

2021-2022

PARENT-STUDENT HANDBOOK



Seoul International School





Mission

Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them.



Vision

Seoul International School will foster an earnest passion for learning that inspires students to work with others in creating a better world for all.



TABLE OF CONTENTS

School Calendar 2021-2022	1	9.4 Bullying and Harassment	22	11.5 Battle of the Books	34	19.2 Attendance During Advanced Placement Exams	54
Welcome	4	9.5 Alcohol and Drugs	23	11.6 Science	34	19.3 SIS High School Behavior Expectations	54
1. Governance	5	9.6 Tobacco / Vaping	23	12. Elementary Student Evaluation	34	19.4 Truancy	55
2. About our School	6	9.7 Underground Parking Areas Out of Bounds	24	12.1 Junior & Senior Kindergarten	35	19.5 Behavior Expectations	55
2.1 Colors & Mascot	6	9.8 Weapons	24	12.2 Grades 1-5	35	19.6 After School Detentions	58
3. TIGERS Values	7	9.9 Theft	24	12.3 Promotion & Retention	35	19.7 Number of Tests in One Day	59
4. Leadership Team	8	9.10 Lost and Found	24	12.4 After-School Academic Support	35	19.8 Project Due Dates	59
5. Code of Ethics	10	9.11 Lost Textbooks	24	12.5 The Student Support Team (SST)	35	19.9 Grading	59
5.1 Gifts to Staff From Parents or Students	10	9.12 Student Identification Cards	24	13. Middle School	37	19.10 Deadlines for Tests and Assignments	59
5.2 Daily Schedules	11	9.13 English Only Rule	24	14. Middle School Program Overview	39	19.11 Honor Roll	59
6. Parental Involvement	11	9.14 Student Drivers	25	14.1 Parent Involvement and Communication	39	19.12 Honor Roll - Award of Merit	60
6.1 Parent Association Representatives	11	9.15 Student Cell Phone Use	25	14.2 Middle School Student Council	39	19.13 Honor Roll - Award of Excellence	60
6.2 Helping with Homework	12	9.16 Dress Code	25	14.3 Advisory	39	19.14 Promotion and Retention	60
7. School Communication	12	9.17 Bus Conduct	25	14.4 Athletics Program	40	19.15 Graduation Requirements	60
7.1 Parent Teacher Conferences	12	9.18 Damage/Loss of School Property	26	14.5 Attendance and Deadlines	40	19.16 Diploma	61
7.2 Dispute Resolution	13	9.19 Technology	26	14.6 Student Cell Phone Use	41	19.17 Diploma with Honors	61
8. School-Wide Policies	13	9.20 Acceptable Use	26	14.7 Core & Elective Curriculum	41	19.18 Requirements for College or University Entrance	62
8.1 School Closures for Inclement Weather	13	9.21 Limits on Internet Services	26	14.8 Grading	41	19.19 Early Graduation	62
8.2 Student Attendance Policy	13	9.22 Security Responsibilities	26	14.9 Middle School After School Enrichment (MS ASE)Program	42	19.20 Seniors Applying to College and Universities	62
8.3 Emergencies	14	9.23 Guests	26	14.10 Character Grade	42	19.21 Course Preparation Outside SIS	63
8.4 Medication	14	9.24 Closed Campus	26	14.11 Honor Roll	44	19.22 Valedictorian and Salutatorian	63
8.5 Immunizations	14	9.25 Student Records	26	14.12 Honor Roll-Award of Merit	44	19.23 Advanced Placement Program	63
8.6 Insurance	14	9.26 Early Withdrawal From School	27	14.13 Honor Roll - Award of Excellence	44	19.24 Advanced Placement Pre-Requisites	63
8.7 Assessing and Reporting Student Progress	15	9.27 Records for Withdrawing Students	27	14.14 Middle School Mastery Classes	45	19.25 National Honor Society (NHS)	64
8.8 The Purpose of Assessment and Evaluation	15	9.28 Tuition Refunds	27	14.15 Promotion and Academic Probation	45	19.26 National Arts Honor Society	64
8.9 Seven Guiding Principles	16	9.29 Students Applying to Other Institutions	27	14.16 Academic Integrity	45	19.27 Extra-Curricular Programs and Activities	64
8.10 Classroom Assignments for Students	16	9.30 Transcripts	27	14.16-1 Second Incident of Academic Integrity	46	19.28 Student Council	65
8.11 Communication of Assessment Information	16	9.31 School Emergencies and Drills	27	14.17 Mid-Semester Comments	46	19.29 Junior-Senior Prom	65
8.12 Grading and Report Cards	17	10. Elementary School	28	14.18 After-School Tutoring	46	19.30 Commencement Ceremony and Reception	65
8.13 Classroom Assignments	18	10.1 Elementary School Philosophy	30	14.19 Course Preparation Outside SIS	46	19.31 Team Commitment	65
8.14 Grading and Reporting for Teachers	19	10.2 Reading Workshop	31	15. Boarding School Application Process ...	47	19.32 Eligibility Requirements	65
8.15 Assessment and Evaluation Categories	20	10.3 Writing Workshop	31	15.1 MS/HS Summer Program Application Process	47	19.33 Academic Probation for KAIAC Activities	66
9. Student Expectations	21	10.4 Music	32	16. High School	48	19.34 Rules During Sports Season	66
9.1 Academic Integrity	22	10.5 Library & Media Technology	32	17. Resource Personnel	52	19.35 Athletic Transportation	67
9.2 First Incident	22	10.6 Art	32	18. High School Course Selection	53	19.36 Criteria for Earning an Athletic/Activity Letter	67
9.3 Second Incident	22	10.7 Physical Education	32	Flow Charts & Curriculum		School Information	68
		10.8 Elementary Mandarin Chinese Courses Grades 1-5	33	19. High School Program Overview	53		
		10.9 Maker Space	33	19.1 Parent Excused and School Function Absences	53		
		11. Additional Programs	33				
		11.1 Field Day	33				
		11.2 After School Enrichment	33				
		11.3 4th & 5th Grade Sports	33				
		11.4 Boosters	34				

WELCOME



Mr. Edward Ben Adams
Founder & School Manager

FROM THE FOUNDER

As founder and school manager of Seoul International School, I welcome you to a new school year as SIS continues to grow into one of the most prestigious international schools in Asia. From 1973 when the school was founded, we continue to provide the best education in a safe learning environment.

The school continues to focus its programs on the needs of the students, enriching curriculum even further and encouraging students in school wide events. We, as an experienced professional staff and faculty are dedicated to educate all of our students to become independent thinkers and learners, as they become caring and creative world citizens.

This Handbook is presented to you as a guide to our school policies and philosophy. Please take a moment to discuss the contents of the Handbook with your children as most of it applies to them. I am certain that the 2021-2022 School Year will be another outstanding year for you, your child and our Seoul International School.



Mr. Michael Colaianni
Head of School

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031-750-1200

FROM THE HEAD OF SCHOOL

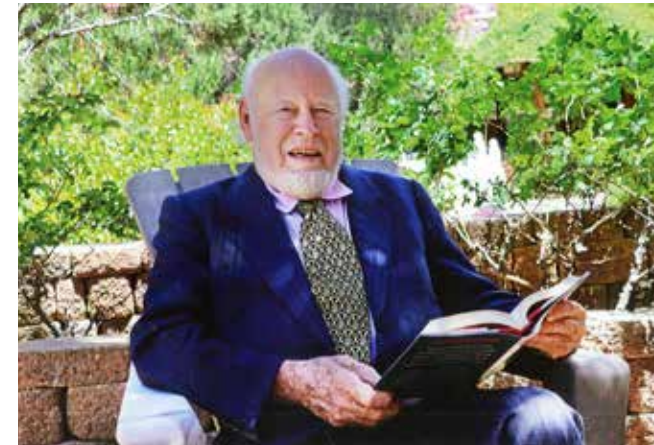
Our Mission and Vision Statements guide us in our decision making throughout the school year. We refer to them whenever major decisions are being considered that have impact on our students and their program at SIS.

"Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them."

As we consider new programs and ideas, the restructuring of our facilities and even when we make decisions on which teachers we will bring into our school, we take a careful look at our Mission Statement. Do these plans, these people, these ideas fit in with what we believe as an SIS Community? Will those ideas and people enable our students to become independent thinkers, to be able to collaborate and work towards contributing to the good of all?

We will frequently refer to our mission statement as the school moves ahead. That statement, in conjunction with our School Vision, to "foster an earnest passion for learning that inspires students to work with others in creating a better world for all", will be what guides us through this new school year and for many years to come.

1. GOVERNANCE



Mr. Edward Ben Adams
Founder & Manager, Established SIS in 1973
M.A. Eastern Washington University
B.A. Whitworth College

THE SCHOOL BOARD

The SIS School Board, established in May 2019, is composed of devoted parents, leadership team members and appointees from the Founder. The Board's purpose is to lead the school in the service of its constituents towards the SIS vision and mission. With the parent input and in cooperation with the leadership team, the Board aims to create a more transparent atmosphere among the school's constituents.

The initial Board took on an enormous responsibility of working with the Founder and the leadership team in moving SIS ahead in the years to come. This distinguished service of the governing board has been a new beginning for Seoul International School to continue its excellence in international education.

A Tradition of Excellence Since 1973



When Seoul International School opened its doors in 1973, it became the first foreign school, after Korean Liberation in 1945, to be fully recognized by the ROK Ministry of Education with a license issued to SIS on June 5, 1973.

2. ABOUT OUR SCHOOL

Seoul International School opened its doors in 1973, becoming the first foreign school to be licensed by the Korean Ministry of Education. SIS was first located on the campus of Konkuk University where a new classroom facility was completed in 1976. The first graduation of the four-year high school program was held in 1978. The Western Association of Schools and Colleges (WASC) fully accredited Seoul International School for the first time in 1979. SIS has received full WASC accreditation on each successive visit.

As SIS has grown and expanded, more facilities have been needed. In 1981, an eight acre site in Seongnam was selected and the current 150,000 square foot structure, with its unique Korean architectural style, was constructed in just over four years. The move to this beautifully wooded campus, with its many Korean cultural artifacts, took place in May, 1985. Today, our campus includes another 120,000 square feet of classroom space. Conveniently located on the south eastern border of Seoul in the direction of Seongnam City, the school is about twenty-five minutes south of Lotte World, the Jamsil subway station and Olympic Park.

Our school philosophy, values, goals and programs are all defined in the TIGERS acronym. As a school, value is placed on trustworthy, independent learners, who can think creatively and independently, communicate effectively, act in socially responsible ways and appreciate their role in a global society.

2.1 COLORS AND MASCOT

In 1973 when the school began, students adopted the Korean tiger for the school mascot. It followed naturally that the black and orange tiger's stripes would be chosen as the SIS school colors. In Korea, the tiger is prominently portrayed in Korean folklore, legends, and art and has even slipped into the early religious beliefs of this country.

The true spirit of the Korean people is epitomized in their folk art and the Korean tiger is the most represented figure. Koreans have given this animal a personality of its own that includes humor, wit and sophistication. It is the folk tiger, Hodori in particular, that is the SIS mascot. The Korean government used the folk tiger Hodori as the official logo and mascot for the 1988 Seoul Olympics.



3. TIGERS VALUES

Trustworthy students will:

- Demonstrate personal integrity and academic honesty
- Model honesty, fairness, and respect toward others – showing empathy, compassion, and selflessness
- Accept responsibility for their own actions and their consequences

Independent learners will:

- Take risks, embrace new experiences, and make thoughtful decisions
- Demonstrate curiosity, initiative and creativity in the learning process
- Enjoy learning as a natural part of the process of growth and development

Global citizens will:

- Explore ideas and issues that have both local and global significance
- Understand, respect, and appreciate their own culture as well as be open to different values and traditions
- Balance a life requiring a commitment to both their physical and mental well-being

Effective communicators will:

- Understand and express clear written, oral and visual ideas
- Value communication in the learning process
- Strive to be both engaging and engaged learners

Reflective learners will:

- Challenge assumptions, ask interesting questions and make sense of new learning
- Uses prior knowledge and experience to build upon new understandings
- Think critically during each their learning experiences

Socially responsible individuals will:

- Demonstrate responsibility through effective leadership
- Place value on their own contributions as well as the contribution of others
- Make a personal commitment to serve others

4. LEADERSHIP TEAM

Academic



Mr. Michael Colaianne
Head of School
M.A. Keene State College
B.Sc. University of Bridgeport
42 years teaching experience
SIS 2014



Dr. James Gerhard
High School Principal
Ed.D. University of Minnesota
M.Ed. University of Phoenix
B.A. State University of New York
25 years teaching experience
SIS 2015



Mr. John Benavidez
Middle School Principal
M.A. Northern Arizona University
B.A. University of Arizona
27 years teaching experience
SIS 2017



Mr. Brian Byrne
Elementary School Principal
M.S.Ed. University of Bridgeport
B.A. Indiana University
15 years teaching experience
SIS 2021



Ms. Agnes Schuppel
ES/MS Assistant Principal
M.A. Queens College
B.A. Queens College
32 years teaching experience
SIS 2009



Mr. Gray Macklin
High School Assistant Principal
M.A. Piedmont College
B.A. University of Georgia
21 years teaching experience
SIS 2006



Ms. Kelcey Edwards
Director of Guidance &
College Counseling
M.S. Ed. Fordham University
B.A. New College of Florida
9 years teaching experience
SIS 2020



Mrs. Irene De Shazo
Director of Admissions
M.A. Boise State University
M.A. University of Idaho
B.A. Boise State University
21 years teaching experience
SIS 2009



Mr. David Coleman
Director of Curriculum & Professional
Development
M.S. Ed. University of Southern Maine
B.A. Fort Lewis College
23 years teaching experience
SIS 2013

4. LEADERSHIP TEAM

Administrative



Mrs. Young Ok Chi
Business Manager
38 years at SIS



Mr. Sung Chul Cha
Team Leader of Facility Team
38 years at SIS



Mr. Chung Youl Lee
Team Leader of Finance &
Accounting Team
16 years at SIS



Ms. Yang Min Ko
Team Leader of Academic
Services Team
30 years at SIS



Mr. Bum Shik Shin
Team Leader of Information Technology
& General Affairs Team
23 years at SIS



Ms. Hye Yong Min
Team Leader of PR &
Communication Team
8 years at SIS



Mr. Se Woong Kwak
Team Leader of Transportation
Team
20 years at SIS



Mr. Jong Cheol Kim
Team Leader of Business
Management Team
6 years at SIS

5. CODE OF ETHICS

Leadership Team Code of Ethics

School administrators at Seoul International School will uphold the honor and dignity of their profession as educational leaders in all interactions with staff, students and parents.

Our school administrators:

- Make the education and well being of students the fundamental value that drives their actions
- Fulfil their professional duties with honesty, integrity, responsibility and trustworthiness
- Treat everyone fairly, equitably and with due process
- Promote and support school goals and best educational practices
- Maintain confidentiality in all matters related to students, staff and school decisions
- Accept responsibility and take accountability for their actions and behaviors
- Hold others accountable for their actions and behaviors

Teacher Code of Ethics

Teachers at Seoul International School create positive, productive learning environments that promote the academic, social and emotional potential of all students.

In their daily professional practices our teachers:

- Assist students to become confident, independent and successful learners
- Demonstrate respect for the dignity of others and promote a safe, secure and inclusive learning environment
- Take responsibility for continually improving the quality of their teaching practice
- Work collectively as part of the school team and co-operate individually with other professionals for the greater good of the school
- Maintain positive and productive lines of communication with parents, students and other staff members
- Demonstrate honesty, integrity, and trustworthiness in all their interactions

5.1 GIFTS TO STAFF FROM PARENTS OR STUDENTS

Teachers and the leadership team members are not permitted to accept any gifts from parents, students or companies that do business with the school. This includes but is not limited to: gifts of cash, certificates, tickets, discounts, merchandise, travel, dinner or recreational outings. All gifts given by parents or students to teachers must be submitted to the level principal who will then advise the Head of School. Parents will be contacted and the gift returned.

