

INTERNATIONAL SCHOOL OF BEIJING

EMPOWERED WITH
PURPOSE AND COMPASSION



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

WELCOME FROM HEAD OF SCHOOL



ISB is an extraordinary school and a global leader in education, supported by our non-profit model and a tradition of excellence spanning over 40 years. Establishing, nurturing, and growing such an exceptional learning community has been and remains intentional; we work hard to build strong relationships so that our learning is at its best and students enjoy the best academic outcomes.

The foundations of our school are our aspirational Mission and Vision guiding statements. These are brought to life by passionate, highly experienced, and well-qualified teachers and leaders. We share a common commitment to a diverse student body of socially and emotionally thriving young people. We want each of them to find their place in the world and we offer them the freedom to explore their passions. Our graduates will live and work in a rapidly changing world; our programs equip them to be productive, healthy, and fulfilled young adults.

At ISB, every student is known and feels safe and empowered in a supportive environment. We know that the partnership between school and home is vital in this regard too. For our families, ISB is more than a school; it's a way of life. Our parents fulfill a vital key role by promoting our Dragon Spirit, and welcoming new families into this vibrant, international community.

Daniel Rubenstein
Head of School

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OUR MISSION & VISION STATEMENTS

EMPOWERED WITH PURPOSE AND COMPASSION



We are an inspiring international community in Beijing, where thinkers and leaders find their place in the world and serve others. So that our learning is at its best, we build strong relationships and set high expectations together. We are committed to challenging and joyful learning with the freedom to explore.



STRATEGIC FOCUS AREAS

ISB's Strategic Focus Areas have been developed to ensure the school is providing an excellent international education best suited to our community and the vibrant city of Beijing in this era.

**1**

OUR CORE: CHALLENGING AND JOYFUL LEARNING

We will keep focusing on quality academic programming especially literacy plus science, technology, engineering, the arts, and math (STEAM), ensuring appropriate challenge for ALL learners so that every student is achieving their potential in core courses. We will also further strengthen the pipeline of great teachers coming to ISB.

2

USE ISB'S RESOURCES TO EMPOWER STUDENTS TO PURPOSE AND COMPASSION

School is about so much more than academics! We want to keep ensuring our students have integrity, strength of character, and that they are healthy socially and emotionally. To that end, we want each student to find at least one academic area and one co-curricular pursuit they are passionate about and in which they can excel. Our policy over the next few years will be based on making sure students can sample real-world professional experience and have chance to provide service to others and create a positive social impact.

3

STRONG, LIFELONG PEER RELATIONSHIPS

across national, linguistic, and cultural lines in our inclusive community. Our social-emotional learning program will continue to focus on relationships, and our co-curricular teams and performance groups on coaching peer collaboration. ISB is also developing the greatest alumni network in Asia.

4

DIVERSITY, EQUITY AND INCLUSION (DEI)

All in the ISB community share values that we feel are important for global citizens and the advancement of an international community. We are committed to diversity, equity, and inclusion, and welcome enrollment and applications from anyone able to join us in living these principles and our Mission and Vision.

5

SUSTAINABILITY

Protecting the environment is everyone's responsibility. It is important that we also reflect on our impact on our environment and as such, we are committed to sustainable practices and have developed a sustainability roadmap, our strategic pathway to evolve into a healthier, more sustainable place of learning. ISB is a pioneer among international schools in this area.

ISB IN NUMBERS



40+

Years' tradition of
excellence in Beijing



1:8

Faculty to
student ratio



180+

High School
courses offered



75%

Faculty with
advanced degrees



100%

International
Baccalaureate
Diploma pass rate



2

Purpose-built sports domes



200+

Co-curricular activities



2

Library media centers



1

Aquatic center



2

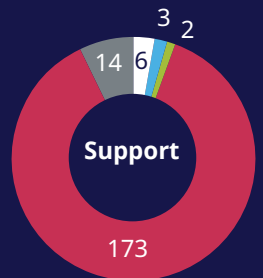
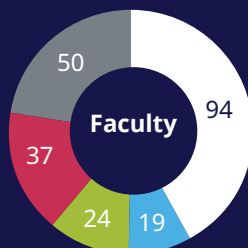
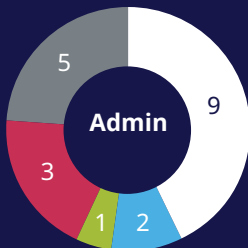
Performing arts centers



