



Parent Handbook

2026-2027

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Welcome to Our School

Welcome to our learning community! At ISB, we believe that education lays the foundations for life and should be a hugely positive, rich experience for all children. Our school offers a broad and balanced curriculum, a happy, safe and supportive atmosphere, with a strong commitment to helping all children succeed whatever their background or abilities. We strive to enable our learners to develop socially and emotionally so that they take pride in their learning and want to do well. We believe in offering a curriculum that is purposeful, relevant, challenging and engaging.

Through a range of teaching strategies in the classroom all learners are motivated to achieve high academic standards. Learning environments are structured to develop problem solving abilities and a range of transferable skills. The use of technology is an integral part of classroom practice, allowing all learners to meet the demands of today's digitally driven society.

While academic excellence is an important goal, we also value the development of the child as a whole. We know that people learn best when they are happy, valued and feel respected as individuals. We encourage all children to take an active part in an inquiry based learning process, to set goals, to be independent learners and to self-evaluate their progress.

Our impressive, state-of-the-art, purpose-built campus covers 30,000 square metres and includes a floodlit sports field, fitness suite, gymnasium, tennis and basketball courts, playgrounds, libraries and a cafeteria. We have a school population of 350 students between the ages of 3 and 18 who come from around 40 different countries spanning the globe. Our carefully selected team of talented teachers provide a school experience that is designed to bring out the very best in the children that we teach.

Our families describe ISB as a caring, warm and welcoming community where every child is valued, respected and provided with the opportunity to thrive. We are proud of our school and are always happy to welcome visitors. I hope that this handbook gives you the information that you need to understand how our school works. Please do not hesitate to get in touch should you require any additional information.

Introduction

The International School of Busan (ISB) is a not-for-profit, secular, English-medium, Early Years through to 12th Grade school. The school is accredited by the [Council of International Schools \(CIS\)](#), the [Western Association of Schools and Colleges \(WASC\)](#) and is authorised to offer the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP) of the [International Baccalaureate](#).

The school was established to serve the expatriate population of Busan and the surrounding area, with the ability to enrol Korean national students if they meet the requirements under Korean law and those set by the school. The school is registered with the Korean Ministry of Education and follows the laws, rules and regulations of Korea. The International School of Busan is governed by a 10-member volunteer Board of Governors drawn from a diverse range of backgrounds. It is owned by the ISB Association of Parents, and managed by the Board of Governors. The parents or guardians of every student in the school are automatically members of the Association.

The School's campus is owned by the Busan Metropolitan City (BMC) government and the Board of Governors has entered into an agreement with the BMC to operate the school. The primary objective of the organisation is to provide an IB education for children up to university entrance who are citizens of foreign countries or who are eligible under Korean law to attend the school.



ISB Guiding Statements

Vision Statement

Our students will be digitally literate, life-long learners who are empowered to contribute creatively and responsibly to a sustainable future.

Mission Statement

We are a diverse, supportive and caring community of learners committed to developing knowledgeable, open-minded and principled global citizens.

To achieve this mission, the ISB Community align themselves with these **values and beliefs**:

Diverse

We are unified and respectful in our diversity.

Supportive

Our learning environments are structured so that students are challenged, included and purposefully engaged.

Caring

We take care of our physical, social and emotional wellbeing. We take care of each other like family. We take care of the environment.

Knowledgeable

We believe that all learners should be equipped with the skills needed to interpret and analyse information effectively in order to be well-informed and make balanced, rational decisions based on evidence and credible research.

Open-Minded

We respect and value the languages, cultures, traditions and personal histories of all members in our community and listen for understanding.

Principled

We strive to be honest, fair and to respect the dignity and rights of everyone.

Global Citizens

We are committed to understanding the multiple perspectives of local and global events and issues. We take learning into the real world, engage in meaningful service learning and challenge ignorance, intolerance and injustice.

International Baccalaureate 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 organisation works with schools, governments and international organisations 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 Learner Profile

Aligned with our school's mission and philosophy is the IB Learner Profile. These attributes are the driving force behind each and every classroom interaction. The aim is to develop internationally minded people who recognise their place in the world and their need to make it a better place. Our vision of successful ISB students are those who strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

ISB Definition of Learning

Learning is a personal, lifelong process marked by continuous growth, fostering both adaptability and willingness to evolve. It thrives in supportive environments, rich in active participation, social interaction, and constructive critique. Rooted in exploration and inquiry, learning unfolds when learners wonder, question and make conceptual connections through authentic experiences with others and the world around them, resulting in the acquisition of new, transferable understandings, knowledge, skills, and dispositions.

ISB Definition of Global Citizenship and Intercultural Learning

Global citizenship is a recognition that we are all responsible for the global community and our planet. Global citizens are committed to understanding the multiple perspectives of local and global events and issues. ISB students learn about the real world, engage in meaningful service learning, and challenge ignorance, intolerance and injustice. Intercultural learning involves embracing unity and respect within our diverse community. It means appreciating and valuing the languages, cultures, traditions, and personal histories of all members in our community. Global citizens and intercultural learners aim to be honest, fair, and to respect the dignity and rights of everyone.

Our Community

Our community includes members from more than 40 different nationalities. We are a diverse, supportive, and caring group of learners. The variety of backgrounds among our students is a key strength of our school. We are committed to respecting and valuing the languages, cultures, traditions, and personal histories of everyone in our community.




Non-Discrimination

No person in the school shall be discriminated against on the basis of race, national or ethnic origin, religion, gender, sexual orientation, age, socio-economic background or disability (mental or physical). Initial enrollment of students into the school will be governed by the rules set by the government of Korea and those established by the Board of Governors.

Inclusion and Learning Support

ISB is an inclusive school that strives to meet the needs of all learners. We acknowledge that each learner is unique and has particular needs, interests, strengths and potential. Inclusion is actively supported by all stakeholders, including the Board of Governors, the Head of School, Principals, IB Coordinators, Counsellors, the Learning Support Department and English as an Additional Language (EAL) Department, as well as all teachers, parents and students. Our philosophy and guiding principles are outlined in the [Admissions Policy](#) and the [Inclusion Policy](#).

Organisation of Educational Programmes

Elementary School		Early Years	Early Years 1
			Early Years 2
			Kindergarten
		Primary	Grade 1
			Grade 2
			Grade 3
Grade 4			
Grade 5			
Secondary School		Middle School	Grade 6
			Grade 7
			Grade 8
		High School	Grade 9
			Grade 10
			Grade 11
			Grade 12

Language Learning

ISB is a community rich in languages and diverse cultures. Through language we negotiate, understand, and demonstrate the attributes of the IB Learner Profile. The development of language is fundamental to the need to communicate; it supports and enhances our thinking and understanding. English is the language of instruction at ISB and we honour our host country language by offering Korean language and culture teaching throughout the school from Kindergarten to Grade 12. The school makes provision for students to learn a language or develop their proficiency in a language, in addition to the language of instruction. We encourage the ongoing development of home and family languages.

At ISB we understand that language learning is integral to:

- exploring and sustaining social and personal development.
- cultural identity.
- acquisition of knowledge and the construction of meaning.

At ISB we:

- support home and family languages.
- believe each learner's language is central to their intellectual, social and emotional development.
- believe everyone has the right to speak, think and express themselves in their home and family language.
- understand that proficiency in home and family language is an important factor for language and cognitive development.

AT ISB we believe the acquisition of more than one language:

- enriches personal development.
- develops intercultural understanding.
- helps facilitate international-mindedness.
- provides an awareness of other perspectives.

Our philosophy and guiding principles for language learning are outlined in the [ISB Language Policy](#).

Academic Integrity

All community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, students are expected to be able to distinguish between what is right and wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students are expected to act honestly, responsibly and ethically. Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement. It is expected that all students understand and accept the principle of academic integrity and face the challenges associated with it. (IB *Academic Integrity* p15)

All students from Grade 5 to Grade 12 at ISB are responsible for:

- ensuring that the work they submit is their own
- acknowledging sources of information appropriately

- reviewing their work prior to submission to check that all sources of information are acknowledged
- being aware of the consequences of academic misconduct

Secondary students at ISB are also responsible for:

- having a full understanding of the academic integrity policy
- meeting interim and final deadlines for a piece of work to allow the teacher to make checks of authentic authorship
- responding to acts of academic misconduct or school malpractice and reporting them to their teachers and /or programme coordinators
- completing all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- giving credit to used sources in all work submitted for assessment in written and oral materials and/or artistic products
- abstaining from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstaining from giving undue assistance to peers in the completion of their work
- showing a responsible use of the internet and associated social media platforms

Our philosophy and guiding principles for academic integrity can be found in the [ISB Academic Integrity Policy](#).

Assessment and Reporting

Assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning. Assessment is a means for teachers to determine the effectiveness of teaching, guide curriculum development and review, and personalise learning. Assessment for students is to promote student responsibility for and ownership of learning and self-adjust based on the emerging data and feedback from teachers and peers. Assessment for parents is to communicate consistent, timely feedback and facilitate parents and teachers working together as advocates of student learning (Learning and Teaching). The formal reporting schedule is as follows:

Primary Years Programme

- Two reporting periods: Semester One Report (December), Semester Two Report (June)
- Parent-Teacher-Student Conferences (PTSCs) in October
- Student Led Conferences in March

Middle Years Programme

- Two reporting periods: Semester One Report (December), and End of Year Report (June).
- Parent-Teacher-Student Conferences (PTSCs) twice a year in October and March

Diploma Programme

- Two reporting periods: Semester One Report (December) and End of Year Report (June), For Grade 12 students, the End of Year is published at the end of April
- Parent-Teacher-Student Conferences (PTSCs) twice a year in October and March

Further information about our approaches to assessment and reporting can be found in the [ISB Assessment Policy](#).

The Curriculum

An overview of the written curriculum (PYP, MYP and DP) is available to download on the school's planning, assessment, and reporting platform '[ManageBac](#)'. To access these curriculum documents, login to ManageBac and click 'Parent Communication' and then 'Files'.

Safeguarding and Child Protection

We believe that child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional and social development. The International School of Busan endorses the [UN Convention on the Rights of the Child](#), of which our host country, South Korea, is a signatory.

We believe that schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. The School has a comprehensive Child Protection Policy in place and all staff receive formal training. Our Safeguarding and Child Protection Programme includes the following:

- Training for faculty and employees to recognise signs of suspected abuse and to follow appropriate protocol for responding and reporting.
- Focus on prevention with age appropriate lessons provided to educate students on personal safety.
- Parent workshops offered to explain and clarify the Child Protection Policy.
- Extensive background checks for all employees and faculty prior to hiring.
- A Code of Conduct that guides interactions between adults and children.
- Compliance with Korean law (ISB is mandated by Korean law to report suspected cases of child abuse to the relevant authorities).

All English Speaking Staff and Faculty complete the [ECIS Child Protection Certification Course](#). All local staff and outsourced contractors completed a Child Protection Training Course provided by [childsafeguarding.com](#) in Korean.

The Designated Child Protection Officer at ISB is Amanda Illeperumaarachchi (amandai@isbusan.org). The Designated Safeguarding Lead on the Board of Governors is Paul Edwards (boardchair@isbusan.org). A copy of the Child Protection Policy is available to download from the [school website](#).

Wellbeing

The International School of Busan strives to support the wellbeing and mental health of all learners within the school's care. ISB values the wellbeing of all its stakeholders and is committed to providing explicit teaching and learning engagements to promote the importance of wellbeing within its learning community.

Using a variety of research based resources, the ISB [Wellbeing Scope and Sequence](#) addresses areas of Social and Emotional Learning, Mindfulness, Child Protection and Comprehensive Sexuality Education. The

EY-G12 Wellbeing Scope and Sequence has been created in alignment with the Collaborative for Academic, Social, and Emotional Learning (CASEL) identified competencies for students.

Counselling

Pastoral and social-emotional care in the Elementary School is primarily delivered through strong relationships between students and their homeroom teachers. In addition, the Elementary Student Support Team (SST) meets weekly to review and respond to student needs raised by staff.

If the SST identifies that a student would benefit from more specialised social-emotional support beyond what the school can provide, parents will be advised to seek assistance from an external counsellor. ISB maintains an up-to-date list of local service providers offering a variety of support options. While this list may be shared with families, ISB does not recommend or endorse any particular provider.

In Secondary School, counselling is an integrated service designed to support students' academic achievement, career exploration, and personal development. The Secondary School Counsellor is a qualified, licensed professional who adheres to the ethical and professional standards of the International School Counselling Association (ISCA) and the American School Counselling Association (ASCA). The counsellor works closely with students through:

- Individual and small group counselling
- Classroom guidance sessions
- Collaboration with teachers and school staff
- Consultation with families
- Referrals to external professionals when needed

The counsellor focuses on short-term, solution-focused support and does not provide long-term therapeutic or clinical services. When more intensive or ongoing care is required, families will be referred to suitable external resources. The Secondary Counsellor also plays a key role in developing a comprehensive school counselling programme, supporting students to build healthy goals, effective study and time management skills, self-direction, perseverance, and positive peer relationships.

Health, Safety and Security

School Security

The School has electronic security and a security company responsible for the integrity of the buildings, along with CCTV for portions of the school grounds.

School Closures

The Head of School is authorised to announce the closing of school if an actual or potential hazard threatens the safety and well being of students and employees. The decision to close school shall be made upon consultation with members of the Board of Governors, professional staff, and/or other agencies responsible for the safety and wellbeing of the community.

Emergency Notifications to Parents

If the school is forced to close early or not open on a particular day due to severe weather or other reason, all parents will be notified by e-mail and messages will be posted on the school's social media channels. The school also utilises a telephone texting system. This is organised through the school's office and is designed to reach as many parents as possible in the shortest amount of time. This system will also be used to alert parents of any bus changes.

Virtual Learning Days

Occasionally it is necessary to make unscheduled school closures in response to events that may potentially make attendance at school difficult or unsafe. During an unscheduled school closure, teachers will provide a Virtual Learning Environment (VLE) to minimise disruption to educational provision. During such days, information will be communicated to parents and students via the school's online learning management systems. All students are expected to participate fully in virtual learning days and online attendance will be recorded. You can read more about our online programmes in this [Virtual Learning Guide for Parents](#).

Temporary Guardianship

For the student's protection, it is important that the school office is informed when parents/guardians travel and leave a student in the charge of a temporary guardian. [A temporary guardianship form](#) must be completed and sent to the relevant principal before the date of travel.

Health Care

In the event of injury to a student, first aid will be given by the school nurse or other trained staff. If the situation is an emergency (severe asthma attack, allergic reaction, seizure, head injury with loss of consciousness, severe burns, open fracture, uncontrolled bleeding), 119 will be contacted immediately and the students will be taken to Inje University Haeundae Paik Hospital. Parents will be informed of the hospital location and should immediately go to the hospital where ISB staff will be waiting to meet them. Contact details of hospitals in Busan can be found on the [Busan Metropolitan City Website](#). The ISB Nurse can assist you with a referral to the most appropriate hospital for your child's requirements if needed.

Medication at School

Students who need to take medication during school hours are required to have a written prescription and/or parental permission. For safe administration of medication to students, all medication will be administered and stored by the School Nurse during school hours. There are times when a child is taking medication but can still attend school. In such cases, a signed note with specific directions should accompany any medication to be taken during school hours. Parents should arrange for instructions to be received immediately upon their child's arrival at school. No medication of any kind will be administered without the authorisation of the parent.