5.2 DAILY SCHEDULES

ELEMENTARY SCHOOL		MIDDLE SCHOOL		HIGH SCHOOL	
Period 1	08:05 - 08:55	Period 1	08:00 - 09:20	Period 1	08:00 - 09:20
Period 2	09:00 - 09:45	Advisory	09:25 - 09:50	Office Hours	09:20 - 09:50
Recess Grade 4,5	09:20 - 09:50	Period 2	09:55 - 11:10	Period 2	09:50 - 11:10
Recess Grade 1,2,3	10:05 - 10:35	Lunch	11:15 - 11:40	Break	11:10 - 11:20
Lunch Grade 1,2,3	10:35 - 11:05	Activity	11:45 - 12:10	Period 3	11:20 - 12:40
Period 3	09:55 - 10:45	Period 3	12:15 - 13:30	Lunch /	12:40 - 13:40
Period 4	10:50 - 11:40	Period 4	13:40 - 15:00	Activity Period	
Period 5	11:45 - 12:35			Period 4	13:40 - 15:00
Lunch Grade 4 & 5	11:45 - 12:15				
Recess Grade 4 & 5	12:15 - 12:45				
Recess Grade 1,2 & 3	13:45 - 14:15				
Recess Grade JK & SK	14:05 - 14:35				
Period 6	13:40 - 15:00				

6. PARENTAL INVOLVEMENT

Our grade level parent groups and the school host a number of events throughout the year to encourage parent participation in the school. These activities include Open House, Field Trips, Science Fairs, Music Festivals, Field Days, and Drama Productions. We also encourage our parents to attend regular season games, home tournaments and special events hosted at SIS. In the Elementary and Middle Schools, parents from each class choose a room parent who communicates regularly with both class teacher and the class parents. The Room Parent assists with class activities and meets with the other room parents on a regular basis. Room parents may attend the PAR meetings and disseminate information to other parents. They organize and coordinate special events for the class and the whole Elementary School.

6.1 Parent Association Representatives

The Parents Association Representatives (PAR) are comprised of two representatives from each school level with one all- school representative. PAR is structured to ensure that parents are active partners in decisions regarding school initiatives.

The aims and objectives of the committee are as follows:

1. Promote SIS as an international school in Seoul, Korea and worldwide
2. Review and recommend revisions to the school’s Educational Plan
3. Review the school’s operational calendar for the coming school year
4. Become well informed on any new initiatives and thoughtful advocates for change
5. Be a sounding board for school-wide concerns
6. Support the orientation of new teachers
7. Examine changes to government laws affecting international schools
8. Promote positive communication with SIS parents

6.2 Helping With Homework

The purpose of homework at Seoul International School is to:

- supplement class work and consolidate learning
- assess learning and to practice skills development
- develop private, unsupervised study and research habits

We strongly encourage all students to participate fully in after school activities, family activities and manage to get the recommended amount of sleep each evening. Homework assignments in Grade 9 and 10 shall take, on average, no more than one hour per class per night to complete. Teachers are encouraged to develop an agreement with students about when it is appropriate for the student to cease working on the day's homework (for example, it is taking too much time or the student is unable to complete the assignment independently).

The family shall:

- intervene and stop a child who has spent an excessive amount of time on the day's homework
 - not allow students to sacrifice sleep to complete homework
 - communicate with teachers if the student is not consistently able to do the homework or if challenges or questions arise.
- These guidelines do not apply to essays or projects with assigned completion dates established well in advance. Families of older students should encourage the child to communicate with the teacher in order to foster independence and personal responsibility. It is the responsibility of parents to monitor the effective use of student time during homework sessions.

Teachers may not assign homework during short holiday periods including Chuseok, Thanksgiving, Christmas, Lunar and Spring break. There should not be summative assessments within the 2 days following these holidays.

- Reading assignments may be appropriate for Advanced Placement students.
- Only one night's worth of homework should be assigned over any weekend.

7. SCHOOL COMMUNICATION

7.1 Parent Teacher Conferences

Parent-Student-Teacher Conferences are held to inform parents of student progress and involvement in future planning. Parents who understand their child's educational program and who are knowledgeable about their capabilities, are in a better position to offer aid and support.

Parent-Student-Teacher Conferences are held over two days twice a year. Parents are allocated a specific amount of time with teachers. Elementary and Middle School Conferences are student-led in the Spring. Parents who require more time to discuss their child's progress are asked to schedule an additional meeting at a later date. Parent conferences are not for tutors or consultants. Parents may request a conference with their child's teacher at any time during the year providing they contact the school to make an appointment at least 24 hours in advance. From time to time teachers may request additional conferences.

7.2 Dispute Resolution

Parents are encouraged and welcomed to address issues and concerns about their child's program with the school. Parents are strongly encouraged to take the first step by scheduling an appointment to talk directly with the classroom teacher. General school or classroom concerns should be discussed with the appropriate level leadership member. **Parents are strongly discouraged from scheduling an appointment with a school principal until after they have spoken with the teacher.** Problems are most often resolved when teachers, parents and students work in partnership. A teacher or parent may request a translator to be present to facilitate communication.

8. SCHOOL-WIDE POLICIES

8.1 School Closures for Inclement Weather

Occasional snow or other inclement weather conditions might necessitate the closing of school due to dangerous road conditions. In the event of a school closure, information will be posted on the school website. Changes in weather conditions can affect the timing of the bus routes and student pick-up times. Should the campus be closed, distance learning will take place until the campus re-opens.

If your child has already been picked up and school is subsequently cancelled, the school bus will return all students to their destinations as soon as feasible.

If school is in session and inclement weather necessitates dismissing classes early, we will attempt to contact parents by e-mail or through text messages and a message will appear on the website.

There may also be times when the school will not permit students to go outside because of air quality or yellow dust warnings. The school nurse and the Head of School will monitor conditions and make decisions based on school policy.

8.2 Student Attendance Policy

If your child is ill and unable to attend school, please telephone the level administrative staff on the first day of the illness. Students who are ill during the school day will be required to see the school nurse for an evaluation before a decision is made as to whether or not they will be sent home. The final decision will be made by the school nurse. **A parent or designated representative must pick the child up at the earliest possible time. The school will not send a child home or to the hospital in a taxi or via public transportation unless it is at the request and authorization of the parent.**

Should a student reach a total of 45 days of unwarranted absences in a school year, that child may be asked to withdraw from SIS with or without the written consent of the parent. In addition, the External Education Authority may need to be notified. Parents must notify the school any time a student is absent. Failure to notify the school after three days may lead to the school contacting the police to ensure the safety of the child. Students who are absent from school for 9 consecutive days, may be reported to the External Education Authority if a justifiable reason for their absence has not been reported to the school. Each division may have additional attendance requirements for students so be sure to refer to the respective divisions for attendance policies, as well.

8.3 Medical Emergencies

If an accident or sudden serious illness occurs at school, every effort will be made to contact parents, but immediate treatment of the injured student is our first concern. The school's registered nurses will administer first aid. If the situation is serious enough to require other treatment, 119 will be contacted immediately and an ambulance will transport the student to the hospital. The school will request that students be taken to Asan Hospital where SIS has a contracted agreement with the International Clinic. In the event that the ambulance will not comply with our request, then the student will be taken to a hospital in Seongnam City, as determined by the ambulance driver. SIS personnel will accompany the student. Parents will be notified of the hospital location and should immediately go to the hospital, where the SIS staff member will be waiting to meet them. If medical treatment is a result of an accidental injury, parents will pay the hospital/ambulance expenses and the money will be reimbursed when parents submit the hospital receipts and medical certificates to SIS. The school is not liable for payment of medical expenses incurred as a result of a pre-existing medical condition of a student.

8.4 Medication

Prescription medication can be brought to school if it is essential to the health of the student. The medicine, with accompanying written statement, must be clearly marked with the student's name, correct dosage, and parent's signature. All prescription medication MUST be kept in the nurse's office during school hours.

8.5 Immunizations

Please check your child's health records to be sure all immunizations are up to date (e.g. polio, diphtheria, tetanus, pertussis, measles, rubella, mumps, and TB skin test). SIS requires documentation of these immunizations. It will be recorded on the student's school medical history form and kept in the nurse's office. Student immunization records must be up to date in order for a student to be allowed to come to school.

8.6 Insurance

A group accident insurance policy is provided for each student. This insurance covers the student during regular school hours and after school activities. All school buses carry maximum insurance. Contact the school nurse or the General Affairs Office for more information. Students will be required to carry insurance on all school-sponsored trips outside Korea. If students have their own insurance, they will be asked to sign a waiver exempting SIS from liability. If they do not have their own insurance they will be required to purchase insurance through the school.



8.7 Assessing and Reporting Student Progress

Definition of Terms

Formative Assessment: Formative assessment **provides feedback** on a student's progress towards the achievement of specific learning objectives.

Summative Evaluation: Summative evaluation **provides a record** of a student's achievement of specific learning objectives.

At times, formative assessment is referred to as 'assessment' and summative evaluation as 'evaluation.' Collectively, they will be referred to as assessments.

Formative assessment is:

- work completed by students for the purpose of assessing their progress towards learning goals,
- used to measure proficiency towards curricular standards during instruction;
- used by the teacher to drive / modify instruction
- used to inform teachers of gaps in instruction or activities needed to meet student learning needs.
- used to help develop appropriate corrective activities prior to summative assessment

Summative assessment is:

- an evaluation of student learning towards curricular goals
- administered at the end of an instructional unit
- assessment that focuses on both skills and content from standards and benchmarks
- what students know and do not know at a specific point in time
- used to inform a variety of audiences

8.8 The Purposes of Assessment and Evaluation

Assessment and evaluation are essential components of teaching and learning. Together they provide a basis to communicate student learning and to validate and inform instructional practices and programs. Assessment (and subsequent feedback) serves the following primary purposes:

- Students: To enhance learning, motivation, and confidence which helps students develop skills and strategies as self-assessors responsible for their own learning;
- Teachers: To provide feedback on individual strengths and areas of concern in relation to the defined curriculum outcomes in order to inform and reflect on next steps for instruction;
- Parents/Guardians: To provide information about a child's strengths and areas of development in relation to the defined curriculum outcomes, as well as information about how student progress and achievement can be supported;
- School Leadership Team: To inform school targets for improvement, to reflect on progress

8.9 Seven Guiding Principles

All classroom assessments will be aligned with school curriculum standards and TIGERS Values. Teachers will share common understandings of the learning goals and related success criteria with students and parents at the beginning of units of instruction (or through course syllabi in MS/HS). Assessment will engage students in meaningful, challenging experiences that help them to become more self-directed in their learning and accomplished through regular, guided self-assessment. Assessment will be balanced, varied and comprehensive. Assessment will be fair, valid and reliable. Assessment information will be communicated frequently, accurately, and effectively. Assessment will be appropriately balanced between formative and summative. Grading (a final evaluative measure of student learning) will be understood to be different from assessment (an ongoing process of reflecting on learning and growth).

8.10 Classroom Assignments for Students

- Students are responsible for completing all their assignments and submitting them on time.
- Students will be provided with more than one opportunity to demonstrate progress towards the achievement of outcomes, at a rate determined by the teacher, grade level, department, or faculty member.
- In the event that a due date for an assignment is missed, the classroom teacher will extend the deadline once. The maximum grade a student may achieve for this extension is up to 90% of the original grade.
- If necessary, parents will be informed that those students will be required to attend supervised instructional periods beyond the school day to complete alternate assignments. All assignments should be completed by the last class day of the semester.
- Students will be required to complete the assignments in order to avoid receiving a mark of Incomplete (INC) at the next reporting period.
- Failure to complete assignments or make-up tests will be considered a disciplinary infraction and may result in consequences extending to suspension or even expulsion.

8.11 Communication of Assessment Information

Teachers will use a variety of methods including e-mails, phone calls, and parental meetings to communicate concerns related to student progress.

Teachers will delineate the various types of formative assessments and summative evaluations to be used in their courses and distinguish clearly the purpose of each. The Leadership Team will be responsible for overseeing the grade level or department's communication of the school's expectations regarding the use of formative and summative assessment categories.

- Elementary School - **Email, teacher web pages**, homeroom or specials web pages or sites, Open House, direct meetings, phone calls, parent coffees (EPC).
- Middle School- Email, teacher web pages, **Edmodo, PowerSchool** homeroom or Specials classes web pages or sites, Open House, direct meetings, phone calls, parent coffees.
- High School- Email, teacher web pages, **Google Classroom, Moodle, PowerSchool**, Open House, direct meetings, phone calls, parent coffees.

Bold denotes primary communication

8.12 Grading and Report Cards

While evaluation serves many functions, its primary purpose is to document and communicate student achievement. Grading and reporting will be conducted in a fair, open and transparent manner. Grades and report cards will accurately reflect student achievement. Individual student achievement will be measured against defined curriculum outcomes. Report card marks are derived primarily from the evaluation of student progress. Factors unrelated to the achievement of the stated learning outcomes (e.g. organization, timeliness of submission, neatness, etc.) may not constitute more than 10% of the overall mark for any evaluation.

Teachers are responsible for:

- Providing students and parents/guardians with a written syllabus of expected learning outcomes, assessment and evaluation strategies and grading criteria at the beginning of the school year.
- Collaborating with colleagues responsible for the same grade or course within a school in order to establish common expectations for student achievement. Collaboration will include a shared approach to assessing work.

Evaluating student learning by:

- Developing clear criteria for grading student work.
- Communicating criteria for evaluation with students before the process of learning, assessing, evaluating and reporting occurs.
- Analyzing evidence of learning from multiple sources and methods.
Collecting a sufficient variety of evidence of student progress to accurately reflect student achievement and inform instructional practice (a range of 6-16 summative assignments, depending on department and grade level, with specials being on the low end of the range).
- Consider the most recent evidence of achievement in determining final grades.

Involving students in the assessment and evaluation process by:

- Discussing achievement targets and classroom assessment practices with students, in an age appropriate manner, at each stage of instruction.
- Ensuring that students have a range of opportunities and ways to demonstrate learning.
- Using a variety of assessment strategies.
Articulating expectations to students before learning, assessment or evaluation takes place (except when using diagnostic assessments prior to instruction to determine what students already know and what they need to know to achieve the expected learning outcomes).
- Helping students to understand the expected learning outcomes for which they are responsible, as well as the criteria used to evaluate their work.
- Giving students exemplars to help them understand what the rubrics look like and what is required to achieve the expected learning outcomes.
- Providing timely feedback (suggested 4-10 days, depending on assignment and department) that describes what specific aspects each student can improve on with reference to the expected learning outcomes.
- Providing opportunities for students to give descriptive feedback to each other.
- Structuring assessments that require students to reflect and critically assess their own thinking and learning.

Students are responsible for:

- Accepting responsibility and ownership for their own learning through active involvement in the assessment and evaluation process.

8.13 Classroom Assignments

Teachers are responsible for:

- Communicating the purpose(s) of the assignment and the criteria for evaluating the work to the students when it is assigned.
- Providing timely, descriptive feedback when a product is involved.
- Ensuring that the grades students receive are an accurate reflection of the student's achievement of the learning outcomes.
- Ensuring that assignments have clearly stated due dates that are communicated to students and parents/guardians.
- Setting due dates for assignments which are reasonable, involve students (where appropriate) and take into consideration major tests and deadlines in other subject areas (where possible).
- Providing ongoing support, encouragement, and checkpoints.
- Encouraging self-monitoring and the seeking of assistance.
- Determining an extended deadline and plan for successful completion of incomplete assignments with the student.
- Ensuring that a grade is not reduced by more than 10% when an assignment is not turned in on time.
- Providing students with more than one opportunity to demonstrate progress toward achievement of the outcomes.
- Assigning no single summative evaluation a value of more than 20% of a student's overall term grade.

Students are responsible for:

- Seeking assistance with assignments when required.
- Requesting an extension for an assignment prior to the deadline and providing a legitimate reason to support that request.



- Completing assignments by specified due dates so that teachers can provide timely feedback.

8.14 Grading and Reporting for Teachers

Teachers are responsible for:

- Employing early interventions for students requiring additional time and support before grading occurs.
- Explaining to students and parents/guardians how marks will be determined for the course(s) they teach.
- Using communication methods other than report cards (e.g. phone calls, e-mails and face to face communication) to regularly inform students and parents about progress toward the expected learning outcomes.
- Providing clear and well-supported feedback about student progress toward the achievement of expected learning outcomes.
- Using language that is based on school learning expectations and is easily understood by parents.
- Identifying the student's strengths, areas needing improvement, and what the individual student, parents and teacher can do to support learning in relation to the expected outcomes.

