



ISD

INTERNATIONAL
SCHOOL DHAKA

Empower. Inspire. Embrace.



Student and Parent Handbook



ISD Mission Statement

ISD is a community that



ISD Definition of High Quality Learning

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

ISD Definition of International Mindedness



**Awareness, Responsibility and
Action for Our Shared World**

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Primary School Contact Information



Primary Principal
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Primary Years Programme (PYP) Coordinator
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Primary School Counselor
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Head of the Advancement Centre
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School Nurse
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All staff can be accessed via email through their full name as per the above examples. Staff are also accessible through our Seesaw platforms.

IB Mission Statement

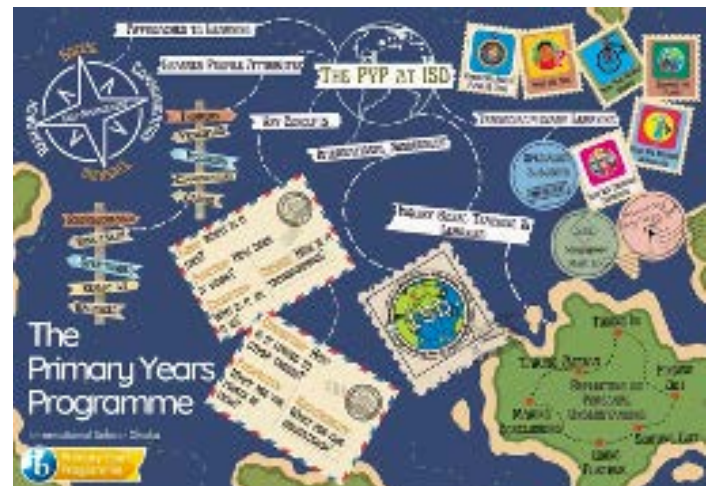
“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international communities to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The International Baccalaureate

Through the IB Learner Profile and the commitment to International Education, ISD seeks to prepare its students to meet the complex needs of an increasingly global 21st Century. We believe in building and reinforcing our students’ sense of identity and cultural awareness whilst fostering recognition and development of universal human values. With diverse and flexible teaching methods our curriculum provides international content while responding to local requirements and interests.



Together, ISD and the IB are preparing students for success. For more information about the school or the programs please visit the school website and the International Baccalaureate Organization www.ibo.org



The School Day and Our Programmes



7:45 - 8:00 Arrival and Morning Meeting

8:00 - 9:05 Period 1

9:05 - 9:55 Period 2

9:55 - 10:20 Snack and Recess

10:05 - 10:20 Snack Break

10:20 - 11:10 Period 3

11:10 - 12:00 Period 4

12:00 - 12:55 Lunch Break/Recess

13:00 - 14:00 Period 5

14:00 - 14:55 Period 6

Dismissal 3:00



***Playgroup students have 2 sessions AM (8.00 - 11.00) and a PM (12.00 - 15.00)**

*** Nursery students finish school at 13:30**

Homeroom

In the Homeroom, students will work with their Homeroom teacher when inquiring into our six units. We explore areas relating to reading and writing through the Teachers College Readers and Writers Project and we inquire into Math through the Singapore Math program.

Specialist Lessons

From Nursery onwards, our students will also be a part of specialist lessons including Music, Visual Arts, Design, PE, French, and/or Bangla. Our specialist lessons also integrate into our Units of Inquiry where possible.

Uniform Policy

The uniform promotes an atmosphere of respect and equality in a multicultural setting. The uniform assures that students dress with modesty and in good taste reflecting sensitivity to local culture.

Standard Uniform

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

***Students will be in uniform on all out of school field trips.**

*** Primary has monthly non-uniform / dress-up days**

Physical Education

- **Students can come to school in PE kit on day of PE**
- **Sports shoes designed for running only**
- **PE kit available in school uniform store**
- **For swimming, girls need to wear a one-piece swimsuit and boys need to wear swim trunks.**
- **All students need to bring towels, a cap, and goggles**

Safeguarding and Child Protection

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

Parent-School Protocol

Guiding Principles

- ISD is committed to creating an educational culture that is based on mutual respect and understanding.
- Parents are the child's first teacher, therefore ISD considers parents to be integral in their child's social, emotional and academic development as per The UN Convention on the Rights of the Child ([Appendix A](#)).
- Parents need regular, specific and encouraging information about their child's academic progress. Parental involvement in whole school and divisional improvement plans and accreditation protocols is encouraged.
- The language of communication with parents will be English with verbal translation services provided upon request.

