2026-2027

PARENT-STUDENT HANDBOOK

Seoul International School

Mission

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

Vision

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

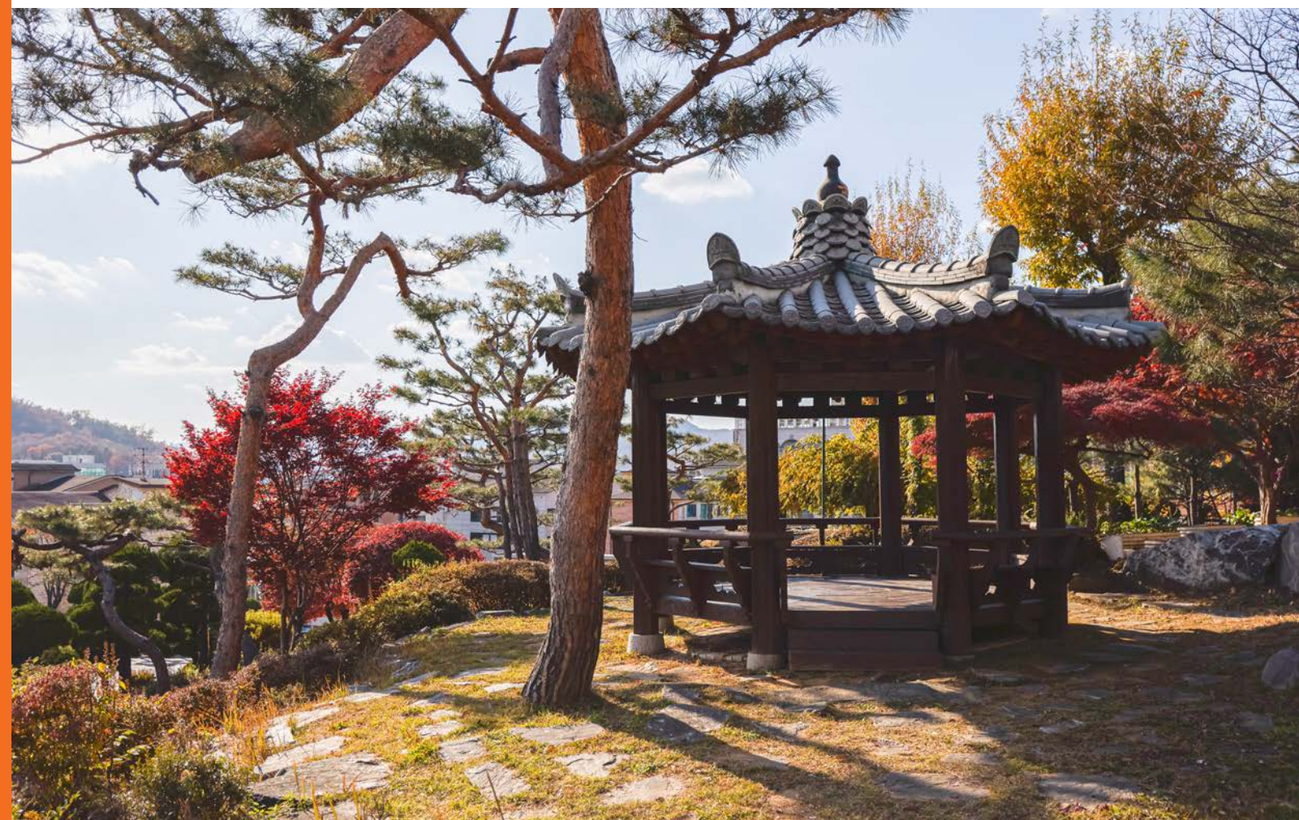


TABLE OF CONTENTS

School Mission & Vision 1
Welcome 4
1. Governance 6
2. About our School 7
2.1 Colors & Mascot 7

3. Leadership Team 8

4. TIGERS Values 10

5. Code of Ethics 11
5.1 Gifts to Staff From Parents or Students 11
5.2 Daily Schedules 12

6. Parental Involvement 12
6.1 Parent Volunteers and Assistance 12
6.2 Helping with Homework 13

7. School Communication 14
7.1 Parent-Teacher Conferences 14
7.2 Dispute Resolution 14
7.3 Civility and Community Conduct Guidelines 14

8. School-Wide Policies 15
8.1 Parent/Guardian Privacy Agreement 15
8.2 School Closures for Inclement Weather 16
8.3 Student Attendance Policy 16
8.4 Medical Emergencies 16
8.5 Medication 17
8.6 Immunizations 17
8.7 Insurance 17
8.8 Assessing and Reporting Student Progress 17
8.9 The Purpose of Assessment and Evaluation 18
8.10 Seven Guiding Principles 18
8.11 Classroom Assignments for Students 18
8.12 Communication of Assessment Information 19
8.13 Grading and Report Cards 19
8.14 Classroom Assignments 20
8.15 Grading and Reporting for Teachers 21
8.16 Assessment and Assignment Types 22

9. Student Expectations 23
9.1 Academic Integrity 24
9.2 Bullying and Harassment 24
9.3 Alcohol and Drugs 25
9.4 Tobacco / Vaping 25
9.5 Underground Parking Areas Out of Bounds 25
9.6 Weapons 25
9.7 Theft 26
9.8 Lost and Found 26
9.9 Lost Textbooks 26
9.10 Student Identification Cards 26
9.11 English Only Rule 26
9.12 Student Drivers 26
9.13 Student Cell Phone Use 26
9.14 Dress Code 27
9.15 Bus Conduct 27
9.16 Damage/Loss of School Property 27
9.17 Technology 27
9.18 Acceptable Use 28
9.19 Limits on Internet Services 28
9.20 Security Responsibilities 28
9.21 Guests 28
9.22 Closed Campus 28
9.23 Student Records 28
9.24 Early Withdrawal From School 28
9.25 Records for Withdrawing Students 29
9.26 Tuition Refunds 29
9.27 Students Applying to Other Institutions 29
9.28 Transcripts 29
9.29 School Emergencies and Drills 29

10. Elementary School 30
11. ES Principal Welcome 33
12. Elementary School Program Overview 33
12.1 Elementary School Philosophy 33
12.2 Elementary School Core Content 34
12.3 Specials 34
12.4 Student Support 35
12.5 Counseling 35
12.6 Library and Media Technology 35

13. Additional Programs 36
13.1 After School Enrichment(ASEs) 36
13.2 Music Enrichment Programs 36
13.3 Grade 4 and Grade 5 Sports 36
13.4 ES Boosters 36

14. Elementary School Grading And Reporting 36
14.1 ES Report Card Purpose Statement 37
14.2 ES Student as a Learner 37
14.3 ES Report Card Proficiency Language 37

TABLE OF CONTENTS

14.4 Promotion and Retention 38
14.5 Re-enrollment Criteria for Kindergarten Students 38
15. Middle School 39
16. MS Principal Welcome 41
17. Middle School Program Overview 42
17.1 Parent Involvement and Communication 42
17.2 Attendance 42
17.3 Physical Education Attendance & Participation- Injury or Sickness 43
17.4 Procedures for Using the MS Student Elevator Pass 44
17.5 Use of Lockers 44
17.6 Portable Technology Use- Cell Phones, Headphone / Earbud, and Smartwatches 44
17.7 Core and Elective Curriculum 44
17.8 Grading Academic Achievement 45
17.9 Grading Learning Behaviors 45
17.10 Middle School Planner 45
17.11 Honor Roll 45
17.12 Middle School Code of Honor 46
17.13 Disciplinary Consequences 47
17.14 Technology Use Agreements 48
17.15 Middle School Learning Lab 48
17.16 Promotion 49
17.17 Academic Probation 49
17.18 Academic Integrity 49
17.19 After-School Tutoring 50
17.20 Course Preparation Outside SIS 51
17.21 Counseling 51
17.22 Advisory 51
17.23 Middle School Student Council 51
17.24 Grade Level Trips 51
17.25 Athletics Program 51
17.26 Middle School After School Enrichment (MS ASE) Program 52
17.27 Closed Campus 52

18. Requests for Letter of Recommendation and School Records 53
18.1 Boarding School Applications or Transferring Schools 53
18.2 Summer Program Application Process 53

19. High School 54
20. Resource Personnel 58
21. HS Principal Welcome 58
22. High School Program Overview 59
22.1 Graduation Requirements 59
22.2 Regular Diploma 59
22.3 Graduation with Honors 60
22.4 Advanced Placement Program 60
22.5 Course Preparation Outside SIS 61
22.6 Assessment and Grades 61
22.7 Formative Work and Practice 62
22.8 Number of Tests in One Day 63
22.9 Project Due Dates and Times 63
22.10 Assessments and Holidays 63
22.11 Course Enrollment, Promotion and Retention 63
22.12 Honor Roll 64
22.13 Valedictorian and Salutatorian 64
22.14 Academic Probation for KAIAC Activities 64
22.15 Academic Eligibility During a Season 64
22.16 Seniors Applying to College & Non-Traditional Applications 65
22.17 Early Graduation 65
22.18 Attendance 66
22.19 Absences 66
22.20 Early Dismissal 66
22.21 Absences from Assessment 67
22.22 Attendance During AP Exams 68
22.23 Behavior & Discipline 69
22.24 Infractions and Consequences 70
22.24.1 Academic Integrity 71
22.24.1. 1. AI Use 71
22.24.1. 2. AI Misuse 72
22.24.2 Physical Altercations and Fighting 72
22.24.3 Theft & Vandalism 73
22.24.4 Vaping & Smoking 73
22.24.5 Alcohol 73
22.24.6 Excessive Tardies and Skipping Class 74
22.24.7 Inappropriate Public Displays of Affection 74
23. PE Facilities 79
24. P.E. Expectations 80
24.1 Facility Usage During School Hours 81
24.2 Facility Usage After School Hours 81
24.3 Facility Use for Student Recreation 82

25. 2026-2027 iLearning Guidelines for Appropriate Technology use at SIS(MS&HS) 83
26. SIS Elementary School iLearning Guidelines 2026-2027 86
School Information 87
School Year 2026-2027 Calendar 88

WELCOME

Mr. Edward Ben Adams
Founder & School Manager

FROM THE FOUNDER

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

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

This Handbook is presented to you as a guide to our school policies, practices and philosophy. Please take time to discuss the contents of the Handbook with your child. I am certain that the 2026-2027 School Year will be another outstanding year for you, your child and Seoul International School.

WELCOME

FROM THE HEAD OF SCHOOL

Dr. James Gerhard
Head of School

Dear SIS Community,

It is with great pride that I welcome our new and returning families to Seoul International School for the 2026-2027 academic year. This year holds special significance as we celebrate the 50th Graduating class in our school's history, a milestone that speaks to five decades of students who have walked through our halls, learned in our classrooms, and went forth to shape the world beyond them. We are honored to share this landmark year with our community of teachers, staff, parents, and students.

SIS has long stood as a pillar of educational distinction in Seoul, and this milestone year reaffirms what has always set us apart: a community where personal accomplishment is celebrated alongside academic excellence. Our Parent-Student Handbook for 2026-2027 reflects our legacy and the unwavering commitment to nurturing each student's individual talents and potential. The mark we leave on a young person's life reaches far beyond graduation day, shaping character, knowledge, and skills that continue to build for a lifetime.

The core of everything we do are our TIGERS Values, which define who we are as a school and what we stand for. These values guide our students to become thoughtful, responsible leaders and contributing members of society. Alongside our Mission and Vision, they anchor every student's journey of growth in Talent, Intellect, and Character.

Our success is built on the dedication of our remarkable faculty, who bring expertise and passion from across the United States and around the globe. Their commitment fuels our students' growth academically, artistically, socially, and personally. It is this reciprocity between talented educators and motivated students that defines the SIS experience.

This Handbook offers essential guidance to the policies, procedures, and opportunities that make SIS a leading institution in international education, one where academic rigor, athletic achievement, and a full calendar of activities and events come together to give every student the chance to thrive.

We are deeply grateful to our families for their continued support, partnership and involvement. Your engagement is what makes SIS not just a school, but a true community. Our positive and productive relationships strengthen the bonds that make SIS a special place to learn and grow.

Welcome to the 2026-2027 school year at SIS, our 50th graduating class year, where an incredible history meets new possibilities for learning, achievement, and belonging. Thank you for being part of our TIGERS story.

Dr. Jim Gerhard
Head of School

1. GOVERNANCE

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

THE SCHOOL BOARD

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

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

A Tradition of Excellence Since 1973

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

2. ABOUT OUR SCHOOL

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

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

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

2.1 COLORS AND MASCOT

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

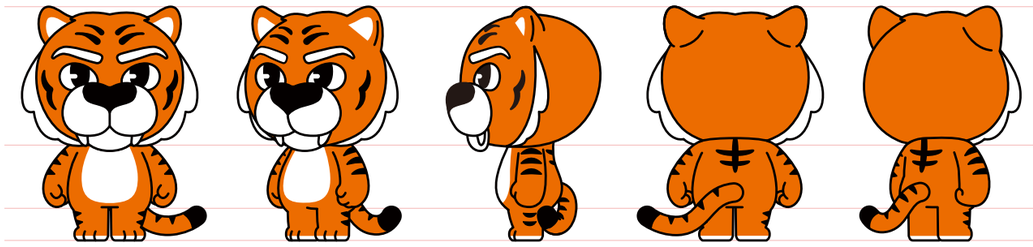
The true spirit of the Korean people is epitomized in their folk art and the Korean tiger is the most represented figure. Koreans have given this animal a personality of its own that includes humor, wit and sophistication. It is the tiger, HORI in particular, that is the SIS mascot.

SIS Orange

HEX #F17030
R241 G112 B48
C0 M70 Y100 K0
PANTONE 1505C

SIS Black

HEX #3A3936
R58 G57 B54
C76 M71 Y73 K42
PANTONE Black 7C



3. LEADERSHIP TEAM

Academic

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

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

Mr. Michael Gohde
Middle School Principal
M.A. Michigan State University
B.A. University of California at Santa Cruz
33 years teaching experience
SIS 2022

Mr. Mark Valvano
Elementary School Principal
Ed.D./Ed.S. Seton Hall University
M.Ed. New Jersey City University
B.A. Bradley University
18 years teaching experience
SIS 2026

Mr. Christopher Del Vecchio
High School Assistant Principal
M.Ed. Columbia University
B.A. College of Holy Cross
20 years teaching experience
SIS 2022

Ms. Lindsey Hagen
ES/MS Assistant Principal
M.Ed. Framingham State University
M.A. Miami University
B.A. Loyola University Chicago
18 years of teaching experience
SIS 2022

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

Ms. Molly Fisher
Director of Curriculum & Professional
Development
M. Ed. George Washington University
B.A. James Madison University
14 years teaching experience
SIS 2025

Ms. Nirmala Jayaram
Director of Admissions & Advancement
B.A. University of Madras
26 years teaching experience
SIS 2023

3. LEADERSHIP TEAM

Administrative

Ms. Young Ok Chi
Business Manager
43 years at SIS

Mr. Jong Cheol Kim
Head of Management Sup-
port Team
11 years at SIS

Mr. Young Kwon Ahn
Head of Finance & Account-
ing Team
8 years at SIS

Mr. Chung Yeol Lee
Head of Facility Management
Team
21 years at SIS

Mr. Se Woong Kwak
Head of Transportation Team
25 years at SIS

Mr. Bum Shik Shin
Head of Information & Technology,
General Affairs Team
28 years at SIS

Ms. Hye Yong Min
Deputy Director of
Office of Admissions & Advancement
13 years at SIS

4. TIGERS VALUES

Trustworthy students will:

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

Independent learners will:

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

Global citizens will:

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

Effective communicators will:

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

Reflective learners will:

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

Socially responsible individuals will:

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

5. CODE OF ETHICS

Leadership Team Code of Ethics

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

Our school administrators:

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

Teacher Code of Ethics

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

In their daily professional practices our teachers:

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

5.1 GIFTS TO STAFF FROM PARENTS OR STUDENTS

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

5.2 DAILY SCHEDULES

ELEMENTARY SCHOOL

Elementary School Homeroom teachers will provide class schedules.

MIDDLE SCHOOL

Period 1	08:00 - 09:20
Advisory	09:25 - 09:50
Period 2	09:55 - 11:15
Lunch	11:15 - 12:05
Period 3	12:15 - 13:35
Period 4	13:40 - 15:00

HIGH SCHOOL

Period 1	08:00 - 09:20
Office Hours	09:20 - 09:50
Period 2	09:50 - 11:10
Break	11:10 - 11:20
Period 3	11:20 - 12:40
Lunch / Activity Period	12:40 - 13:40
Period 4	13:40 - 15:00

In Elementary School, Blocks are designated for specials such as Art and Design, Korean Culture, Music, Library, and PE. The remainder of the day will consist of in class learning. All students will also attend lunch, either from 10:30 – 11:00 or 11:45 – 12:15 and have two recess breaks per day.