Teachers are responsible for producing accurate report cards by:

- Always relating grading and reporting to expected learning outcomes.
- Limiting the grading of characteristics not directly linked to curriculum outcomes (such as effort, behavior and attendance) to no more than 10% of the overall mark.
- Ensuring that the grade each student receives is a fair reflection of what he/she knows and can do, emphasizing the most recent summative assessment information.
- Basing report card grades and comments upon evidence gathered through classroom evaluations.
- Ensuring the highest grade or percentage is 100.
- Allowing students more than one opportunity to show learning, if they score below an 85%.
- Using an accurate formative assessment to allow students to understand their progress.
- Setting up the Student Management System with grading categories as well as setting up weighting percentages and ensuring that these are then fixed for the remainder of the school year as well as setting up all assignments and/or tests (this is accomplished in conjunction with department or grade level team).



8.15 Assessment and Evaluation Categories

Selected Response/Short Written Response

Bloom's Taxonomy: Understanding/Analyzing/Evaluating	Examples	
Selected and short written responses assess knowledge-level targets and can be used to evaluate patterns of reasoning.	<ul style="list-style-type: none">• Multiple Choice• Mix and Match• Short Answer Responses• Reproductions of diagrams	Fill in the blank True/False

Extended Written Response

Bloom's Taxonomy: Understanding/Analyzing/Evaluating	Examples	
Answers of a paragraph or more that require students to explain concepts, demonstrate independent thought, critique ideas and/or evaluate material.	<ul style="list-style-type: none">• Compare and Contrast• Research Reports• Book Reports	Lab Reports Oral Reports Model

Performance Assessment

Bloom's Taxonomy: Analyzing/Evaluating/Creating	Examples	
Performance assessments require students to create complex, open-ended products or performances in response to a stimulus or prompt.	<ul style="list-style-type: none">• Portfolios• Oral presentations• Creative writing• Dramatic presentations	Research Reports Works of art Inventions

Critical Self-Assessment

Bloom's Taxonomy: Remembering/Understanding/Analyzing/Evaluating/Creating	Examples	
Critical self-assessment measures students' abilities to self-assess - to think about their own thinking.	<ul style="list-style-type: none">• Self-assessment• Critical analysis• Reflective learning rubrics	Peer review Goal setting

Observational Assessment

Bloom's Taxonomy: Remembering/Understanding/Analyzing/Evaluating/Creating	Examples	
Observational assessments are used to gather evidence of cognitive development and the achievement of specific learning objectives.	<ul style="list-style-type: none">• Oral exams• Learning logs• Student Journals• Running Records• Classroom participation	Interviews Conferences

9. STUDENT EXPECTATIONS

We expect our staff and students to conduct themselves according to our TIGERS values in the classroom, on the court and when representing SIS at local, national and international events outside the school.

SIS High School Honor Code

The SIS TIGERS values define us as a community of learners, and the honor code supports these values. When we cheat, we break the trust of our parents, teachers, and peers. When we plagiarize, we fail to independently formulate our own analyses, and we miss the opportunity to hone our skills of being effective communicators. Lack of academic integrity is a breakdown of social responsibility, and SIS students need to be a good example in today's globally interconnected world.

Everyone in our community agrees to abide by our honor code, acting with integrity in all our words and actions.

- **Teachers and Leadership Team** are responsible for modelling integrity and treating students with fairness and respect.
- **Teachers** are also responsible for making the assignment parameters clear, including what amount of collaboration or research is allowed.
- **Students** are responsible for avoiding academic misconduct: any behavior which misrepresents their abilities.

Academic Misconduct includes the following on any Formative or Summative assignment or test.

- Copying off of others' tests, or allowing someone to copy from your test.
- Taking unauthorized notes or electronic devices into a test.
- Possessing, in any form, a copy of the test before it is given.
- Passing off someone else's words or ideas as your own. This includes copying from the internet, a friend, or anyone else (plagiarism).
- Allowing someone else to copy your work, or doing someone else's homework for them.

However, there are many more ways to be dishonest than the ones listed above. In signing the honor code, you are agreeing not just to a specific list of rules, but to the general principle that you will accurately communicate your knowledge and abilities to your teachers. In this way, your teachers can effectively do their job of helping you to learn.

Note:

Homework may include expectations that you will use outside sources for research or that you will collaborate with a classmate. We realize that there are often gray areas when you are unsure what conduct is allowed. Because of this, whenever possible, err on the side of caution: over-cite your sources rather than under-cite them. Cite even when you summarize or paraphrase someone else's ideas. Ask your teacher to clarify exactly what kind of collaboration is acceptable for a given piece of work before beginning it.

9.1 Academic Integrity

The Academic Integrity policy serves to develop honest, creative, independent learners capable of taking existing knowledge and evaluating, extrapolating and synthesizing it.

Cheating/plagiarism is defined as the deliberate attempt to gain an unfair advantage through the misuse of material, information, answers, solutions, and/or other student's work with the intent to represent the work as one's own individual efforts. Examples of this include plagiarizing, cheating on a test/exam, claiming the work of a tutor, parent, sibling or another student as one's own, altering grades, using or having a device on your person during an exam or test, using a note sheet on a test, or any other behavior that is determined to be on Academic Integrity violation.

Students who allow their work to be used by other students or who otherwise aid others in academic dishonesty are also in violation of academic integrity. Students who are found in violation of the Academic Integrity Policy may be required to resubmit the assignment. The student may be eligible to receive a maximum of 90% of the full value of the assignment. However, depending on the circumstances of the violation, students may receive as little as no credit on the assignment in question or part of the assignment. This will be recorded as a disciplinary infraction.

9.2 First Incident:

In the high school this incident may be reported to the student council, honor societies, and MUN advisors. A record of violations of the Academic Integrity Policy could be reviewed should the student seek to participate in school activities; i.e. student council, honor societies, athletics, and MUN.

- Parent Notification
- One Day In-School Suspension

Students found cheating in AP courses may be removed from the AP course and restricted from future AP course participation. At the time of application to colleges and universities this record will be available to teachers and the Director of College Counseling. Evidence of cheating, plagiarizing or any other breach of the Academic Integrity Policy may be reported and jeopardize acceptance to college.

9.3 Second Incident:

A one day suspension from school.

Suspension reported on the school report to colleges and universities.

A second incident could include any of the consequences listed above in addition to:

- Campus Exclusion
- Loss of Leadership Positions

Additional offenses will result in a recommendation for expulsion.

9.4 Bullying and Harassment

Our school does not tolerate or ignore bullying in any form. It is behavior that makes the person being bullied feel afraid or uncomfortable. There are many ways that students bully each other and some of these include:

- Punching, shoving, and other acts that hurt people physically
- Spreading rumors or gossip about people

- Excluding certain people from a group
- Teasing people in a hurtful way
- Getting friends to "gang up" on others

The five most common types of bullying are:

1. **Verbal Bullying** - name-calling, sarcasm, teasing, spreading rumors, threatening, making negative references to one's culture, ethnicity, race, religion, gender, or sexual orientation and unwanted sexual comments.
2. **Relational Bullying** - Relational bullying or aggression encompasses behaviors that harm others by damaging, threatening to damage or manipulating one's relationships with his/her peers, or by injuring one's feelings of social acceptance. For example:
 - Purposefully ignoring someone when angry (giving the "silent treatment")
 - Spreading rumors about a disliked classmate
 - Telling others not to play with a certain classmate as a means of retaliation
3. **Physical Bullying** - hitting, poking, pinching, chasing, shoving, coercing, destroying or stealing belongings, or unwanted sexual touching
4. **Cyber Bullying** - using the Internet or text messaging to intimidate, put-down, spread rumors or make fun of someone
5. **Cultural Bullying** - using Korean Language as a tool to isolate non-Korean speakers

It is the responsibility of the school principal to investigate all allegations of bullying. Consequences for bullying or harassment will vary depending on the severity of the behavior and the individual student's previous disciplinary record. Such consequences might include lunch and/or after-school detention, behavioral essays, temporary suspension, conditional enrollment and, in egregious cases, possible recommendation for expulsion from school. All consequences are designed with the intention of protecting the victim and changing the aggressor's undesired behavior.

9.5 Alcohol and Drugs

Any student found to be in the possession of non-prescription drugs, alcohol, tobacco or tobacco related products at school, any school sponsored function or in the school neighborhood will be suspended and may face additional disciplinary action. The student's eligibility for after-school activities will be reviewed.

Parents will be called to the school when a student is judged to be under the influence of drugs or alcohol. Absolute proof is not required for the school to take disciplinary action. Urinalysis may be conducted at a facility of the school's choosing. Lack of cooperation on the part of the parent or student may result in the student's withdrawal from SIS.

9.6 Tobacco / Vaping

The Republic of Korea's law does not permit students under college age to smoke in public. Smoking is not permitted at any time in any location, on or off campus. Use or possession of tobacco products will result in disciplinary action. Tobacco products include, but are not limited to, cigarettes, cigars, e-cigarettes, nicotine containing gum, and chewing tobacco. Vaping devices and vaping juice or related materials are all banned as a part of this expectation. They are considered illegal and students found to be in possession of or sharing such materials will

be suspended from school.

Subsequent violations of the school's tobacco policy will result in further suspension leading to expulsion.

9.7 Underground Parking Areas Out of Bounds

Unsupervised areas of our underground parking facility and grounds are only for picking up and dropping off students. All areas of the school's parking lot will be off-limits to all students between the hours of 8:00 a.m. - 5:00 p.m. daily, unless being dropped off or picked up.

9.8 Weapons

SIS has a zero tolerance policy in regard to the possession of weapons on campus. Firearms, knives, clubs or any other object perceived by administration as a weapon will be confiscated and the student will face a disciplinary review that may result in suspension or expulsion. Students bringing props (such as fake guns) to school are required to seek the prior approval from their principal.

9.9 Theft

Theft is defined as taking, assisting in taking or hiding property that belongs to someone else. Students involved in theft will be suspended and may be recommended for expulsion. The excuse that a student was "playing a joke on his friend" will not be accepted as a valid explanation for theft. The police may be called in to investigate theft that may take place either on or off campus. All valuable items should be locked in lockers. Instances of theft will be recorded and may be shared with colleges or universities.

9.10 Lost and Found

Students are asked to contact their division office staff to locate lost items. Found items should be brought to the school's division office staff.

9.11 Lost Textbooks

A student who loses a textbook is required to pay for the replacement of the original textbook, DHL costs from the U.S. and an additional 15% of the cost to cover ordering procedures. The student will be issued a new textbook once the lost book payment has been cleared. Should any student lose two books in a year, the book deposit fee will be forfeited, and a new book deposit will have to be paid. Those without textbooks at the end of the year will be charged the cost of a new book, handling charges plus shipping charges.

9.12 Student Identification Cards

The school's computer technicians handle ID cards. Students can obtain their ID card from the appropriate level principal's office. When a student loses an ID card, they will be required to pay a W10,000 replacement fee. Students are asked to contact their level administrative staff for information on how to replace lost student ID cards. Student ID Cards will be needed for lunch payment.

9.13 English Only Rule

English is the language of daily use in the classroom, the hallways and on the playing field. All students are expected to speak English to their teachers and when speaking with other students.

9.14 Student Drivers

Students are not permitted to drive themselves or other students to or from school or any other school related function.

9.15 Student Cell Phone Use

Students are not permitted to use cell phones for making phone calls during instructional time. A phone is available in the levels offices if an emergency arises. Students are asked to turn off their cell phones before coming to class.

Parents are respectfully requested not to phone or text students during class time.

Main office numbers are:

Tel : (82-31) 750-1200

Fax : (82-31) 759-5133

E-mail : info@siskorea.org

Website : www.siskorea.org

9.16 Dress Code

SIS staff and students take pride in our school. This pride shows in our actions and is reflected in how we present ourselves. SIS believes how students dress contributes to school pride, creates a positive image and builds a productive learning environment.

We expect student attire to be respectful and appropriate to the learning environment. The following are guidelines for attire at SIS:

Footwear and a sleeved shirt must be worn at all times. Clothing which is too tight, revealing, oversized, under-sized and/ or with inappropriate slogans or pictures are not permitted. Midriffs should not be exposed at any time. The word revealing means that a student is wearing clothing that allows more of the wearer's body to be seen than is usual; multiple piercings must be removed while at school. Tattoos must be covered.

Students not in compliance with the school's dress code will first be referred to the school counselor. Students referred to the counselor or, after successive violations, a division principal, will be counseled on the dress code and potentially asked to modify their dress in a way that fits the best interest of SIS as a place of learning. Students have many options to dress as they wish outside of school and it is expected they respect the rights of others to allow for appropriate dress while in a learning environment. This includes the fact that the dress code needs to be comprehensive for many students and grade levels K-12 yet consistent for both in-school classes and for when students are on activity and sports trips in Korea or outside the country acting as representatives of the school. The SIS dress code is in no way meant to demean or diminish the worth of student choices but simply and practically to help focus the intent of the organization as a place where learning comes first. Our school dress code is in effect any time students are on the SIS campus (after school, evenings, weekends) also while on any school sponsored trip or activity and during exam writing time. In the interests of safety, leisure or beach footwear like flip flops or Crocs are prohibited. Repeated dress code violations could result in disciplinary action.

9.17 Bus Conduct

Students are expected to behave on the bus the same way that they would behave in the classroom with teachers. Students who misbehave on the bus may lose the privilege of riding on that bus. Seat belts must be worn at all times when on a school bus. Students must maintain social distancing while in school or on the bus.

9.18 Damage/Loss of School Property

Students who damage school property or who lose school property under their care will be expected to replace the damaged or stolen item. The school may also impose additional disciplinary or restorative measures.

9.19 Technology

We expect our students to be guided by the TIGERS values in all decisions they make in this school. SIS has taken active measures to block access to controversial sites. Students are expected to make appropriate and responsible decisions with regard to internet access.

9.20 Acceptable Use

Resources are available solely for the educational objectives of this school. When in doubt, students are requested to seek guidance from a responsible adult. Students who use their internet access for anything other than acceptable use may lose their access.

9.21 Limits on Internet Services

The school reserves the right to limit the number of devices accessing our internet services at any one time.

9.22 Security Responsibilities

The school reserves the right to monitor all school internet traffic. Nothing is ever completely erased from the Internet.

9.23 Guests

Guests to our school require the prior approval of the level principal one week in advance of the visit. Students who bring guests to school without prior approval will be asked to phone their parents and make arrangements for the guests to be picked up. All guests must sign in at the front gate and at the respective school office and wear a visitor pass at all times. The school administration has the right to restrict any and all visitors at any time based on the best interest and safety of students and teachers.

9.24 Closed Campus

Students have access to campus from 7:30 a.m. until 3:00 p.m. Unless students are participating in extracurricular sports, or other school activities, they are expected to leave the school campus by 3:00 p.m. Students are not to remain in the neighborhood after school. Students who remain for supervised activities (including detention) will depart the campus at 5:00 p.m.

Students may not leave the campus during regular school hours (including lunch) without principal permission. Students are required to sign out with the level administrative staff. In the interests of safety, students leaving school at the end of the school day may not return until all busses have departed.

9.25 Student Records

For information on transcripts and tuition refunds, please contact our admissions office. For information on boarding school applications, please contact our counseling office.

9.26 Early Withdrawal From School

Notice of early withdrawal from school should be made at least two weeks prior to departure. All books must be turned in and financial clearance must be made at the admission office before student records can be released. If withdrawal is expected a few days prior to the end of a semester, parents are asked to notify the school in writing as soon as possible so that the official transcript can be prepared.

9.27 Records for Withdrawing Students

All records for students withdrawing from SIS will be ready one week after the last day of school. Students who are leaving the country early are required to leave a mailing address. No final semester report cards will be issued until the end of that semester. Students withdrawing before May 15 may have their records on the day of withdrawal provided two weeks prior notice has been given and all other requirements are met.

9.28 Tuition Refunds

Please refer the SIS refund policy on the school website.

9.29 Students Applying to Other Institutions

Students wishing to attend another school that requires an application and recommendation process must bring completed applications to the counselor for distribution to appropriate teachers. Those wishing express delivery will be charged an additional W30,000 per school. Students are permitted a maximum of five applications per year. Allow at least two weeks for the completion of the process. There is no additional charge for the duplication of letters. See also sections 15 & 15.1.