TEACHER PROFILE

NATIONALITIES

- U.S. Citizens
- Aus./NZ Citizens
- Canadian Citizens
- Greater Chinese Citizens
- Other





YEARS OF SERVICE

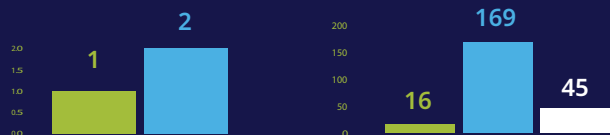
	Admin	Faculty	Support
0-2 years	8	121	64
3-5 years	6	51	29
6-8 years	1	29	34
9-11 years	1	5	24
12+ years	4	18	47

ADVANCED DEGREES

● Admin ● Faculty ● Support

Doctorate Degrees

Master's Degrees



MEET OUR SCHOOL LEADERS



Daniel Rubenstein
Head of School

“ Daniel (lù bīn 陆彬) is honored to be ISB’s Head of School. Prior to joining ISB, Daniel was the co-founder and CEO of Prospect Schools, one of the highest-performing school networks in New York and among 16 “Schools of the Future” named by the World Economic Forum. In addition to his work at Prospect Schools, Daniel has been instrumental in forming the Diverse Charter Schools Coalition, a group of over 40 U.S. organizations dedicated to creating successful, integrated choice schools. Daniel is a 2002 winner of the Presidential Award for Excellence in Mathematics Teaching. He holds a degree in mathematics from Hamilton College and advanced degrees in Liberal Studies from St. John’s College in New Mexico and Education Leadership from Columbia University Teachers College.



Dustin Collins
Elementary School
Principal

“ Dustin has served schools in five countries including the USA, South Korea, Guatemala, the Democratic Republic of Congo, and now China. Prior to joining ISB, Dustin was the Elementary and Middle School Principal at the American School of Kinshasa (DRC) and served as a member of the professional learning design team for the Association of International Schools of Africa (AISA).
Dustin has a Doctor of Education degree in Educational Leadership from the University of New England, a Master of Science degree in International Education from Nova Southeastern University, and a Bachelor of Education degree with Distinction from Indiana University. In addition, Dustin is a certified K-12 school administrator in the U.S., holds certifications in International School Leadership and International Teacher Leadership from the Principals’ Training Center, and has a Certificate in Advanced Education Leadership and a Certificate of Early Education Leadership from Harvard’s Professional Education Program.



Anne Sweet
Middle School
Principal

“Anne has an Executive Master of Arts degree in International Leadership and Change from the Education University of Hong Kong and a Master of Education degree in Elementary Education from Tulane University, Louisiana. She is a certified K-12 school administrator in the U.S. and has further International Baccalaureate certification in leadership practice.

Anne has worked in schools in four countries including the U.S., South Korea, India, and China, and most recently served as Founding Director of GTIIT-Affiliated International School in Shantou, China. She has held leadership positions as Director of Ricks Center for Gifted Children in Denver, Colorado and Elementary Principal at the International School of Busan, South Korea.



Will Paananen
High School
Principal

“Will earned his undergraduate degree in anthropology from the University of Washington before starting his education career as a high school social studies teacher. Curious to see more of the world, Will joined the U.S. Peace Corps in 2009 and worked as a teacher and teacher educator in rural Northeast Thailand. Upon returning to the United States, Will explored leadership roles, becoming a Dean of Students and then Assistant Principal at schools in the Seattle area and Suzhou, China before moving to Beijing in 2022. To deepen his practice, Will earned a Masters in Teaching from Seattle University, a National Board Certification for classroom teaching, and a Principal and School Leadership Certification from Seattle Pacific University.

SOCIAL-EMOTIONAL LEARNING AT ISB

At ISB, we believe that social and emotional learning (SEL) is an essential element in a curriculum. We know that SEL enhances the academic experience for our students, providing them with tools to help their learning and to be more successful in their lives.

Through SEL, ISB students will develop greater understanding of themselves, enhance their ability to care for themselves by developing resilience and making healthy choices, demonstrate empathy towards others, build healthy relationships, and act with purpose, finding their place in our global community.

Here at ISB, we emphasize care as one of the core values that every teacher commits to for every student, every day. We reflect on our practices to help us build a shared understanding of how to show care through our daily interactions with students. Teachers develop supportive, personalized relationships with students, cultivate an emotionally safe environment, and respond consistently to students' social, emotional, and academic learning needs.

