



INTERNATIONAL CHRISTIAN
SCHOOL OF BUDAPEST

2023-2024
Parent-Student Handbook

TABLE OF CONTENTS

TABLE OF CONTENTS	2
ICSB Statements and Philosophies	5
Mission Statement	5
Vision Statement	5
Core Values	5
Missionary Commitment	5
Expected Student Outcomes	5
Educational Philosophy	6
Statement of Faith	7
Philosophy of Spiritual Transformation	8
Statement on Marriage, Sexuality, and Gender	10
Non-Discrimination Policy	10
Academic Program	11
English as ICSB’s Academic and Community Language	11
Course Offerings and Sequence	11
Selecting Classes	13
Opting Out of ICSB Classes	14
Upper School Advanced Placement Courses (AP)	14
Online Courses in the Upper School	14
Graduation Requirements	15
Calculation of Grade Point Average	16
Transfer and Acceptance of Credits	16
Field Trips	16
ELL (English Language Learning) Program	16
Supplemental Services	17
Academic Expectations and Evaluations	17
Assessment Criteria	17
Homework	18
Grading Scales	18
Progress Reports	19
Report Cards	19
Semester and Final Examinations	20
Academic Probation and Failed Courses	20
Honor Roll	20
National Honor Society	20

Valedictorian.....	21
Standardized testing.....	21
Upper School Academic Counseling	21
Attendance	22
Parent Agreements and Consent Forms	22
Absences.....	22
Tardiness	22
Parent Communication about Attendance	22
Make-up work.....	23
Early Dismissal Days	23
Early or Mid-Year Withdrawal from ICSB.....	23
Part-Time Students.....	23
Bell Schedule.....	24
Student Conduct	24
Behavior Expectations	24
Anti-Bullying	25
Physical Boundaries and Public Displays of Affection.....	26
Academic Integrity	26
Personal Electronic Devices and Cell Phones	26
Internet Acceptable Use Policy	27
Use of School Property	28
Closed Campus.....	29
Food And Drink	29
Miscellaneous	29
Dress Code	30
Discipline Policy and Process	31
Philosophy of Discipline.....	31
Disciplinary Process.....	31
Parent/Student Appeal or Grievance Process	32
Student Life	32
Extra-Curricular Eligibility	32
Chapel	33
Athletics.....	33
Musical Productions	33
Student Council.....	34
Houses.....	34

Upper School Class Meetings	34
Upper School Class Service Projects	34
Student Services	34
Food Service.....	34
Library	35
Lockers	35
Student Printing	35
School Transcripts	35
Health and Safety.....	35
Student Protection Policy	35
Health Office	35
Health Records.....	36
Physical Exams and Immunizations	36
Immunizations	36
Drugs, Medications, and Controlled Substances	36
Drop-off and Pick-up Procedures	37
School Closings.....	37
Emergency Situations	37
Building Security	38
Parent Communication and Involvement.....	38
Questions, Concerns, or Comments	38
Orientation Meetings	38
PowerSchool website and mobile app.....	38
ICSB website and mobile app.....	38
Volunteering	39
Continuing Enrollment.....	39
Visiting Classes	39
Use of School Facilities	39
Supervision of Children Outside of School Hours	40
Parent Travel.....	40
Finances	40
Payment	40
Part-time Students	40
Financial Assistance.....	41

This Parent-Student Handbook contains the guidelines that govern school life at ICSB. By enrolling their child(ren) at ICSB, parents agree that they will support the school in upholding these guidelines. Students should be familiar with and must follow these guidelines.

ICSB Statements and Philosophies

Mission Statement

The International Christian School of Budapest (ICSB) exists to serve families by providing their children with an excellent, biblically-based, college-preparatory education, in an environment that encourages them to become wholehearted followers of Christ.

Vision Statement

Our vision is that students from all backgrounds are equipped to succeed in college and to live in service to God and others, and that missionary families are supported as they serve in Hungary and the region.

Core Values

- Community
- Integrity
- Growth

Missionary Commitment

ICSB was founded by missionary organizations and is committed to ensuring that the school is accessible, affordable, and responsive to the interests of missionary families.

Expected Student Outcomes

A maturing ICSB student will be a:

Christ-follower who...

- Trusts in Jesus Christ as his/her only means for salvation and lives in genuine relationship with Him
- Sees his/her own identity and worth as an image-bearer of God
- Values all human beings (regardless of differences) and treats them as fellow image-bearers
- Demonstrates Christlike character, attitude, and behavior

Active Thinker who...

- Thinks critically and creatively and engages in problem-solving
- Practices intellectual virtues
- Is well-prepared in all academic disciplines
- Pursues ongoing learning opportunities for development of knowledge and skills

Effective Communicator who...

- Can articulate a biblical worldview
- Reads, writes, creates, listens, and speaks skillfully and graciously
- Works collaboratively with others

Global Citizen who...

- Is a responsible, productive, compassionate member of society
- Develops God-honoring solutions to real-world problems
- Practices justice, mercy, and righteousness with others

Faithful Steward who...

- Maintains disciplined health and personal habits, and cultivates his/her gifts and interests
- Manages the resources and cherishes the relationships that God has entrusted to him/her
- Cares for God's creation

Educational Philosophy

Purpose of Education

We believe that a Christian education equips students for a life of service to God by guiding them in the development of essential knowledge, dispositions, and skills within a worldview that affirms God's creation, man's sinfulness, and Christ's redemption. A complete education transforms knowledge into wisdom, practical action, and service.

Educational Roles

We believe that children learn in a variety of contexts. God has given parents the primary responsibility for raising their children; the school and the church are influential partners in the educational process.

Truth and Knowledge

We believe that God is the ultimate source of truth and knowledge as revealed in both the Bible and His created reality.

Teachers

We believe that teachers are leaders and mentors who nurture and influence the students in their care by modeling authentic godliness and by providing a variety of engaging, active learning experiences and assessments, using high quality materials and effective methods.

Students

We believe that students are unique, valued, responsible individuals who are created in God's image. Learning is best fostered in a safe and supportive yet challenging and stimulating environment that recognizes their multi-dimensional nature.

Curriculum

We believe that an effective instructional program is rigorous and provides carefully structured learning experiences from a biblical perspective within a broad range of subjects in the context of a liberal arts education.

(Genesis 1-2; Proverb 1:7; 2:1-11; 22:6; Matthew 22:37-39; Romans 3:23-24; Colossians 1:15-17; 2:2-3; 2 Timothy 3:16)

Statement of Faith

What we believe about...

The Bible

We believe the sixty-six books of the Bible to be the infallible, written Word of God, verbally inspired by the Holy Spirit, inerrant in the original manuscripts, and the final authority in all matters of faith and conduct. *2 Timothy 3:16; Hebrews 4:12*

The Trinity

We believe in the unity of the Godhead, eternally existing in three Persons - Father, Son, and Holy Spirit - each of whom possess equally all the attributes of deity and the characteristics of personality. *Deuteronomy 6:4; Ephesians 1:3-14*

The Person of Christ

We believe that Jesus Christ is the eternal Son of God, that He was conceived by the Holy Spirit and became incarnate through the virgin birth, and that He unites forever in His Person perfect deity and true humanity. *Isaiah 7:14; Matthew 1:18-25*

The Work of Christ

We believe that Jesus Christ lived a sinless life, that He was crucified as the substitutionary sacrifice for the sins of all people, that He rose bodily from the dead, that He ascended into heaven where He is now exalted at the right hand of the Father where He intercedes for the believer. *Matthew 28:6; 1 Corinthians 15:1-4; 1 Thessalonians 4:16-18*

Humanity

We believe that man was originally and directly created in the image of God and that through disobedience fell. Consequently, all were brought under divine condemnation and are born sinners, unable to please God in their natural state. *Genesis 1:27; Isaiah 53:6; Romans 3:23*

The Holy Spirit

We believe in the work of the Holy Spirit in the conviction and regeneration of the sinner. We believe in His indwelling presence and ministry in the believer to glorify Christ. *John 14:16-17, 26; 1 Corinthians 12:8-13; Ephesians 1:13-14*

Salvation

We believe that eternal salvation is wholly a work of God's grace and that, upon repentance and personal faith in the Lord Jesus Christ, sinners are forgiven, and divine righteousness is imputed to them. *John 3:3-6, 16-18; Ephesians 2:8-10; Hebrews 4:1-2*

The Church

We believe that the Church, the Body of Christ, consists only of those who are born again, having been baptized into Christ by the Holy Spirit at the time of regeneration. *Acts 2:41-42; 1 Corinthians 12:12-14; Ephesians 1:22-23*

The Second Coming

We believe that Jesus Christ will return personally, visibly, and bodily to receive His own and to establish His kingdom, and to rule in righteousness and peace. *John 14:1-6; Acts 1:11; 1 Thessalonians 4:13-18*

The Resurrection

We believe in the bodily resurrection of the believer to eternal life and conscious fellowship with God. We believe in the bodily resurrection of the unbeliever to conscious separation from God in eternal punishment. *1 Corinthians 15:20-28, 50-58; Revelation 20:11-15*

The Great Commission

We believe that Christ commissioned the Church to proclaim the Gospel throughout the world and to make disciples in every nation. *Matthew 28:18-20; Acts 1:4-8*

Philosophy of Spiritual Transformation

Definition

ICSB defines Christian spiritual transformation as a Holy Spirit empowered process through which an individual actively becomes more like Christ in the context of an intentional, grace-filled, and truth-speaking community. This transformation is a work of the Spirit and requires personal engagement. It is an internal process, where the mind and heart are shaped to think and love like Christ, resulting in an outward life which points others to God.