9.30 Transcripts

The admissions office normally sends transcripts only to the receiving school. In exceptional cases, transcripts can be given directly to the departing student's family.

9.31 School Emergencies and Drills

The safety of our students is our number one priority. Our buildings meet current codes of safety that include smoke detectors, sprinklers and a fire alarm system. When the fire alarm sounds, all occupants are required to evacuate the building immediately and not return until a school leadership team gives the "all clear" signal. Fire drills are conducted regularly for students and staff. Students are required to follow the directions of any adult in the building during an emergency evacuation. Tampering with fire extinguishers and smoke alarms or causing false alarms are very serious offenses in Korea.

10. ELEMENTARY SCHOOL



Mr. Brian Byrne
Elementary School Principal
M.S. Ed. University of Bridge-
port
B.A. Indiana University
15 years teaching experience
SIS 2021



Burt, Jordan
Elementary Physical Education
B.Ed. Nipissing University
B.Phys.Ed. Brock University
10 years teaching experience
SIS 2018



Cha, Alice
Grade 4
M.Sci. State University of New York
B.F.A. Art Institute of Chicago
B.Ed. San Jose State University
10 years teaching experience
SIS 2013



Efthymiou, Maria
Grade 1
B.A. Athens and Kapodistrian Uni-
versity of Athens
6 years teaching experience
SIS 2020



Gagnier, Marie
Grade 4
B.Ed. University of Quebec
13 years teaching experience
SIS 2014



Gerhard, Tonya
Senior Kindergarten
M.Sci. Syracuse University
B.Sci. State University of New York
27 years teaching experience
SIS 2015



Schuppel, Agnes
ES/MS Assistant Principal
M.A. Queens College
B.A. Queens College
32 years teaching experience
SIS 2009



Han, Hannah
Grade 3
M.A. American College
B.A. California State University
7 years teaching experience
SIS 2017



Hill, Diahn
Grade 1
B.A. Seattle Pacific University
M.A. American College of Education
20 years teaching experience
SIS 2012



Jin, Trish
Grade 2
B.A. University of Calgary
B.Mu. University of Calgary
6 years teaching experience
SIS 2017



Kim, Areum
Grade 5
M.A. Seoul National University of
Education
B.S. Crown College
5 years teaching experience
SIS 2021



Kim, Ganny Ga Eun
Grade 5
B.A. Mount Saint Mary College
1 year teaching experience
SIS 2021



Kim, Lucia
Junior Kindergarten
M.A. Yonsei University of Int'l Studies
B.A. University of California
9 years teaching experience
SIS 2015



Kim, Sarah
Grade 5
B.Ed. Tyndale University
9 years teaching experience
SIS 2014



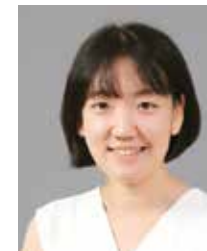
Kurbel, Jennifer
ES Counselor
M.Ed. James Madison University
B.S. James Madison University
10 years teaching experience
SIS 2018



Lee, Jennifer
Senior Kindergarten
B.A. York University
6 years teaching experience
SIS 2021



Lee, Marie
Pre-Kindergarten
B.A. Mount Saint Mary College
10 years teaching experience
SIS 2014



Lim, See Wen
Elementary Chinese
M.Ed. HELP University
B.Sci. Southern New Hampshire
University
9 years teaching experience
SIS 2020



McLeod, Emily
EAL
M. Ed. American College of Education
M.S. Ed. University of Southern
Maine
B.S. Colorado State
16 years teaching experience
SIS 2013



Oh, So Hee Joy
Grade 5
M.Ed. Grand Valley State University
B.A. Calvin University
4 years teaching experience
SIS 2020



Park, Esther
Learning Support
M.A. Columbia University
B.A. Brooklyn College
11 years teaching experience
SIS 2018



Park, Ho Jeong
Elementary Music
D.M.A. Music University of Texas
M.M. Music University of Hartford
B.A. Music Ewha Womans University
14 years teaching experience
SIS 2008



Patel, Kaushal
Literacy Specialist
M.Ed., American College of
Education
B.A. Lake Superior University
14 years teaching experience
SIS 2014



Rumney, Stevie
Grade 2
B.Sc. Wheelock College
5 years teaching experience
SIS 2020



Sandschaper, Nikki
Elementary /Middle School Art
M.A. University of Northern Colorado
B.F.A. University of Oklahoma
13 years teaching experience
SIS 2019



Schooley, Johanna
Elementary Librarian
M.A. Pratt Institute
B.A. Mary Washington College
18 years teaching experience
SIS 2020



Sleeth, Jenny
Grade 4
B.A. Missouri State University
4 years teaching experience
SIS 2019



Smith, Michelle
Elementary Science
M.Ed. Washington State University
B.A. Washington State University
21 years teaching experience
SIS 2020



Solheim Santiago, Anja
Grade 3
M.P.A. Baruch College
M.A. University of Maryland
B.A. Susquehanna University
8 years teaching experience
SIS 2021

10. ELEMENTARY SCHOOL PROGRAM OVERVIEW

Welcome to Seoul International School. It is an honor to have you join our Tiger community this year!

In the Elementary School we value the unique style of each individual learner. We aim to foster and nurture the academic, physical, social and emotional learning of all scholars. With a wonderful faculty and staff, we are committed to creating a positive environment that is conducive for learning, provides support for all and models kindness, honesty and respect. Throughout the year your child should have opportunities to inquire, create, collaborate and develop independence. Guided by the TIGERS values we hope the experience of being a part of SIS will have a beneficial impact on the growth your learner and their educational journey. We are delighted you have chosen to grow with us this year and look forward to the opportunity to meet each of you in person.

Sincerely,
Brian Byrne
Elementary School Principal

10.1 Elementary School Philosophy

Our philosophy is to develop highly educated, well-rounded students who are excited about learning and who will become lifelong, self-directed learners. Through the use of differentiated instruction we challenge all students to achieve their highest potential.

10.2 Reading Workshop

During Readers' Workshop, reading instruction takes place with the whole class, small groups, partners, and individual students. Development of reading strategies is the focus of this time. Guided reading in small groups or with individual students utilizes levelled books. Our reading workshop consists of the following components:

• Shared Reading

Shared reading allows students to participate in reading material that may be beyond their reading levels. The teacher models a reading strategy to the whole class using enlarged text such as big books, posters, or the morning message on chart paper. Students all have access to and can interact with the text.

• Independent Reading

During the independent reading portion of the workshop, students read Just Right Books – books they select that can be read without help. Each classroom has a wide variety of books and poems for shared reading, posters, magazines, and a teacher who loves reading to children and teaching them about reading! While the children are reading independently, the teacher provides direct instruction to a group of students (guided reading) or to individual students (conferences).

• Guided Reading

Guided reading is designed to help students learn how to problem solve increasingly challenging texts with understanding and fluency. Students meet in small groups and work on skills and strategies, with support from the teacher.

• Read-Alouds

The teacher reads a selection to the class from a book, magazine, poem, or other printed material for a specific purpose.

It's an opportunity for teachers to model reading fluency and reading/writing strategies. This can be done at any part of the school day.

10.3 Writing Workshop

The writer's workshop has a set format. It always starts with a mini-lesson with the large group gathered on the floor in front of the teacher. It continues on to independent writing time and closes with the large group back together again for sharing. There is an ebb and flow to it. Large group, small group...large group. The children learn the routine and without question, should know what is expected of them. They should be able to be on task without direction from the teacher once the routine is taught and established.

• All Writing Workshop Lessons are Multi-Level

A great benefit of the Units of Study is the fact that the lessons are all multi-level. They are very open-ended. Since the students are choosing their own topics and writing at their own level, the lessons are truly differentiated for all the different levels in our classrooms. With all of the mainstreaming and the wide range of levels common in classrooms, this is truly a curriculum that will fit all.

10.4 Music

A variety of extra-curricular music programs operate during recess for elementary students. SIS has been fortunate in recent years to offer students the opportunity to become part of various music groups such as: Suzuki Violin Level I, II, and III

- *(Grade 1 through 5th Grade) Suzuki Cello
- Primary Choir (1st 2nd 3rd grade)
- Junior Choir (4th through 5th grade)
- Band (4th through 5th grade)

Students may join more than one musical group if they meet all the requirements and have no timetable conflicts. An enrollment form goes home near the beginning of each school year listing details such as teacher in charge, rehearsal dates and times, requirements, starting dates, and other miscellaneous details. Parents must fill out the form for their child and return it to the school by a specified deadline.

10.5 Library and Media Technology

In our school library, students learn how to handle and properly care for books and magazines, as well as how to find books in the three sections: Picture, Junior Fiction and Non-Fiction Books. Students also learn media technology skills, such as how to use the computer catalogue to conduct research for special projects. Students are exposed to a variety of literature relating to a wide range of topics. Students can participate in voting for the Morning Calm Medal, an annual award given to deserving authors from around the world by students in South Korea. Parents are able to check out 5 items at any one time.

Elementary Library Borrowing Policy: Students in grades K-1 may borrow one book at a time. Students in grade 2-5 may borrow two books (including a graphic novel). A third book may be borrowed for reading buddies or a special project. Students may exchange books as many times a week as they wish.

Lost Books: If a book has been overdue for a month, the library will send a reminder note that includes the price of the book. If the book cannot be found, it must be paid for in order for the student to continue borrowing books from the library. If the book is found and returned in good condition, the cost of the book will be refunded.

Damaged Books: If a book is returned damaged (wet, ripped, written on or dirty) and needs to be replaced, a notice will be sent home with information on the replacement cost. As with lost books, the replacement cost must be paid before the student can continue borrowing more books.

10.6 Art

The main focus is art production, past and present art, aesthetics and art criticism. Students explore various forms of art media including drawing, painting, ceramic clay, printmaking, textiles, mixed media and collage. The art room may be open to students at various times throughout the year.

10.7 Physical Education

Students proceed through fundamental gross motor skills and apply these skills through modified games. Topics include basketball, soccer, swimming, hockey, volleyball and many others. At the beginning of the year, each classroom is issued a sports box with a selection of sports equipment for students to use on the playground. After

school sports activities for Grades 4 & 5 students (including teams from other schools in Seoul) are held at various times throughout the year.

10.8 Elementary Mandarin Chinese Courses Grades 1-5

Young students with very little or no knowledge of Mandarin Chinese are introduced to basic communicative skills including speaking, listening, reading and writing, as well as important cultural elements. Courses are designed with age in mind and include many fun activities and projects. The goal is to spark an interest in learning a foreign language among elementary aged students. Students will be able to use simple daily conversation such as exchanging personal information, talking about food, asking about the price, discussing hobbies and more. Each grade level has an individual curriculum and unit topics, cultural lessons are integrated within the units.

10.9 Maker Space

The Makerspace program offers students a designated space to create, engage and explore using both digital and physical resources such as computers, audio and video editing tools, 3D printing, robotics, and traditional arts and craft supplies. Makerspaces allow students the opportunity to deeply engage in the arts, sciences and engineering practices within a collaborative setting that encourages students to design, build, experiment and invent using product design and technical skills such as coding and computational thinking.

11. ADDITIONAL PROGRAMS

11.1 Field Day

SIS hosts an Elementary Field Day annually. The day is divided into halves, with Kindergarten, 1st and 2nd Grades participating in the morning event, and 3rd, 4th, and 5th Grades participating in the afternoon event. This day is planned and coordinated by the Elementary PE Specialist with the support of the Specialists and teachers.

11.2 After School Enrichment

The Elementary School strives to create a school environment in which children are exposed to many facets of learning in order to allow them to become well-rounded individuals. It is our hope that through providing children with a comprehensive curricular program coupled with a variety of after school extra-curricular activities, we will expose children to opportunities for learning that may broaden their horizons and foster interest. SIS prides itself on being able to provide a variety of after-school enrichment activities that appeal to a variety of students. The activities are held based upon student interest and faculty availability.

11.3 4th & 5th Grade Sports

Students in the 4th and 5th grades have the opportunity to participate in four after school sports programs. These include: soccer, flag football, basketball and swimming. The goal of the sports program is to maximize participation and skill development while, at the same time, encouraging all students to have fun and demonstrate great sportsmanship. Students compete with other international schools during jamborees.

11.4 Boosters

SIS offers a Saturday sports club program for elementary students throughout the year. Students in SK-5 have the opportunity to participate in three different booster programs. The three sports offered are soccer in the fall, swimming in the winter, and basketball in the spring. Each sport typically runs for 6 Saturdays and lasts one hour. Boosters provide students with the opportunity to develop fundamental skills and interact with other students their age. If space is limited, students are placed in the program on a first come, first serve basis.

11.5 Battle of the Books

Battle of the Books is an excellent reading incentive program for grade 4 and 5 students. It encourages students to read and ask analytical questions from a range of stories and genres they might not have otherwise been exposed to. The program culminates in a wonderful international schools’ competition promoting collaboration, sportsmanship, and a love of reading. In preparation for the big finale, the BOB team, first, reads the carefully selected competition books, before, knuckling down for an intensive ten-week training period from January to April. Here, the teams learn the format of the competition and test their knowledge of the books under simulated battle conditions. This is a lot of fun with the students answering lightning round questions against the clock while practicing the necessary communication skills to confirm their answers as a unified team.

11.6 Science

Our ES Science lab engages students through hands-on explorations where they are able to understand critical base information, relationships, and explanations. Students then model to show understanding, and ultimately create and share more sophisticated ideas as they think about information presented. This program allows the voice of a student to become more powerful as they look outside the class to the world around them for ideas and evidence. Activities are set up to support the gathering of evidence, the understanding of additional information, and the opportunity to share with others in a crucial exchange of multiple conversations. Our lab is student centered, teacher guided, and builds on what they know to help them understand the natural world.

12. ELEMENTARY STUDENT EVALUATION

SIS elementary report cards are distributed during the 1st, 2nd and 3rd trimester of each school year. Criteria for assigning marks include observation checklists, portfolios, discussions or conferences, work samples, verbal and nonverbal participation, assessments and anecdotal notes reflecting student’s progress. The report cards inform what the student can do consistently at the instructional level in curriculum areas. Concepts listed in each curriculum area are yearly goals. The stages of development section lists learning behaviors a student demonstrates as he or she progresses along a learning continuum in language arts, mathematics, science, art, physical education, computer training, library skills and social studies and music. The learning behaviors are grouped into four levels of development:

12.1 Junior & Senior Kindergarten

Secure – Meets with expectations
DI – Developing with independence
DT - Developing with teacher support
E – Emerging

12.2 Grades 1–5

E (Exemplary) – Exceeds expectations
P (Proficient) – Meets expectations
D (Developing) – Approaching expectations
DT (Developing) – With teacher support

12.3 Promotion and Retention

Only in exceptional circumstances and with the agreement of all parties will the school consider retaining a student in a grade. SIS comprises three distinct, but connected schools, an elementary, middle and high school. Completion of the elementary school program does not guarantee promotion or acceptance to middle school. Completion of the middle school program does not guarantee promotion or acceptance to the high school. Elementary students are promoted to the next grade level based on teacher recommendation, evaluation of work completed during the school year, and attainment of the minimum skill levels in language arts established for that grade level.

12.4 After-School Academic Support

This program is designed to offer students who need academic support an additional intervention with the objective of learning foundational skills that will help students be academically successful. A student will only be considered if a substantial lack of progress is evident. After monitoring student progress teachers will recommend students for After-School Academic Support and meet with parents in order to gain support and create individual goals. The Elementary Academic Support Coordinator will select the support teacher on the basis of the student's needs. Academic Support sessions are composed of twenty four meetings: two times a week for twelve consecutive weeks. The hourly fee for academic support is W50,000 for each one-to-one meeting.

12.5 The Student Support Team (SST)

Students are at the center of learning at Seoul International. To guarantee all students meet their learning goals, SIS has a Student Support Team (SST). The SST is a collaborative group of teachers, specialists, and administrators who meet regularly to create plans that support the individual needs of students. The goal of the SST is to help support classroom teachers and students with additional interventions and strategies to best facilitate the learning needs of each student. Interventions may include new teaching strategies, differentiation and/or modification of instruction. The Student Support Team (SST) is made up of professionals that work with parents and staff members to help ensure student success. Parents or teachers might seek SST help for a student if:

- a student is having learning problems and/or
- a student is having behavior problems.

