High School Handbook

2024 - 2025

SSiS
SAIGON SOUTH
INTERNATIONAL SCHOOL

High School Handbook
2024 - 2025

Student's Name	
Student's Grade	
Telephone Number(s)	
Email	
Advisor	

Contributions intended to improve the quality of this publication are appreciated. Please report errors found in this handbook to *hsoffice@ssis.edu.vn* *Revisions are made on an ongoing basis. The most recent version of this handbook can be found on the school's website for parents and students.*

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A Welcome from the High School Principal

Dear SSIS High School Students and Parents,

It is my pleasure to welcome you to the high school at Saigon South International School. Whether you are a new or returning student or a parent of one, I extend my sincere wishes that this year is an enjoyable and educationally successful one for you.

Academic Excellence, Sense of Self, Dedicated Service, Balance in Life, and Respect for All are our school-wide Core Values which drive all decisions, improvements, and adjustments made to various elements of our school programs. Our Core Values guide us whether student, parent, teacher, administrator, or staff member. They provide us with the essential framework to grow and develop as well-rounded individuals.

Related to our Core Values are the ways in which we interact with one another. Open and honest communication, as well as supportive parent involvement, are key components of a successful educational experience for our students. We welcome parental involvement to understand and provide input into their child's educational experience.

The high school program provides academically challenging courses within our SSIS, AP and IB academic pathways as well as opportunities for student reflection and improvement via our Habits of a Learner, and personalized self-expression through participation in extracurricular activities to provide balance in life. I encourage you to take time to plan a program of studies that provides opportunities to excel academically and also create a true sense of self.

This handbook provides important information that will help you discover all that the school has to offer and how things are organized. Please take the time to read the handbook carefully and feel free to ask me, your counselor, or any of your teachers for assistance anytime during the school year.

We look forward to having you a part of our high school community and working with you to make this school year an outstanding one!

Ms. Jennifer Mendes
High School Principal

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2024 - 2025
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Section 1:
SSIS Philosophy, Mission, and Core Values

This student handbook is published online for the school community. Contents of the handbook are reviewed with students by Advisory Teachers and administrators at the beginning of each school year. Students and families are expected to become familiar with the handbook and our expectations of students.

Students must abide by the handbook at all times when under the care of the school, on school property, on school transportation and at all times while on school business, including field trips and athletic or cultural exchanges.

Reasonable efforts will be made to inform students and parents of any changes to these rules after the handbooks are published. Ignorance of published school rules is no excuse for inappropriate behavior.

SSIS PHILOSOPHY

We endeavor to provide a safe and nurturing environment that meets the social, emotional, intellectual, and physical needs of each child.

We believe learning builds on prior knowledge and is enhanced by the process of inquiry, exploration, discovery, and thoughtful reflection. We acknowledge the role of teachers as facilitators of learning who encourage each child's quest for knowledge and understanding. We strive to provide opportunities for children to construct meaning through developmentally appropriate, stimulating, and challenging experiences. We recognize that children have distinctive learning styles and individual rates of development. We value assessment as a reflection of student progress and as a guide to the formulation and implementation of curriculum. We recognize that a child's learning continues beyond the classroom and that a partnership between the school and home is essential for each student's success.

As a community of learners, we believe teachers, students, and parents/guardians share responsibility for the educational process. This includes assisting students with the development of critical thinking, creative problem-solving, and decision-making skills, and helping them learn to balance their lives for growth in social, emotional, physical and academic areas. We know that the best way to accomplish this is through a strong, supportive partnership with the parents of our students.

We believe our commitment to academic excellence, personal development, and cultural awareness aids our students in successfully meeting the challenges they face both today and beyond.

SSIS MISSION

SSIS is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.

SSIS CORE VALUES

	Academic Excellence A challenging academic program, based on American standards, that teaches the student how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world.
	Sense of Self A community atmosphere in which each student can gain a sense of who they are in the world; to develop self-confidence, strong character, convictions, leadership abilities, grace, courage, the desire to be a life-long learner, and the commitment to achieve excellence in all they do.
	Respect for All A perspective that each individual is a person of worth.
	Balance in Life An academic program that promotes an appreciation for all of life and seeks to balance the sciences with the humanities; academics with the arts; mental wholeness with physical, social, and spiritual wholeness; and future career with family relationships.
	Dedicated Service A view that looks beyond oneself to the assets and needs of the surrounding community and the world and finds fulfillment in unlocking potential in the service of mankind. The model SSIS graduate will demonstrate a caring attitude, be environmentally aware, and persevere for the good of the community.

Saigon South International School students will:

1. **Achieve academic excellence:**

   - Demonstrate mastery of subject area content
   - Demonstrate an ability to think and problem- solve effectively
   - Work individually and collaboratively
   - Demonstrate effective communication skills in spoken and written English
   - Use technology responsibly and effectively

2. **Have a sense of self:**

   - Express their convictions and viewpoints effectively
   - Display the attributes of a lifelong learner
   - Exhibit positive character and moral convictions

3. **Understand service:**

   - Demonstrate social and environmental responsibility

4. **Seek a balance in life:**

   - Involve themselves in a variety of co- curricular activities
   - Lead a healthy lifestyle

5. **Respect all:**

   - Display the capacity to work effectively with others of differing identities, cultures, backgrounds and beliefs
   - Exhibit the social skills needed to deal with a variety of situations
   - Express an appreciation of the different cultures of the world

SSIS PROFILE OF A LEARNER

As a community of learners, we are:

Collaborative
We include others, work purposefully and respectfully to achieve a shared goal and recognize everyone's contributions.

Creative
We wonder; we seek and generate original ideas and outcomes.

Critical Thinkers
We ask questions and inquire of self and others; we evaluate, analyze, and synthesize information from multiple perspectives to make meaning before taking action.

Communicators
We listen actively; we express ideas with clarity and respect.

Adaptive
We respond to change with an open mind in order to learn and grow physically, mentally, socially and emotionally.

Courageous
We take action in challenging situations; we persevere when it is right to do so and recognize when it is right to change.

Reflective
We pause and evaluate our thinking, actions, and impact.

Ethical
We act with integrity; we respect the rights of all individuals and meet our responsibilities to the greater community.

Knowledgeable
We develop and use conceptual understandings, exploring knowledge across a wide range of disciplines. We engage with issues and ideas that have local and global significance. (IB)

Section 2:
HS Calendar and Class Schedules

Bell Schedule SY 2024/25

TIME	BLOCK
8:00-9:20 am	Block 1 (80 min)
9:20-9:35 am	Morning Break (15 min)
9:35 - 10:55 am	Block 2 (80 min)
10:55 - 11:05 am	Passing Time (10 min)
11:05 am - 12:25 pm	Block 3 (80 min)
12:25 - 12:30 pm	Passing Time (5 min)
12:30 - 1:35 pm	Lunch / Advisory / Assembly / HL Hours
1:35 - 1:40 pm	Passing Time (5 min)
1:40 - 3:00 pm	Block 4 (80 min)
HL Hours **3:00-3:30** *AP & IB HL Courses Only*	

Lunch / Advisory / Assembly Schedule by Day

Monday	Tuesday	Wednesday	Thursday	Friday
Lunch 12:30 - 1:35	Lunch 12:30 - 1:05	Lunch 12:30 - 1:35	Lunch 12:30 - 1:05	Lunch 12:30 - 1:05
	Advisory 1:05 - 1:35		Advisory 1:05 - 1:35	Assembly OR Lunch 1:05 - 1:35

VIETNAMESE CLASSES ON WEDNESDAY FROM 3:15 - 4:45 P.M.

BLOCK ROTATION

Refer to the High School Google Calendar for rotational day for a given date

Day 1	Day 2	Day 3	Day 4
A B C D **AP/ HL-D**	E F G H **AP/ HL-H**	B C D A **AP/ HL-A**	F G H E **AP/ HL-E**
Day 5	**Day 6**	**Day 7**	**Day 8**
C D A B **AP/ HL-B**	G H E F **AP/ HL-F**	D A B C **AP/ HL-C**	H E F G **AP/ HL-G**

EARLY DISMISSAL SCHEDULE

This schedule will normally be used once per month and often on Wednesdays. On these days, SSIS will dismiss students at 12:15 pm. These afternoon opportunities for extended meetings provide time for teachers to meet and develop common curricular and assessment strategies. There is no lunch served on Early Dismissal days. The schedule on these days is as follows.

8:00 am - 8:55 am	**Block 1**
9:00 am - 9:55 am	**Block 2**
9:55 am - 10:15 am	**Break**
10:20 am - 11:15 am	**Block 3**
11:20 am - 12:15 pm	**Block 4**

Other Special Schedules: Daily Schedules to support other special activities and that differ from the established time schedules will be announced via the Daily Announcements at least a few days before the day in question.

Section 3
Health Office and Attendance Information:

HEALTH GUIDELINES

A nursing office accessed by high school students is located on the ground floor of the HS building and provides health services to high school students. The School Nurses are registered nurses (RN) and are employed by the school. They are available during the school day in the nursing office. A log is kept of all treatment administered to students. The nursing office is not equipped to have students rest or sleep for extended periods of time. Students who become ill or injured during the school day will be sent home. In the event of a serious injury or illness, the nurse will contact the parents or guardian so the student can be transported to a medical center or hospital for further evaluation. If necessary, the nurse or a designated person will accompany the student to the medical facility and meet the parent there. Costs associated with emergency treatment or transportation are the responsibility of the parents.

Medical Records

It is very important that the school nurse has complete, updated medical records for all students. This task is completed by the parent through Magnus Health and should remain up to date during the students tenure at SSIS. At the start of every school year, parents will be asked to complete and submit the SSIS Medical Questionnaire on behalf of their son or daughter through Magnus Health. The completed questionnaire makes sure we have your preferred physician's name and contact information as well as insurance, allergy and all other important medical information. For emergency purposes, parents are required to notify the school in writing of any address or phone number changes. If your phone numbers (work, home or mobile), or those of your child's designated emergency contact change, be sure the numbers are updated with the school. There is a form at the back of this handbook that you may use for this purpose.

Illness

Parents are asked to notify the School Nurse of any infectious diseases or of any change in the health status of a student, for ple a vaccination, illness or operation.

Many of the most common illnesses (colds, influenza, hepatitis A & B, chicken pox, and conjunctivitis) result from viral infections. Antibiotics are ineffective in treating or preventing the spread of viral illness. Rest, adequate hydration and time are required for the body to overcome a viral infection.

In order to minimize the spread of viral infection and to ensure the quickest recovery, it is important for parents to keep students at home if they are sick.

SSIS maintains a "Fever Free" environment and requires all students to stay home if they have or have had a temperature of over 37.5 degrees Celsius within the past 24 hours. Additionally, if your child is vomiting or has other signs of an illness that might be transmitted to others, please keep them home from school. This policy supports our efforts to maintain a healthy environment. Parents are requested to inform the High School Office if a student will be absent due to illness before 8:00 a.m. See the Attendance Policy for complete information about reporting an absence.

Important Contact Information: Nursing Office:
Email: *hsnurse@ssis.edu.vn*
Telephone: 3622-0870, extension 31001

High School Office-Attendance:
Email: *hsattendance@ssis.edu.vn*
Telephone: 3622-0870, extension 33081/33080

Injuries

Injuries received during the school day will be evaluated by the school nurse. Notification procedures as outlined above will be followed in the event that the nurse determines the student should leave school for rest or further evaluation. If a student needs accommodation, such as a wheelchair, elevator, or other assistance device, either for a short or long-term medical condition, please contact the school nurse for assistance.

Medication at School

If you wish the school nurse to store or administer medication during school hours, please send written authorization including the following information:
- Name of student receiving the mediation and the date of notification
- Name and description of the medication
- Scheduled time(s) and duration for the administration of the medication
- Instructions for administration of the medication
- Name and contact information of the prescribing doctor
- Description of any possible side effects from the medication

All medications are to be in their original container and clearly labeled in English. For prescription medication, please provide a copy of your doctor's prescription. A few over-the-counter medications (e.g. Panadol, Ibuprofen) are available and can be given if parental permission is on file as part of the medical authorization form submitted at the time of enrollment. For safety reasons, we ask that students do not carry medications of any type at school.

Water at School

We encourage drinking water at school, in particular when engaging in outdoor activities. The school provides safe drinking water for this purpose. All students should have their own water bottle clearly labeled with their name. Water is allowed in all areas of the school and at all times. Other than water, food and drinks may be consumed in classrooms only with the permission of the classroom teacher.

