in a reflective dialogue and collaborate on an accountable reparation plan (e.g., formal mediation or leadership service).
- Term Revocation: If a student fails probation, refuses to engage in the restorative track, or commits a major handbook violation, the restorative process is bypassed. The Secondary

Principal will finalize the removal, and the student immediately forfeits their position, title, and voting rights.

4. Future Re-election Eligibility

Any student who has had their SRC term formally revoked is disqualified from running for any council office in subsequent election cycles. A removed candidate may run for office again the following academic year only with explicit, written permission from the Secondary Principal, contingent upon a sustained record of exemplary behavior.

5. Procedure for Filling Council Vacancies

In the event that an SRC member's position is formally revoked, or if a member resigns mid-term, the vacancy will be filled using one of the following protocols, at the discretion of the Faculty Advisor and Secondary Principal:

- Runner-Up Succession (Preferred): The candidate who received the next highest number of votes during the original election for that specific position will be invited to step into the role for the remainder of the term, provided they currently meet all academic and behavioral standards.
- Special By-Election: If no runner-up is available, or if the vacancy occurs during the first semester, a special by-election will be organized for that specific grade level/cohort within two (2) weeks of the removal.
- Administrative Appointment: If a vacancy occurs late in the second semester (close to the end of the academic year), the position may remain vacant, or the Faculty Advisor may directly appoint a qualified student representative to fulfill the remaining duties.

General Information on Academics

Learning Management System (LMS) ManageBac:

ManageBac is the learning management system (LMS) used in Secondary School. This system allows teachers, students, parents and administrators to fully integrate learning at ISD. ManageBac is used in the following ways in both the MYP and DP -

- Students: Submission of all assignments, accessing learning material and resources, receiving feedback on tasks, receiving reports
- Parents: Student task calendars, attendance excusal, assessment data, reports and standardized testing reports



ManageBac App for Parents

The ManageBac App should be downloaded by parents on to phones in order to have full access to ongoing student tasks, grades progress and feedback throughout the year. 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.



Absence on the day of Assessments

MYP

Students are expected to attend school and submit all work on time. In the event that a student misses a scheduled face-to-face class test an 'Academic Support' session will be offered by the teacher. This will be scheduled by the teacher and parents will be informed by email in order to make transport arrangements. If the student misses the assigned academic support no further opportunities will be provided and the grade will be an NA (not assessed). This will have a knock on effect at reporting, so students are encouraged to avoid this type of situation.

Note that at the end of each term, due to grade books closing, it may not be possible to schedule an Academic support within the timeframe for grade entry; hence parents and students should avoid absences during these times.

There may be instances where Senior leadership 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

If a DP student is absent on the day of a summative assessment, parents are required to contact the school by email at secondary.office@isdbd.org to explain the reason for the absence as early as possible. If we identify patterns of absences, we will reach out to parents for clarification, and medical documentation may be required to excuse these absences.

Potential Consequences for exceeding the maximum of 18 absences:

- **The loss of 'good standing' with the school, which may prevent a student from sitting the IB World Exams**
- Assigned sessions of attendance during end of term examinations
- Sessions fo attendance after end of term examinations
- Retention/non-promotion to the next grade level
- Student is not re-enrolled in ISD the following school year

Student Assessment & Progress

All assessment task information, grades and comments provided by teachers can be accessed via ManageBac, both by students and parents. Teachers will require seven working days to provide feedback on summative assessments, while other feedback may occur earlier than seven days. Students should email the relevant coordinator if there are extensive and repeated delays in feedback from a teacher.

Grade Notification

Once a task has been completed by a student, teachers will provide written comments and a MYP/DP grade on significant formative assessments and all summative assessments When the grades and comments are ready for parents and students to access, a Manageabac message will be sent to parents' emails.

Parent Student Conferences

Three way conferences take place twice a year during each term. All parents and students should mandatorily attend conferences in order to partner with the school to effectively support students' academic progress.