Student Support Team members consist of the General Educator, Literacy Support Teacher, Leadership Team and School Counselor.

To start the process, a referral is made to the SST to inform the team of a student's behaviors or academic skills that are of concern.

The child's teacher will contact the family. The classroom teacher and literacy support teacher will work together to find out more information about the student. Parents provide information about the student's social developmental history.

The SST team will work together to develop an intervention plan. The SST will decide as a team to close the referral when the problem has been resolved.

The Intervention Plan

SST and the teachers will develop an intervention plan. This plan:

- is customized for the student
- consists of scientific research-based interventions
- lists strategies for the teachers, parents, and student to use
- is used for a trial period of 4-6 weeks
- is then scheduled for review

Review of the Intervention Plan

The classroom teachers and Literacy Support Teacher present an update on the plan and any additional information to the SST. The intervention plan is evaluated by looking at academic or behavioral data collected over the 4-6 weeks. Other interventions may be tried if the original ones do not work.

Recommend Possible Outcomes

The SST will recommend possible outcomes after interventions. Outcomes could include:

- closing the referral because the intervention plan works
- referring for more in-depth evaluation, which could result in consideration for special education services
- referring to other support services (i.e., mental health agencies or 504 committee)
- assigning a SST member to monitor the student's progress



13. MIDDLE SCHOOL



Benavidez, John
Middle School Principal
M.A. Northern Arizona University
B.A. University of Arizona
27 years teaching experience
SIS 2017



Schuppel, Agnes
ES/MS Assistant Principal
M.A. Queens College
B.A. Queens College
32 years teaching experience
SIS 2009



Benavidez, Judy
Grade 7 Language Arts
M.A. University of Arizona
B.A. Northern Arizona University
36 years teaching experience
SIS 2017



De Shazo, Kip
Grade 7 Math
B.A. Boise State University
9 years teaching experience
SIS 2011



Choi, Eun Ji
Maker Space Associate Teacher
M.Sci. Pratt Institute
B.Sci. Ewha Womans University
3 year teaching experience
SIS 2010



Ganus, Michelle
Grade 6 Social Studies
B.A. Howard Payne University
15 years teaching experience
SIS 2013



Coward, David
Grade 6 Math
B.A. Texas A&M University
11 years teaching experience
SIS 2019



Gardes, Tim
Middle School/High School Librarian
M.A. San Diego State University
B.A. University of Maryland
24 years of teaching experience
SIS 2011-2014 & SIS 2017



Darrah, Michael
Grade 8 Math
M.A. Arizona State University
B.A. University of Toledo
10 years teaching experience
SIS 2020



Haugen, Alyssa
Middle School Counselor
M.Sc. Minnesota State University
B.A. University of Minnesota
5 years teaching experience
SIS 2020



De La O, Jesica
Grade 8 Social Studies
M.A. University of Oregon
B.A. University of Oregon
10 years teaching experience
SIS 2016



Hein, Julie
Grade 8 Science
M.S. DePaul University
B.S. Texas A&M University
B.Ed. University of Oklahoma
15 years teaching experience
SIS 2016



Hill, Steven
Elementary/Middle School Maker
Space
B.A. The University of Nottingham
19 years teaching experience
SIS 2018



Hu, Jinnie
Grade 6 Science
M.A. University of Southern
California
B.S. University of Florida
1 year teaching experience
SIS 2020



Jung, Juney
Grade 8 Language Arts
B.A. University of Canterbury
6 years teaching experience
SIS 2018



Kim, Julia Ji-Yeon
Middle School/High School Strings
and Orchestra
M.M. Music University of Hartford
B.A. Music Ewha Womans University
18 years teaching experience
SIS 2004



Lee, Eun Sung
Learning Support
M.A. New York University
M.A. & B.A. Ewha Womans University
31 years teaching experience
SIS 1997-2007 & 2011



Munro, Timothy
Middle School Activities Coordina-
tor/Physical Education
M.A. Framingham State University
B.Ed. University of Victoria
17 years teaching experience
SIS 2007



Park, Natalie Hae Rim
Grade 6 Language Arts
Grad. Diploma, University of Auckland
B.A. University of Auckland
8 years teaching experience
SIS 2017



Piscioneri, Jean
Grade 7 Science
B.A. St. Theresa's College
23 years teaching experience
SIS 2011



Piscioneri, Lee
Grade 7 Social Studies
M.Ed. Michigan State University
B.A. University of Massachusetts
31 years teaching experience
SIS 2011



Sandschaper, Jesse
Spanish/Learning Support
B.A. University of Oklahoma
15 years teaching experience
SIS 2019



Tong, Terence
Learning Support
M.A. University of Sothern Qsld.
B. Ed. University of Western Ontario
B.A. Simon Fraser University
21 years teaching experience
SIS 2014



Yannakakis, Adam
Middle School Physical Education
M.A. European University
B.A. University of Toronto
10 years teaching experience
SIS 2021

14. MIDDLE SCHOOL PROGRAM OVERVIEW

Welcome to another exciting school year at Seoul International School. The information included in this handbook, while not comprehensive, is intended to provide you with general guidelines about our procedures and programs. Should you have questions regarding any information provided in this handbook, please feel free to call me or Ms. Schuppel.

Our aim at SIS is to create a caring learning environment for our students as well as inspire them to become global citizens. We hope to foster and encourage creativity, a spirit of inquiry and the freedom to express and share ideas through a wide variety of program offerings. Middle School is all about taking chances, and trying something new. We adhere to our TIGERS Values in all areas of our curriculum and disciplinary procedures.

I look forward to seeing you and your child soon and I would like to wish you all a very successful school year.

Thank you for choosing SIS and allowing us to work with your child. We appreciate your support and confidence.

Respectfully,
John Benavidez
Middle School Principal

14.1 Parent Involvement and Communication

In the Middle School, the parents of the MSSC Homeroom Representative serve as Room Mom. The HR teacher will guide the Room Mom in the following responsibilities:

- Assist with class activities as needed
- Communicate with class parents as needed
- Assist with organizing and coordinating events for the grade and or school

14.2 Middle School Student Council

The Middle School Student Council (MSSC) is a leadership organization at Seoul International School. Each year the student body of middle school elects a group of students whom they feel would best represent them. The role of the Student Council is not only to represent the thoughts and desires of the students, but also to provide academic and social events in which all students can participate. These activities consist of dances, class competitions, talent shows, and other activities. Also, charities and service projects are sponsored. The goals of the Student Council are to increase school spirit, provide a more friendly and exciting atmosphere, and offer an opportunity to express student opinions on school matters.

14.3 Advisory

All Middle School students have a faculty advisor who serves as a trusted adult, mentor, and advocate in the life of the student. Advisory period occurs daily and is an opportunity for students to check in and ensure that they know that they have an important place in the school community. Grade-levels complete different activities based on individual needs and/or the advisory group. Each advisory group is also responsible for coordinating several grade-level assemblies throughout the year.

14.4 Athletics Program

The Student Athletics Program is an integral part of the total learning experience offered to Seoul International Middle School students. The aim of the program is to develop self-confidence, teamwork, and sportsmanship through skill development and participation in appropriate competition. The Student Athletics Program is characterized by:

- 1. Commitment to the school's core values
- 2. Development of basic physical and athletic skills
- 3. Encouragement to participate in a variety of sports
- 4. Support for broad participation of all students
- 5. Opportunities for success in appropriate competition

14.5 Attendance and Deadlines

Students are expected to be in class each day school is in session. Important learning takes place every day. The Middle School office should be notified by the parents on any occasion when their child will be missing school. A note from the doctor will be required if students miss school more than two days due to sickness. Once at school, **only** the school nurse may excuse ill students. Students with pre-planned appointments should clear their appointment in advance with their teacher and ask about any make-up work. Unexcused absences, repeated tardiness and excessive excused absences in a quarter may result in parent conference with the principal, detentions, suspensions, retention and in severe cases, expulsion.

Longer Period of Absence (more than 5 days)

Parents are required to ask permission of the principal regarding long term absences, if the students miss more than 5 consecutive school days. Students are responsible for completing a **Pre-Arranged Absence Notification** and making sure they check with the teachers about any school work that they will be missing during that period of time.

Tardiness

Parents are expected to notify the MS office when students are late to school. It is only excused when parents notify the MS office in advance. If not, students will be marked Unexcused Tardy in PowerSchool.

Injured or Sick Student Policy Regarding PE Class

If your child is injured or sick and must miss P.E. class, a note from the doctor will be required. The note must detail the sickness/injury, the duration for which the student will miss PE classes, and the dates that the student cannot participate in PE. Prescriptions or hospital/doctor receipts of payment are not allowable substitutions.

Procedures for Using the MS Student Elevator Pass

All Middle School students using the elevator are required to have a note from a doctor BEFORE receiving an elevator pass. An elevator pass can be obtained from the Middle School office. Students who are injured and need to use the elevator should have parents contact the Middle School office, and the students are to present the doctor's note to the Middle School officer who will give the student a numbered elevator pass. The pass should be returned back promptly to the Middle School office at the end of the time period allocated. Students found on the elevator without a pass will receive the consequence of detention. Students who lose an elevator pass will receive the consequence of a detention.

The deadline for students handing in homework, essays or projects will be the beginning of class on the day the assignment is due. If a student is going to be absent on the due date, it is their responsibility to get the work to the teacher's e-mail by the deadline. Students who fail to meet this deadline will be required to meet with the teacher on the day of their return to school.

Students who are absent with a medical note will have the opportunity to complete missed tests or work for 100% credit. Students absent with a parent note or absent without an excuse will have the opportunity to submit the work or take the test for 90% credit. A teacher may deduct no more than 10% of the value of an assignment for work submitted late.

Students who fail to meet the first resubmission deadline will have missed that opportunity to demonstrate mastery and will be required to attend a tutorial period to make up for the missed work.

14.6 Student Cell Phone Use

Middle School policy states that students are required to turn off their phones and store them inside their lockers for the entire school day. Students who violate this policy may be assigned a detention. Parents are respectfully requested not to phone or text students during class time. If students need to call home during the school day, they are asked to come to the Middle School office where they will be allowed to use the office phone.

14.7 Core and Elective Curriculum

For additional information on the core curriculum for the Middle School, please consult the school website.

14.8 Grading

PowerSchool grading includes both letter and numerical scores. The following is a range of percentages used:

100-94	93-84	83-74	73-66	65 or below
Excellent	Good	Satisfactory	Minimal Pass	Fail Incomplete

A grade of INC may only be issued with the permission of the school principal.

Final grades are issued at the end of each semester. Seoul International School does not issue semester grades greater than 100%.



14.9 Middle School After School Enrichment (MS ASE) Program

The purpose of the Middle School After School Enrichment (MS ASE) program is to enhance the MS student experience with access to a variety of non-academic enrichment activities after school hours. MS ASE gives MS students an additional venue to learn alongside peers and faculty. Course offerings vary throughout the school year and are based on teachers’ passion and interests.

MS ASE takes place Wednesday afternoons (3:30 - 5:00 pm). There are three eight-week sessions with exact dates to be determined in conjunction with elementary school at the beginning of each school year.

- Fall (September - November)
- Winter (January - March)
- Spring (April - May)

Students participating in MS ASE will be able to take the Activity Bus home at 5:10pm.

Detailed information such as course descriptions, registration instruction and exact dates will be shared with parents and students at the beginning of each school year.

14.10 Character Grade

Students are evaluated and recognized based on the TIGERS Values. Our focus is to help our students with not only academics, but also develop our quality of character. The students will receive the following ratings for each value:

- E (Exemplary) – Exceeds expectations
- D (Developing) – Approaching expectations
- P (Proficient) – Meets expectations
- DT (Developing) – With teacher support

VALUES	Exemplary - exceeds expectations (E)	Proficient - meets expectations (P)	Developing (D)	Developing with teacher assistance (DT)	Indicators
TRUSTWORTHY INDIVIDUAL	Student consistently: <ul style="list-style-type: none">demonstrates academic and personal integrity.takes responsibility for his/her actions.completes his/her own work, asks for help when needed .avoids plagiarism.exhibits honesty, truthfulness, dependability, and reliability.	Student often: <ul style="list-style-type: none">demonstrates academic and personal integrity.takes responsibility for his/her actions.completes his/her own work, asks for help when needed .avoids plagiarism.exhibits honesty, truthfulness, dependability, and reliability.	Student sometimes: <ul style="list-style-type: none">demonstrates academic and personal integrity.takes responsibility for his/her actions.completes his/her own work, asks for help when needed .avoids plagiarism.exhibits honesty, truthfulness, dependability, and reliability.	Student rarely: <ul style="list-style-type: none">demonstrates academic and personal integrity.takes responsibility for his/her actions.completes his/her own work, asks for help when needed .avoids plagiarism.exhibits honesty, truthfulness, dependability, and reliability.	What does a “Trustworthy Individual” look like in our classrooms? <ul style="list-style-type: none">Demonstrates academic and personal integrityDemonstrates honestyTakes responsibility for actions Specifically: <ul style="list-style-type: none">Always completes own workAsks for help when neededAvoids plagiarism

INDEPENDENT THINKERS	Student consistently: <ul style="list-style-type: none">searches for creative solutionsdemonstrates ability to analyze, evaluate, synthesize and apply information.shows independence in research and study skills.contributes to group discussion by offering creative solutions.is inquisitive and curious.asks questions to further their own learning.	Student often: <ul style="list-style-type: none">searches for creative solutionsdemonstrates ability to analyze, evaluate, synthesize and apply information.shows independence in research and study skills.contributes to group discussion by offering creative solutions.is inquisitive and curious.asks questions to further their own learning.	Student sometimes: <ul style="list-style-type: none">searches for creative solutionsdemonstrates ability to analyze, evaluate, synthesize and apply information.shows independence in research and study skills.contributes to group discussion by offering creative solutions.is inquisitive and curious.asks questions to further their own learning.	Student rarely: <ul style="list-style-type: none">searches for creative solutionsdemonstrates ability to analyze, evaluate, synthesize and apply information.shows independence in research and study skills.contributes to group discussion by offering creative solutions.is inquisitive and curious.asks questions to further their own learning.	What does an “Independent Thinker” look like in our classrooms? <ul style="list-style-type: none">Solves problems creativelyAnalyzes, evaluates, synthesizes and applies informationShows independence in research and study skills Specifically: <ul style="list-style-type: none">Contributes to group discussion by offering creative solutionsUses various resources to find solutionsReaches conclusions through creative analysis
GLOBAL CITIZENS	Student consistently: <ul style="list-style-type: none">looks for opportunity to volunteer his/her time and energy to improve the quality of life in the classroom and around school.accepts and respects the diversity inherent in a multicultural world.engages responsibly in campus activities.practices sustainability when working on projects and using resources.	Student often: <ul style="list-style-type: none">looks for opportunity to volunteer his/her time and energy to improve the quality of life in the classroom and around school.accepts and respects the diversity inherent in a multicultural world.engages responsibly in campus activities.practices sustainability when working on projects and using resources.	Student sometimes: <ul style="list-style-type: none">looks for opportunity to volunteer his/her time and energy to improve the quality of life in the classroom and around school.accepts and respects the diversity inherent in a multicultural world.engages responsibly in campus activities.practices sustainability when working on projects and using resources.	Student rarely: <ul style="list-style-type: none">looks for opportunity to volunteer his/her time and energy to improve the quality of life in the classroom and around school.accepts and respects the diversity inherent in a multicultural world.engages responsibly in campus activities.practices sustainability when working on projects and using resources.	What does a “Global Citizen” look like in our classrooms? <ul style="list-style-type: none">Volunteers time, energies and talents to improve the quality of life in the schoolAccepts and respects the diversity inherent in a multicultural world Specifically: <ul style="list-style-type: none">Involved in campus activities (MSSC/GIN sponsored events)Engages in responsible citizenshipEnvironmentally conscious in projects and use of resourcesCulturally aware and sensitive to cultural diversity
EFFECTIVE COMMUNICATORS	Student consistently: <ul style="list-style-type: none">understands and has the ability to express their own opinions in oral, written, and visual form.expresses himself/herself clearly and logically.demonstrates the ability to integrate technology to enhance communication.appreciates and listens carefully to others’ ideas and perspectives about the discussions.	Student often: <ul style="list-style-type: none">understands and has the ability to express their own opinions in oral, written, and visual form.expresses himself/herself clearly and logically.demonstrates the ability to integrate technology to enhance communication.appreciates and listens carefully to others’ ideas and perspectives about the discussions.	Student sometimes: <ul style="list-style-type: none">understands and has the ability to express their own opinions in oral, written, and visual form.expresses himself/herself clearly and logically.demonstrates the ability to integrate technology to enhance communication.appreciates and listens carefully to others’ ideas and perspectives about the discussions.	Student rarely: <ul style="list-style-type: none">understands and has the ability to express their own opinions in oral, written, and visual form.expresses himself/herself clearly and logically.demonstrates the ability to integrate technology to enhance communication.appreciates and listens carefully to others’ ideas and perspectives about the discussions.	What does an “Effective Communicator” look like in our classrooms? <ul style="list-style-type: none">Understands oral and written informationExpresses themselves clearly, logically and creatively in oral, written and visual formsHas the ability to integrate technology

