

## ABOUT OUR SCHOOL

Seoul International School opened its doors in 1973, becoming the first foreign school, after Korean Liberation, 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 grew and expanded larger facilities were 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.

Conveniently located on the southeastern 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 we value trustworthy, independent learners who can think creatively and independently, communicate effectively, act in socially responsible ways and appreciate their role in a global society.

## 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 our school colors. In Korea, the tiger is prominently portrayed in Korean folklore, legends, 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 their most representative subject. Koreans have given this animal a personality that includes humor, wit and sophistication. It is this particular folk tiger that is the SIS mascot. In 1988 the Korean government used the folk tiger Hodori as the official logo and mascot for the Seoul Olympics.

## VISION

At Seoul International School we have a common vision for what learner should aspire to as they progress through our programs, graduate and ultimately take their place in society. This vision is summarized in our TIGER values displayed prominently in our hallways and lived each day in our classrooms.

# TIGERS VALUES

## **T**rustworthy individuals who:

- Demonstrate academic and personal integrity
- Strive to reach their potential and have a realistic understanding of themselves
- Volunteer time, energies and talents to improve the quality of life in the school

## **I**ndependent, critical thinkers who:

- Solve problems creatively
- Analyze, evaluate, synthesize and apply information
- Show competence in research and study skills

## **G**lobal citizens who:

- Value and preserve the environment
- Understand that physical and mental well-being is a lifelong commitment
- Accept and respect the diversity inherent in a multi-cultural world

## **E**ffective communicators who:

- Understand oral and written information
- Express themselves clearly, logically and creatively in oral, written and visual forms
- Have the ability to integrate technology

## **R**eflective learners who:

- Demonstrate knowledge with understanding
- Apply and integrate skills and knowledge from multiple disciplines
- Recognize and develop their strengths and talents

## **S**ocially responsible individuals who:

- Collaborate meaningfully and efficiently on teams
- Value their own contributions and those of others
- Demonstrate responsibility and effective leadership

# CODE OF ETHICS

At SIS our administrators and teachers to live and work by a specific set of ethical guidelines.

They are as follows:

## Administrator Code of Ethics (1)

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;

Fulfill their professional duties with honesty and integrity and always acts in trustworthy and responsible ways;

Treat everyone fairly, equitably and with due process;

Promote and support school goals and best educational practices;

Maintains confidentiality in all matters related to students, staff and school decisions.

Accept responsibility and accountability for their actions and behaviors;

Hold others accountable for their actions and behavior.

Commit to serving others above self.

(1) Adapted from the American Association of School Administrators' Statement of Ethics for Educational Leaders

## Teacher Code of Ethics (2)

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 our parents

Demonstrate honesty, integrity and trustworthiness in all their interactions

(2) Adapted for The Code of Conduct and Practice for Registered Teachers General Teaching Council of England

# DAILY SCHEDULES

## ELEMENTARY

Period 1	8:05 - 8:55
Period 2	9:00 - 9:50
Period 3	9:55 - 10:45
Recess Grade 4,5	10:10 - 10:40
Lunch Grade K,4,5	10:45 - 11:15
Recess Grade 1,2,3	10:45 - 11:15
Lunch Grade 1,2,3	11:15 - 11:45
Recess K	11:15 - 11:45
Period 4	11:20 - 12:10
Period 5	12:15 - 1:05
Recess Grade 1,2,3,4,5	1:10 - 1:40
Recess K	1:45 - 2:15
Period 6	2:10 - 3:00

## MIDDLE SCHOOL

Period 1	8:00 - 9:20
Period 2	9:25 - 10:45
Period 3	10:50 - 12:00
Lunch	12:00 - 12:55
Period 4	12:55 - 1:25
Period 5	1:30 - 3:00

## HIGH SCHOOL

Period 1	8:00 - 9:20
Period 2	9:25 - 10:45
Office Hours	10:45 - 11:15
Period 3	11:15 - 12:35
Lunch & Activity	12:35 - 1:35
Period 4	1:40 - 3:00

# PARENTAL INVOLVEMENT AND COMMUNICATION

Our Parent Advisory Group and the school jointly host a number of events throughout the year to encourage parent participation in the school. These activities include Family Fun Day, Open House, Field Trips, Science Fairs, Book Fairs, Music Festivals, Field Days, Drama Productions and the Spring Bazaar.

We also encourage our parents to attend regular season games, home tournaments and special events hosted at the school. In the Elementary School parents from each class choose a Room Mother who communicates regularly with both class teacher and the class parents. The Room Mother assists with class activities and meets with the other room mothers on a monthly basis.

Room Mothers attend the Elementary Parents Council meetings and disseminate information to other parents. They organize and coordinate special events for the class and the whole school.

## School Parent Advisory Council (SISPAC)

SISPAC is comprised of representatives from each level and structured to ensure that parents are active partners in decisions regarding school initiatives.

The aims and objectives of the Council are as follows:

1. Promote SIS as an international school in Seoul, Korea and internationally
2. Review and recommend revisions to the school's Education Plan
3. Review the school's operational calendar for the coming school year
4. Coordinate the initiative of the level councils to better meet the needs of the whole school
5. Support the development of an interview team to provide hiring advice on school administrators
6. Become well informed on any new initiatives and thoughtful advocates for change.
7. Be a sounding board for school-wide concerns
8. Support the orientation of new teachers
9. Examine changes to government laws affecting international schools
10. Promote positive communication with SIS parents

## Helping With Homework

The purpose of homework at Seoul International School is to:

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

We strongly encourage all students to participate fully in after school activities, family activities and to get the recommended amount of sleep each evening.

Homework assignments in Grade 9 and 10 outside class time shall take, on average, no more than one hour per class per night to complete.

Teachers are encouraged to develop an agreement with students about when it is appropriate for the student to cease working on the day's homework (for example, it is taking too much time or the student is unable to complete the assignment independently).

The family shall:

- intervene and stop a child who has spent an excessive amount of time on the day's homework;
- not allow students to sacrifice sleep to complete homework
- communicate with teachers if the student is not consistently able to do the homework or if challenges or questions arise.
- these guidelines do not apply to essays or projects with assigned completion dates established well in advance.

Families of older students should encourage the child to communicate with the teacher in order to foster independence and personal responsibility.

It is the responsibility of parents to monitor the effective use of student time during homework sessions.

Teachers may not assign homework during short holiday periods such as Chuseok, Thanksgiving and Lunar. Reading assignments may be appropriate for Advanced Placement students. Only one night's worth of homework should be assigned over the weekend.

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).

## SCHOOL COMMUNICATION

### Parent Teacher Conferences

Parent-Student-Teacher conferences are held to inform parents of student progress and involve them in the planning for the future. 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 to help.

Parent-Student-Teacher conferences are held over two days twice a year. Parents are allocated a specific amount of time with teachers. Parent who may require a long period of time to discuss their child's progress are asked to schedule an additional meeting at a later date.