ATTENDANCE POLICY

Research and common sense indicate a high correlation between attendance in school and academic success. In order for a student to receive maximum benefit from his or her education, daily attendance is required. Class discussions, examples and teacher feedback cannot be replaced by home assignments. Absences, for any reason, are disruptive to the educational process and detrimental to student achievement. SSIS asks parents to ensure that their children arrive on time and attend school regularly.

The following guidelines are in effect:

- To receive full credit for their work, SSIS High School students must be in attendance at least 90% of their scheduled classes. Absences beyond this number (5 absences per semester) shall be subject to academic consequences.
- An absence will be considered "excused" with a valid reason (sickness, school-related activities, family emergency, family business) and a note from a parent.
- An absence will be considered "unexcused" when it has not been pre-approved as excused, or there is no note from a parent. The reason (for ple, a family vacation) for the absence is not excused.
- Students who have an absence lasting longer than 3 days due to illness must provide a doctor's certificate stating the reason for the absence and verifying that the student is now fit to return to school.
- If a student misses a final ination, major end of course project or presentation, IBDP internal assessment, EE, CAS or other key assessment submitted to the IBO a doctor's certificate will be required to be able to make up the missed assessment/deadline.
- Participation in school-sponsored educational excursions such as field trips, athletic competitions, or student exchanges will not be counted as absences.
- We recognize that situations can occur which may warrant special consideration. Leaves of absence for excused absences may be granted and will be considered on a case-by-case basis.
- Skipping school (truancy) or forging a parental note are both serious offenses that may lead to suspension. *(Refer to Infraction and Consequence Chart.)*
- Missing classes to study or complete assignments is also considered skipping.
- ABSENCES & PARTICIPATION IN AFTER-SCHOOL ACTIVITIES & ATHLETICS Students are not permitted to participate in after-school activities (clubs or sports) on days they are absent from school. Special exceptions may be made by administration for family related business (eg. consulate visits).

Students are expected to attend at least three of the four classes on the day of a major athletic or extracurricular event in order to participate in these activities. Any exceptions must have approval from the school administrative team (HS and Athletics/Activities Director) Some examples include, but are not limited to local sports competitions, major tournaments (MRISA/ SEASAC), drama productions, music competitions, MUN/Debate event, S Factor, and SSIS Idol.

- The high school administration, in collaboration with the high school office and adult activity supervisor, is responsible for all determinations made under this policy.

Absence Notification Procedure

If a student will be absent:

1. A parent should call the high school office, (tel. 3622-0870, ext: 33081) or email the HS Office at: *hsattendance@ssis.edu.vn/ hsoffice@ssis.edu.vn* before 8:00 am to inform us that his/her son or daughter will not be coming to school. If no phone call has been received, the student's home will be called to confirm the reason for the absence.
2. The day following any absence, the student should report to the high school office with a signed and dated note from a parent stating the specific reason for the absence. E-mailed notes are not acceptable for this purpose, unless they come from the parent's email address.
3. Students are responsible for meeting with their teachers to determine what work needs to be made up.

Medical and Family Emergencies Absences & Student Work

Occasionally, illness may result in a student being unexpectedly absent from school for a short period of time. Students may also be absent for family emergencies, to attend funerals or when applying for visas at an embassy. Under such circumstances, students and parents are expected to check PowerSchool in order to stay up-to-date on class content and assignments. Students are obligated to make up missed work as soon as possible upon return to school. Students will have one day for each day absent to make up the work and receive full credit.

If a student will be away from school due to an excused absence lasting more than three days, contact the high school principal. Please note, students who must be absent for prolonged periods are responsible for mastering any material missed while away from school. Assigned due dates will remain unchanged. Students are encouraged to complete all work, quizzes and tests prior to their departure.

Unexcused Absences & Student Work

Unexcused absences is when a student is missing a class for a non-approved reason. The school discourages families from arranging vacations while school is in session, noting that the school year calendar is published in advance of each school year. Family vacations or college visits are not considered acceptable reasons for absence from classes, and days missed as a result will be considered unexcused absences. Work missed during an unexcused absence may not receive credit. Excessive unexcused absences from class may result in a student being placed on academic probation and may result in the student being withdrawn from the class. Consequences for unexplained absences may vary according to the frequency of the occurrence.

Absence on the Day of a Test or ination

A student who has an "excused" absence on the day of a classroom test will be required to take the test the day he/she returns during his/her free time and when convenient for the teacher. Students who arrive late to school having missed an assessment are expected to take the assessment upon their arrival to school prior to attending classes. Students who miss quizzes or tests due to an "unexcused absence" will be referred to the high school administration. Students that have demonstrated a pattern of absences on test days or due dates for major summative projects may be asked to provide a physician's note in order to make-up assessment or project.

If a student misses a final ination, major end of course project or presentation, IBDP internal assessment, EE, CAS or other key assessment submitted to the IBO a doctor's certificate will be required to be able to make up the missed assessment/deadline.

Exams

Students must take examinations on the scheduled date. Exams will not be written early or given late to accommodate individual travel plans without explicit consent from the High School Administration. Students who are ill and therefore unable to take semester examinations on the scheduled date must provide a doctor's certificate.

Early Departure from School

Occasionally, students may need to leave campus before the end of the day. Students will be permitted to leave only under special circumstances and when written communication has been received from a parent. Students who become ill during the day must receive permission to leave school from the school nurse who will notify parents.

Prior to departure the student must report to the high school office to sign-out. The student will receive an exit slip to show the school guards upon leaving.

Sending a Student Home Unwell From The Health Office

The School has a duty of care to ensure that cross infection of illness is minimized and that those who are assessed as unwell have every opportunity to recover before returning to the classroom environment. A Student's emotional and mental well-being must also be cared for during periods of illness.

Definitions:

1. An unwell student who is unfit to stay at school is characterized by:
   - Fever greater than 37.5 degrees Celsius (Aural Thermometer device to be used)
   - Vomiting other than that related to travel sickness
   - Diarrhea
   - Rash of unidentifiable cause
   - Suspected notifiable disease
   - Injury requiring medical review or treatment, such as x-ray or stitches
   - Mental health issues with associated concerns regarding safety
   - Influenza-like illness with associated coughing or sneezing
   - Active live head lice

2. The School Nurse will take into consideration the student's response to his/her illness, his/her ability to participate in class and the cross-infection risk to others when deciding the student's fitness to remain at school.

3. Once notified it is the obligation of the parent/guardian to collect the student who has been identified as unwell and not fit for School. Parents/guardians of older children with mild un-wellness may be able to make alternate plans for going home – this is at the discretion of the School Nurse.

Absence of Parent(s)

In order to ensure the health and safety of our students and support any and all above attendance regulations, parents/guardians are required to notify the high school office (tel. 3622-0870, ext: 33081) in advance if they are going to be absent from Ho Chi Minh City for any amount of time. Communication to the high school office must include the name and contact information of a local guardian in case of emergency. It is not considered appropriate for students to be left in the care of housekeepers and/or drivers.

Attendance Guidelines for School-Related Trips

While Saigon South International School stresses the importance of classroom instruction, we recognize that valuable learning experiences take place outside the classroom. Thus, opportunities are available for students to take part in school-related group travel. School-related group travel is defined as an activity that may take a student off school premises to support instruction or academic programs.

Students, in consultation with their parents, coaches, and high school counselors, are responsible for finding a balance between maintaining their academic focus and involvement in activities that will take them away from their regular classes. Students are reminded that they are responsible for checking with teachers (10 school days prior) regarding work and/or assessments to be missed prior to the absence. For some activities or sports that require travel and absence from school, students may be required to have their teachers sign off on a Planned Absence Form that confirms the student's current academic standing in each of his or her classes.

TARDY POLICY

Definition of Tardy: A student is tardy anytime from 1 to 20 minutes late to a class. If they arrive more than 20 minutes late to a class, they are marked absent. Tardies are categorized to note the day and time of Tardy. This is noted so that we can have meaningful conversations with students and help to strategize and provide potential solutions for ongoing tardiness.

Tardy Morning (Tardy for School): Students are expected to be in their first block classes and prepared with all necessary materials no later than 8:00 am each day. Students who arrive at school after 8:00 am must report to the high school office to receive a tardy pass and sign the logbook. Students already at school but entering their first block classes after 8:00 am without a previously-issued pass from a teacher will also be considered tardy and will be asked to go to the high school office for a tardy pass and to sign the logbook.

Tardy Between Classes (Tardy for class): Tardiness can be disruptive and impactful of the learning process for a number of reasons. It is the responsibility of all SSIS students to manage their time and to get to class in a prompt, prepared, and punctual manner. Students are expected to be seated in class at the starting time of each class block in keeping with the expectations of each individual teacher/class. Repeat offenses for tardiness will be subject to the following schedule of consequences:

3 Tardies per semester:	Warning email to parents and student
5 Tardies per semester:	One hour detention & reflection, email to parents
7 Tardies per semester:	Student-Parent Meeting with High School Administration, Study Hall privilege revoked for 10 school days or Senior privileges revoked for 10 school days
10 Tardies per semester:	1 day In-School suspension & reflection

Section 4:
Campus Safety & Security

Closed Campus

Saigon South International School provides 24-hour security service and maintains a closed-campus policy, noting that "Campus" is defined as that property (buildings and grounds) that is enclosed within the boundaries of the security fence.

Identification Cards (IDs)

Students are issued an ID card. This card must be carried with the students at all times while on campus, and is required to enter and exit the campus. Students should immediately report a lost or missing ID to the High School Office. Replacement ID cards are purchased for 100,000 VND from the main reception desk. When asked by a faculty or staff member to identify oneself, the student must be polite and compliant with such requests as an understanding of campus security and validation of access.

Student Departure

Students are not permitted to leave campus during the school day without prior permission. Students must present a written notice, signed and dated from the parent to the high school office, an email from the parent's email account or the parent must phone at (3622-0870, extension 33081). Students must sign out in the high school office. Any student leaving the campus during the school day (including lunch) must have specific permission and a "dismissal note" from the office. In cases of sudden illness at school, the school nurse may authorize a student to leave campus after calling the parent and arranging for transportation.

Visitor Access

Additionally, SSIS is a closed campus with regards to general access. Parents and other visitors must register at the front gate. Visitors must wear an ID badge visibly and at all times while on campus. For security purposes, visitors must report to the office of the school they are visiting prior to entering any classroom or student area. Deliveries of any kind are not permitted without explicit consent from the High School Office, including restaurant or take-away food delivery. Students are not allowed to order any take-away food to be delivered to SSIS during the school day (7:30am - 3:30pm). This is due to concerns of campus access, health and safety of our students and government regulations surrounding educational organizations.

Student Guests

Students may bring out-of-town guests to attend classes for one day only with prior written approval from the administration to teachers (or by their designation, the HS administrative assistant), requested at least one day in advance of a visit by the host student's parent. Permission will not be given to students living in Ho Chi Minh City or attending other schools within Ho Chi Minh City.

In some cases, former students may visit for up to two days but this must be approved in advance. A note (or e-mail) to the high school principal from the host student's parent or guardian seeking permission is also required at least one day in advance of a visit by the host student's parent.

Upon arrival, guests must sign in at the high school office and wear a Visitor's Pass at all times. Guests are expected to "shadow" their host student unless they have permission otherwise from the administration. Guests of SSIS students are required to adhere to all school rules while on campus. Guests at extracurricular activities such as performances and dances are also obligated to follow all school rules. Guests who do not abide by the above expectations will be asked to leave immediately.

Emergency Evacuation Procedures

Periodically, SSIS conducts evacuation drills to practice safe and efficient evacuation procedures. Students are reminded that evacuation procedures must be conducted in an orderly and quiet manner. Should a crisis ever occur, it is vital that the communication of information be accurate and quickly available. Faculty and staff review procedures and evacuation routes with students at the start of the year and signs indicating the evacuation route for each room are posted in every classroom. If it is necessary to evacuate our students and staff from the school premises, parents will be notified through the school's emergency contact procedures including text message,email and/or phone call. Students and staff will be evacuated to a nearby, safe location until arrangements can be made for parents to transport students home.

Access to School After Hours

School buildings are open between 7:00 am and 6:00 pm on school days. Guards will not allow students into building areas during other times unless accompanied by a teacher. Note that as an exception, the Fitness Center is open until 7:00 pm for high school students. Additionally, the Fitness Center is open from 7:00 am to 11:00 am on Saturdays.

