



Parent Handbook

2023-2024

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From the Head of 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 technologically 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 sports field, gymnasium, tennis and basketball courts, playgrounds, libraries and a cafeteria. We have a school population of around 350 students between the ages of 3 and 18 who come from over 35 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.

With best wishes,

A handwritten signature in blue ink that reads "Simon McCloskey". The signature is fluid and cursive.

Simon McCloskey
Head of School

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 [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 that leads to change, including the ability and willingness to adapt. It occurs in supportive environments rich in engagement, social interaction, and feedback. It is driven by inquiry, curiosity and experimentation. Learning is constructed in authentic contexts and results in the acquisition of new knowledge, skills and understandings for all learners.

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 is being unified and respectful in our diversity. It involves respecting and valuing the languages, cultures, traditions and personal histories of all members of our community. Global citizens and intercultural learners strive to be honest, fair and respect the dignity and rights of everyone.

Our Community

Students at ISB come from more than 30 countries. The diversity of the student body is one of the strengths of the school. It enables new students to settle into their environment and creates a wonderful atmosphere of open-mindedness and understanding. The same is true for the staff and faculty, who represent over 15 nationalities.




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). This does not preclude any programme for positive discrimination, which has as its purpose the improvement of conditions for disadvantaged individuals or groups. 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. Our philosophy and guiding principles are outlined in [Diversity, Equity and Inclusion Policy](#).

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 (LS) 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)
- 3 Way Conferences are scheduled twice a year
- Student led conferences are scheduled once a year

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](#).

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).

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 well being 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.

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
- 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 home until they have been free of any of the following symptoms for at least 24 hours. Do not send your child to school if they display any of the following symptoms:

- A temperature of 37.5°C or higher.
- Green or yellow drainage from nose, nasal or chest congestion and cough.
- Severe cough, persistent or uncontrolled.
- Diarrhoea or vomiting.
- Presence of a skin rash especially with other symptoms (fever, itching, bumps); a rash should be identified and treated by a physician before the child can return to school.

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

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,

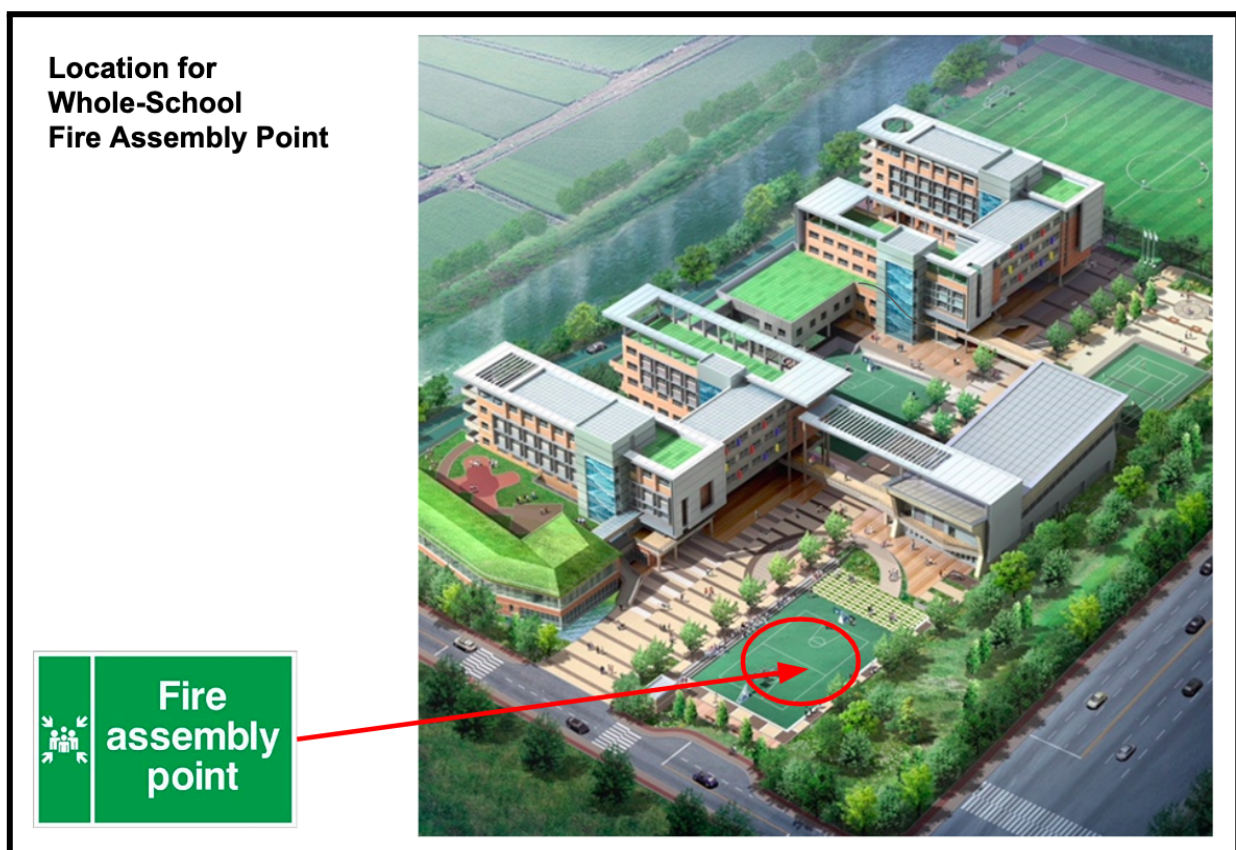
allowing the heart to re-establish an effective rhythm. It has simple audio and commands, and is designed to be simple to use for the layperson. The school has 4 AEDs (located next to the entrance to the Gymnasium, at the entrance to C Block, near the Cafeteria in B Block and in the Reception area in A Block).

