INTERNATIONAL CHRISTIAN SCHOOL OF BUDAPEST

2026-2027
Parent-Student Handbook

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Parent and Student Agreement

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 partner with families by offering their children an excellent Christian education in English that prepares them for university, in an environment that encourages them to wholeheartedly follow Christ.

Vision Statement

Our vision is that students from all backgrounds are equipped to succeed not only in higher education but also to grow into:

Christ-followers who…

- Trust in Jesus Christ as the only means of salvation and as the restorer of people's relationship with God and with each other
- Understand and accept the historic, biblical Christian faith
- Live and grow under Christ's leadership
- See their own identity and worth as image-bearers of God and value all human beings in the same way, worthy of care and respect

Active Thinkers who…

- Think critically and creatively and engage in problem-solving
- Practice the intellectual virtues of curiosity, tenacity, courage, carefulness, honesty, fair-mindedness, and humility
- Are well prepared in all academic disciplines

Effective Communicators who...

- Can express their beliefs and ideas in relation to a biblical worldview
- Read, write, create, listen, and speak skillfully and graciously
- Work collaboratively with others

Global Citizens who...

- Honor people of all nationalities, ethnicities, cultures and languages
- Are responsible, productive, compassionate members of society
- Develop God-honoring solutions to real-world problems
- Practice justice, mercy, and humility with others

Faithful Stewards who...

- Maintain disciplined health and personal habits, and cultivate their gifts and interests
- Value the relationships that God has entrusted to them
- Care for and manage resources and God's creation

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.

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*

Framework for Spiritual Growth at ICSB

Spiritual formation is a process empowered by the Holy Spirit through which we come closer to God, being changed to love, think and act like Christ. As a Christian academic institution, 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, shaping and strengthening the whole person This is represented by the categories of Heart, Head and Hands, a framework supported by ACSI's Flourishing Faith Index.

- Heart

  We desire to be in a relationship with God and one another. God first loved us, and we choose to follow God's direction for our lives instead of our own. We recognize that we have been forgiven and so we forgive. We want to grow, and we invite our hearts to be transformed by the Holy Spirit and intentionally nurtured by the community.

- Head

  We understand and accept the key propositions of the historic Christian faith as presented in the Bible. We are curious to learn and discover more about who God is, who we are and how we are called to relate to Him and one another. We take intellectual growth seriously as one aspect of faith formation. The goal is a transformed and renewed mind.

- Hands

  Christ's love compels us to act in ways that reflect our desire to live under Christ's leadership and our understanding of God's love and truth. We seek out fellowship and choose to participate in activities that help us grow in our faith, including attending Church, praying, reading the Bible and engaging in other spiritual disciplines. We serve others and give to others. Practical opportunities to live out our faith are encouraged by the community.

Our Values

- Intentional, grace-filled community is the context for transformation. We develop our own unique gifts with humility and take our own steps forward in this context.
- Growth is a process which takes time, patience, and personal engagement. It cannot be forced. We willingly and consistently take the next step in our spiritual faith journey.
- Integrity allows us to honestly live according to our own values, responsibly pursue wholeness of heart before God and others, and rely on God's truth as our guide, regardless of people, situations, or circumstances.

Our Pathways

- We seek to foster relationships between students, staff, parents, and Christian ministers at churches, providing the fertile ground for spiritual growth.
- We connect faith and learning, shaping our classroom instruction according to our Christian faith. We want to grow, and our hearts to be transformed by the Holy Spirit.
- We incorporate spiritual practices into the rhythms of the school, including worship together, Bible reading, prayer, reflection, hospitality, service, special events, and rest.

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*
- All human beings, male and female, are uniquely designed in the image of God, their Creator. *Genesis 1:26-28*
- Marriage is the uniting of one male and one female in an exclusive union, and sexual intimacy must only occur within such a marriage. *Matthew 19:4-6*

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 based on an individual's qualifications and abilities. ICSB does not discriminate based on race, color, gender, national origin, age, marital status, or disability.

Academic Program

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

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 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.

Lower School Course Offerings and Sequence

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 necessary. ELL and ESS 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 1, 2, 3, or Language and Literature	Hungarian 1, 2, 3, or Language and Literature	Intro to Spanish and Intro to German (semester each)
Physical Education	Physical Education	Physical Education
Band (required)	Band (required)	Band or Choir (1 required)
Educational Technology	Health	Educational Technology
Health	Electives	Health
		Electives

Lower School Fine Arts Classes and Electives

Seventh- and eighth-grade students will sign up for elective classes in the Spring of the prior 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.

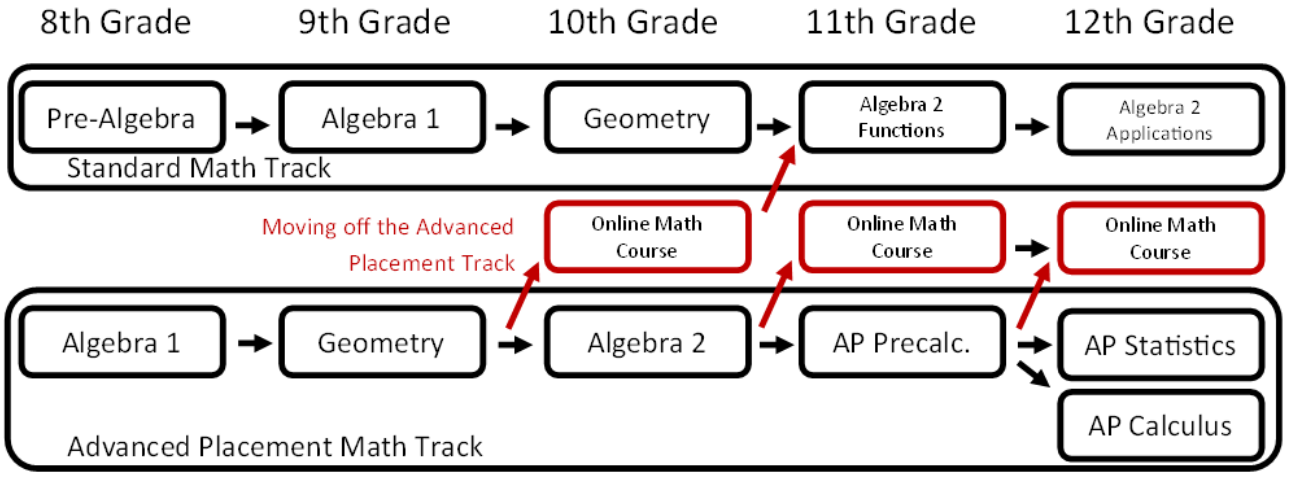
Upper School Course Offerings and Sequence