The Needs of a Student

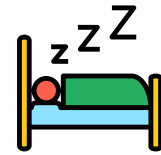
In order for a student to reach her/his full potential, Maslow (Motivation and Personality 1954) identifies a list of needs that a child has ranging from essential to more higher-level. All of the level of needs below should be addressed in order for a child to succeed in a school setting. There are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

Maslow's Hierarchy of Needs



Physiological Needs

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



Parental Expectations

- Parents ensure children have a full night's sleep (9-12 hours depending on age)
- Parents ensure children are hydrated and sent to school with a refillable water bottle
- Parents ensure children are given regular, balanced, nutritious meals and snacks (if choosing home food)
- Parents ensure children are clean and are taught good hygiene routines
- Parents ensure children are provided with the correct, well fitted school uniform

After sleep I then have full energy. It gives me a routine on a morning and a night” (Grade 1 students)

School Expectations

- School provides regular, balanced, nutritious meals and snacks
- School provides clean drinking water
- School provides appropriate school uniform to purchase
- School provides a clean environment and good hygienic routines from home are reinforced
- School are communicating with home if parental expectations are not being met

Safety Needs

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



Parental Expectations

- Parents ensure children have a violence free environments and are not subjected to media containing images of violence
- Parents ensure children are treated with respect and issues are solved in a safe and resolution focused way
- Parents ensure children are valued, supported and praised and an active interest is taken in their life and their likes/passions
- Parents ensure children are supported in better understanding good mental health and emotional wellbeing is valued
- Parents ensure children health issues are addressed and supported by medical professionals if required
- Any concerns relating to a child's health, well being and/or safety should be brought to the school's attention through the appropriate channels

“When we get hurt, we know to call a teacher and go to the nurse. If I fall, someone will look after me” (Pre-K students)

School Expectations

- School follows all child protection measures through its Child Protection Policy (2021)
- The school environment is a safe and secure place
- Staff treat all students with respect and issues are solved in a safe and resolution focused way
- Staff do not shout at ISD students
- Good mental health is promoted across the school and alongside the school counselor, this is a priority for all
- The school, including the school nurse, monitor and treat physical injuries as per school policy and parents are informed as appropriate
- Any concerns relating to student safety should be raised through the appropriate channels as per the Child Protection Policy

Love and Belonging

These needs include friendships and family bonds both with biological family (parents, siblings, children) and chosen family (spouses and partners).



Parental Expectations

- Parents ensure children are unconditionally loved and cared for
- Parents ensure children that healthy, respectful relationships are modeled in the household
- Parents ensure children are aware of who their immediate family are
- Parents ensure children are given opportunities outside of school to engage in activities, clubs, hobbies that look to provide opportunities to build relationships with others

Doing activities like piano, art and cricket give us skills for our future. It is good for mental health, it relaxes you and helps you not to stress out” (Grade 5 students)

School Expectations

- School follows all child protection measures through its Child Protection Policy (2021)
- The school environment creates a sense of belonging
- School provides opportunities for friendships to be created outside of the classroom including: breaktimes, school clubs, sporting opportunities etc.
- School supports students socially and emotionally including areas related to: bullying, relationships, conflict-resolution and self-esteem

Esteem

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



Parental Expectations

- Parents ensure children are valued and given opportunities for personal growth
- Accomplishments and failures inside and outside of school are valued, celebrated and used for growth opportunities
- Parents ensure children should engage in and attend (if possible) school provided opportunities to offer an insight into school achievements including: Seesaw posts, 3-Way Conferences, Student Led Conferences, Report Talks, Assemblies and Unit Celebrations

**If you don't get things wrong,
you don't learn anything.
Nobody knows everything and
we can always grow some more"
(Grade 4 students)**

School Expectations

- School provides a holistic education for students to grow and express themselves in different areas of the curriculum
- Students are recognised, in a way that is fitting of the values of the school, for their achievements
- Student failures are used as growth opportunities and even celebrated at times as we promote a growth mindset
- School should be providing regular feedback on school achievements predominantly through: Seesaw posts, 3-Way Conferences, Student Led Conferences, Report Talks, Assemblies and Unit Celebrations

Self-Actualization

Only having secured the 4 previous stages of Maslow's Hierarchy of Needs, is one able to begin to develop the skills needed to work towards self-actualization.