Sickness During the School Day

Any student who feels unwell must notify their teacher, who will then take or send the child to the school nurse (depending on age and severity of illness). If it is considered that the student is not well enough to continue in class, parents will be contacted so that the student can return home. Students are to be picked up as soon as possible in such instances so as to stop the spread of disease and allow the child to rest fully.

Head Lice

If a case of head lice is identified, the parent will be informed and the student will be sent home. This allows for treatment to take place as quickly as possible. The student can return to school once treatment has been given (usually the next day) but is required to be checked by the nurse.

Communicable Diseases

If your child has been given a medical order to stay home and rest because of a contagious disease they must not attend school until they bring a physician's statement indicating they are able to return without risk to their own or others' health. A copy of the physician's statement must be presented to the nurse and section principal. The following are the most common illnesses that need to be reported to the school:

- Flu
- Covid
- Chicken Pox
- Conjunctivitis (Pink eye)
- Hand Foot and Mouth Disease
- Impetigo
- Stomach flu (Gastroenteritis)
- Measles
- Mumps
- Hepatitis A
- Meningitis

When to Keep Your Child at Home

To prevent spread of contagious disease and to enable a student to receive the rest needed for recovery, please keep your child at home if they have any of the following, and only return them to school once they have been symptom-free for at least 24 hours (without using fever- or symptom-reducing medication):

- A temperature of 37.8°C (100.04°F) or higher.
- Green or yellow drainage from nose, nasal or chest congestion and cough.
- Severe cough, persistent or uncontrolled, with mucus production.
- Diarrhea or vomiting (two or more episodes in 24 hours, or ongoing symptoms).
- Presence of a skin rash especially with fever, itching, bumps.
- Excessive tiredness, loss of appetite, headache, body aches, earaches, or severe sore throat.

If you are in any doubt, please contact the school nurse (nurse@isbusan.org).

Nut Allergy Awareness

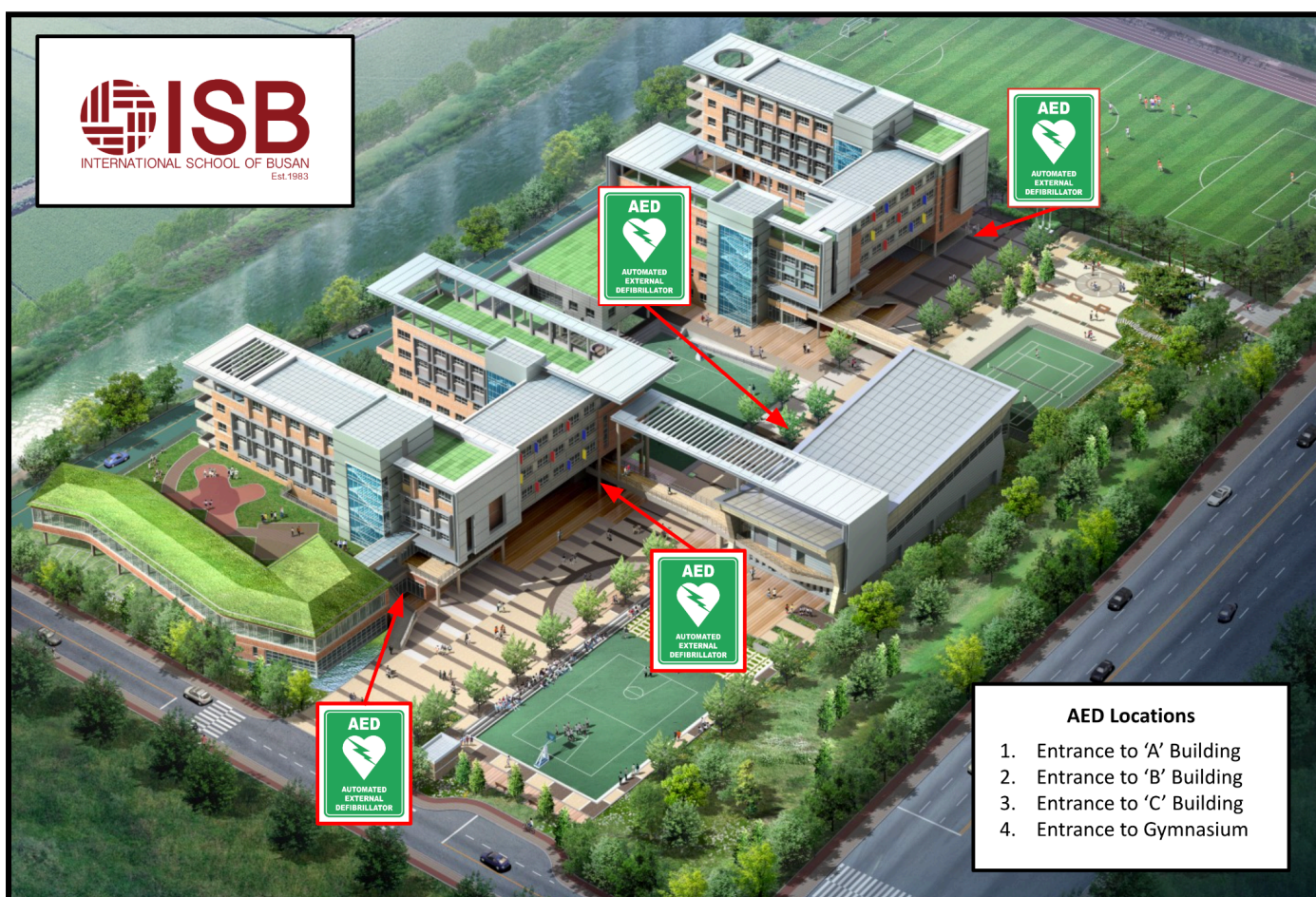
No nuts or products with nuts as an ingredient are present at student events. We always assume that there are children who have nut (especially peanut) allergies when preparing food. We encourage parents to be mindful of nut allergies when they are preparing food for packed lunches or social events in school.

Visitors to Campus

Parents may drop off and collect students at the beginning and end of the school day. When school is in session, all visitors to the school must report to the ADT security offices to collect a visitor badge and report to the reception desk. Parents who are interested in visiting classes during the school day are asked to obtain prior permission from the teacher to determine an appropriate day and time. The teacher will inform the section principal of such visits. Parents are asked to refrain from classroom visits while lessons are taking place, unless they have prior permission. Visitor attendance will be recorded to ensure there is a register of all people on campus in the event of an emergency evacuation or lockdown.

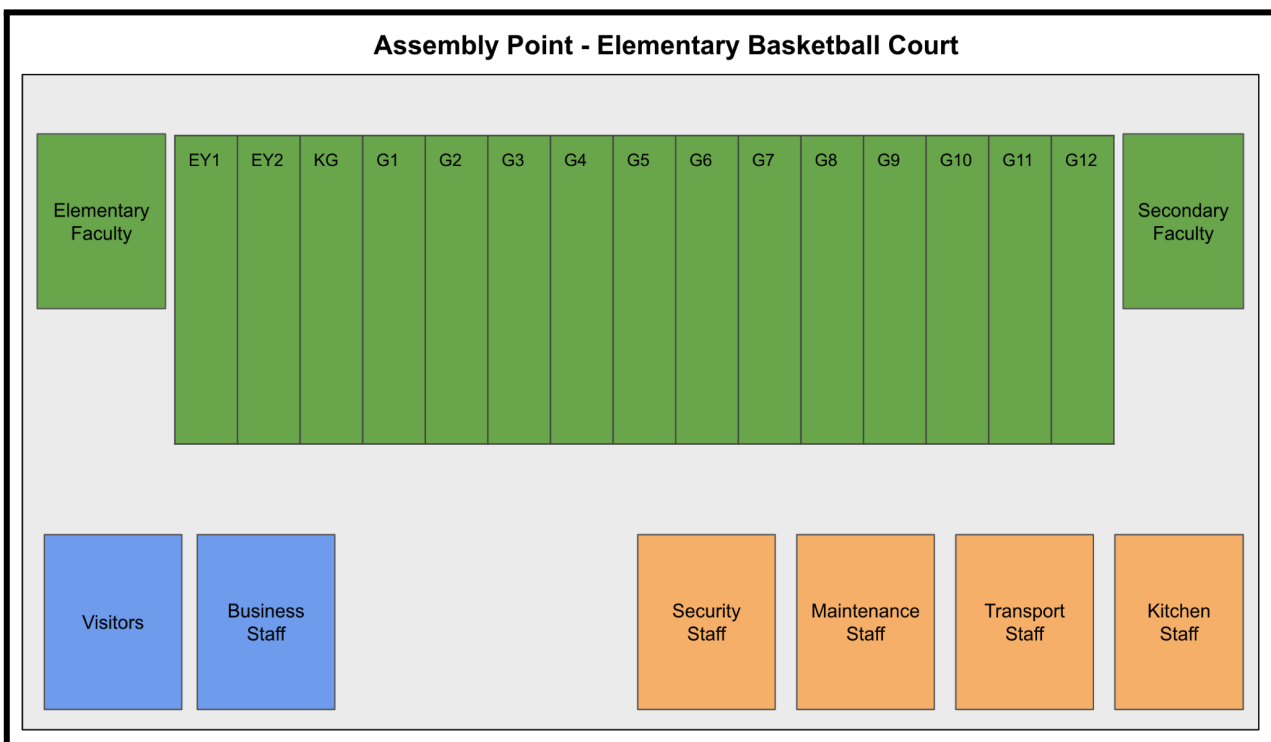
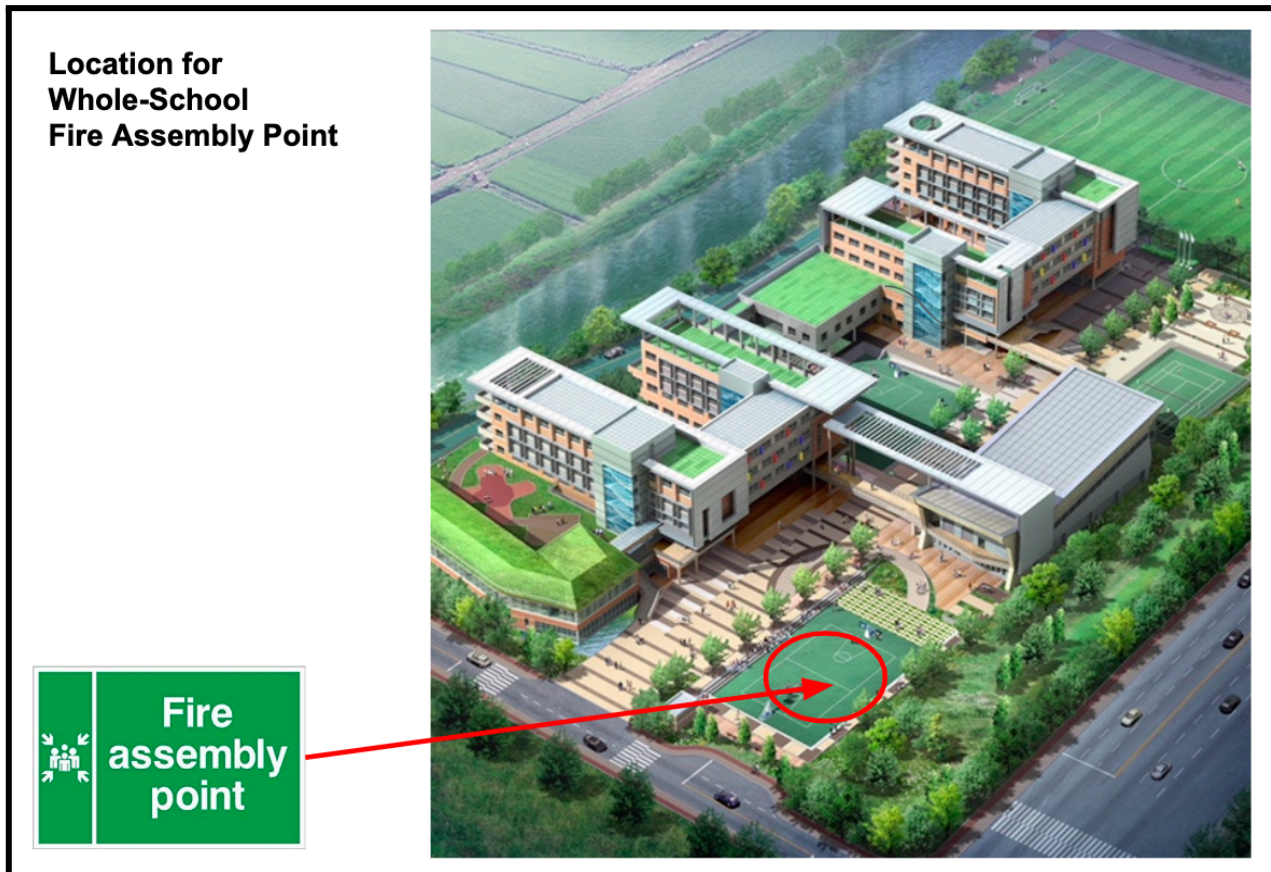
Automated External Defibrillator

An automated external defibrillator (AED) is a portable electronic device that automatically diagnoses the life-threatening cardiac arrhythmias of ventricular fibrillation and ventricular tachycardia in a patient. It is able to treat them through defibrillation, the application of electrical therapy which stops the arrhythmia, allowing the heart to re-establish an effective rhythm. It has simple audio and commands, and is designed to be simple to use for the layperson. The school has 4 AEDs (located next to the entrance to the Gymnasium, at the entrance to C Block, outside the nurse's office in B Block and in the Reception area in A Block).



Emergency Evacuation

All students and school employees regularly practise the emergency procedures to be followed in the event of a fire or other emergencies. Evacuation information is posted in a prominent position in all learning areas. If the evacuation alarm sounds at school, please make your way quickly and quietly to the evacuation point and assemble in your designated area as outlined below.



Air Quality Index

There may be occasional times when the air quality will affect normal school operations. If circumstances require, then students will need to remain inside during break times and PE. We currently use [this site for local readings](#) and guidance.

Water

Numerous water dispensers are located throughout the school for the use of students. All students are encouraged to bring their own water container labelled with their name.

Libraries

ISB has three physical libraries – the Early Years (EY) Library, the Elementary (ES) Library, and the Secondary (SS) Library. These libraries have extensive print collections that are developmentally appropriate for the students they serve. In addition to our physical libraries, ISB also provides a robust digital library that students can access at any time via platforms like Epic! and academic databases (such as Britannica School and JSTOR) to support research and learning. We aim to inspire students to love stories in any format, spark their imagination, and empower them to learn anything they choose.

Students are responsible for the items they borrow. Please note that withdrawing students must return all library books one week prior to their final day of attendance. If books are not returned, an invoice for the replacement cost will be issued to the parents. Official school documents (such as transcripts or reports) may be withheld until the account is settled.