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.

### Dispute Resolution

Parents are always encouraged and welcomed to address issues and concerns about their children's program with the school.

Parents are strongly encouraged to take the first step by scheduling an appointment to talk directly with the classroom teacher.

General school or classroom concerns should be discussed with the appropriate level administrator.

Parents are strongly discouraged from scheduling an appointment with a school administrator until they have spoken with the teacher.

Problems are most often resolved when teachers, parents and students work in partnership.

A teacher or parent can request an administrator or translator be present to facilitate communication if requested.

# SCHOOL-WIDE POLICIES AND INFORMATION

## School Closures for Inclement Weather

From November to March, Seoul experiences occasional snow or other inclement weather conditions which 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.

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

If school is in session and inclement weather necessitates dismissing classes early, we will attempt to contact the parents of students in kindergarten through fifth grade by e-mail or through text messages.

There may also be times when the school will not permit students to go outside because of yellow dust warnings. The school nurse and the Director of School will monitor conditions.

## ABSENCES

### Parent Excused and School Function Absences

Important learning activities take place daily in our classrooms. There is simply no substitute for the direct instruction and the learning that comes from being part of a class. For this reason, students must be in class for at least 80 percent of classes, excluding school related absences, in order to receive credit in a course. Parents can only excuse their child from 20 percent of classes, which is 7 A days or 7 B days.

Should a student exceed the number of parent excused absences (7) then the Student Review Committee will consider the reasons provided by parents for each absence. If the Student Review Committee believes that the parent excused absences were avoidable, credit may not be awarded regardless of the student's grade in that course. A student who exceeds the attendance policy may appeal the loss of academic credit in writing to the Principal within three (3) school days of notification that credit has been withdrawn.

If students are absent from class as part of a school function such as KAIAC, AISA, MUN, Habitat for Humanity, etc. they will be marked as school excused. These absences are not counted against the 80 percent minimum attendance.

Should students miss class without permission from parents or the school they 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. If parents do not contact the school then students will be considered truant (T) which will affect grades and the ability to make up missed learning opportunities. Students who have skipped a class will receive the appropriate consequences according to the Student Handbook.

Students who are tardy to a class by 30 minutes or more will be marked as unexcused until a parent contacts the school. If the student is not excused by the parent or the school then the student will be marked as truant (T)

When a student is absent or tardy, the parent or guardian is required to phone the respective school office through the switchboard at 031-750-1200. Parents may also send a note or email to verify the cause of an absence or tardy. If a student is absent more than two consecutive days, an explanatory call from a parent is required. Students are encouraged to check on-line for homework assignments. An absence of three days or more for an illness will require a note from a doctor. A doctor's statement is required if a student misses a formal test or examination and

wishes to write at a later date with no penalty.

Students who do not bring in excuses within 2 school days following an absence can receive no more than 90% of the full value of assignments missed.

Parents will be contacted and disciplinary action may be taken when students are repeatedly tardy or absent from school or classes.

## Truancy

Truancy is defined as student absence unauthorized by parent, legal guardian or the school. (This includes forged notes.) An unauthorized absence from class is one without teacher permission. A student assigned to Study Hall or Library who does not attend will be considered cutting a class. A student who leaves a class with permission and does not return as required is truant from school.

## Student Illness Policy

If your child is ill and unable to attend school, please telephone the level secretary 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 they will be sent home.

The final decision as to whether to send a student home from school or have the student stay will be made by the school principal in consultation with the school nurse.

## Emergencies

If an accident or sudden serious illness occurs at school, every effort will be made to contact parents, but immediate treatment of the injured student is our first concern.

The school's Registered Nurse will administer first aid. If the situation is serious enough to require other treatment, 119 will be contacted immediately and an ambulance will transport the student to the hospital.

The school will request that students be taken to Asan Hospital where SIS has a contracted agreement with the International Clinic. In the event that the ambulance will not comply with our request, then the student will be taken to a hospital in Seongnam City, as determined by the ambulance.

SIS personnel will accompany the student. Parents will be notified of the hospital location and should immediately go to the hospital, where the SIS staff member will be waiting to meet them.

If medical treatment is a result of an accidental injury, parents will pay the hospital/ambulance expenses and the money will be reimbursed when parents submit the hospital receipts and medical certificates to SIS. The school is not liable for payment of medical expenses incurred as a result of a pre-existing medical condition of a student.

## Medication

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. Medicine will be kept in the nurse's office during school hours.

## 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.

## Insurance

A group accident insurance policy is provided for each student. This insurance covers the student during regular school hours and after school activities. All school buses carry maximum insurance. Contact the School Nurse or the General Affairs Office for more information.

Students will be required to carry insurance on all school-sponsored trips outside Korea. If students have their own insurance, they will be asked to sign a waiver exempting SIS from liability. If they do not have their own insurance they will be required to purchase insurance through the school.

## STUDENT EXPECTATIONS

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

### 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 misuse of material, information, answer, solutions, and 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, and altering grades. Students who knowingly or negligently 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.

### First Incident:

Students who are found in violation of the Academic Integrity Policy will be required to resubmit the assignment. It will be marked as LATE. The student is eligible to receive a maximum of 90% of the full value of the assignment. This will be recorded as a disciplinary infraction.

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

Students found cheating in AP courses may be removed from the AP course and restricted from future AP course participation.

At the time of application to colleges and universities this record will be available to teachers and the Dean of Students. Evidence of cheating, plagiarizing or any other breach of the academic integrity policy will jeopardize acceptance to college and may be reported to colleges.

### Second Incident:

A second incident may result in a one day suspension from school and the loss of AP recommendations. Additional offenses may result in further disciplinary action up to and including expulsion.

### Bullying

Our school does not tolerate or ignore bullying in any form. It is behavior that makes the person being bullied feel

afraid or uncomfortable. There are many ways that students bully each other - sometimes if they don't realize it at the time. Some of these include:

- Punching, shoving and other acts that hurt people physically
- Spreading rumors or gossip about people
- Excluding certain people out of a group
- Teasing people in a hurtful way
- Getting friends to "gang up" on others:

The four most common types of bullying are:

Verbal bullying - name-calling, sarcasm, teasing, spreading rumors, threatening, making negative references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted sexual comments.

Relational bullying - Relational bullying or aggression encompasses behaviors that harm others by damaging, threatening to damage or manipulating one's relationships with his/her peers, or by injuring one's feelings of social acceptance.

For example:

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

Physical Bullying - hitting, poking, pinching, chasing, shoving, coercing, destroying or stealing belongings, unwanted sexual touching.

Cyber Bullying - using the Internet or text messaging to intimidate, put-down, spread rumors or make fun of someone.