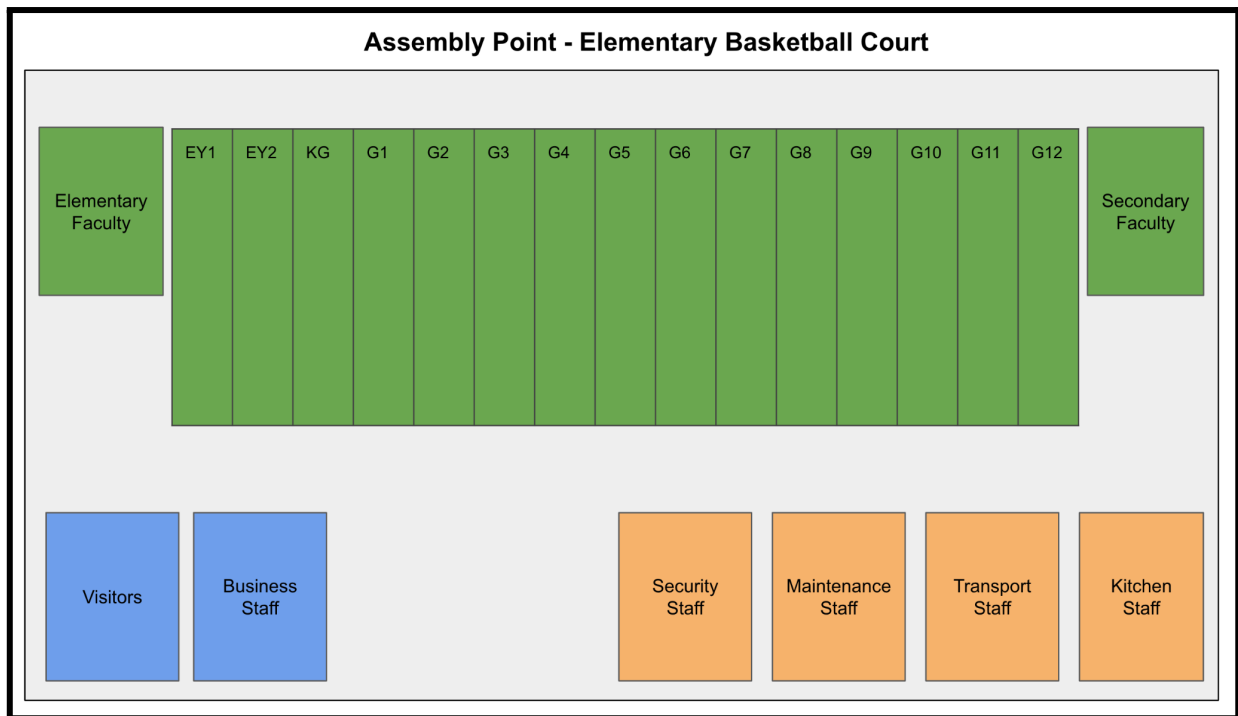
Nut Allergy Awareness

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.

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.





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's attendance will be recorded to ensure there is a register of all people on campus in the event of an emergency evacuation or lockdown.

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. When the local AQI is 100 or more, all students will also remain indoors. We currently use [this site](#) for local readings.

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.

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. 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, 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 learning environment, we encourage our students to make healthy food choices. Food and drinks that fuel physical development will increase students' ability to concentrate, leading to increased academic achievement. We appreciate your support in sending healthy snack options to school, such as fruits, vegetables, whole grains, and proteins. Sweets, candies, chocolates, sugar-rich drinks, etc. are not appropriate and it is requested that they are not sent to school. A morning snack should be provided from home for each student. Chewing gum is not permitted on the school premises.

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, Jinhae and Geoje Island. 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

Children in Early Years Classes and Grades 1-3 will be placed on the buses by teachers. Students in Grades 4-12 have a personal responsibility to ensure that they are on the bus before the designated departure time. If there is a limited number of students on the Ulsan, Junhae and Geoje routes, the 4.40 pm service may not operate, so it will be the responsibility of students to find alternative transport if they participate in after-school electives.

Extended electives, 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 electives.

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 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. No other vehicle is allowed to use this area during 'drop off' or 'pick up'. 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](#), [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.

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.

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](#).

Digital Citizenship

ISB is recognized as a Common Sense Media Certified School. This certification is awarded to schools that foster a dedication and commitment to helping students think critically and use technology responsibly to learn, create, and participate. The content of the digital citizenship curriculum was designed and developed by Common Sense Media in partnership with Project Zero at the Harvard Graduate School of Education. The development of the curriculum was also guided by research with thousands of educators. Our digital citizenship lessons take on real challenges and digital dilemmas that students face today, giving them the skills they need to succeed as the digital learners, leaders, and citizens of tomorrow. The curriculum is organised under the following headings:

Media Balance and Wellbeing – We find balance in our digital lives.

Students go beyond screen time to explore the impact their digital lives can have on their well-being and relationships while learning to balance media in their everyday lives.

Privacy and Security – We care about everyone’s privacy.

Students learn how to protect personal information and gain a deeper understanding of their data privacy rights so they can advocate for themselves and others.

Digital Footprint and Identity – We define who we are.

Students consider the benefits and risks of online sharing and explore how a digital persona can affect one’s sense of self, reputation, and relationships.

Relationships and Communication – We know the power of words and actions.

Students reflect on how to build positive relationships, avoid risky online talk, and understand why some topics and conversations can best lend themselves to certain mediums.

Cyberbullying, Digital Drama and Hate Speech – We are kind and courageous.

Students take on these tough topics and play the active role of an upstander to build positive, supportive online communities and combat online cruelty.

News and Media Literacy – We are critical thinkers and creators.

Students identify credible and trustworthy information sources and reflect on their responsibilities as thoughtful media creators and consumers.