SSIS sporting facilities are heavily booked for practices and games and therefore are not available for casual use. Any request for use of athletic facilities outside of instructional hours during the school week should be made to the Activities Coordinator. Any activity or "gym night" not already on the school calendar must be approved in advance by the principal and supervised by an SSIS employee.

Unacceptable Substances

SSIS is a smoke, vape, alcohol, and drug-free environment. Community members are prohibited from engaging in the use of tobacco, alcohol, and vape products on campus. Additionally, students are not permitted to have any such substance in their possession at any time, including in their bags or lockers. This includes associated paraphernalia such as lighters, matches, cartridges, papers, or other related materials. As vaping is illegal in Vietnam, possession, use, or distribution of vape products or accessories is strictly prohibited and may result in expulsion.

General Dress Code

The dress code and uniform expectations at SSIS are designed to be supportive of our campus security measures and provide a sense of protection for each individual in our community. Decisions and parameters for our dress code are in place to take into account all of the above to ensure that our community is a professional, safe and cohesive community that allows us to focus on learning and equity access. Being a Dragon is a source of pride and a privilege in both the local and global community. We want to ensure that each of our community members feels like they are part of the community and that they are able to be seen and heard in a way that is representative of our Dragon Team Culture. Demonstrating your shared sense of belonging to our community goes hand in hand with the understanding of Respect for All and the cultural norms of our local host-country community. For specific information on our Dress Code and Uniform Policies, please see Section 8 of this Handbook.

NOTE: *A student in violation of the closed campus policy as outlined above is subject to disciplinary action and parent notification. (Refer to Infraction and Consequence Chart.)*

TRANSPORTATION

Students have the following options for travel to and from SSIS:
- A school bus service is provided by SSIS for an additional fee and dependent upon availability. Interested families should contact Ms Vy at *busing@ssis.edu.vn* or 3622-0870, ext. 31281. Buses normally arrive at school between 7:30 a.m. - 7:55 a.m. each day. Afternoon buses normally depart at approximately 3:10 pm.
- Private cars, car pools or contracted drivers and taxis may drop students off at the school loading-zone in the front of the school. Due to the large volume of traffic and the high number of children in the area, all vehicles are required to drive very slowly and to follow the directions of traffic personnel.
- Students in grades 9-12 may walk or ride bicycles to school. Helmets are required for student bicycle riders to SSIS.

As high school students gain more independence in transportation, SSIS emphasizes the importance of traffic safety and legal compliance. The curriculum includes awareness of licensing requirements, responsible motorbike and e-bike use, and the importance of helmets for all riders. Students operating motorbikes over 50cc must hold a valid Vietnamese driver's license, and only those meeting this requirement may park on campus. Regular education, parent communication, and school policies will help ensure that all students contribute to a safe and responsible commuting environment.

SSIS Bus Conduct Guidelines: Any student using school transportation is obligated to follow all school rules as well as the rules outlined below. If a student does not follow the directions of the bus driver, exhibits unsafe or inappropriate behavior or acts in violation of school rules, parents will be contacted.

Specific rules are listed below:

1. **Bus Safety:**
   The safety and well-being of all SSIS students while traveling to and from school is very important. All school rules and guidelines regarding appropriate behavior will apply on all school buses. This includes travel for school field trips and sports exchanges. SSIS students are expected to behave in a manner that promotes a safe and pleasant ride on all school buses. High School students are expected to be particularly good role models for the younger students that may be riding the bus.

2. **Bus Guidelines: Students are to follow the guidelines listed below:**
   - Respect the bus driver and bus supervisor at all times
   - Be on time. The bus cannot wait for students who are late arriving at the designated pick-up.
   - Be seated with seatbelt fastened at all times
   - Do not use mobile phones on the bus.
   - Keep windows closed.
   - Treat bus property with care and respect.
   - Exit the bus at your stop only; use the front door only to exit.
   - Use appropriate language; keep voices at a reasonable level.
   - Refrain from eating food or chewing gum on the bus; drink water only.
   - Refrain from throwing anything within or out of the bus.
   - Keep all body parts inside the bus: do not reach or lean out the windows.
   - Be responsible for personal belongings.

Consequences: Except in extreme situations, all students will be given three-warnings before being suspended from using the school bus services. The suspension period will depend on the severity of the incident(s). Parents will be notified when students have been given a second warning. Bus drivers will report all incidents to the bus coordinator who will then refer the student to the high school administration. Should a student fail to come to school during a bus suspension, the absences will be treated as unexcused and the administration will apply consequences. It is the responsibility of the family to provide transportation to school should their child's bus privileges be revoked.

Students requesting to ride on a different bus than they are normally assigned must provide a note to the office at the start of the school day. Permission to ride on a different bus will be granted only if extra seats are available.

As high school students gain more independence in transportation, SSIS emphasizes the importance of traffic safety and legal compliance. The curriculum includes awareness of licensing requirements, responsible motorbike and e-bike use, and the importance of helmets for all riders. Students operating motorbikes over 50cc must hold a valid Vietnamese driver's license, and only those meeting this requirement may park on campus. Regular education, parent communication, and school policies will help ensure that all students contribute to a safe and responsible commuting environment.

Section 5:

Counseling, Library and Student Support Systems:

COUNSELING SERVICES OVERVIEW

SSIS has counselors available to further the SSIS Mission Statement and support high school students in their academic, social and emotional growth. Each student is assigned to a specific counselor that will remain with them throughout the four years of their high school experience. The counselors work comprehensively to offer support services for all students and families as they manage issues of studying and living in an international environment, and/or as they work to integrate into a 'western' academic & social setting. The goal is to promote personal well-being, healthy relationships and a successful balance of academic, extracurricular and community involvement for SSIS students. Our counselors also offer a wide range of resources to assist students and their families with university planning. The counselors have extensive experience and knowledge to assist students with worldwide university research and application processes.

The counselor is often one of the first staff members new students and parents meet. They assist with initial class placement and development of an appropriate program of study through the review of a student's academic records.

The formal aspect of the counseling program differs for each grade level. In grade 9, students are supported in their transition from middle school. In grade 10, the focus is on enabling students to assess and evaluate their own achievements, interests, skills, abilities, values and personal characteristics. In grade 11, the formal university guidance program begins and continues throughout grade 12. The focus of our university guidance program is to help develop university and career awareness and assistance through research and preparation of applications for future educational choices. As students prepare for graduation, the emphasis is on the transition from high school to university or other post SSIS plans.

High School Counselors

Steve Petraglia   Houses: Wyvern
Deviyani Pathak   Houses: Hydra
KristyFinlay   Houses: Shenlong
Katie Freeman   Houses: Naga

Students and parents may directly contact their child's counselor. A teacher, principal or other faculty/ staff member may also refer a student to the counseling office for guidance or support. Should the need for counseling be ongoing or of a nature beyond the services provided by SSIS, students may be required by the school to seek outside therapeutic assistance. In recognition that effective counseling is built upon trust, the counselor is considerate of issues of confidentiality when working with students, their families and SSIS faculty and staff.

SOCIAL EMOTIONAL DEVELOPMENT

Our counseling team takes a proactive approach to forming a relationship with each of their students and in helping each of them to navigate the nuances and difficulties of High School while also celebrating their successes. At times a student may struggle as is the case with adolescents maturing into adulthood. Our counselors are here to assist students through these unique and trying times as they are great opportunities for growth and development. Our counselors have assisted our students with issues of the following nature for ple:

Typical issues may involve:
- Social relationships
- Emotional regulation
- Time management & tardiness
- Adjustment to a new school and environment
- Academic planning and decision making
- Extracurricular and service based opportunities
- Problem solving and life skills development
- Crisis intervention
- Social Media/Responsible Technology Use

SSIS GRADUATION REQUIREMENTS & COURSE SELECTION

All Students graduate with an SSIS High School Diploma after successful completion of the minimum number of courses. Each high school course meets for approximately 430 minutes over a two-week cycle throughout the school year, which runs from August to June. All courses are assessed on an A⁺ - F scale (A⁺ being the highest). To receive course credit, students must achieve a grade of D- or higher and meet the minimum 90% attendance requirement.

Each student will have the opportunity to meet and discuss their academic pathways with their counselor in order to ensure that each student is on track to graduate and in a position to thrive at SSIS. Students who are new to SSIS will be placed in the appropriate grade level and course selection in collaboration with their counselor and the Admissions team. Our counseling team uses a tracking planner in collaboration with the student and their families to chart out the best path for each individual. New students joining the high school will have their previous transcripts/school reports verified, will be awarded the appropriate transfer credits, and develop their class schedule and graduation pathways in collaboration with their school counselor.

Please see APPENDIX 1 for a detailed chart of the graduation requirements for an SSIS high school diploma

Credit Exception

In exceptional circumstances, one or more semesters of attendance may be waived as well as requirements for Fine Arts, World Language and Physical Education/Health. This would only occur in situations where a student comes to SSIS in Grade 11 and 12 and it is simply not possible for them to schedule the required courses due to IB or other requirements, and it would cause long term educational disadvantage. In such cases, the high school principal will solicit input from parents, the counselor, faculty, and any other relevant sources, but is solely responsible for the final decision.

Students must take core classes at SSIS to fulfill credit requirements. If scheduling conflicts prevent this, then the student may then be allowed to take an approved online course while under the supervision of an SSIS faculty member (see relevant guidelines).

Grade Level Placement

Grade placement and graduation are totally dependent upon the accumulated credits earned during high school.

1. Students who successfully complete the British IGSCE examinations or an equivalent ination system may receive two credits for each ination up to a maximum of 12 credits and be placed in grade 11.
2. Before a student is "officially" accepted for enrollment, all high school records, (or middle school records for grade 9 applicants), must be submitted to the Office of Admission and will be reviewed by the principal. Students will be placed into a grade level in accordance with the following credit requirements:

Grade Level	Credit Range Applicable for Entry into that Grade Level
Grade 9 (Freshmen)	Students who have earned fewer than six (6) high school credits.
Grade 10 (Sophomores)	Students who have earned from six (6) to eleven (11) high school credits.
Grade 11 (Juniors)	Students who have earned twelve (12) to seventeen (17) high school credits.
Grade 12 (Seniors)	Students who have earned eighteen (18) or more high school credits.

Scheduling

The revised Program of Studies for the following academic year is posted and available online to parents and families prior to course registration each school year. Students are asked to choose their courses for the following year after engaging in discussion with their teachers, counselor, parents, and the High School Learning Program Coordinator as appropriate.

Please note: *While every attempt is made to give each SSIS high school student all of their desired courses/schedules, this may not always be possible. Unavoidable schedule conflicts and full classes may be realities that prevent students from getting their first choice of courses. In these cases, the high school counselors will meet with students to discuss other options.*

During the second semester of each year, or upon acceptance to SSIS, students receive a Program of Studies and are asked to choose courses for both semesters of the next school year. During the registration process, teachers and counselors will offer advice as to which courses are appropriate based upon each student's ability, performance and future plans. Final decisions on courses approved remains the prerogative of the high school administration in consultation with the student, their parents, the counselors, and the appropriate department head or faculty member.

A general overview of our curricular pathways and the grading and assessment timeline at SSIS is provided in a later section of the Handbook entitled "Academic Pathways, Policies & Expectations."

Course Load

Grade 9 and 10 students must be enrolled in seven courses each semester in addition to Study Hall. Grade 11 and12 students should ordinarily be enrolled in seven academic courses. While it is rarely recommended or beneficial, in very unusual cases a student may request permission from the high school to take eight courses. A waiver request form is available from the counseling office in this case. Students are not permitted to enroll in more than one Study Hall block per semester.

In general, course changes will be considered the exception rather than the rule. Therefore, students should plan their courses carefully, bearing in mind that their choices will have an impact on the building of the master schedule and that their initial choices may make changes impossible.

Schedule Changes

SSIS students must remain in their assigned courses for the first day of the school year. This allows the high school counselors to focus on assisting students who are new to SSIS. Returning students who have a schedule problem should go to the HS Counseling Office after school, during break, lunch or Study Hall to meet with their counselor.

Students are expected to remain in all requested courses unless the placement is clearly inappropriate. In this event, the high school counselor will work with students and families to provide counseling on other choices. Requests to add, delete, or change a course must be made to the counselor by the end of the 1st full rotation cycle of classes. All requests must be for educationally sound reasons and approved by the student's counselor and principal.