Feedback to students

Feedback on formally recorded formative and summative tasks on ManageBac will be provided within seven working days (this excludes weekends) with areas of strength and growth identified. In the event grades are NOT released on time by a teacher, students may email the MYP and DP coordinators for follow up.

Specific to the ISD end of term exams, feedback will be provided in a timely manner, and may coincide with the end of term report.

Reporting

MYP reports are released three times a year and DP reports , four times a year. See the relevant programme details below. 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

Personal Social Health Education (PHSE) & Homeroom

In order to provide a balanced, holistic learning experience, students will have weekly sessions in the homeroom on Personal, Social, Health Education (PSHE). Homeroom Teachers will run these sessions based on the Second Steps program in Gr 6-10. The Social-Emotional Secondary Counselor guides PSHE lessons.

ISD utilizes the interactive lessons from the Second Step social-emotional learning platform to support our homeroom program in Grades 6-12.



Academic Tracking & Concerns

At the end of each reporting period (three in MYP and four in DP) student grades are tracked by the coordinators to monitor academic progress. Students who are performing lower than expected will be placed in subject specific support sessions and parent discussions will be initiated in order to help develop academic progress. Some students may receive support for a term and others for the length of the academic year.



Standardised Testing - MAP, CAT 4, PSAT

Measures of Academic Progress (MAP) is a standardized test that takes place twice a year in Oct-Nov and March-April of each year. This test provided critical data on student growth and progress in Reading and Numeracy and helps the school plan academic pathways for students.

CAT 4 testing takes place in Grade 7 and 9 in order to provide information on cognitive abilities and strengths which helps the school plan subject pathways for students

PSAT testing takes place in Grade 9 in order to provide information on Math and Numeracy. This test is critical in determining University readiness which helps the school plan University entry for students

MYP Programme Information for Students

Assessment in the MYP

MYP assessment is focused on continuous or ongoing learning. This 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.

Tasks - Formative & Summative

The learning management system used at ISD is ManageBac. All students are expected to use the calendar on ManageBac to track their significant tasks and ensure that work is uploaded within the deadline. Teachers will check uploaded work within seven working days and provide grades and comments on ManageBac which will be shared with students.

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 all criteria, in all MYP subjects range 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 considered a failing grade.

How is work Graded in MYP - 'Best Fit' Practice

The MYP does NOT average student grades, instead it uses a process called 'Best Fit' where teachers consider the data and decide on the grade that 'best-fits' the criteria descriptors. Students do not get points or marks for summative assessment- instead the IB criteria are used to grade work where students can get a maximum of level 8.

Best fit when using Criteria

When assessing a summative or formative task against the MYP criteria, teachers look at each band level of the strand and proceed to locate the best descriptor and band level that matches the student work. Once each strand band level is identified, teachers then best first decide on the overall grade based on the spread of strand band levels.

Best fit for Reporting

At reporting time, teachers will best fit grades for each criteria. This means 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.

Tasks/ Assignments Grades & Feedback

Formative and summative tasks take place regularly in each subject class. Summative tasks are placed on ManageBac at least ten days before the final due date. Teachers will mark the work based on the criteria for the task and add this to their ManageBac Gradebook. Once grades and comments are ready, teachers will make Grades visible and click a button that emails parents & teachers.

Reports in the MYP



At reporting, teachers review their cumulative assessment data in their gradebook. For each criterion, teachers do a final best fit judgment (using the process described above for best-fit) .The best fit grade for all four 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 which is again auto generated by ManageBac.

MYP final 1-7 Grade boundaries

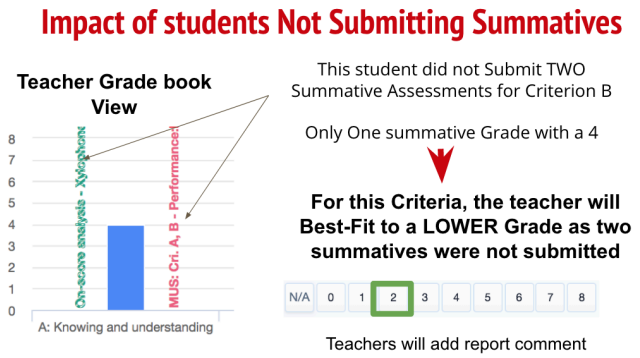
Level	1	2	3	4	5	6	7
Range	0-5	6-9	10-14	15-18	19-23	24-27	28-32

Summative Tasks in MYP

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. If a student is absent on the day of the assessment, online submission of work on Mbac is accepted. If it is a sit down assessment and the student is absent, the same steps as a missed assignment will be applied.