Educational Technology

Educational technology at ISB encompasses three different strands: contemporary skills, computer science skills, and technology for teaching and learning. These are elaborated below. We envision the school itself being a model for contemporary workplace practices, using technology to enhance communication, organisation, and efficiency, with a robust infrastructure to support our educational goals.

Contemporary Skills

The first element of the vision for technology at ISB is that our students are fully prepared to enter and succeed in the “21st century” university and workplace. [ISTE](#) identifies this as students who are global collaborators, computational thinkers, digital citizens, creative communicators, innovative designers, knowledge constructors, and empowered learners. In today’s environment, this means that students will use technology to organise themselves and their work, to communicate with peers, teachers, and others in a variety of ways, to set up meetings, check calendars, request information, and collaborate in an online classroom environment. They will use technology tools to be creative and complete assignments, to find resources, to research, to navigate digital libraries and seek out sources world-wide, to spread awareness, to take initiative, to find problems, iterate and propose solutions. We believe the “tools” in school need to mirror the world outside of school so our students learn and practise these skills prior to leaving ISB.

Computer Science Skills

Additionally, we believe that technology is the future of our students’ world and they should be prepared to be leaders in the industries of technology, computer science and engineering. To this end, we believe students need foundational skills starting in the early years that will prepare them for later life. We also offer as many opportunities as we can for students to use these skills to create innovative solutions both in and out of the classroom.

Technology for Teaching and Learning

Finally, we believe that technology enhances the teaching and learning of all subjects. Technology supports a student-centred classroom, frequent formative assessment, feedback, differentiated instruction, collaborative learning, access to varied resources and authentic audiences for students. All teachers have the skills to utilise technology to enhance their practice and improve student learning.

Laptops and/or iPads are provided for all Elementary students. In the Secondary School, students are required to bring their own devices. [Here are the recommended specifications for secondary student laptops](#). The Technology team is available to assist students and parents with basic technical support. If you have any questions you are welcome to email it@isbusan.org in either English or Korean.

Digital Citizenship Agreements

The school’s information technology resources, including email and internet access, are provided for educational purposes, either through a student’s own computer or a school computer. The ISB [Digital Citizenship Agreements](#) provide age-appropriate responsible use agreements for students and guidance for parents and teachers.

Mobile Phone Use on Campus

At ISB we believe that technology can enhance the teaching and learning of all subjects. Technology supports a student-centred classroom, frequent formative assessment, feedback, differentiated instruction, collaborative learning, access to varied resources, and authentic audiences for students. We strive to ensure that teachers and students have the skills to utilise technology to enhance learning. There are times in the day however, when we believe that it is important for students to socialise, chat, play and learn how to interact without devices. It is for this reason that we ask all students to keep mobile phones and smart

watches in bags or lockers while on campus. Students using phones or smart watches in class, during lunch or at break time will be asked to put their devices away. Repeated use of phones will result in confiscation of the phone for the day. The phone will be placed in a cell phone parking lot in the corresponding Principal's office. The exception to this may be when a teacher asks students to use their device during the school day for the purpose of learning or when a student asks a supervising adult to use their phone for a specific purpose. Should you need to contact your child in case of emergency during the school day, please get in touch with the Elementary or Secondary Secretary.

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. Students and teachers are encouraged to wear their house colours on the days that they are participating 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 electives run in three seasons: fall, winter, and spring. Students sign up for the classes 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 SKAC (Southern Korean Activities Conference) 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, futsal, soccer, cross country, track and field, Model United Nations and debate. Schools compete in three age categories:

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

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. If you do not wish your child to attend a camp, your child is to remain home for the duration of the camp.

Dress Code

Students are representatives of our school and our diverse cultural environment. ISB promotes an educational environment where students feel confident and focused on their learning rather than on their clothes. Clothing should be appropriate for daily learning activities in a school. The guidelines are as follows:

- Breaks are outdoors and students should dress appropriately for the weather.
- Clothing should never have violent, or offensive logos or wording.
- No underwear should be visible. Shirts that are see-through require another layer.

- Shoes must be acceptable for lessons in workshops or science labs and physical education. High heels, beach shoes and flip flops are not suitable.
- Caps should not be worn inside the classroom.

If, in the opinion of staff at ISB, your clothing does not meet these basic requirements, you may be asked to change into alternative clothing such as the PE uniform.

Clothing in the Early Years

We encourage you to dress children in practical, durable clothing which they can get into or out of by themselves. Please make sure your child is able to undo buttons, zips, and put on shoes unaided. Early years classrooms are creative places where we use paint, glue, and other materials which may find their way onto clothing. Please also supply 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 wear the school-approved ISB PE uniform or Sport Team kit. Trainers are also required. 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:

- Support the varied interests, capabilities and nationalities of the school community.
- Ensure PTA officers have regular communication with the administrators and staff in order to plan activities, share news and communicate suggestions.
- Encourage and provide opportunity for appropriate parental assistance and involvement in the school.
- Enable a communication process allowing for open and diverse discussions between parents, faculty and staff.
- 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 friend. More detailed information about the role of the PTA at ISB can be found in the [The PTA Handbook](#).

Improper Solicitation and Graft Act

The Improper Solicitation and Graft Act is an anti-corruption law in South Korea. There is a high possibility and likelihood that receiving any kind of money, goods, etc. in a teacher-student relationship would be considered as being in connection with performing a public servant's duty, and should not be done. Therefore, in order to prevent a violation of the Act, and to avoid even the suspicion of violating the Act, we request that parents or students do not give teachers or the administration any money or gifts, regardless of the value.