Students who feel a change is required should discuss the issue with the teachers of both classes (the one being dropped and the one newly joined) and the counselor. If it is agreed that a change is appropriate, an "add/drop" form will be completed by the counselor and given to the student. The student must turn in any books or materials from the dropped class to the book room. Once both teachers have signed the form, the form must be returned to the HS Guidance Office before the change is made. Changes to a schedule can only be made by the student's counselor and must be reflected in PowerSchool. The high school principal will make the decision on class changes in the event that consensus on a schedule change cannot be made.

Changes After the Add/Drop Period

Students may drop or change a class beyond the end of the first full rotation of classes at no penalty under the following circumstances and with counselor approval:

- If a teacher recommends a change in level (e.g., Spanish 3 to Spanish 2 or 4).
- If the High School Student Support Team (HS SST) recommends that a student drop a course and add a support class (e.g. EAL, Learning Strategies, Study Hall).
- Generally, students who withdraw from a course beyond the 6th full week of school will have a semester average grade of "F" recorded. Only in exceptional cases (e.g. hospitalization), and with approval from the high school principal, is a student allowed to withdraw from a course beyond the sixth week for the semester with a Withdraw Pass (WP) or Withdraw Fail (WF).

Course Override

If a student, in consultation with their parents, wishes to "override" a teacher recommendation for a course, the student must see their high school counselor in order to review the process and pick up the appropriate form for documentation in the high school office. The high school administration reserves the right to review the request and withhold approval.

GENERAL UNIVERSITY ENTRANCE REQUIREMENTS

Factors that determine college/university acceptance include:

1. A student's overall four-year academic record (i.e. transcripts, IB predicted scores etc.). Institutions of higher education generally look for students who show strong academic promise. Choice of courses and grades are the most important factors considered in the university admissions process
2. Teacher recommendations and high school counselor recommendation
3. University admissions test scores (see relevant section). Many require the College Board ination (SAT Reasoning test), the American College Test (ACT), or their own examinations. Highly competitive US universities require the SAT subjects (individual subject area tests).

Additionally, students who are second language learners and want to attend a university in an English-speaking country will be required to submit the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) results. The most important test scores relative to admission vary from institution to institution and country to country.

4. Entrance essays, personal statements or motivation letters
5. Participation and leadership in extracurricular activities and community service
6. Special talents and interests, such as music, sports or art

Students should begin their university planning early in their high school careers. Since each institution establishes its own particular requirements, it is important that students follow the suggestions by each college or university. While our SSIS diploma expectations are listed above, each University has their own unique set of expectations and recommendations for those wishing to join their organization. Below is a slightly expanded list of credit expectations for students as they begin to look beyond the minimum expectation of a High School Diploma.

Recommended college/university entrance requirements include:

English	4 credits
Mathematics	3 - 4 credits
Science	3 - 4 credits
History and Social Sciences	3 - 4 credits
Modern World Languages	2 - 4 credits of the same language

LIBRARY SERVICES

Each division at SSIS contains a library collection of books and other resources. The HS Library, located on the second floor of the HS building, is a student-focused facility designed to support intellectual, educational, recreational and cultural development. The HS Library is open on instructional days from 7:30 AM to 4:30PM except Wednesdays in which the library is closed at 4 PM, and closed on faculty professional development days and during most school holidays. Libraries may be open for limited hours during Summer vacations.

Library Mission Statement

The Saigon South International School (SSIS) libraries are dedicated to developing the Core Values within the context of the library program. The libraries provide inviting, dynamic learning environments for students, staff, and school community members. Library services support and enhance teaching, information literacy and learning. School librarians facilitate personal and intellectual development through collaboration that encourages a love of reading and the effective use and production of ideas and information.

To achieve our mission, the school libraries:

- Provide all members of the learning community (parents/guardians) access to supportive, welcoming and learner-centered environments during non-school instructional times (before 8:00AM & after 3PM)
- Work in collaboration with members of the SSIS community to provide learning experiences that promote student achievement
- Encourage lifelong learning through effective information literacy instruction
- Nurture a love of reading
- Promote critical thinking
- Provide information in a variety of forms
- Use technology to enhance learning
- Contain rich and abundant collections of materials—both print and electronic—to meet the teaching and learning needs of the community
- Reflect principles of diversity and intellectual freedom
- Design spaces for meeting, reading, creating, and studying

Library Borrowing Guidelines:

Students: 5 books for 21 days
Parents/guardians: 5 books for 21 days

***Note that all materials must be returned and cleared by the end of the school year to ensure a student receives their final report card/transcript.

STUDY HALL

All students have as part of their schedule one block of time that is designated as a Study Hall. The Study Hall period serves two purposes. First, it is a time for administrative needs, notifications, curricular extension and support for students. As such, student time may be scheduled in advance in order to serve the needs of the school.

Secondly, Study Hall is a time of benefit to our students in that they complete assignments, prepare for assessments and upcoming lessons as well as meet and collaborate with classmates and/or teachers. It is upon the student to make the most of this time; hence, they will come to study hall prepared and ready to be productive. Study Hall also serves as a time and place for announcements, presentations, mini-lessons and administrative matters as needed. When substantial time is taken from students' study hall, they will be notified well in advance so they can plan and prepare for this.

The general purposes of study hall are:

- To provide a quiet environment conducive to students maintaining sustained focus and concentration
- To allow the Study Hall Monitor, in collaboration with Administration, Counseling and Faculty, to monitor the distribution and intake of administrative documentation such as agreement and permission forms, make-up assessments, and general school information
- For students to have time to engage in "flexible" activities, including preparing for tests, working in the library, meeting with the counselor or teachers, or for other school-determined programs
- To serve as a time that the counselor, technology department, administrators, or other faculty/ staff can talk to or deliver information and/or curriculum to students as a group or individual
- To serve as a time for the Office of Teaching and Learning to work with students on standardized assessments and information, as well as survey students regarding program needs and development

Study Hall Regulations:
- All students are assigned to a specific room for Study Hall which is supervised by a faculty member.
- Students are to be on-time and ensure that they are accurately marked for attendance at the start of the period.
- Students are to use the study hall, first and foremost as a space to work productively on necessary planning, time management and school related matters.
- Upon arrival, students MUST spend approximately 10 minutes in service organization and time management by completing the following:
- Check in with the study hall supervisor regarding attendance, scheduled meetings, past due work, and upcoming events or announcements
- Check their Google Calendar, note any important dates, and accept any invitations from administration, counseling or faculty
- Check their School email account for any important information or announcements
- Check each of their Schoology pages and ensure that they are aware of upcoming assignments, assessments and due dates

- When possible, the counselor, administrators, and other faculty/staff needing to speak with a study hall class will give prior notice to allow students to prepare for the visit. Note: this lead time may not always be possible. Study hall is designed as a time for administrative meetings and tasks so as to not disrupt classroom learning. Meetings and Visits should be expected from time-to-time by students and are mandatory. Students should not depend on study hall period to complete homework or 'cram' for an upcoming assessment later that day; unexpected activities will take place during study hall period.

In all cases, **it is the responsibility of the student to check their email and calendar invites at the start of each study hall** to ensure that they know where they are supposed to be. A student who fails to be present at any predetermined meeting, presentation, class or other school related need during their study hall will be deemed truant and subject to relevant disciplinary consequences as outlined in the consequences section of this Handbook.

Senior Privilege/Study Hall Regulations:

Senior privilege offers our Senior class to develop a sense of autonomy and responsibility in supporting their transition from High School on to University. After the start of Second Quarter, Seniors who have met the minimum behavioral, academic and attendance expectations will have an opportunity to arrive late to school when they have study hall first block and to depart school early on a day when Study Hall occurs during the last block. This is a privilege, not a right and as such is based on specific parameters. Seniors must take full responsibility for all information pertinent to school and maintain a good standing & attendance with all school related items (such as due dates, make-up assessments, assemblies and graduation planning), items and issues as they arise.

- It is upon you as a senior to be aware of and keep up with all things school related.

In order to take advantage of this privilege Senior students must abide by the conditions listed below:
- Student is NOT on "Academic Concern" or "Academic Probation" (see student handbook for relevant details), nor have numerous outstanding assessments or assignments.
- Students are in good disciplinary standing. "Behavior that violates our mission, beliefs, and general expectations and/or school rules will result in appropriate disciplinary action," and may lead to suspension of Senior Privileges.
- Students are in good standing with their attendance by arriving on time for all classes and meetings scheduled. Continued or egregious tardies or unexcused absences will result in loss of the privilege.

Senior students who exercise their Senior Privilege must follow the terms listed below:
- When exercising the morning privilege, students must arrive at school and sign in with the Study Hall Monitor BEFORE the end of the first block. This applies even if you have consecutive study halls.
- When exercising afternoon privilege, students You sign in/check in with their designated Study Hall Monitor

before leaving school.
- Senior students remain responsible for all information, announcements and administrative tasks that may occur during Study Hall.

Even when off campus during school hours, you will abide by the rules and guidelines outlined in the student handbook. Violations of school rules during school hours may result in loss of privilege and further disciplinary action depending on the severity of the infraction.

The administration, counselors and/or teaching faculty reserve the right to rescind this privilege in cases where there are academic/behavior concerns of individual students or abuses of this or other privileges. Excessive abuse of the senior privilege by students may also result in the cancellation of this privilege for the entire cohort.

ADVISORY

Each high school student at SSIS is assigned to a faculty advisor and meets two times per week. The advisory program plays a critical role in the school's overall academic and student support services plan. Advisories help to create a more personalized learning environment where all students are well known by at least one adult and are able to connect with a peer group in their age level cohort. Advisory's purpose is to develop a sense of community through an intentional pastoral care program that: a) endorses the enhancement of emotional well being, b) recognizes and values the development of resilient young people who feel a sense of belonging and connectedness, c) promotes a sense of meaning and purpose in life, and d) delivers specific curricular lessons relevant to the health and wellness of individuals in their age group.. Advisory periods are not meant for students to complete their schoolwork. Sometimes advisory periods are used for activities such as house events, assemblies or guest speakers, and can be a venue for the communication of important information or upcoming events.

SSIS LANGUAGE PHILOSOPHY AND POLICY

Philosophy

SSIS has a shared vision and desire on the part of the faculty to successfully develop English language proficiency across a high quality academic curriculum, while at the same time promoting the development of each student's home language and the acquisition of additional languages.

Saigon South International School (SSIS) is mindful of the power of language and words. As part of our core value of Respect for All, the variety of language backgrounds among our students enriches us as a community. The SSIS community is a resource to foster language learning, and the acceptance of an additional language enriches personal growth, enhances first language development, and promotes diversity.

Policy

At SSIS, staff and students are expected to use English in all classes unless the class involves direct instruction in the acquisition of another language and/or mother tongue class (e.g. IB Korean).

In order to promote inclusivity across all students, regardless of national or linguistic background, SSIS staff will often and is supported to actively encourage the use of English as the common social language. However, in line with the general belief that diversity in language is a positive element in the school, no language is banned from use during non-instructional time (e.g. changing classes, recess, lunch).

Procedures

Academic Success
- SSIS curriculum is based on strong English language proficiency.
- All faculty are, to some extent, English language teachers.
- Students are expected to use English as their academic language at SSIS.

English Language Support

The English as an Additional Language (EAL) program supports individual students in English language acquisition. EAL teachers collaborate with classroom teachers in planning effective English language instruction.

Host Country Language

Wednesday Vietnamese classes are required for all Vietnamese nationals.

Resources & Practices

All resources and language of instruction are in English. In all subjects where AP/IB courses are taught, AP/IB approved textbooks are used in addition to other texts.

- The EAL Program and Learning Support Program in all three divisions provide support to those students who have a greater need in successfully using the required level of English.

High School Student Support Team (HS SST)

HS Students are supported at SSIS through a team effort. Members of the HS Student Support Team includes counselors, EAL and Learning Support teachers, and administrators. The HS SST meets once a rotation, or as needed, to identify students of concern and to discuss strategies and interventions that will promote their success. The HS SST is coordinated by the Head of Department for Student Support Services and based on referral.

HS Learning Support

The High School Learning Support (LS) program aims to support those students who have difficulties with specific aspects of the learning process. Through an individualized learning plan and small group instruction, students in the LS program learn how to advocate for themselves as they develop the habits and self-management skills needed for both academic and personal success. The Learning Support teacher collaborates with content area teachers to provide accommodations that ensure our students have the support needed to learn and achieve in their classes. Students in the Learning support class earn an elective credit. Admission to the Learning Support program is determined through a referral process initiated by a counselor.