6. PARENTAL INVOLVEMENT

Our grade level parent groups and the school host a number of events throughout the year to encourage parent participation in the school. These activities include Open House, field trips, science fairs, music festivals, field days, and drama productions. We also encourage our parents to attend regular season games, home tournaments and special events hosted at SIS. In the Elementary, room parents assist with class activities under the guidance of the teachers, as needed. They organize and coordinate special events for the class and the whole Elementary School. Outside of pick-up and drop-off times for student arrivals to school, **all parents are required to check in at the level desk if they are in the school during school hours.** All school events, parent meetings, athletic events, concerts, and other community events do not require sign-in. Parents are not usually allowed in student spaces, including the cafeteria, playground, and educational spaces during the day when students are using an area and school is in session. **SIS has strict guidelines with respect to student safety and student privacy. Unless invited, parents are not to be in student spaces during the school day. Class visits during learning can be arranged at the discretion of the principal.**

6.1 Parent Volunteers and Assistance

SIS is both fortunate and proud of a community that boasts some of the most engaged and supportive parents in the world. Our parents care about the value of a high-quality education and their own child's success. Our parents also ensure the school community succeeds through their positive engagement with teachers and support of school activities. These are hallmarks of parent contributions to our school.

Parents can be involved in the school in a variety of ways, including:

1. Promoting the school with positive communication among SIS parents.
2. Supporting the teachers at SIS.
3. Attending events such as orientation, coffee mornings, open houses, Parent-Teacher Conferences (PTCs), athletic events, school activities, class activity days, and all-school or SIS community events.
4. Attending principal or division meetings to review revisions to the school educational plans and be well informed on any new initiatives.
5. Giving appropriate feedback when needed, such as during division meetings through questions or meetings with the principals, or by responding to school requests for feedback such as on surveys.
6. Acting as a 'Room Parent' or Grade Level contact in the ES/MS/HS, to help coordinate school activities among parents in those divisions.
7. Helping to promote the school in the community.

We encourage, value, and appreciate your participation.

6.2 Helping with Homework & Student Supplies

The purpose of homework at Seoul International School is to:

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

We strongly encourage all students to participate fully in after school activities, family activities and manage to get the recommended amount of sleep each evening. Teachers are encouraged to develop an agreement with students about when it is appropriate for the student to cease working on the day's homework (for example, it is taking too much time or the student is unable to complete the assignment independently).

The family shall:

• intervene and stop a child who has spent an excessive amount of time on the day's homework
• not allow students to sacrifice sleep to complete homework
• communicate with teachers if the student is not consistently able to do the homework or if challenges or questions arise.

These guidelines do not apply to essays or projects with assigned completion dates established well in advance. Families of older students should encourage the child to communicate with the teacher in order to foster independence and personal responsibility. It is the responsibility of parents to monitor the effective use of student time during homework sessions.

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

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

Student Supplies:

While our school provides essential materials to support student learning, additional suggested supplies may be requested from families across all divisions. Parent-provided materials enable students to complete homework and projects at home, participate in clubs and extracurricular activities, and meet specific course requirements such as band, music, and athletics. Having personal supplies also allows parents greater access to their child's work and notebooks, helping them stay informed about classroom activities and academic progress. We understand that purchasing supplies can be challenging and not every family may be able to provide all requested materials. However, when students come prepared with appropriate supplies, they can participate more actively in their education and take full advantage of learning opportunities, contributing to their academic confidence and achievement.

7. SCHOOL COMMUNICATION

7.1 Parent-Student-Teacher Conferences

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

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

7.2 Dispute Resolution

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

7.3 Civility and Community Conduct Guidelines

At Seoul International School, we believe in fostering a respectful and harmonious environment that supports the growth and development of our diverse community. We extend this commitment to parents, urging them to uphold the highest standards of behavior. Parents are expected to engage in positive interactions with community members involved in school activities both on and off campus, treating all members of our community with kindness and respect. We are role models for our children and students.

Cyberbullying, harassment, threats, intimidation, physical conflict, and inappropriate outbursts directed toward any member of our community are not allowed. In a school such as SIS, incidents of this type are very rare and can be upsetting to students, teachers, staff or other parents. Serious cases of unwarranted, inappropriate, and disruptive involvement in school affairs or operations are prohibited. In cases of these, or similar behaviors, by any parent or student, as decided by the administration, a verbal warning will be issued for the first instance. For repeated violations, further verbal warnings and potential temporary campus exclusion of the offending parent or student (including, in appropriate cases, the child(ren) of an offending parent) may follow. Subsequent offenses may lead to extended campus exclusion, accompanied by a written notice outlining the reasons for the action. In severe cases, including a first instance, permanent campus exclusion of the offending parent or student (including, in appropriate cases, the child(ren) of an offending parent) will be enforced, with the option of denying enrollment to the family's student(s) for the upcoming school year. We firmly believe, and have consistently found, that all differences can be managed successfully and positively when we work together as partners.

In 2024, following local guidelines, SIS formed a ***Teachers Rights Protection Committee*** to work more effectively on parent and school relations.

Let us work together to create an environment that reflects the values of our school, where open communication, empathy, and mutual respect flourish. Our TIGERS Values will help us succeed. Together, we make the difference.

8. SCHOOL-WIDE POLICIES

8.1 Parent/Guardian Privacy Agreement

Seoul International School's Parent/Guardian Privacy Agreement outlines our commitment to protecting our students' and families' personal information. In line with Korea's Personal Information Protection Act, we recognize the importance of safeguarding student information. All SIS families must complete this agreement when a student joins the school.

The agreement is valid from a student's date of enrollment to the date of the student's departure from SIS.

The list below shows how SIS may use the information. Contact details are shared with the approved groups who sign an agreement with SIS to use student and family information only for the purposes listed below.

1. Catering Service: The school's food vendor requires parent contact information for meal plan billing and for communicating with parents.
2. Student Organizations: Student Council & other groups upon approval by level Principals, will share information on student organized groups & activities, and to send announcements.
3. Parent-organized groups: Committees & parent groups for announcements, etc.
4. Field Trips/On-Campus events: Academic and extra-curricular student trip related personal information of participants for travel agencies, airline or other transportation companies, banking, accommodation, & insurance agencies.
5. Photos/Student Work: Photo credit (Name, grade, etc.) on school related publications including the website, official SIS social media channels, videos, yearbooks, student publications such as Tiger Times, TT Online, official teacher social media channels, annual reports, etc.
6. Parents and guardians cannot share images of their children that include identifiable images of other students, nor can they crosspost or share media received through their class group, to their personal social media network.

Families can choose to opt out of items 2, 3 and 5, by sending an email request to the Office of Admissions & Advancement - admissions@siskorea.org.

8.2 School Closures for Inclement Weather

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

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

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

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

8.3 Student Attendance Policy

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

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

8.4 Medical Emergencies

If an accident or sudden serious illness occurs at school, every effort will be made to contact parents, but the immediate treatment of the injured student is our first concern. The school's registered nurses will administer first aid. If the situation is serious enough to require other treatment, 119 will be contacted immediately, and the student will be transported to the hospital by ambulance.
The school will request that students be taken to the nearby hospital designated by the parent. However, if the Paramedic does not comply with our request because of many circumstances, the student will be taken to a hospital in Seongnam City, as determined by the Paramedic/EMT. SIS personnel will accompany the student and notify the parent immediately of the hospital location. Parents must go to the hospital as soon as possible, where the SIS staff member will wait to meet them. If medical treatment results from an accidental injury, parents will pay the hospital/ambulance expenses. The money will be reimbursed when parents submit the hospital receipts and medical certificates to SIS. The school is not liable for paying medical expenses incurred due to a student's pre-existing medical condition.

8.5 Medication

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

8.6 Immunizations

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

8.7 Insurance

School Safety Insurance Association
In the event of a school safety accident that causes harm to the life or body of a student, staff member, or other participant during school-related educational activities, compensation may be available through the Gyeonggi School Safety and Insurance Association's compensation support system www.schoolsafe.or.kr (Please note that the website is provided only in Korean).
Further details are available on the school website via the Parent Portal, under the:
"School Safety Mutual Aid" section
For questions regarding on-campus safety accident compensation, please contact:
General Affairs Team at general@siskorea.org.
Additionally, all school buses are covered with maximum insurance.

Insurance Requirement for Overseas School-Sponsored Trips

- School Safety Insurance does not provide coverage for accidents occurring during school-sponsored trips abroad. Seoul International School will enroll students participating in school-sponsored overseas trips in a group travel insurance policy after obtaining parental consent.
- Students who are not enrolled in the group travel insurance must purchase personal travel insurance, and students with personal insurance must submit a liability waiver exempting SIS from responsibility.
- Students without personal insurance are required to purchase insurance through the school.

For more information, please contact General Affairs Office.

8.8 Assessing and Reporting Student Progress

Definition of Terms
Formative Assessment: Formative assessment **provides feedback** on a student's progress towards the achievement of specific learning objectives.
Summative Evaluation: Summative evaluation **provides a record** of a student's achievement of specific learning objectives.
At times, formative assessment is referred to as 'assessment' and summative evaluation as 'evaluation.'
Collectively, they will be referred to as assessments.

Formative assessment is:

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

Summative assessment is:

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

8.9 The Purposes of Assessment and Evaluation

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

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

8.10 Seven Guiding Principles

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

8.11 Classroom Assignments for Students

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

8.12 Communication of Assessment Information

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

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

- Elementary School - **Email, Teacher Weekly Messages,** Seesaw, Open House, direct meetings, phone calls, parent coffees (EPC).
- Middle School- **Email**, **PowerSchool, Google Classroom,** homeroom or Specials classes web pages or sites, Open House, direct meetings, phone calls, parent coffees.
- High School- **Google Classroom, PowerSchool,** Open House, direct meetings, phone calls, parent coffees.

Bold denotes primary communication

8.13 Grading and Report Cards

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

Teachers are responsible for:

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

Evaluating student learning by:

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

Involving students in the assessment and evaluation process by:

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

Students are responsible for:

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

8.14 Classroom Assignments

Teachers are responsible for:

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

Students are responsible for:

- Seeking assistance with assignments when required.
- Requesting an extension for an assignment prior to the deadline and providing a legitimate reason to support that request.
- Completing assignments by specified due dates so that teachers can provide timely feedback.

8.15 Grading and Reporting for Teachers

Teachers are responsible for:

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

Teachers are responsible for producing accurate report cards by:

- Always relating grading and reporting to expected learning outcomes.
- Limiting the grading of characteristics not directly linked to curriculum outcomes (such as effort, behavior and attendance) to no more than 10% of the overall mark.
- Ensuring that the grade each student receives is a fair reflection of what he/she knows and can do, emphasizing the most recent summative assessment information.
- Basing report card grades and comments upon evidence gathered through classroom evaluations.
- Ensuring the highest grade or percentage is not more than 100.
- Allowing students more than one opportunity to show learning, if they score below an 85%.
- Using formative assessment to allow students to understand their progress.

8.16 Assessment and Assignment Types

Selected Response/Short Written Response

Bloom's Taxonomy: Understanding/Analyzing/Evaluating	Examples	
Selected and short written responses assess knowledge-level targets and can be used to evaluate patterns of reasoning.	• Multiple Choice • Mix and Match • Short Answer Responses • Reproductions of diagrams	Fill in the blank True/False

Extended Written Response

Bloom's Taxonomy: Understanding/Analyzing/Evaluating	Examples	
Answers of a paragraph or more that require students to explain concepts, demonstrate independent thought, critique ideas and/or evaluate material.	• Compare and Contrast • Research Reports • Book Reports	Lab Reports Oral Reports Model

Performance Assessment

Bloom's Taxonomy: Analyzing/Evaluating/Creating	Examples	
Performance assessments require students to create complex, open-ended products or performances in response to a stimulus or prompt.	• Portfolios • Oral presentations • Creative writing • Dramatic presentations	Research Reports Works of art Inventions

Critical Self-Assessment

Bloom's Taxonomy: Remembering/Understanding/Analyzing/Evaluating/Creating	Examples	
Critical self-assessment measures students' abilities to self-assess - to think about their own thinking.	• Self-assessment • Critical analysis • Reflective learning rubrics	Peer review Goal setting

Observational Assessment

Bloom's Taxonomy: Remembering/Understanding/Analyzing/Evaluating/Creating	Examples	
Observational assessments are used to gather evidence of cognitive development and the achievement of specific learning objectives.	• Oral exams • Learning logs • Student Journals • Running Records • Classroom participation	Interviews Conferences

9. STUDENT EXPECTATIONS

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

SIS Honor Code

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

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

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

Academic misconduct includes the following on any formative or summative assignment or test.

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

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

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

9.1 Academic Integrity

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

Students who allow their work to be used by other students or who otherwise aid others in academic dishonesty are also in violation of academic integrity. Students who are found in violation of the Academic Integrity Policy may be required to resubmit the assignment. The student may be eligible to receive a maximum of 85% of the full value of the assignment. However, depending on the circumstances of the violation, students may receive as little as no credit on the assignment in question or part of the assignment. This will be recorded as a disciplinary infraction.

9.2 Bullying and Harassment

Definitions

- Violence: Unwanted physical contact that causes harm either intentionally or through unreasonable negligence or carelessness
- Bullying: Any form of constant or repeated actions where at least 2 students inflict physical or emotional harm on a specific student or a specific group of students. (From: Act on the Prevention of and Countermeasures Against Violence in Schools)
- Cyber-Bullying: Any form of constant or repeated actions whereby students inflict emotional harm on other students by using the internet, cell phones, or other communication devices to reveal personal information about a specific student or to spread lies or rumors about a specific student in order to inflict pain. (From: Act on the Prevention of and Countermeasures Against Violence in Schools)
- Harassment: Any form of constant or repeated action by any individual student to another student which contributes to making the school an unsafe learning environment either physically or emotionally.

The five most common types of harassment are:

1. **Verbal Harassment** - name-calling, sarcasm, teasing, spreading rumors, threatening, making negative references to one's culture, ethnicity, race, religion, gender, or sexual orientation and unwanted sexual comments.
2. **Relational Harassment** – Relational harassment encompasses behaviors that harm others by damaging, threatening to damage or manipulating one's relationships with his/her peers, or by injuring one's feelings of social acceptance. For example:

- Purposefully ignoring someone when angry (giving the "silent treatment")
- Spreading rumors about a disliked classmate
- Telling others not to play with a certain classmate as a means of retaliation

3. **Physical Harassment** - hitting, poking, pinching, chasing, shoving, coercing, destroying or stealing belongings, or unwanted sexual touching
4. **Cyber Harassment** - using the Internet or text messaging to intimidate, put-down, spread rumors or make fun of someone
5. **Cultural Harassment** - using Korean Language as a tool to isolate non-Korean speakers

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

9.3 Alcohol and Drugs

Any student found to be in the possession of non-prescription drugs, alcohol, tobacco or tobacco related products at school, any school sponsored function or in the school neighborhood will be suspended and may face additional disciplinary action. The student's eligibility for after-school activities will be reviewed.
Parents will be called to the school when a student is alleged to be under the influence of drugs or alcohol. Absolute proof is not required for the school to take disciplinary action. Urinalysis may be conducted at a facility of the school's choosing. Lack of cooperation on the part of the parent or student may result in the student's withdrawal from SIS. ES-MS-HS Sections include more specific information about discipline.

9.4 Tobacco / Vaping

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

9.5 Underground Parking Areas Out of Bounds

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

9.6 Weapons

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

9.7 Theft

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

9.8 Lost and Found

SIS is not responsible for lost items. It is the student's responsibility to keep track of his or her personal belongings. We recommend that parents put the students name on all belongings brought to school. Lost items can be found in different places depending on where the item was lost- Main Building reception, elementary office, middle school office, and outside the pool locker room.

Found items should be brought to the nearest division level office.

9.9 Lost Textbooks

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

9.10 Student Identification Cards

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

9.11 English Only Rule

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

9.12 Student Drivers

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

9.13 Student Cell Phone Use

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

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

Main office numbers are:

Tel : (82-31) 750-1200 Fax : (82-31) 759-5133
E-mail : info@siskorea.org Website : www.siskorea.org

9.14 Dress Code

SIS staff and students take pride in our school. This pride shows in our actions and is reflected in how we present ourselves. SIS believes how students dress contributes to school pride, creates a positive image and builds a productive learning environment.
We expect student attire to be respectful and appropriate to the learning environment. The following are guidelines for attire at SIS:
Footwear and a sleeved shirt must be worn at all times. Clothing which has inappropriate slogans or pictures are not permitted.
Students not in compliance with the school's dress code will first be referred to the school counselor. Students referred to the counselor or, after successive violations, a division principal, will be counseled on the dress code and potentially asked to modify their dress in a way that fits the best interest of SIS as a place of learning. Students have many options to dress as they wish outside of school and it is expected they respect the rights of others to allow for appropriate dress while in a learning environment. This includes the fact that the dress code needs to be comprehensive for many students and grade levels K-12 yet consistent for both in-school classes and for when students are on activity and sports trips in Korea or outside the country acting as representatives of the school. The SIS dress code is in no way meant to demean or diminish the worth of student choices but simply and practically to help focus the intent of the organization as a place where learning comes first. Our school dress code is in effect any time students are on the SIS campus (after school, evenings, weekends) also while on any school sponsored trip or activity and during exam writing time. In the interests of safety, leisure or beach footwear like flip flops are prohibited. Repeated dress code violations could result in disciplinary action.

9.15 Bus Conduct

Students are expected to behave on the bus the same way that they would behave in the classroom with teachers. Students who misbehave on the bus may lose the privilege of riding on that bus. Seat belts must be worn at all times when on a school bus. Students should adhere to the instructions of the bus monitors. All bus issues are reported to Transportations Team.