Leadership, Management and Support Team Contact Information

Educational Leadership Team (ELT)	
Head of School Simon McCloskey	smccloskey@isbusan.org
Elementary Principal Kevin Smith	ksmith@isbusan.org
Secondary Principal Gilles Buck	gbuck@isbusan.org
PYP Coordinator Jennifer Fenton	jfenton@isbusan.org
MYP Coordinator Solène Matsushita	smatsushita@isbusan.org
DP Coordinator Nico Gysbers	ngysbers@isbusan.org
Technology and Innovation Coordinator Dale Plotski	dplotski@isbusan.org
Learning Support Coordinator Amanda Illeperumaarachchi	amandal@isbusan.org

School Management Team (SMT)	
Executive Assistant Hea-Young Won (Helene)	hwon@isbusan.org
Finance Manager Mikyung Kang	mkkang@isbusan.org
Facilities and Operations Manager Heui Seon Cho (Sunny)	sunnycho@isbusan.org
Admissions and Marketing Manager Seung Mi Hong	smhong@isbusan.org

School Support Team	
Elementary School Secretary Seyeon Jang	syjang@isbusan.org 051-720-1136
Secondary School Secretary Jinhee Han	jinheehan@isbusan.org 051-720-1112

School Receptionist Hyunjeong Kim	hjkim@isbusan.org 051-720-1118
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School Support Team (Continued)	
School Nurse HeeJung Hwang	nurse@isbusan.org +82 10 8518 9740
Bus Coordinator Becky Noh	schoolbuses@isbusan.org +82 10-9967 2542
Cafeteria Chef Kim	school.lunches@isbusan.org 051-720-1130
IT Support SeungYun Song	it@isbusan.org 051-720-1126

Faculty

Click here for the [Elementary Faculty List](#). Click here for the [Secondary Faculty List](#).

Address

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

[Google Map](#)

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](#). A more detailed [Community Calendar](#) outlines the events and activities taking place throughout the year.

Welcome from the Elementary Principal



Our Elementary Students develop and pursue their passions in order to be successful and contribute to a positive global future. Our diverse school is reflected in our students, staff, and curriculum that challenges and inspires our students to explore, discover, and thrive. ISB is an IB World School and the Elementary School uses the IB Primary Years Programme to offer a rigorous inquiry based programme. Our goal is for our students in Elementary to want to come to school each day, excited to learn and play with friends and teachers from across the globe. 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.

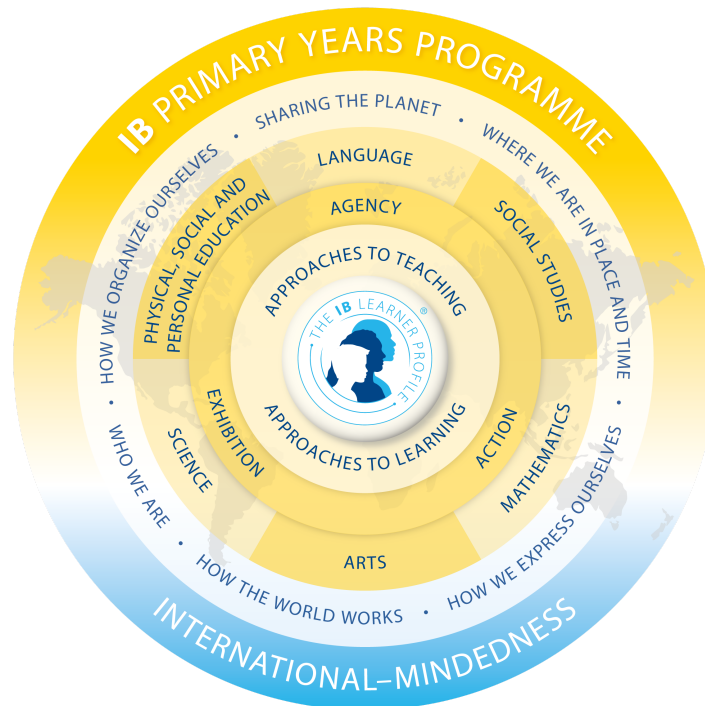
Best regards,

A handwritten signature in black ink that reads "Kevin Smith". The signature is fluid and cursive, with a long horizontal stroke at the end.

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 are the six transdisciplinary themes (listed below). These themes provide the opportunity to incorporate local and global issues into the curriculum and effectively allow learners to inquire beyond the confines of subject areas.

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

Units of Inquiry are developed around these transdisciplinary themes. These inquiries are substantial, in-depth and last for a number of weeks. Since these ideas relate to the world beyond the school, learners see their relevance and connect with them in an engaging and challenging way. This approach to learning encourages students to reflect on their roles and responsibilities as learners and become actively involved with their education.

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 for 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 that 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 itself maintains quality assurance by inspecting and evaluating authorised schools regularly. ISB gained PYP authorisation in February 2009 and was, most recently, formally evaluated in November 2020. 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 8.25 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.

Elementary students who arrive late are to 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 school by 3.30 pm. A parent or guardian must supervise children who remain on campus after school or after ASAs.

Early Dismissal/Pick Up

Students are not allowed to 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 can inform the Elementary Office and then pick the child up from his/her classroom. The Elementary Office will help notify the Bus Coordinator.
2. Parents can email the teacher, Elementary Office, and Bus Coordinator all together, and then pick the child up from the classroom.

Absences

The Elementary Office should be informed of all absences as early as possible via phone or email. 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. Repeated absences may have an effect on the evaluation of the student's progress. Planned dental and medical appointments, family trips, etc. should be arranged so that they do not conflict with school whenever possible.

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.

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 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, non-single use 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
- Appropriate clothing for outdoor play during all seasons
- A set of labelled (first and last name), inexpensive headphones with a straight (non-bent) jack which are to remain in the classroom

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 box, 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 four 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.

- **Two-Way Conferences**

These conferences are an opportunity for discussions regarding student progress up to that point in the school year. They may be initiated by teachers or parents.