Upper School Subjects (Grades 9-12)

English	Mathematics	Science
English 9	Algebra I	Biology
English 10	Algebra II Functions	Physical Science
English 11	Algebra II Applications	Chemistry
English 12	Algebra II	Physics
AP Lit. and Composition	Geometry	Anatomy & Physiology
AP Lang. & Composition	AP Precalculus	AP Physics 1
	AP Calculus	AP Biology
	AP Statistics	AP Chemistry
Social Studies	**Foreign Language**	**Fine Arts**
U.S. History	Spanish I, II, III	Art
Early World History	German I, II, III	Band
Modern World History	English as a Foreign Language	Choir
Civics	(Integrated Academic English,	Vocal Ensemble
Global Awareness	Reading and Composition)	Graphic Design
AP Psychology		Yearbook
Christian Studies	**Other Subjects/ Electives**	**Health & Physical Education**
Christian Studies 9	Communications (required)	Adventure Skills
Christian Studies 10	Teacher Assistant	Outdoor Aerobic Fitness
Christian Studies 11		Physical Education
Christian Studies 12		Weight & Fitness
Christian Studies Elect.		Health (required)

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

Math Track Diagram:



Students wishing to move between tracks must seek approval from the Upper School Principal and Academic Counselor.

Procedure for Transition from Standard to AP Math Tracks:

Some students have a desire to move from the Standard Math Track to the Advanced Placement Math Track at varying times in the course sequence. The following steps must be taken in order to receive approval from the Upper School Principal.

Follow these steps in order:

- Request a meeting between the student, parent, and current math teacher.
- Request and receive a written recommendation from your current math teacher. This could be a recommendation to proceed or a caution against proceeding.
- If you have a desire to proceed, meet with the principal or academic counselor to develop a study plan and schedule that culminates with two semester exams, administered by the school, covering the content of the course they are skipping.
- A score of 80% must be achieved on each of the semester exams in order to be eligible to change tracks. If you do not achieve 80% or greater you will remain on the standard track. Passing the exam does not award credit for the course but rather acknowledges that you have learned the content well enough to proceed.

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 sometimes 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	
English 9	1.0
US History/Early World History	1.0
Biology/Physical Science	1.0
Algebra I or Geometry	1.0
Foreign Language I	1.0
Christian Studies 9	1.0
Physical Education, Fine Arts, Communications, and/or Other Electives (At least 2)	1.0
Total Credits	**7.0**

Grade 10	
English 10	1.0
US History/Early World History	1.0
Biology/Physical Science	1.0
Geometry or Algebra II	1.0
Foreign Language II	1.0
Christian Studies 10	1.0
Physical Education, Health, Fine Arts, Communications, and/or Other Electives (At least 2)	1.0
Total Credits	**7.0**

Grade 11	
English 11 or AP English	1.0
Modern World History or Civics/Global Awareness	1.0
Algebra II Functions, AP Precalculus	1.0
Anatomy & Physiology, Physics, Chemistry, AP Biology, AP Physics 1	1.0
Christian Studies 11	1.0
Physical Education, Health, Fine Arts, Communications, and/or Other Electives (At least 2)	1.0
Total Credits	**6.0**

Grade 12	
English 12 or AP English	1.0
Modern World History or Civics/Global Awareness	1.0
Algebra II Applications, AP Calculus, AP Statistics	1.0
Anatomy & Physiology, Physics, Chemistry, AP Biology, AP Physics 1	1.0
Christian Studies 12	1.0
Physical Education, Health, Fine Arts, Communications, and/or Other Electives (At least 2)	1.0
Total Credits	**6.0**

Advanced Placement Courses (AP) in Upper School

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 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.
- Students who cannot 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.
- In most cases, the family will incur the costs for online courses that are approved.
- Online courses that were successfully completed for the purpose of credit recovery of a failed ICSB course will have the credit waived. 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 approved by the Upper School Principal.

Graduation Requirements for Upper School

The Principal and Academic Counselor will determine the specific courses a student must take to complete the requirements for a diploma.

Students who wish to receive an ICSB diploma and participate in the graduation ceremony 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 either Algebra II or Algebra II Functions & Algebra II Applications.

** A fourth year of science is highly recommended for all university-bound students.

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

Calculation of Grade Point Average in Upper School

Only 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 in Upper School

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.

Selecting Classes for Middle Grades and Upper School

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. 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 submit an alternative learning plan for approval. If approved by the Principal, the student will complete the course and provide the Principal with documentation showing that the course was successfully completed outside of ICSB. It is not permitted for a student to opt out of one portion of an ICSB 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. Parents will assume the cost of these courses.