9.16 Damage/Loss of School Property

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

9.17 Technology

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

9.18 Acceptable Use

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

9.19 Limits on Internet Services

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

9.20 Security Responsibilities

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

9.21 Guests

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

9.22 Closed Campus

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

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

9.23 Student Records

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

9.24 Early Withdrawal From School

Notice of early withdrawal from school should be made at least two weeks prior to departure. All books must be turned in and financial clearance must be made at the admission office before student records can be released.

If withdrawal is expected a few days prior to the end of a semester, parents are asked to notify the school in writing as soon as possible so that the official transcript can be prepared.

9.25 Records for Withdrawing Students

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

9.26 Tuition Refunds

Please refer to the SIS refund policy on the school website.

9.27 Students Applying to Other Institutions

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

9.28 Transcripts

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

9.29 School Emergencies and Drills

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

10. ELEMENTARY SCHOOL

Valvano, Mark
Elementary School Principal
Ed.D./Ed.S. Seton Hall University
M.Ed. New Jercy City University
B.A. Bradley University
18 years teaching experience
SIS 2026

Acorda, Alline
Learning Speclialist
M.Sc. Troy University
B.A. University of Alaska
3 years teaching experience
SIS 2026

Albrecht, Zoie
Grade 1
M.Sci. Johns Hopkins University
B.A. University of North Carolina
6 years teaching experience
SIS 2026

Arps, Desiree
Elementary/Middle School Art
M.A. Eastern Illinois University
B.A. Oregon State University
B.A. Bowling Green State University
13 years teaching experience
SIS 2025

Bahg, "Isla" Esther
Grade 5
M.Ed. University of Auckland
B.Ed. University of Waikato
7 years teaching experience
SIS 2024

Brown, "Laina" Abigail
Grade 5
M.T. Virginia Commonwealth University
B.A. Virginia Commonwealth University
7 years teaching experience
SIS 2023

Hagen, Lindsey
ES/MS Assistant Principal
M.Ed. Framingham State University
M.A. Miami University
B.A. Loyola University Chicago
18 years of teaching experience
SIS 2022

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

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

Dennis, Alexandra
Grade 3
B.A. Roehampton University
6 years teaching experience
SIS 2024

Dudley, Ciara
Permanent Substitute Teacher
M. Ed. American College of Education
B.A. Moreland University
4 years teaching experience
SIS 2023

Dvorak, Michael
Grade 4
M.Ed. Endicott College
B.A. California State University
19 years teaching experience
SIS 2023

ELEMENTARY SCHOOL

Frandoni, Kaitlyn
Learning Support
M.A.Johns Hopkins University
B.A. University of Cincinnati
10 years teaching experience
SIS 2024

Garrity, Catherine
Grade 4
M. Ed. Fitchburg State University
B.A. High Point University
11 years teaching experience
SIS 2023

Gavalda Aguayo, Sandra
Elementary Physical Education
M.A. UNED
B.A. Universitat Rovira i Virgili
B.A. Universitat de Lleida
13 years teaching experience
SIS 2024

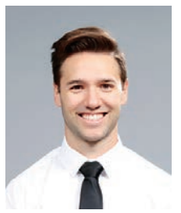
Gerhard, Tonya
Senior Kindergarten
M.Sci. Syracuse University
B.Sci. State University of New York
32 years teaching experience
SIS 2015

Go, "Emmy"
Korean Culture
M.A. Ewha Womans University
A.A. Myongi College
3 years teaching experience
SIS 2025

Gohde, “Alex”
Grade 2
M.A. University of Phoenix
B.A. Busan National University
14 years teaching experience
SIS 2022

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

Henderson, Alison
Permanent Substitute Teacher
B.Ed. University of Ottawa
B.A. Trent University
8 years teaching experience
SIS 2022



Henderson, Jarod
Grade 5
B.Ed. University of Ottawa
B.BA. Northwood University
9 years teaching experience
SIS 2022

Hill, Diahn
Senior Kindergarten
B.A. Seattle Pacific University
M.A. American College of Education
25 years teaching experience
SIS 2012

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

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

ELEMENTARY SCHOOL

Lee, Elisabeth
Grade 2
M.Ed. Fitchburg State University
M.A. Sookmyung Women's University
B.A. Sookmyung Women's University
10 years of teaching experience
SIS 2022

Lee, Marie
Grade 1
B.A. Mount Saint Mary College
15 years teaching experience
SIS 2014

Manasfi, Sawsan
Grade 2
B.A. Lebanese American University
14 years teaching experience
SIS 2026

Newton, Andrew
Grade 1
B.Sc. Oklahoma State University
2 years teaching experience
SIS 2026

Park, Esther
Grade 3
M.A. Columbia University
B.A. Brooklyn College
16 years teaching experience
SIS 2018

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

Pyo, Sumi
Permanent Substitute Teacher
M.A. University of Phoenix
B.A. Wheaton College
4 years teaching experience
SIS 2024

Rankin, Greer
Elementary Librarian
P.G.D.E Univeristy of Strathclyde
B.A. University of Edinburgh
7 years teaching experience
SIS 2025

Snyder, April
Literacy Specialist
M.A. State University of New York
B.A. State University of New York
20 years teaching experience
SIS 2026

11. ES PRINCIPAL WELCOME

Dear Elementary School Families,

Welcome to the Elementary School at Seoul International School.

Whether you are joining our community for the first time or returning for another year, I am delighted to welcome your family. It is a privilege to partner with you during such an important stage of your child's development, and I look forward to getting to know you in the months ahead.

This handbook is designed to be a helpful resource throughout the school year. Inside, you will find important information about our programs, routines, and school expectations. As the year begins, your child's homeroom teacher will also share classroom-specific information through Open House and ongoing communication, ensuring that you always have the information you need to support your child's learning.

At SIS, we believe students do their best learning when they feel known, challenged, and inspired. Our teachers design learning experiences that encourage students to think deeply, ask meaningful questions, solve complex problems, and communicate their ideas with confidence. We hold high expectations for every learner while providing the support each child needs to grow academically, socially, and emotionally. Just as importantly, we strive to create classrooms where every student feels a genuine sense of belonging and is encouraged to contribute to our learning community.

Learning at SIS extends well beyond the classroom. Through field experiences, the After School Enrichment program, Spirit Club activities, performing arts, athletics, and other opportunities, students discover new interests, build lasting friendships, and develop confidence as learners and leaders. These experiences are an important part of a well-rounded education and enrich the learning that takes place each day in our classrooms.

We believe the strongest educational experiences are built through a partnership between school and home. Open communication, mutual trust, and shared expectations allow us to support every child's growth together. Our faculty and staff are committed to working alongside your family to ensure that every student has an exceptional elementary experience.

Thank you for entrusting us with your child's education. We are honored to be part of your family's journey and look forward to a wonderful year of learning, growth, and discovery together.

Warm regards,

Mark Valvano,Ed.S.
Elementary School Principal

12. ELEMENTARY SCHOOL PROGRAM OVERVIEW

12.1 Elementary School Philosophy

Our philosophy is to develop inquisitive, independent thinkers and collaborative learners who can contribute to the world around them. Through differentiated instructional strategies, we challenge all students to achieve their highest potential. We aim to provide all students with opportunities to grow socially, emotionally and academically in a safe learning environment. We aspire to provide opportunities for students to contribute their ideas, engage in learning through different pathways and explore various interests and passions.

12.2 Elementary School Core Content

The core content in the ES consists of curriculum for Literacy, Math, Social Studies and Science. Our literacy is split between Reading and Writing and includes components for phonics and word study. Our standards for Literacy and Math are aligned to the CCSS. The ES Social Studies program is aligned to the standards from the C3 Framework and Science is aligned to the standards from NGSS. Each core content area is typically taught daily, with the exception of Science and Social Studies which generally alternate units of study. For more information about any one of the core content areas, please contact your child's teacher or a member of the ES Leadership team. Each parent will receive a document called a 'Curriculum Overview' at the Open House event in August. This provides some further information about the curriculum for each grade level.

12.3 Specials

The ES program offers a variety of specials for all students from PK3 - Grade 5. Students attend art, music and PE every week. Additionally, all students from Grade 1 - Grade 5 attend weekly Korean Culture & Heritage lessons. The frequency of lessons depends on the grade levels.

Art: Focuses on helping students learn to create, present, respond and connect to art by exploring various forms of media. Students have opportunities to demonstrate their creativity, imagination and express themselves through art.

Music: Concentrates on developing foundations of music by engaging students as they learn to create, perform and respond to music in an effort to build a passion for the program. The program aims to help each student find their own strengths within music.

PE: Emphasizes the development of active living, skills, concepts and strategies while also building fundamental gross motor skills. Students have opportunities to take part in multiple activities and sports that encourage personal development and collaboration.

Korean Culture & Heritage: Introduces students to Korean culture and heritage through an engaging, literacy-rich lens. Students will express their learning across a variety of creative mediums—including reading and writing, culinary arts, music, and digital media. These rich cultural experiences come to life through guest speakers, hands-on cooking projects, and interactive school exhibitions.

For more details about any specific specialist area, please contact your child's teacher.

12.4 Student Support

To provide support for all learners we offer a range of services to support students with academics and social emotional development. Our Student Support program includes Counseling, Learning Support and Literacy Support. Our team is composed of the ES Principal, ES Assistant Principal, ES Counselor, Learning Support and Literacy Support teachers. At SIS, we aim to provide support for all students. Currently our program allows us to provide support for a manageable number of students with mild to moderate needs depending on the balance of our enrollment. For questions about the Student Support program, please contact the ES Office.

12.5 Counseling

The ES Counselor provides a variety of services based on student needs. Some services are universal for all students and other services are targeted towards individuals or small groups. In addition to counseling services for individual students, push-in lessons focused on social and emotional learning are provided to each classroom throughout the year. Families are also welcome to meet with the ES Counselor in order to collaboratively support their child.

12.6 Library and Media Technology

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

Elementary Library Borrowing Policy: Students in Kindergarten – Grade 5 may borrow up to 5 books at a time.

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

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

13. ADDITIONAL PROGRAMS

To enrich and expand the teaching and learning throughout the day, the ES offers a variety of additional programs aimed at providing opportunities for students to explore other areas of interest and to further develop their passions.

13.1 After School Enrichment(ASEs)

Currently we offer a variety of after school activities aimed at providing opportunities for students to explore additional areas of interest. ASEs are typically offered on Tuesday and Thursday afternoons. Most ASEs are provided by members of the SIS faculty. We continue to expand our ASE program to additional days during the week and offer providers for various lessons. For more information, please contact the ES Office.

13.2 Music Enrichment Programs

Students in the ES have opportunities to take part in a variety of extra-curricular music programs. These programs include Suzuki Violin (Level 1 - Level III) and Suzuki Cello. Our program also includes Primary Choir, Junior Choir and Band this year. Participation in each program is dependent on grade level. Depending on teacher schedules, lessons are offered during lunch recess or after school. Information about each program goes home near the beginning of the school year and includes details regarding the teacher, practice times, requirements, etc. Families are asked to complete any necessary form by the indicated deadline in order for their child to participate.

13.3 Grade 4 and Grade 5 Sports

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

13.4 ES Boosters

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

14. ELEMENTARY SCHOOL GRADING AND REPORTING

SIS ES report cards are distributed twice a year at the end of each semester.

14.1 ES Report Card Purpose Statement

The purpose of the report card is to communicate the progress each student has made toward specific standards and the Student as a Learner. The report card highlights academic strengths and the attributes and characteristics that have been demonstrated toward learning.

14.2 ES Student as a Learner

At Seoul International School, we use our TIGERS Values to guide our actions and decisions. In addition, we use the ES School Rules, SIS Tigers do their best to be safe, respectful, responsible and kind, to help shape individual character and guide social interactions and relationships. Both help form the attributes and characteristics we seek to develop in our students.

Components of the Student as a Learner include:

Takes and Accepts Responsibility:

- Demonstrates honesty and reliability
- Engages in class activities
- Follows norms and routines
- Manages time, resources and tools appropriately

Demonstrates Flexibility and Adaptability in Learning:

- Demonstrates a growth mindset
- Perseveres when challenged
- Receptive to feedback
- Takes initiative and healthy risks in learning
- Works productively during collaborative and independent work

Contributes Positively to the School Community:

- Contributes to a safe and collaborative community
- Demonstrates an awareness of surroundings
- Maintains a positive attitude towards learning
- Respects others and their views, opinions and abilities
- Shows kindness in interactions with others

14.3 ES Report Card Proficiency Language

The same proficiency language is used for all students from PK – Grade 5.

Proficiency Language for Student as a Learner

Meeting	Consistently demonstrates these attributes and characteristics.
Approaching	Frequently demonstrates these attributes and characteristics.
Emerging	Occasionally demonstrates these attributes and characteristics.
Not Assessed	Due to insufficient evidence this was not assessed.

Proficiency Language for Academic Content Areas

Meeting the Standard	Consistently demonstrates the standard independently while meeting the learning outcome. Has the ability to explain, model, apply and transfer the knowledge and skills related to the standard.
Approaching the Standard	Occasionally demonstrates the standard independently while meeting the learning outcome. Has the ability to explain, model, apply and transfer the knowledge and skills related to the standard but still needs further practice, or help to meet the standard.
Emerging	Needs more time, practice and support to approach the learning outcome. Requires help, to explain, model, apply and transfer the knowledge and skills related to the standard. Can demonstrate some parts of the standard but not consistently.
Not Assessed	Due to insufficient evidence this standard was not assessed.

14.4 Promotion and Retention

Only in exceptional circumstances, and with the agreement from individual families, the ES Principal and the Admissions Office, will the school consider promotion or retention for any individual student. For questions about this, please contact both the Admissions Office and ES Office.

ES students are promoted to the next grade level based on their performance. This includes an overall evaluation of learning, growth and progress made during the year. Please note that completion of the ES program (completing Grade 5) does not guarantee promotion to Middle School.

14.5 Re-enrollment Criteria for Kindergarten Students

Applicable to students admitted after August 8, 2025. Re-enrollment for Kindergarten students will be contingent upon each student's demonstrated progress toward age-appropriate developmental milestones and grade-level expectations of learning and behavior.

The school reserves the right to make enrollment decisions based on a comprehensive evaluation of each student's academic, social, and emotional development, and their ability to successfully engage with the program curriculum and other grade-level expectations.

Throughout the academic year, families will receive regular communication regarding their child's progress, (including formal reports, a parent teacher conference and ongoing informal observations). This collaborative approach ensures that both the school and families are continually informed about each child's development and readiness for advancement.

If a student is unable to demonstrate the required progress, parents will be notified by February 1st of the school year.

15. MIDDLE SCHOOL

Gohde, Michael
M.A. Michigan State University
B.A. University of California at Santa Cruz
33 years teaching experience
SIS 2022

Hagen, Lindsey
ES/MS Assistant Principal
M.Ed. Framingham State University
M.A. Miami University
B.A. Loyola University Chicago
18 years of teaching experience
SIS 2022

Bhadra, "Chris" Anurag
Maker Space
M.Ed. Framingham State University
B.A. University of Allahabad
9 years teaching experience
SIS 2023

Elmore, Denise
Grade 7 Language Arts
M.A. University of Missouri
B.A. Florida State University
13 years teaching experience
SIS 2026

Campbell, EmmaLing
Grade 8 Science
B.Sc. University of South Carolina
9 years of teaching experience
SIS 2023

Hagen, Roger
Grade 7 Social Studies
M.Ed. Fitchburg State University
M.A. Lewis University
B.A. University of Illinois at Chicago
17 years of teaching experience
SIS 2022

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

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

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

Hohman, KateLynn
Grade 6 Social Studies
B.A. Cornell College
2 years teaching experience
SIS 2026

Cui, Vanessa
Middle School Chinese
M.Ed. American College of Education
B.A. Shenzhen University
12 years teaching experience
SIS 2018

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

MIDDLE SCHOOL

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

Lee, Amy
Learning Support
M.A. Columbia University
B.A. Northwestern University
7 years teaching experience
SIS 2025

Mizerek, Lindsey
Grade 8 Social Studies
M.Ed. DePaul University
B.S. San Jose State University
20 year teaching experience
SIS 2026

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

Neuworth, Madeline
Grade 7 Math
M.A. University of Wisconsin-Milwaukee
B.A. University of Wisconsin-Milwaukee
14 years teaching experience
SIS 2026

Norris, Austin
Grade 8 Math
M.A.Sonoma State University
B.A. Sonoma State University
10 years teaching experience
SIS 2025

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

Potgieter, Theo
Middle School/High School Librarian
M.A.Provident University
B.A. Provident University
B.Ed. University of South Africa
22 years of teaching experience
SIS 2026

Reinders, Samantha
Middle School/High School Librarian
M.A.University Central Missouri
B.A. University of Wisconsin-La Crosse
5 years of teaching experience
SIS 2025

Sigman, Devon
Grade 7 Science
M.A. Endicott College
B.A. Middlebury College
19 years teaching experience
SIS 2023

Terral, Blakeley
Middle School Learning Support
B.A. Appalachian State University
6 years teaching experience
SIS 2023

Thalhuber, Christina
Middle School Physical Education/Health
M. Ed William Woods University
M.A. University of Central Missouri
B.A. University of Missouri
9 years teaching experience
SIS 2024

MIDDLE SCHOOL

Thalhuber, Robert
Middle School/High School Band and Orchestra
M. Ed. William Woods University
M.A. University of Missouri
B.A. University of Nevada
20 years teaching experience
SIS 2024

Youngblut Nathan
Computer Science
B.A. University of Iowa & The University of Massachusetts
8 years teaching experience
SIS 2024

Vaisman, Ilan
Middle School Spanish
M.Ed. Fitchburg State University
M.A. Universidad de Alcala
B.A. New York University
16 years teaching experience
SIS 2022

16. MS PRINCIPAL WELCOME

Welcome to another exciting school year at Seoul International School. The information included in this handbook is intended to provide you with general guidelines about middle school procedures and programs. Should you have questions regarding any information provided in this handbook, please feel free to contact the Middle School Office.