- **Three-Way Conferences**

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**

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. 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 are:

- 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.

In the past, the classroom parents have collected money for class parties and gifts for the students. After reviewing this, we request that instead parents be asked for party donations (such as providing a snack, utensils, decorations, etc.)

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 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

Our expectations for student conduct are based upon the Learner Profile attributes as set out by the International Baccalaureate. Students strive to be:

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

Through respect for ourselves and for others, we create a friendly, safe and welcoming school environment. We are committed to ensuring that the working and learning environment is fostering positive relationships free from discrimination, harassment and bullying. The School will deal with complaints promptly, confidentially and with discretion. Reports of harassment and bullying will be investigated and documented. The School will properly investigate any allegation of discrimination or harassment.

Student Discipline

Students are taught and expected to follow school policies and procedures. We use a positive approach to discipline, using children's actions as launching points for learning about the world, positive interactions, and how to make safe and moral choices. We present clear expectations for behaviour and teach students how to achieve those expectations.

Misbehaviour is often linked to a specific situation. Consequences allow for some flexibility and are appropriate for the individual student. If a consequence is warranted for misbehaviour, we attempt to logically tie the consequence to the specific behaviour or situation. This helps children understand how their actions are intrinsically linked to the consequences of their actions. We are respectful of all students in our behaviour management practices.

The majority of behavioural issues will be dealt with by the supervising teacher. The teacher will inform parents of any ongoing behaviour concerns. As necessary, parents will be called for a conference with the teacher, and at times the child will attend meetings so all parties can work together to solve the issue.

Serious Misconduct

Serious issues (such as harassment, disruption of the learning environment, bullying, theft, or physical violence) will be referred to the Elementary Principal for intervention. The Elementary Principal will work with the student and teacher to investigate the issue.

Serious misconduct may result in:

- Parent conferences
- A behaviour plan
- In-house suspension (under the Elementary Principal's supervision)
- Loss of privileges
- School community service work

If the strategies are not successful and there may be a potential threat to the safety of other members in the community, it may be necessary to consider the following:

- Suspension (with approval from the Head of School)
- Reconsideration of enrolment (with approval from Head of School and Board of Governors).

Playtime Essential Agreements for Students

- Be respectful of others, their games, and equipment

- Stay in the Elementary play area
- Welcome others to play with you
- Be principled by playing friendly, fair and safe games with other people
- Make sure you put your 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 at ISB use the McGraw Hill Language Assessment System (LAS) to establish English academic language proficiency, monitor student progress, and flag students when they are ready to receive reduced support.

Learning Support (Special Educational Needs)

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 general education 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 at ISB we believe that, after a long school day, children should spend time on things such as socialising with family, practising an instrument, playing outdoors, reading a book or helping to cook a meal. Any home learning activities that may be set by teachers will be clear, concise and meaningfully connected to the learning taking place at school.

Home learning activities may include:

- a range of appropriate reading chosen by the learner or teacher.
- inquiry-based work chosen by the learner.
- experiential learning that can integrate with the learner's existing interests and family commitments.
- activities clearly connected to the learning taking place in class that are purposefully designed to further or deepen an understanding of a particular concept.
- work that can be completed without the assistance of a sibling, caregiver or parent.
- collecting materials and/or information to bring to school.
- practice of concepts, skills or knowledge covered in class.

A guide to the amount of time that may be required for home learning activities is outlined below:

- Early Years and Kindergarten: Students do not receive home learning assignments, though we encourage all Early Years families to read regularly at home.
- Grade 1-2: Maximum nightly assignments of 10 minutes plus reading
- Grade 3-4: Maximum nightly assignments of 20 minutes plus reading
- Grade 5: Maximum nightly assignments of 30 minutes plus reading

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 US High School diploma. In addition, students may pursue the IB Diploma Programme (DP) and earn the IB Diploma from the International Baccalaureate Organization. The Diploma Programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. The DP was established to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. The programme is recognized and respected by the world's leading universities. Those students wishing to pursue post secondary education are supported to make choices about further studies with our college counsellor.

Students also have a choice of extra-curricular activities to ensure that their time at school is balanced. There are many after school electives to choose from and a wide range of musical options, including choir, orchestra, and individual instrument lessons. The sporting programme is after school and includes sports such as volleyball, basketball, soccer and cross-country running.

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.

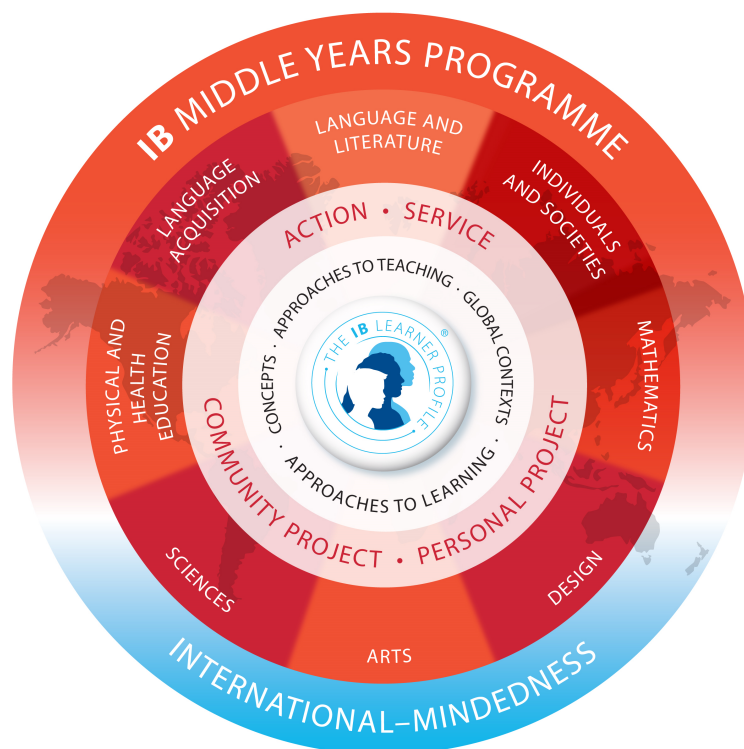
Best regards,



Gilles Buck

The Middle Years Programme (MYP)