It is the responsibility of the school principal to investigate all allegations of bullying and decide on the most appropriate course of action to resolve the incident. Possible consequences for bullying may include, mandatory parental meetings, required counseling and/or mediation, restorative consequences, suspension or expulsion.

## Alcohol and Drugs

Any student found to be in the possession of non-prescription drugs, alcohol, tobacco or tobacco related products at any school sponsored function or in the school neighborhood will be suspended and may be expelled from SIS. At the time of the suspension the student's eligibility for after-school activities will be reviewed.

Where a student is judged to be under the influence of drugs, parents will be called to the school. Absolute proof is not required for the school to take disciplinary action. As a part of the school's detection procedure, 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.

## Tobacco

The Republic of Korea's law does not permit students under college age to smoke in public. Smoking is not permitted at any time in any location, on or off campus.

Students found to be in the company of other student smoking or in a smoke-filled area will be considered to be smoking.

## Underground Parking Areas Out of Bounds

Unsupervised areas of our underground parking facility and grounds have sometimes been used as places for students to smoke between classes. All areas of the school's parking lot (with the exception of classrooms) will be off-limits to all high school students between the hours of 8:00a.m. - 5 :00 p.m. daily.

Use or possession tobacco products will result in suspension from school. Tobacco products include, but are not

limited to, cigarettes, cigars, e-cigarettes, and nicotine containing gum and chewing tobacco.

Use of any tobacco products may result in a one-day suspension from school. Subsequent violations of the school's tobacco policy may result in suspension leading to expulsion.

### 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.

## Theft

Theft is defined as taking, assisting in taking or hiding property that belongs to someone else. The school rents lockers to students and reserves the right to search student lockers and their personal possessions at any time. Students who do not agree with our policy on this matter are requested not to use school lockers.

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 valid explanation for theft.

## Lost and Found

Students are asked to contact their school secretary to locate lost items. Found items should be brought to the school secretary.

## 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 50% of the cost to cover ordering procedures.

The student will be issued a new textbook once the lost book payment has been cleared through the Administrative Assistants' office. 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.

## Student Identification Cards

Distribution: The school's computer technicians handle ID cards. Students can obtain their ID card from the appropriate level principal's office.

Loss and Replacement: When a student loses an ID card, they will be required to pay a 10,000 won replacement fee. Students are asked to contact their level secretary for information on how to replace lost student ID cards.

## English Only Rule

English is the language of daily use the classroom, the hallways and on the play field. All students are required to speak English to their teachers and peers at all times.

## Student Drivers

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

## Student Cell Phone Use

Students are not permitted to use cell phones during instructional time. A phone is available in the levels offices

if an emergency arises. Students are asked to turn off their cell phones before coming to class.

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

Main office numbers are:

Tel : (82-31) 750-1200

Fax : (82-31) 759-5133

E-mail : [info@siskorea.org](mailto:info@siskorea.org)

Website : [www.siskorea.org](http://www.siskorea.org)

## **Public Displays of Affection**

It's important for students to demonstrate an appropriate attitude and behavior regarding interpersonal relationships in our hallways and on our grounds. Overt displays of public displays of affection are not acceptable at school or at school sponsored events.

## **Dress Code**

SIS staff and students take pride in our school. This pride shows in our actions and is reflected 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 and societal norms of Korea. The following are guidelines for attire at SIS.

Footwear and a sleeved shirt must be worn at all times. Clothing which is too tight, revealing, oversized and/ or with profane or vulgar slogans or having pictures or slogans that promote alcohol, drugs, sex or violence are not acceptable.

Hair coloring which is extreme, piercings, and more than one set of earrings are also not permitted. Hats and hoodies are not permitted to be worn in the school at any time.

Students not in compliance with the school's dress code will be referred to the school principal.

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. The only exception to these rules can take place on dress-up or dress-down days.

## **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.

## **Damage/Loss of School Property**

Students who intentionally 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.

## **Appropriate Use of Technology—Acceptable Use Policy**

We expect our students to be guided by the TIGER values in all decisions they make in this school – particularly those involving access to the Internet and the acceptable use of technology as a learning tool.

Our school computers and wireless access are provided for educational purposes. SIS has taken active measures to block access to controversial sites. However, it is impossible to restrict access to all questionable materials. Students are expected to make appropriate, responsible decisions with regard to internet access.

## **Acceptable Use**

Resources are available solely for 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.

## Limits on Internet services

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

## Security Responsibilities

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

## 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 guest to be picked up.

## Closed Campus

Students have access to campus from 7:30 a.m. until 4:00 p.m. Unless students are participating in extra curricular, sports or booster activities, they are expected to leave the school campus by 4:00 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 5:15 p.m. If a student enters the building after hours he/she will be asked to sign an entry logbook and show identification.

Students may not leave the campus during regular school hours (including lunch) without administrator permission. Other personnel, such as the nurse and the school counselors, are authorized to issue passes, however students are required to sign out with the secretary.

## STUDENT RECORDS

For information on transcripts and tuition refunds please contact our Admissions Office.

For information on boarding school applications please contact our Counseling Office.

## 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.

## 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 report cards will be released ahead of the last day for students.

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 met.

## Tuition Refunds

Report cards are issued on a quarterly basis for Middle School and High School, and on a trimester basis for

the Elementary School. However, the refund policy for all students is on a quarterly basis. Senior students who graduate early receive no tuition refund.

## Summer School Application Fees

Because every student has different interests and aptitudes, it is difficult to make specific recommendations to parents regarding summer school programs. We recommend that parents and students visit the website [www.petersons.com](http://www.petersons.com) to research options available. This website has an extensive range of schools and gives details of courses, facilities and includes the area in which the school is situated. Once the choice has been made, each school has an e-mail that enables parents to obtain application forms. These forms can be brought to the high school counseling office to be completed.

## 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. There is a 30,000 Won charge per teacher recommendation letter for this process. Those wishing express delivery will be charged an additional 30,000 won per school. Students are permitted a maximum of five applications per year. Allow at least two weeks for the completion of the process. Note: There is no additional charge for the duplication of letters.

## 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.

## School Emergencies and Drills

The safety of our students is our number one priority. The building meets current codes of safety that include smoke detectors, sprinkler systems and a fire alarm in the event of fire.

When the fire alarm sounds, all occupants are required to evacuate the building immediately and not return until a school administrator gives the "all clear" signal.

A number of fire drills are conducted annually 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 fire alarms are both very serious offenses in Korea.



## Elementary School Philosophy

Our philosophy is to develop highly educated, well-rounded students who are excited about learning and who will, as a result, become lifelong, self-directed learners. Through the use of differentiated instruction we strive to prepare all students at their highest level of thought and production.

## Reading Workshop

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

Our reading workshop consists of the following components;

## Shared Reading

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

## Independent Reading

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

## Guided Reading

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

## Read-Alouds

The teacher reads a selection to the class from a book, magazine, poem, or other print material for a specific purpose. It's an opportunity for teachers to model reading fluency and reading/writing strategies. This can be done at any part of the school day.