Social and emotional skills and concepts are also taught through our morning meetings in Elementary School and through our mentoring program in the Middle and High Schools. Our SEL curriculum is built around the following five competencies:





Purposeful Action
I act on what I've learned

Social and Cultural Competence
I see differences as strengths

Nurturing Relationships
I build strong relationships

Self Awareness
I know myself

Self Management
I seek well-being

ISB SOCIAL AND EMOTIONAL FRAMEWORK

	Self-Awareness	Self-Management	Social and Cultural Competence	Nurturing Relationships	Purposeful Action
Definition	The ability to recognize one's own emotions, values, and identities. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence and a growth mindset.	The ability to honor and manage a range of one's own emotions and thoughts. The ability to skillfully use them to inform healthy choices.	The ability to empathize with the perspectives and identities of others and interact positively with diversity. The ability to recognize inequity and bias.	The ability to establish and maintain healthy relationships. The ability to cooperate with others and navigate conflict constructively.	The ability to act in purposeful ways that serve others. The ability to promote the well-being of ourselves, others, and of the planet.
The Point	I know myself.	I seek well-being.	I see differences as strengths.	I build strong relationships.	I act on what I've learned.
Embedded Concepts	<ul style="list-style-type: none"> • Identity • Wellness • Self-confidence • Positive self-regard • Growth mindset • Body image 	<ul style="list-style-type: none"> • Stress management • Transition management • Resilience • Positive self-talk • When to get adult help • Child protection • Mental health • Mindfulness • Goal setting • Healthy choices 	<ul style="list-style-type: none"> • Empathy • Listening skills • Home • Diversity • Tolerance, respect • Cultural differences • Race • Gender identity • Sexual orientation • Power, privilege • Bias, stereotypes • Intersectionality 	<ul style="list-style-type: none"> • Bodily autonomy • Consent • Communication skills • Friendship • Conflict resolution • Peer pressure • Bullying • Digital citizenship • Deconstructing negative media messages 	<ul style="list-style-type: none"> • Application of other four domains • Context • Ethics, integrity • Service-learning cycle • Power dynamics • Prejudice • Sustainability • Healthy systems • Consumption

ELEMENTARY SCHOOL PROFILE

In our Elementary School, we care about students' growth as learners and as individuals who contribute to their community. We believe that young people are naturally curious, and we recognize each student as a unique individual with the potential to achieve. Our Elementary students are empowered to solve problems, question the world around them, and develop and test hypotheses in a collaborative, supportive environment.

From Early Years (EY) 2 to Grade 5, we recognize that each student has an individual learning style and that students make progress in different areas at different paces. We believe it is our task to align the learning experience with the needs of each student, and work closely with parents to support their child's unique learning journey. Additionally, each student engages in Chinese language and culture learning, the arts, and physical education to round out their program.

Elementary School is a time for young learners to explore ideas, solve problems, and build trusting relationships

with peers and teachers. As our students learn through inquiry-based activities and structured play, ISB's learning spaces have abundant resources to develop specific skills, spark curiosity, and prompt interactions.

ISB values social-emotional learning, under which the same priority is given to our learners' health and character as it is to their academic performance. Our students' well-being is a cornerstone to their success and happiness. As they learn to work together, they grow to understand different perspectives and strengthen their social skills. We nurture children who develop independence and the ability to make positive, healthy choices as they begin to really find their place in the world.

Families have the option of enrolling in either the Monolingual or Dual Language Program. We teach one curriculum but in two different streams – one is taught in English only, and one is taught in English and Chinese. Our Dual Language Program is offered up to Grade 5.





URTURE

MIDDLE SCHOOL PROFILE

Middle School is a time for exploration and personal development as well as for the formation of healthy academic habits. We believe in strengthening Middle School students as well-rounded members of the community who learn through collaborative study and service in a caring environment with enough flexibility for them to experiment and tailor their learning. ISB Middle School students pursue their interests and learn in a way that is relevant to them.

ISB values social-emotional learning, which gives priority to learners' health and strength of character along with their academic performance. We focus on students' overall well-being and want them to have a keen sense of responsibility for themselves and their community.