Indicators

Spiritual transformation is becoming more like Christ. Indicators of spiritual transformation are evidence of a life that is pointing others to Jesus, imitating Him, desiring a deeper relationship with Him, seeking to learn from Him, and desiring to obey and please Him. These indicators will be unique to each student and may be both internal (heart and thought processes) and external (behaviors that can be readily seen).

As the Holy Spirit transforms students and they respond in obedience to Him, their lives should increasingly demonstrate a mind and heart that is being renewed in the image of Christ. In other words, the student will begin to think about themselves and the world around them as Jesus does. Evidence of this transformation should be seen in our Expected Student Outcomes of Christ-follower, active thinker, effective communicator, global citizen, and faithful steward.

Key Factors

- God does the work of sanctification (spiritual transformation)
- Truth (God's Word; truth from peers and adults; truth from listening and reading; and truth spoken to self)
- Community (grace, acceptance, trust, wise counsel, loving rebuke, gentle encouragement, confession, and forgiveness)
- Humility (repentance, willingness to change, honesty in accountability)
- Time (growth is a process and will take time)
- Pathways (The Bible; Christian community; spiritual disciplines such as prayer, Scripture reading, meditation, worship, service, fasting, journaling; and experiences, including suffering, struggle, and challenge)

Best Practices

- Cultivate intergenerational relationships
- Present truth in the context of a relationship with Christ
- Engage students in conversations around doubts
- Build community around symbols, rituals, narratives, and habits

- Offer Christ-centered encounters with God outside of the confines of the regular routine
- Offer a sense of belonging (being tied into a spiritual community)
- Offer a sense of meaning (the purpose of life rooted in God's truth)
- Provide opportunities to develop competencies in using gifts for God's glory
- Provide opportunities for students to participate in and take leadership of group activities
- Nurture spiritual disciplines and contemplative practices
- Nurture the faith of the whole family
- Utilize a variety of teaching models in order to reach and address various students' needs

ICSB's Role in Spiritual Transformation

ICSB recognizes a variety of agents who collaborate in the process of spiritual transformation. First and foremost, it is a work of the Holy Spirit. Through God's power and under His guidance, parents and the church are responsible agents in this process of spiritual transformation. ICSB seeks to partner well with parents, local churches, and other ministries in providing a holistic approach to spiritual transformation that addresses the individual needs of each student. ICSB recognizes however, that as a Christian academic institution, our school community is primed for the role of shaping and strengthening the minds and hearts of students as they develop a biblical worldview and learn to live accordingly.

Practical Implications

Values

- The significance of teachers, the quality and depth of their relationships with students, and their ability to model genuine Christlikeness before their students
- Space, margin, and balance in our approach to calendaring in order to protect time for family, church, and service
- Collaboration and communication with local churches and with families
- ICSB's freedom to say yes/no to programs in light of our unique role in spiritual transformation

Focus Areas

- Practicing faith in the classroom through biblical integration and expression in every subject and through teaching methods and learning environments rooted in core Christian values that encourage student engagement
- This emphasis requires that all teachers can articulate a biblical perspective and can model, train, and lead students to apply biblical principles and truths to all aspects of life.
- Special events (such as retreats, senior trip, prayer/worship nights, Freshman Challenge Weekend, Spiritual Impact Week)
- Daily devotions and classroom prayer times
- Chapel services
- Mixed-aged small groups (to be developed)
- Service learning (to be developed)

Tools we promote in partnership

These are not our primary tasks, but we can support, advise, assist, and promote these, especially in families, churches, and other local ministries.

- Student Bible studies
- Student mentoring program
- Student prayer groups
- Student evangelistic outreaches

Plan for Assessment

While we recognize that only God can ultimately know how students are growing spiritually, the spiritual development of our students must be intentionally included in the ongoing evaluation of the school's effectiveness in measuring its school-wide expected student outcomes.

Tools to accomplish this include:

- Student self-assessment and program assessment surveys
- Biblical Worldview Assessments in 5th, 8th, and 11th grades
- Senior surveys and interviews
- Alumni and Parent surveys
- Staff Observations

Statement on Marriage, Sexuality, and Gender

This statement arises from ICSB's understanding of biblical teaching and was created to help bring clarity to our community of parents, students, and staff regarding ICSB's position on these issues.

We believe:

- Every person must be afforded compassion, love, kindness, respect, and dignity. *Mark 12:28-31*
- God wonderfully creates each person as male or female. *Genesis 1:26-28*
- Marriage is the uniting of one male and one female in an exclusive, lifelong union and sexual intimacy must only occur within such a marriage. *Matthew 19:4-6*
- God offers redemption, transformation, and restoration to all who seek Him through Jesus Christ. *1 Corinthians. 6:11*

Non-Discrimination Policy

It is the policy of ICSB to maintain a school environment that is free from discrimination and to conduct its educational practices, admissions program, financial aid policies, and hiring on the basis of an individual's qualifications and abilities. ICSB does not discriminate on the basis of race, color, gender, national origin, age, marital status, or disability.

Academic Program

English as ICSB's Academic and Community Language

English is ICSB's academic and community language. At ICSB, we deeply value languages and cultures, yet in order for students to grow in their English ability, students must consistently use it and hear others speak it. Students are expected to use English to the best of their ability in the classroom. This helps protect our core values of community, integrity, and growth. Other heart languages may occasionally be used in specific instances at school and school events to help increase learning or build community but should never be used to exclude or to be unkind.

Course Offerings and Sequence

Courses offered at ICSB vary somewhat from year to year depending on the interests of students and the availability of teachers.

Lower School: Early Grades (Grades P1-5)

The Pre-1st program emphasizes English language acquisition, reading and math readiness, Bible, and social skills. Grades 1-5 focus on developing basic skills in reading and language arts, mathematics, science, social studies, Christian studies, fine arts, physical education, and technology.

Lower School: Middle Grades (Grades 6-8)

All full-time students are required to take the standard program. Exceptional circumstances will be considered by the Principal, with permission to be exempt from a course only granted when absolutely necessary. ELL and Supplemental Services students may be exempted by the Principal from the foreign language requirement.

The usual sequence of courses taken at the Middle Grades level is as follows:

Grade 6	Grade 7	Grade 8
English Language Arts	English Language Arts	English Language Arts
Ancient World History	Medieval World History	Modern World History
Mathematics	Mathematics	Pre-Algebra or Algebra I
General Science	General Science	General Science
Christian Studies	Christian Studies	Christian Studies
Hungarian A, B, C, or Literature	Hungarian A, B, C, or Literature	Intro to Spanish and German
Physical Education	Physical Education	Physical Education
Band	Band	Band or Choir
Educational Technology	Health	Health
Health	Electives	Electives

Lower School Fine Arts Classes and Electives

Seventh and eighth grade students will sign up for elective classes at the beginning of the school year. Students are required to take at least one music class each year. Requirements for

fine arts and other elective classes vary from year to year, depending on student’s grade level and course offerings available.

Upper School Subjects (Grades 9-12)

English	Mathematics	Science
English 9	Algebra I	Biology
English 10	Algebra II	Chemistry
English 11	Geometry	Physics
English 12	Pre-Calculus	AP Physics 1
AP Lit. and Composition	AP Calculus	AP Biology
Fundamentals of English	Math 12	AP Physics 2
		Anatomy & Physiology
Social Studies	Foreign Language	Fine Arts
U.S. History	Spanish I, II	Choir (performing)
Early World History	German I, II, III	Vocal Ensemble
Modern World History	English Language Learners I, II	(performing)
Civics		Band (performing)
Global Awareness		Art (Visual)
AP Human Geography		Graphic Design (Visual)
AP Psychology		Yearbook (Visual)
		Beginner Piano (performing)
Christian Studies	Other Subjects/ Electives	Health & Physical Education
Christian Studies 9	Communications (required)	Physical Education
Christian Studies 10	Digital Journalism	Total Fitness
Christian Studies 11	Teacher Assistant	Weight Training
Christian Studies 12		Adventure Skills
Christian Studies Elect.		Health (required)

Note: A course designated “AP” is an Advanced Placement course. See description under section titled “Advanced Placement Courses” below.

Recommended Course Sequence for Grades 9-12

All full-time students are required to take the normal upper school program offered by ICSB unless otherwise specified by the Upper School Principal and academic counselor.

Following is the outline of when courses are expected to be taken in grades 9 - 12. Because courses are generally limited to one section per course, students who get out of sequence may have difficulty arranging the courses they need and/or desire to take. Questions regarding the sequence of courses should be directed to the Upper School Principal or Academic Counselor.