The Cafeteria

Healthy lunches are available to purchase in the school cafeteria. Dishes are prepared on-site daily and there are always vegetarian and non-vegetarian options available. The school encourages healthy eating and discourages foods high in fats, sugars or artificial ingredients. The meals are prepared and cooked on site by a highly qualified team led by a Head Chef who takes personal responsibility for all aspects of the meal provision. To ensure the safety of students with severe allergies, please note that the ISB Cafeteria is a strictly nut-free environment. Students can sign up for the programme on a yearly or semester basis, the cost of which is paid in advance. Students in Grade 3 and above also have the option to pay for individual lunches using cash in the ticket machine in the cafeteria. Please note that the school takes no responsibility for lost lunch money. Those students who choose not to buy the cafeteria lunch may bring their own healthy packed lunch to school. On the rare occasion that a child has forgotten their lunch, they may request lunch from the cafeteria and parents will be charged accordingly. Instant noodles (ramen) and other foods requiring the addition of hot liquids are not to be brought to school by Elementary students, as they pose a burn danger in the cafeteria. Microwaves are available for warming home lunches (non-liquid) and are operated under adult supervision. The menu for the cafeteria is updated regularly and posted on the school website.

Food on Campus

To support a healthy and focused learning environment, we encourage all students to make nutritious food choices. Eating well helps students stay alert and concentrate better, which contributes to their overall

learning and development. We appreciate your support in providing healthy snacks from home, such as fresh fruits, vegetables, whole grains, and proteins. Items high in sugar - such as sweets, candy, chocolate, and sugary drinks - are not suitable for school and should not be sent. Each student should bring a healthy morning snack from home. Please note that chewing gum is not permitted anywhere on the school premises.

Pets on Campus

Dogs are permitted on campus only if secured on a leash or transported in a pet stroller or carrier. All other pets must be kept in appropriate travel cases or on a leash. Owners are responsible for their pet's behaviour and must immediately clean up after them.

Bus Service

A fleet of buses, provided by an outsourced private company, transport students to and from school. Buses run from the school to many areas of Busan, Ulsan, and Jinhae. Although the school endeavours to support all students, it may not be possible for the school to offer a bus service to some families due to where they live. Parents can track their children's buses using a GPS app.

Morning Organisation

Designated pick-up points will be assigned to each student. These will be as near as possible to where the student lives, but for families that live a distance from others, a central pick-up point may be arranged.

Afternoon Organisation

The school offers a bus service covering the two finishing times for students in the afternoon.

- 3.40 pm - The end of the school day for Early Years, Elementary and Secondary Students
- 4.40 pm - The end of after-school activities for Elementary and Secondary Students (Tuesday to Friday only)

Children in Early Years Classes and Grades 1-3 will be placed on the buses by teachers. Students in Grades 4-12 are personally responsible for ensuring they are on the bus before the designated departure time. For long-distance routes, including Seomyeon, Jangjeon-dong, and Cho-eup areas in Busan, there is only one bus departure at 3:40 p.m. For the Jinhae route, the bus departs at 4:40 p.m. (Tuesday to Friday).

Therefore, students who participate in after-school activities and whose schedules do not align with the available bus departure times will need to arrange alternative transportation.

Extended after school activities, such as sports training, may finish after 4.30 pm or take place during the weekends (this is organised and communicated in advance). These extended activities are not supported by the school bus service and it is the responsibility of the students to use alternative transportation. No refund will be given for those students who opt to remain for these extended activities.

All children in Grade 3 and below must be collected from the bus by a parent or guardian. If no one is there, the driver will keep the child on the bus and contact the school. The school will then contact the parents and, if possible, alternative arrangements for the pick-up point will be arranged. If contact with parents cannot be made, the school will contact the nominated emergency contact.

If a parent or emergency guardian has been contacted, the bus will return to the original drop-off point once all other children have left the bus. No definitive time can be given for this. Parents who are regularly late for pick-up will be asked to find alternative arrangements other than the school bus service.

Students in the Elementary and Secondary School are permitted to change buses with a parent's written permission provided space is available. Bus drivers should not be asked to drop students off at any other places other than designated points. Students in Early Years are not permitted to change buses.

If there is a change in person collecting the student from the bus or if they will be collected from the school instead of using the scheduled bus service, this information should be communicated to the school office and the Bus Coordinator before 12:00 pm.

Safe Behaviour on the Bus

It is the responsibility of all students to ensure that they act in a safe and responsible manner while on the bus. Bus drivers have been instructed not to continue their journey if students are not seated safely with their seatbelts on. Students should:

- keep their seatbelts fastened at all times.
- remain seated in their seats at all times.
- keep hands, other body parts, and items inside the windows.
- remain quiet and not disturb the driver or other passengers.
- not engage in any activity that threatens the safety or comfort of others.
- refrain from eating or drinking on the bus.
- always follow the instructions provided by the Bus Monitor or Driver.

Failure to abide by these rules may lead to:

- a verbal warning from the Principal, with information sent to the parents.
- a written warning from the Principal, to be signed by the parent.
- suspension from the use of the bus. In such a case, bus fees will not be refunded.

Dropping Off and Collecting Students from School

In the morning, school buses will drop students off at the bus arrival bays at the main entrance. There is a separate 'pull-in' area for parents' cars. If parents wish to stay for any time, they should use the school's parking lot and not leave their car on the road.

In order to maintain a reasonable traffic flow, we request that all vehicles respect a one-way system outside the school gates during the busy morning and afternoon periods. In the afternoon, parents are to park their cars in the front car park near the main reception. Buses will depart from within the school boundary, not outside the school property.

Communication

We celebrate learning and keep the ISB community informed about upcoming events and activities with a weekly newsletter which is emailed to parents and uploaded to the [news section of the school website](#). We also share and celebrate learning and community events on [Facebook](#), [Instagram](#), [BlueSky](#), [X \(Twitter\)](#) and [LinkedIn](#). In addition, monthly coffee mornings and parent workshops are organised to share information

about the education provided at ISB.

It is our belief that students will benefit most from our programme when parents are involved in the educational process. It is our goal to establish a strong home-school relationship with every parent in the school community. It is important that parents inform the school if they have questions or concerns. Please contact the appropriate classroom, homeroom or subject teacher if you have a concern about:

- your child's progress, daily schedule, overall achievement level, friendships, or social adjustment;
- medical issues or similar problems that might affect your child's performance;
- instructional methods, curriculum, or homework.

Please note that teachers' primary responsibility during the school day is to be fully present with students to ensure their safety, supervision, and learning. As such, they may not be able to read or respond to emails until later in the day, and responses may not be immediate. We appreciate your understanding in allowing teachers appropriate time to reply during their working hours. If your message is urgent or requires an immediate response, please contact the Elementary or Secondary School Secretary, who will ensure it reaches the appropriate person promptly.

If you are not satisfied with the answer you receive or your concern is related to school policies or procedures please contact the appropriate coordinator or the Elementary or Secondary Principal.

- If you are still not satisfied, please take your concern to the Head of School.
- If you need to discuss fees or financial matters, please contact the Finance Manager.
- If you have a query about the daily bus schedule, please contact the Bus Coordinator.
- In extreme and exceptional cases, if you have exhausted all the options above and still feel that your concern has not been addressed, a letter should be submitted to the Chair of the Board.

Students may follow the [Student Complaints and Appeals Procedure](#) to raise complaints about IB programme matters or appeal decisions made by the school relating to IB programmes.

Parent Workshops

Over the course of the year we offer a number of coffee mornings, workshops and information sessions to help parents better understand and support their child's learning. Dates for upcoming workshops are listed on the [ISB Community Calendar](#).

Educational Technology & Digital Literacy

At ISB, we don't view technology as a separate subject, but as a foundational literacy. We aim to develop **Digitally Literate Learners** who effectively use technology to create meaningful content and communicate their learning. Our definition of success is built on **four essential** pillars:

- **Skillful:** They are proficient with a wide range of digital tools.
- **Critical:** They think deeply about the content they create, share, and consume.
- **Contributing:** They ethically and purposefully contribute to online and offline communities.
- **Mindful:** They mindfully choose when to connect and disconnect, managing their digital lives to support their own well-being

Our Three Learning Strands

1. Contemporary Skills

We equip students with the mindset to thrive in a modern professional landscape. Following the [ISTE Standards](#), ISB students become Empowered Learners and Global Collaborators. This means they don't just use tools, they use technology to organize their lives, manage complex projects in online environments, and curate a professional digital identity that prepares them for life beyond ISB.

2. Computational Thinking & Innovation

We believe every student should understand the "logic of the machine." Rather than just teaching coding in isolation, we integrate computational thinking across the curriculum. Whether a student is building a mathematical model, designing a solution in the MYP Design cycle, or exploring logic-based play in the Early Years, they are learning to break down complex problems and design innovative solutions.

3. Technology for Teaching and Learning

Technology at ISB turns the classroom into a dynamic, student-centered environment. We use digital technologies to provide instant feedback, personalize instruction for diverse learners, and connect our students with authentic global audiences. Our focus is on **Screen Value**: ensuring that every digital interaction adds depth and meaning to the learning experience.

Digital Literacy and Well-Being

At ISB, we believe that being a "Digitally Literate Learner" is about more than just technical skill; it is about Well-Being. We have moved beyond the traditional "don'ts" of the internet to focus on the "dos", empowering our students to use technology to solve problems, build community, and manage their digital lives with intentionality.

Our Curriculum: [Common Sense Media](#)

To ensure our students are prepared for a complex digital world, ISB utilizes the world-renowned Common Sense Media curriculum. This program is integrated directly into our Homeroom and Advisory periods, focusing on six core themes:

- **Media Balance & Well-Being:** Learning when (and how) to disconnect.
- **Privacy & Security:** Protecting personal data and digital identities.
- **Digital Footprint & Identity:** Building a positive, "Human-Led" online presence.
- **Relationships & Communication:** Developing empathy and kindness in digital spaces.
- **Cyberbullying, Digital Drama & Hate Speech:** Standing up for others and building a supportive community.
- **News & Media Literacy:** Identifying credible information in an era of AI and emerging tech.

Since 2019, ISB has been recognized as a Common Sense Media Certified School, a testament to our long-term commitment to excellence in this field.

The ISB Digital Community Agreement

Digital Literacy is a standard to which we hold our entire community accountable. To ensure a stable and principled learning environment, every student from Kindergarten through Grade 12, along with their teachers, signs a formal [Digital Community Agreement](#) annually.

This agreement is more than a set of rules; it is a shared commitment to:

1. **Use Technology for Good:** Contributing creatively to a sustainable future.
2. **Maintain Human Agency:** Ensure that digital technologies support, rather than replace human connection and thinking.
3. **Prioritize Well-Being:** Recognizing that "Screen Value" is more important than "Screen Time."

Student Devices

To ensure **instructional equity**, we provide a structured device progression that grows with your child:

Grade Level	Device Model	Usage Model
Kindergarten	Apple iPad	Shared Classroom Sets
Grades 1–3	Apple iPad	1:1 School-Issued
Grades 4–5	Chromebook	1:1 School-Issued
Secondary	Apple or Windows Laptop	Bring Your Own Laptop (BYOL)

For Secondary families, please refer to our [BYOL Guidelines](#) for hardware requirements. If you have any questions you are welcome to email it@isbusan.org in either English or Korean.

Mobile Phone Use on Campus

At ISB, we believe that technology can enrich teaching and learning across all subjects. It supports a student-centred classroom through frequent formative assessment, timely feedback, differentiated instruction, collaborative learning, access to diverse resources, and opportunities to connect with authentic audiences.

We are committed to ensuring that both students and teachers have the skills to use technology meaningfully to enhance learning. However, we also value the importance of balance. There are times during the school day when it is vital for students to socialise, chat, play, and develop interpersonal skills without the presence of digital devices.

For this reason, we ask all students to keep mobile phones and smartwatches in their bags or lockers during the school day. Devices should not be used in class, at lunch, or during break times. Students found using devices during these times will be asked to put them away. Repeated misuse will result in the device being confiscated for the day and stored in the cell phone parking lot in the appropriate Principal's office.

An exception may be made if a teacher specifically asks students to use their devices for a learning activity, or if a student requests permission from a supervising adult to use their phone for a particular reason.

In the event of an emergency, parents and guardians should contact the Elementary or Secondary Office to reach their child during the school day.

The House Team System

ISB operates a House Team system comprising 4 houses named after Korean mountains - Hallasan (Red), Jirisan (Blue), Gayasan (Green) and Seoraksan (Yellow). The houses are used for team-building events and friendly creative arts, community service or sporting competitions. The House system is designed to encourage friendly competition, within a supportive environment to promote cooperation, collaboration and an awareness of the importance of community. In the elementary school, students are required to wear their house t-shirts for specific house events. In the secondary school students are encouraged to wear their house colours on the days they participate in house events. House competitions take place over the year, and the results of all of these culminate in the awarding of the House Cup, which is presented at the end of the year.

Extracurricular Activities

ABRSM Exams

The Associated Board of the Royal Schools of Music ([ABRSM](#)) exams are held at ISB twice a year in both Music Theory and Practical. Music Theory exams take place in November and in March on a Saturday, whereas Practical exams take place in October/November and in April/May during the week. All ISB students are registered for the exams through our school, whether they take lessons at school or outside of school.

Student Council

The Student Council provides a voice for students in each section of the school. The Student Council meets regularly and can submit proposals to the Section Principal on matters of particular interest relating to student life, school improvement or community service. Events and activities organised by the Student Council will take place under the guidance of the teachers in conjunction with the Section Principal.

Festivals and Special Days

Certain festivals representative of the school community are celebrated during the year with non-denominational assemblies and activities to which parents may be invited. Events include the schoolwide Chuseok and Lunar New Year celebrations, Home and Family Language Day and Hangul Day.

After School Activities

An extensive ASA Programme is provided for students from Kindergarten to Grade 12 with the opportunity to explore and participate in classes that promote skill-building and social interaction. All ASAs are optional, and some are offered on a fee basis. Outside-sourced teachers are used for some activities. Many classes are offered to multiple grade-levels to allow students to interact with children across a broader peer group. A variety of classes are offered in order to promote balance in our students, such as music, sports, arts, and language development. The ASAs run in three seasons: fall, winter, and spring. Students sign up for the activities of their choice. A bus at 4.40 pm is provided for those students who participate. Regular attendance is required.

Inter-School Sport and Activities

ISB is a member of [SKAIS](#) (South Korea Association of International Schools) and [EAISAC](#) (East Asia International Schools Activities Conference). Sports tournaments and academic activities are scheduled

throughout the year, with other member schools. Activities include volleyball, basketball, football (soccer), cross country, leadership, Model United Nations and creative arts. Schools compete in three age categories:

- Upper Elementary (Grade 3-5)
- Middle School (Grades 6-8)
- High School (Grades 9-12)

Duke of Edinburgh's International Award

ISB offers the [Duke of Edinburgh's International Award](#) to high school students as part of our commitment to holistic education and global citizenship. The Award encourages students to challenge themselves across four areas: Service, Skills, Physical Recreation, and an Adventurous Journey. At the Gold level, a Residential Project is also required. Students work toward Bronze, Silver, or Gold levels, setting personal goals and committing to regular participation. The programme builds confidence, resilience, and leadership - complementing their academic journey. Trained ISB staff guide students through each stage, with a strong focus on safety and personal growth. Information sessions are held annually for interested students and parents.