Our aim at SIS is to create an exciting and rigorous learning environment for our students. We hope to foster and encourage creativity, a spirit of inquiry and the freedom to express and share ideas through a wide variety of program offerings. Middle School is all about taking chances, and trying something new.

I look forward to seeing you and your child soon and I would like to wish you all a very successful school year. Thank you for choosing SIS and allowing us to work with your child. We appreciate your support and confidence.

Sincerely,

Michael Gohde
Middle School Principal

17. MIDDLE SCHOOL PROGRAM OVERVIEW

17.1 Parent Involvement and Communication

Middle school welcomes all parents to volunteer. Parent help is invaluable to making the SIS middle school truly outstanding. We will periodically post volunteering opportunities in the weekly newsletter, Middle School Matters. Please contact the office if you have any questions.

The weekly Middle School Matters is the main form of communication. We also encourage parents to contact the principal or office at any time if they have any questions, comments, or concerns.

17.2 Attendance

Students are expected to be in class each day school is in session. Important learning takes place every day. The Middle School Office should be notified by the parents on any occasion when their child will be missing school. A note from the doctor will be required if students miss school more than two days due to sickness. Once at school, only the school nurse may excuse ill students. Students with pre-planned appointments should clear their appointment in advance with their teacher and ask about any make-up work.

Unexcused absences, repeated tardiness and excessive excused absences in a quarter may result in parent conference with the principal, detentions, suspensions, retention and in severe cases, expulsion.

Students who are out of class in the Nurse's Office for more than 30 minutes may have their attendance changed from present to excused absence.

Longer Period of Absence (more than four days)

Parents are required to communicate with the middle school office regarding long term absences, if the students miss more than two (2) consecutive school days. Students are responsible for having a Pre-Arranged Absence Notification form (pdf version) signed by all teachers to make sure they have checked with the teachers about any school work that they will be missing during their absence.

Tardiness

Parents are expected to notify the MS office when students are late to school. Lateness is only excused when parents notify the MS office in advance. If not, students will be marked Unexcused Tardy in PowerSchool. Students arriving late to school must check in at the Middle School Office to ensure they are marked present.

Unexcused Tardies

Arriving late to class is problematic. Several issues occur each time a student arrives late to a class. First, he or she misses the beginning of the period instructions, which makes understanding the new ideas significantly more difficult. Second, teachers must stop and take time to repeat the instructions to the late students, thus taking time from the rest of class and halting built up momentum. Third, tardies have a negative psychological effect. Teachers will attest to the effect that tardy students are rarely fully engaged in the classroom during the rest of the period. Finally, consistent tardiness may be habit building, which will be harmful as they go through their academic and work careers.

Students who accrue more than three unexcused tardies per semester will receive a lower Learning Behaviors grade and can face disciplinary consequences.

Absences and Make Ups

It is the responsibility of the student to seek information about what has been missed. If a student is going to be absent on an assignment due date, it is their responsibility to get the work to the teacher's e-mail by the deadline. Students who are absent with a medical note will have the opportunity to complete missed tests or work for 100% credit.

The following are the policies regarding different types of absences.

- Illness or Injury- Students who have been absent due to illness or injury are expected to speak with their teachers immediately upon returning to class about making up missed work. With a medical note, they will have the opportunity to complete missed tests or work for 100% credit. It is the student's responsibility to speak with their teachers within two class periods to make arrangements for missed work. Failure to do so may result in the inability to make up missed work due to new learning taking precedence.
- Pre-Planned Absences- If a student is going to be absent on an assignment due date, it is their responsibility to get the work to the teacher's e-mail by given deadlines or have arranged an alternative plan before leaving using the Pre-Arranged Absence Form. Not following the plan or turning in work late may result in scores being limited to 85%.
- School Trips- Students who are going on school trips must follow the same procedures as pre-planned absences. We understand that school trips often do not allow for work to be done, therefore it is imperative that the students complete Pre-Arranged Absence Forms to make a plan for completing the missed work.

Students have two weeks to reschedule missed classwork or a missed summative. It is the student's responsibility to work with the teacher to find a time that works best. The rescheduled work time may have to be after school or during lunch/ recess. Students may have to change afterschool plans in order to make up for missed summatives. Students who consistently miss scheduled times for make ups or fail to work with the teacher may be limited to 85% credit.

17.3 Physical Education Attendance & Participation-Injury or Sickness

If your child is injured and must miss P.E. class, a note from the doctor will be required. The note must-

- Detail the injury,
- State the duration for which the student will miss PE classes, and
- State the dates that the student cannot participate in PE.

Prescriptions or hospital/doctor receipts of payment are not allowable substitutions.

Beyond physical injury, if students are well enough to come to school, they are expected to fully participate in all physical education activities, including swimming. A cold or cough is not considered enough to exempt students from participation. Parents are asked not to call the office regarding missing physical education class due the difficulty in communicating with teachers while they are at the pool or on the field. All communication should be through written communication submitted as early as possible.

Please see section 24 at the end of the Handbook for more detailed PE Expectations.

17.4 Procedures for Using the MS Student Elevator Pass

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

If students use the elevator due to injury, they are expected not to play on the field during recess due to the risk of re-aggrevating the injury.

17.5 Use of Lockers

All middle school students are required to use their lockers to store their backpacks, instruments, athletic gear, and jackets during the day. These items should not be brought to academic spaces. Locker use reduces lost items since they provide a standard safe space for student belongings. The lockers are large and can easily hold backpacks, jackets, and other personal items. Cell phones must be turned off and placed in lockers during the school day.

The school is not responsible for lost or stolen items left unattended in public spaces.

17.6 Portable Technology Use- Cell Phones, Headphone / Earbud, and Smartwatches

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

Students are expected to keep headphones and earbuds in their backpacks during school time unless given permission to use them.

Students are asked to use smartwatches appropriately. Inappropriate use includes (and not limited to) messaging, gaming, and calculator use. Teachers may ask students to remove watches for summatives. Violations may have their watch taken away for the period, school day, and/or be assigned detention.

SIS does not take responsibility for lost, stolen, or damaged cell phones, headphones, earbuds, smartwatches, or other items. It is highly recommended that small, expensive electronics be left at home, as staff will not always have time to look for lost items.

17.7 Core and Elective Curriculum

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

17.8 Grading Academic Achievement

The purpose of grading is to communicate the progress each student has made toward specific standards. The middle school report card reports academic achievement based on a numeric scale as follows:

- 94-100% Exemplary- Independently demonstrates an in-depth understanding of knowledge and skills in extended contexts
- 84-93% Proficient- Demonstrates an understanding of knowledge and skills; achieves grade level expectations
- 74-83% Approaching Proficiency- Demonstrates a limited understanding of knowledge and skills with minimal support
- 66-73% Developing- Demonstrates a developing understanding of knowledge and skills with support
- 65-0% Beginning- Demonstrates a lack of understanding; insufficient demonstration of grade level expectations

A grade of incomplete (INC) may be issued with the permission of the school principal. Students with incompletes are given two weeks into the following semester to make up the missing work.

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

17.9 Grading Learning Behaviors

In addition to academic grades, each student will earn grades on the learning behaviors they demonstrate in each class. The goal is to give the child and parents a clear picture of the child as a learner. Each teacher will report on the following:

- Engagement- The student is an active learner who effectively uses class time, utilized technology appropriately, and seeks and utilizes feedback to improve learning.
- Responsibility- The student is prepared, punctual, and completes on-time quality work.
- Positive Contributor- The student is a positive collaborator who consistently uses English, actively moves the class forward, and actively promotes the Tigers Values.

The learning behaviors are scored using a four-level scale - Exceeds Expectations, Meets Expectations, Approaching Expectations, and Needs Improvement. Students are scored based objectively on Learning Behaviors Rubric. See the Middle School Parent Portal for a copy of the rubric.

17.10 Middle School Planner

All middle school students are required to use the school-provided Middle School Planner. If lost or damaged, students must purchase a new planner from school.

17.11 Honor Roll

The SIS Middle School Honor Roll is recognition of more than academic achievement. It recognizes a student's overall commitment to excellence in academics, attendance, and behavior. Honor roll lists are computed in the first and second semester.

Semester Honor Roll Qualification

To earn Honor Roll recognition, students must meet all of the following:

- Attendance Absences - No more than six absences in any class, excused or unexcused.
  Absences due to an identified contagion are exempt with a doctors note (i.e. COVID or influenza).

- Tardies- No more than three unexcused tardies.
- Learning Behaviors- No more than one Learning Behavior (Engagement, Responsibility, Positive Contributor) score below Meets Expectations and no scores of Needs Improvement.
- Discipline- No significant disciplinary infractions, repeated detentions, or issue of academic integrity.

Semester Honor Roll Awards

- Award of Excellence- Class grade point average of 94% and above and no grade of 83% or below
- Award of Merit- Class grade point average between 88% - 93% and no class grade of 73% or below

17.12 Middle School Code of Honor

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

The philosophy behind discipline in middle school is to support students in their learning of responsibility and self-discipline as an educational process rather than as a primarily punitive outcome. We believe in setting clear expectations for behavior, explicitly teaching those expectations, and providing meaningful and timely feedback for appropriate behaviors as well as consequences for inappropriate behavior. Integrated into our philosophy is a focus on building community and repairing relationships within the school community.

Code of Honor Expectations

All students are expected to:

1. Display respectful in-person and online behavior at all times.
2. Demonstrate effort in completing schoolwork, participate in classroom activities, and perform to their individual level of ability on a consistent basis.
3. Do their own work. This includes all homework, classwork, and tests.
4. Be in class on time.
5. Attend all classes while at school.
6. Respect the property of other people and SIS and to safeguard their own property.
7. Refrain from public displays of affection.
8. Refrain from carrying any weapons on their persons or in bags.
9. Refrain from using or possessing alcohol or tobacco/vaping products of any kind.

Note: Students involved in horseplay, disregard for peers' clothing or belongings, or reckless behavior that results in significant disruption of the school day or physical injury will be subject to significant consequences.

Harassment and Bullying

SIS does not tolerate harassment or bullying in any form. Bullying is defined as any form of constant or repeated actions where at least two students inflict physical or emotional harm on a specific student or a specific group of students. (From: Act on the Prevention of and Countermeasures Against Violence in Schools). Hurtful "jokes" that cause emotional harm can be considered to be a form of harassment or bullying and will be addressed.

All reported instances of bullying and harassment are investigated and addressed. All instances of sexual harassment- jokes, touching, or comments online, in chats, or in-person- will also be investigated and addressed

Please see Section 9.2 in Student Expectations for more information regarding harassment and bullying.

17.13 Disciplinary Consequences

We believe that the development of responsibility requires an understanding of natural consequences for our actions, and children should experience these consequences in order for learning to occur. Consequences should be related to the infraction and should be intended to make reparation to those who have been impacted to help recover the student's standing with the school community. This may include working with the school counselor to help redirect negative behavior.

Disciplinary procedures maintain the dignity and self-worth of the individual. To maintain confidentiality, the administration does not share disciplinary consequences with anyone other than the child and family receiving them.

We rely on the professional judgment of our teachers and staff to respond in a fair and consistent manner. We believe that responses to inappropriate behavior should help students to learn from their mistakes. Public apologies as a consequence are not used in SIS.

Discipline consequences for Code of Honor violations can range from-

Reminders to stay on task and warnings
Meeting with the teacher after class
Contacting parents
Lunch Recess detention
After school detention
In-school meetings
Exclusion from activities, or Campus Exclusion before and after school
Behavior contracts
Suspension
Not giving letter of intent to return the following year
Expulsion

Note: A one-to-three-day cooling off period at home is used for significant Code of Honor violations such as physical violence and fighting. Serious incidents will be immediately reported to the Ministry of Education for investigation according to The Act on the Prevention of and Countermeasures Against Violence in Schools.

Lunch Recess and After School Detentions

Lunch recess restorative detentions are assigned as responses to behavior when students need additional time and support. Students with lunch recess detention will eat their lunch at the normally scheduled time and then go to an assigned teacher's room for their recess. During this, students will reflect on the impact of their choices on themselves and others, practice problem-solving, self-regulation, and communication skills, and work to repair harm and repair trust within the community when appropriate. The focus of restorative recess detentions is on accountability, growth, and learning.

Following the belief of additive consequences for misbehavior, students will serve an after school detention upon

receiving a third recess detention. After school detentions are served in the Middle School Office and will be scheduled by the Administration Team.

17.14 Technology Use Agreements

Following the Middle School Code of Honor and Tigers Values, we expect all students to responsibly use technology inside and outside of school. The following are the key agreements that all middle school students must follow. More details can be found in the Middle School Acceptable Use Policy that can be seen in the Parent and Student Portal.

I agree to:

1. Demonstrate academic integrity (see below).
2. Use my device for school work and follow all teacher instructions regarding all technology usage.
3. Demonstrate appropriate online behavior by being polite, considerate, and using appropriate language. Avoiding cyberbullying (see definition below).
4. Report and help prevent harassment, bullying, abuse, or harm of others.
5. Obtain permission and consent before posting any photo or video of SIS community members.
6. Access only my own files and folders. I will not access others' work without permission.
7. Keep all personal information of myself and others to myself (including passwords and access information).

Cyber-Bullying is considered any form of constant or repeated actions whereby students inflict emotional harm on other students by using the internet, cell phones, or other communication devices to reveal personal information about a specific student or to spread lies or rumors about a specific student in order to inflict pain. (From: Act on the Prevention of and Countermeasures Against Violence in Schools)

Deepfakes or other AI modified images or content of any SIS community member are prohibited. Violations can result in serious disciplinary consequences.

SIS is not responsible for theft, damage or loss of technology brought to school. We highly encourage all students to use their lockers to securely store their belongings.

Inappropriate online behavior outside can have profound impacts on the school community in school. Students who engage in online or social media harassment are in violation of the SIS Code of Honor and Responsible Use Policy and face in-school consequences.

17.15 Middle School Learning Lab

Middle School Learning Lab classes are designed to help students reach their potential. Two main goals guide work in Learning Lab. First, we work to bring the students up to grade level expectations by providing support and lessons in needed areas. Secondly, emphasis is placed on helping students develop active learning strategies, as well as note-taking, test taking, organizational, and time/task management skills. Admittance to this program is determined by specific guidelines. Entry and exit from the support classes is determined by specific criteria and the recommendations of classroom teachers, counselors, and the support teachers. The final decision regarding these classes rests with the Middle School Principal.

17.16 Promotion

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

17.17 Academic Probation

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

- One or more failing grades below 65%
- Two or more classes with a grade below 75%
- Two or more classes with Learning Behavior grades of Needs Improvement
- Five or more classes with Learning Behavior grades below Meets Expectations

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

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

Students on Academic Probation may have After School Activity and athletic privileges suspended until performance improves.

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

17.18 Academic Integrity

The Academic Integrity Policy serves to develop honest and independent learners. Learning only occurs when students work hard and produce their own work. Our policies are set to help students develop the skills they need to be successful learners.

Violations of academic integrity inhibit student learning. They are defined as the deliberate misuse of material, information, answers, solutions, and/or other student's work with the intent to represent the work as one's own individual efforts. Some examples of this include intentional plagiarizing (copying from the internet or using AI engines to compose written work), cheating on a test/exam, claiming the work of a tutor, parent, sibling or another student as one's own and altering grades. Students who allow their work to be used by other students or who otherwise aid others in academic dishonesty are also in violation of academic integrity. Turnitin.com is used to verify the originality of student work.

Using AI to work on assignments likely constitutes a violation of Academic Integrity since it does the work teachers ask the student to complete and hinders actual learning. Inappropriate use of AI to work on any formative or summative assignment will be considered a violation of Academic Dishonesty and result in the consequences below. Students should talk to their individual teachers about appropriate use of AI in class. The use of AI to ***complete*** any formative or summative assignment will be considered Academic Dishonesty and result in the consequences below.

The consequences for violations of Academic Integrity focus on redoing the work in question in order to ensure the student has demonstrated the learning necessary while assigning an appropriate sanction. See below for specific details.

First Incidence of Academic Integrity

Students who are found in purposeful violation of Academic Integrity Policy will be required to resubmit their assignment. It will be treated as a late assignment and the student is eligible to receive a maximum of 85% of the full value. The student mark may be less than 85%, as it is based on the actual grade of the second assignment. Further consequences include-

- It will be recorded as a disciplinary infraction and parents will be informed.
- The student will receive a Needs Improvement score in Responsibility for Learning Behaviors for the quarter.
- Eligibility for Honor Roll for the semester may be forfeited. Students who show significant improvement and work may re-establish eligibility based on an end-of-semester review with the student, teacher, and administration.