Acceleration and Retention

Acceleration and retention are significant educational interventions with long-term academic, social, and emotional implications. These decisions should prioritize the student's holistic development by considering their academic readiness, social maturity, physical factors, and family involvement. School leaders will use a cautious, deliberate, and collaborative approach to make these decisions.

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.

Some trips are part of the ICSB program and covered by the parent contribution fee such as the day field trips, Middle Grades and Upper School retreats, the Freshman Challenge, and the Senior Class trip.

Optional trips, excursions, or activities that require an additional fee are paid for by the parents. The school does not provide financial assistance or insurance for these optional trips.

Artificial Intelligence (AI)

ICSB recognizes that artificial intelligence (AI) is an increasingly common part of students' academic and everyday lives. When used appropriately, AI can support understanding, creativity, and efficiency. Because AI influences how students think and learn, we seek to help students use it with wisdom, discernment, and responsibility.

ICSB prioritizes authentic learning and takes intentional steps to ensure that the use of AI supports, rather than replaces, students' thinking, independent work, and growth in wisdom, judgment, and understanding

We also recognize that AI tools have limitations and potential risks, and we guide students in using them thoughtfully and safely. Student use of AI is guided by teachers and introduced in age-appropriate ways. Use for schoolwork is limited and carefully guided in the earlier grades and increases gradually as students develop the skills and understanding to use these tools responsibly, in a manner consistent with ICSB's biblical worldview and core values.

For schoolwork, AI may only be used when permitted by the teacher for a specific task or assignment.

When AI use is permitted:

- Students are expected to complete their own work, remain responsible for what they submit, and use AI in ways that strengthen, rather than diminish, their own thinking, learning, and judgment.
- AI use must follow teacher guidelines for each assignment
- AI-assisted work may need to be acknowledged or cited, as directed by the teacher
- Students must critically evaluate any AI-generated content for accuracy and appropriateness, recognizing that it may be inaccurate, biased, or incomplete

Misuse of AI (for example, submitting AI-generated work as one's own or using AI when not permitted) will be addressed in accordance with ICSB's academic integrity policies.

ICSB will continue to review and refine its approach to AI to support student learning, responsibility, and growth as technologies and educational practices evolve.

Learning Support Services

English Language Learning (ELL) 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 pull-out sessions with an ELL teacher.
- Monitor List – These students do not receive regular pull-out 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.

Students entering the Upper School as ELL students will be assigned to the course "English as a Foreign Language" in place of another foreign language. This 2-year course focuses on the fundamentals of the English language, including listening, speaking, reading, writing, and vocabulary, and will meet the foreign language requirements for graduation. Students remain in this course for 2 years, regardless of their ELL status.

ELL services are provided to students at an additional cost.

Educational Support Services (ESS) Programs

The ESS department exists to support 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. Parents can email the Learning Support Services Director with educational concerns.

These services may have additional costs, all of which are listed on the school website. Some testing may be required before services can begin, also at an additional cost.

ESS 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."

FIE: The Feuerstein Instrumental Enrichment (FIE) Program guides students in discovering how their thinking and behavior impacts their learning. It teaches the important and often overlooked skill of learning how to learn. This process-oriented approach will guide the students in self-identifying challenges, analyzing them, and resolving them through systematic intervention.

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.

Occupational Therapy: Occupational therapy (OT) helps students develop fine and/or gross motor muscles for the purpose of being better able to participate in the daily routine activities of school life.

Small Group Support: Staff can support classrooms with differentiated instruction for students who need extra support or enrichment in reading or math classes. This is not limited to students receiving other intervention or support from ESS.

Counseling: ICSB has counselors who are available to students for help with emotional, behavioral, or mental health 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 for their child with a counselor through the Principal or Learning Support Services Director.

Academic Expectations and Evaluations

Assessment

Definition and Purpose of Assessment

Assessment at ICSB is informed by a Biblical worldview and guided by our mission, vision, and values. It is a process of effectively using well-designed tasks to measure student achievement at a specific point in time. Assessments measure progress towards conceptual knowledge and skills based on established learning goals and ICSB standards. They provide feedback to students so that they are developing and are engaged in their own learning progress. Assessments also provide feedback to teachers to help plan their next steps in instruction according to student needs and learning gaps. Assessments may also be used to encourage and celebrate achievement and growth.

Summative and Formative Assessments

The two main types of assessment are summative (formal evaluation) and formative (practice). All assessments inform instruction. Summative assessments measure the student's understanding and/or degree of proficiency. Formative assessments are used to practice and measure understanding, moving towards a summative assessment. For this reason, summative assessments make 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, such as by end-of-unit tests or projects. 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.

Parents can support their students at home with a distraction-free work environment and accountability.

Teachers follow these guidelines on assigning homework, based on their estimate of the average student completion time. The actual time required may vary by student and by assignment.

- No homework in Grade P1
- 20 minutes total in Grades 1-2 (homework in core subjects only)
- 30 minutes total in Grade 3 (homework in core subjects only)
- 45 minutes total in Grades 4 and 5 (homework in core subjects only)
- 15 minutes per subject in Middle Grades
- 20 minutes per subject in Upper School
- 60 minutes in Upper School AP classes

Teachers may assign students a project that they work on over the duration of several days or weeks. In this case, the teacher expects students to work on the assignment each day, as indicated, within the maximum guidelines above rather than postponing and compressing the work into a shorter period of time. Parents and students with concerns about homework load should contact the teacher.

Grading and Grading Scales

At ICSB, grades show a student's achievement towards learning goals based on school standards. A grade is a representation of a student's conceptual knowledge and skills at a specific point in time. Teachers use a variety of assessments and clear criteria to determine grades fairly and consistently.

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.