Grade 9		Grade 10	
English 9	1.0	English 10	1.0
US History	1.0	Early World History	1.0
Biology	1.0	Chemistry	1.0
Algebra I or Geometry	1.0	Geometry or Algebra II	1.0
Foreign Language I	1.0	Foreign Language II	1.0
Christian Studies 9	1.0	Christian Studies 10	1.0
PE/Health, Fine Arts, Communications, and/or Other Electives (At least 2)	1.0	PE/Health, Fine Arts, Communications, and/or Other Electives (At least 2)	1.0
Total Credits	7.0	Total Credits	7.0
Grade 11		Grade 12	
English 11 or AP Lit. and Comp.	1.0	English 12	1.0
Modern World History	1.0	Civics/Global Awareness	1.0
Algebra II or Pre-Calculus	1.0	AP Calculus or Math 12	1.0
Anatomy & Physiology, Physics, AP Biology, or AP Physics 1, AP Physics 2	1.0	Anatomy & Physiology, Physics, AP Biology, or AP Physics 1, AP Physics 2	1.0
Christian Studies 11	1.0	Christian Studies 12	1.0
PE/Health, Fine Arts, Communications, and/or Other Electives (At least 2)	1.0	PE/Health, Fine Arts, Communications, and/or Other Electives (At least 2)	1.0
Total Credits	6.0	Total Credits	6.0

Selecting Classes

Returning students in grades 8-11 will be given an opportunity to express their course preferences for the following year during a Course Request time in the second semester. At the beginning of the school year students will have another opportunity to change their course requests during the add/drop period.

Middle Grades students may add/drop elective classes during the first week of the semester.

Upper School students may add/drop a class within the first week of the semester without penalty. Any class dropped within these guidelines will not be shown on the student's transcript. Students thinking of dropping an elective and replacing it with a study hall should carefully check their course requirements in this handbook. Students may not initiate course changes after the add/drop period. A course dropped beyond the add/drop period will carry a failing grade and remain on the transcript.

Opting Out of ICSB Classes

ICSB encourages all students to complete the full program offered to them. Whenever a full-time student opts out of an ICSB core class for any reason, the parents must provide an ICSB-approved alternative plan for completing the course and documentation, as requested by the principal, that the course was successfully completed outside of ICSB. It is not permitted for a student to opt out of one portion of a course and still be enrolled in that course. Students taking four or more core classes are considered full time and the parent contribution fee remains the same, regardless of the missed classes.

Upper School Advanced Placement Courses (AP)

The Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows upper school students to take college-level classes demonstrating that they have mastered the advanced material when they take the AP exams. Students can receive credit, advanced placement, or both from many colleges and universities that participate in the Advanced Placement Program.

AP courses make substantial academic demands on students. Most courses are a full year in length. Students are required to do considerable outside schoolwork to demonstrate the analytical skills and writing abilities expected of first-year students in college programs. Due to the high level of demand placed on the student and the college level rigor of the course, AP courses earn an extra 1.0 towards the GPA. Please see the grading scale for clarification.

AP teachers are required to follow a specific curriculum outline, and to pace the class so that the class will be ready for the AP exam in early May. Due to this heavy workload, the instructor will make explicit additional requirements in their syllabus prior to the drop date to help students and parents make wise decisions regarding their participation in AP classes.

The permission of the instructor and Upper School Principal is required for admission into an AP class. The student's performance in prerequisite classes, a teacher recommendation, and the student's overall grade point average may also be considered.

The AP Exams are administered on campus in May. Students taking AP classes at ICSB are required to take the corresponding AP exam. Fees are the responsibility of the family and will be added to the first semester fee statement. The academic counselor and the AP class instructor can provide further information about these tests.

Online Courses in the Upper School

Online Courses may be an option at ICSB, but certain parameters apply:

- The ICSB Upper School Principal must pre-approve any online courses that will be used to contribute towards the ICSB graduation requirements.
- Online courses are not included on the ICSB transcript and do not contribute to the GPA.
- ICSB will attach provided transcripts to the ICSB transcript, indicating completion of the online course.

- Transfer students who are not able to fulfill graduation requirements within the current ICSB schedule may take an online course to waive the required credits. The fees for this course will be paid by ICSB as part of the tuition that is paid by the family.
- Students who would like ICSB to consider paying for an online course must seek prior approval from the Upper School Principal. In most cases, the family will incur the costs.
- Courses taken to recover credit for failed will waive the credit of the failed course. For courses taken for this purpose, the family will incur the costs.
- Online courses may not be substituted for a class currently being offered at ICSB except in special circumstances.

Graduation Requirements

The Principal and academic counselor will determine which specific courses a student must take to complete the requirements for a diploma.

Students who wish to receive an ICSB diploma must be enrolled full-time at ICSB in their senior year and are expected to participate in senior activities.

The following requirements apply to all students earning an ICSB diploma.

ICSB Diploma	
Subject	Credits Required
English	4
Social Studies	4
Mathematics *	4
Science**	3
Foreign Language (in one language)	2
Christian Studies	4
Fine Arts	1.5
Physical Education ***	1
Health****	0.5
Communications	0.5
Other course credits	1.5
Total Credits	26

Notes:

* All students must take Algebra I, Geometry, and Algebra II.

** A fourth year of Science is highly recommended for all college-bound students.

***Full participation on an ICSB Upper School sports team will waive .25 PE credit per sport.

****For 2023 graduates, this may be either a Health or PE credit.

Calculation of Grade Point Average

Only those Upper School courses completed at ICSB will be calculated into a student's cumulative grade point average (GPA). Grades in Upper School given by other institutions will be attached to the student's ICSB transcript.

Transfer and Acceptance of Credits

ICSB will accept the completion of courses from an accredited institution, off-campus, home-school, or online course when proper documentation is provided by the parents. These courses will not earn ICSB credit, but in some cases, ICSB credit requirements for those classes may be waived. Courses taken outside of ICSB will not be listed on the ICSB transcript; however, any school records provided by the family will be kept on file and, along with the ICSB transcript, sent to colleges where the student is applying.

The school retains the right to determine exactly what courses and how many credits a transferring student may need in order to enter a particular grade level, or to graduate from ICSB. For more information or clarification, contact the Upper School Principal or Academic Counselor.

Field Trips

Teachers are encouraged to enrich the classroom experience by taking advantage of the resources available in Budapest and nearby areas. Parents provide general consent, but also will be informed about specific excursions in advance.

ELL (English Language Learning) Program

The ELL program is a dynamic part of the mission of ICSB. Students who are not native English speakers are assessed upon admission and then regularly in the following years to determine their English language proficiency levels in speaking, listening, reading, and writing. Their placement is based on this assessment:

- ELL 1 - These students receive intensive intervention, including classroom modifications and pull-out sessions with an ELL teacher.
- ELL 2 - These students receive targeted intervention, including classroom accommodations and pullout sessions with an ELL teacher.
- Monitor List - These students do not receive regular pullout services but have not yet reached full proficiency and are therefore monitored by their teachers.
- Post ELL - These students have reached full language proficiency in all four domains.

ICSB teachers strive to provide comprehensible input for every student in order to increase their linguistic and academic abilities. They also promote learning through equitable and accurate evaluation of achievement. As language develops, support should decrease; however, it generally takes 4-7 years for ELLs to reach full proficiency in academic English.

ELL services are provided to students at an additional cost.

Supplemental Services

The Supplemental Services department exists to support the classroom teachers and to provide help to students who have various learning challenges, from learning differences to educational gaps when transferring schools, and social-emotional needs. For educational concerns, parents can email the Supplemental Services director.

Supplemental Services programs offered:

NILD Educational Therapy: The National Institute for Learning Development (NILD) is a US-based organization which trains therapists to work with students with learning differences. The NILD web-site states that, "...NILD trains educators in a model of intervention utilizing a variety of techniques designed to stimulate cognitive and perceptual functioning. The goal of NILD Educational Therapy™ is to equip individuals with learning disabilities to succeed as independent learners."

Speech Therapy: Speech Therapy provides diagnosis and specific individual treatment for speech and language delays. Each therapy session is personalized to meet the needs of the specific student. Regular assessment is made to determine the continued course of action, and completion of therapy.

Guided Study Halls: Guided study halls provide the opportunity to create a space where a student can have help, guidance, and encouragement in the organization and completion of daily homework assignments and long-term projects. Active guidance is provided to encourage students toward independent study habits and academic success by providing structure and support.

Social-Emotional Competence: Social-emotional competence sessions teach and guide students how to develop friendships with peers, build their social vocabulary, instruct them in reading the emotions of others, and learn how to better express their own emotions and feelings. (not available 2023-2024 school year)

Small Group Support: Staff can support classrooms with differentiated instruction for students who need extra support or enrichment in reading or math classes.

Counseling: ICSB partners with counselors who are available to students for help with emotional or behavioral concerns. The Principal can refer a student for an initial appointment. After an initial consultation with the counselor, if further counseling is recommended, the parents will be contacted. Parents can make appointments with a counselor through the Principal or Supplemental Services director.

These services may have additional costs.

Academic Expectations and Evaluations

Assessment Criteria

The two main types of assessment are summative (formal evaluation) and formative (practice). All assessment informs instruction. Summative assessment measures the student's understanding and/or degree of proficiency. Formative assessment is used to practice and measure understanding, moving towards a summative assessment. For this reason, summative assessment makes up most of the course grade. There are different measures used for these two types of assessment, outlined below. The teachers will give prior notification for tests, special projects, and papers as early as possible.

Summative assessments come in the form of tests, quizzes, projects, presentations, and papers and are assessed on a specific day or with a specific deadline. Those assessments that are not

in-class assessments will be accepted for up to one week after the deadline with a grade reduction of up to 20%. After this hard deadline students will receive a failing grade on the summative assessment.