Second Incidence of Academic Integrity

In the case of a second incident occurring in the Middle School in the same academic year, students will have to redo the assignment and receive a maximum score of 85%. Again, it will be treated as a late assignment and the student is eligible to receive a maximum of 85% of the full value. The student mark may be less than 85%, as it is based on the actual grade of the second assignment. Further consequences include-

- The MS Principal will arrange to meet with the student and contact his or her parents to discuss this serious breach of ethics and loss of learning. The violation will again be recorded as a disciplinary infraction.
- The student will receive a Needs Improvement in Responsibility in Learning Behavior grades for the semester.
- The student will forfeit eligibility for Honor Roll for the semester.
- Further discipline may include a one-day suspension from school and any additional actions as deemed necessary by the MS Principal. Such disciplinary action could include recording the infractions on the student's academic record.

17.19 After-School Tutoring

The after-school tutoring program is designed to offer students who need academic support as an additional intervention with the objective of learning foundational skills that will help them be academically successful. Academic tutoring for SIS students will be considered upon request from a parent or teacher. Tutoring is dependent on teacher availability.

A student's involvement in after school activities will be evaluated before academic support is scheduled. Tutoring will not be continued automatically after the initial eight sessions, however if the parents and classroom teacher agree, tutoring may be continued. Academic Support sessions are composed of eight sessions, either once or twice a week for one hour or one-and-a-half hours. Due to end-of-year time constraints, no new tutoring sessions will be scheduled after May 1.

17.20 Course Preparation Outside SIS

Although many students attend summer schools, it is usually for enrichment. Courses taken outside SIS cannot be used for credit or to replace a required class.

17.21 Counseling

The MS Counselor offers a range of services tailored to meet the diverse needs of students. Some services are universally provided to all students, while others are targeted to support individuals or small groups. In addition to one-on-one counseling, the counselor delivers classroom lessons throughout the year that focus on social and emotional learning for each grade level. Families are also encouraged to meet with the counselor to work collaboratively in supporting their child's well-being and development.

17.22 Advisory

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

17.23 Middle School Student Council

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

17.24 Grade Level Trips

Annual grade level trips are an integral part of the SIS middle school program. The trips focus on challenging the students in novel ways, building community, and creating shared experiences for students to remember.

All students are expected to attend the trips. Since the trips are part of the academic program, students who do not attend will be given work to complete as a substitute.

17.25 Athletics Program

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

1. Commitment to the school's core values and sportsmanship
2. Development of basic physical and athletic skills
3. Encouragement to participate in and enjoy variety of sports
4. Development of a growth mindset, discipline, and commitment
5. Development of collaboration and teamwork
6. Opportunities for success in appropriate competition

Please see the Middle School Athletics page on the school website for exact dates for all seasons. The page will be the main source of information for middle school athletics.

Students may have athletic privileges suspended due to poor behavior, lack of attendance, Academic Probation, or demonstrated significant academic struggles.

17.26 Middle School After School Enrichment (MS ASE) Program

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

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

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

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

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

Students may have ASE privileges suspended due to poor behavior, lack of attendance, Academic Probation, or demonstrated significant academic struggles.

17.27 Closed Campus

SIS is a closed campus for middle school students. For the sake of safety, middle school students may not leave and return to campus after before, during, or after school. Students may not leave campus after school for any reason and return for after school activities, i.e. athletics, ASE, play practices, and so on. Violations of this may result in students being suspended or removed from their after school activities.

Students may purchase snacks from the school store or Tiger Den before and after school and during lunch.

Additionally, After school, students may not stay on campus without direct supervision. Students who stay after school must always be in an adult supervised activity

18. Requests for Letter of Recommendation and School Records

Families who request a letter of recommendation and school records, including transcripts and test scores must allow two weeks for the teachers, counselor/principal to complete the request. These requests require many different steps and significant effort, so please be respectful of the time it takes.

18.1 Boarding School Applications and Transferring Schools

Families having their child apply to boarding school should contact the Middle School Counselor as early in the school year as possible. All applicants or the applicant's parents must speak with the Middle School Counselor to request recommendations and transcripts as well as provide a resume and set up an interview with the counselor before contacting teachers. Applicant or applicant's parents are expected to contact the teachers to request a letter of recommendation. All letters are confidential and will be sent directly to schools.

Due to the time and effort involved it takes our teachers to compose thoughtful letters of recommendations, students are limited to **five (5)** application packages that will be prepared by the school. Parents are responsible for any mailing or additional costs necessary to complete the submission of application documents to the schools. **The DEADLINE for requesting boarding school recommendations to be completed BEFORE January is Friday, November 14.** Since they are often asked to complete over 20 letters, teachers must be given at least three full weeks to complete recommendations. We cannot guarantee completion any sooner.

Finally, students are asked to notify the Middle School Counselor as to which boarding school they will attend the following school year, as well as the contact information to send the final transcript at the end of the year. Common courtesy is also appreciated by following up with a thank you to the teachers and counselor for their work to expedite the process. Translation is available upon request.

Transcripts will be available for leaving students the last week of the school year. Time is needed to finalize grades.

18. 2 Summer Program Application Process

The process for requesting summer recommendations is similar to the boarding school process. Please arrange an appointment and visit the Middle School Counselor to discuss summer opportunities for your child and the summer program applications. **Allow two weeks for the teachers, counselor/principal to submit the required documents.** Again, common courtesy is appreciated by following up with a thank you to the teachers and counselor for their work to expedite the process. If you have any questions, please email the Middle School Counselor.

19. HIGH SCHOOL

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

Del Vecchio, Christopher
High School Assistant Principal
M.Ed. Columbia University
B.A. College of Holy Cross
20 years teaching experience
SIS 2022

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

Donado, Ella
High School English
M. Ed. University of Mary Washington
B.A. University of Mary Washington
6 years teaching experience
SIS 2025

Atkins, Ross
High School Physical Education
B.A. De Montfort University
17 years teaching experience
SIS 2022

Fraseur, Brandon
Athletics & Activities Coordinator
M.S. Southeastern Oklahoma State
University
B.A. Luther College
22 years teaching experience
SIS 2023

Borst, Phoebe
High School English
M.A. American College of Education
B.A. Hillsdale College
21 years teaching experience
SIS 2022

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

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

Halter, Matthew
High School English
M.A. Wisconsin Lutheran College
B.Sc. University of Wi-Oshkosh
11 years teaching experience
SIS 2022

Dillhoff, James
High School Social Studies
M.A. Western Governor's University
B.A. Seattle University
33 years teaching experience
SIS 2024

Hernandez, Nydia
High School Counselor
M.Ed. Virginia Commonwealth University
B.Sc. Kennesaw State University
12 years teaching experience
SIS 2022

HIGH SCHOOL

Ibbotson, Robin
High School Science
B.Sc. Newcastle University
14 years teaching experience
SIS 2021

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

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

Lee, Hailie
High School English
B.A. SungKyunKwan University
M.A. Harvard University
4 year teaching experience
SIS 2023

Jenner, Suzanne
High School Drama
M.Ed. Melbourne University
B.A. La Trobe University
21 years teaching experience
SIS 2025

Lo, "Daisy
High School Chinese
M. Ed. University of Southern California
B.A. Kun-shan University of Technology
B.A. Chungyu Institute of Technology
13 years teaching experience
SIS 2026

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

Maney, Mary Kate
Choral Music
M.A. St. Thomas University
B.M. St. Olaf College
9 years teaching experience
SIS 2024

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

Monaghan, Glen
High School Science
M.Ed. Framingham State University
B.Ed. The University of Windsor
B.A. The University of Windsor
14 years teaching experience
SIS 2022

Kuhn, Amy
High School Counselor
M.A. University of Colorado
B.A. University of Colorado
7 years teaching experience
SIS 2022

Montague, Marc
IT Coordinator
M.Ed. American College of Education
B.Ed. University of British Columbia
B.A. Concordia University
17 years teaching experience
SIS 2017

HIGH SCHOOL

Myer, Joseph
High School Math
B.S. Bowie State University
B.S. University of Maryland
B.S. Towson University
20 years of teaching experience
SIS 2026

Nam, Hyo Young
High School Science
The University of Hong Kong
7 years teaching experience
SIS 2024

Nave, Steven
High School Social Studies
Ed.D. Carson-Newman University
M.A. University of Cincinnati
B.Sc. East Tennessee State University
26 years teaching experience
SIS 2020

Nelson, Charles
High School Math
M.A. The College of New Jersey
B.A. Whitworth University
13 years teaching experience
SIS 2023

Nuhu, Aisha
High School Science
B.A. University of Cincinnati
B.A. University of Cincinnati
8.5 years of teaching experience
SIS 2026

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

Ramey, Alaina
High School English
B.A.Kansas State University
6 years teaching experience
SIS 2024

Restrepo, Natasha
High School Spanish
M.A.& B.A. Saint Thomas University
17 years teaching experience
SIS 2024

Reynolds, Julia
High School Art
M.A. Portland State University
B.A .University of Oregon
12 years teaching experience
SIS 2025

Roca, Maria
High School Spanish
P.G.C.E. Sunderland University
B.A. Coventry University
2 years teaching experience
SIS 2026

Rogers, Daniel
High School Social Studies
M.L.A. University of North Carolina
B.A. Colby College
18.5 years teaching experience
SIS 2025

Rogers, Nicole
High School English
B.A. Colby College
9 years teaching experience
SIS 2025

HIGH SCHOOL

Scharf, Arnette
High School Counselor
M.S.W. Texas State University
B.A. Texas State University
24 years teaching experience
SIS 2022

Shifflett, Stephen
High School English
B.A. University of Texas
24 years teaching experience
SIS 2022

Sydow, Andrew
High School Math
M.A.T. University of Phoenix
B.S. Grand Canyon University
22 years teaching experience
SIS 2024

Thornley, Richard
High School Science
P.G.C.E. University of East Anglia
B.Sci. University of East Anglia
28 years teaching experience
SIS 2025

Van Swol, Christopher
High School Social Studies
M.A. Missouri State University
B.Sci. University of Wisconsin-la Crosse
8 years teaching experience
SIS 2025

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

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

Wilson, Devona
High School Science
M.Sci. Clemson University
B.A. Carson Newman University
12 years teaching experience
SIS 2025

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

20. RESOURCE PERSONNEL

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

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

21. HS PRINCIPAL WELCOME

Welcome to the high school at Seoul International School.

This handbook is designed to help your family understand important policies and practices at SIS that are designed to support our mission to create inquisitive and compassionate students who are prepared to achieve their goals after leaving SIS and improving the world for all. This begins with establishing a safe, positive, and equitable environment for all students. By sharing this information about our program, we hope to promote a sense of partnership with our families as we navigate the challenges of this last stage of transition to adulthood.

For over 50 years Seoul International School has been setting the standard for excellence in international education. Whether you look at our robust AP program or the ways that our TIGERS values define everything that we do, our belief in strong academic skills, social harmony, and emotional well-being is evident. In the classroom, on the performance stage, in the art studio and on the playing field, SIS strives to help build the next generation of leaders in fields ranging from the arts to the humanities, to business, to engineering and the sciences. We appreciate the trust you have placed in us and we look forward to serving this community in the 2026-2027 school year. Our door is always open, so please always feel welcome to come see us with questions or feedback.

Gray Macklin
High School Principal

22. HIGH SCHOOL PROGRAM OVERVIEW

22.1 Graduation Requirements

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

1 Credit = a year-long course unless otherwise specified

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

22.2 Regular Diploma

Credits	Course Work
2	English 9 and Seminar in Practical Ethics
1	English 10
2	English 11 and Writing 11 or AP Language
1	English 12 or AP Literature or AP Language
1	World History 9
2	US History or AP US History + An Additional Social Studies Course
2	Geometry and Algebra II
2	Biology and Ecology 9 + Chemistry and Physics
1	Physical Education 9/Health 9
1	Life Sports
1	Fine Arts (Music, Art, Drama)
9	Other Elective Courses

22.3 Graduation with Honors (No semester grade may be below 74%)

Credits	Course Work
2	English 9 and Seminar in Practical Ethics
1	English 10
2	English 11 and Writing 11 or AP Language
1	English 12 or AP Literature or AP Language
1	World History 9
2	US History or AP US History + An Additional Social Studies Course
3	Geometry, Algebra II and one additional Math Course
2	Biology and Ecology 9 + Chemistry and Physics
1	Additional Sciences
1	Physical Education 9/Health 9
1	Life Sports
2	Language Course (Chinese/Spanish - 2 years req. in one language)
1	Fine Arts (Music, Art, Drama)
9	Other Elective Courses

22.4 Advanced Placement Program

The Advanced Placement Program is a high school program, sponsored by the College Board, which allows students to study courses designed for freshman college students. Students enroll in these courses in order to demonstrate their interest and motivation to engage in high level learning. For this reason, all AP students at SIS must write AP external exams for courses in which they are registered. Students who are engaged in AP classes in order to represent who they are as a student are expected to back that up through their actions all the way through to the completion of the course in that exam.

Students who complete several AP courses and score grades of four or five are often eligible to apply for advanced standing when they leave SIS and go on to university. Students who take an AP exam outside of SIS before they take the course at SIS will not be able to enroll in that course at SIS.
The recommendation process is an important opportunity for students and teachers to discuss the decision to take advanced level courses in specific areas. A recommendation is not a good predictor of your future grade in an AP class. Some students may receive a required conference instead of a recommendation for a course. Students must schedule that conference and meet with the teacher to discuss the prospect of taking the requested AP course. If, at the end of that conference, the student does not receive a recommendation to take the course, the student must meet with their counselor to schedule an in-person parent meeting during which the parent may agree to the student enrolling in the course despite the concerns expressed by the teacher. Students and parents may appeal one course through this method. It may NOT be used for Precalculus (non-AP) or Seminar.

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

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

Students are required to submit all forms by the published deadlines. Students who miss the initial request submission deadline will be able to submit requests by a late deadline, but will have the number of available AP exams reduced by one (11 th grade: 2 ; 12th grade: 3). No additional requests will be accepted after the late deadline.

Students who do not complete the AP summer assignments may be dropped from the course. A grace period at the beginning of the course allows students to make sure that the AP class is suitable for them. If a student chooses to drop, or is dropped from an AP class after this time, the transcript will reflect a W or W/F depending on the student's status in the course at the time of the drop. The cost for AP courses will be announced before the end of the 2 week AP grace period.

22.5 Course Preparation Outside SIS

Although many students attend U.S. summer schools, it is usually for enrichment. Courses taken outside SIS cannot be used as prerequisites for courses at SIS nor can they be used for credit. Students who prepare for an AP exam outside of SIS cannot take the exam at SIS. Students who take AP exams outside of SIS are not eligible to take that same AP course at SIS in the future, nor are they eligible to take a course at SIS that is an immediate prerequisite for the AP course in question. For example, a student who takes the AP Physics 2 exam independently is ineligible to subsequently enroll in AP Physics 1 or AP Physics 2 at SIS. A student who takes an AP Calculus exam (either AB or BC) independently is ineligible to take any version of Calculus or Precalculus (including AP Precalculus) at SIS.

Students who take an AP exam and cancel the score are subject to these same rules, despite having canceled their score.

22.6 Assessment and Grades

The semester grade for each course will be determined by the ratio of points earned by a student on all summative evaluations divided by the total points available. Teachers may employ the use of categories in their gradebooks to assist with targeted analysis and feedback, but the categories themselves will not be weighted or used in the calculation of grades.

Below 66 % is a failing grade. Semester grades of 65% or below result in no credit. The highest grade for a semester or course is 100%. Extra credit is uncommon at SIS and will not be offered for non-academic activities or behavior.

No assignment can account for more than 20% of the grade. Summative grades should reflect the student's performance on that assessment only. No other factors besides late completion or academic integrity may be factored into a summative assessment grade.

Late work will be assigned a deduction resulting in a maximum score of 90% of the total points on the assessment. Students who have not submitted an assignment by the deadline will be given a one week extension to submit

the assignment late. If the assignment is not submitted by the extended deadline, the maximum score for the assignment will be 85% of the total points for that assignment and given a mandatory after-school work session to complete the assignment or a comparable assignment.

Students who have academic integrity and/ or plagiarism violations will be required to redo the assignment or complete an alternate assignment. In the case of academic integrity violations, students will be eligible for a maximum grade of 85% of the total points on an assignment and are not eligible for subsequent reassessment on that assignment (see table in section 22.21).

The last day for students to submit late work is 12:00 PM on the exam make-up day. The last day for second semester seniors to submit late work is 12:00 PM on the Monday after the last AP exam (3rd Monday of the first full week of May). Assignments submitted after that deadline will not be accepted.

Situations may also arise where the teacher has reasonable doubts about the origin or authenticity of a student's work, or where the manner in which the student completed the assignment interferes with the teacher's ability to evaluate the student's academic performance. In these or similar circumstances, students may be required to redo the assignment in full or in part, or given an alternative assignment; proof of an infraction is not required.

In some cases students will receive a zero for an assignment or test as part of the consequences for an academic integrity incident.