REFLECTIVE LEARNERS	<p>Student consistently:</p> <ul style="list-style-type: none"> demonstrates an understanding of acquired knowledge. Is able to apply and integrate skills and knowledge from academic subjects. Is able to recognize and develop their own strengths and talents. takes responsibility for own learning by looking to extend and apply their knowledge. accepts and acts upon constructive feedback. 	<p>Student often:</p> <ul style="list-style-type: none"> demonstrates an understanding of acquired knowledge. Is able to apply and integrate skills and knowledge from academic subjects. Is able to recognize and develop their own strengths and talents. takes responsibility for own learning by looking to extend and apply their knowledge. accepts and acts upon constructive feedback. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> demonstrates an understanding of acquired knowledge. Is able to apply and integrate skills and knowledge from academic subjects. Is able to recognize and develop their own strengths and talents. takes responsibility for own learning by looking to extend and apply their knowledge. accepts and acts upon constructive feedback. 	<p>Student rarely:</p> <ul style="list-style-type: none"> demonstrates an understanding of acquired knowledge. Is able to apply and integrate skills and knowledge from academic subjects. Is able to recognize and develop their own strengths and talents. takes responsibility for own learning by looking to extend and apply their knowledge. accepts and acts upon constructive feedback. 	<p>What does a “Reflective Learner” look like in our classrooms?</p> <ul style="list-style-type: none"> Demonstrates knowledge with understanding Applies and integrates skills and knowledge from multiple disciplines Recognizes and develops their strengths and talents <p>Specifically:</p> <ul style="list-style-type: none"> Open minded Good listener Accepts constructive criticism Takes responsibility for own learning Demonstrates ability to reflect and finds opportunity to extend learning
SOCIALLY RESPONSIBLE	<p>Student consistently:</p> <ul style="list-style-type: none"> demonstrates ability to collaborate efficiently and meaningfully on teams. takes opportunity to demonstrate leadership ability. values his/her own contributions and those of others. demonstrates empathy. 	<p>Student often:</p> <ul style="list-style-type: none"> demonstrates ability to collaborate efficiently and meaningfully on teams. takes opportunity to demonstrate leadership ability. values his/her own contributions and those of others. demonstrates empathy. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> demonstrates ability to collaborate efficiently and meaningfully on teams. takes opportunity to demonstrate leadership ability. values his/her own contributions and those of others. demonstrates empathy. 	<p>Student rarely:</p> <ul style="list-style-type: none"> demonstrates ability to collaborate efficiently and meaningfully on teams. takes opportunity to demonstrate leadership ability. values his/her own contributions and those of others. demonstrates empathy. 	<p>What does a “Socially Responsible” student look like in our classrooms?</p> <ul style="list-style-type: none"> Collaborates meaningfully and efficiently on teams Values their own contributions and those of others Demonstrates responsibility and effective leadership

14.11 Honor Roll

The Honor Roll is recognition of more than academic achievement. It recognizes a student’s overall commitment to excellence in academics, behavior and attendance. Honor rolls are computed first and second semester.

14.12 Honor Roll–Award of Merit

- 88% ~ 93% (No individual mark of 73% or below)
- No more than two unexcused absences per semester
- No significant disciplinary infractions or Academic Integrity Violations

14.13 Honor Roll-Award of Excellence

- 94% and above (No individual mark of 83% or below)
- No more than two unexcused absences per semester
- No significant disciplinary infractions or Academic Integrity Violations

14.14 Middle School Support Classes

In the Middle School Support Classes (Language Arts/Mathematics), recommended students will build on the instruction from their Language Arts and Mathematics classes in a smaller group setting. Each student will focus on completing tasks designed to help demonstrate his/her potential. Major emphasis is placed on helping students develop active student strategies, as well as note taking, test taking, organizational, and time/task management skills. Admittance to this program is determined by specific guidelines. Entry and exit from the Support Program will be determined by classroom teachers, and the Support Class teachers. The final decision regarding these classes rests with the Middle School Principal.

14.15 Promotion and Academic Probation

Seoul International School requires that students make academic progress commensurate with their potential. Students will be promoted to the next grade level using the following criteria: Maintaining a Grade Percentage Average of at least 75% for all academic subjects and no marks less than 66% and no more than two marks less than 75%. Students who are having difficulty achieving academic success will be placed on Academic Probation. Any grade of 75% or less is of concern.

Academic Probation

Students with the following grades on the mid-term or semester report will be placed on Academic Probation. Academic Probation should be considered a serious indication of difficulty and can put continued attendance at the school in question. Any one of the following conditions will result in your child being placed on Academic Probation:

- One or more failing grades below 65%
- Two or more classes with a grade below 75%

Academic Probation may require a conference with the student, parents, school counselor and/or principal to develop an improvement plan. Students on Academic Probation may not participate in extracurricular activities unless they have special permission from the principal.

Students must make progress on their improvement plans or discontinuation of the school's services may be recommended. Students who are placed on Academic Probation more than once in any given academic year may be required to withdraw from the following academic year, due to lack of academic progress. Alternatively, they may be allowed to return under strict conditions of improvement.

The final decision on pupil placement rests with the Principal. If a student withdraws due to academic and/or disciplinary reasons, there is no tuition refund.

14.16 Academic Integrity

The Academic Integrity Policy serves to develop honest, creative independent learners capable of taking existing knowledge and evaluating it and synthesizing it. Cheating/plagiarism is defined as the deliberate misuse of material, information, answers, solutions, and/or other student's work with the intent to represent the work as one's own individual efforts. Some examples of this include plagiarizing, cheating on a test/exam, claiming the work of a tutor, parent, sibling or another student as one's own and altering grades. Students who allow their work to

be used by other students or who otherwise aid others in academic dishonesty are also in violation of academic integrity. Turnitin.com is used to verify the originality of student work. Students who are found in violation of Academic Integrity Policy will be required to resubmit their assignment. It will be treated as a late assignment and the student is eligible to receive a maximum of 85% of the full value. The student mark may be less than 85%, as it is based on the actual grade of the second assignment. It will also be recorded as a disciplinary infraction, and parents will be informed. The student will also be required to write a reflection letter highlighting their inappropriate actions, the results of their action and why they will not plagiarize again.

14.16-1 Second Incident of Academic Integrity

In the case of a second incident occurring in the Middle School in the same year, the MS Principal will arrange to meet with the student and their parents to discuss this serious breach of ethics. Discipline will include a one day suspension from school and any additional disciplinary actions as deemed necessary by the MS Principal. Such disciplinary action could include recording this 2nd infraction on the student's academic record.

14.17 Mid-Semester Comments

Comments may be sent out between reporting periods (This is usually done at mid semester) to indicate areas that might need special attention and help. They are used only in cases in which the teacher feels that a particular problem area or improvement trend should be brought to the attention of the parents.

14.18 After-School Tutoring

This program is designed to offer students who need academic support as an additional intervention with the objective of learning foundational skills that will help them be academically successful. A student will only be considered if a substantial lack of progress is evident.

After monitoring student progress, teachers will recommend students for After-School Academic Support. The Middle School counselor will select the support teacher on the basis of the student's needs. Academic tutoring for SIS students will be considered upon request from a parent or teacher, if a student meets the established guidelines. Contact the Middle School counselor for additional information.

A student's involvement in after school activities will be evaluated before academic support is scheduled. Tutoring will not be continued automatically after the initial eight sessions, however if the parents and classroom teacher agree, tutoring may be continued.

Academic Support sessions are composed of eight sessions, either once or twice a week for one hour or 1.5 hours respectively. The hourly fee for academic support is W50,000 for a one hour one-to-one session and W75,000 for a 1.5 hour one-to-one session.

14.19 Course Preparation Outside SIS

Although many students attend summer schools, it is usually for enrichment. Courses taken outside SIS cannot be used for credit.

15. BOARDING SCHOOL APPLICATION PROCESS

Families who are interested in having their child apply to boarding school should contact the Middle School Counselor as early in the school year as possible. All applicants or the applicant's parents must speak with the Middle School Counselor to request recommendations and transcripts BEFORE contacting teachers regarding recommendations.

Students are limited to 5 application packages that will be prepared by the school. Parents are responsible for any mailing or additional costs necessary to complete the submission of application documents to the schools. Additionally, students are asked to notify the Middle School Counselor as to which schools they have been accepted to, and which boarding school they will attend the following school year.

The DEADLINE for requesting boarding school recommendations is the LAST Friday in NOVEMBER. Teachers should be given at least two full weeks to complete recommendations. Please contact the Middle School Office to set up an appointment to request recommendations. Translation is available upon request.

15.1 MS/HS Summer Program Application Process

The process for requesting summer recommendations is very similar to the boarding school process. Please arrange an appointment and visit the Middle School Counselor to inquire about summer opportunities for your child and to submit summer program applications.

The DEADLINE for summer school recommendation request is the FIRST FRIDAY of APRIL. If you do not meet the deadline there is no guarantee that your application will be accepted.

If you are planning to send your child to one of the summer gifted and talented programs, please visit their website in the Fall and be prepared to request anything required from the school in December or no later than mid-January.

If you have any questions, please email the Middle School Counselor.



16. HIGH SCHOOL



Gerhard, James
High School Principal
Ed.D. University of Minnesota
M.Ed. University of Phoenix
B.A. State University of New York
25 years teaching experience
SIS 2015



Macklin, Gray
High School Assistant Principal
M.A. Piedmont College
B.A. University of Georgia
21 years teaching experience
SIS 2006



Davis, Morgan
Counselor
M.S. Oregon State University
B.S. University of Oregon
8 years teaching experience
SIS 2020



Green, Ricky
High School Physical Education
B.Ed. De Montfort University
21 years teaching experience
SIS 2015



Edwards, Kelcey
Director of Guidance &
College Counselling
M.S. Ed. Fordham University
B.A. New College of Florida
9 years teaching experience
SIS 2020



Bonar, David
High School Science
M.A. Louisiana State University
B.A. Rice University
22 years teaching experience
SIS 2018



Fischer, James
High School English
M.A. State University of New York
B.A. Florida State University
15 years teaching experience
SIS 2016



Gregori, Leslie
High School English
M.A. Sonoma State University
B.A. University of San Diego
37 years teaching experience
SIS 2017



Alden, Peter
High School Science
M.S. University of Nebraska
B.A. University of Advancing
Technology
B.S. University of Alaska Fairbanks
22 years teaching experience
SIS 2018



Bracciano, Chris
High School Social Studies
M.Sci. University of Wisconsin
B.A. Michigan State University
10 years teaching experience
SIS 2019



Gallagher, Joe
High School Math
B.S. Montana State University
7 years teaching experience
SIS 2017



Harubin, Patrick
High School Computer Science
M.A. Duke University
B.A. Rensselaer Polytechnic Institute
6 years teaching experience
SIS 2020



Alden, Tessa
High School English
M.A. University of British Columbia
B.A. University of Calgary
18 years teaching experience
SIS 2018



Brown, Corrine
High School Math
M.A. Azusa Pacific University
B.A. Pepperdine University
28 years teaching experience
SIS 2021



Ganus, Michael
Middle School/High School Band
and Orchestra
M.A. East Texas State University
B.A. Howard Payne University
28 years teaching experience
SIS 2013



Ireland, Hannah
High School Art
M.A.T. Maryland Institute of Art
B.F.A. Washington University
4 years teaching experience
SIS 2021



Ames, Jonathan
Athletics & Activities Coordinator
M.A. Chinese University of Hong
Kong
B.A. Ithaca College
16 years teaching experience
SIS 2016



Cui, Vanessa
High School Chinese
B.A. Shenzhen University
7 years teaching experience
SIS 2018



Gardes, Tim
Middle School/High School
Librarian
M.A. San Diego State University
B.A. University of Maryland
24 years of teaching experience
SIS 2011-2014 & SIS 2017



Jeon, Hana
High School Math
B.Ed. University of British Columbia
B.A. University of British Columbia
6 years teaching experience
SIS 2019



Banas, Dorothy
High School Physical Education
M.A. University of Mindanao
B.A. Mindanao State University
16 years teaching experience
SIS 2019



Davis, Ashlee
Counselor
M.S. Oregon State University
B.A. Texas State University
9 years teaching experience
SIS 2020



Grant, Wendy
High School English
M.Ed. DePaul University
B.A. Denison University
23 years teaching experience
SIS 2019



Kim, Ji Min
Aquatics
B.A. Yong In University
12 years teaching experience
SIS 2009

HIGH SCHOOL



Kim, Nadia
High School English/Social Studies
J.D. Law Fordham University
M.Ed. Harvard University
B.A. Arch. The City College of New York
1 year teaching experience
SIS 2021



Mazzola, Matthew
High School Art
M.F.A. Massachusetts College of Art & Design
B.A. University of Massachusetts
8 years teaching experience
SIS 2019



Kowalski, James
High School Social Studies
M.S.Ed. Northwestern University
B.A. University of Chicago
8 years teaching experience
SIS 2018



McClintock, Emily
High School Spanish
B.A. Mount Holyoke College
7 years teaching experience
SIS 2019



Lambert, Niko
High School Science
M.A. University of Louisville
B.A. Middlebury College
6 years teaching experience
SIS 2020



McEvoy-Hein, Jeffrey
High School Math
M.A. DePaul University
B.A. University of Notre Dame
13 years teaching experience
SIS 2016



Lee, Eugene
High School Science
M.Ed. The University of Texas
B.S. University of Houston
14 years teaching experience
SIS 2016



Meiklejohn, Shane
Drama
M.A. Griffith University Film School
G.D.E. Australian Catholic University
B.A. University of Queensland
26 years teaching experience
SIS 2018



Lee, Megan
High School English
M.A. Southern New Hampshire University
B.A. University of Houston
7 years teaching experience
SIS 2016



Meininger, Whitney
High School Music
B. Ed. Gonzaga University
9 years teaching experience
SIS 2017



Lin, Angelika
High School Chinese
M.Ed. The Open University of Hong Kong
B.A. Soochow University
15 years teaching experience
SIS 2015



Miller, Morgan
High School Social Studies
M.A. University of Oregon
B.A. University of Oregon
11 years teaching experience
SIS 2016



Mitchell, Jane
High School Art
B.Ed. Christchurch College of Education
F.A. University of Otago
18 years teaching experience
SIS 2015



Montague, Marc
IT Coordinator
B. Ed. University of British Columbia
B.A. Concordia University
12 years teaching experience
SIS 2017



Morales Zarate, Mariana
High School Spanish
M.A. Teach-Now Graduate School of Education
B.A. Bolivian Catholic University
8 years teaching experience
SIS 2015



Nave, Steven
High School Social Studies
M.A. University of Cincinnati
B.Sc. East Tennessee State University
21 years teaching experience
SIS 2020



Paglialunga, Carolina
High School Spanish
M.A. Jaen University
B.A. University of Mar del Plata
13 years teaching experience
SIS 2021



Pan, Joanna
High School Chinese
M.Ed. Grand Canyon University
B.Ed. National Pingtung Teachers College
18 years teaching experience
SIS 2017



Rauterkus, Connie
High School Science
M.A. Viterbo University
B.A. Mount Senario College
25 years teaching experience
SIS 2021



Rock, Jared
High School English
B.A. Auburn University
9 years teaching experience
SIS 2019



Santos, Carly
High School Counselor
Grad.Dip. Victoria University
B.A. Victoria University
9 years teaching experience
SIS 2018



Lee, Allyson
High School Science
M.A. University of Saint Mary
B.S. University of Toledo
6 years teaching experience
SIS 2018



Terbrueggen, Jessica
High School English
M.A. Columbia University Teachers College
B.A. University of North Florida
13 years teaching experience
SIS 2016



Tyvand Jr., James
High School Social Studies
M.B.A. University of Oregon
B.Sci. Saint Mary's College
17 years teaching experience
SIS 2017

HIGH SCHOOL



Tyvand, Rose
High School Science
Ed.D. George Fox University
M.Ed. Portland State University
B.A. Stanford University
17 years teaching experience
SIS 2017



Wessels, Carly
Aquatics/Physical Education
B.Ed. University of South Africa
2 years teaching experience
SIS 2021



Warkentin, Nathan
High School Math
M.Ed. Harvard University
B.S. University of Pittsburgh
6 years teaching experience
SIS 2018



Young, Patrick
High School English
M.A. DePaul University
B.A. St. John's University
22 years teaching experience
SIS 2016



Weir, Alex
High School Math
B.Ed. University of Alberta
B.L. University of Alberta
B.A. University of Alberta
18 years teaching experience
SIS 2017

17. RESOURCE PERSONNEL



Choi, Ji Sun
Nurse
B.Sci. Kongju National University R.N.
12 years practicing
SIS 2019



Yoon, Sung Ji
Nurse
M.Med.Sci/B.Med.Sci.
Soon Chun Hyang University
R.N./K.N.A.
23 years practicing
SIS 2015

18. HIGH SCHOOL COURSE SELECTION FLOW CHARTS & CURRICULUM

See Course Selection Flow Chart and Course Outlines posted on PowerSchool and the SIS Webpage.