Formative assessments, which may include homework and in-class assignments, are assigned throughout the term, leading to the summative assessments. Formative assessments will be accepted after the due date, with a grade reduction of up to 20%. However, they will not be accepted after the skills or knowledge being practiced have been summatively assessed. Cases involving more than three missing assignments at any given time may be considered chronic and may result in an individualized plan outside of the parameters of this policy. This plan will be developed by the teacher and may involve input from the Principal.

Homework

Homework is a valuable part of schooling. It allows students to prepare for, practice, extend, and consolidate work done in class; and establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives.

Research provides strong evidence that, when used appropriately, homework benefits student achievement. Parents and students are expected to take an active interest in homework, plan undistracted time and place to complete it, stay in close communication with the teacher, and regularly check status on PowerSchool. Parents should provide the least amount of support needed for the student to accomplish the assignment independently.

Students will generally have some homework assignments to be done during the week. Many teachers allow time during class for students to work on their assignments. Students are required to keep up with their homework and be prepared for tests.

Grading Scales

Grades P1-2 uses the following grading scale in all areas:

O	Outstanding
S+	Satisfactory (High)
S	Satisfactory
S-	Satisfactory (Low)
U	Unsatisfactory

Grades 3-5 use the above grading scale for special subjects, personal development, and work habits only.

For academic subjects, the grading scale for Grades 3-12 is shown below:

Course Grade	Course Percentage	Standard Course GPA	Advanced Placement Course GPA
A+	98-100	4.0	5.0
A	93-97	4.0	5.0
A-	90-92	3.7	4.7
B+	88-89	3.3	4.3
B	83-87	3.0	4.0
B-	80-82	2.7	3.7
C+	78-79	2.3	3.3
C	73-77	2.0	3.0
C-	70-72	1.7	2.7
D+	68-89	1.3	2.3
D	63-67	1.0	2.0
D-	60-62	0.7	1.7
F	0-59	0	0
I	Incomplete	0	0
P/F	Pass/Fail	-	-

Note: The Incomplete grade is generally reserved for special circumstances in which the student missed school during the last week of the quarter due to illness.

Progress Reports

When a student in Grades 3-12 is receiving a grade of C- or lower half-way through the quarter, teachers or the Principal will notify the parents. However, parents are encouraged to check their student's progress frequently in PowerSchool.

Report Cards

The academic year at ICSB is divided into 4 quarters, which are approximately 9 weeks in length. A semester is made up of two quarters. At the end of each quarter, a student's report card is available in PowerSchool for parents to view and/or print.

Parents can see student progress and final grades at any time through the PowerSchool website or app, but the detail of the report varies by the grade level of the student. Parents with students in grades P1-2 may view their student's term progress in all courses, grades 3-5 may view term and assignment progress in core courses, and grades 6-12 may view student term and assignment progress in all courses.

Semester and Final Examinations

Lower School: Middle Grades

In sixth grade, culminating quarter tests/projects will be given at the end of the second quarter in Social Studies, English, Math, and Science. These assessments will count towards the quarter grade. At the end of the second semester, culminating semester exams/projects will be given in English and Math and quarter tests/projects in History and Science.

In seventh grade, culminating semester exams/projects will be given at the end of first semester in English and Math and second semester in History, English, Math, and Science.

In eighth grade, culminating semester exams/projects will be given at the end of each semester in History, English, Math, and Science.

For middle-grade students, semester exams/projects will comprise up to 10% of the total semester grade for all students.

The last three days at the end of each semester are designated as exam days. Students may have up to two assessments per day during that week.

Upper School

Exams or culminating projects will be given at the end of each semester Social Studies, English, Math, Foreign Language, and Science. Other courses may also give exams but are not required to do so. The semester and final examination will comprise up to 10 % of the total semester grade.

The last three days at the end of each semester are designated as exam days.

Academic Probation and Failed Courses

The academic probation policy is designed to help those students who are having difficulty prioritizing their academic responsibilities to focus on their coursework. ICSB values working alongside parents to solve student academic problems. Often, a meeting between the parents, student, and Principal is the best way to analyze the root causes and provide the support the student needs to succeed.

A student will be placed on academic probation if he/she receives a term grade below a C- (70%) in any course. If the situation warrants, students may be placed on academic probation at mid-quarter progress reports. Extra-curricular eligibility is affected by academic probation.

Students in Early Grades will not be placed on academic probation but will be closely monitored if there is a pattern of low achievement.

The Principal will work with the student, teacher, and parents to determine an improvement plan or credit recovery plan. Successful completion of an improvement plan or credit recovery plan is required for continued enrollment at ICSB.

Honor Roll

Middle Grades and Upper School Students who receive all A's as the semester average in every course will be placed on the Honor Roll for that semester.

National Honor Society

The National Honor Society (NHS) is an organization that recognizes upper school students for their outstanding scholarship, as well as leadership, service, and character. Students may be

invited to apply for membership at the beginning of their sophomore, junior, or senior year if their GPA is 3.5 or above. The NHS will meet periodically throughout the year and carry out events that develop these traits.

Valedictorian

Each year at graduation, ICSB honors the graduating senior who has earned the highest grade point average while taking a rigorous schedule. The selection of the Valedictorian is based upon only those grades earned at ICSB. Final determination is made by the Upper School Principal in consultation with the Academic Counselor. To be considered for Valedictorian, a student must have attended ICSB as a full-time student for at least 4 semesters. The Valedictorian usually gives the farewell address for the senior class at the graduation ceremonies.

Standardized testing

Each year, ICSB conducts standardized testing to assess our students' learning with outside norms and measure individual student growth over time.

In the Lower School, the assessment used is the NWEA MAP Growth test. It is an adaptive, computerized test that measures what the student is ready to learn. Students will take this test once in the fall and once in the spring to measure their growth. Some students are also tested in the winter. It is important that your student is in school (barring illness) on testing days. Please try to not plan travel or doctor appointments on these days. Students in Grades P1-3 also take the MAP Reading Fluency test.

In the Upper School, the academic counselor coordinates the administration of the following standardized tests:

- The NWEA MAP Growth test is administered in the fall of freshman and sophomore year, with follow-up testing being possible later in the year.
- The PSAT/NMSQT is administered in the fall of the year to all juniors.
- The ACT test, along with its writing portion, is administered on campus at ICSB at least twice each year on selected Saturdays. Students should see the academic counselor for instructions to sign up online.
- The SAT tests are administered at a testing center in Budapest on certain pre-scheduled Saturdays. The academic counselor can provide further information about these tests and assist students with registering for them.
- Contact the Supplemental Services director three months prior to registering for the test if the student has an official diagnosis and needs extended time or other accommodations.

Upper School Academic Counseling

The Academic Counseling Program exists to help students navigate their upper school years. It also prepares them for their future in college and beyond. Students and parents are invited to contact the Academic Counselor to discuss any academic or personal needs.

Attendance

Parent Agreements and Consent Forms

Attendance at ICSB and participation in our programs require signed agreements or consent forms. These are part of the admissions and/or re-enrollment process. Consent for ICSB to use student image and sound data must also be signed by any student aged 14 and above.

Absences

Consistent class attendance and participation in class activities is an important part of the learning process and is necessary if a student is to be successful in ICSB's academic program. Students are expected to attend school in order to participate in extracurricular activities.

Students should not attend school if they are sick. Please check our [Policies for Health and Attendance](#) for guidance.

ICSB considers 8 days during the semester or 16 days during the school year to be an excessive number of absences. All absences (including planned absences such as family trips or athletic competitions, and unplanned absences like sick days) will be counted in this total.

When a student approaches or exceeds this number of absences, the parents may be contacted by the Principal to discuss the impact on the student's learning and future at ICSB.

If the absence is known in advance, for such purposes as travel, medical appointments, or legal needs (visas, permits, etc.), parents and students should notify the teachers in writing two weeks in advance to allow teachers to have enough time to prepare work for the student. Teachers may not be able to accommodate last-minute requests for advance work.

When a student must be picked up before the end of the school day, please schedule the pick-up in between classes to minimize disruption to instruction during class time. An attendance form must be filled out for these situations.

It is recommended to avoid planned absences or travel at the end of the quarters. All assignments and exams must be turned in by the last day of the quarter so that the student's grades can be calculated. Any course work or tests not received by the last day of finals will be considered as missing assignments when the student's quarter and semester grades are calculated in that subject.

Tardiness

Parents are strongly encouraged to see that students attend school and arrive on time. School begins at 8:15. A student who is not in class when the bell rings is considered tardy. Lower School students who are late should go directly to class where their teacher will record their tardiness. Upper School students who arrive late to school should report to the Upper School Office before going to their first-period class. Excessive tardiness (more than 3 per quarter) is disruptive to the class, can result in a negative impact on student performance, and may result in student discipline and/or a parent meeting with the Principal.

Parent Communication about Attendance

Absences and tardies are a part of the student's permanent record at ICSB, so communication is essential. If a student will be late or absent for any part of the school day, the parent must notify the school by filling out our Health and Attendance form found on our website and mobile app, under the More tab.

The absence or tardy will be recorded into our system. When a student returns to school after an absence due to illness, a doctor's note or parent declaration must be uploaded to the form on our website.