Many of our core subjects are divided into theme-based units, which allows students to engage with elements that spark their imagination. Students can extend their learning by selecting courses outside of the core curriculum through our Electives Program. Students can pursue their passions or delve more deeply into the content in a chosen area. Students will complete foundational electives in performing arts, visual art, drama, and design that will support deeper learning in future classes in both Middle School and High School.



EXPLORE



HIGH SCHOOL PROFILE

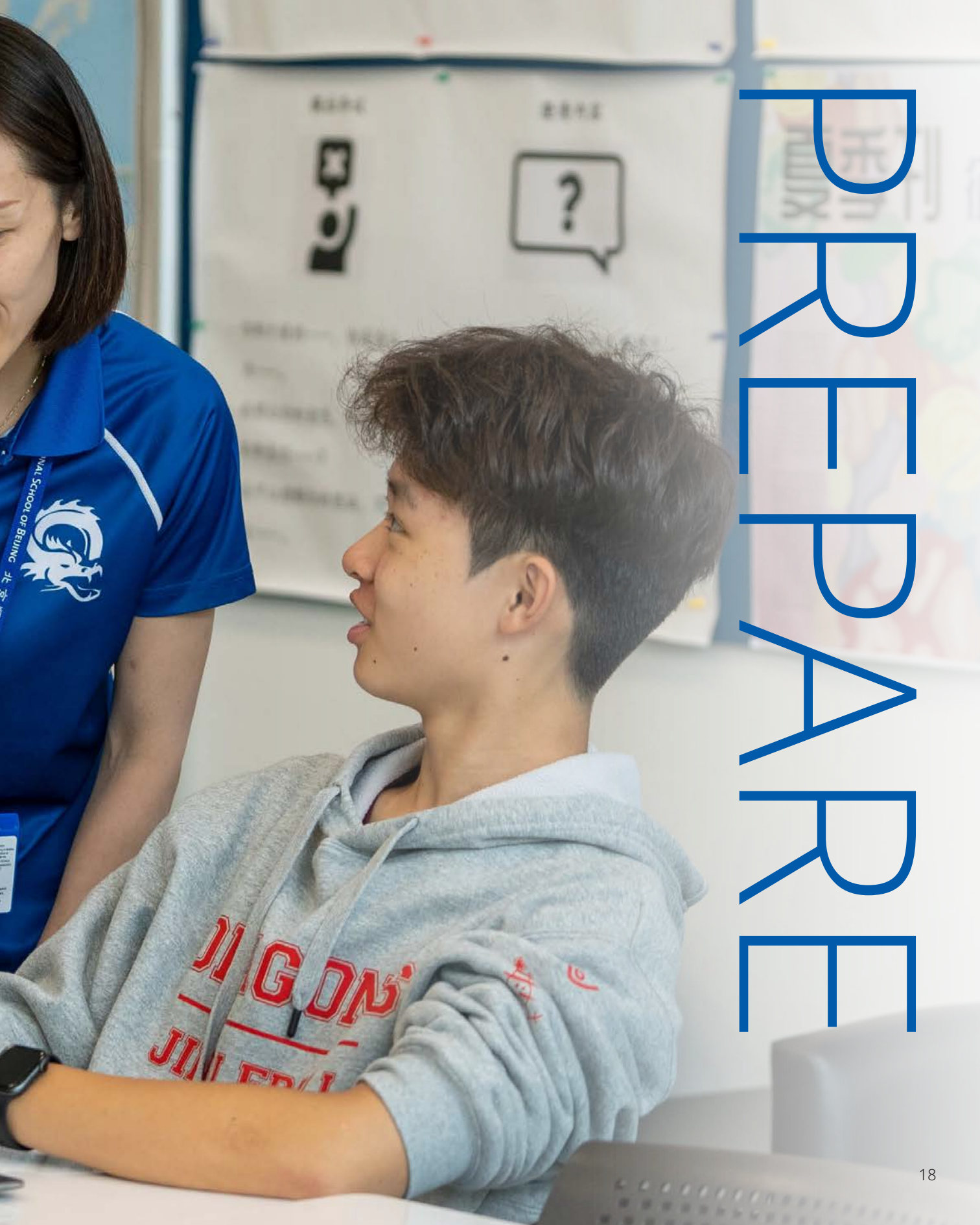
Across all grades, ISB is committed to challenging and joyful learning with the freedom to explore. In the High School, our role in these formative years for young adults is to nurture the talents of our students and develop their skills through authentic learning experiences that ensure they are engaged members of society. We want to foster thinkers and leaders who are well on their way to finding their place in the world.