Field Trips and Residentials

Our curriculum requires students to learn through real world problems and have real world experiences. We use our community as a resource and field trips are an essential component of learning. Excursions are regularly planned which take students away from campus for educational or recreational purposes. Field trips enhance learning and allow application of concepts through practical experiences. Sometimes field trips are used to enhance lessons and at times as culminating activities. Field trips also offer opportunities for integrating learning between subject areas. Approximately two weeks prior to taking students on a field trip, teachers notify parents via email. We ask parents to sign permission slips for all field trips. If you do not wish your child to attend a field trip, your child is to remain home for the day. At the beginning of the year, all families will be asked to give permission for walking trips within one kilometre of the school in order to allow us to explore our area as it fits with the curriculum.

The purposes of residential camps are to enable students to study or take part in activities in an environment outside of school for a prolonged time period. A detailed letter and permission slip will be sent for each trip, outlining the specific programme, costs, and necessary details.

Collection of Students after Field Trips or Inter-School Sports and Activities

Students will occasionally return to school following field trips, residentials or inter-school sports and activities outside of school hours. In these cases, parents will be expected to collect their child from school or the designated collection point. Please inform the activity organiser if you will be late to collect your child - it will be their responsibility to supervise your child safely until you arrive. Secondary students are permitted to make their own way home (using public transport, taxi, walking etc), but you must provide your written consent prior to the field trip to enable this to happen.

Dress Code

Students represent our school and its diverse cultural environment. ISB promotes an educational environment where students focus on learning rather than clothing. Here are the dress code guidelines:

- Weather-Appropriate Attire: Breaks are outdoors, so dress suitably for the weather.
- Appropriate Logos and Wording: Clothing should not display violent or offensive logos or wording.
- Modesty: No visible underwear. Midriffs should be covered, and see-through shirts require an additional layer.
- Footwear: Shoes should be appropriate for lessons in workshops, science labs, and physical education.
- Headwear: Caps and hoods should not be worn inside the classroom.

If your clothing does not meet these requirements, you may be asked to change into alternative clothing, such as the PE uniform.

Early Years Dress Code

- Dress children in practical, durable clothing they can manage independently.
- Ensure children can undo buttons, zips, and put on shoes unaided.
- Provide a complete change of labelled clothes (first and last name) to be kept at school.

PE Uniform

- For PE lessons and inter-school sports, students must wear the school-approved ISB PE uniform or Sport Team kit.
- Trainers are required.
- For safety reasons, jewellery must not be worn during PE lessons or sports activities. The only exception is small stud earrings, which may be worn but must be secure and not pose a safety risk. All other jewellery - including necklaces, bracelets, rings, and hoop or dangling earrings - is not permitted.

Students without the correct clothing may not be able to participate. All items, except shoes, can be purchased from the [school shop](#).

The PTA

The ISB Parent Teacher Association (PTA) is an independent, non-profit organisation, run entirely by volunteer parents, whose mission is to provide support for members of the ISB community. Critical to the life of the school, our PTA provides support for a variety of activities and serves as a valuable point of contact between all parents and teachers. The aims and objectives of the PTA are as follows:

- Plan and organise community-building events and activities.
- Encourage and provide opportunity for appropriate parental assistance and involvement in the school.
- Recognize the needs of the school's diverse community and assist in the welcoming and orientation process.
- Create a sense of community within the school.
- Recognize and support the ISB faculty and staff.

Objectives of the PTA are achieved by working with parents, faculty, students and leadership for the benefit of the school and the children.

The PTA shares news and information regularly in the weekly newsletter. They also maintain a [Community Facebook Page](#). If you would like to join this group, please feel free to click on the link and request to become a member. The school emails a form at the end of each school year, inviting parents to serve on the PTA committee for the following year. The committee then meets with the Head of School in August to discuss plans for the year ahead.

Improper Solicitation and Graft Act

The Improper Solicitation and Graft Act is an anti-corruption law in South Korea designed to uphold integrity and transparency in public service. Under this law, receiving any form of money or gifts in a teacher-student relationship is highly likely to be considered connected to the duties of a public servant and is therefore prohibited.

To ensure full compliance with the law and to avoid any appearance of impropriety, we kindly ask that parents and students refrain from giving money or gifts to teachers or members of the administration, regardless of the value or intent. This helps protect the professionalism of our relationships and maintains the trust and integrity of our school community.

Leadership, Management and Support Team Information

Educational Leadership Team (ELT)
Elementary Principal Kevin Smith
Secondary Principal Paul Horkan
Elementary Assistant Principal & PYP Coordinator Jennifer Fenton
Secondary Assistant Principal & MYP Coordinator Solène Matsushita
Secondary Assistant Principal & DP Coordinator Nico Gysbers
Technology & Learning Innovation Coordinator Donovan Hall
Student Support Services Coordinator Amanda Illeperumaarachchi
Athletic and Activities Director Mark Howarth

School Management Team (SMT)
Administrative Manager Hea-Young Won (Helene)
Finance Manager Mikyung Kang
Facilities and Operations Manager Heui Seon Cho (Sunny)
Admissions and Marketing Manager Seung Mi Hong

School Support Team	
School Receptionist Hyunjeong Kim	info@isbusan.org 051-720-1118
Administrative Assistant Hyojin Kim (Jay)	info@isbusan.org 051-720-1114
Elementary School Secretary Seyeon Jang	esoffice@isbusan.org 051-720-1136
Secondary School Secretary Jinhee Han	mhsoffice@isbusan.org 051-720-1112
School Nurse HeeJung Hwang	nurse@isbusan.org 051-720-1119
Bus Coordinator Sumi Hur	schoolbuses@isbusan.org +82 10 8257 8479
Cafeteria Cezar's Kitchen	school.lunches@isbusan.org 051-720-1130
IT Support SeungYun Song	it@isbusan.org 051-720-1126

Faculty

Please find below the links to our faculty lists:

[Elementary Faculty List](#)

[Secondary Faculty List](#)

Address

International School of Busan
50 Gijang-daero, Gijang-eup, Gijang-gun,
Busan, South Korea 46081

- [Google Map](#)
- [Virtual Tour](#)

Office Hours

During term time the school offices are open from 8.00 am to 5.00 pm. During holidays they are open from 9.00 am to 4.00 pm. The school offices are normally closed on weekends and on public holidays.

Calendar

The latest version of the School Calendar can be downloaded from the [School Website](#) (at the bottom of the page). A more detailed [Community Calendar](#) outlines the events and activities taking place throughout the year.

Welcome from the Elementary Principal



Our Elementary students are empowered to explore their passions, develop key skills, and grow into knowledgeable, principled, and open-minded learners, ready to contribute to a sustainable and positive global future. Our diverse school community is reflected in our students, staff, and curriculum, which together challenge and inspire learners to explore, discover, and thrive. ISB is an IB World School, and the Elementary School implements the IB Primary Years Programme to offer a rigorous, inquiry-based education. Our goal is for Elementary students to come to school each day excited to learn and play with friends and teachers from around the world. The IB PYP provides the framework for that learning to take place.

Through the PYP, students develop the knowledge, skills and understandings necessary to prepare them for a life-long learning journey. Our students are equipped with the ability to think independently, ask questions, and express their opinions while at the same time showing respect for the opinions of others. We also emphasise the importance of the creative, social and physical areas with a clear goal of developing children's social and emotional skills in order to navigate themselves within a community.

At ISB, we have a carefully planned Programme of Inquiry which forms the focus of learning through inquiry. Subject areas such as Mathematics, English, Science, Art, Music, Additional Languages and Social Studies are woven into the programme in an authentic transdisciplinary manner, with clearly defined standards for each. The result is an engaging, authentic learning experience which caters for learners from all backgrounds.

The appetite and zest for learning of children in their primary years is unrivalled. Our carefully selected team of talented teachers provides an Elementary School experience that is designed to bring out the very best in the children that we teach. I hope that this handbook gives you the information that you need to understand how our school works. Please do not hesitate to get in touch should you require any additional information.

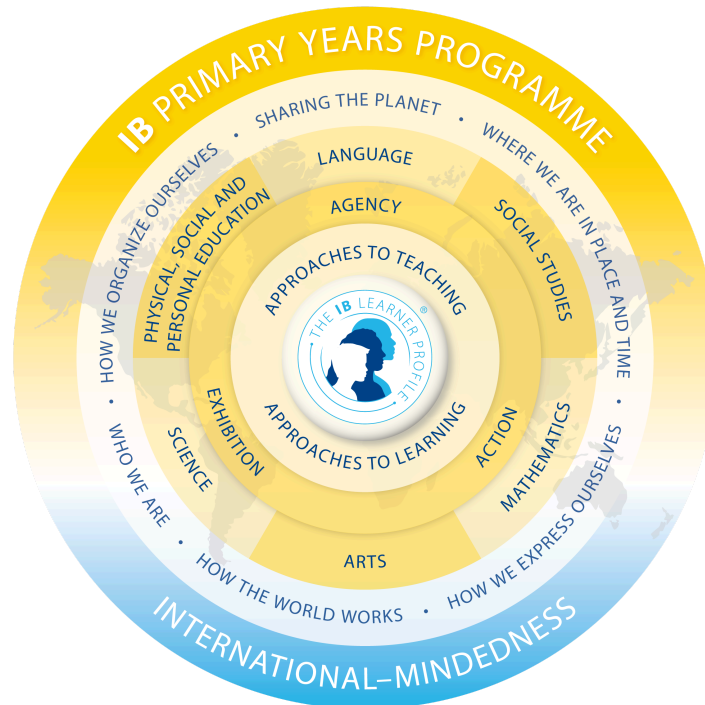
Best regards,

A handwritten signature in black ink that reads "Kevin Smith". The signature is written in a cursive style with a long, sweeping underline.

Kevin Smith

The Primary Years Programme (PYP)

The PYP is a programme of international education designed to foster the development of the whole child. It provides a curriculum framework for Elementary schools around the globe. The illustration of the IB PYP Curriculum model below encapsulates learning in the Elementary School at ISB.



A significant and distinctive feature of the IB Primary Years Programme is its six transdisciplinary themes, which are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These themes provide opportunities to incorporate local and global issues into the curriculum, allowing learners to inquire beyond the confines of subject areas.

Units of Inquiry are developed around these transdisciplinary themes. These inquiries are substantial, in-depth, and last for several weeks. Since these themes relate to the world beyond the school, learners find them relevant and engaging, which helps them connect with the material in a meaningful and challenging way. This approach to learning encourages students to reflect on their roles and responsibilities as learners and to become actively involved in their education. Teachers share a Unit Newsletter with families at the beginning of each unit of study to provide more information and ways to support the learning at home.

We aim to create a learning environment where young learners understand the interconnectedness of big ideas while grasping the essential concepts, knowledge, and skills that will form the foundation for future

learning. These elements are planned within each unit of inquiry.

To ensure continuity and academic rigour at ISB, we have developed key learning outcomes for each year level that reflect the different ways children develop. The school actively recruits teachers with previous PYP experience and invests in their continuing professional development through attendance at PYP workshops and conferences where they can meet and interact with PYP teachers from other schools.

The IB maintains quality assurance by regularly evaluating authorised schools. ISB gained PYP authorization in February 2009 and was most recently evaluated in October 2025. The next IB evaluation will take place in 2030. Specific questions about the PYP at ISB should be directed to the school's PYP Coordinator.

General Elementary School Operation

Arrival

School is in session between 8.30 am and 3.30 pm. Student supervision is provided from 8.10 am in the morning. Students arriving prior to 8:10 am should be supervised by a parent or other adult.

Children in the Early Years may report to the classroom from 8.10 am onwards. Parents may drop their child, or stay for a short while as their child settles in. We understand that children at this age may take a while to transition from home to school and we appreciate your partnership in this.

Elementary students are to play in the elementary playgrounds until the morning bell rings at 8.30 am, at which point students line up and are transitioned to class.

Late Arrival

Early Years students who arrive late are to be walked by the parent to the classroom. Please ensure the teacher is aware that the child has arrived so they can take over responsibility.

Parents of Elementary students who arrive late must report to the Elementary Office to sign in so the attendance can be recorded. The child may then walk to class (parents need not accompany). Parents will be informed of repeated tardiness, which can greatly impact student learning and the development of social connections that are critical for this age group.

Dismissal

At 3.30 pm, school is dismissed. Students are walked by their homeroom teacher to the buses, or will go to the After School Activities into which they are enrolled. ASAs begin at 3.40 pm. Teachers leading elective programmes walk students to the buses at 4.30 pm. No supervision is provided after school for students, and parents who pick their children up from school are requested to be at the collection point at the car park by 3.30 pm. Parents who wish their children to walk home without supervision must contact the school via the school secretary. A parent or guardian must supervise children who remain on campus after school or after ASAs.

Early Dismissal/Pick Up

Students may not leave the campus during school hours unless they have been signed out from the Elementary Office. If an elementary student needs to depart early, parents have two options.

1. Parents may phone the Elementary Office and then pick up their child directly from the classroom. The Elementary Office will notify the Bus Coordinator.
2. Alternatively, parents can email the teacher, Elementary Office, and Bus Coordinator together, and then collect their child from the classroom.

Absences

The Elementary Office should be informed of all absences as early as possible via [Managebac](#). The Elementary Office will contact parents whose children are absent from school without explanation. In the event of serious illness, parents are requested to inform the school giving details as to the nature of the illness and the anticipated length of the absence. Parents may send a doctor's note if a child's activity is to be restricted for a specific reason (such as a broken bone). Children who are too unwell to participate fully in school and who do not have a doctor's note are to be kept home.

Much of the work in the PYP is integrated and done collaboratively, and cannot be assigned as stand-alone homework. Therefore, during absences, students will potentially miss a portion of the academic programme. Teachers will be unable to provide supplementary work for students to take on trips and during absences. Frequent absences can impact the evaluation of a student's progress. Whenever possible, planned dental and medical appointments, family trips, and similar events should be scheduled so they do not conflict with school.

Absence from PE Lessons

The PE programme is considered an integral part of the whole programme offered by the school. If a student is at school but, owing to recent illness, is considered by parents and/or a doctor to be unfit for sports, a note signed by the doctor, parent or guardian must be presented to the teacher, giving details of the illness. Any extended absence from any part of the PE programme will require a doctor's certificate. A student who is unfit for PE should also not participate in sport ASAs.

Snack Breaks

There will be two recess/snack breaks provided (in addition to a lunch break). During break time, students have an opportunity to socialise and play with students from a variety of classes, as well as to eat their healthy snacks brought from home. Due to allergies, students are asked not to share their snacks with others. A water bottle labelled with the student's name is also needed. We recommend a non-breakable, reusable bottle.

Birthday Parties and Celebrations

If your child wishes to celebrate a birthday at school, please make arrangements ahead of time with the classroom teacher. We request you send in no more than one treat (such as a cookie or cupcake) per student. Teachers will communicate any additional class policy on birthday celebrations at the start of the year, and we suggest you inquire with regard to any food allergies in the class. Distributing invitations to personal/private parties and social events at school at any time is not allowed, unless all students in a class are included in the invitation. In cases where all students in a class are being invited, please ask the homeroom teacher for the appropriate time to pass out the invitations.