Grades 3-12 use the grading scale shown below for academic subjects:

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 has a cumulative 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 students' progress frequently in PowerSchool.

Report Cards

The academic year at ICSB is divided into four quarters, each of which is 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 quarter grades in all courses; grades 3-5 may view both quarter and assignment grades, but in core courses only. Grades 6-12 may view both quarter and assignment grades in all courses.

Semester and Final Examinations

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. Exams must be taken at school and students may not take them ahead of the scheduled time. Exams that are missed for any reason should be made up by contacting the principal to schedule a time for the makeup. The semester final exams will comprise up to 10% of the total semester grade.

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.

Upper School

Exams or culminating projects will be given at the end of each semester in Social Studies, English, Math, Foreign Language, and Science. Other courses may also give exams but are not required to do so.

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 As (90% or higher) for 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 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 considering a rigorous schedule. The selection of the Valedictorian is based upon only those grades earned at ICSB, with special attention given to the final semesters. 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 four 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 test days. Please try not to plan travel or 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 PSAT is administered in the fall semester for students in grades 9-11.
- 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 testing centers in Budapest on certain pre-scheduled Saturdays. The academic counselor can provide further information about these tests and assist students with registering for them.

Parents and students should contact the Learning Support 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

Attendance at ICSB and participation in our programs is based on the Parent Contract. This is part of the enrollment process. School attendance in Hungary is compulsory. Consistent class attendance and participation in class activities are important parts of the learning process. This is necessary if a student is to be successful in ICSB's academic program.

Absences

Parents must explain absences by filling out the Attendance Form found on our website and mobile app, under the More tab. If no form is received and a student is not present, parents will be contacted. If unexplained absences reach three school days without parent explanation, the authorities will be notified. A doctor's note may be requested for an extended medical absence.

ICSB considers 8 or more days during the semester or 16 or more 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 their eligibility to pass a course or be promoted to the next grade 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.

It is strongly recommended that parents avoid planned absences such as travel during school days, especially at the end of the quarter. 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 missing assignments when the student's quarter and semester grades are calculated in that subject.

Students are expected to attend school on a given day to participate in that day's extra-curricular activities, including practices. Exceptions may be made by the Principal on a case-by-case basis.

Students should not attend school, extra-curricular activities, or school events if they are sick. Please check our Policies for Health and Attendance for guidance.

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.

For early dismissal (appointments, etc.):

- Parents must submit the Attendance Form before a student is released.
- Students obtain a green permission card from the Administrative Assistant.
- Middle Grades and Upper School students give the card to Security and sign out.
- Early Grades students will wait at Reception for parents. Parents will give the card to Security and sign them out.

The Security Guards will not allow any students to leave without notification from the Administrative Assistant via the permission card.

Tardiness

Parents are strongly encouraged to see that their students attend school and arrive on time. School begins at 8:15. A student who is not in class and prepared 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. It is reasonable for a student to occasionally be tardy. However, 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.

Parents should use the Attendance Form to communicate the reason their student will be late to school.

Power School Attendance Codes

Attendance is taken at the start of every period in Middle Grades and Upper School and at the beginning of the day for Early Grades. Absences and Tardies will be recorded into our system.

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 parent explanation)
- PT=Parent Explained Tardy
- I=In School Suspension
- O=Out of School Suspension

Make-up work

Completing assignments is an important part of the learning process. Students will be expected to check PowerSchool for their assignments daily. 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 their assignments done while they are gone, one class day of make-up time is given every day that 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

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 may accept part-time students, however, preference in enrollment is given to full-time students. This means that if a course is at maximum capacity, part-time students will have limited choices in what courses may be taken. Students enrolled for less than four core classes are considered part-time. ICSB generally will not grant official student status to part-time students in reports submitted to the Hungarian government.

Students desiring to change their enrollment status must contact the Admission Coordinator during the reenrollment period (December to January) and will follow the procedures in the Transfer and Acceptance of Credits section. Change of enrollment status is not guaranteed.

During the school day, part-time students are expected to be off campus except for scheduled classes. Part-time students are eligible to participate in extra-curricular activities such as musicals, sports teams, and clubs, etc. Part-time students are also permitted to attend chapels, retreats, and overnight trips. Other aspects of our program such as study hall, advisory, field trips, and class meetings will not be offered. Like full-time students, part-time students and their parents will be expected to comply fully with all ICSB expectations.

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

Transfer and Acceptance of Credits

ICSB will review and may accept the completion of courses from homeschool or accredited institutions when proper documentation is provided by the parents. ICSB requires incoming students to submit transcripts before enrollment is complete. These records will be used to determine grade placement. In the Upper School, a review of submitted transcripts will be conducted by the Upper School Principal and Academic Counselor to determine what credits are waived. This process will also determine the remaining credits that must be earned to graduate. 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.

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, policies, or values
- Disrespect or mistreatment of peers
- Dishonesty in 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
- Unauthorized possession or use of items with restricted use (see paragraph below)
- Possession or use of prohibited items:
    - Particularly dangerous items for public safety
        - any stabbing or cutting instrument
        - instruments typically used for striking and designed to enhance the force or impact of a blow
        - any device capable of spraying substances that can induce an incapacitated state by irritating the eyes, mucous membranes, or skin
        - any device capable of inducing an incapacitated state by means of electric voltage
        - any device used for the illegal opening or breaking of locks
        - any device that resembles a firearm or weapon
    - Illegal Objects
        - drugs
        - any firearm or ammunition
        - explosives or pyrotechnic devices
    - Products which cannot be sold to underaged people, including
        - alcohol
        - tobacco or nicotine products
        - cigarette tubes or papers, or any products intended for smoking
        - electronic cigarettes or devices that imitate smoking (including refill cartridges)
        - energy drinks -beverages that meet either of the following criteria:

- Contain more than 15 mg of methylxanthine (e.g., caffeine) per 100 ml
- Contain methylxanthine in combination with any of the following substances: Ginseng, L-arginine, Inositol, Glucuronolactone, or Taurine
- Examples include but are not limited to brands such as Red Bull, Monster, Hell, Burn, Watt, Bomba, Rip It, Hexenergy, and Rise.