Attendance Codes in PowerSchool:

- Present (no code)
- A=Absent (no explanation given by parent)
- PA=Parent Explained Absence (when parent provides a reason for absence)
- SA=School Explained Absence (when the absence is due to a school event)
- T=Tardy (no reasonable explanation)
- PT=Parent Explained Tardy (for unavoidable tardiness due to weather, transportation breakdown, etc.)
- I=In School Suspension
- O=Out of School Suspension

Make-up work

Assignments are an important part of the learning process. Students will be expected to check PowerSchool for assignments. The primary responsibility for finding out what assignments were missed because of an absence lies with the student and parent, not with the teacher. Although students are encouraged to get as many of their assignments as they can done while they are gone, one class day of make-up time is given for every day a student is absent. After the student returns to school, work must be turned in and assessments completed within the makeup period.

Early Dismissal Days

In order to facilitate teacher professional development and staff meetings, students are dismissed one period early on Wednesdays at 2:45 pm, and approximately once per month they are dismissed at 11:45 am. These days are marked on the school calendar.

Early or Mid-Year Withdrawal from ICSB

Students who wish to entirely withdraw from the school before the school year is finished should notify the Principal as soon as possible to begin the early withdrawal process. If a student withdraws before completing a semester's coursework, the school may be unable to give credit for that semester.

Part-Time Students

When there is space in a class, ICSB accepts part-time students in the Middle Grades and Upper School, however, preference is given to full-time students. Students enrolled for less than four core classes are considered part-time. If official student status is desired, part-time students must take the standardized tests offered to their grade level, and a written record must be provided to the school documenting the successful completion of any core classes not taken at ICSB. ICSB generally will not grant official student status to students taking less than 3 core classes at ICSB.

Part-time students are eligible to audition/try out for participation in extra-curricular activities such as plays, musicals, and sports teams. Part-time students and their parents will be expected to comply fully with all ICSB expectations while on campus.

Bell Schedule

Lower School			Upper School		
	Start	End	Start	End	
Period 1	8:15 AM	9:10 AM	8:15 AM	9:10 AM	Period 1
Period 2	9:15 AM	10:00 AM	9:15 AM	10:00 AM	Period 2
AM Break	10:00 AM	10:10 AM	10:00 AM	10:10 AM	AM Break
Period 3	10:10 AM	10:55 AM	10:10 AM	10:55 AM	Period 3
Period 4	11:00 AM	11:45 AM	11:00 AM	11:45 AM	Period 4
LS Lunch	11:45 AM	12:30 PM	11:50 AM	12:35 PM	UPP Period 5
LS Period 5	12:35 PM	1:20 PM	12:35 PM	1:05 PM	UPP Lunch
LS Period 6	1:25 PM	1:55 PM	1:10 PM	1:55 PM	UPP Period 6
Period 7	2:00 PM	2:45 PM	2:00 PM	2:45 PM	Period 7
Period 8	2:50 PM	3:35 PM	2:50 PM	3:35 PM	Period 8

Student Conduct

Behavior Expectations

ICSB endeavors to provide a safe and positive environment conducive to optimal student growth. Knowing that students are at varying stages of development and growth and that outward conformity does not signify internal change of heart, the staff aims to provide an environment where godly values are taught and modeled in the hopes that each student will more fully embrace these values. We expect all individuals to treat each other with dignity and respect, according to Christ's example and in line with God's word. ICSB has established certain rules and guidelines for the purpose of

- Honoring biblical values and principles
- Creating an environment conducive to growth and learning
- Protecting the safety of students and staff members

At school and all school functions, students are expected to:

- Show respect for God, neighbor, and self
- Submit to authority
- Address staff members with titles (Mr., Mrs., Ms., Miss, Dr.)
- Take care of materials and resources
- Take responsibility for one's actions

The following behaviors are not allowed at school or school functions:

- Disrespect or disobedience of school staff

- Disrespect or mistreatment of peers
- Dishonesty in its various forms
- Failure to comply with the dress code
- Acts of violence
- Skipping class or leaving the school campus or school activity without permission
- Offensive or obscene speech, conduct, or materials
- Sexual immorality
- Possession or use of harmful or addictive substances, including alcohol, illegal drugs, or nicotine
- Possession or use of any type of e-cigarette/vape
- Possession or use of devices that are considered “weapons” in any culture

ICSB reserves the right to request a student to open their bag/backpack, empty their pockets, or open their locker if there is reasonable suspicion that forbidden objects are present.

ICSB students are encouraged to adhere to these behaviors at all other times too. Though the school staff cannot monitor behavior that occurs outside of school hours or functions, any actions that have an adverse effect on the school community will be addressed. ICSB encourages students to discuss their struggles to adhere to these behaviors on or off campus with a staff member they trust. Our desire is to see our students grow and mature to become more like Christ with each passing year.

Anti-Bullying

Bullying is deliberate and willful repeated behavior with the intent to harm others, physically or emotionally, through the use of power or influence. Bullying occurs whenever a person or a group is intimidated, frightened, excluded, or hurt by a pattern of behaviors directed at them.

The following in on-going form are types of bullying (this list is not exhaustive):

- aggressive or violent behavior (hitting, kicking, pushing, etc.)
- getting others to hurt someone
- threatening or intimidating gestures, actions, or words (written or verbal)
- stealing (including taking, damaging, or moving others' possessions without permission)
- name-calling, taunts, teasing, and put downs
- intentional exclusion from a group (isolation)
- invasion of personal privacy
- setting up humiliating experiences
- cyber-bullying (any of the above, done through electronic means)

All students, staff, and parents who experience, witness, or become aware of any instance of bullying should report it to a teacher or principal. These reports will be treated seriously, investigated, and documented. Our discipline process will be followed, and consequences given, up to and including suspension and expulsion.

Physical Boundaries and Public Displays of Affection

ICSB does not allow excessive bodily contact among students. Roughhousing such as wrestling, tripping, grabbing, or hitting is not allowed. Prolonged and distracting public displays of affection are not allowed.

Academic Integrity

Integrity is one of ICSB's core values. Academic integrity is a guiding principle in education, which expects students to act in a way that is honest, trustworthy, fair, respectful, and responsible. ICSB expects students to independently produce work that represents their own abilities. Students must also be honest about how their own work has been influenced by the ideas of others by correctly acknowledging those sources. Students should ask for clarification if unsure whether an action would be cheating or plagiarizing in a certain situation. Teachers will guide students in academic integrity.

The use of artificial intelligence (AI) and the development of AI-powered tools has become increasingly prevalent in recent years. This has led to interest in what role they may play in education and assessment in the future as well as concerns about its impact on academic integrity. ICSB is currently developing more robust practices and policies, but, in the meantime, students should follow their teacher's guidance in the use and acknowledgement of AI when completing assignments.

Examples of academic dishonesty include, but are not limited to:

- Cheating
 - Sharing or copying someone else's answers on any homework or assessment
 - Sharing or receiving test content before, during, or after any assessment
 - Giving or receiving unauthorized assistance on any exam or assessment
 - Using any type of class notes, reference material or electronic resource when it is not permitted, such as a "cheat sheet"
 - Altering grades or academic records
- Plagiarism
 - Using or closely imitating of the language and thoughts of another source and representing it as one's own original work
 - Quoting or summarizing without acknowledging the source by proper citation
- Failing to follow the teacher's instructions on the use or proper citation of artificial intelligence (AI) or AI-powered tools

If the teacher has reasonable evidence that academic dishonesty has occurred, he/she will discuss the situation with the student and confer with the Principal. The student will receive a reduced or failing grade and may be asked to redo the assessment correctly. Parents may be informed.

Personal Electronic Devices and Cell Phones

In the Lower School, cell phones, devices, and their accessories should always be out of sight, silent, and disconnected from Bluetooth during the school day. If a student needs to call home, he/she may do so with permission of a staff member. If a Lower School student is found using his or her cell phone or device in school (without specific permission), it will be confiscated for the rest of the day. When devices are part of the school program, teachers will direct students in their use. Dedicated e-readers are permitted for use in the 5th grade through 8th grade.

In the Upper School, students may use their cell phones during scheduled breaks, including before and after school, passing time between classes, snack break, and lunch. They may not be used during class time, including study hall, and must remain on silent and out of sight unless specific permission is granted from a teacher for their use.

In the Upper School, every student is required to have a personal electronic device/computer at school. This is only to be used for academic purposes during class time, including study hall.

Misuse of the personal device, cell phone, or accessories will result in the device being confiscated for the rest of the day. Repeated misuse will result in further consequences, which may include loss of the privilege during the school day.

Internet Acceptable Use Policy

Learning to use available information technologies is a valuable life skill. It is our goal to educate students about the efficient, ethical, and appropriate use of those resources. Thus, we will provide:

- A reliable connection that is protected by a respected content filtering solution. (Student personal mobile data plans are not protected by this filter.)
- Age-appropriate supervision of students while they are using the internet.
- Training for students in appropriate internet use.

Everyone accessing the internet by any network while on ICSB's campus or accessing the internet during school or school events is expected to follow the "Internet Acceptable Use Policy." ICSB maintains the right to monitor, restrict, and/or log internet use through its network.