**“ISD lets me be me”
(Grade 3 student)**

Additional Expectations

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

Languages

Language of Instruction

The language of instruction is English and all students are taught in the language of instruction from Early Years to Grade 12. Students who join ISD with limited skills in the language of instruction are provided EAL support in order to access the curriculum. It is recognised that all teachers are considered as language teachers, and reinforce learning of the language of instruction in all classes.

Additional Languages

Students who hold a foreign passport are eligible to learn French as an additional language. French lessons support students who are very beginners and native speakers of French.



Mother tongue /Host Country Language

Mother tongue is valued at ISD and therefore Bengali, the language spoken by the majority of the student body. We encourage our families to speak their mother tongue and be proficient in this language.

Students whose Mother tongue is not Bengali, are encouraged to use their language through informal means such as Co-curricular language groups and the use of the library which aims to stock books from a limited range of languages. In the event that a large number of students with a specific Mother tongue exist, ISD works with parents to identify a teacher or tutor who may be willing to work part-time with students.

PreK- Grade 5 students study Bengali & Beginners Bengali. Non Bengali Students - Bengali is offered as a host country's language. Two periods of this scheduled class are reserved for study of mother tongue. Parents are encouraged to arrange a tutor or teacher who can come in for these two sessions.



Attendance

The responsibility for regular and punctual attendance, which is necessary for satisfactory school progress, rests with the student and parents.

Excused absences

- Illness (with a doctor's note)
- Medical absences (above 10 school days) must be cleared with the school within a week
- Participation in an official ISD-sanctioned activity or sporting event.
- Death of a family member.

Consequences for excessive absences

- Teachers contacting the parents.
- A meeting scheduled with parents and teachers.
- A meeting will be scheduled between the parents, teachers, and Primary Principal
- Consequences could include repeating the academic year if the student has missed too much school
- 15 days absence: Letter from the Principal reminding parents about the importance of regular attendance.
- 20 days of unexcused absences is known as 'CHRONIC ABSENCE'. Parents will be invited to meet the principal to sign an attendance contract.

Attendance Intervention Protocol

- Teacher discussion or message
- Phone call home from teacher
- Administration informed
- A meeting with administration and possible contract
- At break of contract, the student's full time status at ISD will be reviewed

Applying for leave from school

- Due to the collaborative nature of learning, teachers may not prepare work in advance and during this type of absence.
- Students will be expected to make up incomplete task upon their return.

Sign out policy

- If a student needs to be signed out of school during regular school hours, a parent must come into the Primary School Office and sign them out. Siblings, nannies, drivers, etc. may not sign out a student.

Procedures to Follow When Late

- After 8am report to the Primary Office

Student Code of Conduct

The Student Code of Conduct flows from the Mission and Philosophy of International School Dhaka (ISD), the IB Learner Profile and the UN Convention on the Rights of the Child (1989) and ensures that all children understand what it means to be a functioning, safe and health child. The Student Code of Conduct applies to all school activities where students are under the authority of all of the teachers at all times. ISD uses a progressive discipline approach when dealing with instances of student misbehaviour and student misconduct – wherever necessary a differentiated approach is applied.

Misbehaviour	Serious Misconduct
<ul style="list-style-type: none"> • Disruptive or inappropriate behavior in class, in school or outside during school supervision (eg. buses Appendix B). • Littering around school • Roughhousing, bothering other students, boisterous behavior. • Failing to obey established classroom rules. • Use of devices without teacher permission • Continuous use of a language other than the language used in instruction. • Inappropriate use of banned items. 	<ul style="list-style-type: none"> • Persistent misbehavior inc. noncompliance towards staff • Possession or use of tobacco, illicit drugs/alcohol or distribution of pornographic material. • Stealing or being in possession of stolen goods. • Fighting, inciting violence, bullying, harassing, intimidating to students or staff • Making verbal or written statements that are bigoted, racist, sexist, or defamatory Using foul or profane language. • Violating the privacy of others • All forms of vandalism including graffiti • Possession of a weapon or any behavior that could jeopardize the health and safety of others. • Any form of plagiarism or cheating on an internal or external assignment or exam. • Other behaviors which in the opinion of the school constitute serious misconduct.