- 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.

MYP Retake (only for failing grades)

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.

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 as outlined in the ISD Academic Integrity Policy

Misconduct	**Definition** (as per IB Documents)
Plagiarism	The representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated or acknowledged, is also considered plagiarism (IBO)
Collusion	Supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
Duplication of work	The presentation of the same work for different assessment components and/or Diploma Programme (DP) core requirements.
AI Generators	Artificial Intelligence (AI) are software tools that can respond to a request (or prompt) with an answer that creates a humanlike conversational dialogue.
Misconduct	Deliberate or advertent behavior that has the potential to result in a student, or anyone else, gaining an unfair advantage in one or more components of assessment. This includes taking unauthorized material into an examination; behavior that disrupts the examination or distracts other candidates; or communicating with another candidate.
Communication/ sharing the content of an examination	Sharing of assessment details 24 hours before or after the examination with others outside the school community.
Any other behavior that gains an unfair advantage	Any action and or behavior for a candidate or that affects the results of another candidate.

Source: ISD Academic Integrity Policy

Consequences of Academic Misconduct

As outlined in the ISD Academic Integrity Policy pg 9-10, the consequences and steps are below.

Grades 6 - 8

All incidents of Academic Misconduct during summative assessments will be recorded with the MYPCo and noted on ManageBac records.

- Teachers will email the MYPCo the student's name, with title and date of assignment along with evidence of misconduct.
- Parents will be contacted.
- The subject teacher will conduct an Academic Support session to redo the assignment. For collusion, both students will attend Academic Support.
- Students will redo the work and new marks will be awarded.

Academic misconduct on formative assessments will not undergo the same consequences above. For formative tasks, teachers will send an email to students and parents if there is extensive evidence of academic misconduct which will be considered as a warning.

Grades 9 & 10

All incidents of Academic Misconduct during summative assessments will be recorded with the MYPCo and noted on ManageBac records.

- Teachers will email the MYPCo the student's name, with title and date of assignment along with evidence of misconduct.
- Parents will be emailed and in serious cases a parent meeting will be set.
- The student will receive a zero for the material in question with a comment on ManageBac explaining the circumstances.
- The student will redo the assignment to an acceptable level to ensure the material has been learned, but no marks will be awarded.

Academic misconduct on formative assessments will not undergo the same consequences above. For formative tasks, teachers will send an email to students and parents if there is extensive evidence of academic misconduct which will be considered as a warning.

ISD Academic Integrity Policy pg 9-10

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 one or more units. A study guide will be provided to students ahead of the exams by their core subject teachers. Exam schedules will be released to students and parents approximately one month in advance.

Material for the Exam

- Students must carry basic stationery items such as 2-3 pens, pencil, eraser, small ruler and for Math and Science Exams - a graphic calculator is permitted. This must be placed in **a clear transparent case that teachers can see through.** Pencil cases made of colored plastic, cloth or other non transparent material will not be permitted into the exam hall
- Water bottles are permitted in the exam hall.
- All students will be checked before entering the exam hall so that procedures are followed.

Exam Hall Conduct & Academic Integrity

MYP exams will be held in the Gym and this is a formal exam space where specific behavior is expected, in line with the strict expectations set for IB exams. MYP exams are modelled according to DP Exam expectation so that students may experience what it is to be in an exam situation, to manage themselves, their time and behavior so that they become familiar with requirements as well as be examined on subject knowledge and skills.