ICSB students are encouraged to adhere to these behaviors at all other times. 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.

Items with Restricted Use

The following are classified as restricted items at school: telecommunications devices (particularly mobile phones), devices capable of recording images or sound, and smart devices capable of accessing the internet. Restricted-use items can be brought into school, provided that the student turns them off and submits them to the designated secure storage box at the start of their school day, before attending classes. The student will receive the items back at the end of the school day or, if they leave before the school day ends, at the time they exit the school for the day. Any exceptions to this are at the discretion of the Principal, such as using cameras/video recorders for school purposes-events, yearbook, etc.

Laptops, tablets, and e-readers are restricted-use items, however, ICSB grants an exception and permits, and at times requires them to be used. These devices may be used throughout the school year but may only be used for academic purposes. In the Lower School, these devices are school provided, while in the Upper School each student brings their own device.

If parents believe a particular restricted-use item is necessary for their student's learning or health at school, they may submit a proposal to the principal for consideration.

Responding to Misuse of Prohibited and Restricted Use Items

Misuse of laptops and e-readers or possession of restricted use items during the school day will result in the device being confiscated. Repeated misuse will result in further consequences, which may include loss of privilege.

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 prohibited or restricted use objects are present. If found, prohibited or restricted use items will be confiscated and stored by the Principal. A parent will be required to come to school to collect any confiscated items. Illegal items will not be returned.

Anti-Bullying

Bullying is deliberate and willful repeated behavior with the intent to harm others, physically or emotionally, using power or influence. Bullying occurs whenever a person or 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.

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 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
    - Students in Grades P-1 through 7 may not use AI tools to complete assignments on their own, although students will learn about AI and may use it in class activities.

- Students in Grades 8-12 may use AI to complete some assignments, but only according to the guidelines set by the teacher.

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.

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 not intentionally 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 will respect our school's policies and positions on public social media posts.
- When using generative artificial intelligence (AI) tools, I will not enter any personal or sensitive data, and I will properly acknowledge the use of AI in my work. I understand that I am responsible and will be held accountable for content that I create and share using AI.

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 AI or 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 damage 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.

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 still requires some minor preparation such as washing, slicing, arranging on a platter, etc. This includes such things as fresh fruit, vegetables, and other ready-to-eat foods. This helps reduce the risk of contamination and allergen exposure, as the preparation of homemade food cannot be overseen by the school.
  An exception is made for the ICSB International Festival, a voluntary school community event at which homemade foods are a central part of the cultural experience.

Miscellaneous

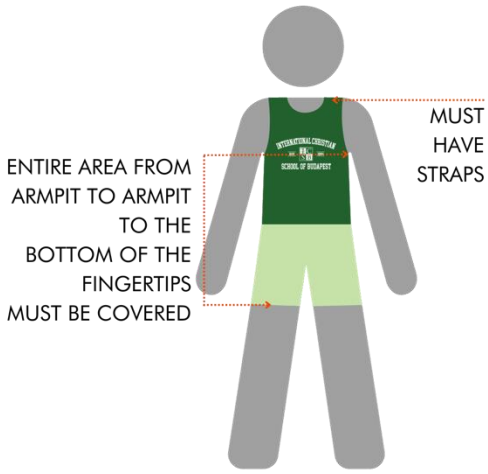
- Lost Items and Drop Off/Pick Up Items: ICSB has one central Lost and Found area located near the main entrance under the stairs. This area also has a table for any items that need to be dropped off for others to pick up later. Valuable items, such as cell phones, will be kept with an administrative assistant, receptionist, or security guard until claimed. At the end of the school day, these items will be taken to the security guard. At the end of each semester, we invite parents and students to look through these items. Afterward, unclaimed items be taken by staff members and ultimately donated or discarded.
- 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.
- 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: In Early Grades, (P1-5), 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).

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 P1-12 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.
- Anything conflicting with school values may not be depicted.
- Footwear must be worn.
- When skirt length is above the knee, wearing shorts, spandex, or leggings underneath is recommended.



- Some courses or activities may allow modification to the dress code or 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 or be sent home 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 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 to help the student in transforming behavior.
- Assigning restitution, fines, or service requirements. Some offenses require the student to either pay money or work to make things right.
- Asking for withdrawal/Recommend for expulsion/Deny re-enrollment. The Principal will recommend to the Head of School 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 Head of School. The Head of School 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, rehearsal, competition, or performance times conflict.

Chaplain Team and Chapel

ICSB's Chaplain Team assists the Head of School and Principals in cultivating a strong spiritual climate in the school community. This team coordinates the chapel ministry and Spiritual Impact Week, along with providing spiritual counsel and shepherding students in accordance with ICSB's Spiritual Growth Framework

Weekly chapels provide an intentional time and space for the school community to worship together and to grow spiritually. It is a set-apart moment in the rhythm of school life where we pause to reflect on who God is, how he is at work among us and who we are becoming.

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 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 (DVAC), competing with international schools from Hungary, Austria, Slovakia, and the Czech Republic.

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.

Extra-Curricular Eligibility

Students participating in extra-curriculars who are on academic probation (see description in the 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 extra-curriculars, beginning the following day. A student who wishes to become eligible again can join 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.

For athletics, a student must not accumulate more than two total weeks of academic ineligibility during a single season.