The curriculum from Grade 6 to Grade 10 is the International Baccalaureate (IB) Middle Years Programme (MYP). The MYP programme is a framework for our teachers that assists them in developing the learning potential of each student. The programme focuses on the fundamental concepts of holistic learning, communication, and intercultural awareness. The MYP is the bridge between the IB Primary Years Programme and the IB Diploma Programme. It transitions students from transdisciplinary learning into interdisciplinary learning and equips students with the skills necessary to succeed in the IB Diploma Programme. ISB was authorised to offer the MYP in May 2015. Specific questions about the MYP at ISB should be directed to the school's MYP Coordinator.



In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to learning (ATL) - demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching - emphasising MYP pedagogy, including collaborative learning through inquiry.
- Concepts - highlighting a concept-driven curriculum.
- Global contexts - showing how learning best takes place in context.

The second ring describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in Grade 10)

The third ring describes the MYP's broad and balanced curriculum.

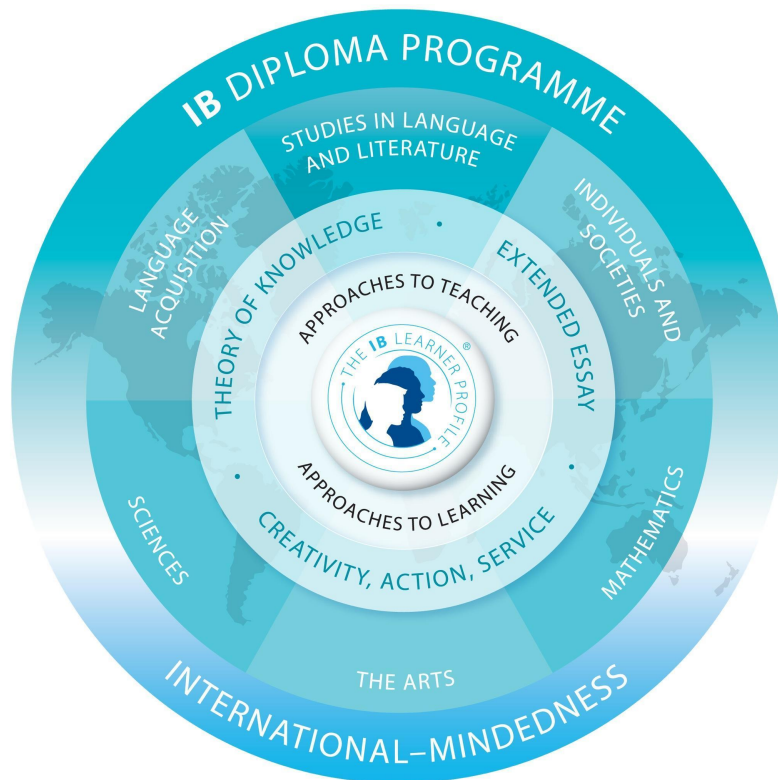
- The MYP organises teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

General Regulations of the MYP

Learning content material is not enough. Students must problem solve and communicate their understanding in a local and global context. Internationally benchmarked Criterion Based Assessment allows students to see how they will be assessed before they start work. An emphasis on critical thinking and reflection assists students to see where they are in their learning so that they can clearly see how to improve. In the final year of the programme, each student completes a personal project, a significant piece of work that is the product of the student's own initiative and creativity.

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.



Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several countries' educational systems. The DP is accepted worldwide as a superior secondary school qualification, giving students access to college and university study throughout the world. 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 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 artwork.

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. 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. Parents will be informed of repeated tardiness, which can greatly impact student learning.

Dismissal

At 3.30 pm, school is dismissed. After-school Activities begin at 3.40 pm and conclude 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 school by 3.30 pm. Students who remain on campus after school must be supervised. Students are not permitted to stay on campus unless they are participating in an extracurricular activity, are registered for independent supervised work in the library, involved in a school club or are receiving academic support from a teacher, unless they get approval from the Secondary Principal.

Early Dismissal/Pick Up

Students are not allowed to 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 box, 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 enhance communication between home and school. A Progress Report is a form that is shared with parents to celebrate student accomplishments or inform parents when a student is having difficulty in class. The goal of the Progress Report is to have ongoing communication and raise parental awareness of their child's current state of progress. The Progress Report will identify specific areas the child needs to attend to or areas in which they have done excellent work. We encourage parents to call the school at any time to make an appointment to meet with a teacher. Your child's education is a team effort!

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 6-12 has a Homeroom teacher that they visit for a lesson on Monday, Wednesday and Friday. Monday homeroom is used for a variety of pastoral purposes while the Wednesday homeroom is dedicated to delivering our wellbeing programme. On Friday, after the HR 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. The Homeroom teacher builds supportive relationships with students through regular interactions. They also assist in the support and guidance of each student through the academic and social demands of secondary school. The key responsibilities of Homeroom teachers are:

- 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 matter 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 to achieve their potential. This aim 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 to 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 in order to live together, sensibly in a complex community. It is expected that all students at ISB will at all times 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 so as to avoid repeating them.

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 and detention 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 he/she is 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.