19. HIGH SCHOOL PROGRAM OVERVIEW

Welcome to the high school at Seoul International School.

We hope this Handbook helps to give you good information about our teachers, classes, and programs. It also outlines the academic criteria and student expectations for participation in our community of learners. Parents, your child's success in our school is an important part of their success in life and we invite you to be an active part of helping your children achieve their full potential.

We do have high expectations of our high school students, and we have high expectations of ourselves to help them learn and grow into well-rounded individuals who live and model our TIGERS Values. SIS aims to develop academic skills, social and emotional skills, and leadership skills to prepare students for success not only in high school but also in university and for careers and life-long learning. Let's have a great 2021-2022 school year.

Dr. Gerhard
High School Principal

Core Curriculum and Electives

See Course Selection Flow Chart and Course Outlines posted on PowerSchool and the SIS Webpage.

19.1 Parent Excused and School Function Absences

Important learning activities take place daily in our classrooms. There is simply no substitute for the direct instruction and the learning that comes from being part of a class. For this reason, students must be in class for at least 85 percent of classes, excluding school related absences, in order to receive credit in a course. Parents can only excuse their child from 15 percent of classes, calculated from the total number of class meetings in a semester. The number of permissible absences will be lower for seniors in the second semester because of their last day of school occurring in mid-May.

Should a student exceed the number of parent excused absences, then the Student Review Committee will consider the reasons provided by parents for each absence. If the High School Student Review Committee believes that the parent excused absences were avoidable, credit may not be awarded, regardless of the student's grade in that course. A student who exceeds the attendance policy may appeal the loss of academic credit in writing to the principal within three (3) school days of notification that credit has been withdrawn.

Students absent from class as part of a school function such as KAIAC, AISA, MUN, etc., will be marked absent with an SF (School Function). These absences are not counted against the 85 percent minimum attendance. Students missing class without permission from parents or the school will be marked as unexcused (UN). Parents who have not contacted school prior to an absence may do so within 24 hours of an absence either by phone, email or with a written note.

Students tardy to school MUST check in at the HS office before going to class. A student late to a class by 30 minutes or more will be marked as unexcused (UN) absent until a parent contacts the school, at which time it will be changed to excused (EX) absent. Students late to school but do not check in the HS office first will be listed as either (UN) or (EX). A parent MUST contact the school on the day of the tardy for this change to be made. Changes will not be made after the date of the tardy.

If a student misses a major assessment, for example a unit test or a major paper, a doctor's note must be provided immediately upon their return in order for students to receive full credit for the missed assessment.

When a student is at SIS, the only person who can excuse a student from school for illness is the school nurse.

Parents should not excuse students from school for any reason on days that students have a summative exam, summative project or final exam unless the student requires professional medical attention.

Students who miss a summative evaluation and report late to school that same day will be required to stay after school that day to take the summative. No other events, activities or sport will hinder the completion of the exam that same school day if the student is to be eligible for full credit.

Students who miss a summative exam and are absent from school the entire day will take the summative exam at school the next day. The student will have to take the exam after-school unless they are able to complete the assignment or assessment during the day. No other events, activities or sports will hinder the completion of the exam that next school day. Students who miss on a Friday could be expected to report to school on Saturday to complete the exam under the supervision of SIS faculty.

Students who fail to show up for a scheduled assessment will lose the opportunity to take the summative evaluation for full credit and to retake the evaluation. Students who make a habit of missing summative evaluations will jeopardize their AP class enrollments.

19.2 Attendance During Advanced Placement Exams

All students registered in an Advanced Placement class must sit the final exam. The exam is the culminating experience and is an essential part of what makes AP classes equivalent to a college experience. If the exam is in the afternoon, students are excused from morning classes on the day of the exam. If the exam is in the morning, students are excused from classes the day before that exam. Students are excused the day before an AP exam. Students who have met or exceeded the maximum number of absences in a class may not miss those classes before an AP exam. If a student misses an AP exam for any reason in most cases the exam will not be made up and students will have to sit the course final exam.

19.3 SIS High School Behavior Expectations

Like all communities, Seoul International School has behavioral expectations that students must adhere to in order to be a successful contributor of the community. We believe all students need a safe, supportive and respectful learning environment. We hold students accountable for their choices and behavior in order to foster trustworthy, independent, and responsible global citizens.

Should students not meet SIS community expectations, administration will implement the consequences outlined in the following sections. However, the leadership team of SIS reserve the right to move to a higher level of consequence if they decide it is appropriate.

19.4 Truancy

Truancy is defined as student absence unauthorized by parent, legal guardian or the school. (This includes forged notes.) An unauthorized absence from class is one without teacher permission. A student assigned to Study Hall or Work Study who does not attend will be considered truant. A student who leaves a class with permission and does not return as required is truant from school. Please do not remove your child from school until they have seen the school nurse. Students arriving late to school MUST stop at the HS office before going to class. Students who go directly to class without stopping by the office first will be marked as absent under the expectations outlined in 19.6.4.

19.5 Behavior Expectations

1. All students are expected to display appropriate behavior while at school and in the classroom.

Unwarranted or persistent disruption(s) during a class, or behavior that embarrasses, offends, or otherwise detracts from a productive learning environment at school, in the hallways, or at school functions carries the following consequences:

- First Referral: Conference with High School leadership team and counselor(s), possible campus exclusion up to three days, sent home immediately, or possible suspension (swearing in halls, climbing on furniture, excessive disruption, etc.).
- Second Referral: A parent conference will be required; and 1 day of in-school suspension, up to seven days campus exclusion, possible suspension.
- Third and Subsequent Referrals: 1 day out of school suspension from all classes; campus exclusion for up to 14 days; and possible permanent removal from the class in question.

2. All students are expected to demonstrate effort in completing formative and summative assignments, to participate in classroom activities, and to perform to their individual level of ability on a consistent basis.

Teachers are responsible for contacting parents when a pattern of irresponsibility or lack of effort becomes apparent. If the pattern persists subsequent to parent involvement, a regular detention period may be imposed.

- First Referral: Conference with High School Student Review Committee, mandatory after school work session.
- Second Referral: Parent contact; Conference with High School Student Review Committee, mandatory after school work session.
- Third Referral: A parent conference to establish an academic and behavioral contract.
- Subsequent Referrals: Up to 2 days in-school suspension from all classes; and up to 14 days of campus exclusion.

3. All students are expected to do their own work and not copy from a resource book, another student or any electronic source without a proper citation or teacher approval. This includes all homework, assignments in class and tests.

All cases of academic dishonesty will be reported to the High School Review Committee and could result in students losing the privilege of taking Standardized tests at SIS (AP, SAT) and important leadership roles in classes or clubs.

- First Offense: Parent contact: make-up work is completed, 1 day in-school suspension

- Second Offense: Parent conference; 1 day out-of-school suspension; make-up work completed, offense logged on college school report
- Third Offense: Parent conference; 3 days out-of-school suspension; make-up work completed; no credit is given on assignment or assessment.
- Subsequent Offences: Recommendation for expulsion.

Students who do not regularly complete formative work may not be eligible for AP classes or other accelerated programs. The person who willingly lets another person copy homework, an assignment or a test paper is considered equally responsible for the academic dishonesty and can expect the same consequence as the person who copies.

4. All students are expected to be in class on time.

Tardiness is defined as: Student enters a class after the class has officially started. Arriving in class within the first 30 minutes results in a tardy.

Students MUST check in at the high school office immediately upon arrival or risk being marked absent.

- **Arriving in class after the 30 minutes or not attending class at all results in ONE (1) absence.**

5. All students are expected to attend all classes while at school.

We expect all students to come to school after leaving home in the morning. At no time during the school day should students be in the underground parking structure unless attending a strings class or PE class.

A cut class is defined as: A student comes to school and is absent from class for the entire period without an excused note from a teacher/counselor/principal/nurse. Parents cannot excuse students from class if they are at school.

- First Offense: 2 days after school detention; and conference with High School Student Improvement Committee.
- Second Offense: 1 day in-school suspension; and parent contact.
- Third Offense: 5 days of after school detention; parent conference to establish a behavior contract; and up to 7 days campus exclusion.

6. All students are expected to behave appropriately at all times.

Student behavior guidelines cover all times that students are on campus and on any school sponsored event, trip or activity. Students should always be respectful towards other students, teachers, school resources, and themselves. Appropriate communication guidelines include all interactions at school and also those that occur within our community while at school, whether in person or in any online, electronic, or social media forum or site. Students are not allowed to audiotape, record or videotape events at school, including private conversations between students, teachers or administrators, without permission. Public events and activities may be recorded but discretion should be used within school guidelines with regard to revealing the identity of community members. Respectful behavior also includes abstaining from harassment of persons based on gender, race, nationality, or sexual orientation. Violations of any of the above or any other behavior norms can result in the possible consequences:

- First Offense: Formal warning; parent contact; 1 day after school detention; 3 days of campus exclusion, possible suspension

- Second Offense: Parent conference; 3 days out-of-school suspension; 14 days campus exclusion; parent conference to establish a behavioral contract; and a counseling recommendation.
- Third Offense: Recommendation for expulsion. The High School leadership team may move to any level of consequence depending on the severity of the behavior.

7. All students are expected to refrain from physically harming each other or endangering the physical well-being of any other student through their actions.

The consequences for students who fight or physically harm others are:

- First Offense: 3 days out-of-school suspension; parent conference to establish a behavioral contract; 7 days of campus exclusion.
- Second Offense: Recommendation for expulsion.

In every instance, the severity of the consequences will be determined by the High School leadership team. Fighting which includes weapons or cases of aggravated assault can immediately result in expulsion. Any one party involved in a fight might be penalized more than another party if circumstances warrant.

8. All students are expected to respect the property of other people and the school at all times and to safeguard and secure their own property.

All students are assigned a school locker in the hallway to store their belongings. A combination padlock is provided by the school to be used on this school locker. In most cases, bags are not allowed in classrooms although that is at the discretion of the individual teacher. Bags are not allowed in the cafeteria or auditorium and should not be left around the school or in the hallways. When students are at lunch, assembly, clubs or after school activities their belongings should be left in their locked locker. PE students may also get a PE locker in the B1 locker room and music students may also get a music locker in the Annex B1 level area. Unattended bags are subject to confiscation. Parents may be asked to collect bags in cases where students are repeatedly unable to safeguard their belongings.

Students who damage the property of others will be suspended from school.

Students who are found to be in possession of stolen property or who are engaged in acts of theft within the school will be suspended and likely recommended for expulsion on the first offense.

9. All students are expected to refrain from using tobacco products of any kind, including but not limited to cigarettes, cigars, e-cigarettes, vaping devices, vape juice or salts, nicotine gum.

- First offense: Student is sent home for the rest of the day and receives a one-day of in-school suspension. Parent contact, seven days of campus exclusion
- Second offense: Student is sent home, and 2 days out of school suspension, parent conference, campus exclusion for fourteen days.
- Third offense: Student is sent home, and 3 days suspension, campus exclusion for remainder of semester.

Students who possess larger quantities of vape juice or salts or are selling, exchanging or dealing in vape devices, juices, salts or products in the school will be recommended for expulsion.

Multiple violations can also lead to a recommendation for expulsion from SIS. If a student is found in a smoke or vape filled area, or is in the company of a group smoking or vaping, they will be considered to be smoking or vaping.

10. All students are expected to refrain from possessing, consuming, or being under the influence of alcoholic beverages on campus, on a school bus, or on a school-sponsored activity off-campus.

It is also forbidden to consume alcohol prior to coming to class or to an activity. Students not complying with any of the above can expect the following consequences:

- First Offense: Up to 5 days of out-of-school suspension; parent conference; campus exclusion for 14 days. Possible expulsion.
- Second Offense: 10 days of out-of-school suspension; parent conference; barred from international trips.
- Subsequent Offenses: will result in recommendation for expulsion.

11. All students are expected to refrain from public displays of affection. The SIS student body encompasses many different cultural expectations for appropriate displays of affection in public. We maintain an expectation that students must refrain from public displays of affection beyond hand holding and brief hugs.

The following consequences will result:

- First Offense: Warning; mandatory counseling sessions
- Second Offense: Parent contact; 1 day after school detention.
- Third Offense: Parent contact; 2 days after school detention; parent conference for a behavior contract.
- Subsequent Offenses: Recommendation for expulsion.

12. We expect all students to refrain from carrying any weapons on their persons or in their bags. Carrying weapons onto school grounds will result in the following consequence:

Every Offense: Confiscation of object; parent conference; possible suspension or expulsion based on the facts.

19.6 After School Detentions

Students referred to the principal for after school detention will report at 3:15 and remain until 5:00 PM. Students are expected to arrive prepared to complete school work and will not take part in any after school activities.

Campus Exclusion

If excluded from campus, a student cannot attend any activities which occur on campus after classes or which are school sponsored but held off campus. Campus exclusion includes all weekend activities.

Suspension

There are two types of suspension at SIS: in-school suspension (which excludes a student from all classes and breaks) and out-of-school suspension. The leadership team will determine which suspension is appropriate. In-school and out-of-school suspensions count as excused absences from class.

Behavior Contracts

In special cases identified by the principals and counselors, high school students may be placed on a Behavioral

Contract. Students who are on contract will have their attitude and behavior reviewed periodically. Students on contract who choose not to fulfil behavioral expectations may be withdrawn from school.

19.7 Number of Tests in One Day

Two tests on one day is reasonable. If a student is scheduled for more than 2 tests (not including make-ups or quizzes) on one day they should try to reschedule with the teachers. **If no resolution can be reached the students should see their counselor.** In most cases the student will make room during their work study period on the day before/after the regularly scheduled test or in the after school testing center the next day. A student with more than 2 tests on one day must see the teachers at least 4 school days (2 A/B rotations) before the test. Any rescheduled exams will be held the following day.

19.8 Project Due Dates

All major projects must have a due date at least one full calendar week before the beginning of school exams.

19.9 Grading

Letter grades are not assigned on report cards.

- | | |
|---------------|--------------|
| • 94-100 | Excellent |
| • 84-93 | Good |
| • 74-83 | Satisfactory |
| • 66-73 | Minimal Pass |
| • 65 or below | Fail |
| • INC | Incomplete |

A grade of INC can only be issued with the permission of the school principal. The highest grade is a 100.

Semester grades are issued at the end of each semester. Only semester grades are recorded on the official transcript sent to other schools and colleges. Percentages on comprehensive semester exams may be reported separately.