School Supplies

The school provides daily learning materials, such as paper, folders, pencils, markers, scissors, glue, etc. All students need to bring to school:

- Backpack
- Shatterproof water bottle
- Healthy snacks and lunch (unless purchasing school lunch)
- PE uniform and sports shoes on PE days
- House T-shirt
- Appropriate clothing for outdoor play during all seasons
- A set of labelled (first and last name) inexpensive headphones that suit the needs of your child’s classroom device and will remain at school:

Grade	Headphone Type	Where to Purchase
Kindergarten	Aux Headphones	Available in the school shop
Grade 1	USB Type-C Headphones	Available in the school shop
Grade 2	USB Type-C Headphones	Available in the school shop
Grade 3	Aux Headphones	Available in the school shop
Grade 4	Aux Headphones	Bring from home
Grade 5	Aux Headphones	Bring from home

Children in the Early Years should also bring the following:

- Diapers/nappies and wipes if not toilet trained
- A change of clothing including underwear
- A soft pillow and blanket for rest time (EY1 and EY2 only)

Care and Replacement of Books and Materials

Students have a responsibility to look after any books and materials supplied by the school. If a student loses or damages a book or materials beyond reasonable wear and tear, they will be charged for a full cost replacement.

Personal Property

Students are discouraged from bringing non-essential belongings to school. The school accepts no financial responsibility for personal items that go missing at school. We recommend that items of value (monetary, personal, and sentimental) not be brought to school. Students’ personal items should be labelled. If an item is lost, students may check the Lost and Found area, which is located near the Elementary Office.

Unmarked items not claimed within a reasonable period of time will be donated to a local charity or recycled. Elementary students may not use electronic or online devices during the school day unless directly supervised by a teacher and engaging in a learning activity. Please keep non-essential electronics at home.

Parents as Partners

We value the parents of our students as partners in the educational process. Teachers may invite parents to participate in learning events, field trips, or activities, or to come in as classroom volunteers. The school reaches out to parents in a number of ways, such as through the weekly newsletter, and the Seesaw Application. Teachers will also email or call parents directly with class-related or student-specific information.

Report Cards and Student Records

Formal report cards are available for parents via [Managebac](#) twice a year, at the end of each semester. All records will be made available to the parents/guardian of the student at their request, with the possible exception of confidential reports, which may be made available only at the discretion of the Elementary Principal. Transcripts, test scores and other appropriate information will be sent to educational institutions requesting them with parental permission.

Conferences

Conferences will be scheduled at different times during the year. The aim of these conferences is to enable parents, students, and teachers to share information regarding the progress of each student. Neither parents nor teachers should wait until such a time if they have any matter of concern. A meeting should be arranged as soon as any such concern arises. There are three types of conferences utilised in the Elementary School.

- **Welcome Conferences**

These are guided by the teacher and are a way for us to learn more from parents about their child and family. These are generally one-way conferences, with the parent sharing information with the teacher.

- **Parent-Teacher-Student Conferences (PTSCs)**

These conferences bring together the parent, student, and teacher. They present an opportunity for the student to set goals and/or report on goals progress. Having all parties in the room allows for open and honest communication about the child's accomplishments and areas for further growth. Ultimately, they help the student to take ownership of their learning.

- **Student-Led Conferences (Korean Version)**

These are held in Early Years and Elementary classes once a year in spring. Parents are invited into the classroom and the students take them on a "learning walk" using their portfolio and other work samples to explain their learning and progress. The student-led conference is a celebration of learning that has occurred over the course of the school year, up to that point.

The dates for report publication and conferences will be shared in the [weekly newsletter](#) and on the [Community Calendar](#).

Student Portfolios

[Seesaw](#) is an application (app) that enables students, teachers and parents to share and comment on learning. Each student has their own learning portfolio on the platform where they post examples and reflections of their learning. Parents are encouraged to comment on their child's posts using the [TAG routine](#). Messages and information about learning and activities from the class teacher may come through

the messaging system. Instructions on how to become a member of your child's Seesaw account will be communicated from each child's homeroom teacher.

Classroom Parents

A classroom parent has the opportunity to contribute greatly to the lives of children at ISB. It is through the classroom parent that:

- Additional support is given to the teacher
- The support and dedication of other parents can be organised and utilised

There will be many areas that your help may be called upon. Although not a complete list, some examples include:

- Coordinating helpers for trips and visits
- Coordinating people to help with special events such as assemblies or performances
- Coordinating food and drink at special events
- Coordinating volunteers to help in the classroom
- Welcoming new families
- Creating and updating a class contact list for parents (voluntary participation)

It is essential that the class parent works with the homeroom teacher and that all events are planned only with the teacher's approval and input. At times, class parents have invited all the parents to a social event, such as meeting for coffee. We request that these social events remain informal and social, and school business be avoided. All parent concerns should be individually addressed directly to the teacher, rather than discussed at a parent coffee. Class parents are asked to redirect conversations as needed.

We ask that parents be invited to support class parties through donations of items such as snacks, utensils, decorations, or other party supplies, rather than by contributing money. Parents can be asked to sign up to bring specific items to help ensure that everything needed for the celebration is covered.

The role of a classroom parent varies depending upon the age of the children and the needs of the teacher. Teachers will ask for Class Parent and other volunteers and we hope you will consider helping out.

Settling Your Child (Early Years)

In the Early Years classes, parents are welcome to stay for the first session to help their child become comfortable with the teachers, children, and school. We encourage you to let your child interact with others. Please tell your child when you are going, and then leave quickly to allow them to transition easily to being in class without you.

Elementary Student Behaviour Expectations

Student Conduct & Wellbeing

Our expectations for student conduct are rooted in the IB Learner Profile. We believe that positive behaviour is a reflection of a student's growing ability to be *Principled, Caring, and Reflective*. By fostering an environment of mutual respect, we ensure ISB remains a safe, inclusive, and welcoming space for all.

Our Approach: Learning through Action

At ISB, we view behavioural incidents not as mere infractions, but as valuable learning opportunities. We understand that behaviour is a form of communication, often linked to a student's emotional state or the specific context of a situation.

To support this, we utilise the "Zones of Regulation" framework throughout the Primary school. This provides students and teachers with a shared language to:

- **Identify:** Recognise their current emotional "Zone" (Blue, Green, Yellow, or Red).
- **Regulate:** Move towards a state of readiness for learning using personalised toolkits.
- **Reflect:** Understand how their "Zone" impacts their choices and the wider school community.

Restorative Practices and Discipline

We use a positive, restorative approach to discipline. When expectations are not met, our goal is to help the student understand the impact of their actions and how to make safer, more principled choices in the future.

- **Logical Consequences:** When a consequence is warranted, we ensure it is logically tied to the behaviour (e.g., repairing a broken trust or cleaning a mess). This helps children see the intrinsic link between their choices and the outcome.
- **Collaborative Problem Solving:** Most behavioural issues are managed through guided reflection with the supervising teacher. If a concern is ongoing, parents will be invited to join the conversation so we can work as a team to support the child's social-emotional development.

Serious Misconduct

While our focus is on growth and reflection, the safety of our community is paramount. Serious issues—such as harassment, bullying, theft, or physical violence—are referred to the Elementary Principal. These incidents require a more formal investigation and may result in:

- Parent conferences and the creation of a formal Behaviour Support Plan.
- In-house suspension or loss of specific privileges.
- School community service work.

In rare cases where safety remains a concern despite intervention, suspension or reconsideration of enrolment may be necessary, following consultation with the Head of School and Board of Governors.

Playtime Essential Agreements for Students

To keep our shared spaces joyful and safe, students agree to:

- **Be Respectful:** Treat others, their games, and all equipment with care.
- **Stay Safe:** Remain within designated Elementary play areas.
- **Be Inclusive:** Welcome others to join in play and use kind language.
- **Be Principled:** Play friendly, fair, and safe games.
- **Be Reflective:** Take responsibility for our environment by putting rubbish in the bin.

English as an Additional Language (EAL)

In Early Years and the Kindergarten classrooms, students contextually acquire their English language skills alongside their peers. From Grade 1 through 5, an EAL teacher works with the Homeroom teacher to support English Language Learners.

The EAL teachers use standardized assessments to establish English academic language proficiency, monitor student progress, and flag students when they are ready to receive reduced support.

Learning Support

The Learning Support teachers work with selected students across the elementary school. The types of support include conducting informal and formal assessments, providing academic/behavioural/emotional support, consulting with parents/teachers, and making referrals to outside services. The collaborative work between the Learning Support teacher, parents, students, and other teaching staff encourages individual students to meet their goals. Student learning support can take place in a number of ways, including:

- Supporting students in accessing the curriculum
- Providing explicit and specially designed instruction
- Supporting students with organisational, self-advocacy and study skills development
- Providing classroom accommodation and modification support
- Consulting with students, parents and teachers
- Supporting students in utilising assistive technology
- Promoting learning difference awareness
- Monitoring student progress

A referral for external evaluations is sometimes made for students who have not responded sufficiently to support or are exhibiting significant learning/behaviour challenges. Parents pay the fee and any other costs related to outside services. The results of the tests are discussed with the child's parents upon completion of the evaluation, and appropriate plans are formulated.

Home Learning

In the Elementary School, we believe that after a long school day, children should have the time and space to pursue their own passions—whether that is socializing with family, playing outdoors, practicing an instrument, or helping to prepare a meal. We view home learning not as a series of chores, but as an opportunity to pursue personal goals, practice essential skills, or polish a performance.

The single most impactful habit a student can develop is a daily love for reading. Research consistently shows that students who read for pleasure daily demonstrate higher academic achievement, increased empathy, and improved vocabulary compared to those who do not.

Reading at home should be an enjoyable, shared experience. We encourage parents to:

- Read to your child: Even as children become independent readers, listening to a story helps develop complex language comprehension.
- Listen to your child: Let them share their progress and celebrate their growing fluency.

- Discuss the text: Talk about characters, predictions, and big ideas to foster critical thinking.

We expect all Elementary students to engage in reading every day as their primary home learning priority. Beyond daily reading, students may choose to bring work home to further their growth. Any additional home learning activities set by teachers or initiated by the student will be:

- Goal-Oriented: Connected to personal learning targets or classroom inquiries.
- Independent: Designed to be completed without the assistance of a caregiver.
- Reflective: An opportunity to polish a "performance" (such as a presentation or a piece of writing) or reinforce a skill.

Should your child choose to practice skills or pursue personal learning goals, please keep in mind that research suggests clear limits to ensure learning remains effective and stress-free. The table below shares the school's minimum time recommendations for reading and suggested limits for other home learning activities.

Grade Level	Daily Reading	Other Home Learning	Maximum Time
Early Years & Kindergarten	Shared Family Reading - 10 - 15 minutes	None	10 - 15 minutes
Grade 1 - 2	20 minutes	10 minutes	30 minutes
Grade 3 - 4	20 - 30 minutes	20 minutes	40 - 50 minutes
Grade 5	30 minutes	30 minutes	60 minutes

Welcome from the Secondary Principal



Welcome to the Secondary School at ISB. We strive to develop not only knowledgeable and capable students, but also happy, thoughtful, and successful young people, who love to learn and care about the world they live in. We care about the complete development of our students by not only providing a highly challenging academic education through the International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (DP) but also ensuring that the students are able to achieve their full potential academically and socially through the provision of a close-knit, supportive and friendly environment.

The MYP emphasises intellectual challenge. It encourages students to make practical connections between their studies and the real world, preparing them for success in further study and in life. The MYP aims to develop active learners and internationally minded young people who can empathise with others and pursue lives of purpose and meaning. Underpinning our philosophy is the acknowledgement that this is a period of great change, not only in an academic sense but also as a period of great physical maturation. At ISB we aim to create a supportive environment where MYP students can thrive and expand their academic and personal interests.

As a small school, ISB takes the time to look after and develop the individual student while providing them with the necessary personal, social and academic skills to carry them along their path of life-long learning. All students pursue the ISB diploma, an accredited equivalent to a US High School Diploma. In addition, students may pursue the IB Diploma Programme (DP) and earn the IB Diploma from the International Baccalaureate. The Diploma Programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

Students also have a choice of extra-curricular activities to ensure that their time at school is balanced. There are many after school activities (ASAs) to choose from including a wide range of artistic options such as mural painting, the theatre production, orchestra, and individual instrument lessons. The ASA programme also includes sports such as volleyball, basketball, soccer and cross-country running where we compete both in our local South Korea Association of International Schools (SKAIS) and in our international conference, the East Asia International School Activities Conference (EAISAC).

I hope that this handbook gives you the information that you need to understand how secondary school works. Please get in touch should you require any additional information.

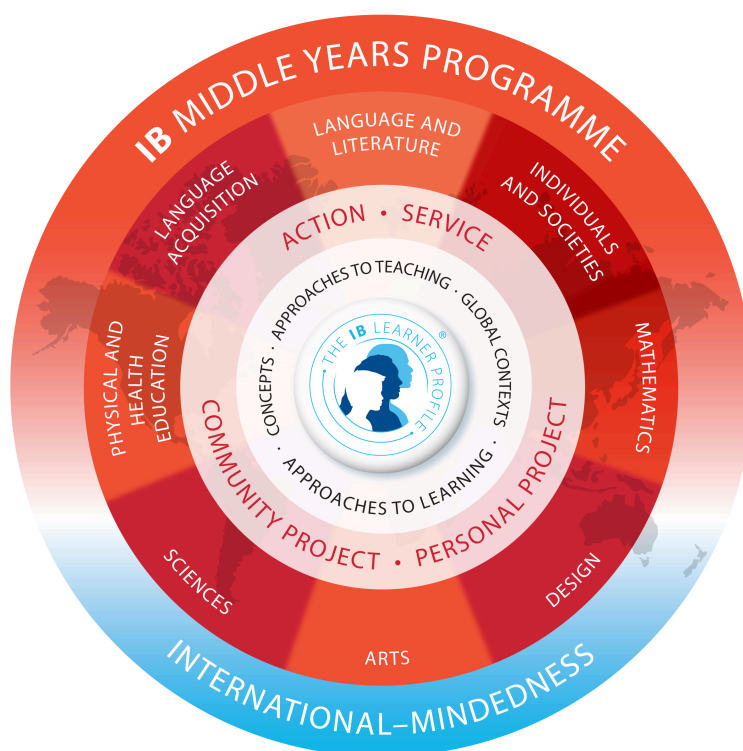
Best regards,

Paul Horkan

Paul Horkan

The Middle Years Programme (MYP)

The curriculum for Grades 6 to 10 is the International Baccalaureate (IB) Middle Years Programme (MYP). This programme provides a framework for our teachers to help develop each student's learning potential. It emphasises holistic learning, communication, and intercultural awareness. The MYP serves as a bridge between the IB Primary Years Programme and the IB Diploma Programme, transitioning students from transdisciplinary to interdisciplinary learning and equipping them with the skills needed to succeed in the IB Diploma Programme. The IB maintains quality assurance by regularly evaluating authorised schools. ISB gained MYP authorization in 2015 and was most recently evaluated in October 2025. The next evaluation visit is scheduled for October 2030. Specific questions about the MYP at ISB should be directed to the school's MYP Coordinator.



In the MYP programme model, the first ring around the student at the centre illustrates the features that support the development of both disciplinary and interdisciplinary understanding:

- **Approaches to Learning (ATL):** Emphasises the development of essential skills for learning, underscoring ATL as a central element of the MYP.
- **Approaches to Teaching:** Highlights the MYP's distinctive pedagogy, which centres on collaborative learning and inquiry.
- **Concepts:** Promotes a concept-driven curriculum, encouraging deeper understanding across subject areas.
- **Global Contexts:** Demonstrates how learning is enriched and made meaningful when placed in real-world contexts.