Regardless of how the internet is accessed, students are held responsible for their actions whenever using the internet on school property or at school events, including financial transactions. (Incurred costs are not ICSB's responsibility to pay.) The following conduct is expected:

Individual Safety

- I will use social media and other online accounts responsibly. I should understand and set privacy settings appropriately for social media accounts that I use. My public social media posts should never reveal personal information that may put me in danger or share my real time location.
- I will not bypass, neglect, or disable basic security programs or protocols built into my devices or software services for sake of convenience or time saving.
- I will strive to maintain healthy online habits and avoid self-destructive online activity.
- I will keep any ICSB login data safe and report any suspicious activity with my account to ICSB's IT team.

ICSB Community Safety and Respect

- I will only post pictures or information about others on social media if I have their permission.
- I will not forward or repost publicly any information that has been shared with me in confidence unless it is to report a policy violation.
- I will not participate in online bullying, harassment, stalking and/or purposeful humiliation.

- I will never access another ICSB user's accounts, login information, data, emails, or social media accounts without their permission, nor will I impersonate another user with intent to deceive.

Respect the School

- I will only access content that is appropriate for a school setting and does not conflict with the moral and ethical standards of the school. It is strictly forbidden to use our network to access content containing pornography, displaying graphic violence, or promoting harmful or offensive ideas.
- I should respect our school's policies and positions on public social media posts.

Respect the Law

- I will not take part in any illegal activity including but not limited to hacking, copying, and distributing copyrighted materials, or accessing private networks illegally.
- I will not intentionally access computer virus software, launch network attacks, and/or use tools to bypass the school security software or intentionally degrade or disrupt equipment or system performance.
- I will credit/cite sources when I legally use another person's intellectual property, and I will respect product licenses and regulations.

Definitions

"Public Social Media Post" - Any post that either has no audience limitations, is sharable, or targets a school-wide audience, such as YouTube, Instagram, Twitter, etc.

"Online Bullying" - Any content sent to a peer implying blackmail, using threatening or intimidating language, or any other interaction with the intent to break down another's self-esteem.

"Online Harassment" - Messages sent with the intention to offend or sending messages to a peer after that peer has asked you not to.

"Online Stalking" - Monitoring or saving another peer's activity or social media content without the person being aware of it.

Use of School Property

Students are asked to take care of the resources, including computers and devices, available at ICSB by

- Using items for their intended purpose
- Following any specific instructions for use and/or storage given
- Exercising care, neatness, and cleanliness in the use of ICSB facilities and equipment
- Reporting damages or needed repairs to a staff member. Fines may be charged to the person responsible for the damage
- Respecting the property of others by staying out of others' desks, lockers, and personal belongings

- Entering storage rooms, sports equipment rooms, mechanical rooms, janitorial rooms, offices, teacher workrooms, the stage, or the reception desk areas only with the permission of a staff member
- Staying off the gym mats unless directed by a staff member to use them

Closed Campus

ICSB operates on a closed-campus basis. All students must remain at school, on its grounds, or with their school group at all times, unless specifically authorized by a parent to leave. School activities may also take place on occasion at athletic fields, city parks, museums, public transportation, and out-of-town field trip sites. Students must always be with a staff member or designated chaperone during school activities.

Students should never be in the garage unless they are with a staff member. An exception would be if a student wishes to place their bicycle in the garage or retrieve it. In the morning the gates are open, and they may enter for this purpose, but at dismissal time, they must walk to the main entrance, and ask the security guard to open the gate. They then enter to get their bicycle from the street side.

Senior Privilege: Seniors who have signed parental permission and are in good academic standing may sign out for lunch. In order to keep Senior Privileges, a student must maintain a C or above in all classes.

Food And Drink

- All food and snacks should be kept in student lockers, backpacks, or in the cafeteria refrigerators.
- In the Lower School, water in a closed container will be allowed during class, but no other food or drinks are permitted. Exceptions may be made for class parties or special occasions.
- In the Upper School, water and other drinks in closed containers are permitted in the classroom, but food must be consumed outside of the classroom, except as permitted on special occasions by the teacher.
- Homemade food is not permitted to be distributed among students at school or school events. Any food meant for distribution must be prepared professionally. It is permitted to serve ready-to-eat items purchased at a store, but that need some minor preparation such as washing, slicing, arranging on a platter, etc. This includes such things as fresh fruits, vegetables, and other ready-to-eat foods.

Miscellaneous

- Lost Items and Drop Off/Pick Up Items: ICSB has one central Lost and Found area located near the main entrance under the stairs. This area also has a table for any items that need to be dropped off for others to pick up later. Valuable items, such as cell phones, will be kept with an administrative assistant, receptionist, or security guard until claimed. At the end of the school day, these items will be taken to the security guard.
- Animals: Due to health, safety, and liability concerns, pets and animals are not allowed at school or school events. Any exceptions, such as trained service animals and special

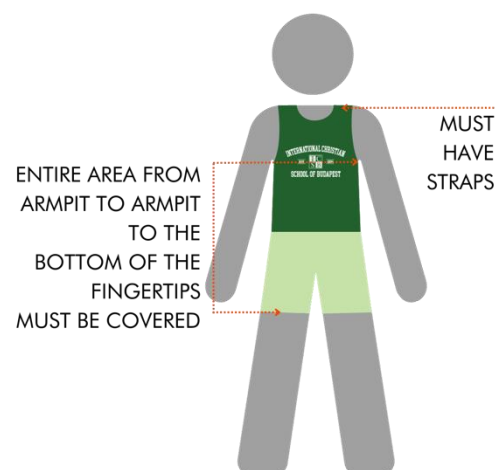
classroom activities involving pets must be first cleared through the Principal and Facilities Manager

- **Weapons:** Devices that are considered “weapons” in any culture are not permitted at school. Possession of a weapon on campus may result in a suspension or possible expulsion. Fake or toy weapons are also not permitted on campus unless they are used as props for school-related programs or for other teacher prompted assignments.
- **Cash and Valuables:** Although students may carry small amounts of money with them, they should not bring large amounts of cash or highly valuable items to school. Any money brought should always be kept with the student. ICSB is not responsible for personal items at school.
- **Elevators:** Elevators are for staff and faculty use only. Students may use the elevators for medical reasons with permission from the school medical staff or administration.
- **Balconies, Windows, and Railings:** For safety reasons, students are not allowed on the balconies, or to stand or climb on railings. Students must stay away from windows that are wide open, and they must ask for permission to open any windows. Students may not operate the window blinds without permission.
- **Snowballs:** For safety reasons, students are not allowed to throw snowballs while on school campus.
- **Bicycles:** Bicycles and scooters should be locked up in the bicycle racks provided in the garage. The ICSB garage is not guarded and so the school will not be held liable for any theft or damage to property.
- **Private Birthday Parties:** Printed invitations to private birthday parties or other types of parties may not be distributed at school by a student or parent unless an entire class is included (or all the boys or all the girls in the class). This applies to Grades P1 through 5 only.

Dress Code

ICSB allows students to express themselves in the way they dress. All students who attend ICSB are also expected to respect the school community by dressing appropriately and modestly for a K-12 educational environment. This policy is intended to provide guidance for students, staff, and parents.

- Clothing must cover areas from one armpit across to the other armpit, down to the bottom of the fingertips on the upper thighs. Tops must have shoulder straps.
- See-through, mesh, or torn garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
- Clothing may not depict, advertise, or advocate weapons; illegal, violent, obscene, hateful, or lewd conduct; or the use of alcohol, tobacco, marijuana, or other controlled substances.



- Footwear must be worn.
- When skirt length is above the knee, wearing shorts, spandex, or leggings underneath is recommended.
- Some courses or activities may require specialized attire, such as sports uniforms, costumes, or safety gear.
- The administration reserves the right to determine what constitutes appropriate dress, and students may be asked to change. Parents are asked to take responsibility for seeing that students follow these guidelines when dressing for school.

Discipline Policy and Process

Philosophy of Discipline

ICSB desires that its philosophy of discipline be based on biblical principles. In its essence, discipline is closely related to discipleship. Specifically, discipline is a process of loving, strengthening, protecting, training, and correcting a person with the goal of developing an individual who practices a self-disciplined lifestyle of obedience to God and sensitivity to the needs of others. Discipline is based upon a relationship of love and concern, and we hope students will come to the staff openly with their struggles, so that we can help them grow. ICSB recognizes that God has given parents the primary responsibility for a child's growth and development, and success in school discipline requires that communication and partnership between parents, staff, and students be a high priority.

Disciplinary Process

ICSB recognizes that in order to maintain a positive Christian atmosphere where growth and effective learning can take place for all students, corrective discipline may sometimes be necessary. Each classroom teacher will establish his or her own classroom management policies based upon the philosophy stated earlier. Specific classroom expectations and the consequences for violating these expectations will be explained at the beginning of the school year. Reminders will be given periodically as needed to encourage appropriate behavior.

Teachers will handle most situations involving discipline. If the behavior expectations are not followed, the teacher is expected to:

- Address the offense through counseling with the student. When correction is necessary, students will be confronted with the expectation or value they have violated and the people they have hurt. They will be encouraged to recognize and admit their errors. Students will be counseled to seek forgiveness and reconciliation where necessary.
- Assign consequences, if needed, which may include, but are not limited to, a warning, restitution, logical consequences, or loss of student privileges or participation.
- Confer with parents to let them know of the concern and ask for their help. The teacher and parents are encouraged to work together in resolving the problem. A behavior plan may be initiated.