Our academic program balances the breadth of the International Baccalaureate (IB) Programme with a choice of courses to suit individual student interests. ISB's High School diploma program is a four-year university preparatory course of study that develops our students as learners and as individuals.

In Grades 11 and 12, our students elect to study the IB Diploma Programme or construct a personalized program from a combination of IB courses, ISB courses, and online courses around their interests and talents. The Pathways Program offers students voice and choice in their final two years – they are challenged to explore their own ideas, learn beyond the classroom, make connections across content areas, and have an impact on the community.

ISB's social-emotional learning approach values students' health and character development along with their academic performance. Outcomes matter at ISB and we believe successful students are not defined solely by their attainment in tests and exams, but also by their integrity, empathy, and sense of teamwork. ISB offers a tailored education to prepare young adults for achievement and success whatever future direction they choose.





PREPARE

CLASS OF 2024 UNIVERSITY ADMISSIONS OFFERS

This list is correct as of September 10, 2024. ISB is proud of all its newest alumni, whether they have identified a best-fit university or chosen another option like a bridge year or military service. Some members of ISB's Class of 2024 are still in the process of applying for college and have yet to receive offers of admission, notably from universities in South Korea, Singapore, Australia, and New Zealand. **Universities listed below with at least one enrolled ISB graduate appear in bold type.** (And each set of brackets indicates the number of offers where the number is larger than one.)

UNITED STATES

American University
Appalachian State University
Babson College (2)
Bates College (2)
Berklee College of Music
Boston College (4)
Boston University (4)
Brandeis University
Brigham Young University (3)
Carleton College
Carnegie Mellon University (3)
Case Western Reserve University
Christopher Newport University
Columbia University in the City of New York
Concordia University
Cooper Union for the Advancement of Science and Art
Cornell University
Davidson College
Dean College
DePaul University
Dickinson College
Duke University
Emerson College (2)
Fordham University (3)

Franklin and Marshall College
Full Sail University
George Mason University (2)
Harvey Mudd College
James Madison University (2)
Kent State University
Lafayette College
Loyola Marymount University (2)
Michigan State University
New York University (5)
Northeastern University (5)
Northwestern University
Ohio State University-Main Campus (2)
Pennsylvania State University-Main Campus (3)
Pepperdine University
Purdue University-Main Campus (4)
Rhode Island School of Design (3)
Rochester Institute of Technology
Rutgers University-New Brunswick (3)
Rutgers University-Newark
Santa Clara University

Savannah College of Art and Design
Seattle University
Suffolk University
Texas A & M University-College Station (2)
Texas State University
The College of Wooster
The New School
Tufts University (2)
Union College
University at Buffalo
University of California-Berkeley
University of California-Davis (5)
University of California-Irvine (6)
University of California-Los Angeles
University of California-Merced
University of California-Riverside (3)
University of California-San Diego (7)
University of California-Santa Barbara
University of California-Santa Cruz (4)

University of Chicago
University of Connecticut (3)
University of Delaware
University of Denver
University of Florida
University of Illinois Urbana-Champaign (6)
University of La Verne (2)
University of Maryland-College Park (2)
University of Minnesota-Twin Cities
University of Oregon
University of Portland
University of Rochester (7)
University of San Francisco
University of Southern California
University of Virginia-Main Campus
University of Washington-Bothell Campus
University of Washington-Seattle Campus (2)
University of Wisconsin-Madison
University of the Pacific (2)
Utah State University (2)
Utah Valley University (2)
Vassar College



Virginia Polytechnic Institute and State University
 Washington State University
 Washington University in St Louis
 West Virginia University
 Western Washington University
Wheaton College
 Whitman College
 William & Mary University

U.K.
 Birmingham City University
 Bournemouth University
 Brunel University London
 Durham University
 Imperial College London
King's College London, University of London (2)
 Lancaster University
 London Metropolitan University
 Loughborough University
 Manchester Metropolitan University
 Queen Mary University of London
 Queen's University Belfast
 Solent University (Southampton)

University College London
 University of Bristol
 University of Derby
 University of Exeter
 University of Glasgow
 University of Liverpool
 University of Manchester (3)
 University of Southampton
 University of St Andrews (2)
 University of Surrey
 University of Sussex