22.7 Formative Work and Practice

Students are expected to complete all formative work. As the teachers, this is the work that we feel is the best and most accurate preparation for summative exams. Formative work receives teacher feedback in time for students to review the feedback and learn/adjust from it. Reassessment eligibility is informed by the completion of formative work. Students who complete all formative work as expected are eligible for a reassessment up to 85% of the points on an assignment if they score below 85% on the original assessment. Formative work turned in by the end of the day on the due date will still be eligible for a reassessment score of 85%. Students who do not complete all formative work or submit it later than the end of the day on the due date are eligible for a reassessment up to 70% if they score below 70% on the initial assignment. Students who do not habitually complete formative work may not be recommended for AP classes.

Assigned work that receives no feedback prior to assessment is considered practice and should not be factored into the relearning/reassessment process. Practice may be valuable if it is something students can do without teacher direction or feedback, but it is optional.

	Practice	Formative	Summative
Student Receives Qualitative Feedback	No	Yes	Maybe
Impacts retake up to 85%	No	Yes	N/A
Impacts retake up to 70%	No	No	N/A
Included in Final Grade Calculation	No	No	Yes

22.8 Number of Tests in One Day

There is a common misunderstanding among students that this guideline applies to ALL summative assessments. The maximum of two applies ONLY to unit tests and no other types of assessments like quizzes, in-class essays, or presentations. Two tests on one day is reasonable. If a student is scheduled for more than 2 tests (not including make-ups or reassessments in the after-school test center) on one day, they should see a counselor immediately to brainstorm possible options available for rescheduling. Students should then email ALL AFFECTED TEACHERS in a single email and explain the situation along with the possible solutions discussed with the counselor. If no proposed option is acceptable for all teachers, then other alternatives should be presented and agreed upon by all teachers and the student. In the event that no agreement can be reached, the issue should be brought to the high school administration to assist in a resolution.

22.9 Project Due Dates and Times

All project due dates will occur no later than the last Friday before final exams. Project deadlines will not be set any later than 10 PM, and will not fall during or immediately following a major holiday. If the assignment is submitted through Google Classroom, any work marked as late will be considered late.

22.10 Assessments and Holidays

No assessments will be scheduled or due for submission during holidays or the 1st class period back from a major holiday (Chuseok, Thanksgiving, Lunar, spring break). AP courses may have some required reading that needs to be done over a longer break, but there should be no graded assignments to be completed during that time. One-day holidays, even those that are adjacent to a weekend, do not fall under these guidelines.

22.11 Course Enrollment, Promotion and Retention

At SIS, students are promoted by both grade and course. High school students are required to achieve a final mark of 66% or better to receive credit for a course. Only in exceptional circumstances and with the agreement of all parties will the school consider retaining a student in a high school grade. Students who have the opportunity to retake a failed course will be required to retake the entire course the following year. In some cases, the student may be able to retake the failed course along with the next course in the sequence (e.g. retake Biology 9 and Chemistry & Physics in grade 10). Students who are unsuccessful in passing the course on a second attempt will not be eligible for re-enrollment at SIS in the following year.

Students enroll in courses during the spring semester for the following year. There are 2 drop/add periods, during which students may change their schedules, May and August. Students will only receive credit for courses after completion of a full semester (0.5 credits per semester, or 0.25 for Monday afternoon courses). Students who withdraw from a course during one of the drop/add periods will not have the change reflected on their transcript. Students who withdraw from a course after the end of the August period will have the change indicated by a W or W/F on their transcript depending on their status in the course at the time of the drop. Dropped courses cannot be used as prerequisites for courses that require it.

22.12 Honor Roll

The Honor Roll is recognition of more than academic achievement. It recognizes a student's overall commitment to excellence in academics, behavior and attendance. Honor rolls are computed each semester using Grades In Progress and semester grades. A certificate will be presented at the start of the following school year reflecting all semesters in which the student qualified. It is important to note that discipline and/or academic integrity violations make students ineligible for the honor roll.

Award of Merit

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

Award of Excellence

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

22.13 Valedictorian and Salutatorian

GPA is computed after the first semester of grade 12. The senior with the highest seven semester GPA is Valedictorian. The senior with the second highest GPA is the Salutatorian. Both are recognized and given an opportunity to speak at graduation. Students found guilty of school violence under the School Violence Act or any other crime during their time at SIS may not be permitted to speak at graduation, but will still be recognized as either valedictorian or salutatorian. Speeches should be submitted for review by the college counselor and high school principal no later than the Monday prior to graduation.

22.14 Academic Probation for KAIAC Activities

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

If a student's grade in any course falls below 66%, that student will not be eligible to try out for teams or participate in extracurricular activities. Students who are on academic probation may not be part of the team until academic probation is cleared.

Any student failing one or more classes or serving a school suspension or campus exclusion at the start of tryouts that prevents participation in all of the tryout is not eligible to participate in a KAIAC sport for the season. Guidelines for students whose grades drop below the passing mark once the season has started are outlined below.

22.15 Academic Eligibility During a Season

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

22.16 Seniors Applying to College & Non-Traditional Applications (Gap year, transfer, etc.)

Seniors may apply to a **maximum** of 14 universities that require a secondary school report, official transcript, and/or teacher recommendations. UCAS is counted as one of the 14. The following schools do not count toward the application limit: the UCs, UIUC, UWashington (Seattle), Penn State, Arizona State, and Canadian Universities.

SIS alumni requiring an official transcript after graduation should submit the request via Parchment (https://tinyurl.com/SIStranscript). Unofficial transcript requests and requests to send transcripts to schools not listed in Parchment should be directed to registrar@siskorea.org.

The school will only submit original application materials (e.g., recommendations) for students applying after graduation. No new or additional supporting documents will be submitted by school personnel.

22.17 Early Graduation

There are 3 reasons the school considers valid for early graduation.

1. A senior (and or family) departs Korea at the end of first semester or during second semester.
2. A senior is applying exclusively to universities in Korea, Japan, Australia, etc., that begin in February or March.
3. A senior has sufficient credits but the school leadership team deems it in the best interests of the student and the school for early graduation to take place. Students may be given the option to graduate early, but in cases of significant discipline infractions, the student may be required to graduate early or face expulsion. Students who graduate early due to disciplinary infractions may not attend any school functions after their graduation date, including the graduation ceremony.

Students requesting early graduation for reasons 1 or 2 must submit a request for early graduation in writing to the Director of College Counseling within the first two weeks of the school year. Approval from the Head of School is required.

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

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

22.18 Attendance

Important learning activities take place daily in our classrooms. There is simply no substitute for the direct instruction and the learning that comes from being part of a class. For this reason, students must be in class for at least 85 percent of classes, excluding school related absences, in order to receive credit in a course. Students tardy to school MUST check in at the HS office before going to class. A student late to a class by 30 minutes or more will be marked as unexcused (UN) absent until a parent contacts the school, at which time it will be changed to excused (EX) absent. Students who arrive to school less than 30 minutes late to calls but who do not check in the HS office first will be listed as absent either (UN) or (EX). Changes will not be made after the date of the tardy.

22.19 Absences

Parents can only excuse their child from 15 percent of classes, calculated from the total number of class meetings in a semester. The number of permissible absences will be lower for seniors in the second semester because of their last day of school occurring in mid-May. Students who miss more than 30 minutes of a class for any reason (tardy, bathroom, nurse visit) will be considered absent from that class, (UN) or (EX) depending on the circumstance.

Should a student's absences exceed the 15% of class periods, credit for the semester may not be awarded. A student whose absences exceed the maximum of 15% of class periods allowed in the attendance policy, may appeal the loss of academic credit in writing to the principal within three (3) school days of notification that credit has been withdrawn. The Student Review Committee will consider the reasons provided by parents for each absence and make a decision if credit for the semester should be awarded or not.

Students absent from class as part of a school function such as KAIAC, AISA, MUN, etc., will be marked absent with an SF (School Function). These absences are not counted toward the 15% maximum absences. Students missing class without permission from parents or the school will be marked as unexcused (UN). Parents who have not contacted school prior to an absence may do so within 24 hours of an absence either by phone, email or with a written note in order to excuse the absence.

22.20 Early Dismissal

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

Parents should not excuse students from school for any reason on days that students have a summative exam, summative project or final exam unless the student requires professional medical attention. Students may only be dismissed early from school after parent approval has been communicated to the HS office and the student is issued a yellow early dismissal note to be given to the guard at the front gate upon departure. Students who miss more than 30 minutes of a class due to early dismissal will be marked absent for that class.

22.21 Absences from Assessment

If a student misses a summative assessment, for example a unit test or a presentation, a doctor's note must be provided **immediately** to the HS office first and then the teacher assigning the make-up. Students who do not bring a valid doctor's note to the HS office on the day of their return will not receive full credit for the missed assessment. Students who arrive late to an assessment are not eligible for additional time. Students must complete the assessment with the time remaining for the assessment. If the assessment is missed in its entirety, they must take a make-up assessment in the after school test center, with any applicable deductions.

Students are eligible to make up 4 missed summative assessments for full credit due to minor medical issues. Once students have missed a total of 4 assessments, students will be able to make up the missed assessment for a maximum of 90% even with a doctor's note. Missed assessments for all students - including all in-class summatives as well as makeups scheduled in the After-school Test Center - will be recorded by all teachers in a shared Missed Summative Tracker (MST). Attendance during exams is an expectation. If a student must miss any skill-based exams at the end of the semester, the HS administration should be notified at least 2 weeks prior to the start of the exam days. Requests to arrange exams to accommodate personal activities like a family vacation will not be approved. In the past we have been able to make arrangements for a maximum of 2 missed exam days so plans that would require a student to miss an exam day should not exceed 2 missed days. Efforts will be made to accommodate missed exams but should not compromise assessment security, alter the format of the assessment, or cause an undue burden on teachers to accommodate a missed exam. If a suitable arrangement cannot be made between the student, teacher, and administration and the exam cannot be completed on the make-up day, the student will be assigned a score of 0 on that exam. All other policies regarding missed assessments apply to the Skill-based Exams.

Students who miss a summative evaluation and report late to school that same day will be required to stay after school **on that day** to take the summative in the After-school Test Center. No other events, activities or sports will hinder the completion of the exam that same school day for the student to be eligible for full credit. Monday classes like Orchestra and Ladies Choir cannot be missed to make up assessments. Written assignments that are to be turned in electronically are still due on the due date and will be marked late if not submitted by the deadline regardless of attendance status.

Students who miss a summative assessment and are absent from school the entire day will take the summative exam at school the next day unless informed otherwise by the teacher. Students are responsible for communicating absences with their teacher and initiating arrangements for making up any missed assessments due to that absence. All make-up assessments will be taken after school in the After-school Test Center. No other events, activities or sports will hinder the completion of the exam that next school day. Students who miss on a Friday are required to make up the missed assessment on Monday unless the student is enrolled in orchestra or ladies choir, in which case the make-up will be on Tuesday and may only be eligible for a maximum of 90%.

Students who fail to show up for a scheduled assessment and do not have a doctor's excuse will lose

the opportunity to take the summative evaluation for full credit. This policy also applies to missed makeup assessments scheduled for the After-school Test Center. If the maximum score for a particular after-school makeup is already 90%, an additional 5% deduction will apply if it is missed, making the maximum score 85%.

Students who make a habit of missing summative evaluations will jeopardize their access to AP class enrollments.

Type of absence	Log in MST	Makeup eligible	Log in MST if missed	Retake eligible	Log in MST if missed
Misses in-class summative for SF	No	Yes - 100%	Yes - new makeup max of 90%	Yes	No
Misses in-class summative with verified doctor's note	Yes	Yes - 100%	Yes - new makeup max of 90%	Yes	No
All other missed in-class summatives	Yes	Yes - 90%	Yes - new makeup max of 85%	Yes ^	No
Academic integrity on summative	No	Yes - 85%*	Yes	No**	n/a

^ For summatives that are taken or submitted late and are eligible for a maximum score of 90%, any subsequent reassessment shall have a maximum score of 80% (if all formative work is completed) or 65% (if any formative work is incomplete).

* Unless determined otherwise based on severity or repeat offense.

** Students who retake or resubmit an assessment due to an academic integrity violation can earn a maximum score of 85%, with no opportunity for subsequent reassessment.

22.22 Attendance During AP Exams

All students registered in an Advanced Placement class must complete the exam for that course with a reasonable effort. The exam is the culminating experience and is an essential part of what makes AP classes equivalent to a college experience. Parents need to contact the HS office to excuse their child's absence from any regularly scheduled class meetings prior to or immediately following a scheduled AP exam. These absences are voluntary and count toward the 15% maximum threshold. Students who have met or exceeded the maximum number of absences in a class may not miss those classes before an AP exam.

For morning AP exams, periods 2 & 3 will be marked as SF.
For afternoon AP exams, period 4 will be marked as SF.

If a student misses an AP exam for any reason in most cases the exam will not be made up. In such cases, students will have to sit the course final exam that is provided by the teacher. Likewise, students who are present for the AP exam but do not make a good faith effort on all sections of the exam will also be required to sit the course final exam. In either case, the weighting of the replacement exam shall be equal to the weighting of the SBE from the fall semester for that course.

22.23 Behavior & Discipline

Seoul International School is a college preparatory institution designed for motivated students to acquire the knowledge and skills necessary to actualize individual potential through interacting with like-minded students and a professional faculty in an academically focused and rigorous environment. Attending SIS is a choice that families make because that school culture aligns with those expectations. Our expectations are that all students behave in a way that is consistent with that purpose and that students who behave in a way that is detrimental to that purpose may be subject to immediate disciplinary action even if the specific infraction is not explicitly stated in the handbook. The school administration will exercise its judgment in resolving all conflicts and disciplinary matters arising in school in a timely fashion. The school-based Exclusive Unit may be activated for qualifying infractions, but the existence of this possibility will not delay action and the school will proceed in accordance with the handbook following an internal investigation. In the event that an issue is referred to the external School Violence Deliberative Committee, we will follow their recommendations for resolving a matter of school violence if they extend beyond the school's action. Students will not receive the same consequence more than once in any incident.

Definitions

- Violence: Unwanted physical contact that causes harm either intentionally or through unreasonable negligence or carelessness
- Bullying: Any form of constant or repeated actions where at least 2 students inflict physical or emotional harm on a specific student or a specific group of students. (From: Act on the Prevention of and Countermeasures Against Violence in Schools)
- Cyber-Bullying: Any form of constant or repeated actions whereby students inflict emotional harm on other students by using the internet, cell phones, or other communication devices to reveal personal information about a specific student or to spread lies or rumors about a specific student in order to inflict pain. (From: Act on the Prevention of and Countermeasures Against Violence in Schools)
- Harassment: Any form of constant or repeated action by any individual student to another student which contributes to making the school an unsafe learning environment either physically or emotionally.
- Campus Exclusion: The exclusion from participation of any event outside of regular school hours except Orchestra and Ladies Choir
- Cooling-off period: The period of time immediately following a physical altercation or major incident where all students involved will be sent home without consequence or record of absence. Depending on the situation this period may be as short as the remainder of the day up to 2 days. The cooling off period is the time where the investigation of an incident will take place. This time is not included in a decision for out-of-school suspension.
- In-school Suspension (ISS): Disciplinary consequence where students attend school but are required to remain in the HS office for the entire day. Students may take tests, complete class or home work, and read. No phones are allowed and students may not engage in any entertainment during the period of ISS

- Out-of-school Suspension (OSS): Students are not allowed on campus for any reason during a period of OSS. Students are also prohibited from attending school events on other school campuses like away games during a period of OSS. OSS is listed at SF for attendance purposes
- Skipping Class: Any time a student is on campus but unexcused from their regularly scheduled class for more than 30 minutes. Students requiring extended bathroom trips should check with their teacher, the HS office, or the school nurse if it will require more than 30 minutes.
- Cheating: The possession and/or use of any digital or analog unauthorized aid to gain an unfair advantage in any summative assessment once the summative assessment has started.
- Restorative Session: A counselor-moderated 1-to-1 session between students or a student and a teacher involved in some conflict, the purpose of which is to acknowledge the harm experienced by one or both students involved. Depending on the circumstances necessitating a restorative session, both students may be given an option to participate and/or apologize. Some cases may involve a student being required to participate and/or apologize. The final judgment on this rests with the high school counseling and administration team.
- Apology: A verbal statement of remorse that specifically identifies the harm caused and why the action necessitating it was wrong. Generally speaking, apologies are more effective and authentic if the student understands both of these aspects, so there may be a delay between the wrongdoing and the apology. In the event that a student is unable to arrive at that understanding within a reasonable time period, the student may be required to issue an apology without that understanding. It is important to note that simply saying "Sorry" immediately after causing physical or emotional harm does not constitute an acceptable apology. It is not common practice for SIS to mandate written apologies, or require students to apologize to parents unless the parent was a direct recipient of wrongdoing by the student.

22.24 Infractions and Consequences

The rules listed in the handbook apply any time students are on campus or school transportation, a school event or trip, or school controlled service like Google Classroom or the @stu.siskorea.org email. These rules and school responsibility do not extend into students' after-school lives or activities. Things that students do at home, on private social media (away from school hours), or private email (away from school hours) are outside the jurisdiction of the school and should be referred to appropriate civil authorities in the event of a problem. The exception to this is if students use pictures or school materials online in private accounts for the commission of bullying or crime, in which case the school reserves the right to intervene. This is at the school administration's discretion, independent of the opinions of any parents regarding a particular incident or situation.