Situations of greater concern, frequency or severity are referred to the Principal.

Steps the Principal may take include, but are not limited to, the following:

- Addressing the offense through counseling with the student. Taking the time to talk through actions and their ramifications may help students change their behavior.
- Contacting the parents for a conference. Communicating with parents so that they are partners in finding a solution is a vital step.
- Assigning in-school suspension. Removing the student from class, while still allowing him/her to complete work allows time for thinking about behavior and protects the rest of the class from further disruption.
- Initiating behavioral probation. This process notifies students and parents that a student's misbehavior is considered very serious, is under scrutiny, and must change. Within the probation period, teachers carefully document misbehavior. At the end of this period, students who don't improve their behavior or show signs of growth in this area will be asked to leave or may be permitted to withdraw from ICSB. If signs of change and growth become evident, the probation may be extended or lifted.
- Assigning out-of-school suspension. Removing a student from school allows time for reflection and protects other students from further disruption. Parental consequences are expected at home.
- Referral for counseling. Professional help may be called for in order to help the student in transforming behavior.
- Assigning restitution, fines, or service requirement. Some offenses require the student to either pay money or work in order to make things right.
- Asking for withdrawal/Recommend for expulsion/Deny re-enrollment. The Principal will recommend to the Director that a student's enrollment be terminated based on the severity or frequency of the misbehavior.
- Referral to law enforcement authorities.
- This serious step is taken only if a student breaks the law.

Parent/Student Appeal or Grievance Process

In general, if a parent or student has questions regarding a disciplinary action taken by a teacher, that parent or student should first request a meeting with the teacher involved. If, after meeting with the teacher, the issue is not resolved, the parent or student should request a meeting with the teacher and/or the Principal to further work through the issue. If a resolution is not reached, or the parent or student has a concern about the Principal's actions, the parent or student may request a hearing with the Director. The Director is the final school authority in disciplinary matters.

Student Life

ICSB offers a variety of programs and activities to develop students' gifts, talents, and leadership. Students may not participate in two extra-curricular activities whose regular practice times conflict.

Extra-Curricular Eligibility

Students participating in extra-curriculars who are on academic probation (see description in Academic Probation section above) will be monitored weekly. Eligibility is reviewed every Tuesday morning at 10:00 am. If any current term grade is an F, they will have one week to bring the grade to passing. If after one week the grade is still failing, the student will be unable to

participate in extracurriculars, beginning the following day. A student who wishes to become eligible again can rejoin activities after they have shown evidence to the activity supervisor or Athletic Director that they are passing all classes. If the situation warrants, students may be placed on academic probation at mid-quarter progress reports, meaning they would begin to be monitored for eligibility.

Chapel

Weekly Chapel is a central part of our school program, helping to set the tone for the school and providing an opportunity for the school community to focus on the Lord and worship Him together. Attendance at chapel is required of all students. Students at all levels can be involved in serving in the Chapels in various ways.

Athletics

The ICSB athletic program enhances the quality of life of the individual participants, the school culture, and the greater community. It provides students an atmosphere of hard work and discipline, as they demonstrate and explore their own unique God-given gifts. Provided there are enough athletes and a suitable coach, ICSB offers the following after-school sports program in Middle Grades (MG) and Upper School (UPP):

- Fall: Soccer and Cross Country (MG and UPP) and Volleyball (UPP only)
- Winter: Basketball (MG and UPP)
- Spring: Track & Field (MG and UPP) and Volleyball (MG only)

ICSB is a member of the Danube Valley Athletic Conference, competing with international schools from Hungary, Austria, and Slovakia.

Athletics Expectations

The ICSB athletic program is a wonderful opportunity to interact with the wider community through exemplary actions, Christ-like attitudes, and a high level of individual and team athletic skill. As one of the few opportunities to host other schools' parents and students, the expectation is for all athletes, parents, fans, and coaches to represent our school in a way that reflects ICSB's core values.

Athletes commit to attending all practices and games. If a special circumstance arises that prevents an athlete from attending, he or she is responsible for contacting the coach or Athletic Director in advance. Athletes are also expected to show respect to all players, officials, and coaches.

Parents and spectators should establish and maintain a positive cheering environment and should make no attempt to disrupt or negatively influence a game. They should never address a game's referees or officials and should only communicate with a coach in an appropriate manner, by setting up a meeting for a later time (not directly before, during, or immediately after a game). For a student to participate, the student and his or her parent or guardian must attend the mandatory Pre-Season Parent Meeting, which will be scheduled prior to the season's first contest.

Musical Productions

Middle Grades and Upper School students have opportunities to develop their dramatic talents and abilities in musical and/or dramatic productions. Students can also participate by helping with costumes, scenery, lighting, and publicity.

Student Council

The Upper School Student Council provides services to the student body, provides a forum for addressing student requests and concerns, and serves as a representative of the student body to the administration, the faculty, and the School Board. The Student Council also organizes and promotes social and outreach events. Upper School Student Council officers (president, vice-president, secretary, and treasurer) are elected in the spring of the previous year. Students currently in grades 8 - 11 are eligible to vote in this election.

Houses

Teachers and students are divided into one of four houses: Ragsdale, Young, Welsh, and Hiltibran (named after the first four directors of ICSB). Houses at ICSB are modeled after a British tradition and provide an opportunity to foster student leadership growth and build community through collaborative and competitive activities. The students involved in the Middle Grades House Council help to plan Lower School House events. Upper School student leaders organize occasional schoolwide House activities.

Upper School Class Meetings

Class Meetings happen weekly. In class meetings students have a chance to hear seminars on important topics and plan service events that promote community within the class and aid the school. Class meetings are led by the Class Sponsors, who are assigned by the Upper School Principal.

Upper School Class Service Projects

Each class will carry out service projects that promote community within the class and aid school activities. Some of these events require parental involvement. In addition to these projects that serve the school community, Upper school students also participate in service projects that benefit the wider community around ICSB.

Freshmen	Sophomores	Juniors	Seniors
Rummage Sale Refreshments	UPP/MG Musical Refreshments	Winter Classic Concessions	Senior Store Snacks

Student Services

Food Service

ICSB offers daily hot lunch service to all students. Menus are available each month through the www.icsbudapest.e-menza.hu website. Parents who wish to order hot lunches must do so in the last week of the previous month. Payment is required when ordering, more details are available on the website.

Students may also bring their own lunches. A refrigerator and microwaves are available in the lunchroom. Middle Grades and Upper School students may also have the opportunity to purchase snacks from the Senior Store.

Library

Our library is available between the hours of 8:00 and 4:00 for all ICSB students and families. Students and parents of ICSB students may check out any library books and other materials free of charge. Overdue fees will be assessed for materials turned in late. The library materials and facilities are also available to non-ICSB families for a small fee. There is a written process for the selection and review of library materials. If you have concerns about a particular book/resource in our library, please contact the Librarian for information on the process.

Lockers

Lockers are provided for all Middle Grades and Upper School students. Students who forget their key need to borrow a copy of their key from the Principal's office. If the key is lost, the student will need to pay to replace it. Lost keys or damage to the locker will be charged to the family bill.

Student Printing

A printer is available for students' academic use in the library and Upper School computer lab.

School Transcripts

Student Academic records are kept in digital format, according to GDPR regulations. Requests for copies can be made by contacting the [Admissions Coordinator](#).

Health and Safety

Student Protection Policy

ICSB values human life regardless of age, gender, or race. Desiring to reflect Christian philosophy and belief, ICSB expects every individual to be treated with dignity, respect, and care. The emotional and physical vulnerability of children under the care of ICSB should never be violated or abused.

We are members of the Child Safety and Protection Network (CSPN). CSPN's mission is to collaborate across the globe with other Christian organizations. We have incorporated their safety recommendations into our school, including policies, screening, training, protocols, response, and care. Our student protection policy can be found on our website [here](#).

This webpage also contains a form where anyone can report a concern, whether current or historical.

Staff members are also instructed to respond if they hear or see evidence of possible self-harm with an ICSB student.

Health Office

A school nurse is normally on duty to provide care for students who are injured or ill. Although teachers are trained to assess emergency situations, most illnesses or injuries occurring during the school day will be handled by the school nurse. If a student is seriously ill, the school nurse will contact you to arrange for pick up. If your student calls you in the middle of the day to say that they are ill, please have them report to the [Health Office](#) first.

Health Records

For the school to adequately care for student health needs, parents must make sure students' health status or immunization record is updated annually during re-enrollment and by promptly communicating any subsequent changes to the [Health Office](#). This information can then be flagged in PowerSchool correctly.

Physical Exams and Immunizations

Hungarian law requires that students have regular physical exams and that parents provide proof that the enrolled student's immunizations are up to date on their mandatory immunizations. Students at ICSB must meet these requirements to attend our school. This service will be provided at school, and parents will be informed of dates and times in advance.

Immunizations

Under Hungarian law, all students must meet the Hungarian Immunization Requirements [immunization requirements](#) in order to attend school in Hungary.

If a student receives a vaccine (compulsory or optional), please send the certificate to nurse@icsbudapest.org so that the vaccination record is up to date in our system.

Students receive free compulsory and optional vaccines in 6th and 7th grade. Student and parents will be notified before the vaccination. If the parents don't consent to receive these vaccines at school, they must send the vaccination certificates latest by the end of the school year.