Consequence & Support for Grave Misconduct

- May include a parental meeting, cautionary letter to file, mandatory counseling, compensation for damages, behaviour plan, internal (or external via the Director) suspension/exclusion, loss of privileges, in-school suspension or any other consequences
- **Out-of-School Suspension and Recommendation for Expulsion** taken at the discretion of the school's Director and any pending case will involve an external suspension until a decision is made

Appealing the Ruling of a Teacher

- should at first go directly through the teacher at an appropriate time, then through school administration if a solution is not found

Acceptable Use of Information and Communication Technology

- is expected to be inline with 'Students Charter of Rights and Responsibilities' and should be within view of school staff if being used in school. Not using technology responsibly could result in temporary loss of use, suspension, or recommendation for expulsion and devices come to school entirely at their owner's risk inc. if devices are damaged, lost or stolen. We believe in privacy and any individual using electronic means to photograph, record, or broadcast without consent shall be considered grave misconduct. No mobile phones are allowed in Primary.
- Students are to use IT equipment and access the internet in a responsible manner that is in keeping with the Students Charter of Rights and Responsibilities (**Appendix A**).
- **Electronic communication from any location, including the student's home, regardless of time, including weekends and holidays, is within the purview of the school if, in the opinion of the school, it impacts its smooth operation or the well-being of any of its students or teachers.**
- Students who do not use technology responsibly will be subject to consequences ranging from temporary loss of use, to suspension, or recommendation for expulsion.
- 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.

Student Services



School Social Emotional Counselor

Our Primary S&E Counselor works in the following ways:

- Supporting teachers in the teaching of SEL skills
- Promoting enhanced learning by teaching wellbeing skills to all students.
- Providing short-term individual/group counselling for common issues,
- Consulting with students, parents, and staff regarding the social, emotional, and academic needs of students
- Recommending outside agencies to families when appropriate
- Responding to and facilitating support in the event of a school or family crisis
- Collaborating with teachers to develop new student orientation goals as needed
- Acting as the point person for welcoming the student



Library

- Library hours are 7.45am to 3.30pm and parents can check books out between 8.00 to 8.30.
- Students may access the school library webpage for news, databases, the Destiny catalog, and other resources via <https://sites.google.com/isdbd.org/library/> This site is only accessible with an ISD account.
- Students in Grades Nursery to KG may borrow up to 5 books. Grades 1 to Grades 5 may borrow up to 10 books. When a student's library books become overdue, their borrowing privileges are suspended until the overdue books are renewed or returned.
- Students will be reminded of overdue books on a weekly basis via emails sent to them and their parents. On a monthly basis teachers will be sent overdue reminders for students in their classes.
- Lost or damaged books and school materials will be charged at the rate of the cost of the replacement plus 100% for shipping and processing.



IT Support

The IT support team is available in the office next to the school library to offer technical support and assistance relating to devices used in school. Mr Shuvo is available to parents to support with the use of Managebac (inc. accessing reports) and online platforms used in school.



Bring Your Own Device (BYOD) Program

Grades K-3 are required to bring in an Apple iPad with the below specifications:

- Apple iPad with at least 64 GB storage
- Minimum iPad Air 4th Gen
 - Protective case for the Ipad

Grade 4 - 5 and into MYP the students are required to bring in an Apple Laptop (Macbook) with the below specifications:

- Mac OSX 12.7 as the operating system
- RAM: 8GB
- CPU: 64-bit processor
- Hard Drive: 256GB SSD
- Processor: Intel Core i5 or Apple M1 Chip
- Wireless Card: 802.11b/g/n/ac
- Headphones with microphone
- Charger with plug adapter for Bangladeshi power outlets
- Accessories inc. Adapter for Mini Display or Type C (whichever port available on the Mac), a name tag.



Seesaw

For communication with parents and students we use the online platform Seesaw. All homeroom teachers and specialist teachers can reach out to individuals, groups or entire classes of students. Support is provided by students and parents on how to best understand and use Seesaw.



Deliveries for Students

- Items delivered to school during the day from home such as clothing, homework, and class projects must be properly labeled with the student's name and grade.
- No outside deliveries are permitted. Students may bring lunch from home or participate in the school meal plan. Individual lunch delivery requests can be made at the Primary Office.
- Delivered items can be given to the guard who will forward them to the office. Students may not go to security to retrieve delivered items.