- Upper School: This equals six practices or competitions.

- Middle Grades: This equals four practices or competitions.

Once this two-week limit is reached, regardless of whether the ineligible weeks were consecutive, the student may be dismissed from the team for the remainder of that season. This decision is made by the Principal in consultation with the Athletic Director.

Student Leadership

ICSB encourages students to step into leadership and provides various opportunities to do so, especially in the Middle Grades and Upper School. Some examples include House Council, National Honor Society, Chapel Team, Yearbook, *The Bridge* staff, SALT, extra-curricular club leaders, and Student Leadership Conference attendees. Student leaders are in a position of influence and responsibility and are expected to lead their peers by example, with their words and actions reflecting ICSB's values.

Houses

Teachers and students are divided into one of four houses: Ragsdale, Young, Welsh, and Hiltibran (named after the first four school 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 House Council members organize occasional schoolwide House activities.

Upper School House Council

The Upper School House Council serves the student body by listening to and communicating student requests and concerns to the administration and planning Upper School and schoolwide events. The Upper School House Council President and Representatives are elected in the spring of the previous year. Students currently in grades 8 – 11are eligible to vote in this election. The Upper School House Council Cabinet is elected by the Upper School House Council President and Representatives.

Optional Student Clubs and Activities

ICSB offers a complete curriculum; however, optional clubs and activities are offered at times to enhance student learning and allow students to explore various interests.

These clubs and activities may be:

- School initiated and staff led
- Student initiated with adult sponsor
- Parent/Volunteer initiated and led
- Offered and led by an outside provider

A fee may be charged for the club depending on the provider and the costs involved.

Parents will be notified of club offerings through the ICSB Weekly.

If a parent or student is interested in volunteering to lead a club, this form must be submitted. If the club is approved by the Principal, any leaders will need to complete ICSB's volunteer supervision clearance process.

Upper School Class Meetings

Class Meetings happen weekly. In class meetings students hear seminars on important topics and plan service events that promote community within the class and help 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 by 9:00 AM the day before. 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 purchase snacks from the Senior Store.

Library

The ICSB library is available between the hours of 8:00 AM and 4:00 PM for all ICSB students and families. Students and parents of ICSB students may check out any library books and other materials free of charge. Digital materials may be accessed on the library portal page of the school website. Overdue fees will be assessed for materials turned in late. If materials are lost or destroyed, replacement costs plus shipping will be charged.

Library privileges can be revoked if books are damaged or lost repeatedly.

The library materials and facilities are also available to non-ICSB families for a small fee.

Younger students may need parental permission to borrow some books, based on the content.

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.

Student Records Retention and Requests

In compliance with the General Data Protection Regulation (GDPR), ICSB retains the following student records:

- Diplomas and final academic transcripts of all graduating students
- Report cards and academic transcripts for students who have withdrawn prior to graduation
- Health Records

Upper School records should be requested using this form. All other requests for records should be directed to the respective Principal or Administrative Assistant.

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 raise a concern, whether current or historical.

Mental Health and Well-Being

ICSB recognizes that mental health is an important part of each student's overall well-being and ability to learn and thrive. We are committed to providing a safe and supportive environment in which students are encouraged to seek help when needed.

The school has protocols in place for raising concerns related to student mental health, including self-harm. Support is available through the school counselor, and students and families are encouraged to work in partnership with the school to raise concerns about a student's well-being.

While ICSB is not a clinical provider, we are committed to supporting students and families and connecting them with appropriate services when needed.

Data Privacy

ICSB is committed to the protection of personal data. We process personal data in accordance with the European Union's General Data Protection Regulation, as established in our privacy policy. Consent for ICSB to use student image and sound data must be provided by parents as well as by the students themselves, if they are aged 14 and above.

Health Support

ICSB employs a school doctor, public health nurse, and dentist to ensure compliance with Hungarian law. Our public health nurse coordinates overall health support and is regularly present at school about once per week. If a student becomes ill or injured during the school day, our staff will assess the situation. If the student needs to go home, parents will be contacted to arrange for pick up.

Student Physical Examinations

The school doctor carries out the compulsory annual medical examination for all students every school year. If the pre-physical/physical examination indicates further medical evaluation, a notification will be sent.

A compulsory dental exam is performed by the school dentist at the Diósd Egészségház (Diósd Health Clinic) once per semester. The dentist only performs screening tests, not treatment. If screening tests show that treatment is needed, parents will be notified. Students will walk to the clinic in groups with teacher supervision.

Parents can opt out of these exams through the Health Agreement by indicating if they want to take care of both the physical and dental examinations on their own. This agreement also explains the requirements they need to meet if they choose to opt out.

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 nurse@icsbudapest.org.

Immunizations

Under Hungarian law, all students must meet the Hungarian Immunization Requirements immunization requirements to attend school in Hungary.

If immunizations are missing, parents must provide proof during the admission/enrollment process, but no later than 2 weeks before the student's first day attending ICSB.

Parents are responsible for submitting proof of any new vaccination administered outside the school within two weeks of receiving the shot.

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 vaccines in certain grades. Students and parents will be notified before the vaccination. If the parents do not consent to receive these vaccines at school, they must send the vaccination certificates by the end of the school year.