The Health Office offers optional vaccines time to time for a cost against flu, tick borne encephalitis, meningitis. About these vaccination opportunities students and parents will always be notified.

Drugs, Medications, and Controlled Substances

Students should never take medication of any kind at school on their own without an adult supervising, nor should they share medications with other students.

In some cases, medications prescribed by a doctor may come under the classification of a controlled substance, which is any chemical substance or medication whose possession and use is regulated by the government.

The following guidelines will govern the use of controlled substances and prescribed medications sent from home for ICSB students:

- If a student needs to take a controlled substance or prescribed medication during the school day, the parent must submit a written request to the Health Office and the Principal to provide adult supervision for the student as he/she takes the medication. This should include the student's name, the name of the medication; the daily dosage amount, and the time of day when it should be taken.
- The school (including the nurse, teachers, administrators, etc.) will not store or administer controlled substances or prescribed medication.
- Only 1 pill/tablet (or daily dose) must be brought to school each day in a secure container.
- Each day, the student must take the medication in the presence of a designated staff member.

- A record log will be kept indicating that the staff member witnessed the student taking the medication each day.

The above guidelines will help ensure the proper use of these medications and will aid in protecting all our students.

If parents granted consent on the Health Agreement, certain over-the-counter medication may be taken at school under supervision. A record log of all medications administered will be kept.

Drop-off and Pick-up Procedures

Parents are expected to be prompt in dropping off and picking up their children and to communicate about unavoidable delays, both on regular school days and for school-related events and activities. The street area in front of the school building gets very busy, especially during drop-off, pick-up, and special events. Please drop off/pick up your child quickly. If the driver needs to get out of the car at all or if there is a delay in picking up/dropping off, please pull over to the right side and park. When parking on the street, please do not block the driveways or garage entrances of the residents.

Students (including staff children) in the fifth grade or younger who arrive before 8:00 am or are still at school after 4 pm must be supervised by a parent/adult or a designated sibling/student in 8th grade or above. They may not be on the floors where staff are working unless they are with the parent in their room/office. They may not play on the upper playground (above the slide). They may be in the following areas: the lower playground (garage/sport court area), cafeteria, lounge, reception area, or gym when these are not being used for school activities.

School Closings

From time to time, weather or other emergencies affect the school day because of concerns for safety. The decision to cancel school or delay the opening will be made by 6 a.m. Any announcements regarding a change in the school day will be posted on our website and notifications sent out through email. If weather conditions may jeopardize the ability to safely travel, ICSB urges each parent to make the best decision in the interest of safety.

Emergency Situations

There are some potential emergencies that would require a school-wide response. The school has a Crisis Management Team.

Each year, ICSB staff and students will participate in emergency drills to practice responses to three possible threats:

- Lockdown: This would be the response to a dangerous or threatening intruder on the campus. All doors will be locked, classroom lights will be turned off, and classroom windows will be covered. Students and teachers will stay out of sight of the classroom door.
- Hallway Shelter: This would be the response to an environmental threat such as fumes or smoke originating off campus, a violent storm outside, or an explosion nearby. All exterior doors and windows will be closed, and students will shelter in the hallways (as far away from windows as possible).
- Evacuation: This would be the response to a threat originating in the building. Fire evacuation procedures will be followed. Students and staff will proceed to the rally points.

If a real emergency were to occur that forced the cancellation of classes, the school will notify parents by email or phone. Parents are urged to inform the [Admissions Coordinator](#) of any change in telephone numbers or email addresses, so that in an emergency, the school will be able to reach you.

Building Security

All entry to ICSB will be through the main entrance (Lower School entrance) with the exception of large events which will often require a switch to the Upper School entrance. All visitors to the school, including parents, must sign in at the reception area and sign out upon leaving.

Adults over age 19 must always wear a visitor badge while they are on the school campus. Each parent will be issued a gray lanyard and 'Parent' badge at the beginning of their time at ICSB. These badges should be worn whenever you are in the building.

If the parent lanyard and badge are forgotten, a photo ID will be required, and a temporary yellow 'Visitor' lanyard and badge will be issued for the visit. Unreturned or lost Visitor or Parent lanyards and badges will result in a 2,000 HUF charge.

Parent Communication and Involvement

Questions, Concerns, or Comments

Parents are encouraged to contact teachers to arrange a meeting if they have questions, concerns, or comments about their student's behavior, academic progress, or other things happening in the classroom. If there are further questions or concerns, then the parent may contact the Principal. If this is not satisfactory, the parent may then contact the Director, who is the final authority on school matters. However, if the parent's concern is with the Director him or herself, the School Board Chair is the appropriate person with whom to address the issue.

Orientation Meetings

An afternoon back-to-school event will be held the day before the start of school for all parents and students. Everyone is encouraged to come to greet teachers and classmates. New families will attend a brief, special meeting designed for them during the afternoon. Some specific classes ask parents to attend orientation meetings.

PowerSchool website and mobile app

ICSB uses PowerSchool as our student information system to communicate grades, attendance, and teacher comments. Financial information is also available on PowerSchool. PowerSchool has a mobile app as well, where students and parents can access most of this information.

ICSB website and mobile app

The school website (www.icsbudapest.org) and mobile app host the school calendar, news, handbook, and other important information. You can download the ICSB Budapest mobile app from the [App Store](#) or [Google Play Store](#). Use your school website parent portal login to access restricted content (events, news, announcements, parent, and student directories) within the mobile app.

General announcements and information are communicated through our ICSB Weekly email newsletter sent out every Friday, which is also available to read on the school website and in the ICSB mobile app under the More tab (this requires notifications to be set up).

Volunteering

In order to enhance a sense of school community, parents are encouraged to get involved in the school program. You may sign up anytime by [filling out the Volunteer form](#) on our website. The school welcomes ideas for involvement, and possibilities include:

- Substitute teaching
- Helping in the classroom
- Chaperoning field trips
- Running an after-school club
- Coaching or assistant coaching our sports teams
- Helping with school events or activities
- Helping with the Middle Grades or Upper School musicals (set, costumes, snacks, etc.)
- Helping with translation
- Speaking in chapel

Those who will be supervising students without staff members present, such as coaches, substitute teachers, extra-curricular, and some field trip chaperones, must undergo a reference background check.

Continuing Enrollment

In January of each year, parents are asked to complete a re-enrollment process to indicate their intent to enroll in ICSB the following school year. This is necessary to ensure that space is reserved for each returning student.

Visiting Classes

Parents are always welcome on campus. Parents are also welcome to visit and observe in individual classrooms but should make arrangements with teachers in advance.

Visiting friends, relatives, and prospective or former students may visit at times when it is convenient for the teachers. In order to minimize the interruption to the daily schedule and academic program, student visitors may come to our campus only with the approval of the Principal. Arrangements should be made at least two days in advance and should last no longer than a full day.

Use of School Facilities

ICSB students, parents and alumni are welcome to use the school facilities, but must observe the following parameters:

- The school building is open from 7 am-9 pm Monday through Saturday. (Summer hours vary and are announced.)
- The gym may not be used during school hours (8:15-3:35), but otherwise is open for use as long as there are no practices or events taking place.

- The weight room may be used any time there is not a scheduled activity or class taking place. Lower School students must be accompanied by an adult. Upper School students must be pre-approved to use the weight room. Applications for weight room approval can be requested from the Upper School office. No student is allowed to work out alone.
- The playground may be used outside of school hours, but parents must still sign in at reception.
- Please do not use, move, or borrow any equipment or items from the ball/equipment room or school without permission from the Facilities Manager or Athletic Director. This includes balls and PE/athletic equipment.
- If school equipment, such as balls, is used they should be put back in the bins and the bins securely closed.

ICSB has available space for rental. Please see the Facility Manager for fees and details.

Supervision of Children Outside of School Hours

Parents should be aware that students in sixth grade and older are unsupervised after school until an activity, musical rehearsal, or athletic practice begins.

Students in fifth grade and younger must always be supervised by a parent/adult or a designated sibling/student in 8th grade or above when present on school grounds outside of school hours. ICSB does not provide this supervision. (See Drop-off and Pick up procedures section above.)

Parent Travel

Occasionally, both parents need to leave town at the same time. If this is the case, the school asks that a student be left under the direct care of a responsible caregiver (such as a relative, another family, or a highly responsible older upper school-aged sibling). Parents are required to notify the school in advance to provide emergency contact numbers, the name and phone number of the caregiver, and how the parents can be reached.

Students are not allowed to be enrolled at ICSB if they are not living with at least one parent/guardian or another responsible adult of whom the school is aware.

Finances

Payment

Payments are expected to be made according to the terms of the Enrollment Contract. Parents should notify the Business Controller immediately if they will be unable to meet the terms of the agreement. ICSB reserves the right to charge a 1% interest penalty on all due, but unpaid balances. Parents should also expect regular follow-up on all past due accounts.

Part-time Students

Part time students will be charged a contribution fee that is prorated for the course load they are taking plus an administrative fee of 150 USD for Grades 6-12 and 75 USD for Grades 5 and under.

Financial Assistance

Each year, ICSB has a small amount of money that can be used for financial assistance for families in need. Interested families should contact the Business Controller for information about applying.

Thank you for being a part of ICSB this year! We are very glad you are here!