Cafeteria Services

- Students may sign up for the school made snacks and lunches or bring their own lunch from home.
- Students are to clean their own tables and place all refuse in the garbage bins.
- Water in a clear container may be taken to class. Food, juice, soft drinks, snacks, and candy are not permitted in the classrooms.
- Cutting in line or asking others in line to make purchases is not permitted.
- Boisterous, loud or rowdy behavior in the cafeteria is unacceptable.



Advancement Centre

In the Primary School the Advancement Centre (AC) is a team of teachers who offer SEN (Special Educational Needs) and EAL (English as an Additional Language) support. The AC can accommodate a wide range of individual learning needs. The students are supported in an inclusive way with the majority of support being offered in class. AC Teachers also work with teachers to develop in-class differentiated support.

Students receive individual or small group support with specific goals outlined in their Individual Learning Plans (ILP's). These plans are created in close partnership between AC teachers and Homeroom Teachers and with involvement and consent of parents.

Although we are an inclusive school, we provide EAL or SEN learning support to a fixed number of students and through that make sure that we can support each student in a responsible way in line with their individual needs.



Birthdays

The celebration of a student's birthday is something we value. In every grade throughout the Primary school, a birthday will be celebrated with the students of that particular class, in an age-appropriate way. For this celebration students are allowed to bring a small, preferably healthy snack into school, to share with their classmates.

- Please limit the amount to the class of your child and not to the whole grade;
- Please respect our wish as a school to promote healthy snacks;
- Please make sure the treat exists of single servings (e.g. cupcakes) and no cakes that have to be cut.
- Do not bring snacks to school on other days than birthdays or upon teacher request.
- Do not send in goodie bags in addition to cake



After School Activity Program

The students at ISD Primary have the opportunity to choose from the program of extra-curricular activities that make up our After School Activity program. ASA's will include some paid and some free activities. The idea behind these activities is to challenge the students to try something new and fun and to further develop their social and cooperation skills. For this reason we offer a wide range of activities. The ASA coordinator will share additional information at the start of the academic year.

2024-2025 ASA Seasons

Season 1: August 21st-Oct. 31, 2024

Season 2: Nov 10- Feb 13

Season 3: March 2-May 23

Assessment and Reporting

The purpose of assessment is to promote student learning, provide feedback through formative and summative assessments.

Assessment in the IB

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

Summative Assessment (Assessment of Learning)

Summative assessments are defined as the culminating assessment for a unit, term or course of study. A summative is designed to provide information on the student's achievement level against required subject-specific objectives. Summatives should happen for the most part, in class. Examples include: Projects, presentations, performances, reports, persuasive writing, responses to problems or scenarios, tests, examinations

Formative Assessment (Assessment for Learning)

Formative assessment can take place before or during a unit. Teachers will develop ways of ascertaining students' prior learning so that they can plan appropriate learning experiences and teaching strategies. Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes of the students. Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks. Examples include: Feedback for students as a result of conversations, observations, anecdotal records, checklists, continuums, rubrics, written feedback, oral feedback, peer and self-assessments, or practice versions of the summative

Reports and Conferences

- Students are evaluated on a daily and ongoing basis. Students are encouraged to regularly discuss assignments, tests and homework with their parents.
- Students should encourage parents to address concerns directly with the teacher as they arise. There is no need to wait for a scheduled school-wide parent conference. Parents should contact the teacher to arrange a meeting or a telephone interview.
- Students receive progress reports at the end of January, and the final report card in June.
- There are three sets of Parent-Student-Teacher conferences scheduled – The 3 Way Conferences (3WC) in Autumn, Reports Talks in January and Student Led Conference (SLC) in June. See [Appendix C](#).

Standardized tests

Twice during an academic year all students take the NWEA Measure Academic Progress (MAP) tests. Students are tested in Math, Reading, and English Language usage. Each test takes approximately 30-45 minutes depending on the grade level. The results give parents and school an insight into the individual progress of the students. In the fall, teachers use the results to plan for students' next steps in each subject. In spring, we use the results to determine a child's growth in each subject.



At ISD Primary School teachers do not provide the students with daily homework. Any homework provided will not be onerous and if homework is set, it is there to foster good habits and routines. We ask that parents read every single day with a child and work on some areas of Math (particularly times tables and basic number work regularly).