- No study materials or laptops can be brought into the exam hall. These along with bags can be left in the rooms assigned to student grade and class.
- Students must arrive on time for the exam- if a student is late, extra time will not be provided.
- Once students enter the exam Hall students may not speak.
- If students are absent for an exam - then they will be marked NA in the gradebook. Retakes will not be offered .
- All instructions provided by the teacher invigilators in the exam hall must be followed exactly.
- Toilet breaks are not permitted for the first hour in line with IB exam expectations.
- Students must display Academic Integrity at all times - Be Principled: speaking or looking into others' work can be considered as a violation.

- Any form or suspicion of Academic misconduct that gives one student an advantage over other students will result in a zero for the entire exam in line with the ISD school assessment policy.

Exam Timings
Morning Session
Afternoon Session
Between exams students will be assigned to supervised study.



MYP Academic Progress & Monitoring

MYP Academic Support Procedures (Missed Tasks/ Submissions)

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 eight 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.

Retention or Repeating a Grade level

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

Student choices are gathered at the end of each academic year and it is expected that students stay committed to their decision. In the event a change is required, students will report back to school and complete a course change form. It is the students responsibility to ensure that the form is filled and signed out by all the relevant people before any change can be made.

Grade 8: students may select from Visual Arts, Music and Theatre. In April the Arts teachers will send a form to collect student preferences which will then be used to create student timetables for the next academic year.

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.
- Students who are placed in a language acquisition class at Grade 6 cannot change to another language (ex: Bengali LA to French and vice versa) as it is a commitment throughout the MYP, leading to placement at the end of Gr 10 for the DP programme.

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: 45 total points out of 56 (equivalent to 80%) and no score less than 4
High Honor: In Eight* MYP subjects: 50 total points out of 56 (equivalent to 90%) 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 roll 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 Community Engagement

All students in the MYP must aim to meet the Community Engagement outcomes through reflections and evidence on ManageBac. The school supports and encourages various Community Engagement activities which will be delivered during 30th Block and will run for one term.
Students need to document corresponding reflections on their Portfolio and will be advised of expectations during their assigned community engagement classes.

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. Students will have ongoing guidance and the process will be introduced at the end of Grade 10. Students are expected to finalize their Goal and product ahead of summer break at the end of Grade 9 to begin research. All final goals and products must be approved by the PP Coordinator and once established in June cannot be changed. New students who join in August will have one to one sessions with the PP Coordinator to help establish a suitable Goal and product.

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
Grade 9 IDU : 'Bird House' Design & Math
Grade 10 IDU : **'**Board Game' Design & PHE

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.

If a student fails 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 support, accompanied by an 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).

Academic Procedures in the DP

Grade 11 & 12 Pathways

ISD's Three Graduation Pathways:

U.S. High School Diploma

The goal for all students is to graduate with the U.S. High School 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.

U.S. High School Diploma with IB Courses Certificates

Students in this pathway are not candidates for the full IB Diploma, but are enrolled in up to 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. Some 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. U.S. High School Diploma-only Students are not responsible for completing the Extended Essay or Theory of Knowledge, but are required to complete CAS requirements.

U.S. 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)
• 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.**	• May take 0-3 Higher Level (HL) courses • May take Theory of Knowledge (TOK) or Extended Essay (EE), or produce a research paper • Completes Creativity, Activity, Service (CAS) without credit. • Sit for 1-6 World Exams in May, *ideally core subjects, English, Maths, and Science.*	• Pursuing IB Diploma and all requirements (6 subjects: 3 HL, 3 SL & Core) • 60-70% of ISD students • Sit for IB World Exams in May, results in July.
	• IB courses are externally assessed by the IB. • ISD Diploma courses are internally assessed.	• All externally assessed by the IB



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 U.S High School Diploma

All ISD students who meet the below requirements are on track to graduate with the U.S. High School Diploma. The U.S. 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 2+, 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 organised by the school. Credit recovery costs are paid by the family.

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 assessments 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 integrity. Students must be presented with the same opportunity and timeline to complete their Internal Assessments. Therefore, deadlines set by the DP coordinator, heads of department, and teachers are recorded in the DP Timeline and Calendar, and 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 integrity 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 (IB 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 finalised by November 15th each year.