English as an Additional Language (EAL)

The high school EAL program is a resource for grade 9 and 10 students who are non-native English speakers in the process of acquiring English. Through a class entitled English as an Additional Language (EAL), students are supported in the development of listening, speaking, reading and writing skills in order to transfer those skills into their other courses. Students may also be supported by content area lessons that are co-taught or co-planned by the course teacher and EAL teacher.

Upon recommendation, students may enroll in the EAL class for elective credit. Testing accommodations (e.g. extra time, use of a dictionary) are available for students who qualify. Admission to the EAL program is initiated at the time of admissions or through a referral process.

TUTORING

Parents, who desire tutoring for their child, need to find their own tutor. Payment for tutoring services is a private matter to be arranged between the parents and the tutor. No teacher may tutor his/her own students for remuneration. While extra support in a subject may be helpful and at times deemed necessary by the parent, the teaching, learning and assessment of a course are constructed and delivered by SSIS faculty and they are best-positioned to support each student. If parents have made arrangements for outside tutors, it is imperative that the tutor understands that all submitted work should be that of the student and the tutors role in supporting student learning should be clarified. Additionally, HS classes utilize Schoology for class learning and assignments and this should be made available to the tutor in order to ensure that the assistance the tutor provides is relevant and helpful.

Section 6:
Academic Pathways, Policies & Expectations

OVERVIEW OF THE ACADEMIC PROGRAM:

Organization of School Year

The academic year is divided into four quarters (two semesters) with final grades at the end of each semester. Quarter grades are reported four times an academic year, but only semester grades are reflected in the official transcript and printed report cards. All courses are a full year. One full credit is given for successful completion of a year-long course; 0.5 credit for a semester course. A SSIS Calendar can be found in the front of this Handbook.

PowerSchool, the electronic portal used to communicate grade information between SSIS and home, is constantly revised and allows fluid change of grades as the year progresses. Please note that this platform is not the full picture of student learning and achievement. Parents and Students are encouraged to use the 'Standards Tab' within the platform in order to see full and accurate information. SSIS will use procedures to manage the availability, consistency, and accuracy of these grades and will communicate that to the SSIS community.

CURRICULUM

Saigon South International School provides a world class educational experience through a rigorous college preparatory curriculum. Courses are supported by specific standards and benchmarks that determine what students should know and be able to demonstrate by the end of the course. SSIS employs a full-time Curriculum Director to ensure that standards and benchmarks remain relevant through regular review.

SSIS is accredited by the Western Association of Schools and Colleges (WASC) in the United States of America. High school students may choose from SSIS curriculum classes, Advanced Placement (AP) classes, and the International Baccalaureate (IB) Diploma Programme (DP). In addition, all full IBDP grade 11 and 12 students participate in Creativity, Activity and Service (CAS), Theory of Knowledge (TOK) classes and the IBDP Extended Essay (EE). Successful completion of CAS, TOK and the EE are mandatory elements of the full IB Diploma. As a guiding principle, students are encouraged to take the most demanding courses in which they can be academically successful. One-on-one academic advising is provided by experienced high school counselors.

COURSE CREDITS

One credit is earned for the successful completion of a one-year course that meets 2 to 3 blocks per week. Students are expected to remain in year-long courses for both semesters. One-half credit is earned for the successful completion of a semester course that meets 2 to 3 times per week. Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels. Placement in the grades is determined by the total number of credits earned.

Repeating a grade or course

Students in grades 9-12 who fail required courses must repeat those courses (or the equivalent) during the regular school year as scheduling allows. Students wishing to repeat a course for a better grade and/or a better understanding of the course material must consult with the HS counselor and have the approval of the principal. Should courses not be available for students to make up needed credit, students will be expected to complete needed credit through other means (e.g. accredited online options) approved by the principal upon recommendation of the student's HS counselor *(see Independent Study Courses Policy below).*

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

SSIS offers the IB Diploma Programme as an option to 11th and 12th graders. The IB Diploma Program is a rigorous pre-university course of study that meets the needs of highly motivated secondary school students. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the program model is based on the pattern of no single country but incorporates the best elements of many.The IB Diploma Programme is considered a worldwide standard for academic excellence. IB courses with qualifying grades are accepted for credit, advanced placement or both, by many universities. In addition, IB courses and predicted scores are often used in the university admissions process. It is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. Subjects are studied concurrently and students are exposed to the two great traditions of learning - the humanities and the sciences. Details are made available to students and parents in January prior to course registration. All students taking IB courses are required to take the IB in May of their senior year. For more details on the IB Diploma Programme at Saigon South International School, please refer to *Appendix 2* in this handbook or contact The HS Learning program Coordinator, Mr. Tucker Barows, *tbarrows@ssis.edu.vn*

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement Courses (AP) are highly challenging academic courses designed to provide motivated high school students with college level academic experience. Established in 1955 by the College Board, the AP Program is considered a standard for academic excellence in the United States and around the world. AP courses with qualifying grades are accepted for credit, advanced placement, or both, by most American colleges and universities. In addition, AP courses and grades are used in the admissions process of hundreds of universities outside of the United States.

SSIS is committed to offering a wide array of Advanced Placement courses each year. All students taking AP course subjects are required to take the AP in May as a culmination of their coursework. The offering of AP courses increases at each grade level to support student growth and needs. Grade 9 students can take one AP course. Grade 10 students can take one AP course. Grade 11 students can take three AP courses and 12 students can take four AP courses. Students wishing to pursue more than the above number of offered AP courses per grade level must have the explicit approval of the counseling department and the HS principal.

Further information about the course offerings at each grade level can be found in the High School Program of Studies for the 2023-2024 school year. The counseling team and our HS Learning program Coordinator, Mr. Tucker Barows *(tbarrows@ssis.edu.vn)* can answer further questions.

INDEPENDENT STUDY COURSES POLICY

In the highly unique case that our current variety of course offerings is not able to satisfy the specific needs of a student, they may request to self-develop and demonstrate learning in an independent study course.

The requirements for independent study or correspondence courses are:
- No course will be accepted for credit that is already offered by or covered explicitly within the realm of the already existing SSIS course offerings (exception: scheduling conflict or course remediation that is approved by the principal).
- No credit will be accepted from an unlicensed school.
- A proposal must be made which includes time requirements, curriculum outline, supervisor, and testing format of the course in question.
- Final approval will be made by the principal upon recommendation of the student's counselor.
- All students taking an online course will be assigned a faculty mentor and room assignment and be expected to provide regular status updates to that faculty member regarding the course. While Course credit can be assigned for courses from certified institutions, these courses will not be transcripted and calculated towards a student's Grade Point Average.
- All fees associated with these types of courses are the sole responsibility of the student.

For further information about eligibility, process and expectations for an independent study course, please reach out to your students assigned counselor for guidance.

ACADEMIC EXPECTATIONS, POLICIES & PROCEDURES

Each teacher strives to develop a vibrant and welcoming environment in their classrooms where students are inspired to learn. It is important to us at SSIS that we ensure the academic setting is maintained and that academic expectations are clearly outlined in each course. Teachers will clearly communicate their expectations with their students and support them to meet these expectations. Through meeting these expectations, all students are guaranteed a safe and comfortable space for learning. When expectations are not met by a student, the student will meet with the teacher, counselor and at times the principal to address the matter, develop strategies for improvement and support a greater degree of compliance and/or student success.

Continued failure to meet classroom expectations may result in a parent conference, and may become a discussion of behavioral attributes rather than a matter of academic expectations. Further information about behavioral expectations, which can be found in Section 7: Student Behavioral Expectations of this handbook, can result in loss of privileges, detention or suspension from school depending upon the case.

School Textbooks and Materials

Students will be issued textbooks and other school property for use over the school year. Students are expected to return those materials in good condition. Textbooks should not be written or marked in. Textbooks are numbered and students MUST return the same book they are issued. Students will be charged for lost or vandalized texts. All accounts, including those for lost or damaged items, must be cleared at the Business Office prior to the issuance of a transcript at the time of withdrawal.

Laptop Learning Initiative

All high school students are responsible for having a dedicated laptop computer for use at school on a daily basis. All SSIS students, as well as any students new to SSIS, are required to bring a MacBook computer to school every day. It is the responsibility of the student and parent to ensure access to a functioning, charged laptop.

Laptop Requirements:

- Mac Operating System in English
- Maintain a minimum of 3 hours battery life
- Be fully charged at the start of each school day
- Have malware removal software installed (Malwarebytes Anti Malware recommended)
- Hardware must be in good condition with screen, keyboard, touchpad and other essential components present and functioning correctly
- It is expected that you will treat your laptop carefully, and get it repaired promptly if it has technical issues.
- Fully licensed software (all software programs installed on the laptop must be legally licensed)

Note: *SSIS does not maintain a checkout/loan system for student laptops. Broken, malfunctioning or misplaced laptops are not acceptable excuses for missing work or inability to attend to school matters. Any concern regarding access to technology should be shared with the High School Administration as soon as possible.*

Wednesday Classes in Vietnamese History, Geography, Literature, and Ethics

In accordance with our government agreement, all students in Grades 9-12 holding a Vietnamese passport must attend Wednesday classes in Vietnamese history, geography, literature, and ethics. Students who miss more than three classes during the school year without an acceptable reason will be required to make up work. A letter of explanation will be sent at the beginning of the school year to all students in grades 9-12 needing to attend these classes. This program is coordinated by the Schoolwide office for Teaching and Learning. While general compliance and expectations will be delivered from our High School office, questions and concerns regarding this expectation should be directed to Ms. Trinh Le *(trile@ssis.edu.vn)* in the Office of Teaching and Learning.

Homework: Purpose and Expectations

Regular practice, review, and completion of assignments at home are key aspects of the learning process, and are reported based on our Habits of a Learner. As the academic rigor of a student's course selection increases, so does the amount of time expected to support the learning in each course. A regular homework routine will help students develop the time management and study habits that are vital to both present and future success.

The amount of homework may vary depending on the course, and the time required to complete assignments depends on the nature of the assignment and the student's work habits. In general, high school students should expect to have 90-120 minutes of homework per day. Students should do their best to complete assignments on the night they are assigned, thus giving them ample time to ask questions or communicate any concerns prior to the next class. This is a notable benefit of our block schedule design.

Generally speaking, teachers will not assign homework the day before a vacation or long weekend and expect it to be due immediately upon return to school. There may be exceptions for certain IB/AP classes.

Students or parents with homework or assignment concerns should contact the teacher as their first step in understanding any issues.

Students' responsibilities:
- Complete assignments on time and to the best of their ability
- Check Schoology and PowerSchool to plan for upcoming assignments
- Ask for help in a timely manner (prior to, not at the time of expected submission) if they have questions or concerns

Teachers' responsibilities:
- Provide clear and timely information about homework assignments and due dates
- Provide clear and timely feedback on homework assignments
- Be reasonably considerate of disruptions to the school schedule (such as holidays and s) when planning homework assignments

Parents are encouraged to:
- Ask students about homework assignments & partner with teachers when there is a potential concern
- Help students maintain a homework routine and minimize distractions
- Periodically check PowerSchool and Schoology

Late Submission of Homework

Students are responsible for submitting homework on time. This is a disposition identified in our Habits of a Learner as one directly and strongly related to a student's academic success. Students who consistently fail to submit homework assignments on time may be required to attend tutorials or make-up sessions during study hall or after school until work is completed.

Students who know they will be absent on the day a major assignment is due should make arrangements to submit the assignment before the due date. If an assignment is submitted after the due date because of a planned absence, it will be considered late unless prior arrangements are made with the teacher.

In the case of an excused absence (whether approved beforehand or unexpected), students are responsible for confirming what work they missed. Students have the same number of school days to make up assignments as the number of days they were absent.

Short-Term and Long-Term Assignments:

Students are expected to:
- Turn in assignments on time.
- Plan ahead. Teachers are not responsible to remind students of upcoming due dates for long-term assignments.
- Keep current with PowerSchool and Schoology. Although many teachers post both long and short-term assignments on PowerSchool and Schoology, students will not be excused from an assignment because they were unable to access PowerSchool or Schoology.
- Make up missing assessments in a timely manner. Due dates for long-term assignments, oral reports, group projects, or research papers are firm, however, zeros will not be used as final assessment grades for major assignments or in determining a student's final grade in a course. The student is responsible for arranging with the teacher to make up any missed major assessments. Zeros may be used as a temporary placeholder until the assignment is completed and submitted.
- Plan ahead and expect the unexpected. Technical problems with printers, PowerSchool, Schoology, the internet, storage devices, etc. are not considered excuses for late work.