Homework

Research on Homework

Research informs us that homework set for Primary school students has very little impact on their progress and can often come at times when a child should be either resting on an evening or playing on a weekend. Reading is the no.1 school related activity that can be carried out at home to improve a student's academic level.

***Please refer to Appendix D for further information.**

Appendix A

UN Convention on the Rights of the Child (1989)

Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6 Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 7 Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8 Governments should respect a child's right to a name, a nationality and family ties.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22 Children who come into a country as refugees should have the same rights as children who are born in that country.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30 Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32 Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33 Governments should provide ways of protecting children from dangerous drugs.

Article 34 Governments should protect children from sexual abuse.

Article 35 Governments should make sure that children are not abducted or sold.

Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protect children better than the articles of the Convention, then these laws should override the Convention.

Article 42 Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

Go to www.unicef.org/crc to read all the articles.

Appendix B

Rules of Conduct for Bus Riders

While on the bus, students are under the immediate supervision of the bus driver. The safety of all passengers is the most important part of school bus operation. Respectful, responsible, and safe behavior is mandatory at all times. Inappropriate behavior will result in progressive consequences, which may include exclusion from transportation services, without a refund of fees.

If there are issues or concerns that arise from the bus, parents should contact the Primary office

Bus riders are expected to:

- Be on time at pick-up points, standing on the sidewalk until the bus comes to a complete stop.
- Treat bus drivers and bus monitors with respect, and follow all instructions.
- Remain seated while the bus is moving.
- Be respectful of ALL other riders.
- Use appropriate, respectful language at all times.
- Keep hands and feet to self at all times.
- Physical fighting or rough-housing are not allowed.
- Throwing things inside or outside the bus is not allowed.
- Any damage to the inside or outside of the bus that is caused by student(s) may have consequences and the cost of repairs may be incurred by the parent(s) of each student involved in such an incident.
- Each student will remove their trash from the bus, upon exiting, and dispose of it properly.

Student Led Conferences (SLC's)

TIMETABLE	STUDENT'S ROLE	PARENT'S ROLE	TEACHER'S ROLE
BEFORE the student-led conference	<ul style="list-style-type: none"> Know his/her portfolio Select 4 pieces of work for the conference plan Talk to teacher and peers about the work selected Fill out the conference plan Practise the conference Talk to parents about the conference 	<ul style="list-style-type: none"> Read and understand the information leaflet on student-led conferences Talk to their child about the student-led conference Organise daily schedule so as to be free for the conference Ensure they arrive on time 	<ul style="list-style-type: none"> Explain to the students that their parents will be coming in to share in their learning Explain to the students that they will be using their portfolio as a base for the conference Help the students select work for their conference Help students create a conference plan Allow opportunities for the students to practise their conference
DURING the student-led conference	<ul style="list-style-type: none"> Welcome parents Explain each piece of work and discuss with parents Answer questions Communicate effectively Be confident 	<ul style="list-style-type: none"> Be on time Listen to their child Be positive Ask questions Encourage their child 	<ul style="list-style-type: none"> Ensure student is prepared Allow the student to take the lead but tune in to what is happening Back up students' explanations Ensure conference is a positive experience
AFTER the student-led conference	<ul style="list-style-type: none"> Thank parents Reflect on student-led conference Work with parents on parent reflection Discuss conference with peers 	<ul style="list-style-type: none"> Thank their child Complete parent reflection Return the reflection to school 	<ul style="list-style-type: none"> Remind parents and students about reflection sheets Thank parents Praise students' efforts Help in student reflection