Decisions by the school administration in all matters regarding discipline are the responsibility of the high school administration and school leadership, including the Student Review Committee and Head of School. Decisions following an investigation are final once issued. Reports of incidents that happened weeks or months earlier or unsubstantiated reports cannot be investigated and addressed by the school. If a student needs the support of school authorities, reports must be made in close proximity to the event(s) and able to be substantiated in some way in order for there to be a formal investigation. No investigations will be conducted over the summer holiday.

22.24.1 Academic Integrity

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

All cases of academic dishonesty will be reported to the high school administration and could result in students losing the privilege of taking Standardized tests at SIS (AP, SAT) and important leadership roles in classes or clubs. All offenses have the possibility of of having the assignment given a grade of 0, depending on the circumstances. Assignments that are designed to be completed digitally and submitted via Google Classroom are required to be started and completed on a single document in the school Google Drive account with a complete revision history. Assignments completed on other devices, in other programs or apps, and/or without a complete, verifiable revision history will be considered in violation of the school's academic integrity policy.

- 1st offense: 1 day ISS, retake assessment for maximum of 85%
- 2nd offense: 1 day OSS, retake assessment for maximum of 85%, possible no intent form given for the following year
- 3rd offense: 3 days OSS, retake assessment for a maximum of 85%, no intent form for the following year given, possible recommendation for expulsion
- 4th offense: recommendation for immediate expulsion

Integrity related incidents that are not strictly academic (e.g. forging passes, lying to faculty or staff, etc.) will bear escalating consequences on the same scale as above, minus the academic penalty.

22.24.1. 1. AI Use

In high school at SIS, assessment is used to measure student progress toward content- and skills-based learning goals and provide students and teachers with valuable feedback that supports further gains. The use of AI is appropriate on a given assessment only insofar as it does not detract from this purpose.

The ability to utilize AI tools effectively is a valuable skill. However, if practiced indiscriminately or outside the boundaries of intentionally crafted guidelines, AI use interferes with the development and refinement of other, equally important skills that have been identified as core learning outcomes of individual units, courses or even the high school experience as a whole.

Teachers have a responsibility to communicate intended learning outcomes for lessons and units, as well as the purpose and value of assessments. They also must make decisions, aligned with that purpose, about the structure of these assessments and the resources (analog, electronic, and AI) which are permitted or restricted. Students have a responsibility to complete these assessments within the boundaries communicated to them by their teachers, and should always ask for clarification if they are uncertain. Use of AI inappropriately, even when the student claims not to know that it was inappropriate, will be treated as an academic integrity violation.

22.24.1. 2. AI Misuse

Policies

- When unauthorized use of AI is confirmed on formative assessments…
  - The maximum reassessment score on any summatives in that unit will be 70%.
- When unauthorized use of AI is confirmed on summative assessments…
  - The incident will be handled as an academic integrity violation in accordance with the handbook. There is no separate category or distinction for AI and non-AI related violations. All academic integrity violations shall be treated as a single category when determining whether the case is a second offense, third offense, etc.
- When unauthorized use of AI is suspected on summative assessments…
  - A student may be asked by a teacher or administrator to prepare or redo work without advance notice, under direct supervision. That work may then be compared to the submitted work in question as a source of evidence. A student may also be asked to explain or paraphrase work that they submitted to confirm they understand the content of their submission.
  - Regardless of whether the above steps are taken, if the teacher or administration is not fully confident that submitted work is authentic (and thus a valid representation of the student's learning progress, on which teacher feedback will serve an educational purpose), a student may be required to redo the assignment. In such a case, the teacher may employ an alternative prompt or assignment structure as long as the stated purpose of the assignment is the same. Work that is redone under these circumstances will be for full credit.

22.24.2 Physical Altercations and Fighting

The physical safety of students at school is of paramount importance. Students who endanger the safety of other students either intentionally or out of carelessness or recklessness should expect a disciplinary response from the school. The consequences below are general guidelines, but students involved in fighting or reckless behavior may not be given the opportunity to return to SIS in the following year or expelled immediately depending on the severity of the situation. This judgment is solely the responsibility of school leadership.

Students involved in a physical altercation or fight will be sent home immediately for a cooling off period lasting from 1 to 3 days depending on the circumstances. The incident will be immediately reported to the Ministry of Education for investigation according to The Act on the Prevention of and Countermeasures Against Violence in Schools.

Students involved in horseplay, disregard for peers' clothing or belongings, or reckless behavior that results in significant disruption of the school day or physical injury will be subject to the following consequences.

- 1st offense: From a warning along with mandatory counseling and restorative session up to 3 days OSS.
- 2nd offense: From 1 day OSS to 5 days OSS, possible no intent form given for the following year
- 3rd offense: From no intent form given for the following year to immediate expulsion from school

22.24.3 Theft & Vandalism

All students are assigned a school locker in the hallway to store their belongings. In most cases, bags are not allowed in classrooms although that is at the discretion of the individual teacher. Bags are not allowed in the cafeteria or auditorium and should not be left around the school or in the hallways. When students are at lunch, assembly, clubs or after school activities their belongings should be left in their locked locker. Bags may not be stored in locker rooms or other public spaces. Unattended bags are subject to confiscation. Bags collected in the halls during the day can be collected at 3 PM in the HS office. Parents may be asked to collect bags in cases where students are repeatedly unable to safeguard their belongings. The school is not responsible for lost of stolen items left unattended in public spaces. **Students should use their lockers at all times.**

Students who accidentally damage school property or the property of another student, should report the damage immediately. In the case of accidental damage, there will be no disciplinary consequence, but the student will be required to pay for the repair. If a student does not report the damage immediately and is later found to have damaged others' property, the following consequences will be applied

- 1st offense: 1 day ISS and payment for damaged property
- 2nd offense: 1 day OSS and payment for damaged property
- 3rd offense: 3 days OSS and payment for damaged property, possible no intent form given for the following year

Students who are found to be in possession of stolen property or who are engaged in acts of theft within the school will receive 3 days OSS and likely no intent form given for the following year.

22.24.4 Vaping & Smoking

Students are prohibited from possessing cigarettes, e-cigarettes, vaping devices, and vape juice or salts at all times on campus. Students who are in possession of any of these or present in a room when one is being used are subject to the following consequences.

- 1st offense: 1 day ISS and parent meeting
- 2nd offense: 3 days OSS and parent meeting
- 3rd offense: no intent form given for the following year and parent meeting
- Additional offense: recommendation for immediate expulsion

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

22.24.5 Alcohol

All students are expected to refrain from possessing, consuming, or being under the influence of alcoholic beverages on campus, on a school bus, or on a school-sponsored activity off-campus. It is also forbidden to consume alcohol prior to coming to class or to an activity. These rules apply even to those students who are of legal drinking age in Korea. Students not complying with any of the above

can expect the following consequences:

- First Offense: Up to 5 days of out-of-school suspension; parent conference; campus exclusion for 14 days. Possible expulsion. Student in possession of or found consuming alcohol on an international trip will be barred from all school-related international travel for 1 year from the start of the suspension.
- Second Offense: 10 days of out-of-school suspension; parent conference; barred from all international trips.
- Subsequent Offenses: possible no intent form given for the following year, possible immediate expulsion

22.24.6 Excessive Tardies and Skipping Class

All students who are physically on campus are expected to be in their scheduled class at that time. Students who are on campus but have not checked into the HS office or are not in their class in excess of 30 minutes will be considered skipping class. This includes students who arrive to school late. Once the student has checked in, they must go directly to their scheduled class for that time.

- 1st offense: After-school detention & parent contact
- 2nd offense: 1 day ISS & parent meeting
- 3rd offense: 1 day OSS & parent meeting
- Subsequent offenses: OSS and possible no intent form given for the following year

All students are expected to be in class on time. Tardiness is defined as: Student enters a class after the class has officially started. Arriving in class within the first 30 minutes results in a tardy being marked in PowerSchool. Arriving in class after the first 30 minutes of class results in an absence. Absences marked due to a student arriving late to school may only be changed to a tardy by the high school office. Students who do not check in at the office will not have their absence updated to a tardy. Students habitually late to class may be assigned after-school detention that cannot be missed for any reason except a make-up test in the after school test center. Students habitually late or absent from work/study will have their schedule changed to a study hall. Students arriving to class more than 30 minutes after the start may not participate in any extracurricular activities after school that day.

22.24.7 Inappropriate Public Displays of Affection

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

- 1st offense: Warning; mandatory counseling sessions
- 2nd offense: Parent contact; 1 day after school detention
- 3rd offense: Parent contact; 2 days after school detention; parent conference for a behavior contract
- Subsequent Offenses: 1 day OSS and possible no intent form given for the following year

Clubs & Extracurricular Activities

In line with the SIS schoolwide learning expectation emphasizing well rounded individuals, the school supports a wide range of extracurricular programming in the form of student clubs, competitive organizations, athletic teams, service trips and more. Detailed policies and procedures related to applications for membership and leadership roles vary based on the nature of the activity and are communicated directly to students, but some overarching policies are covered below.

Students are allowed to hold ONE top executive office in a club per year. This limitation does not include leadership positions for publications (both class- and club-based), among which students are likewise limited to a single top editor role. The president of the student council is prohibited from taking on a top editor position in either Tiger Times or Tiger Times Online.

Students with academic or disciplinary referrals may not be eligible for club or sports leadership positions. Students must consistently demonstrate a capacity for positive leadership in order to hold executive office or captaincy. Serious disciplinary infractions may result in students losing leadership roles or a captaincy, depending on the circumstances and nature of the infraction. The decision regarding loss of a leadership role is generally left to the coach or adviser in conjunction with the HS administration, but in cases of serious infractions or infractions by representatives on the high school student council, the decision for a loss of leadership may be made solely by the high school administration.

Some of the clubs that exist at SIS are recognized chapters of larger national or international organizations. In some cases, a public chapter unaffiliated with a particular school also exists within the broader community. Students should not be members of multiple chapters of the same parent organization, as this may result in a conflict of interest situation. Students who are confirmed to be members of both an SIS chapter and non-school chapter of the same organization will be given the choice to either resign from the non-school chapter or be removed from the SIS chapter.

All collaborations by SIS clubs with external organizations of any type must be approved in advance by school administration in writing.

The organizing bodies of external competitions or other similar activities often require the submission of registration documents that include portions that must be completed by a school official. SIS will complete such forms only to verify the student's current enrollment status and good academic standing. SIS is unable to answer any questions seeking to verify the origin or authenticity of work intended to be submitted for such competition, or fill out any form that is intended to be completed by a project supervisor or advisor, unless all of the work in question was completed in a supervised capacity within the school.

Students who have engaged with a supervisor or advisor outside of school may not recruit a secondary advisor from the school faculty. Any student who intends to participate independently in competitions should confirm prior to initial registration or engaging in any work whether it is possible for SIS to complete documentation that will be required at any stage of participation.

KAIAC Teams and Seasons of Play

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

The seasons in which we participate are:

Fall: Tennis, Cross-Country, Golf and Volleyball
Winter: Basketball, Swimming and Cheerleading
Spring: Soccer, Badminton and Track & Field

Students in grades 9-12 are eligible to try out for all sports listed above. Some sports offer a junior varsity (JV) team in addition to a varsity team; seniors are not eligible to play on JV teams.

Team Commitment

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

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

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

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

Student Council

The Student Council is a leadership organization at Seoul International School. Each year the student body elects a group of students whom they feel would best represent them. The role of the Student Council is not only to represent the thoughts and desires of the students, but also to provide leadership and social events in which all students can participate. These activities consist of dances, pep rallies, class competitions, talent shows, as well as other activities. The goals of the Student Council are to increase school spirit, provide a more friendly and exciting atmosphere, and offer an opportunity to express student opinions on school matters. Elected representatives with a significant behavioral or academic violation will be removed from the student council and lose the opportunity to run for office in the subsequent school year.

Digital or printed materials (i.e. posters, flyers, handouts, etc) created for elections or the promotion of activities sponsored by student organizations must be constructive and purposeful in nature and consistent with the core values of SIS. The sharing of materials or messages that criticize fellow candidates or other members of the community, that promote or reference behavior that is illegal or inappropriate, or that otherwise call into question a student's suitability for a leadership role may result in disqualification or removal from leadership position(s).

The same expectations apply to campaign speeches. Additionally, speeches are expected to be informative rather than performative, focusing on a candidate's qualifications and preparedness to take on a leadership role using content that is relevant to the entire student body (i.e. no inside jokes, niche references, or talking exclusively to specific segments of the student population). Speeches should be delivered in spoken word from behind a podium, without the use of props, background music, sound effects, or other similar elements.

Prom

The Senior Prom is a parent supported event with a parent prom committee. For the purposes of student related matters associated with the prom, the ad hoc student prom committee is organized by student leaders who act as liaisons between the senior class and the parent prom committee. The prom committee is officially recognized, but has no faculty adviser or supervision.

Rules During Sports Seasons

Athletes represent SIS within the broader international school community and they are expected to conduct themselves accordingly. The following rules are standard policy at SIS and most other KAIAC schools.

- Tobacco: Use or possession during a sports season will result in permanent suspension from the team.
- Drugs and Alcohol: If it is found that a player is under the influence of alcohol or drugs during an athletic season he/she will be permanently dropped from the team, and disciplinary action will be taken according to the handbook.
- School Attendance: Students must be in school and attend all classes on the day of a contest in order to participate that day, unless it is to attend a previously scheduled doctor/dentist visit approved by the HS office in advance. Students who are marked absent for one or more periods during the school day will not be allowed to participate in practice or games on that day.
- In order to participate or attend a Saturday contest, students must attend all classes on Friday.
- All athletic team members who arrive home from an away athletic contest before midnight are expected to be in school on time the following day.
- If expected arrival time is after midnight, the student must arrive at school by the start of 2nd period in order to play in the next scheduled game or practice.
- An athlete who is prohibited from playing (due to breaking any of the above criteria) may not at-

tend an away match as a spectator.

- Students who miss an assessment on the day before a game will be expected to complete the make-up in the after school test center prior to game competition or have the standard deduction applied to the make-up. If the game is away or requires transportation, the student will have to miss the game or have the standard deduction applied to the make-up when it is taken.

Athletic Transportation

- All practices and games use a bus route that always departs from and returns to SIS.
- This single route operates regardless of the day (weekday or weekend) or location (in Seoul or outside the city).
- The bus departs SIS at the time requested by the coach to the Transportation Team.
- The bus travels directly to the event location and returns directly to SIS.
- No additional drop-off points are provided.

Requirements for a Varsity Letter

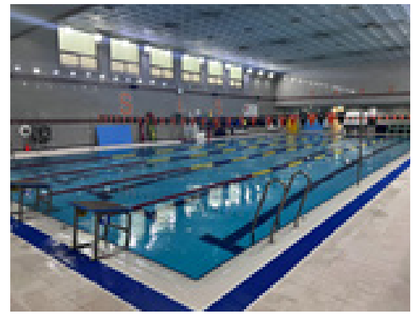
- Is a member of the varsity team
- Attends all practices unless excused by the coach for illness or other school function.
- Meets all eligibility criteria as determined by SIS and KAIAC
- Must complete the entire athletic/debate season, considered to run from first day of practices until the end of the final scheduled league contest or KAIAC/AISA tournament, whichever occurs last.
- Must participate (not just be on the roster) in at least one half of scheduled games/matches/meets
- In the event of an injury that prevents continued participation in practices and games, the player must attend all practices and home games for the remainder of the season in order to earn a letter for that season
- Must meet established coach/advisor criteria, as communicated before the season begins
- Athletic awards are given in recognition of outstanding athletic achievements and service to the school, not merely for participation on a team

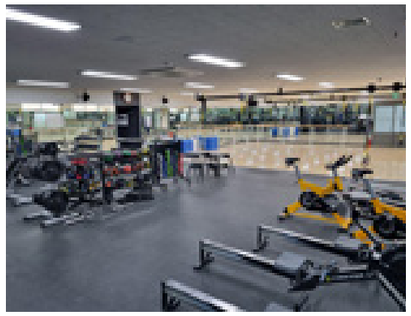
23. PE FACILITIES

The following SIS campus areas are used as PE spaces during the school year.

< Soccer Field
adjacent to the new building.

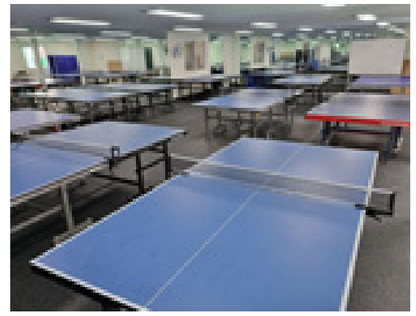
Swimming Pool >
Located on B3 of the New Building - Access via Separate Stairway (New Building B1)



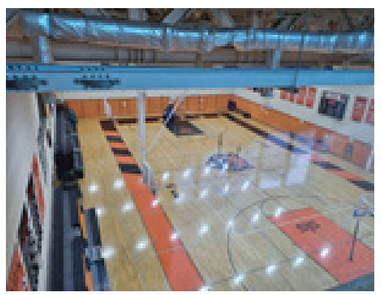


< Fitness Studio
Located on B1 of the Main Building.

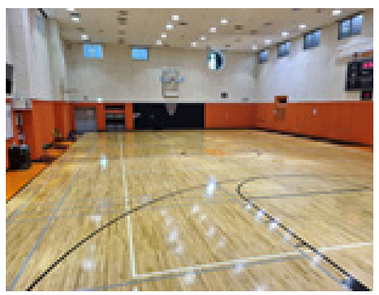
Table Tennis Room >
Located at the rear of the Annex building.