Traditional Assessments (Tests and Quizzes)

Students are expected to:
- Respect the integrity of the test by keeping specifics about the test to themselves in order for others to engaged honestly and openly with the assessment
- Behave in a manner fitting of a testing environment (no talking or sharing materials, understanding the instructions and materials needed for the test...etc).
- Prepare well and ask questions/seek clarification ahead of time from the teacher.
- Make up missing assessments in a timely manner. Due dates for long-term assignments, oral reports, group projects, or research papers are firm, however, zeros will not be used as final assessment grades for major assignments or in determining a student's final grade in a course. The student is responsible for arranging with the teacher to make up any missed major assessments. Zeros may be used as a temporary placeholder until the assignment is completed and submitted.
- Communicate any concerns to the teacher, counselor or administration including the over-scheduling of assessments.

Teachers collaborate using a shared calendar to help ensure that students are limited to no more than two tests in a given school-day. Should a student have scheduled more than two tests in an upcoming school day, they must notify their teachers or counselor immediately so that a reasonable and fair solution can be reached. Students may not receive support if they show up on the day of the test and request an option to delay one of the tests, this should be organized ahead of time in collaboration with teachers and counselors.

Late Submission of Assignments

When assigning projects and homework, teachers give consideration to the amount of time required and attempt to provide sufficient advance notice to enable students to organize their commitments. Assignments submitted past the due date may demonstrate a lack of organization and/or poor time management.

Students with incomplete or missing major assessments at the end of the semester will receive no credit for the class. In such cases, a decision on the final grade in the class will be made jointly by the teacher, counselor, and administration.

Late work submitted before the end of the quarter, will not receive a grade lower than 50% assuming that the requirements of the assignment are met and there is adequate evidence of achieving course learning standards.

Demonstrating good organization and meeting deadlines and submission dates are significant factors in achieving good grades and form a portion of the grade on each assignment. The administration and teachers may also require that students attend tutorials or after school make-up sessions until work is completed.

If the assignment is submitted late, it will be graded accordingly. If the student brings the teacher a signed note from a parent/guardian with a legitimate reason for being away and not completing the assignment on time, deductions will be revised, but not necessarily excused.

Below are examples of unacceptable reasons for late submission of assignments or missing of examinations (whether class exam or midterm/final exams):
- Misreading or misunderstanding the schedule
- Oversleeping and therefore being late for an
- Holidays/vacation
- Family housing change
- Social and sporting commitments
- Attendance at interviews
- Participation in events such as competitions and concerts

Promotion in Grades 9-12

Permitting advancement in a subject without an understanding of the foundational concepts is counterproductive. In many subjects, success in mastering the content of one year is frequently dependent upon successful completion of the previous year's course work. SSIS Grading Descriptors and Grade Point Average information can be found in APPENDIX 3.

The credibility of the SSIS High School Diploma, student success in IB/AP courses, and acceptance by universities worldwide is dependent upon our maintenance of high standards. The following promotion procedures, awarded on a course-by-course basis, have been developed to ensure that these standards are consistent.
- Course credit will be granted to students who achieve a final score of D- or above. No credit will be awarded for a final grade of F. If credit for a required course is not earned, students must repeat the course as a part of graduation requirements.
- As a general rule, the availability of an alternative course may permit students to move into the subsequent year without earning course credit in the previous year's course. The final decision to permit advancement will be made by the high school principal in consultation with the subject area teacher and counselor.
- In general, a grade of C or above is the minimum prerequisite to move to the next course in sequence. While SSIS credit is earned for grades of D- and above, grades ranging from D- to C are generally not sufficient for advancement in courses that depend on a requisite foundation for continued success in that subject (e.g. Mathematics, Modern World Languages.) See the HS Program of Studies for more information related to course prerequisites.
- Should a student be minimally passing a class in a subject area, and because of this, not recommended for a course in the following school year, the teacher will make this recommendation to the high school
counselor prior to the start of the school year. The final decision to permit advancement will be made by the high school principal in consultation with the subject teacher and counselor.

Grade Change Procedures

At times a grade may be entered or determined incorrectly and a quarter or semester grade may need to be changed. Because of the importance attached to grading, the following procedure is followed to provide for accuracy and security.

- A Grade Change Form needs to be completed by a student or teacher (available from one of the counselors or located in the HS Office.
- Once the Grade Change Form is completed and approved, the grade will be changed in PowerSchool by an administrator or one of the high school counselors.
- The Grade Change Form will be filed in the Guidance Office.

Report Cards

Report cards are issued to students at mid-semester and at the end of each Semester. Letter grades for academic achievement, and reporting on the Habits of a Learner are given in high school as part of this report.

There are cumulative assessments for most courses at the end of each semester. In these assessments, students will have a final opportunity to demonstrate their highest degree of proficiency for a given standard.

Reporting Procedures

Electronic copies of report cards are issued throughout the year at the end of each semester as well as a mid-semester progress report.

Teachers may also contact parents by email or telephone to report on student achievement or to inform parents of changes in student progress. Parents are also encouraged to contact teachers, should they have any questions or concerns regarding student progress or welfare at school.

Curriculum Night

Early in the school year, a Curriculum Night is held to introduce parents to their child's teachers, classrooms, and the program of studies. Curriculum Night is an opportunity for parents to see their child's learning environment, understand teacher expectations, and gather strategies to help ensure a successful year. All parents are encouraged to attend this important event.

The date of this event is shown on the HS Google calendar, and shared via email and eNews.

Parent/Student/Teacher Conferences (Fall & Spring)

Parent participation in conferences is highly encouraged as it gives students an opportunity to reflect jointly with parents and teachers on successes and achievements in the classroom. Additionally it provides a forum to discuss any concerns in the class along with strategies to address those concerns. Conferences also provide an excellent venue to establish goals for the remainder of the year. It is important for at least one parent of the student to attend these conferences to accomplish the above.

Parent/Student/Teacher conferences are scheduled in both semester one and semester two. The dates of these events are shown on the HS Google calendar, and shared via email and eNews.

Additional conferences can be scheduled at the request of parents or teachers any time during the school year through the individual teacher or the counseling office.

Academic Concern, Academic Probation and Academic Contract

To be in good academic standing, SSIS high school students must meet the school's minimum academic standard. Although SSIS will provide help and guidance to students; Students must take an active role in improving their grades to get themselves out of probation. Students receive official reports four times a year via PowerSchool.

Step 1: Academic Concern

When a student does not meet SSIS's minimum academic standards on an official report *(see below)* For the first time, the student is placed on Academic Concern for the following quarter. A student is placed on Academic Concern when earning the following grades on any official report whether hard copy or electronic:

- One (1) F and/or two (2) or more D's (whether + or -)
- An overall GPA below 1.67
- Or when a student is not maintaining requirements of AP Course(s) or the IB Diploma Programme

A Letter of Academic Concern will be sent to the parents of the student by the high school counselor and kept in the student's school file. Students on Academic Concern may take part in student activities/athletics in accordance with the SSIS Eligibility Policy.

Step 2: Academic Probation

When a student does not meet the SSIS minimum academic standards on an official report for a second consecutive quarter, the student is placed on Academic Probation for the following two quarters. A student must perform at or above the minimum standards (as indicated above) for two (2) successive reporting periods in order to be removed from Academic Probation.

When a student is placed on Academic Probation, the following actions will be taken by the school:

1. The high school administration will notify parents by phone, conference, or e-mail
2. Parents will receive a Letter of Academic Probation from the high school administration.
3. A phone or personal conference with parents, students, and counselors will be scheduled.

During the period of Academic Probation, the school will provide help and guidance for the student. However, if over these two quarters of Academic Probation, the student continues to earn failing grades or perform below the 1.67 overall GPA level (as determined at the end of each reporting period), the student will be moved to Academic Contract status.

A high school student on Academic Probation may be prohibited from attending activities that require missing school.

Step 3: Academic Contract

When a student does not meet the SSIS minimum academic standards on an official report for a third consecutive report, the student is placed on Academic Contract for the following semester.

When a student is placed on Academic Contract, the following actions will be taken by the school:

1. The high school administration will meet with the student and his/her parent(s)
2. Parents will receive a Letter of Academic Contract from the high school administration.
3. A phone or personal conference with parents, students, and counselors will be scheduled.

During the period of Academic Contract, the school will provide help and guidance for the student. However, if after three quarters of academic problems (two D's or an F), the student may be asked to withdraw from SSIS. Any high school student on Academic Contract is not eligible to take part in or attend student activities that require missing school.

Please note: *In cases where students are repeatedly being placed on academic probation (in cases in which probation periods are not consecutive), the high school principal may convene a meeting with the student's family to address this issue and determine the student's enrollment status. Should a student be successfully taken off on Academic Probation anytime during the two quarters of this period and then be at academic risk again following the next official report, the student will be placed on Academic Probation (not Academic Concern.)*

A Learning Intervention Plan (LIP) will be drafted and implemented by the High School Student Support Team(HS SST) for every student placed on Academic Concern or Probation. Academic Contract is serious; if a student fails to move out of Contract after two successive quarters, the student may be asked to withdraw from SSIS.

Athletics and Traveling Clubs Eligibility

Consistent with the mission of SSIS as a college preparatory program, the eligibility policy is intended to support students in need of academic counseling and improved academic performance. SSIS students are expected to prioritize their academic work above extracurricular commitments. SSIS administrators shall make any exceptions to the guidelines below.

Eligibility is determined at the following times:
- Season 1 Eligibility determined by Quarter 4 & 1 Report Card (June)
- Season 2 Eligibility determined by Quarter 1 & 2 Report Card grades (October)
- Season 3 Eligibility determined by Quarter 2 & 3 Report Card grades (December)

In order to participate in any SSIS overnight extracurricular activity (sports teams and traveling clubs (MUN, SEAMC, VEX, etc.) a student must:
- Be in good academic standing. The student may not be earning:
- 1 or more F grades on their quarter report card
- 2 or more D grades on their quarter report card
- Be in good standing with the school's attendance policy (not missing more than 10% of any class for non-school related absences).
- Demonstrate success in the reporting of Habits of a Learner
- Demonstrate good sportsmanship with teammates, coaches, staff, parents and/or members of other teams
- Be in good behavioral standing. Any student that is under disciplinary action may lose eligibility.

SSIS bears no responsibility for refunds in the event that a student, who has prepaid for travel of an activity/sport, is forced to withdraw due to the eligibility regulations described.

Eligibility determinations will be communicated to the student and family by the Assistant Athletic Director, Athletic & Activities Director or divisional administrators

Standardized Testing Programs: PSAT, SAT, ACT, TOEFL and IELTS

Students attending SSIS will participate in a number of standardized tests. Standardized tests are administered at specific grade levels on predetermined dates, and the results are used for various purposes. These purposes may include review of student progress or achievement, admission, placement, and university admission decisions.

There are many types of standardized tests, but SSIS students participate in the ACT, the WRAP, PSAT, SAT, ACT, AP, IB, TOEFL and IELTS.

Preliminary Scholastic Aptitude Test (PSAT)

The Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholar Qualifying Test is administered to all SSIS Grade 10 and 11 students in October of each school year; no pre-registration is required or additional fee assessed for these tests. The PSAT serves as a "practice" test for the SAT as well as a qualifier for the National Merit Scholarship Program for American citizens or those in the process of gaining U.S. citizenship. The PSAT taken during a student's junior year is the score used to qualify for the National Merit Scholarship program.

Scholastic Aptitude Test (SAT)

The SAT is a widely used aptitude test score used in the admission decision by many universities around the world. The test results are just one item the university will use to make a comparison of the student to possible success at the university. Another standardized test that students can take for this same purpose is the ACT, but it is not as widely known outside the U.S. Students need to check the admission requirements for each university they are considering.

The SAT takes about four hours (with optional essay) and measures how well a student has developed verbal and mathematical skills necessary for success in college work. Generally it consists of multiple-choice questions, but there is also an essay writing section. Students are tested in three areas: Evidence Based Reading and Writing, Math, and Writing.

International Test dates are available each year in October, November, December, May and June. SSIS is a test center site for all six test dates. Students must pre-register online through the College Board website by creating an account. By going to *www.collegeboard.com* students and parents can access more detailed information on the PSAT or SAT testing and have access to college planning resources for U.S. universities.