## Writing Workshop

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

## All Writing Workshop lessons are Multi-Level

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

## Music

A variety of extra-curricular music programs operate during recess for Elementary students. SIS has been fortunate in recent years to offer to students the opportunity to become part of various music groups such as:

Suzuki Violin Level I, II, and III

\*(Grade 1 through 5th Grade)

Suzuki Cello

Primary Choir (1st 2nd 3rd Grade)

Junior Choir (4th through 5th Grade)

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

## Library and Media Technology

In our school library students learn how to handle and properly care for books and magazines, how to find books in the three sections: easy, fiction, non-fiction books.

Students also learn media technology skills like how to use the computer catalogue and how to conduct research for special projects.

Students are exposed to a variety of literature relating to a wide range of topics including special occasions and holidays.

## Art

The main focus is art production, past and present art, aesthetics and art criticism.

Students explore various forms of art media including drawing, painting, ceramic clay, printmaking, textiles, mixed media and collage.

Art is exhibited in various areas of the Elementary school as well the main building during the annual Elementary art show.

The art room may be open to students at various times throughout the year to allow students to work on their entries for exhibitions and competitions, or to work on special additional art work.

## Physical Education

Students proceed through fundamental gross motor skills and apply these skills through modified games. Topics include minor games, basketball, soccer, swimming, hockey, badminton, baseball, and many others.

At the beginning of the year, each classroom is issued a sports box with a selection of sports equipment for students to use in the playground.

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

## ADDITIONAL PROGRAMS FOR ELEMENTARY STUDENTS

### Book Fairs

SIS hosts a book fair twice each school year. Book vendors set up tables of books for all levels of readers. These fairs usually coincide with Elementary school parent-teacher conferences. A schedule sign up is sent around so teachers can book a time to escort their classes through the fair. Students are encouraged to browse the books and make purchases in the company of their parents.

### Knowledge Masters

Each year, Grade 5, participates in the annual Knowledge Masters Open. In this competition, schools from all over the world take a test that covers all school subject areas. Our Knowledge Masters team meets after school twice a week for six weeks to increase their knowledge, and practice the art of group test taking.

### Sports Day

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

### After School Enrichment Classes

SIS Elementary School strives to create a school environment in which children are exposed to many facets of learning in order to allow them to become well-rounded individuals. It is our hope that through providing children with a well-rounded curricular program coupled with a variety of after school extra-curricular activities we will expose children to opportunities for learning that may broaden their horizons and foster an interest that may become a life-long career path or interest.

SIS prides itself on being able to provide a variety of after-school enrichment activities that will appeal to a variety of students and interests. We continue to seek to expand and tailor our extra-curricular classes to meet the needs of the student population that we serve and continue to look for ways to continue to improve our activities. The activities are held based upon student interest and faculty availability.

## 5th Grade Spirit Club

The 5th Grade Spirit Club meets to plan upcoming school spirit activities. They sponsor school wide contests and spirit days. They also help raise funds to support local charities as a way to give back to our community. The Spirit Club is open to all 5th grade students. Meetings typically take place during lunch or afternoon recess one day a week. The Spirit Club provides a wonderful opportunity for our 5th grade students to work together on common goals.

## STUDENT EVALUATION

SIS elementary report cards are distributed during the 1st, 2nd and 3rd trimester of each school year. Criteria for assigning marks include observation checklists, portfolios, discussions or conferences, work samples, verbal and nonverbal participation, assessments and anecdotal notes reflecting student's progress.

The report cards inform what the student can do consistently at the instructional level in curriculum areas. Concepts listed in each curriculum area are yearly goals. The stages of development section lists learning behaviors a student demonstrates as he or she progresses along a learning continuum in language arts, mathematics, science, art, physical education, computer training, library skills and social and music.

The learning behaviors are grouped into four levels of development:

### Kindergarten

Secure – Meets with expectations

DI – Developing with independence

DT - Developing with teacher support

E – Emerging

### Grades 1–5

E (Exemplary) – Exceeds expectations

P (Proficient) – Meets expectations

D (Developing) – Approaching expectations

DT (Developing) – With teacher support

### Promotion and Retention

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

SIS is comprised of three distinct schools, an elementary, middle and high school. Completion of the elementary school program does not guarantee promotion or acceptance to middle school. Completion of the middle school program does not guarantee promotion or acceptance to the high school.

Elementary students are promoted to the next grade level based on teacher recommendation, evaluation of work completed during the school year, and attainment of the minimum skill levels in language arts established for that grade level.

## Academic Support Guidelines

Teachers or parents are able to make a written request to the counseling office if the student meets the established guidelines outlined below.

A student will only be accepted for assistance after evaluation and approval of the Elementary Academic Support Coordinator.

After school academic assistance will not be considered until after the middle of the first trimester.

A student will only be considered if a substantial lack of progress is evident

Requests need to be supported by the classroom teacher with written documentation that the student has sought help.

Sessions will not be continued automatically after the initial session is complete

Students cannot have more than three consecutive support sessions; they must have a break after the third.

The Elementary Academic Support Coordinator will select the support teacher on the basis of the student's individual needs.

Students and support teacher generally meet for one hour, twice a week for four weeks. The hourly fee for academic support sessions is 50,000 won for each one-to-one session.

# MIDDLE SCHOOL

## Program Overview

### Core and Elective Curriculum

For additional information on the core curriculum for the Middle Schools, please consult the course outlines provided on Powerschool. Over the next three months the school will be placing a Course Outline Handbook on our website for parents and students to consult.

### Deadlines

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

Students who fail to meet this deadline will be required to meet with the teacher on the day of their return to school during tutorial period to determine the new deadline date.

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

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

### Grading

Letter grades are not assigned on report cards. The letter grade guide is used only to reflect the range in the quality of work and to assist colleges and universities to convert percentage to a four-point scale.

94-100	84-93	74-83	66-73	65 or below	INC
Excellent	Good	Satisfactory	Minimal Pass	Fail	Incomplete 1, 2

Stanford University Website – Office of the Registrar

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

Seoul International School does not issue quarter or semester grades greater than 100%

### 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 quarterly. A certificate will be presented at the start of the following school year reflecting all quarters in which the student qualified.

### Honor Roll–Award of Merit

88% ~ 93% (No one individual mark of 73% or below)

No more than one unexcused absence per quarter  
No significant disciplinary referrals

## **Honor Roll-Award of Excellence**

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

## **Promotion, Retention and Academic Probation**

Seoul International School requires that students make academic progress commensurate with their potential. In recognizing that students enter SIS with varying abilities and skill levels, individualized programs are designed to help ensure continued academic growth. 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 65% and no more than two marks less than 75%.

A student who is placed on two quarters of Academic Probation during an academic year may be asked to withdraw from SIS at the end of the respective semester.