Student Illness and Injuries

Guidelines concerning school attendance:

- Parents Will **Keep Students Home** or Secure a **Doctor's Note** if Students have:
  - PINK EYE (CONJUNCTIVITIS): a common infectious disease of one or both eyes. Students may return to school after symptoms are resolved or with a doctor's note.
  - RASHES: a group of red spots or bumps on the skin that may be due to heat, infection, or allergies. If allergies are suspected, ensure it is localized only and that no other symptoms are present. Students may return to school after symptoms are resolved or with a doctor's note.
  - EARACHE/TOOTHACHE, SEVERE: throbbing or constant pain that that gets worse with head movement; may include swelling. Students may return to school after symptoms are resolved or with a doctor's note.
- Parents Will **Keep Students Home** if Students have:
  - FEVER: a temperature of 37,8 C (100.4 F) or higher. Students must be fever free for 24 hours without the use of fever reducing medications before returning to school.
  - FLU SYMPTOMS: a highly contagious respiratory illness characterized by multiple symptoms such as fever or feeling feverish/chills, cough, sore throat, runny or stuffy nose, muscle or body aches, headaches, fatigue
  - MODERATE TO SEVERE COUGH: an uncontrolled (disrupts breathing or talking), deep or hacking cough that produces mucus, whooping or wheezing sounds
  - SORE THROAT, WHITE SPOTS: a persistent sore throat with white spots that can be seen in the throat
  - DIARRHEA/VOMITING: students must be symptom-free of diarrhea (loose, water bowel movements 3+ times in 24 hours) and vomiting for 24+ hours before coming to school
  - HEAD LICE: tiny bugs that live on the scalp and hair causing itching and leaving nits (white, oval-shaped eggs). The Principal must be notified in case of head lice and parents should start treatment immediately. Students may return to school immediately after appropriate treatment has begun.
- Parents **May Send Students to School** if Students have:
  - COMMON COLD: runny nose, scratchy throat, and occasional dry cough and/or sneezing
  - SORE THROAT: a sore throat without spots or other symptoms
  - EARACHE/TOOTHACHE: dull ache or feeling of pressure that comes and goes
  - COUGH: occasional, dry cough

A doctor's note is not required to return to school after illness, however, in some cases, this may be requested by the School Nurse or Principal.

Medications

Students should never take medication of any kind (e.g. prescriptions, over-the-counter medication, lozenges with active ingredients, etc.) at school or on school trips on their own without an adult supervising, nor should they share medications with other students.

The following guidelines will govern the use of medication sent from home for ICSB students:

- If a student needs to take medication during the school day or on a school trip, the parent must submit a written request by email to the respective Principal and Administrative Assistant requesting them 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 dosage amount, and if it is an ongoing request, the time of day when it should be taken.
- Parents are responsible for medication brought to school and must not send more than a daily dose with the student.
- The student must take the medication in the presence of a designated adult.
- A record log will be kept indicating that the adult witnessed the student taking the medication.
- The school (including the nurse, teachers, administrators, coaches, etc.) will not provide medication.
- The school does not store medication for students, except as requested by parents for medication taken daily or needed for emergency use, such as EpiPens or inhalers.

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

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.

Before and after school, large signs direct drivers where to stop for loading and unloading, which helps keep the traffic moving. Street monitors (wearing safety vests) assist in directing the unloading and loading of students. This should eliminate the need for the driver to exit the car. To facilitate the best flow of traffic and to keep students safe, please only allow students to exit the vehicle at designated loading and unloading areas or as directed by a street monitor.

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.

Early Grades (grades P1st-5th) students will be released to designated adults only. Parents must advise us if someone else is picking up their child. For planned changes, please email the classroom teacher. For last-minute changes, please email the Lower School Administrative Assistant. To allow an Early Grades students to walk home on their own or with a sibling, please email the classroom teacher and the Lower School Principal.

If parents of Early Grades (grades P1st-5th) students are more than 10 minutes late for pickup (3:45 PM on regular school days, 2:55 PM on Wednesday, and 11:55 AM on half days), their children will automatically go to the Early Grades floor. If Early Grades students are picked up after 4:00 PM (or noon on half days), parents may be billed 2000 HUF. Billing comes from ICSB's Business Office, who will notify parents. Parents who are more than 10 minutes late will need to park their car and walk up to the Early Grades floor or the playground to pick up and sign out their child.

Campus Access

To ensure a safe, respectful, and well-supervised environment for all members of the ICSB community, the following guidelines outline expectations for campus access, student supervision, facility use, and visitor procedures.

Closed Campus

ICSB is a closed campus during school days. Students must remain on school grounds or with their school group unless a parent has given specific permission to leave. School activities may occur off-campus (e.g., athletic fields, parks, museums, public transport, or field trips) and students must always be accompanied by a staff member or designated chaperone.

Student Sign-Out During School Hours: Parents must submit the Attendance Form in advance. Students must collect a permission card from Reception and sign out with the Security Guard before leaving. See the Absences section above for details.

Garage Access: Students are not allowed in the garage unless accompanied by a staff member. As an exception, students may enter the garage to park or retrieve a bicycle when the gates are open at the start or end of the school day. At other times, they must request access from the Security Guard at the main entrance and enter from the street side.

Senior Privilege: Seniors with signed parental permission and in good academic standing (minimum grade of C in all classes) may sign out for lunch. Privileges may be revoked if academic standards are not maintained.

Student Supervision Outside of School Hours

Students are permitted on campus only when participating in a school-sponsored and supervised activity or event.

On school days, students should not arrive earlier than 7:45 AM or stay later than 4:00 PM (3:15 PM on Wednesdays; 12:15 PM on half-days), unless engaged in a supervised activity.

While waiting for school to begin, students in Early Grades (Grades P1-5) who arrive between 7:45-8:10 AM will go to the Early Grades floor where they will be supervised by a staff member. Students in Grades 6-12 who arrive between 7:45-8:00 AM must wait in the gym where they will be supervised by a staff member.