CANADA
Brock University
Conestoga College
McGill University
McMaster University (3)
OCAD University
 Queen's University (5)
Simon Fraser University (4)
 Toronto Metropolitan University
 Trent University
 University of Alberta
University of British Columbia (12)
 University of Calgary (2)
 University of Guelph
 University of Ottawa (3)
 University of Toronto (15)
 University of Waterloo (2)

Western University (5)
 Wilfrid Laurier University

CHINA HONG KONG

City University of Hong Kong
 The Chinese University of Hong Kong (2)
 The Hong Kong Polytechnic University
 The Hong Kong University of Science and Technology (6)
The University of Hong Kong (11)

NETHERLANDS

Erasmus University Rotterdam
 Leiden University
 Maastricht University
 Radboud University
University of Amsterdam
 University of Groningen

AUSTRALIA

Monash University (2)
 University of Melbourne (2)
 The University of Queensland
 The University of Sydney

KOREA

Korea University
 Sungkyunkwan University
Yonsei University (3)

IRELAND

Trinity College of Dublin
 University College Dublin

SINGAPORE

LASALLE College of the Arts
Nanyang Technological University (3)

GRADUATION REQUIREMENTS

A minimum of 24 credits is required for graduation; a full-year course earns one credit. The credits listed below are required. Elective courses, including at least two from the subject areas marked with an asterisk (*), complete the 24 credits.

- 4 *English
- 3 *Social Studies
- 3 *Mathematics
- 2 *World Languages/EAL
- 3 *Laboratory Sciences
- 2 Physical Education/Health
- 1 Visual/Performing Arts

GRADES

ISB has been using standards-based grading and reporting on a 1-7 grading scale since the 2018-2019 school year. Students receive a formal summative grade only at the end of each course. Grade point averages are no longer weighted, with 3 being a passing grade.

Grade	Descriptor
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor (no credit awarded)
1	Very Poor (no credit awarded)





2024 INTERNATIONAL BACCALAUREATE RESULTS

Average IB diploma score

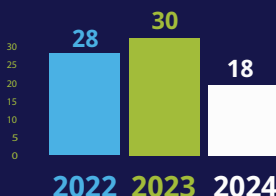
35.5

ISB

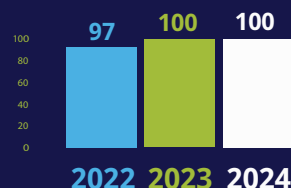
30.3

WORLD

Bilingual diplomas awarded



Pass rate (%)



69

IB DIPLOMA CANDIDATES

69

STUDENTS PASSED

18

BILINGUAL DIPLOMAS

13

STUDENTS SCORED 40 POINTS OR HIGHER OUT OF THE MAX. 45

PARENTS AS PARTNERS

A strong, vibrant community is built on strong relationships. At ISB, we value the partnership between school and home because it is so important in ensuring that we're providing the best possible experience for each student and their family.

Parents are welcomed onto campus, at appropriate times, and encouraged to be a part of their child's education and feel part of the learning. As part of our home-school partnership, parents are invited to watch our student athletes compete against other schools, volunteer with our Parent Teacher Association, join book clubs, attend coffee mornings, benefit from parent classes, and attend the various parent workshops we offer to provide insight to the learning at ISB.

Parents are also welcome to use the campus facilities, during specified times, including the libraries, Fitness and Tennis Center, and other gym facilities as part of our Weekly Parent Activities schedule.

Dragon Spirit Events – featuring signature ISB events open to parents and families throughout the school year. From International Day to the Great Wall Shootout Basketball tournament to our Chinese New Year celebrations and Spring Fair, these are big occasions for which we are known and that provide the best opportunities to come together and experience Dragon Spirit.





DRAGON SPIRIT

Community is a feeling as much as it is people or places. This is not only somewhere to enroll your children for a world-class education; we provide a warm and caring place for students, parents, staff, alumni, and our wider stakeholders. When international families join ISB, they have a home away from home and access to a network of likeminded people invested in challenging and joyful learning.

The ISB community is united through Dragon Spirit. This is the term we use to describe what it means to be a member of this group of people, the values and resilience of character that define us. It means honoring differences, learning joyfully together, empowering each other with purpose and compassion, and fostering a sense of belonging in the community that transcends the walls of our school. Dragon Spirit encapsulates the values upon which our school was built over 40 years ago.



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