A student who is placed on Academic Probation at the end of one academic year may be admitted conditionally in the next academic year. If the student is then placed on Academic Probation in the 1st quarter of the new academic year, they may be asked to withdraw from SIS at the end of the respective semester.

Consistent behavioral problems, or multiple disciplinary or academic referrals will be taken into consideration when reviewing the student's probationary status at SIS.

The final decision on pupil placement, promotion and retention rests with the school principal.

If a student is withdrawn due to academic and/or disciplinary reasons there is no tuition refund.

Maintaining a student placement at SIS is not automatic. Parents of students on probation will receive written communication twice quarterly on their student's progress. Students experiencing academic problems will receive help from the professional staff at SIS, and their parents will be contacted.

## **Mid-Quarter Grades**

Reports may be sent out between reporting periods (This is usually done at mid quarter) to indicate areas that might need special attention and help. They are used only in cases in which the teacher feels that a particular problem area or improvement trend should be brought to the attention of the parents. In the middle school these reports are distributed via email.

## **Student Support**

Academic support for SIS students will be considered upon written request from a parent or teacher, if a student meets the established guidelines. Contact the student's counselor for additional information.

Academic support should not be considered until the middle of the first quarter.

The grade in the subject should be below a C.

The classroom teacher should support academic support requests with written documentation verifying that the student has made an effort to get extra help.

Students in courses beyond those required for graduation should not apply for tutoring.

A student's involvement in after school activities will be evaluated before academic support is approved.

Tutoring will not be continued automatically after the initial eight sessions.

The fee for academic support is 50,000 Won/session.

# HIGH SCHOOL

## HIGH SCHOOL COURSE SELECTION FLOW CHART

Graduation	Grade 9	Grade 10	Grade 11	Grade 12	College
ENGLISH 4 credits	General Literature-9 Communications-9  Intro to Publications	U.S. Literature-10 Writing 10 (if required)  Intro to Publications Yearbook Newspaper	English Literature-11 Writing 11 OR AP Language(11-12)  Intro to Publications Yearbook Newspaper	AP Literature-12(R) OR World Literature-12  Intro to Publications Yearbook Newspaper	4 years
SOCIAL STUDIES 3 credits	World History	U.S. History OR AP US History(R)	Choose third required course if needed: Gov't & Politics Asian Studies AP World History(R) AP US History(R) AP Human Geo(R) AP Art History(R)	Gov't & Politics Asian Studies AP World History(R) AP US History(R) AP Human Geo(R) AP Art History(R) AP Economics(R) AP Psychology(R)	3 years Completion of U.S. History or AP U.S. History recommended for US colleges and universities
MATH 3 credits(Honors) 2 credits(Diploma)	Geometry	Algebra II	Pre-Calculus	Calculus Statistics AP Statistics AP Calculus AB AP Calculus AB-BC	3 years
SCIENCE 3 credit(Honors) 2 credits(Diploma)	Conceptual Science	Choose 1 (2 can be selected if recommended) Biology(10-12) Chemistry(10-12) Env Science(10-12)	Choose 3rd course : Physics (11-12) AP Envi Sci(R)(11-12) AP Biology(R)(11-12) AP Chem(R)(11-12) AP Comp Sci(R)(11-12) Biology(10-12) Chemistry(10-12) Envi Sc(10-12)	Physics AP Biology (R) AP Chemistry(R) AP Envi Sci(R) AP Comp Science (R) AP Physics(R)	3 years
WORLD LANGUAGES 2 credits(Honors)	Spanish I (9-12) (R) Spanish II (9-12) (R) Spanish III (10-12) (R) Spanish IV(11-12) (R) AP Spanish(R) (12) (R) Chinese I (9-12) (R) Chinese II (9-12) (R) Chinese III (10-12) (R) Chinese IV(11-12) (R) AP Chinese(R)(12)				2 yrs minimum 3 yrs recommended
PHYSICAL EDUCATION 2 credits	PE 9/Health	Life Sports (10-12)	Life Sports (10-12)	Life Sports (10-12)	none
ELECTIVES 9 credits (Diploma) 10 credits Honors 5 credits from core classes	Studio Art I (9-12) (R) Studio Art II (10-12) (R) AP Drawing (11-12) (R) Design I (9-12) (R) Design II (10-12) (R) AP 2D Design (11-12) (R) Ceramics I (9-12) (R) Ceramics II (10-12) Photo II (9-12) Drama I (9-12) (R) Drama II (10-12) (R) Advanced Drama (11-12) The following courses are offered to Grades 9-12 and can be taken multiple times for credit: HS Band & Strings, Concert & Ladies Choir, Men's Chor, Jazz Band, Ambassadors, Orchestra				1 year of a visual or performing arts

## **Program Overview**

### **Core Curriculum and Electives**

See Course Selection Flow Chart and Course Outlines posted on Powerschool

### **Parent Excused and School Function Absences**

Important learning activities take place daily in our classrooms. There is simply no substitute for the direct instruction and the learning that comes from being part of a class. For this reason, students must be in class for at least 85 percent of classes, excluding school related absences, in order to receive credit in a course. Parents can only excuse their child from 15 percent of classes, which is seven A days or seven B days.

Should a student exceed the number of parent excused absences (7) then the Student Review Committee will consider the reasons provided by parents for each absence. If the Student Review Committee believes that the parent excused absences were avoidable, credit may not be awarded regardless of the student's grade in that course. A student who exceeds the attendance policy may appeal the loss of academic credit in writing to the Principal within three (3) school days of notification that credit has been withdrawn.

If students are absent from class as part of a school function such as KAIAC, AISA, MUN, etc. they will be marked absent with an SF (School Function). These absences are not counted against the 85 percent minimum attendance.

Should students miss class without permission from parents or the school they 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. If parents do not contact the school, students will be considered truant (S) which will affect grades and the ability to make up missed learning opportunities. Students who have skipped a class will receive the appropriate consequences according to the Student Handbook.

Students who are tardy to a class by 30 minutes or more will be marked as unexcused until a parent contacts the school. If the student is not excused by the parent or the school, the student will be marked as truant (S)

When a student is absent or tardy, the parent or guardian is required to phone the respective school office at 031-750-1200. Parents may also send a note or email to verify the cause of an absence or tardy. If a student misses a major assessment, for example a unit test or a major paper, a doctor's note must be provided in order for students to receive full credit for the missed assessment.

If a student is absent more than two consecutive days, an explanatory call from a parent is required. Students are encouraged to check on-line for homework assignments. An absence of three days or more for an illness will require a note from a doctor. A doctor's statement is required if a student misses a formal test or examination and wishes to write at a later date with no penalty.

Students who do not bring in excuses within 2 school days following an absence can receive no more than 90% of the full value of assignments missed.