The Grade 12 ISD High School Diploma Final Exams occur in April. They summatively assess students' learning over the two years of the programme. IB Courses students are still required to attend classes for IB Exam revision.

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 to Thursday work week, some exams will inevitably occur outside of normal ISD hours.

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. 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 providing feedback which follows the assessment criteria for the course without awarding points. Such work, though sometimes a part of a summative component and leading to a summative mark, must be considered formative, and marks awarded will not contribute to the summative end of term grade.

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 are reported on an ISD transcript.

At DP level, only summative assessments are reported on. This reporting happens at interim for both Terms 1 and 2, midterm (end of Term 1), and end-of-year (end of Term 2).

- Each department will weigh its components according to the Subject Guide for that course. This may differ from HL and SL courses.
- During DP1, not all the course components are completed. Therefore, the total interim or end of term mark may be created from the other components, artificially creating a percentage and a cumulative **Academic Year Average Grade** of 1-7.

Summative Assessments and the ManageBac Calendar

ISD DP has a policy of a maximum of two summatives in a single day. Project-based summatives that have taken place over multiple class periods are exempt from this policy. Teachers should check the ManageBac Calendar before setting a summative task due date to ensure that there are not already two summatives for that day.

Reporting Cycles

- The Academic Year Average Grade on ManageBac appears on each DP reporting cycle.
- There are brief report comments in the two main reporting periods (Midterm and End of Year Reports).
- Reporting for ATL occurs on ManageBac by selecting the ATL taught in the units within the reporting cycle.
- Report data is analysed to determine students who could be of academic concern and/or placed on academic probation or academic honours.

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 calculated in the ManageBac Gradebook).

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

- reflect the rigor and scope of IB assessments;

- in terms of types of assessments, 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.

Further subject reporting clarification can be found in the ISD Staff Staff Manual.

Weighting of Internal Assessments

The Internal Assessments of the IBDP are various in nature. The weighting of Internal Assessments for each subject are taken from the IB Subject Guides.

For subjects whose IA requires a draft version with written feedback from the teacher, the assessment may be marked as summative, but must not be awarded a points total, and must not factor into the interim or term grade. Internal assessment drafts are marked as binary (complete/incomplete), and comments are given as formative assessment. The final, internally moderated, Internal Assessment mark must be used as a summative assessment, and will be weighted alongside other summative assessments according to the calculated ManageBac weights, as taken from the IB Subject Guides.

In the case of a non-completion of an Internal Assessment draft date, the teacher will inform the DP Coordinator immediately, and a parent meeting will be made to ensure the student is on the appropriate pathway.

To ensure the accuracy of the weightings of the subject components, a final, internally moderated and points based summative IA grade should be entered into ManageBac once and only once. Again, the Internal Assessments of the IBDP are various, but the final IA component(s) should be calculated into the term mark only once in order to ensure accuracy when taken into consideration with respect to the IB's final subject grade.

Should an IB Internal Assessment component be completed in Y11 (as it is in Group 1 at ISD), then the final, moderated IA mark should be added to the Y12 ManageBac calculation by adding a task and carrying over the mark from the previous year, as Y11 and Y12 of the subject are calculated by ManageBac independently. The purpose of this is to ensure the accurate calculation of each component of the subject results in the predicted and projected grades that are sent to the IB and universities, respectively.

DP Late Assignments

All assessments are due by the date and time given by the teacher. Teachers must set summative assessments seven calendar days in advance of the assessment.

When a student is absent for an in-class summative assessment (test, experiment)

- If a DP student is absent on the day of a summative assessment, parents should contact the school to establish the reasons for the absence. Once a clear reason has been provided for the absence, a reassessment may be organised by the teacher.

- In the event that a student misses two or more summative assessments, whether excused or unexcused, parents will be called for a meeting.

When a summative Internal Assessment is late

A. Due to an excused absence

Generally, the student has until the following day of returning to school in order to complete the work. It is the student's responsibility to ensure the work is completed, and an email to the teacher and the DP Coordinator should be sent as soon as possible, preferably at least one day in advance of the student's return to school. In the case of a short absence due to temporary illness, the student should send the email on the last day of their absence from school, if possible.