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 essential that students are present in the classroom for shared learning to be successful. During absences, students will potentially 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 to arrive at class on time. Repeated absences may have an effect on the evaluation of the 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 to take 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 (maximum Absences 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. (In the event that 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 year): Student meets with Secondary Principal and attendance contract (academic probation) introduced. Parents are informed.
- Step Three (7 absences in one class over year): Secondary Principal meets with parents and students.
- Step Four (9 absences in one class over year): Warning meeting with Secondary Principal.

- Step Five (10 absences in one class over 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) to acquire proficiency and confidence in using English until they are able to work independently in all subjects. Students are supported by an EAL teacher in specific subjects during class time. Once they have reached LAS 5* they are considered proficient and exit the EAL programme. Our EAL teachers meet regularly with classroom teachers to discuss differentiated instruction, assessment, and opportunities for co-teaching.

Learning Support Programme (Special Educational Needs)

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/emotional support, consulting with parents/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 a number of ways, including:

- Supporting students in accessing general education 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

Homework is typically defined as any tasks assigned to students by teachers that are meant to be carried out during non-school hours. At ISB the purpose of homework is to:

- practice skills and reinforce content,
- preview material for class discussion (in the flipped classroom) and
- study for quizzes and formative and summative assessments.

Besides enhancing academic success, purposeful homework can help students develop the ATL (Approaches to Learning) skills essential for a 21st century learner.

- Self Management skills: organisation, planning, time management, prioritising and persistence and perseverance,
- Thinking: 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 homework which can be assigned, which takes into consideration a child's age, language and learning levels and programme requirements. The hallmarks of effective homework include:

- a clear academic purpose that both teachers and students understand and buy into.
- an efficient means of demonstrating understanding; in short, no busywork.
- providing students with some control over their own learning and a sense of ownership.
- giving students a sense of competence. Homework should be differentiated in both content and quantity so that students can complete homework on their own in a reasonable length of time.

It is the teacher's responsibility to:

- record all homework and summative tasks on ManageBac in a timely manner, preferably during the day or immediately following the completion of the school day.
- ensure that no more than 2 assessments are assigned on a given day.

It is the student's responsibility to:

- check ManageBac on a daily basis and write the homework set each period into their school diary.
- discuss any problems completing homework with the teacher as soon as possible.

It is the parent's responsibility to:

- assist students with checking ManageBac and the school diary.
- Monitor student's work on ManageBac.
- Communicate any concerns with a teacher in a timely manner.

As students move through the MYP to DP, students will become independent, but parent monitoring and support is still essential.

Missing or Incomplete Work

- Missing or incomplete homework 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.

Teachers at ISB adhere to the following homework guidelines:

- New material will not be introduced as homework, unless it is part of a flipped classroom.
- Homework will not be used as a punishment.
- Homework will not be used to complete an unfinished lesson.
- Homework will not be assigned just for the sake of assigning homework.
- The amount of homework assigned will allow students to have a balanced life.
- Homework 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

The purpose of this section is to offer parents and students an overview of the High School academic programmes offered at the International School of Busan (ISB). It is intended to outline the possible pathways a student may take from the time they enter the High School at the beginning of Grade 9 to their eventual graduation at the end of Grade 12. In presenting the courses offered in the High School at ISB, each student must continually develop and evaluate a learning programme appropriate to his/her goals and grade level. The selection of courses requires serious and careful consideration. Students should consult with teachers, parents, and counsellors in order to develop a programme that will meet their personal objectives, make maximum use of the educational opportunities available, and earn 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 from around the world. As a WASC (Western Association of Schools and Colleges) accredited school, graduates of ISB attain a Graduation Certificate that entitles them to apply to institutions of higher learning from around the world. All students participate in the ISB curriculum.

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

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

The ISB Diploma is an internationally recognized 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, as such the ISB Diploma is 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.

- A minimum of 24 credits is the requirement for a college preparatory International School of Busan diploma.
- Students earning a 3 or above in a course will receive credit.

- In the MYP (Grade 9 and 10) students complete 8 courses per year. Students are awarded 1 credit for each course completed successfully.
- In Grades 11 & 12, students typically complete 6 courses per year. Students are awarded 1 credit for each course completed successfully.
- For transcript and graduation purposes, grades and credit are assigned at the end of the year. For students leaving at the semester, midyear transcripts with partial credits are awarded.
- Grade Eleven and Twelve students are required to take a minimum of 4 courses each year.
- In order 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 laboratory component.
Individuals and Societies	4	2 years of TOK counts as 1 credit of I & S
World Languages	2	
Physical and Health Education	2	
Fine Arts (Music, Visual Arts, Drama)	2	
Electives	4	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 Grade 11 and 12 years. IB courses are the foundation of our courses at ISB. Most students who do not opt for the full diploma or do not meet eligibility requirements, will still take IB Diploma courses and earn certificates from the IBO for each successfully completed course. Some students opt 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>Requirements</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>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 4 or above for SL entry.
- Subject Scores of 5 or above for HL entry.
- 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 & 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.

IB 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. Students who complete all of the internal and external requirements for IB 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.

Grade 11 and 12 IB Courses students are not required to take the Extended Essay (EE) and/or Theory of Knowledge (ToK) core requirements of the IB Diploma Programme; however, they may choose to do so. All Grade 11 and 12 students are required to take part in Creativity Activity Service (CAS) at ISB.

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 IB Diploma. All Grade 11 and 12 students are required to take part in Creativity Action Service (CAS) at ISB.

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. ¹ 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. ²
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 provide students with the support and guidance necessary for their future aspirations and goals. Students are encouraged to utilise these services throughout their high school career as they make subject and curriculum choices as well as during the university application process.

Objectives

- Maintaining a realistic approach to the university application process for students while allowing students to reach their postsecondary goals.
- Minimising the amount of work students need to do in order to complete this process as they balance the requirements of applying to university with the more important requirements of meeting all expectations as a ISB High School student.
- Streamline and efficiently schedule the work teachers need to do to effectively support students' applications.
- Efficiently schedule the amount of work students need to do in order to complete the application process effectively.