Parents will be contacted and disciplinary action may be taken when students are repeatedly tardy or absent from school or classes.

### **Attendance During Advanced Placement Exams**

All students registered in an Advanced Placement class must sit the final exam. The exam is the culminating experience and is an essential part of what makes AP classes equivalent to a college experience. Students who are taking AP exams are excused from attending classes the day before the exam in order to prepare. If the exam is in

the morning, students must attend their classes in the afternoon.

## **SIS Behavior Expectations**

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

Should students not meet SIS community expectations, administration will use the consequences indicated. However, the administration of SIS reserve the right to move to a higher level of consequence if they decide it is appropriate.

### **We expect all students to display appropriate behavior while in the classroom.**

Unwarranted and/ or persistent disruptions during a class, or behavior that embarrasses, offends, or otherwise detracts from a productive learning environment carries the following consequences:

First Referral: Conference with administrator.

Second Referral: Before student returns to class, a parent conference will be required; and 1 day of detention.

Third and Subsequent Referrals: 1 day in-school suspension from all classes; campus exclusion for up to 14 days; and possible permanent removal from the class in question.

### **We expect students to demonstrate effort in completing assignments, to participate in classroom activities and to perform to their individual level of ability on a consistent basis.**

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

First Referral: Conference with administrator.

Second Referral: Conference with administrator; parent contact; and 1 day of detention.

Third Referral: 3 days of detention; a parent conference to establish an academic and behavioral contract. Subsequent Referrals: Up to 2 days in-school suspension from all classes; and up to 14 days of campus exclusion.

### **We expect all students 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 administration.

First Offense: Parent contact: make-up work is completed but credit withheld.

Second Offense: Parent conference; 2 days of detention; make-up work is completed but credit withheld.

Third Offense: Parent conference; 3 days out-of- school suspension; make-up work completed; no credit is given.

Subsequent Offences: Recommendation for expulsion.

The person who willingly lets another person copy homework, an assignment or a test paper is considered equally responsible for the academic dishonesty and can expect the same consequence as the person who copies.

### **We expect all students to be in class on time. Tardiness is defined as: Student enters a class after the class has officially started.**

Arriving at class within the first 30 minutes results in a tardy. • Arriving in class after the 30 minutes or not attending class at all results in ONE (1) absence.

The following consequences will occur for tardiness in each class:

Third & Fourth Tardy: one day of after school detention.

Fifth and Sixth Tardy: two days of after school detention; parent contact

Additional Tardies: three days of after school detention; three days of campus exclusion; parent contact.

**We expect all students to attend all classes while at school.**

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

A cut class is defined as: A student comes to school and is absent from class for the entire period without an excused note from a teacher/counselor/principal/ nurse.

First Offense: 2 day after school detention; and conference with administrator.

Second Offense: 3 days after school detention; and parent contact.

Third Offense: 5 days of after school detention; parent conference to establish a behavior contract; and up to 7 days campus exclusion.

**We expect all students to behave respectfully at all times when they are on campus or in any online environment. This includes refraining from harassment based on gender, race, nationality or sexual orientation.**

First Offense: Formal warning; parent contact; 1 day after school detention; 3 days of campus exclusion.

Second Offense: Parent conference; 3 days out- of-school suspension; 14 days campus exclusion; parent conference to establish a behavioral contract; and a counseling recommendation.

Third Offense: Recommendation for expulsion. The administration may move to any level of consequence depending on the severity of the behavior.

**We expect all students to refrain from physically harming each other or endangering the physical well-being of any other student through their actions.**

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

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

Second Offense: Recommendation for expulsion.

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

**We expect all students to respect the property of other people and of the school at all times.**

Willfully damaging property, taking property or money from a student, a teacher, the school, or being an acknowledged accomplice in such a situation will result in the following consequence:

First Offense: 3 days out-of-school suspension; campus exclusion of 14 days; parent conference upon returning to school to establish a behavioral contract; total repayment of item(s) stolen, and an identical payment to an identified school charity. An apology may be required by administration.

Second Offense: Recommendation for expulsion.

Property is defined as electronic systems as well as physical property. Attempting to break into a protected system (hacking), such as a computer and/or network, will be viewed as theft.

**Any verbal abuse; intimidating behavior; physical contact that makes the recipient uncomfortable; disruptive or dangerous behavior; and insensitive or inappropriate language will result in:**

First Offense: Formal warning; parent contact; 1 day after school detention; and 3 days of campus exclusion.

Second Offense: Parent Conference; 3 days out- of-school suspension; 14 days campus exclusion; Parent Conference upon re-admission to establish a behavioral contract; counseling recommendation.

Third Offense: Recommendation for expulsion.

The administration may move to any level of consequence depending on the extremity of the behavior.

**We expect all students to refrain from using tobacco products of any kind, including but not limited to cigarettes, cigars, e-cigarettes, nicotine gum and smokeless tobacco.**

Any student discovered smoking or in possession of tobacco, which is illegal in the Republic of Korea for any student under college age, will receive the following consequences:

First Offense: 2 days of after school detention; parent contact; and 7 days of campus exclusion.

Second Offense: 1 day out-of-school detention; parent conference; 7 days of campus exclusion.

Third Offense: 3 days out-of-school suspension; campus exclusion for the remainder of the semester; and a parent conference upon re-admission to establish a behavioral contract.

Subsequent smoking offenses can result in the recommendation to expel a student for one semester. Smoking offenses are cumulative during the year.

If students are found in a smoke filled area they will be considered to be smoking.

**We expect all students to refrain from possessing, consuming, or being under the influence of alcoholic beverages on campus, on a school bus, or on a school-sponsored activity off-campus.**

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

First Offense: Up to 5 days of out-of-school suspension; parent conference; campus exclusion for 14 days.

Second Offense: 10 days of out-of-school suspension; parent conference; no further trips for the remainder of the year; campus exclusion for 30 days; behavior contract.

Subsequent Offenses: will result in recommendation for expulsion.

**We expect all students 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.**

Examples of Inappropriate PDA: Kissing, prolonged body contact, hands in another's pocket, lying on laps, long hugs, caressing, straddling when sitting. The following consequences will result:

First Offense: Warning.

Second Offense: Parent contact; 1 day preparation-period suspension.

Third Offense: Parent contact; 2 days preparation-period suspension; parent conference for a behavior contract.

Subsequent Offenses: Recommendation for expulsion.

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

Every Offense: Confiscation of object; parent conference; possible suspension or expulsion based on the facts of any incident where a weapon is involved.

**Student who intentionally causes the fire alarm to ring will be recommended for immediate expulsion.**

**We expect all students to refrain from possessing or trafficking in any narcotic, stimulant, depressant or hallucinogenic drug.**

Any student found possessing or trafficking in the above substances will face immediate expulsion. Students suspected of consuming drugs may be asked to take a drug test at a facility of the school's choice. Absolute proof is not required for SIS to engage parents in a drug prevention program.