SIS uses a well-known and reputable Student Management System for recording and tracking grades. Teachers will input grading categories and weighting percentages at the beginning of the year. Equity and consistency in reporting practices ensure that these designations will not change for the remainder of the year. Slight issues with rounding up or down small percentages will be consistent, fair, and equally distributed on all assignments for all students. PowerSchool is not the program used for calculating student GPA's Junior and Senior year. These are all computed through the College Office.

19.10 Deadlines for Tests and Assignments

Unless otherwise stated, the deadline for all assignments to be submitted is at the beginning of the class on the day the assignment is due.

19.11 Honor Roll

The Honor Roll is recognition of more than academic achievement. It recognizes a student's overall commitment to excellence in academics, behavior and attendance. Honor rolls are computed each semester using Grades In

Progress and semester grades. A certificate will be presented at the start of the following school year reflecting all semesters in which the student qualified.

19.12 Honor Roll – Award of Merit

- 88% ~ 93% (No one individual mark of 73% or below)
- No more than one unexcused absence per semester
- No significant disciplinary referrals

19.13 Honor Roll-Award of Excellence

- 94% and above (No one individual mark of 83% or below)
- No more than one unexcused absence per semester
- No significant disciplinary referrals

19.14 Promotion and Retention

At SIS, students are promoted by both grade and course. High school students are required to achieve a final mark of 66% or better to receive credit for a course. The criteria for entry to the next level of that course may be higher than 66% and is set by the school in consultation with individual departments (See Course Selection Guide for details).

Only in exceptional circumstances and with the agreement of all parties will the school consider retaining a student in a high school grade.

Students whose marks are below 74% in two or more core subjects at the end of a term will be placed on Academic Probation and a plan developed to improve their performance. Students who remain on Academic Probation for two consecutive quarters will be referred to the Student Review Committee. Depending on each student's academic history and circumstances, the SRC committee will decide if SIS is the best place for their education. Students who fail semesters of required grade nine, ten, or eleven classes will not be eligible to continue on to their senior year, if they do not have the required credits.

19.15 Graduation Requirements

Students may graduate from SIS with a diploma after accumulating 25/26 credits. Students with 29/30 or more credits will graduate with a Diploma with Honors.

1 Credit = a year-long course unless otherwise specified

All classes taken for credit towards graduation must be taken at the high school level.

19.16 Diploma

Credits	Course Work
2	English 9 and Communications 9
1	English 10
1	Writing 10 (if required)
2	English 11 and Writing 11 or AP Language
1	English 12 or AP Literature or AP Language
1	World History 9
2	US History or AP US History + An Additional Social Studies Course
2	Geometry and Algebra II
2	Biology and Ecology 9 + Chemistry and Physics
1	Physical Education 9/Health 9
1	Life Sports
1	Fine Arts (Music, Art, Drama)
9	Additional credits chosen by the student.
Total Credits: 25/26 if Writing 10 is required	

19.17 Diploma with Honors No semester grade may be below a 74%

Credits	Course Work
2	English 9 and Communications 9
1	English 10
1	Writing 10 (if required)
2	English 11 and Writing 11 or AP Language
1	English 12 or AP Literature or AP Language
1	World History 9
2	US History or AP US History and one additional Social Studies Course
3	Geometry, Algebra II and one additional Math Course
2	Biology and Ecology 9 + Chemistry and Physics
1	Additional Sciences
1	Physical Education 9/Health 9
1	Life Sports
2	Language Course (Chinese or Spanish - 2 years required in one language)
1	Fine Arts (Music, Art, Drama)
9	Additional credits chosen by the student.
Total Credits: 29/30 if Writing 10 is required	

19.18 Requirements for College or University Entrance

Since most colleges differ in their individual requirements for admission, it is recommended that students who have an inclination toward a particular college or major, carefully research entrance requirements.

Most colleges require a strong college preparatory program with a 85% average or better as follows:

- 4 in English
- 2 or more in any Foreign Language studied (if English is the native language)
- 3 or more in Social Studies Preparatory Program
- 3 or more in Science
- 3 or more in Mathematics
- 1 Fine Arts

Those interested in math or science fields may have a higher requirement (usually four years) in math. Some of the most competitive universities in the U.S. have rigidly prescribed high school subject prerequisites for admission. Following a challenging academic program through high school is to a student's advantage.

Note: Highly competitive colleges do not base acceptances solely on academic achievement. Most of the highly competitive colleges and universities select candidates not only on the basis of academic record, SAT and AP courses, but also on co-curricular activities such as athletics, art, music and school publications.

19.19 Early Graduation

There are three reasons the school considers valid for early graduation.

1. A senior (and or family) departs Korea at the end of first semester or during second semester.
2. A senior is applying exclusively to universities in Korea, Japan, Australia, etc., that begin in February or March.
3. A senior has sufficient credits but the school leadership team will not permit the student to complete the school year, because of a discipline issue. In this situation, the student is not permitted to attend school events or activities for the balance of the year.

Students must submit a request for early graduation in writing to the Director of College Counseling within the first two weeks of the school year. Approval from the Head of School is required.

With special permission of the Head of School, the student may be allowed to attend the graduation ceremony and senior prom dance.

A senior must have sufficient credits to graduate and a GPA of at least 75%.

WHEN EARLY GRADUATION IS PERMITTED, A FULL YEAR'S TUITION IS CHARGED

19.20 Seniors Applying to Colleges and Universities

Seniors may apply to a **maximum** of 10 universities that require a secondary school report, official transcript, and/or teacher recommendations (Note: UCAS is counted as one application, though the student can apply to up to five courses). Seniors may apply to additional universities that do not require school materials (e.g., UCs, UIUC). The senior fee will cover the logistical support for all applications.

Graduates or former students seeking to attend or transfer to another university must first contact the admissions office, to process a fee of ₩15,000 per transcript. Graduates who apply to Korean universities after graduation from SIS will be charged a fee of ₩50,000 per school, if the application requires more than a transcript.

19.21 Course Preparation Outside SIS

Although many students attend U.S. summer schools, it is usually for enrichment. Courses taken outside SIS cannot be used as pre-requisites for courses at SIS nor can they be used for credit.

19.22 Valedictorian and Salutatorian

GPA is computed after the first semester of grade 12. The senior with the highest seven semester GPA is Valedictorian. The senior with the second highest GPA is the Salutatorian. Both are recognized at graduation.

19.23 Advanced Placement Program

The Advanced Placement Program is a high school program, sponsored by the College Board, which allows students to study courses designed for freshman college students.

All AP students at SIS must write AP external exams for courses in which they are registered. Students who complete several AP courses and score grades of four or five are often eligible to apply for advanced standing when they leave SIS and go on to university. Students who take an AP exam outside of SIS before they take the course at SIS will not be able to enroll in that course at SIS.

The recommendation process is an important opportunity for students and teachers to discuss the decision to take advanced level courses in specific areas. A recommendation is not a good predictor of your future grade in an AP class. Once recommendations are made, strongly consider the following guidelines when choosing courses to take. These recommendations are based on current SIS student AP enrollment data.

- 11th grade: 1, 2, or 3 AP courses
- 12th grade: 2, 3 or 4 AP courses

Students interested in exceeding the numbers listed in the guideline above will be able to appeal to take an additional AP course, but appeals are subject to a committee review and may not be approved.

Students who do not complete the AP summer assignments may be dropped from the course. A grace period at the beginning of the course allows students to make sure that the AP class is suitable for them. If a student chooses to drop, or is dropped from an AP class after this time, they carry 'W/F's' on their transcript for the school year. The cost for AP courses will be announced before the end of the 2 week AP grace period. The school actively discourages students from taking AP exams prior to taking an AP course and will not accept or endorse AP exam scores written outside SIS.

19.24 Advanced Placement Pre-Requisites

See Course Flow Chart in the SIS MS/HS Course Guide

19.25 National Honor Society (NHS)

The NHS is an organization whose members are recognized as scholars as well as positive contributors to the life of the school. Students need to maintain a 95% yearly cumulative average in high school for two consecutive years with no semester grade below 90% in order to be minimally eligible to apply.

Eligible SIS students are first invited to apply in their junior and senior year, and are inducted as members after a successful completion of the application process and selection by a five-member faculty committee. Students new to SIS who have been previously inducted into NHS, or new students who are eligible may apply if they meet the requirements for minimum eligibility.

All new students are required to go through the application and selection process. Students who are selected and inducted are required to maintain a 95% average and a minimum of 90% on their final semester report cards in order to maintain eligibility for continued membership in the SIS chapter of NHS.

19.26 National Arts Honor Society

Sophomores, juniors, and seniors who have had at least one year of high school Art and earned an 85% average are eligible for membership. Proceeds from NAHS projects are contributed to charities.

19.27 EXTRA-CURRICULAR PROGRAMS AND ACTIVITIES

In line with the SIS school wide learning expectation emphasizing well rounded individuals, considerable emphasis is placed on the SIS Sports Program. SIS strives for Tiger PRIDE, Power, Respect, Integrity, Determination and Enthusiasm. All new clubs, trips, programs should be proposed to level Leadership member and the Athletics and Activities Coordinator no later than the end of February.

Seoul International School sponsors teams for athletes from sixth to twelfth grade, although, seniors are not eligible to compete at junior varsity level.

Students are allowed to hold ONE top executive office in a club per year. This limitation does not include leadership positions in classes (Newspaper and Yearbook) Student Council, or sports teams.

Students with academic or disciplinary referrals may not be eligible for club or sports leadership positions. Students must consistently demonstrate a capacity for positive leadership in order to hold executive office or captaincy.

KAIAC Teams and Seasons of Play

SIS belongs to the KAIAC (Korean-American Interscholastic Activities Conference). As SIS fully supports participation in the KAIAC league, students are not academically penalized for classes missed due to sports. These classes are regarded as a “school function,” absence but students are expected to make teachers aware of their absence ahead of time and arrange for times to complete work that will be missed. All athletes are required to have a medical exam each year.

The seasons in which we participate are: Fall: Tennis, Cross-Country and Volleyball
Winter: Basketball and Cheerleading
Spring: Soccer, Swimming and Badminton

19.28 Student Council

The Student Council is a leadership organization at Seoul International School. Each year the student body of both the high and middle schools elect a group of students whom they feel would best represent them. The role of the Student Council is not only to represent the thoughts and desires of the students, but also to provide academic and social events in which all students can participate. These activities consist of dances, pep rallies, class competitions, talent shows, as well as other activities. Also, charities and service projects are sponsored. The goals of the Student Councils are to increase school spirit, provide a more friendly and exciting atmosphere, and offer an opportunity to express student opinions on school matters.

19.29 Junior-Senior Prom

The Junior Class sponsored Prom is held in May. The Prom consists of a dinner that can be attended by all junior and senior students, their guests and teachers. All non-SIS students must submit a permission from signed by their school principal in order to attend this event. After dinner there is a program that honors the seniors.

19.30 Commencement Ceremony and Reception

Commencement exercises are held at SIS for family and friends. Following the ceremony a reception is held.

19.31 Team Commitment

Seoul International School offers a diverse range of extra-curricular activities. Sport is only one of these offerings. However, at any time during the year a student’s commitment to a particular activity may prevent them from being involved in another activity.

In order to help students manage their commitments, a student activity application form is distributed at the beginning of each sport’s season. This form outlines possible calendar clashes involving the sport in question, and other important events, such as MUN trips, orchestral concerts, and dramatic performances.

It is important that students are honest on these forms. Although many students can handle two or three extra curricular commitments, some cannot. A realistic assessment of each student’s needs early on helps prevent academic trouble and broken commitments. Hence, sponsors will meet regularly to assess who is applying for each activity, and they will make a final decision on the load each student can handle at any given point in time.

In order to involve parents as much as possible in this process, their signature is required on the form. This indicates they understand the total commitment, and support their child’s application.

19.32 Eligibility Requirements

In the beginning of the first quarter of each academic year, all students are considered academically eligible unless specifically excluded as a result of conduct the previous year.

Academic Probation for KAIAC Activities:

If a student’s previous quarter GPA falls below 66%, that student will not be eligible to try out for teams or participate in extra-curricular activities.

Participant eligibility for athletics and activities is established on the first day each quarter. However, the school principal reserves the right to revoke student eligibility due to failing grades or excessive missing work. Students who are on academic probation may not be part of the team until academic probation is cleared.

Student Eligibility and Athletic Probation

Any student on SIS academic probation or school suspension is not eligible to participate in a KAIAC sport for the season.

19.33 Academic Probation for KAIAC Activities

Students' previous quarter grades determine whether or not they may try out and participate in a KAIAC sport for the season.

- Students with 1 course average below 66 are not eligible to try out for any athletic team or competition event.
- Students with a grade that drops below 66 will be put under review for athletic eligibility. Students missing any formative or summative work in the class with the low grade will be ineligible for all practices and competitions effective immediately for 7 days and all missing work has been submitted and confirmed by the teacher. If after 7 days, the missing work is not completed then the student will remain ineligible for practice and games until the work is complete and the grade is passing.
- Students on probation for a failing grade will be required to meet the teacher and a peer tutor once a week during office hours or activity period for the remainder of the season. Students who miss the teacher meeting to get feedback on your performance in class or the tutoring session will be benched for the remainder of the week (practice and games).
- Students still failing the class after 2 consecutive summative evaluations will be benched until the grade is above 65.
- Students are not allowed to miss the class with the failing grade for competition.

19.34 Rules During Sports Season

Athletes are expected to be role models for other students. The following rules are standard policy at SIS and most other KAIAC schools.

- Tobacco: Use or possession during a sports season will result in permanent suspension from the team.
- Drugs and Alcohol: If it is found that a player is under the influence of alcohol or drugs during an athletic season he/she will be permanently dropped from the team, and further action will be taken.
- School Attendance: Students must be in school and attend all classes on the day of a contest in order to participate that day, (unless they have approval from the principal).
- In order to participate or attend a Saturday contest, students must attend all classes on Friday.
- All athletic team members who arrive home from an away athletic contest before midnight are expected to be in school on time the following day.
- If expected arrival time is after midnight, the student must get to school as soon as is reasonably possible, and definitely before the third period, in order to be eligible for an excused absence and in order to play in the next scheduled game or practice.
- An athlete who is prohibited from playing (due to breaking any of the above criteria) may not attend an away match as a spectator.

19.35 Athletic Transportation

For practices and games in Seoul, a set bus route going near most major travel routes will be distributed to all potential athletes before the season. Parents and students may have to plan necessary supplemental transportation with that route in mind.

At games outside of Seoul, the bus will return to Seoul and stop at major stops. All remaining students will be bused to SIS for transportation by parents. When returning from away games, at least one coach stays with the bus until all students have departed.

19.36 Criteria for Earning an Athletic/Activity Letter

- Is a member of the junior varsity or varsity team
- Attends all practices unless excused by the coach for illness or other school function.
- Meets all eligibility criteria as determined by SIS and KAIAC
- Must complete the entire athletic/debate season, considered to run from first day of practices until the end of the designated KAIAC tournament. Far East, held after the KAIAC tournament, is an extension of the season
- Must participate (not just be on the roster) in at least one half of scheduled games/matches/meets
- Must meet established coach/advisor criteria, as communicated before the season begins
- Must have returned all school provided warm ups and/or uniforms to be eligible for an award
- Athletic awards are given in recognition of outstanding athletic achievements and service to the school, not merely for participation on a team
- Team managers are considered in the above criteria and may earn a JV or Varsity Letter



SCHOOL INFORMATION



School Address	15, Seongnam-daero 1518 beon-gil, Sujeong-gu, Seongnam-si, Gyeonggi-do, Korea 13113 T +82 31 750 1200 F +82 31 759 5133 info@siskorea.org www.siskorea.org
Bus	Bus From Kang Nam: 407, 462 Bus From Bundang: 116, 119 Bus from Jamsil Lotte World: 30, 30-1, 32, 70, 100, 116, 119, 302, 303
Subway	Bokjong Station Exit 2 Bundang Line (Yellow) Suseo – Ori, Subway 8 Line (Pink) Moran – Amsah Take exit #2, walk two blocks, and turn left. You should be able to see the Seoul International School main gate as you look up the hill. It's about a 10 minute walk from the Subway exit to the main gate.

Admissions Office	Elementary School Office	Middle School Office	High School Office
+82 31 750 1327~8 info@siskorea.org admissions@siskorea.org	+82 31 750 1383 essec@siskorea.org	+82 31 750 1326 mssec@siskorea.org	+82 31 750 1324 hssec@siskorea.org

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