The second ring identifies key outcomes of the programme:

- **Inquiry-Based Learning:** Encourages curiosity and critical thinking, often leading to student-initiated action, including service within the community.

- **Personal Project:** In Grade 10, students undertake the Personal Project - a substantial, independent piece of work that showcases the skills and understandings developed throughout the MYP.

The third ring represents the MYP's broad and balanced curriculum:

- **Eight Subject Groups:** The MYP organises teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- **Interdisciplinary Teaching and Assessment:** Subject groups may include discrete or integrated disciplines - for example, history or geography within individuals and societies; biology, chemistry, or physics within sciences.
- **Interdisciplinary Nature:** The programme's structure encourages connections between subject groups, integrating learning through global contexts and key concepts.

Personal Project

In the final year of the Middle Years Programme (MYP), Grade 10 students undertake the Personal Project, a significant component designed to showcase their ability to manage a long-term project independently. This project is centred on a topic of personal interest to the student, allowing them to demonstrate their creativity, initiative, and application of skills learned throughout the MYP.

Students choose their project topic based on their own passions and interests, which fosters a high level of engagement and motivation. The Personal Project requires them to apply a range of skills, including research, critical thinking, and time management. Throughout the process, students reflect on their learning journey and the outcomes of their project, developing self-awareness and critical thinking.

The Personal Project represents the culmination of the students' learning experiences in the MYP, integrating knowledge and skills from different subject areas. It also prepares them for the type of independent work required in further education, including the Diploma Programme (DP). This project is not only a reflection of what they have learned but also a preparation for future academic challenges.

MYP eAssessment

The MYP eAssessment is a modern, technology-driven evaluation method designed for Grade 10 students to assess their knowledge, skills, and understanding comprehensively. This assessment method leverages digital tools to create an interactive and engaging evaluation process.

The primary purpose of the MYP eAssessment is to measure student achievement against internationally benchmarked criteria, providing a clear and accurate representation of their learning progress and competencies developed over the course of the programme. The eAssessment consists of several key components:

- **On-screen Examinations:** These interactive, computer-based assessments cover subjects such as language and literature, language acquisition (Spanish), sciences, mathematics, individuals and societies, and interdisciplinary learning. The exams feature various question types, including multiple-choice, short answer, and extended response, often incorporating multimedia elements to

enhance student engagement and understanding.

- ePortfolios: Students compile a collection of their work over time in subjects like arts, design, physical and health education, and language acquisition. These portfolios showcase their learning journeys, reflecting their skills, creativity, and progress comprehensively.
- ***Additional note:*** At ISB, the ePortfolio is completed in Design, and the on-screen examinations are as follows: Mathematics (extended or standard), English Language and Literature, Korean Language and Literature, Sciences, Spanish Language Acquisition, Individuals and Societies and interdisciplinary. Unfortunately, the IB does not offer Korean Language Acquisition.

Each component of the eAssessment is evaluated against specific criteria that align with the MYP objectives. This criterion-based assessment allows students to understand the expectations clearly and provides transparent grading. The eAssessment emphasises critical thinking, conceptual understanding and the application of knowledge in real-world scenarios, reflecting the MYP's focus on developing well-rounded, independent learners.

Upon successful completion of the eAssessment, Grade 10 students receive the MYP Certificate or the MYP Course transcript, recognized internationally and demonstrating their readiness for further education, including the DP or other advanced studies.

Both the Personal Project and the eAssessment are integral parts of the MYP, ensuring that students are not only assessed on their knowledge but also on their ability to apply what they have learned in meaningful ways. These components prepare students for future academic and personal success, fostering critical thinking, creativity, and independent learning skills.

Students entering the school will be tested for English language proficiency and will be placed appropriately. The eAssessment requires students to have a good level of English proficiency to be successful.

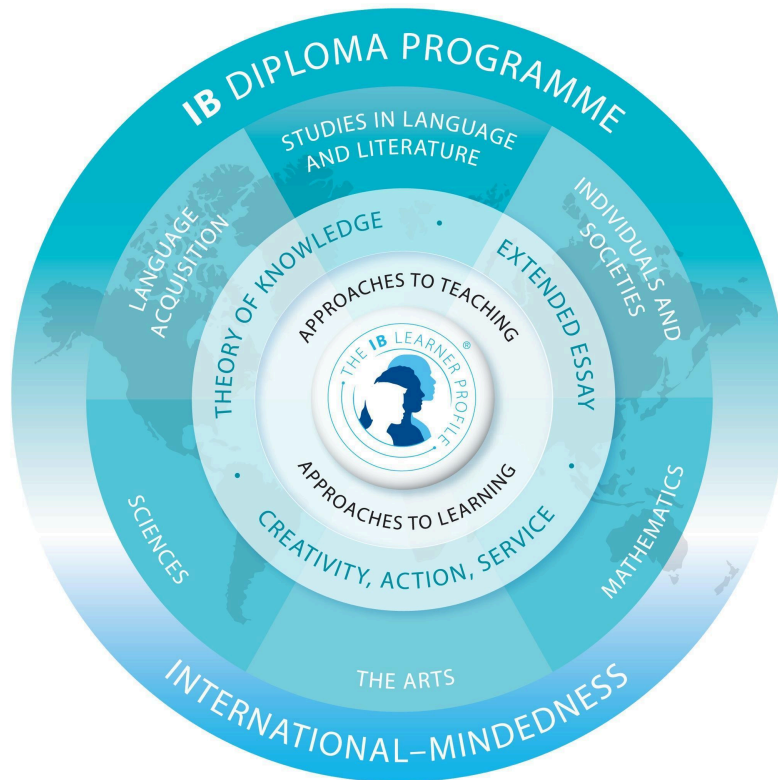
Language Acquisition

Language acquisition requires perseverance and consistency. Therefore, the choice of language acquisition must be made carefully to ensure progression throughout the MYP programme. An orientation for parents and students will be held before the start of Grade 6 to help families make an informed decision. It is strongly advised that students avoid switching their language acquisition track during the programme, particularly after Grade 8, to ensure continuity and maximise the effectiveness of language learning.

If your home language is Korean or Spanish, a placement test can determine whether Language A or B is the better option. There is the possibility of taking Korean A starting in Grade 6 or later, which can provide access to a bilingual diploma in the DP.

The Diploma Programme (DP)

The curriculum in Grade 11 and Grade 12 is the International Baccalaureate Diploma Programme. The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies leading to examinations, which meets the needs of highly motivated secondary school students between the ages of 16 and 19.



The International Baccalaureate® (IB) Diploma Programme (DP) is a rigorous, two-year pre-university curriculum for students aged 16–19, designed to foster academic, social, and emotional development. It is highly regarded by global universities for promoting critical thinking, research skills, and breadth of knowledge through six subject groups, the core components (TOK, CAS, EE), and external assessments. No prior language experience is needed before students join the IBDP programme. Language options exist for students with all levels of language experience, from absolute beginners to bilingual students. At the end of the IBDP programme, students will:

- Speak a second language to a high level.
- Be exceptional writers and text analysts.
- Have developed college-level research skills.
- Be excellent critical thinkers.
- Have a breadth of knowledge that includes all subject areas.
- Have applied their knowledge and skills to extensive community service.

The DP is granted following the assessment of individual student performance by external examiners. This evaluation is based primarily on examinations taken in all subjects at the conclusion of the final year of study and includes some internal assessment, for example, oral examinations, science laboratory investigation reports, and portfolios of work.

The school actively recruits teachers with previous DP experience and invests in their continuing professional development through attendance at appropriate workshops and conferences where they can meet and interact with Diploma teachers from other schools. ISB was first authorised to offer the DP in April 2008 and was most recently evaluated in October 2025. The next evaluation visit is scheduled for 2030. Specific questions about the IB Diploma Programme at ISB should be directed to the school's DP Coordinator.

General Secondary School Operation

Arrival

School is in session between 8.30 am and 3.30 pm. Student supervision is provided from 8.10 am in the morning. Students gather outside building C until the morning bell rings at 8.25 am, at which point students may enter the building and go to their classes. Students are however permitted to enter the southern entrance of C building and remain in the student lounge area prior to the bell ringing in the morning.

Late Arrival

Students who arrive late are to report to the Secondary School office to sign in so the attendance can be updated. Students will receive a late pass from the secondary office. Students are not admitted to class without the late pass. Parents will be informed of repeated tardiness, which can greatly impact student learning.

Dismissal

School is dismissed at 3:30 pm. After-school activities begin at 3:40 pm and end at 4:30 pm. No supervision is provided for students after school, so parents picking up their children should arrive by 3:30 pm. Students who stay on campus after school must be supervised. They are only allowed to remain on campus if they are participating in an extracurricular activity, registered for supervised work in the library, involved in a school club, receiving academic support from a teacher, or have received approval from the Secondary Principal.

Early Dismissal/Pick Up

Students may not leave the campus during school hours. If a student needs to depart early, parents have several options. They can inform the secondary school office ahead of time via phone, email, or ManageBac and pick the child up from the office at a predetermined time, or parents can report to the office in person and sign their child out. All students departing early with permission, must sign out from the secondary school office.

Absences

The Office should be informed of all absences as early as possible via [Managebac](#), phone, or email. On a daily basis, the Office will contact parents whose children are absent without reason. In the event of serious illness, parents are requested to inform the school, giving details of the nature of the illness and the anticipated length of absence. Parents should inform the School, in writing, of any ailment that might affect the student's participation in any class or sports activities.

School Supplies

It is suggested that students bring to school the following items:

- Backpack
- School supplies that they may need such as paper and pencils
- Shatterproof water bottle
- Healthy snacks and lunch (unless purchasing school lunch)
- ISB PE Uniform and sports shoes on PE days (this is compulsory)
- Appropriate clothing for outdoor play during all seasons

Care and Replacement of Books and Materials

Students have a responsibility to look after any books and materials supplied by the school. If a student loses or damages a book or materials beyond reasonable wear and tear, they will be charged for a full cost replacement.

Personal Property

Students are discouraged from bringing non-essential belongings to school. The school accepts no financial responsibility for personal items that go missing at school. We recommend that items of value (monetary, personal, and sentimental) are not brought to school. Students' personal items should be labelled. If an item is lost, students should check the Lost and Found zone, which is located near the Main Secondary Office. Unmarked items not claimed within a reasonable period of time will be donated to a local charity or recycled.

Parents as Partners

We value the parents of our students as partners in the educational process. Teachers may invite parents to participate in learning events, field trips, or activities, or to come in as classroom speakers. The school reaches out to parents in a number of ways, such as through the weekly newsletter and parent information evenings. Teachers will also email or call parents directly with subject related or student-specific information.

Progress Reports

The goal of Progress Reports is to improve communication between home and school. A Progress Report is a document shared with parents to celebrate student achievements or to inform them when their child is experiencing difficulties in class. The purpose of the Progress Report is to maintain ongoing communication and increase parental awareness of their child's current progress. The report will highlight specific areas where the child needs improvement or areas where they have excelled. We encourage parents to call the school at any time to schedule an appointment to meet with a teacher.

Report Cards and Student Records

Formal report cards are available for parents via [Managebac](#) at the end of each semester. All records will be made available to the parents/guardian of the student at their request, with the possible exception of confidential reports, which may be made available only at the discretion of the Secondary Principal. Transcripts, test scores and other appropriate information will be sent to educational institutions requesting them.

Parent-Teacher-Student Conferences (PTSCs)

Conferences will be scheduled at different times during the year, roughly at the midpoint of each semester. The aim of these conferences is to enable parents, students, and teachers to share information regarding the progress of each student. Neither parents nor teachers should wait until such a time if they have any matter of concern. A meeting should be arranged as soon as any such concern arises.

The dates for report publication and conferences will be shared in the weekly newsletter and on the [Community Calendar](#).

Homeroom

Each secondary student from grade 6 to 12 has a Homeroom teacher they visit for a lesson on Monday, Wednesday, and Friday. Monday homeroom is used for various pastoral purposes, while Wednesday homeroom is dedicated to delivering our wellbeing programme. On Friday, after the homeroom check-in, the time is used for assemblies and house activities. The role of the Homeroom teacher is important for the welfare of the students. They build supportive relationships with students through regular interactions and assist in guiding each student through the academic and social demands of secondary school.

The key responsibilities of Homeroom teachers include:

- Establishing a nurturing relationship with individual students in their homeroom class.
- Encouraging each student to reach their full potential.
- Offering advice and guidance.
- Developing each student's Approaches to Learning skills (i.e., Communication, Self-Management, and Social Interactions).
- Acting as a liaison for any matters related to homeroom students.
- Keeping the Secondary Principal and learning support teachers informed about the progress of their students.
- Referring students who are struggling with academic, social, or classroom behaviour to the Secondary Principal or learning support staff.

Secondary Behaviour Expectations

At ISB, we aim to maximise self-discipline, self-control, and respect for others' rights by helping students achieve their potential. This goal is based on the belief that young people respond positively to encouragement and learn to bear the logical consequences of their actions. In partnership with the home, the school encourages students to develop appropriate behaviour and take responsibility for their actions.

Good behaviour results from sound parental attitudes, acceptable community standards, and the growing realisation by the student that one needs to conform to reasonable rules to live together sensibly in a complex community. It is expected that all students at ISB will always show respect for:

- Themselves
- Others
- The school
- The wider community

Students are expected to work towards these ideals. It is understood that we all make mistakes; however, it is important that we learn from them to avoid repeating them. Thus, students at ISB are expected to adhere to the ISB Secondary School Student Code of Conduct. The Code of Conduct is signed by students and parents at the beginning of each school year.

ISB SECONDARY SCHOOL STUDENT CODE OF CONDUCT

At the International School of Busan, we believe in fostering a positive and inclusive learning environment that encourages the holistic development of our students. Our community values respect, responsibility, and collaboration. The Student Code of Conduct outlines the expectations and standards that contribute to a safe, supportive, and enriching educational experience for all.

1. Respect for Self and Others:

- Treat everyone with kindness and consideration, embracing the diversity within our community.
- Use inclusive language and behaviours that promote a sense of belonging for everyone, regardless of their background, race, ethnicity, gender, or abilities.
- Use English as the language of inclusion. Many languages are spoken at ISB and this is to be celebrated. English is, however, considered our language of inclusion and students should use English purposefully to include when someone outside of another language group is present.
- Demonstrate a positive attitude towards learning, recognizing that each individual has unique strengths and challenges.

2. Academic Integrity:

- Uphold honesty and integrity in all academic pursuits, including assignments, exams, and projects.
- Give proper credit to the ideas and work of others through accurate citation and referencing.
- Avoid plagiarism and any form of cheating, recognizing the value of personal growth through genuine effort and learning.

3. Responsible Digital Citizenship:

- Use technology responsibly and ethically, adhering to the school's acceptable use policy.
- Only use mobile phones, earbuds and/or headphones on the school campus when directed by a teacher for a learning experience.

4. Attendance and Punctuality:

- Attend all classes regularly and punctually, recognizing the importance of consistent participation in the learning process.
- Communicate promptly with teachers in case of absence and make a conscientious effort to catch up on missed work.