## **After School Detentions**

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

## CAMPUS EXCLUSION

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

## SUSPENSION

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

### Behavior Contracts

In special cases identified by the Principals and Counselors, high school students may be placed on a Behavioral Contract. Students who are on contract will have their attitude and behavior reviewed periodically. Students on contract who choose not to fulfill behavioral expectations may be withdrawn from school.

## Number of Tests in One Day

Two tests (not quizzes) on one day is reasonable. If a student is scheduled for more than 2 tests (not including make-ups) on one day they should try to work it out with the teachers. If no resolution can be reached, the principal will make the decision. A student with more than 2 tests on one day must see the school principal 4 school days (2 A/B rotations) before the test. Failure to do so will result in the student writing exams as scheduled.

## Project Due Dates

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

### Example 1:

This year Christmas exams will begin on Monday December 17. The latest date that final projects can be due is Friday, December 7.

### Example 2:

Year-end exams will begin on Wednesday, May 23. The latest date that final projects can be due is Tuesday, May 4th

## Grading

Letter grades are not assigned on report cards. The letter grade guide is used only to reflect the range in the quality of work and to assist colleges and universities to convert percentage to a four-point scale. (Stanford University Website–Office of the Registrar)

94-100	Excellent
84-93	Good
74-83	Satisfactory
66-73	Minimal Pass
65 or below	Fail
INC	Incomplete (2)

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

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

## Grades in Progress

The Grades in Progress report is often issued mid-way through a quarter and is used to identify and remedy concerns related to achievement, study patterns, effort and attendance. If the signed Grades in Progress Report is not returned within 3 days, the parents is to be contacted by the level counselor.

## Deadlines for Tests and Assignments

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

## 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 quarterly using Grades In Progress and semester grades. A certificate will be presented at the start of the following school year reflecting all quarters in which the student qualified.

### Honor Roll – Award of Merit

- 8% ~ 93% (No one individual mark of 73% or below)
- No more than one unexcused absence per quarter
- No significant disciplinary referrals

## Honor Roll-Award of Excellence

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

## Promotion and Retention

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

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

Student whose marks are below 74% in two or more core subjects at the end of a quarter will be placed on Academic Probation and a plan developed to improve their performance. Students who remain on Academic Probation for two consecutive quarters may be referred to the Student Review Committee.

## Graduation Requirements

Students may graduate from SIS with a diploma after accumulating 25/26 credits. Students with 27/28 or more credits will graduate with a Diploma with Honors.

1 Credit = a year long course unless otherwise specified

## Diploma

Credits	Course Work
2	General Literature 9 and Communications 9
1	US Literature 10
1	Writing 10 (if required)
2	British Literature and Writing 11 or AP Language
1	World Literature or AP Literature or AP Language
1	World History
2	US History or AP US History + an additional Social Studies course
2	Geometry and Algebra II
1	Conceptual Science 9
1	Science
1	Physical Education 9
1	Life Sports 10
10	Additional credits chosen by the student. The school recommends that at least one of these credits be taken in Fine Arts.
<hr/>	
Total Credits:	25/26 if Writing 10 is required

## Diploma with Honors

No semester grade may be below a 74%

2	General Literature 9 and Communications 9
1	US Literature 10
1	Writing 10 (if required)
2	British Literature and Writing 11 or AP Language
1	World Literature or AP Literature or AP Language
1	World History
1	US History or AP US History and one additional Social Studies course
3	Geometry, Algebra II and one additional Math course
1	Conceptual Science 9
2	Sciences
1	Physical Education 9
1	Life Sports 10
2	Language Courses (Chinese or Spanish – 2 years required in one language)
9	Additional credits chosen by the students. The school recommends that at least one of these credits be taken in Fine Arts.
<hr/>	
Total Credits:	27/28 if Writing 10 is required

## Requirements for College or University Entrance

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

Most colleges require a minimum of 15 Carnegie Units (in addition to academic electives) with a 85% average or better as follows:

4 in English

2 or more in each Foreign Language (if English is the native language)

3 or more in Social Studies

3 or more in Science

3 or more in Mathematics

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

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

Seniors may apply to seven colleges or universities with no additional SIS fees.

Transcripts, recommendations and any additional correspondence related to the applications are included in the senior graduation fee. A fee of 20,000 won per school is charged to seniors who wish to apply to more than seven schools.

## Early Graduation

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

- A senior (and or family) departs Korea at the end of first semester or during second semester.
- A senior has applied to universities in countries other than Korea where the school year begins in February or March.
- A senior has sufficient credits and in the opinion of school administration the student will not be allowed to complete the school year, because of a discipline issue. In this situation the student is not permitted to attend school events or activities for the balance of the year.

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

SIS will support applications to universities in Korea only if the university school year begins the fall after graduation. Students who apply to Korean universities with a March entry date will not be permitted to graduate from SIS.

A senior must have sufficient credits to graduate and a GPA of at least 75%. Parents must make the request in writing to the D.P.P.S., for submission to the Headmaster for approval.

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

## Course Preparation Outside SIS

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

## Valedictorian and Salutatorian

The graduating senior who receives the highest grade percentage average computed over a four year period (9th grade through 12th grade) will be appropriately recognized at the graduation ceremony as Valedictorian. The graduating senior with the second highest grade percentage average will be recognized as the Salutatorian. These two awardees must also have attended SIS for at least three semesters of high school prior to graduation. The

tentative selection is made at the end of the third quarter, the senior year, but the final selection is not made until 4th quarter and averages have been compiled.

## **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 level students.

All AP students at SIS must write AP external exams for courses in which they are registered. These scores will be reported to their chosen college or university. 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 must meet specific course requirements to gain a recommendation to participate in an AP class. Students who do not complete the AP summer assignments will automatically be dropped from the course. A two week grace period at the beginning of the course allows students to make sure that the AP class is suitable for them. If a student chooses to drop, or is dropped from an AP class after this time, they carry 'W/F's' on their transcript for the school year.

The cost for an AP exam is Won 200,000. This fee must be paid before the end of the grace period. The school actively discourages students from taking AP exams prior to taking an AP course and will not accept or endorse AP exam scores written outside SIS.

## **Advanced Placement Pre-Requisites**

See Course Flow Chart

## **National Honor Society**

The NHS is an organization whose members are recognized as scholars as well as positive contributors to the life of the school. Students need to maintain a 95% cumulative average in high school in order to be minimally eligible to apply.

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

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

## **National Arts Honor Society**

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

## **EXTRA-CURRICULAR PROGRAMS AND ACTIVITIES**

In line with the SIS school wide learning expectation emphasizing well rounded individuals, considerable emphasis is placed on the SIS Sports Program. SIS strives for Tiger PRIDE, Power, Respect, Integrity, Determination and Enthusiasm.