B. Due to an unexcused absence

The teacher will immediately mail the DP Coordinator. The DP Coordinator will work with the Dean of Student Success and the Athletic Director to ensure late work is completed in a timely manner.

The day after a summative assignment is late:

- The work must be completed.
- If the work is not completed, the DP Coordinator will contact the parents that the student will be in Mandatory Academic Support as arranged by the DP Coordinator. This may involve the student missing valuable class time in order to complete the assessment.
- If the student does not complete the work by 4:00pm on the day after the due date or the date of being in Mandatory Academic Support, 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, and a parent meeting with the DP Coordinator and the Secondary Principal will be mandatory in returning the student to the status of 'good standing' within the school.

As a result of delayed or repeatedly late or missed summative assessments:

- The student may be immediately suspended from all extra-curricular activities (i.e., CCPs, and athletics, including all practices and seasonal matches).
- The DP Coordinator will inform parents of the concern, and may require a change to the student's ISD pathway.

- The DP Coordinator, the Dean of Student Success, and the Athletic Director will ensure that decisions regarding the student's activities are enforced until the work is completed to the teacher's satisfaction.

Summative Assessment Retakes

- A maximum of two assessments per subject per year may be retaken at the discretion of the subject teacher and the DP Coordinator.
- The mark earned on the retake is final. The previous grade is eliminated.
- The grade for any assessment that is retaken must fall within the current academic term. Grades from previous marking periods cannot be eliminated or remarked.
- Internal Assessments are not eligible for retakes.
- 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. The IB 1-7 Grade boundaries for each component and for the course as a whole are defined by IB World Exams grade boundaries data and entered into ManageBac to calculate in coordination between the subject teacher and the DP Coordinator.



ISD Term 1 & Term 2 Reports for the DP

Grade 11 students complete the 1st Term and 2nd Term exams. Grade 12 students complete their 1st term exams (mocks). 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 Programme courses are conducted by IB examination regulations.
    - 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.

- Term 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 hospitalisation or bereavement due to death in the immediate family. Proof of such may be required by the school.
- Students who arrive late to the midterm or final examination will only be permitted to enter the exam room at two times:
    - 15 minutes after start time.
    - 30 minutes after start time.
- Any student arriving more than 60 minutes late will not be permitted to write the exam and will be awarded a zero. This is a similar policy to IB World Exams, and ensures students are aware of the consequences of being late for examinations.

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.
- Maintain academic integrity as outlined in the ISD Academic Integrity Policy.
- Turn in the homework on time.
- Inform the teacher of any factor that has prevented the homework from being done in advance of the due date.
- 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.
- Treated as formative work, unless a part of the Internal Assessment.
- Use software such as TurnItIn to ensure academic integrity for all work being submitted to the IB that is completed outside of exam conditions.

Assessment of Homework

- To promote good work habits and learning skills, teachers will check that students have completed homework assignments regularly. However, students may not receive grades for simply completing homework.
- All homework assignments that are not part of the Internal Assessment component are formative assessments.
- 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 contact parents for frequent 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 to complete additional work as part of the academic support procedures, both for misbehaviour and 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 defined as one grade of 2 or below in any subject component (IA, Paper 1, Paper 2, etc.) and/or an overall GPA of 2.8 or below for Grades 11 and 12. A parent meeting and plan of action is required for students of Academic Concern.

DP Academic Probation

- Academic probation is defined as any Grade 11 and 12 student with two failures (a grade of 2 or below), 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 school-related extracurricular activities, however any student on probation may be allowed to use a contract for team/activity play/participation provided they remain in good standing.
- 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 Y11 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.

Exceptional cases will be handled individually at the discretion of the University College Counsellors 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.*

However, in the first semester of Grade 11 students may be presented with the opportunity to change the **level** (standard/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.

A continuous monitoring of academic progress will be maintained by the DP Coordinator following each term assessment. Parents and students will be informed of academic concerns in a timely manner, which may include the advice to change the Year 11 & Year 12 pathway.