5. Environmental Stewardship:

- Contribute to the maintenance of a clean, safe, and sustainable school environment.
- Demonstrate responsible use of resources, including water, energy, and materials.

- Engage in eco-friendly practices that contribute to the well-being of our local and global community.

6. Conflict Resolution:

- Resolve conflicts peacefully and constructively, seeking the guidance of teachers or school counsellors when needed.
- Avoid gossip, rumours, and negative behaviours that may harm the well-being of others.
- Foster a culture of open communication and understanding to build strong and positive relationships within the school community.

7. Extracurricular Engagement:

- Encouraged to participate actively in school activities and clubs, promoting teamwork, leadership, and a sense of belonging.
- Respect the rules and guidelines set forth by coaches, advisors, and event organisers.
- Celebrate achievements and successes of peers, fostering a supportive and encouraging environment.

By adhering to this Student Code of Conduct, we collectively contribute to the creation of a positive and respectful community that empowers each student to reach their full potential.

Student Conduct and Discipline

Student Conduct is based upon the Learner Profile attributes as set out by the International Baccalaureate Organisation. Students are expected to be:

- Thinkers
- Risk takers
- Balanced
- Open-minded
- Caring
- Knowledgeable
- Reflective
- Principled
- Inquirers
- Communicators

The Student Code of Conduct flows from the values and beliefs outlined in the ISB guiding statements and the IB Learner Profile attributes. The Student Code of Conduct applies to all school activities including evening and weekend events as well as school sanctioned trips, local as well as international. Students are under the authority of all teachers at all times in the classroom and anywhere on campus or while attending or travelling to and from school activities. Infractions of the Student Code of Conduct are divided into two categories; misbehaviour and grave (extremely serious) misconduct. ISB uses a progressive discipline approach when dealing with instances of student misbehaviour and student misconduct – wherever necessary a differentiated approach is implemented.

Examples of Misbehaviour

- Disruptive or inappropriate behaviour in class, or in the school generally.
- Disruptive or inappropriate behaviour while travelling on school buses and/or failing to follow instructions from the bus driver.
- Littering, failing to put away garbage, making or leaving a mess in the classroom, the cafeteria or the hallways.
- Failing to obey established classroom expectations.
- Other behaviours, which in the judgement of the school disrupt the learning environment.

Consequences for misbehaviour may include:

- Being assigned a different seat in the classroom.
- Conference or detention with the teacher or principal.
- Parental telephone contact or conference.
- Guidance referral or a case conference with teachers and the student.
- Being assigned a lunchtime or after school detention.
- Other consequences as determined by the Secondary Principal

Examples of Grave Misconduct

- Persistent misbehaviour.
- Noncompliance or defiant, argumentative, or oppositional behaviour toward teachers.
- Possession or use of tobacco products.
- Possession or use of products used for vaping or e-cigarettes
- Possession or use of illicit drugs or alcohol.
- Stealing or being in possession of stolen goods.
- Fighting, inciting violence, bullying, harassing, intimidating or issuing threats.
- Making verbal or written statements that are bigoted, racist, homophobic, sexist, or defamatory.
- Using foul or profane language.
- Violating the privacy of others, or subjecting them to ridicule in any way including the use of electronic means such as email, photography, or audio recording.
- All forms of vandalism including graffiti.
- Possession of a weapon or any behaviour that could jeopardise the health and safety of others.
- Any form of plagiarism or cheating on an internal or external assignment or exam.
- Other behaviours which in the opinion of the school constitute grave misconduct.

Consequences for Grave Misconduct may include:

- Referral to Secondary Principal for detention, in-school suspension, or out of school suspension.
- Recording of the referral in the student's file.
- Parental conference, cautionary letter to file, mandatory counselling.
- Compensation for damages or restitution of property.
- Student placed on behaviour probation.
- Loss of privileges (such as participation in school events)
- Recommendation for expulsion.
- Illegal activities such as the possession, use or distribution of banned substances including drugs and alcohol will be referred to the authorities.
- Other consequences as determined by the Educational Leadership Team.

Detention Procedures

- Teachers may detain students in their classroom for a period of review and reflection following cases of misbehaviour.
- Teachers will contact parents when students are required to serve detention after school.
- An effort will be made to notify parents of all school detentions and a parent conference may be scheduled.

Probation

Students will be placed on probation when there is a serious concern related to attendance, behaviour or academics. There will be a differentiation made between academic and behavioural probation. Students on probation will not be allowed to participate in any extracurricular activities (school related). The student's parents will be notified and a plan of action will be developed. Students will remain on probation until they have reached the conditions outlined in the plan.

Academic Probation

Academic probation is defined as any student with outstanding assignments or having multiple failing grades on the 1st semester report or end of year report. Repeated failure to submit assignments on time or to be present for class summatives may also result in a student being placed on academic probation.

Out of School Suspension and Recommendation for Expulsion

Out of school suspension will be utilised 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. They may arrange to come to school before or after regular hours in order to obtain assignments and to submit work. Students must make prior arrangements with the Secondary Principal to come to the school.

When, in the judgement of the Head of School and the Educational Leadership Team, 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 semester, a school year or permanently. The expelled student will not be allowed on campus after they are expelled. When a recommendation for expulsion is pending, a student will be suspended while a written recommendation for expulsion is prepared for approval by the Board of Governors.

Students may follow the [Student Complaints and Appeals Procedure](#) to raise complaints about IB programme matters or appeal decisions made by the school relating to IB programmes.

Secondary Attendance Expectations

At the International School of Busan, much of the work is integrated and done collaboratively. Every student is an essential contributor to the learning community at ISB. It is crucial that students are present in the classroom for shared learning to be successful. During absences, students may miss a portion of the academic programme, which could adversely affect learning outcomes and grades. Parents, teachers, and administrators partner in supporting students to attend school regularly and arrive at class on time. Repeated absences may impact the evaluation of a student's progress. Planned dental and medical

appointments, family trips, etc., should be arranged so that they do not conflict with school whenever possible.

Our goals are to:

- Instil in students and parents the understanding that regular attendance is core to learning.
- Cultivate effective skills for self-management.
- Develop collaboration and communication skills through regular participation.
- Support students in taking responsibility for their actions and the consequences that follow.
- Ensure students grow from the range of experiences offered in the school.
- Foster ongoing interdependence to allow for constructivist learning to take place.

Definitions

- Excused Absence: Serious illness, medical conditions, family emergency.
- Unexcused Absence: All other absences (a recommended maximum 10 class periods in any class each year).

Expectations for Students

- Must complete all homework, internal assessments, and other assignments on time, even if absent on the day of the deadline.
- May be required to attend after-school and/or lunchtime tutorials to make up for work missed due to absence and lateness.
- Must complete the Activities Absence Permission Form to attend school events.
- Are expected to attend school the day following a school trip.
- Must attend all educational excursions, such as Action and Orientation Trips.

Expectations for Parents

- Should submit a Managebac form to inform teachers that their child will be absent. (If the Managebac form cannot be submitted, parents should contact the Secondary School Secretary).
- Should take care to book and plan family holidays during school holidays.
- Are required to get approval from the Secondary Principal for pre-planned absences.
- Are required to attend meetings to discuss attendance issues.

School Expectations

- Communicate attendance concerns with parents.
- Support teachers with step five of the attendance monitoring process (see below).

Repeated Absence Process

- Step One: Teacher meets with student.
- Step Two (5 absences in one class over the year): Student meets with Secondary Principal and an attendance contract (academic probation) is introduced. Parents are informed.

- Step Three (7 absences in one class over the year): Secondary Principal meets with parents and students.
- Step Four (9 absences in one class over the year): Warning meeting with Secondary Principal.
- Step Five (10 absences in one class over the year): Course Credit Hearing with student, programme coordinator, counsellor, and Secondary Principal. Recommendations are made to the Head of School.

English as an Additional Language (EAL)

Our EAL teachers support English Language Learners (ELLs) in acquiring proficiency and confidence in using English until they are able to work independently in all subjects. Students receive support from an EAL teacher in specific subjects during class time. Once they reach LAS Links Level 5, they are considered proficient and exit the EAL programme. Our EAL teachers regularly meet with classroom teachers to discuss differentiated instruction, assessment, and opportunities for co-teaching.

Learning Support

The Learning Support Teacher works with selected students across the Secondary School. The types of support include conducting informal and formal assessments, providing academic, behavioural, and emotional support, consulting with parents and teachers, and making referrals to outside services. The collaborative work between Learning Support teachers, parents, students, and other teaching staff encourages individual students to meet their goals. Student learning support can take place in several ways, including:

- Supporting students in accessing the curriculum
- Providing explicit and specially designed instruction
- Helping students develop organisational, self-advocacy, and study skills
- Offering classroom accommodation and modification support
- Consulting with students, parents, and teachers
- Assisting students in utilising assistive technology
- Promoting awareness of learning differences
- Monitoring student progress

A referral for external evaluations is sometimes made for students who have not responded sufficiently to support or are exhibiting significant learning or behaviour challenges. Parents are responsible for the fee and any other costs related to outside services. The results of the tests are discussed with the child's parents upon completion of the evaluation, and appropriate plans are formulated.

Home Learning

Home learning is typically defined as any tasks assigned to students by teachers to be carried out during non-school hours. At ISB, the purpose of home learning is to:

- Practice skills and reinforce content
- Preview material for class discussion
- Study for quizzes and formative and summative assessments

Besides enhancing academic success, purposeful home learning can help students develop the Approaches to Learning (ATL) skills, such as:

- Self-Management Skills: Organisation, planning, time management, prioritising, persistence, and perseverance
- Thinking Skills: Independent problem solving, critical thinking, creative thinking, and retrieving, applying, and transferring knowledge, skills, and understandings

ISB takes a scaffolded approach to the amount of home learning assigned, considering a child's age, language and learning levels, and programme requirements. The hallmarks of effective home learning include:

- A clear academic purpose that both teachers and students understand and support
- An efficient means of demonstrating understanding
- Providing students with some control over their own learning and a sense of ownership
- Giving students a sense of competence
- Being differentiated in both content and quantity so that students can complete it independently in a reasonable amount of time

Responsibilities

Teacher's Responsibilities

- Record all home learning and summative tasks on ManageBac in a timely manner, preferably during the day or immediately after the school day
- Ensure that no more than two assessments are assigned on a given day

Student's Responsibilities

- Check ManageBac daily and keep a record of the home learning set for each period.
- Discuss any problems completing home learning with the teacher as soon as possible

Parent's Responsibilities

- Assist students with checking ManageBac
- Monitor students' work on ManageBac
- Communicate any concerns with a teacher in a timely manner

As students progress from the MYP to the DP, they naturally develop greater independence and self-management. However, ongoing parental monitoring and support continue to play a vital role in their academic and emotional success.

Missing or Incomplete Work

Missing or incomplete home learning is considered a behaviour issue and not an academic issue and will be addressed accordingly. Students may be asked to complete missing work during breaks or after school under teacher supervision. If a pattern of missing or incomplete work exists, teachers will send a Progress Report home, and students will work with the teacher, principal, and/or counsellor to resolve the issue.

Home Learning Guidelines

Teachers at ISB adhere to the following home learning guidelines:

- New material will not be introduced as home learning unless it is part of a 'flipped classroom'.
- Home learning will not be used as a punishment.
- Home learning will not be assigned to complete an unfinished lesson.
- Home learning will not be assigned just for the sake of assigning work.
- The amount of home learning assigned will allow students to have a balanced life.
- Home learning will not be concentrated at the end of the grading period.
- The learning and language abilities of individual students will be taken into consideration.

Graduation Requirements

Overview

The purpose of this section is to provide parents and students with an overview of the High School academic programmes offered at ISB. It outlines the possible pathways a student may take from the beginning of Grade 9 to their graduation at the end of Grade 12. Each student must continually develop and evaluate a learning programme appropriate to their goals and grade level. The selection of courses requires serious and careful consideration. Students should consult with teachers, parents, and counsellors to develop a programme that meets their personal objectives, maximises educational opportunities, and earns the required credits toward graduation. Course selections should be based on ISB graduation requirements, individual abilities and interests, and the student's future goals and vocational plans.

ISB offers an academically rigorous international curriculum drawn from the highest standards and practices worldwide. As a CIS (Council of International Schools) and WASC (Western Association of Schools and Colleges) accredited school, ISB graduates attain a Graduation Certificate that enables them to apply to institutions of higher learning globally. All students participate in the ISB curriculum.

All students meeting the graduation requirements will receive an internationally recognised International School of Busan High School Diploma.

The ISB Diploma (International School of Busan High School Diploma)

The ISB Diploma is an internationally recognised High School Graduation Certificate from a school accredited by the Western Association of Schools and Colleges. All students who meet the minimum graduation requirements receive the ISB Diploma, forming the foundation for all student progress in the school.

Graduation Requirements

The ISB graduation requirements were developed in accordance with current international High School standards and minimum recommended university admission requirements. They are as follows:

- A minimum of 24 credits is required for a college preparatory International School of Busan diploma.
- Students earning a grade of 3 or above in a course will receive credit.
- In the MYP (Grades 9 and 10), students complete 8 courses per year and are awarded 1 credit for each course completed successfully.

- In Grades 11 and 12, students typically complete 6 courses per year and are awarded 1 credit for each course completed successfully.
- For transcript and graduation purposes, grades and credits are assigned at the end of the year. For students leaving midyear, transcripts with partial credits are awarded.
- Grade Eleven and Twelve students are required to take a minimum of 4 courses each year.
- To earn IB standard or higher level credit, students must sit the IB external exams and submit all required internal and external assessments.
- Students must attend 90% of classes to obtain credit for a course. Calculations are based on 180 school days. Extenuating circumstances, such as hospitalisation, will be considered by the Student Support Team.

Graduation Requirements (Credits) by Subject Area

Subject Area	Required Credits	Explanation
English	4	Language Literature A or Language B English
Mathematics	3	
Science	3	All courses must contain a practical component.
Individuals and Societies	3	2 years of TOK counts as 1 credit of I & S (0.5 credits in each year)
World Languages	2	
Physical and Health Education	2	
Fine Arts (Music, Visual Arts, Drama)	2	
Electives	5	Drawn from all categories beyond minimum credit requirements
Total Credits Required	24	
Creativity, Activity, Service	Pass	

Students at ISB can enhance their learning experience and future opportunities by completing the full IB Diploma Programme during Grades 11 and 12. IB courses form the foundation of our curriculum at ISB. Students who do not opt for the full diploma or do not meet eligibility requirements may still take IB Diploma courses and earn certificates from the IBO for each completed course. Additionally, students may choose to enrol in ISB courses, which occur concurrently with IB courses but have modified assessment criteria and requirements.