Three Indoor Gyms (Tiger Gym)



TG 1: Located on B3 of the new building.



TG 2: Located on B2 of the annex (also accessible near to the school gate).

TG 3: Located on the 6th floor of the new building.school gate).

24. P.E EXPECTATIONS

Physical Activity is a very important component of daily life. Our philosophy as PE teachers is to help guide and provide students with a knowledge and understanding of the importance of leading a physically active and healthy lifestyle.

Participation in physical activity and sports is accompanied by the risk of injury. In the event of an injury during a class activity OR activity period, students MUST report the injury to their PE teacher or the teacher on supervision duty IMMEDIATELY. If the injured student is unable to speak to the teacher directly, they should ask a nearby student to report the injury immediately.

With this in mind, each teacher has a set of classroom rules that are discussed at the start of the year.

- Please note that the rules are put in place for the safety and wellbeing of each student, as well as to keep a general set of norms for students to follow.
- This allows teachers to spend less time micromanaging each student's level of preparedness and rather focus on student development and understanding of the important points for each unit.

General expectations for ES Physical Education:

- Please ensure your child has a water bottle and change of shirt for sweaty days.
- Please have your child dress appropriately and comfortably for physical activity.
- During the Swim Unit, please make sure your child has their swimming gear packed.

General expectations for MS and HS Physical Education:

- Students should be appropriately dressed with functional athletic attire.
- Correct footwear with sufficient outsole traction is important for student safety and to minimize the risk of ankle/foot injuries (large sole fashion "sport" shoes are not considered safe footwear).
- **If a student is injured/sick and unable to participate, please ensure that a doctor's note has been presented and cleared by the MS/HS office, and thereafter given to the teacher. It is students' responsibility to know when to and not to participate.**
- The doctor's note should list what students CAN do, and expected duration of their limited participation.
- During Swim Unit students are expected to participate in order to achieve the unit credit.
- Students who miss a class will be required to do a make up class at the discretion of the aquatics teachers.
- Females who are on their monthly cycle will be given one "bye" that they will not need to make up for. After that, classes will require a make up.
- Students who cannot swim, will be required to perform a dryland workout on the pool deck.
- Regardless of a student's water entering status - they must present their swim bag with swim suits at EVERY class for personal engagement.
- Excusals will only be permitted if specifically communicated by a parent or nurse before the start of class, and for legitimate reasons.
- **Students may not be exempt or excused simply because they dislike swimming or water.**

24.1 Facility Usage During School Hours

ES PE classes are mainly scheduled for TG3 and swimming pool (during swim unit)
ES Recess will usually take place on part of the Soccer field and playgrounds.

MS and HS PE teachers follow a facility rotation schedule throughout the year which include: TG1, TG2, Soccer Field, Fitness Studio, table tennis room and the swimming Pool.

Classes are not scheduled on the Soccer field for the coldest two months (December and January).

The below circumstances may result in classes needing to share a facility with another class, although teachers do their best to avoid conflicts if possible.

- Rainy days
- Bad Air Quality
- Hosted Athletic Tournaments/games.
- PSAT/AP exams

In order to limit unnecessary injury risk, students will need to have direct supervision for TG1, TG2 and TG3 use.

Grades 9-11 must have direct supervision present in the weightroom if they wish to use any of the weightlifting equipment.

Seniors (Grade 12) will be allowed to use the fitness studio weight lifting equipment with permission, and supervision (via the adjacent P.E office).

The cheerleading team and dance team members will be allowed to use the dance studio with permission and either direct supervision from an adviser or coach or via the adjacent P.E. office.

***High School students please note that Activity Period open gym begins at 1:05. Please wait for the on-duty supervisor to arrive. P.E office balls will not be made available for the time prior to 1:05.**

24.2 Facility Usage After School Hours

First priority for facility use after hours is given to "In season" Varsity, Junior Varsity, and Middle School sports.

HS Seasons:

Fall: Volleyball, Cross Country (TG 1, TG 2, possibly TG 3)
Winter: Basketball/Swimming (TG 1, TG 2, possibly TG 3, Swimming Pool)
Spring: Soccer, Badminton, Track & Field (Soccer Field, TG 2).

MS Seasons:

Fall: Soccer, Cross country, table tennis (Soccer Field, Track, Table Tennis Room)
Winter: Swimming (Swimming pool)
Late Winter/Early Spring: B-ball (TG1, TG3)
Late Spring: V-ball (TG 1)

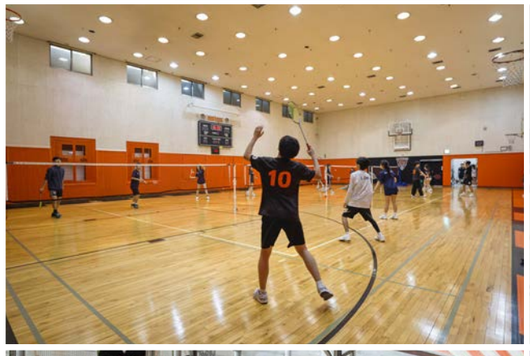
24.3 Facility Use for Student Recreation

ES students staying after school must be accompanied by a parent, or by the supervising staff member of an ES club that the student is enrolled in.

Any **MS/HS students** who want to use an available facility must have **staff permission and direct staff supervision for the duration of use.**

All student recreational facility use must end by **4:25**.

- The school nurse leaves campus at **4:30**.
- P.E office locks at **4:30** (equipment must be returned before then).



25. 2026 – 2027 iLearning Guidelines for Appropriate Technology use at SIS (MS & HS)

Responsible Use Agreement

SIS students will:

1. Respect and protect the privacy of others.

1. Use only school-provided email accounts for all school business.
2. Not view, use, or copy passwords, data, or networks to which they are not authorized.
3. Not distribute private information about others or themselves.
4. Not misrepresent themselves or others with emails or communications with false identity

2. Respect and protect the integrity, availability, and security of all electronic resources.

1. Observe all network security practices, as posted.
2. Report security risks or violations to a teacher or network administrator.
3. Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
4. Conserve, protect, and share these resources with other students and Internet users.

3. Respect and protect the intellectual property of others.

1. Not infringe copyrights (no making illegal copies of music, games, or movies!).
2. Not plagiarize.

4. Respect and practice the principles of community.

1. Communicate only in ways that are kind and respectful.
2. Report threatening or discomforting materials to a teacher.
3. Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
4. Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
5. Not use the resources to further other acts that are criminal or violate the school's code of conduct.
6. Not send spam, chain letters, or other mass unsolicited mailings.
7. Not use the network to buy, sell, gain profit, advertise, or otherwise conduct business, unless approved as a school project.
8. Refrain from disparaging or maligning the SIS organization, its employees, students, families or community members in any way on any form of social media. Refrain from derogatory, inappropriate or malicious comments towards other students or members of the school community that might result in maligning their character, reputation or standing in the community.
9. Refrain from any type of online harassment or bullying of SIS or any other students or adults. Use approved and appropriate methods of communication that are respectful and thoughtful in consideration of others' rights to privacy and respect. Refrain from sharing any type of information and or pictures about other SIS students. Refrain from Sharing information about SIS community or disparaging in any manner any SIS student, teacher or employee, community members, school or program.

5. Students may, if in accord with the policy above

1. Design and post web pages and other material from school resources.
2. Use direct communications such as online chat and/or instant messaging with a teacher's permission.
3. Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
4. Use the resources for any educational purpose.

Violations of these rules may result in disciplinary action, including the loss of student's privileges to use any technology devices and resources inside the school.
School and network administrators and teachers monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Technology Use Expectations

Being Prepared to Learn

1. I will make sure that my devices are fully operational, charged, and ready to use during the school day. I will follow the teacher's directions with regard to appropriate pages or sites that are to be used during a lesson or activity and will not attempt or subvert the classrooms instructional time by being on sites other than those requested/approved by the teacher.
2. I will be engaged and ready for class, seated at a table or desk, with appropriate readiness for a typical school day or class, when engaged in a virtual classroom.

Guidelines for emailing teachers:
Suggested SUBJECT LINE for EMAIL:

Title of Assignment - Type of Assignment - Name of Student
Example: Pollution - Homework - Paul Kim

SIGNATURE for EMAIL:

Name of Student - Name of School - Graduation Year
Example: Paul Kim - Seoul International School '20

FILE NAME for EMAIL ATTACHMENTS:

Grade Level -Title of Assignment - Type of Assignment -Name
Example: 11 - Pollution - Homework - Alex Kim

Responsibilities of Ownership

1. I will take responsibility for keeping all technology devices I own safe and secure when not in use. I will store electronic devices in my locker when they are not with me.
2. I will at all times practice safety and security in using any technology device around the school.
3. I will use my laptop only in the designated areas.
4. I am responsible for repairs and/or replacement of any broken or damaged device I own caused by negligence.

Being a Responsible and Respectful User

1. I fully understand and agree to comply with the SIS Technology Acceptable Use Policy written in the Student-Parent Handbook and the Technology Responsible Use Agreement. I will at all times follow the technology use procedures in the classroom set by my teachers.
2. I am aware that all Technology use rules and guidelines apply to any device used at SIS.
3. I am aware that I should use my SIS email to represent myself for all clubs and activities.
4. I will at all times respect the rights of others when using any technology device in my classroom and around the school.
5. I will abide by all safety measures with respect to identification and appropriate use during virtual learning and classes.
6. I will not record others either digitally or by any other type of sound or visual recording without first asking permission and letting any and all other parties know that the recording is taking place. This includes meeting with peers and student groups or individuals, teachers, administrators, or staff members, while at SIS. In private meetings or personal conversations, all parties must give their consent to the recording prior to the initiation of devices. Public events, such as sporting events and concerts, may be recorded.

Ethical and Respectful Use

Good digital citizenship means maintaining good ethical behavior, even if no one is watching you. You are constantly encouraged to model good digital citizenship, and to not make choices that disrupt the learning environment for yourself or others. At a minimum, this requires you to not: view or install inappropriate material, not to try to bypass network guidelines with proxies or Internet access devices, not attempt to hack or modify other student accounts or official school files or accounts, and not engage in any illegal activities (including possessing or sharing pirated software or applications). You are expected to obey all intellectual property rules and copyright laws, and the SIS Student Email Usage Protocols, including not sharing or using others' email accounts or passwords, and not engaging in conversation or activities (such as sending pictures) intended to inflame, agitate, or offend others.

26. SIS Elementary School iLearning Guidelines 2026-2027

In the SIS Elementary School, it is important that all **Tigers** do their **best** to be **Safe**, **Respectful**, **Responsible** and **Kind** when using a device at school and at home. The following guidelines are designed to outline expectations about how ES students use technology at school.

I will be SAFE by:

- Keeping private information about myself and or others to myself.
- Keeping my passwords safe from others, except my parents, teachers and trusted adults.
- Using my device with permission from an adult and in a supervised area.
- Closing my device and telling an adult immediately if I find something online that makes me uncomfortable or unsafe.

I will be RESPECTFUL by:

- Asking permission before using the work of others and giving them appropriate credit.
- Thinking about how my use of technology will affect the school environment and others.

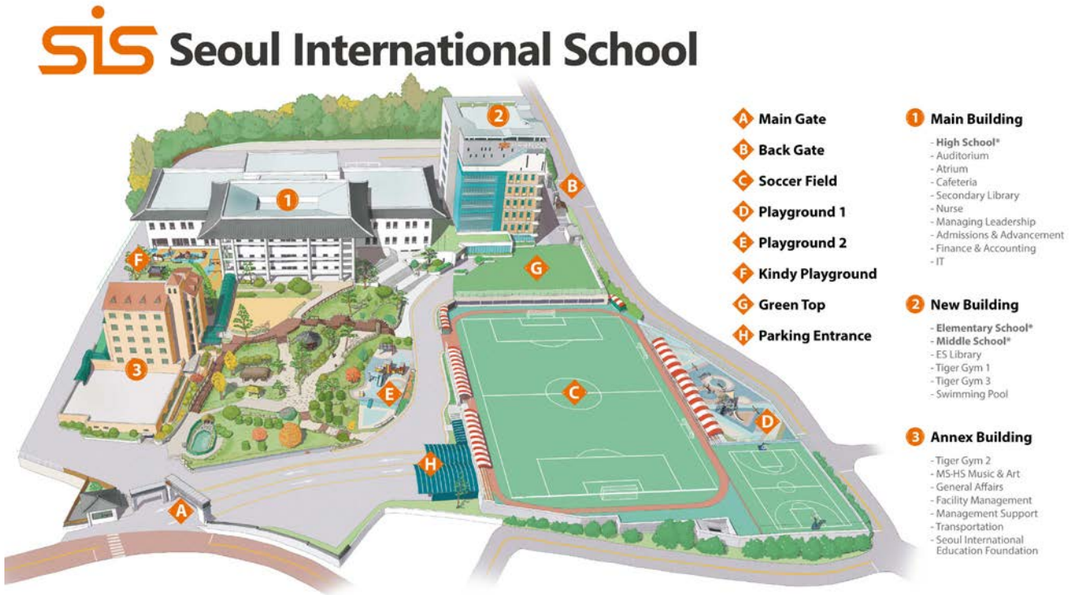
I will be RESPONSIBLE by:

- Making appropriate choices in my use of apps and websites.
- Being an advocate for others online and in my class.
- Thinking carefully about what I choose to share with others.
- Making balanced choices about how much and why I am using my device.
- Taking proper care of my device both in school and at home (outside of school).

I will be KIND by:

- Leaving only kind, helpful and thoughtful comments on the work of others.
- Making sure my use of technology contributes to a positive school community.

SCHOOL INFORMATION



School Address

15, Seongnam-daero 1518 beon-gil, Sujeong-gu, Seongnam-si, Gyeonggi-do, Korea 13113
T +82 31 750 1200 F +82 31 759 5133 info@siskorea.org www.siskorea.org

Bus

Bus From Gangnam: 452
Bus From Bundang: 422
Bus from Jamsil Lotte World: 30, 32, 119, 302, 303, 1117, 500-1

Subway

Bokjeong Station
Exit 2

Bundang Line (Yellow) Suseo – Ori, Subway 8 Line (Pink) Moran – Amsa

Take exit #2, walk two blocks, and turn left. You should be able to see the Seoul International School main gate as you look up the hill. It's about a 10 minute walk from the Subway exit to the main gate.

Seoul International School

School Year 2026 – 2027 Calendar

T Trustworthy Students
I Independent Learners
G Global Citizens
E Effective Communicators
R Reflective Learners
S Socially Responsible Individuals

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

29 Leadership Returns
1-2 New Teachers Arrive
3-5 New Teacher Orientation Begins
6 All Teacher Orientation Begins
10 ES/MS/HS New Students'/Parents' Orientation / HS Freshman Orientation
11 First Day of School (Half Day)
12:00 p.m. Dismissal
17 National Liberation Day(School Closed)

August (14 school days)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	**11**	12	13	14	15
16	**17**	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September (17 school days)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	**21**	**22**	**23**	**24**	**25**	26
27	28	29	30			

1 Middle School Open House
2 Elementary Open House
3 High School Open House
11 Terry Fox Run
21-25 Chuseok Holiday (School Closed)

October (20 school days)

S	M	T	W	T	F	S
				1	2	3
4	**5**	6	7	8	**9**	10
11	12	13	14	**15**	**16**	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5 National Foundation Day (School Closed)
Faculty Professional Development (No School for Students)
9 Hangul Day (School Closed)
15-16 Parent Teacher Conferences
(No School for Students)

November (19 school days)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	**26**	**27**	28
29	30					

26-27 Thanksgiving(School Closed)

December (14 school days)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	**18**	19
20	**21**	**22**	**23**	**24**	**25**	26
27	**28**	**29**	**30**	**31**		

18 Last Day of School
11: 00 a.m. Dismissal
End of First Semester
Winter Vacation(School Closed)

January (15 school days)

S	M	T	W	T	F	S
					1	2
3	**4**	**5**	**6**	**7**	**8**	9
10	**11**	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 School Re-Opens
15 Applications for SY27-28 Opens

February (18 school days)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	**8**	**9**	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

1 Intent Form to Parents
8-9 Lunar Holiday (School Closed)

March (19 school days)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	**18**	**19**	20
21	22	23	24	25	26	27
28	**29**	**30**	**31**			

1 Samil Day (School Closed)
Faculty Professional Development (No School for Students)
2 Re-enrollment Payment & Intent Due for Returning Students
18-19 Parent Teacher Conferences
(No School for Students)
29- Spring Break (School Closed)

April (20 school days)

S	M	T	W	T	F	S
				1	**2**	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

-2 Spring Break (School Closed)

May (17 school days)

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	6	7	8
9	10	11	12	**13**	14	15
16	17	18	19	20	**21**	22
23	24	25	26	27	28	29
30	31					

3 Labor Day
4 School Closed
5 Children's Day(School Closed)
13 Buddha's Birthday (School Closed)
21 50th Graduation
11:00 a.m. Dismissal
25 Tuition Due for Returning Students

June (7 school days)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	**9**	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9 Last Day of School
11: 00 a.m. Dismissal
End of Second Semester

*** Note: School calendar is subject to change due to unforeseen events (i.e. National Declared Holiday).**

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