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 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 Exhibition - conducted at the end of Y11 - 33% of the overall grade
- The TOK Essay - a 1600-word essay completed in Y12 - 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 all ISD Pathways. 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).
- **Use of AI** will be monitored through TurnItIn reports and the same consequences for plagiarism will apply. Teachers may obtain baseline student writing samples at the

beginning of the year to track against future work.

Consequences for Academic Misconduct

Grade 11-12
➢ The student will receive a zero for the material in question. ➢ Parents will be contacted. ➢ Students redo the assignment to an acceptable level to ensure the material has been learned, but no marks will be awarded. ➢ Academic misconduct on a final exam or IB World Exam may result in loss of course credit, and graduation privileges, and other consequences stipulated by the IB.

Please see the IB Academic Integrity Policy for further information.

DP Honour Roll & Awards

International School Dhaka is proud to recognise individual student achievement as an academic distinction. There are two levels of academic distinction:

DP Honour Roll: Overall unweighted GPA of **3.50** - 3.74 on a 4.0 scale.

DP High Honour Roll: Overall unweighted GPA of 3.75 - 4.0 on a 4.0 scale.

No course failures (grade of 2 or below) and no HL courses may score below 4 on the IB scale of 7 for both Honour and High Honour Roll.

IB Grade	GPA
7	4
6	4
5	3.5
4	3
3	2
2	0
1	0

Please reference the Grade descriptors for specific IBDP subject groups.

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 Programme, the unweighted GPA will be considered for a maximum of six courses.

If a "tie" occurs with multiple students having an identical Grade Point Average for valedictorian or salutatorian all qualifying students will receive the title of valedictorian or salutatorian. Speeches, however, will be given by the highest ranking student. In the event of a GPA tie for either valedictorian or salutatorian, the following rule(s) shall be used to break the tie:

- Highest total score of internal ISD grades (out of 42) on the final grade 12 report card

If there is still a tie using the above method, a second tie-breaker would be enacted.

- Highest number of score(s) of "7" on the ISD final grade 12 report card

If there is still a tie using the above method, a third tie-breaker would be enacted.

- Highest number of score(s) of "6" on the ISD final grade 12 report card

Academic Advising

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

Core Classes 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 Grade 11 and 12 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 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.

Calculating Grade 11 and 12 Grade Point Average (GPA)

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

Grades 11-12 Grade Point Average (GPA) Scale:

IB Grade	GPA
7	4.0
6	4.0
5	3.5
4	3.0
3	2.0
2	0
1	0

Academic transcripts are created for individual students to support their university applications process and in the secondary school transfer process. Transcripts include IB grades and the corresponding Grade Point Average (GPA) shown above.

DP Projected Grades and Predicted Grades

The IB, and some universities, ask ISD faculty to project or predict an anticipated IB grade for a prospective candidate. Regardless of a projection or a prediction, the IB grade is expressed on a 1-7 scale before being converted by the university college counsellor in accordance with the conversion table found within this document.

Projected grades are sent to universities, and are based on student performance on IB-style assessments, including the midterm and final exam at the end of Y11. Projected grades are not a simple mean average of grades, but are based on the most valid and reliable assessment tasks set against both IB criteria, the student's ATL skills, as well as the student's progress in achievement since their entry into the diploma programme or IB courses. Please note that for students and universities, over-prediction is as unhelpful as under-prediction in ensuring future student success. Projected grades are typically sent to universities in the autumn of Y12.

Predicted grades are the best reasonable case scenario. They are accurate against progress and not aspirational in any way. Please note that teachers are responsible for the accuracy in prediction, which may be used as a gauge of the teacher's understanding of their IB course and its components, and so over-prediction is as unhelpful as under-prediction. Predicted grades for each subject are sent to the IB prior to the IB World Exams.

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 in person or by sending an email to secondary.office@isdbd.org. All transcripts must be picked up in person by the candidate or their parents or legal guardian, according to the records kept by the school. Please make arrangements in advance to avoid any conflicts.