International School Busan Diploma	
Pathway 1 - ISB Diploma and IB Diploma	Pathway 2 - ISB Diploma only
<p>Requirements:</p> <ul style="list-style-type: none"> ● 6 DP Courses (3 Higher Level and 3 Standard Level) ● Creativity, Activity, Service (CAS) ● Theory of Knowledge (ToK) ● Extended Essay (EE) 	<p>Course Options</p> <ul style="list-style-type: none"> ● DP Courses (Higher or Standard Level) ● ISB Courses ● ISB Online Courses (a maximum of two online courses per year and a maximum of four over the two year programme) <p>Requirements:</p> <p>Any mix of courses is acceptable as long as courses are available (schedule) and credits earned meet graduation requirements</p> <ul style="list-style-type: none"> ● Creativity, Activity, Service (CAS)

International Baccalaureate Diploma Programme

The IB Diploma Programme is a rigorous two year course that provides students with an internationally renowned benchmark for university admissions and possible advanced college credit. Students take a total of six courses over two years, are required to complete a research based Extended Essay of around 4,000 words, and partake in extra-curricular activities and service through the Creativity, Activity, and Service programme (CAS) and a course called Theory of Knowledge.

Additional Entry Requirements

Academic Standing: Grade 10 Transcripts / Test Scores (one or more may apply)

- MYP: Subject Scores of 3 or above for SL entry.
- MYP: Subject Scores of 4 or above for HL entry.
- A successfully completed MYP Personal Project
- For students coming from outside institutions, all academic documentation will be evaluated by the Student Success Team for appropriate pathway placement.

If a student does not meet the above criteria, the student may enter the IB Diploma Programme at ISB on a provisional basis at the discretion of the MYP and DP Coordinators and the Secondary Principal. After the first semester, provisional candidates' performance will be reviewed by the DP Coordinator and the Secondary Principal. Recommendations for future study will follow the review process. Please contact the IB Diploma Coordinator to receive further information.

Student Success Team

The Student Success Team is made up of the Secondary School Principal, Guidance Counsellor and Diploma Programme Coordinator. The purpose of the team is to make decisions regarding the selection of courses and identify the pathway that will be academically appropriate and offer students the greatest likelihood of success.

IBDP Courses at ISB

As an alternative to the full IB Diploma, students at ISB have the option of enrolling in a number of IB Diploma subjects as part of their pathway to graduation. Students who complete all of the internal and external requirements for IBDP courses receive an official certificate with a grade from the IB. Students may choose any course or courses at higher or standard level. Successful results in higher level courses may result in advanced university credit.

Internally Assessed ISB Courses

An alternate pathway for those students not taking the full Diploma Programme or Diploma Programme courses are ISB Courses. Students would be in the same classes but are assessed using non-IB assessments. Students are assessed based on internally developed assessments and exams and are eligible for the ISB Diploma.

Routes to Graduation and Subject Selection

Students and parents/guardians are encouraged to work with the College Counsellor, the Diploma Programme Coordinator and the subject teachers to choose the subjects necessary for the successful completion of their studies at ISB. The school offers a variety of options for study and provides students with many opportunities for academic growth. However, only careful planning can ensure that students follow a route that not only meets graduation requirements but also their interests, desires and future plans.

An Inclusive Education Model, Alternative Pathways towards Graduation and ISB Individualised Education Programmes (IEPs)

ISB is committed to providing an education for all students. As such, ISB follows an inclusive education model that reaches out to all students and attempts to increase their participation and involvement within the classroom, school, and community by removing barriers, differentiating, and adapting our curriculum according to our students' needs. Therefore, while the majority of students at ISB will follow standard grade progression through high school to achieve the requirements for graduation, exceptions do occur and will be handled on a case-by-case basis. Examples include but are not limited to:

- A student who requires further support and development of English
- A student who enters the High School in Grade 12 and requires a subject both for graduation and university entrance
- A student who needs to repeat a subject
- A student with special considerations or needs

With the individual needs and requirements of the student in mind, the Programme Coordinator, Learning Support Coordinator, Guidance Counsellor, subject teachers, EAL teacher, parents/guardians, and student will decide upon a pathway best suited for the individual student's situation and development, which may include a formal ISB Style Individualised Education Programme (IEP). An ISB - IEP will be initiated, developed, and maintained by the Learning Support Coordinator.

English as an Additional Language

Students entering the school will be tested for English language proficiency and will be placed appropriately. The IB Diploma Programme is a rigorous academic programme requiring students to have a high level of English proficiency to be successful. Student proficiency in English will be a determining factor of pathway placement for incoming Grade 11 students.

ISB General Grade Descriptors for Grades 9 and 10

ISB Grade	Grade Descriptor
7	Excellent: The student consistently demonstrates a thorough understanding of the required knowledge and skills and can apply them almost faultlessly in a wide variety of situations. The student always produces work of high quality, consistently demonstrating evidence of originality and insight and also, where appropriate, evidence of analysis, synthesis and evaluation.
6	Very Good: The student consistently demonstrates a thorough understanding of the required knowledge and skills and can apply them in a wide variety of situations. The student generally shows originality and insight and consistently demonstrates evidence of analysis, synthesis and evaluation where appropriate.
5	Good: The student consistently demonstrates a thorough understanding of the required knowledge and skills and can apply them in a variety of situations. The student occasionally shows originality and insight, and generally demonstrates evidence of analysis, synthesis and evaluation where appropriate.
4	Satisfactory: The student demonstrates a good general understanding of the required knowledge and skills and can apply them in normal situations. The student occasionally shows evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre: The student demonstrates limited achievement with respect to most of the learning objectives or clear difficulties in some areas. The student shows a limited understanding of the required knowledge and skills and can only apply them fully in normal situations with support.
2	Poor: The student demonstrates very limited achievement with respect to the learning objectives. The student has difficulty in understanding the required concepts and skills and is unable to apply them in normal situations even with support.
1	Very Poor: The student demonstrates minimal achievement with respect to the learning objectives. The student shows very little, if any, evidence of being able to understand and apply the required knowledge and skills.
Not Assessable	The student has produced work that cannot be assessed or not enough work was produced.

ISB takes a proactive approach to academic success and achievement. We believe all students are capable of learning if provided with a positive, supportive environment. As such, we assess student learning on work produced that meets the criteria, standards, and objectives of our curriculum. A student may be deemed “Not Assessable” on a report card if they arrive too late in the term or they have not submitted enough coursework for teachers to properly assess them.

Timeline for MYP Subject Selection and Options

Month	Action
First school day in August	Drop/Add Period for ISB Students. After the first school day in August, students will not be allowed to add or drop a class under normal conditions. Students who do wish to add or drop a class after this deadline must fill out a separate application.
January	In mid January as indicated on the ISB Calendar, an MYP information evening for students and parents / guardians will be held.
February/March	Student consultation with subject teachers and the College Counsellor regarding subject choices as part of their graduation requirements, abilities, interests, and career paths.
March 1st	Subject selection forms due.
June	Draft of ISB course schedule for upcoming School Year

Timeline for IB Diploma, Certificate and ISB Diploma Subject Selection

Month / Year	Action
First day of the year - August	After August 31 st , students will not be allowed to add or drop a class under normal conditions. Students who do wish to add or drop a class after this deadline must fill out a separate application.
December/January	As indicated on the ISB Calendar, in January an IB information evening for Grade 10 students and parents/guardians will be held. Students and Parents/Guardians will be provided with the “ISB IB Diploma Programme Application”. Students will indicate on the application preliminary subject choices for the following year.
January/February	Students who wish to pursue the IB Diploma Programme will be required to return their application by the end of February. During the next two months, the DP Coordinator will review applications and continue dialogue/meetings with students, parents, and guardians where necessary.
March	In March, full DP Candidate students will be formally informed of their DP status for Grade 11 with preliminary subject choices.
May	Development of an initial two year schedule for students based upon preliminary choices.
June	Draft of ISB course schedule for upcoming School Year

Students who wish to drop or add a subject must discuss these possible changes with the DP Coordinator. All students must fill out a *Change of Subject Form* to be approved and signed by all relevant parties.

College Counselling

ISB offers college counselling services to support students in achieving their future goals. These services are available throughout high school, helping with subject choices, curriculum decisions, and the university application process.

Objectives

1. **Realistic University Applications:** Help students realistically approach the university application process while aiming for their post-secondary goals.
2. **Balanced Workload:** Minimise the workload for students so they can balance university applications with their high school responsibilities.
3. **Efficient Support:** Streamline and schedule the work teachers need to support students' applications effectively.

Procedures

- **Supplemental Documentation:** ISB will send all required supplemental materials for university applications, including recommendation letters, forms, high school profiles, IBDP predicted scores, and transcripts.
- **Transcript Requests:** High school transcripts are the student's property and are available for free upon request. Requests must be made at least 7 days in advance.
- **Application Deadlines:** All applications must be completed by the final Monday before the Winter Holiday, except for southern hemisphere universities or those with later application dates.
- **Recommendation Letters:** Students must provide completed Request for Letter of Recommendation Forms to the Counseling Office at least 3 weeks before the application deadline.
- **Counselling Sessions:** If a student misses a counselling session, it is their responsibility to reschedule.
- **Deadlines and Requirements:** Students must keep track of all application deadlines and requirements.

ISB Students are allowed to apply to a maximum of 10 universities.

The complex application processes of certain universities, such as those in the U.S., often involve multiple stages and lengthy essays. This places a considerable burden on students, diverting valuable time away from their DP/school studies. A focused approach, where students apply to a reasonable selection of universities, can help mitigate this burden and ensure they remain on track with their academic goals.

Students are not expected to apply to ten universities; many apply to five, or seven. A shorter list is perfectly acceptable if it suits the student's needs and the country of interest.

Transcripts

An official high school transcript details your four-year academic record and is crucial for university admissions. It includes grades, ISB credits, and graduation status. Transfer credits from other schools are included in the ISB transcript.

ISB High School Transcript Includes:

- Complete four-year high school record of grades (semester and final year grades)
- ISB credits and graduation status
- ISB grading scale

Transcripts are confidential, sealed, and signed by the ISB College Counselor. Most universities require that transcripts be mailed directly from the school.

High School Awards

Subject Awards

Awards for Academic Achievement will be presented to students in Grades 9-12 at the end of each Academic Year. Certificates are to be awarded using one or more of the following criteria:

- a student who is considered to be a good role model in the subject
- a very hardworking student
- an academically consistent student
- a student who has presented work which indicates a significant improvement

Students in Grades 11 and 12 are eligible for inclusion on the Honour Roll each academic year. Eligibility is based on the following criteria:

- Grade 11 students: Honour Roll placement is based solely on Grade 11 academic performance.
- Grade 12 students: Honour Roll placement is based on academic performance across both Grades 11 and 12.

Two levels of recognition are awarded:

- High Honour Roll: Awarded to students with an overall annual average of 6.2 or above
- Honour Roll: Awarded to students with an overall annual average of 5.8 or above

Academic Awards for Grade 11

EARCOS Global Citizenship Award

This award is presented to a Grade 11 student who embraces the qualities of a global citizen. This student is a proud representative of their nation while respectful of the diversity of other nations, has an open mind, is well informed, aware and empathetic, concerned and caring for others encouraging a sense of community and strongly committed to engagement and action to make the world a better place. Finally, this student is able to interact and communicate effectively with people from all walks of life while having a sense of collective responsibility for all who inhabit the globe.

Academic Awards for Grade 12

Valedictorian

Valedictorian is an award to the most outstanding academic student in Grade 12 (Student with the highest GPA). GPA calculation is based on both Grades 11 and 12.

Salutatorian

Salutatorian is an award to the individual with the second highest GPA in Grade 12. This will be decided after all grades have been submitted for all subjects. The Student Success Team will meet to distinguish the most outstanding student or students for Grade 12. GPA calculation is based on both Grades 11 and 12.

*Note: If a student has not completed their CAS graduation requirements before the final day of school for the grade 12s, they will not be eligible for the Valedictorian or Salutatorian awards.

High Honours

Students will graduate with High Honours if they achieve a 6.2 GPA for their grade 11 and 12 school years.

Honours

Students will graduate with Honours if they achieve a 5.8 GPA for their grade 11 and 12 school years.

ISB Student Leadership Award

This award is presented to a Grade 12 student who exemplifies leadership. This student leads in the classroom, through leadership groups and clubs and through extracurricular activities. This student is recognized by faculty and peers to be a leader who helps others and works to improve the school.

ISB Global Citizenship Award

This award is presented to a Grade 12 student who embraces the qualities of a global citizen. This student is a proud representative of their nation while respectful of the diversity of other nations, has an open mind, is well informed, aware and empathetic, concerned and caring for others encouraging a sense of community and strongly committed to engagement and action to make the world a better place. Finally, this student is able to interact and communicate effectively with people from all walks of life while having a sense of collective responsibility for all who inhabit the globe.

General Rules and Regulations for Secondary Students

Break Times

Break times at ISB include a short morning recess and a longer lunch period. During these times, students are expected to go outside the school buildings. Staff on duty will encourage this. Exceptions include rainy days and poor air quality days, when students will remain indoors. On such days, students may use their Homerooms, the Library, or other designated areas. Additionally, students with permission from a staff member may work indoors, for example, in the library. The general expectation is that students are outside during break times.

Elevator Use

The primary purpose of the elevator in the secondary building is to assist adults and students with mobility challenges (such as those using crutches or wheelchairs) to safely travel between floors. It is also used for moving large and heavy equipment and instruments. All other students are prohibited from using the elevator unless authorised. The school nurse will provide a dated document to permit elevator use.

Field Rules

- No food or drinks, except bottled water, are permitted on the grass areas of the field.
- Use the trash containers around the field for all waste.
- Mopeds, bicycles, scooters, in-line skates, and skateboards are not allowed on the grass areas.
- Goals must be lifted, not dragged, when moved.
- Do not use chalk or other materials to mark the field; use cones only.
- No outside tents or structures may be set up on the field; staking is prohibited to avoid damage. ISB will provide canopies if needed.
- Only rubber-soled soccer shoes are allowed for soccer; gym or tennis shoes are encouraged for other activities.
- No spiked heels should be worn on the field.
- Report any field damage to the Operations Manager as soon as possible.

First Aid / Serious Accidents

First aid boxes are available in the school office, the Secondary Office, and on school buses during excursions. Students needing minor first aid should go to the Secondary Main Reception or the Nurse's room on the first floor of the Elementary Building. First aid is limited to cleaning wounds and applying cold compresses. For more serious treatment, the School Nurse will coordinate the process.

Gymnasium and Auditorium Etiquette

Students should behave appropriately in various social or cultural situations. Etiquette may vary depending on the event. For example, shouting is inappropriate at a concert but acceptable at a basketball game. Regardless of the event, students and spectators should respect performers and other spectators. Students represent ISB and should act as ambassadors. Anyone infringing on the rights of others may be asked to leave.

Lost Property

Label clothes and school equipment before the school year starts. Do not bring overly valuable or breakable items to school. The school is not responsible for personal property security on campus or during field trips. Valuable items are not needed during the regular day. Lost items should be checked at the lost property area near the Secondary Office. Unclaimed items will be cleared at the end of each term and donated or recycled. If items cannot be found, contact the Secondary Secretary.

Off Limits Areas

Secondary School students should avoid the following areas:

- Elementary and Early Years playgrounds
- Elementary and Early Years buildings (unless attending a lesson or with staff permission)
- School car parks
- Embankment alongside the main road
- Gymnasium (unless with staff permission)
- Fire escapes at the rear of the Secondary building (except in emergencies)
- Any accessible rooftops (unless with permission and staff supervision)
- Secondary School Teachers Lounge
- Kitchen area

By adhering to these rules and regulations, students help maintain a safe and respectful environment for everyone at ISB.

This handbook was last updated May 2026