Seoul International School sponsors teams for athletes from sixth to twelfth grade, although, seniors are not eli-

gible to compete at junior varsity level.

## **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 an “excused absence,” but students are expected to make teachers aware of their absence ahead of time and arrange for times to complete work that will be missed. All athletes are required to have a medical exam each year.

The seasons in which we participate are:

Fall: Tennis, Cross-Country and Volleyball

Winter: Basketball and Cheerleading

Spring: Soccer and Swimming.

## **Students’ Council**

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

## **Junior-Senior Prom**

The Junior Class sponsored Prom is usually held in May. The Prom consists of a dinner that can be attended by all junior and senior students, their guest and teachers. After dinner there is a program that honors the seniors.

## **Commencement Ceremony and Reception**

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

## **Snow Ball**

The Sophomore Class sponsors a semi formal dinner and dance that is open to all interested high school students and teachers.

## **Team Commitment**

Seoul International School offers a diverse range of extra-curricular and 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.

## Eligibility Requirements

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

Academic Probation for KAIAC Activities:

If a student's previous quarter GPA falls below 2.0 on a 4.0 scale (GPA below 83% at SIS) that student will not be eligible to try out for teams or participate in extra-curricular activities.

Participant eligibility for athletics and activities is established on the first day each quarter. However, the school principal reserves the right to revoke student eligibility should circumstances warrant.

Students who are on academic probation may not try out or be part of the team until academic probation is cleared.

Student Eligibility and Athletic Probation

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

## Academic Probation for KAIAC Activities:

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

Students who are on academic probation may not try out or be part of the team until academic probation is cleared.

## Grade Check Procedures

Subject teachers will monitor the grades of students involved in all extra-curricular activities.

Students who are failing in one or more classes will be declared ineligible to participate, practice, play, or travel the following week (including the weekend games/activities) even if they come out of failing status during the week. They are ineligible for one entire week (7 days).

These ineligible students will be checked on the following week by the coaches and if they are still in failing status they will remain ineligible for a second week (7 days). If the student remains in failing status on the next grade check they will be dropped from the team or activity.

## Rules During Sports Season

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

- Tobacco: Use or possession during a sports season will result in permanent suspension from the team.
- Drugs and Alcohol: If it is found that a player is under the influence of alcohol or drugs during an athletic season he/she will be permanently dropped from the team, and further punitive action will be taken by the school administration.
- School Attendance: Students must be in school and attend all classes on the day of a contest in order to participate /or practice that day, (unless they have approval from the Principal).

- In order to participate or attend a Saturday contest students must attend all classes on Friday. All athletic team members who arrive home from an away athletic contest before midnight are expected to be in school on time the following day. If expected arrival time is after midnight, the student must get to school as soon as is reasonably possible, and definitely before the third period, in order to be eligible for an excused absence and in order to play in the next scheduled game or practice. An athlete who is prohibited from playing (due to breaking any of the above criteria) may not attend an away match as a spectator.

## **Athletic Transportation**

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

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

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.

## **Criteria for Earning and Athletic/Activity Letter**

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

Athletic awards are given in recognition of outstanding athletic achievements and service to the school, not merely for participation on a team. (Team managers are considered in the above criteria and may earn a JV or Varsity Letter.)

## **ASSESSING AND REPORTING ON 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.

In this document, formative assessment will be referred to as 'assessment' and summative evaluation as 'evaluation.' Collectively, they will be referred to as assessments.

## **The Purpose 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.

While students are the most important users of all assessment and evaluation information, the school recognizes that both serve a variety of audiences. Assessment serves the following primary purposes:

Students: To enhance learning, motivation, and confidence, helping students develop skills and strategies as self-assessors responsible for their own learning;

Teachers: To identify individual strengths and areas of concern in relation to the defined curriculum outcomes in order to inform next steps for instruction;

Parents/Guardians: To provide information about a child's strengths and areas of concern in relation to the defined curriculum outcomes, as well as information about how student progress and achievement can be supported;

School Administrators: To inform school targets for improvement.

## **SEVEN GUIDING PRINCIPLES**

All classroom assessments will be aligned with school curriculum standards and Student Learning Expectations (SLEs).

Teachers will share common understandings of the learning goals and related success criteria with students and parents at the beginning of units of instruction.

Assessment will engage students in meaningful, challenging experiences that help them to become more self-directed in their learning. This is to be 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 will be understood to be different from assessment.

## **CLASSROOM ASSIGNMENTS FOR STUDENTS**

Students are responsible for completing all their assignments and submitting them on time.

All assignments will have reasonable due dates.

Students will be provided with more than one opportunity to demonstrate progress towards the achievement of outcomes.

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 90% of the original grade.

When a deadline has been extended, other than for a medically excused absence, the parent will be notified in writing of the date of the new deadline.

Students who fail to submit work that demonstrate mastery of learning objectives after a deadline has been extended once will have missed that learning opportunity.

Parents will be informed that those students will be required to attend supervised instructional periods beyond the school day to complete alternate assignments.

Students will be required to attend these sessions and complete the assignments in order to avoid receiving a mark of Incomplete (INC) at the next reporting period.

Failure to attend these sessions will be considered disciplinary infractions and may result in consequences extending from suspension to expulsion.

Work submitted during these sessions will be graded but feedback may not necessarily be provided.

## **COMMUNICATION**

Teachers will use a variety of methods including e-mails, phone calls, and parental meetings to communicate concerns related to student progress directly to parents via to Parent Teacher Conference dates.

Teacher will delineate the various types of formative assessments and summative evaluations to be used in their courses and distinguish clearly the purpose of each.

Administrators will be responsible for communicating the school's expectations regarding the use of formative and summative assessment categories.

## **GRADING AND REPORT CARDS FOR STUDENTS**

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:

Ensuring that assessments, evaluations, and the communication of student learning are aligned with the school's curriculum and expected learning outcomes;

Designing evaluations to ensure that students are given equitable opportunities to demonstrate their achievement of the expected learning outcomes

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 to establish common expectations for student achievement. Student learning will be evaluated based on these expectations;

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.

Consider the most recent evidence of achievement in determining students 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 as outlined in Section 2.9.0.0 of the Assessment, Evaluation and Reporting Policy

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 quality looks like and what is required to achieve the expected learning outcomes;

Providing timely feedback 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.

## **CLASSROOM ASSIGNMENTS FOR TEACHERS**

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 on-going 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 their 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.

Assignments submitted after the extended deadline established by the teacher will be graded and may returned to the student without feedback.

## GRADING AND REPORT CARDS 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;

Producing accurate report cards by:

Always relating grading and reporting to expected learning outcomes;

Limiting those 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.



# ASSESSMENT AND EVALUATION CATEGORIES

## Selected Response/Short Written Response

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

## Extended Written Response

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

## Performance Assessment

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

## Critical Self-Assessment

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

## Observational Assessment

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