Policies

- ISB will send all supplemental documentation in support of a university application (supplemental materials are defined as letters of recommendation, necessary associated forms, High School profiles, IBDP predicted scores and transcripts).
- High School Transcripts are the property of the student and are available at any time free of charge. Transcript requests must be made at least 7 days before they are needed.
- All applications must be completely finished by the final Monday before the Winter Holiday. An exception to this policy will be made for any applications to southern hemisphere universities or for universities that have not made their applications yet available.
- Students are required to provide all references with a completed Request for Letter of Recommendation Form from the High School Counselling office. Letter of Recommendation requests must be made at least 3 weeks before the application deadline.
- If a student fails to meet with the College Counsellor at a designated personal counselling session, it is the responsibility of the student to reschedule the appointment.
- It is the responsibility of the student to be on top of application deadlines and requirements.

Transcripts

An official high school transcript is a document that provides details on your four year high school academic record and is used by university admission officers to determine if you meet their minimum credit and academic requirements for admission. As the most important factor universities use to determine your eligibility is your high school record, it may, therefore, be the most important supplemental document needed to support your successful application. Many students at ISB are transfer students having attended previous schools in either Korea or other countries. Transfer information from other schools is included on the ISB transcript. Transfer credits are used in the total ISB credits awarded.

Your official ISB High School Transcript includes the following information:

- Complete 4 year high school record of grades achieved (semester and final academic year grades)
- ISB credits obtained and graduation status
- ISB Grading Scale

Please note that transcripts are considered confidential documents and will be sealed and signed by the ISB College Counsellor. In addition, 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

Honour Roll

Students in grades 11 and 12 are annually eligible for the Honour Roll. Each year, students will be placed on:

- High Honour Roll: having an overall annual average of 6.2 or above
- Honour Roll: having an annual average of 5.8 or above

Academic Awards for Grade 11

EARCOS Global Citizenship Award & Community Service Grant

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).

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.

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 will vary between a short morning recess to a longer lunch time. During these times students will be expected to move outside the school buildings. Staff on duty are expected to encourage students to move outside. The exceptions to this will be on rainy days and poor air quality days, when students remain indoors. The conditions on the day will obviously determine when this will be decided. Students will be able to use their Homerooms, the Library or other venues deemed suitable. Other exceptions to this rule will be when a student has gained permission from a member of staff to work, for example, in the library. The general expectation during break time is that students are outside.

Elevator Use

The primary purpose of the elevator in the secondary building is to assist adults and mobility challenged students (crutches, wheelchairs, etc) with a safe travel option between the floors of the building. Additionally, the elevator is to assist with the moving of large and heavy equipment and instruments between floors. All other students are prohibited from using the school elevator in the building unless otherwise authorised to do so. The school nurse will provide a dated document to allow elevator use.

Field Rules

1. No food or drinks, except bottled water, are permitted on the grass areas of the field at any time.
2. No chewing gum is permitted on the field at any time.
3. The trash containers around the field should be used for all trash.
4. No mopeds, bicycles, scooters, in-line skates, skateboards, etc. are allowed on the grass areas of the field at any time.
5. Goals must be lifted, not dragged, when being moved
6. No chalk or other materials may be used to mark the field; the field should be marked with cones only.
7. No outside tents or other structures may be set up on the field; any staking is strictly prohibited, as puncturing the surface may cause serious damage to the field. (if needed, ISB will provide canopies)
8. When playing soccer, wear only rubber soled soccer shoes (no shoes with metal cleats are permitted); gym/tennis shoes are encouraged for other activities on the field.
9. No spiked heeled shoes should be worn on the field.
10. If you notice any damage to the field, notify the Operation Manager as soon as possible.

First Aid / Serious Accidents

First aid boxes are held in the school office, the Secondary Office and in school buses when they are used for excursions. If a student requires minor First Aid they should, if able, make their way to the Secondary Main reception or the Nurse's room located on the first floor of the Elementary Building. First aid will be limited to cleaning wounds, use of cold compress etc. If there is need for any more serious treatment, the School nurse will coordinate the process.

Gymnasium and Auditorium Etiquette

Part of any good education, learned at home or in school, is how to behave appropriately in various social or cultural situations. Gymnasium and Auditorium etiquette may differ from time to time depending on the nature of the event. For example, shouting at a concert is inappropriate, while totally appropriate at a basketball game. In all situations, however, all students and spectators should behave with respect to performers and other spectators in a courteous manner. Students are to remember that they represent and are ambassadors of ISB. Any student or spectator that infringes on the rights of others may be asked to leave the venue.

Lost Property

Please make sure you label your clothes and school equipment prior to the start of the year. Do not bring to school overly valuable or breakable items. The school cannot be responsible for the security of any personal property that students bring onto the campus or take on field trips or school journeys. We discourage students from bringing any items of value to school as they are not needed during the regular day. If a student does lose any item, please check lost property located near the Secondary Office. Unclaimed items will be cleared at the end of each term and given to local charities or recycled. If items cannot be found students should contact the Secondary Secretary.

Off Limits Areas

The Secondary School is one of three areas at ISB. Thus there are areas of campus that are reserved for other ages of students that Secondary school students should not frequent. The following areas of campus are off limits for Secondary school students:

- Elementary and Early Years playground areas
- The Elementary and Early Years buildings unless you have a lesson or have permission from a staff member
- The school car parks
- The embankments alongside the main road
- The gymnasium, unless you have permission from a staff member to be there
- The fire escapes at the rear of the Secondary building, unless in case of emergency.
- Any accessible rooftops, unless with permission and under staff supervision
- Secondary School Teachers Lounge
- The kitchen area



This handbook was last updated May 2023