3 Way Conferences (3WC's)

TIMETABLE	STUDENT'S ROLE	PARENT'S ROLE	TEACHER'S ROLE
Prior to the three-way conference	<p>In class the student along with the teacher will:</p> <ul style="list-style-type: none"> Identify specific strengths Identify areas to be strengthened Set goals <p>In class the student will:</p> <ul style="list-style-type: none"> Learn about the expected routine of the conference Practise the conference 	<p>At home parents will:</p> <ul style="list-style-type: none"> Read and understand the information leaflet on three-way conferences Talk to their children about the three-way conference Organise their daily schedule so as to be free for the three-way conference Ensure they arrive on time Prepare questions for their children regarding their learning/familiarise themselves with the appropriate questions provided. 	<p>The teacher is responsible for:</p> <ul style="list-style-type: none"> Preparing the student for the conference Ensuring the students know how the classroom will work Ensuring equal participation Discussing the student's strengths Discussing areas to be strengthened Discussing the student's goals
During the three-way conference	<p>The student will:</p> <ul style="list-style-type: none"> Welcome parents Identify strengths Identify areas for further development Identify goals Answer questions Communicate effectively Be confident Listen actively 	<p>The parent will:</p> <ul style="list-style-type: none"> Be on time Listen to their child Be positive Ask questions Encourage their child Share the responsibility for seeing the goals through 	<p>The teacher will:</p> <ul style="list-style-type: none"> Take the lead but tune in to what is happening and facilitate the student's interaction Back up the student's explanations Ensure the three way conference is a positive experience for all parties Involve the parents through questioning Ensure equal participation
After the three-way conference	<p>The student will:</p> <ul style="list-style-type: none"> Stay after the conference and complete the parent goal setting form with their parent Thank the parents Reflect on the three-way conference Work with parents on parent reflection Discuss the three-way conference with peers 	<p>The parent will:</p> <ul style="list-style-type: none"> Stay after the conference and complete the parent goal setting form with their child Thank their children Complete the parent reflection Return the reflection to school 	<p>The teacher will:</p> <ul style="list-style-type: none"> Provide space in the classroom for the parents to complete the goal setting form with their child Remind parents and students about reflection sheets Thank parents Praise students' efforts Help in student reflection

Appendix D

Homework at ISD Primary

In Primary at ISD we adopt the policy that homework is not regularly set for our students; however, there are requirements expected at home that will foster good learning habits.

Homework is:

- An opportunity to consolidate learning from the school day
- A way to ensure that a student can retrieve learned knowledge
- A spark of inquiry relating to what is being taught at school
- A chance to share with parents what is happening in school
- A time to develop skills that will contribute towards students being lifelong learners

Homework is not:

- A way to learn new material
- A time to complete worksheets
- A strain on social and emotional wellbeing
- A form of punishment

Private Tuition

The tutoring system is common practice in Bangladesh and we realise that as a school we can not change that culture, however if a tutor is employed, we would request that the tutor is not teaching new material to a student, is teaching at the level of the student (not covering a syllabus above their level) and is in contact with the relevant teacher to discuss what can be done at home.

Worksheets

Worksheets will not be sent home from ISD as homework. Worksheets are not engaging nor do they lend to inquiry-based learning. We would ask that worksheets are not used at home with students.

Reading

Reading feeds into all areas of the curriculum and is a vital skill for life. It stretches vocabulary and understanding and supports higher levels of achievement. Students have access to a wide range of books including texts from our school library and online resources such as Raz Kids.

Examples of daily reading

Grade-level	Reading Every Night
Playgroup - KG	20 minutes
Grades 1- 2	20 minutes
Grade 3 - 5	20 - 30 minutes

- *Reading is not always an activity that needs to be student led. Children listening to stories can be just as or more effective than reading themselves.
- *Reading should be modeled and demonstrated by a fluent reader
- *Students should not be forced to read text and listen to another person read. This can be too much information at once to process.
- *Reading does not always need to be in English. We should value the mother tongue and the host country language

Math

Math is often an easy subject to revise at home as there is a lot of material out there relating to Math topics. Homework for Math should not be time consuming, it should not be worksheet based and it shouldn't be at the detriment of social and emotional wellbeing.

Below are some of the age-related expectations for areas of Math that can be worked on at home:

Grade level	Number and Number Bonds
Playgroup	Counting and knowing numbers to 10
Nursery	Counting forwards and backwards knowing numbers to 10
Pre-K	Counting forwards and backwards to 20 and knowing numbers to 100
KG	Counting in 2's and 10's and Number Bonds to 10
Grades 1 - 2	Number Bonds to 100 and 3/4/5/6 times tables
Grade 3 - 5	All times tables up to 12's and number facts with the 4 operations

***IXL is an additional app that the school subscribes to which can be used to consolidate math skills**

Bangla and French

Learning an additional language and/or continuing to learn a mother tongue language requires regular and consistent practice. French and Bangla teachers may assign practice work at home from time to time.

UOI and Specialist Subjects

In the Units of Inquiry (UOI) and specialist lessons such as PE, Visual Arts, Design, Music or Drama, students will not be given regular homework, however they may be asked to learn songs or lines for a play, do some research for a design project or a fun activity related to their learning.

(Nagy and Herman, 1987)