Students should generally leave school and return for activities or events that begin later in the day. However, if this is not possible or practical, students in Grades 6-12 must wait only in the designated areas (student lounge, library, or West Lobby areas) or the event space itself (such as waiting in the gym for a game to start). Children of staff may be present before or after school hours under the supervision of their staff member parent.

Parent Supervision at School-Sponsored Events

Early Grades (P1–5):
Parents or a designated adult must accompany their child at school-sponsored events or activities and maintain continuous visibility, proximity, and responsibility for them. Exceptions may apply for specific activities, such as Early Grades clubs, when otherwise specified.

Middle Grades and Upper School (6-12):
Students may attend school-sponsored events outside regular school hours (e.g., class parties, sports games, concerts, performances) without a designated adult. Staff provide only general supervision at these events and do not monitor student arrivals or departures. Students are

expected to remain in the event area. ICSB will communicate supervision details for specific events as needed.

Use of School Facilities

The school building is open from 7:00 AM to 9:00 PM, Monday through Saturday. (Summer hours may differ and will be announced.)

The gym and weight room are available to ICSB staff and spouses, parents, former staff, and adult alumni outside regular school hours and at their own risk, provided the space is not reserved. Students may not be supervised in the gym or weightroom outside of supervised school-sponsored activities. Additional guests are not allowed to use the weight room.

Students in grades 6–12 may not use upper playground equipment (above the slide) at any time.

School equipment may only be used with explicit permission from the Facility Manager or Athletic Director. Borrowed equipment must be returned properly and bins securely closed.

Visitor Access

All visitors, including parents, must sign in at Reception upon arrival and sign out when leaving.

Parents: Parents are issued a parent badge at the start of their time at ICSB. These should be worn whenever on campus. If a parent forgets their badge, they must present a photo ID and will receive a temporary visitor badge. Lost or unreturned badges (Parent or Visitor) will incur a 2,000 HUF replacement fee. Parents may enter the facility unattended with their parent badge but must sign in and should state their purpose.

Alumni and Former Staff: Former staff may enter the building anytime during opening hours but must sign in with a photo ID. Alumni may enter without appointment during lunch (11:45 AM – 1:15 PM) or after the school day ends. At other times, entry requires prior arrangement with an ICSB staff member.

Other Visitors: Anyone over age 19 without a Parent Badge must present a government-issued photo ID (e.g., driver's license, passport, national ID) to enter as a visitor—no exceptions, even for those known to security staff. Visitors should not be present in the school unattended. The staff member responsible for the visit will escort the visitor. Maintenance and service personnel may only be unaccompanied in the school with prior clearance and a visible badge.

Facility Rentals

Facility rentals are available by contacting the Facility Manager for pricing and booking information.

Entry to Large Events

Our goal is to make ICSB an open and welcoming place, and at the same time, we want to make sure that it is safe and secure for all our students and staff. All entry into ICSB for large events held in the gym will be through the Upper School entrance. To streamline entrance for this event:

- Parents with lanyards and badges will show their badge number to the ICSB Welcome Team.
- If parents with lanyards and badges have guests with them, the guests do not have to show a photo ID (national ID, driver's license, passport). They will be issued a visitor's badge and logged as a guest of the sponsoring parent.

- If you have invited guests, entry will be quicker and smoother for them if you meet before entering the building, assuming you have your parent lanyard and badge with you.
- Visitors who do not bring a lanyard or badge, including parents, must show their photo ID to the ICSB Welcome Team.

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 for their own family 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 door windows will be covered.
- 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 would 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.

Parent Communication and Involvement

Communicating with your student during the school day

Parents wishing to give a message to their student may contact the respective Administrative Assistant. Messages will be delivered to the student by the teacher or administrative assistant. If the administrative assistant is not available, parents may contact reception.

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 Head of School, who is the final authority on school matters. However, if the parent's concern is with the Head of School him or herself, the Board of Trustees' Chairperson is the appropriate person with whom to address the issue.

Orientation Meetings

An afternoon Back-to-School Gathering 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. Grade-level parent night meetings are held for each grade in September.

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. This newsletter 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).

Parent School Association (PSA)

The Parent School Association is a parent group with these goals:

- Build community among parents
- Welcome new and transitioning families
- Facilitate connection between parents and school administration/staff
- Support ICSB vision and values

Please contact ICSB Parent Liaison for more information about getting involved in this important group.

Volunteering

ICSB highly values and encourages volunteer participation as an expression of our shared commitment to our mission and one another. 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 complete our Volunteer Onboarding and undergo a reference background check.

Many vital activities at ICSB are made possible through the generous, unpaid contributions of parents, staff, and community members. However, we recognize that in certain situations volunteer service may reach a high level of commitment and responsibility, and, in such cases, limited financial compensation is possible. Contact the Business Manager for more information.

Continuing Enrollment

Between December 1 and January 15 of each school 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.

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 Manager 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. Part-time students are not registered as official students.

Financial Assistance

Each year, ICSB has a small amount of money that can be used for financial assistance for families in need. Families have the option to apply for financial assistance during enrollment or re-enrollment. Interested families should contact the Business Manager for information about applying. ICSB does not provide financial assistance for optional activities and trips.

Fundraising

The Board of Trustees has initiated the development of Fundraising as an additional revenue stream for ICSB. Currently, the plan includes four pillars:

- Annual Fund (current ICSB community)
- Year-End Ask (alumni, former staff and board members, former donors)
- Business sponsorships
- 1% campaign (Hungarian taxpayers)

The main student-led fundraising projects at ICSB are currently the:

- Forint Wars before Christmas
- Blue Bucket Bash before Easter

Any other classes and groups must get prior approval from their Principal before initiating any fundraising activities.

The timing of the projects is coordinated in order not to overburden families and staff with multiple requests and obligations, though some overlap may occur.

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