American College Testing (ACT)

Some students feel that they might score higher on the ACT as it is more of an achievement-type test based on the core classes of an American high school. The ACT takes 3 1/2 hours and consists of four multiple-choice question tests - one each in English, Math, Reading, and science.

Note: *For more information about the ACT, test centers and test dates go to the ACT website at http://www.act.org.*

Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS)

If English is not a student's first language, many universities will ask that proof of English proficiency be provided by submitting scores from a standardized test such as the TOEFL or IELTS. Students should make arrangements to take the TOEFL or IELTS toward the end of Grade 11.

Note: *Go to www.toefl.org or www.ielts.org to gain more information and register for the test. You will need a credit card for the online registration.*

Academic Awards

End-of-year awards are given by each high school department to deserving students in a special school-wide assembly held on or near the last day of school for grade 12 students. These awards are designed to celebrate the achievement of our students across a variety of disciplines and courses in order to highlight the varied interests and successes of our students.

Culminating Assessments

All high school students write semester one assessments in December; students in grades 9 - 11 write semester two assessments in June. Assessments test knowledge, skills, and understanding of the same material on which students have been assessed throughout the semester.

No early or late semester assessments will be given unless prior approval has been given by the high school principal or associate principal due to illness. In these cases, students may be given the opportunity to retake a different exam up to ten school days after the start of the new school term.

Semester one assessments take place during the last two weeks of semester one and semester two assessments take place during the last two weeks of the school-year. Students will not be permitted to postpone semester assessments because of early departure for holiday purposes. Students are not required to attend school on assessment days, or during assessment times when they do not have scheduled assessments.

However, should there be days remaining in the semester after the s,they are required to return for those days.

If students are in school during assessment days before or after assessments, they should be engaged in active study and preparation in approved areas of the building.

Parents will be informed via PowerSchool of student achievement on assessments and may be consulted on future strategies for success.

Full IB Diploma and Certificate Candidates - Year 1: Full IB diploma and certificate candidates will participate in semester assessments in June for their Year 1 courses. Grade 12 IB students take mock s in February or March and their final IBDP s in May of Year Two.

AP Exams

Students who enroll in AP courses will write external examinations in May of the same academic year. Students enrolled in AP courses are required to sit for that course. Scores on AP examinations are available to students in July. Mock AP s will be written within two months of the end of the course. Students are not allowed to sit AP s unless they are enrolled in the course. Any AP a student wishes to take that we do NOT offer as a course must show proof that they are taking the course outside of school.

Special Note: *Students in AP and IB courses as well as all Grade 12 students will receive a separate communication in advance of end-of-year s and graduation. This communication will provide relevant, updated details and policies about IB/AP s and graduation.*

Section 7:
Academic Integrity and Responsible Use of Technology

ACADEMIC INTEGRITY

What is it and why is it important?

Saigon South International School encourages students to strive for excellence and expects students to conduct themselves with academic integrity.

Academic integrity is presenting one's own work to include their own thoughts and ideas and if incorporating the thoughts and ideas of another person, attribution is given. Drawing upon the work of others is at times important to support one's own thoughts and ideas. This is done by showing connections with others' work, which is an essential practice in academia and one that we seek to develop amongst our students.

Learning is a process entered into with the understanding that it will take time and energy to develop one's own understanding and capabilities. There are no shortcuts to increasing one's understanding and ability. To this end, we look to the wisdom captured by our partner educational institution, turnitin.com in a recent article titled, "Why academic integrity is important to teaching and learning" (2022, accessed May 23, 2022). They put forth the following tenets of academic integrity:

- Academic integrity supports learning opportunities. Shortcut solutions like plagiarism, contract cheating, and [misusing] test banks take away learning opportunities for students. When the work is not the student's own, they aren't putting their original thoughts on paper. Students then lose the opportunity to receive feedback that is accurate to their needs and the resulting support they may need to further their learning journey.
- Accurate assessment of student learning is dependent on academic integrity. When student answers aren't their own, it is impossible for educators to get an accurate assessment of learning and to provide feedback or make informed changes to a teaching curriculum.
- Respect for learning starts with academic integrity. Academic misconduct disrespects the academic work of others and breaks down trust. Respect is a qualitative factor that has long-term consequences in life-long learning. For both students and researchers, proper attribution is critical.
- Academic integrity is an indicator of future workplace behavior. According to multiple research endeavors, academic dishonesty in school leads to dishonesty in the workplace *(Blankenship & Whitley 2000, Harding, et al. 2004, Lawson 2004, Nonis & Swift 2001, & Sims 1993)*. The academic integrity journey must be firmly established to ensure a lifetime of integrity. (turnitin)

Academic Integrity Policy at SSIS

At SSIS, each member in our high school community works tirelessly to uphold academically honest behavior. The different roles and corresponding responsibilities are outlined here.

STUDENTS will model and support academic integrity by:

- Completing all assigned work, activities and tests in an honorable way -one that avoids all cheating, lying, stealing and/or using the ideas, expertise and/or work of others in any way to gain advantage
- Understanding the Academic Integrity policy and individual teacher assignment guidelines
- Clarifying with the teacher anything that may be unclear about an assignment, with respect to how the Academic Integrity may apply to it
- Participating in the further development of the Academic Integrity policy during the student's high school career
- Encouraging other students to support and adhere to the Academic Integrity policy

TEACHERS will model and support academic integrity by:

- Clearly presenting the principles outlined in our Academic Integrity policy to show how they apply to that teacher's class, including guidelines for working on assignments in that class
- Appropriately reporting all violations of the Academic Integrity policy to the high school administration
- Maintaining classroom vigilance and the integrity of the testing process
- Explaining the use of permissible study aids, including tutors, in coursework
- Checking student papers for plagiarism
- Participating in the further development of the Academic Integrity policy during the teacher's high school career
- Encouraging students to support and adhere to the Academic Integrity policy
- Providing feedback in class and via Habits of a Learner

COUNSELORS will model and support academic integrity by:

- Engaging with individual students to help them further understand their actions in relation to the Academic Integrity policy
- Participating in the further development of the Academic Integrity policy during the counselor's high school career
- Encouraging students to support and adhere to the Academic Integrity policy & Habits of a Learner

ADMINISTRATORS will model and support academic integrity by:

- Making available to all students, teachers and parents a copy of the Academic Integrity policy
- Reporting on allegations of Academic Integrity policy violations
- Facilitating ongoing conversations and reflection about the Academic Integrity policy
- Administering fair and consistent consequences for violations of the Academic Integrity policy
- Maintaining records of the Academic Integrity policy offenses
- Encouraging students to support and adhere to the Academic Integrity policy & Habits of a Learner

PARENTS/GUARDIANS will model and support academic integrity by:

- Becoming knowledgeable about the Academic Integrity policy and guidelines for individual teacher's classes
- Assuring that student absences are legitimate
- Helping the student understand that the parent values integrity and expects the student to comply with the school's Academic Integrity policy
- Supporting the consequences determined by the administration if the Academic Integrity policy is violated by their son/daughter
- Encouraging students to support and adhere to the Academic Integrity policy & Habits of a Learner

NATIONAL HONOR SOCIETY members will model and support academic integrity by:

- Reviewing the Academic Integrity policy, considering teacher, student, administration and parent input
- Encouraging students to support and adhere to the Academic Integrity policy

Academic Integrity Violation Consequences

First Offense:

- Student will be assigned detention
- The student completes the assessment in question or, within reason, is able to reassess depending on the nature and timing of the assessment and incident
- The violation is placed in the schools internal disciplinary record
- Student meets with their school counselor and creates a restitution plan
- Parents receive notification of the offense from their child and then from administration
- Universities to which students have applied/been accepted may be notified, depending on the severity of the incident and the grade level in which the student is enrolled
- A significant first offense may be considered as a second offense and second offense consequences applied

Second Offense:

- The student will receive an in-school suspension
- The student completes or redoes the assessment in question
- The violation is placed in the disciplinary record
- Parent and student will meet with the principal to discuss conditions for continued enrollment at SSIS
- Student creates and follows-up on a restitution plan
- Universities to which students have applied/been accepted may be notified
- A secondary offense may be considered so grave as to warrant consideration as a third offense and third offense consequences applied

Third Offense:

- The student receives an out of school suspension.
- A meeting will be held with the student, their parents and the administration regarding the continued enrollment of the student at SSIS. Depending on the severity of the offense, the administration may decide to expel the student.
- Universities to which students have applied/been accepted will be notified.

In the event of an Academic Integrity Violation:

The teacher will speak with the student regarding the matter. In the event that both the student and the teacher agree that a violation of Academic Integrity did occur, the teacher will:
- Report the incident to the high school administration
- Work with the administration to assign appropriate consequences that are in line with the table below

In the event that a student and teacher disagree about an allegation of academically dishonest behavior, the teacher will:
- Inform the HS administration
- Ask the student to explain in writing the details of the incident
- Forward the completed form to the high school administration.

The administration will:
- Work with the student to properly inform their parents
- Record the incident in the school database
- Assign appropriate consequences

Academic Integrity Policy Violations

Our Academic Integrity policy forbids the following actions. The following list is inclusive of many forms of academically dishonest behavior but is not limited to only those found below.

Cheating – intentionally using (or attempting to use) unauthorized materials, such as:
- Use of notes during an examination,
- Copying from another student's work (lab report, homework, essay, etc.)
- Having advance knowledge of a test's format or areas covered that is not provided by your teacher
- Presetting formula in a calculator, unless instructed to do so
- Using online translators (like Google Translate), study aids, literary criticism, biographies or reviews (in English and modern languages)

Fabrication – the falsifying or misrepresentation of information, data or citations, such as:
- Making up or altering the results of a lab experiment or survey,
- Making up a citation for a source,
- Stating an opinion as a scientifically proven fact.

Malpractice

Malpractice is behavior that results in, or may result in, the student or any other student gaining an unfair advantage on one or more assignments. The following are examples of behaviors that constitute malpractice. This list, however, is not exhaustive:

- Copying the work of another student or allowing one's own work to be copied
- Sharing one's own work with another student
- Providing test or content or questions to other students
- Exchanging, obtaining or sharing old tests, quizzes, reports, papers or assignments for the purpose of gaining an unfair advantage
- Unauthorized collaboration on an assignment
- Fabricating data for an assignment (data falsification)
- Forgery (for ple forging a signature, parental note, certificates, record, report or letter of reference)
- Misconduct during an ination, such as attempts to disrupt the ination or distract another student
- False declaration (for ple, lying to obtain extension of a deadline, to gain exemption from work or to receive special consideration)
- Cutting and pasting information from a website without proper referencing
- Stealing ination papers
- Using an unauthorized calculator or other electronic devices during an examination

Plagiarism

Plagiarism is defined as "the uncredited use (both intentional and unintentional) of somebody else's words or ideas." *([Purdue University Online Writing Lab](#))*

This may include actions such as:

- Using the words or original ideas of another person without proper citation
- Failing to use quotation marks when quoting a source
- Paraphrasing another's work without citing the original source
- Using an author's argument or points from an argument and representing them as one's own

Examples of common sources of plagiarized materials include work by other students, journal articles, books and the internet. It should be noted that even unintentional failure to acknowledge a source might constitute plagiarism and forgetting to cite a reference is not an acceptable excuse. If a student is ever in doubt, they must acknowledge their source. Students who are not sure whether they have committed plagiarism or academic malpractice must ask their teacher prior to submission.

Unauthorized Collaboration – working with another student on a project or paper without permission from your teacher or having a parent or tutor give inappropriate help on an assignment, such as:

- Purchasing a pre-written paper,
- Using a paper written by someone else (at another school, an older sibling's work, etc.),
- Selling, loaning, or otherwise distributing materials that could be used by others to cheat,
- Intentionally missing an ination or assignment deadline to gain an unfair advantage,
- Forging, altering or destroying other students' work,
- Having a tutor, parent, or any other person substantially rewrite, alter or otherwise correct your out-of-class assignments.

When working with a tutor, peer tutor, learning specialist, parent or peer, it is your responsibility to be sure they do not correct your paper or write it on your behalf. They may give advice (for ple, "this paragraph strays from your thesis") or point out a potential error, but you are responsible for making all corrections on your own. The following are acceptable forms of help:

- Circling misspelled words,
- Circling improper punctuation,
- Noting awkward phrasing or sentence structure,
- Pointing out wordiness, vagueness or generally unclear writing,
- Noting lack of effective topic sentences or theses.

It is important for your teachers to see the work that you alone are capable of doing.

The academic integrity policy put forth above has been adopted in part from the American School of Dubai with their permission.

Works Cited:

High School Student & Parent Handbook. American School of Dubai, 2021-2022. Brochure.

Turnitin. 22 Jan. 2022, "Why academic integrity is important to teaching and learning", www.turnitin.com/blog/why-academic-integrity-is-important-to-teaching-and-learning. Accessed 23 May 2022.

INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)

All students and staff are expected to use technology resources and services in a manner appropriate to a school setting and in keeping with the SSIS IT Responsible Use Policy & Habits of a Learner. At all times, SSIS students and staff are expected to conduct themselves in a manner which is cognizant of the rights, feelings and freedoms of others as well as themselves. Whether using technology at home or at school, students are expected to give consideration to the effects their actions may have on other members of our community and the global society in general.

SSIS technology and internet access is provided to enrich the learning experience. Recreational use of school technological resources and of school internet access is permissible only at times outside of instructional hours. Parents/guardians and students are required to read the IT Acceptable Use contract and related network policies (below) carefully before signing the document of agreement in the back of this handbook.

Responsible Use Policy

Information and Communication Technologies Saigon South International School

Statement of Purpose

Saigon South International School (SSIS) provides students with access to the school network and the Internet, and supports the use of personal devices, in order to deliver an innovative, relevant instructional program, enhance student learning, and improve communication.

A key aspect of the educational program at SSIS is to teach, promote, and reinforce responsible use of technology. Terms of Agreement

SSIS regards access to technology as a privilege that carries with it responsibilities on the part of the students, teachers, and parents. All parties are expected to manage technology responsibly, respectfully, and safely in accordance with the school mission, and core values.

As a responsible user, I agree to:
1. **Respect and protect the privacy of self and others.**
   a. I will keep my passwords and login information private and will only use my own accounts
   b. I will protect my contact information and that of others, such as full name, home address, phone number, or any other personal information.
   c. I acknowledge that all contributions to the Internet leave a digital footprint and can be public and permanent.
   d. I will report security risks or violations to a teacher, parent or administrator.

2. **Respect and protect the integrity, availability, and security of all technology resources.**
   a. I will be a responsible user and understand that access to the school's devices, networks and the Internet is a privilege, not a right.
   b. I will be responsible for the safekeeping and care of all the devices (both mine and school-owned).
   c. I will conserve, protect, and appropriately share these resources with other students and network users.
   d. I will not tamper with data, networks, or any other resources
   e. I will immediately report to a teacher, parent or administrator any damage or problems with any device I use.

3. **Respect and protect the intellectual property of others.**
   a. I will honor the private property of creators' content and not plagiarize.
   b. I will treat information created by others as the private property of the creator.
   c. will respect copyright and cite or attribute appropriately.
   d. I will obey copyright laws and not participate in the making or distribution of illegal copies of music, games, movies, or written work belonging to others.

4. **Respect and protect the principles of community.**
   a. I will communicate and use technology only in ways that are kind and respectful in school as well as outside.
   b. I will notify a teacher, parent or administrator if I see any information or communication that is threatening or discomforting.
   c. I understand that cyber bullying will not be tolerated and the school reserves the right to take action against anyone who posts or sends material, on or off campus, that adversely affects the safety or well-being of another SSIS community member.

Consequences for Misuse:

In accordance with divisional policy, violations of these agreements may result in disciplinary action, including but not limited to:

- The confiscation of the device
- The loss of a user's privileges to use the school's technology resources
- The loss of the privilege to bring the device to school

Further consequences may be imposed in accordance with school policy.

Note that in extreme circumstances loss of access to the school network would make it impossible to continue an education at SSIS.

Supervision and Monitoring:

The use of technology resources at SSIS is not private. The school reserves the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any student or other person or to protect property. They may also use this information in disciplinary actions. The school reserves the right to determine what constitutes responsible use and to limit access to resources.

SSIS will not be held responsible for individual property if it is lost, damaged, or stolen.

Adopted December 2015

Social Media Guidelines

SSIS encourages students to maintain high ethical standards in their use of social networking sites. Since social media reaches audiences far beyond the community, students must use social sites responsibly and be accountable for their actions.

- In the online environment, students must follow the SSIS Responsible Use Policy and conduct themselves online as in School. Students are expected to use technology during class in a way that is expected by the teacher. Checking social media sites is not a class time activity.
- Social media venues are public and information can be shared beyond your control. Be conscious of what you post online as you will leave a long-lasting impression on many different audiences.
- Do not post or link anything (e.g. photos, videos, web pages, audio files, forums, groups, fan pages) to your social networking sites that you would not want friends, peers, parents, teachers, college admissions officers, or future employers to access. What you present on social networking forums represents you forever.
- If responding to someone with whom you disagree, remember to be respectful. Make sure that criticism is constructive and not hurtful. Do not use profane, obscene, or threatening language.
- Only accept social network invitations from people you know. Utilize privacy settings to control access to your network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.
- Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to social security numbers, phone numbers, addresses, exact birth dates, and pictures with people you don't know or on unsecure sites.
- Users should keep their passwords secure and never share passwords with others. If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable.

- Do not misrepresent yourself by using someone else's identity.
- Cyberbullying is considered an act of harassment.
- Use of SSIS logos or images on your personal social networking sites is prohibited. If you wish to promote a specific SSIS activity or event, you may do so only by means of a link to the official SSIS Facebook account.

Resources: *socialmediaguidelines.pbworks.com*

Please also refer to the SSIS Responsible Use Policy for further guidance.

Personal Electronic Devices

Students are allowed to use electronic devices such as mobile phones and other multimedia players during non-instructional times (e.g. before/after school, breaks and lunch). These devices are not allowed in instructional spaces during class time unless expressly permitted by the teacher. Students in violation of this policy may have their electronic devices confiscated by any faculty member or administrator. Confiscated devices will be held in the high school office and can be collected at the end of the school day. In repeated cases (beginning with the third incident), the device will only be returned to the parent.

SSIS GENERATIVE ARTIFICIAL INTELLIGENCE USAGE, PRACTICES AND GUIDANCE

Beliefs about learning:

At SSIS, we aim to prepare our students for their futures by developing their critical thinking skills, knowledge, and diverse perspectives through a variety of learning experiences. We recognize that new technologies, such as generative artificial intelligence (GAI), have the potential to enhance teaching and learning. It is important to appreciate and remember the learning processes when employing GAI to avoid confusion or misuse. As we move forward, we will remain mindful of how learning occurs in order to maximize the benefits of GAI and future technologies.

This statement is an addendum to the SSIS *Academic Integrity Policy* (pp. 46-47 in the High School Handbook) and the SSIS (*Responsible Use Policy (RUP)*) (p. 51 in the High School Handbook). It is designed to serve as an interim expression of usage practice and guidance in relation to generative artificial intelligence (GAI) tools in the High School at SSIS, pending our development of greater understanding of the implications for both schools and the learning of such tools.

Use of Generative Artificial Intelligence at SSIS

These practices are the starting point for this work across the school, and will be subject to regular review and development in order to stay current.

School Practices

SSIS:
- Supports teachers in acquiring and honing the skills necessary to use GAI tools for both educational and operational purposes;
- Remains responsive to the requirements of organizations with whom we partner such as the IB, AP, and universities;
- Makes clear the expectations of various SSIS community members in the ethical use of generative artificial intelligence.

Teacher Practices

Teachers will communicate lesson objectives and expectations for how the work will be completed with clarity concerning GAI.

Through on-going training and partnerships with relevant colleagues, teachers:
- Explore the possibilities for using GAI tools within their teaching practice;
- Develop appropriate skills and practice in relation to this generative AI to enhance learning;
- Teach, discuss, and model the appropriate use of GAI tools, etc;
- Ensure that GAI tools are legally and developmentally age appropriate;
- Adjust their assessment design to reflect the possible uses of GAI;
- Make clear to students when GAI tools may or may not be used in submitted work;
- Teach and model the processes students are required to follow in order to maintain academic integrity, so their submitted work, both internally and to external organizations, will be authenticated as their own;
- Establish methods for content creation in which teachers can observe the learning and creation processes in which students engage.

Student Practices

Through on-going learning experiences and partnerships with teachers and other relevant community members, students:
- Are responsible for all policies outlined in the student handbook;
- Engage in processes committed to upholding the school's approach to ethical and appropriate use of GAI tools;
- Abide by all guidance on the processes they are to use that will support the authentication of their work;
- Share their understanding of GAI tools with their teachers and other SSIS community members, assisting with the identification of appropriate learning opportunities;
- Seek guidance from their teacher when in doubt about the expectations for how an individual assignment is to be completed.

Parent Practices

Through on-going communication from the school and other relevant community members, parents:
- Know and support their child in meeting the expectations outlined in the HS Student Handbook, both the Academic Integrity Policy and the Responsible Use Policy;
- Seek guidance when in doubt about the school's policy on Academic Integrity, Responsible Use Policy or the use of GAI;
- Are aware of the expectations for the use of GAI in the externally examined program in which their student may be enrolled (i.e. AP or IB);
- Communicate with their child about how they value academic integrity and their expectations for their child that they act in accordance with the school's Academic Integrity policy;
- Support the consequences determined by the administration if the Academic Integrity or Responsible Use policy is violated by their child.

Section 8:
Student Behavioral Expectations & Dragon Pride

Collective Responsibility for our shared community

Each student has a shared responsibility for the community as a whole. The more we all take a shared responsibility for the culture, appearance, behaviors and outcomes of our community, the more positive and productive we will all be. This applies to cleanliness and neatness in our lunch spaces,library, hallways, classrooms, fields and outdoor spaces. It also applies to our materials including lunch utensils, PE & tech equipment, Science and STEM materials, lockers & textbooks.

Classroom Etiquette

The classroom setting is first and foremost a space for learning. Students should behave in a manner conducive to learning for all students. This includes respect for the teacher, ability to listen to instructions, and engage in each activity safely and purposefully. Teachers will outline the rules in each class at the beginning of the school year and will do their best to ensure that these shared understandings are adhered to by each student. These will include timeliness, use of technology, assessment and collaboration parameters, and restroom use.

Additionally, students are not permitted to be in a classroom unsupervised without explicit permission from the classroom teacher. When entering a classroom, if the teacher is not present, or is meeting privately with another community member, the students should wait respectfully outside of the classroom.

Hallway Etiquette

Each student should be able to navigate the hallways and stairways easily and safely. Students should be aware of their personal space and surroundings including their backpacks. Students should refrain from pausing on stairwells to slow traffic and move in a manner that does not overtake the stairwell and hallways. During class times, students should not congregate in hallways in a way that disrupts the learning environment in the classrooms. This includes lingering outside of a classroom and engaging in distracting behavior with students who are in a lesson.

Personal & Lost Property

Students are solely responsible for their personal property and as such, are expected to respect the property of others. A student's personal property is their own. Students who choose to violate this respect, whether as a presumed joke or otherwise, can be considered in violation of this sense of respect in a way that is akin to theft of property.

Students who have lost personal items at school are to report the incident to the HS office as soon as possible. Students who find an unclaimed item are to turn it into a teacher or the High School Office. Students who have lost a high value electronic device will report it to the High School Office.

Found items are stored in the Lost and Found Box in the High School Study Hall room. Labeled items will be returned to students. Students are encouraged to check for lost items immediately and to notify a school administrator if an item of substantial value is lost. While it is not always possible to locate missing items, rapid response does increase the probability of recovery. SSIS takes no responsibility for lost or unclaimed goods.

Personal Expression & Personal Space

In a shared sense of Dragon Pride and a respectful understanding of the professional educational environment, students should refrain from using inappropriate language or engage in obscene gestures at all times. While there are classes and subject matter in a high school setting that require a mature approach, students should do their best to address such subject matter in an academic and mature manner.

Students should also interact in a mature, appropriate and safe manner in the hallways and classrooms as stated above. Each individual should keep their hands to themselves when at school and physical interaction should be safe, respectful and minimal.

Public Displays of Affection (PDA)

Anything much beyond holding hands is considered to be a Public Display of Affection (PDA). Prolonged hugs, kissing, sitting or reclining in compromising positions, or other such actions are unacceptable public displays of affection. These guidelines apply at all times during which a student is on campus. Students seen exhibiting public displays of affection beyond hand-holding will be referred to the High School Principal. This includes interactions between same-sex members in the hallways

No Gum at SSIS

Gum is noticeably difficult to clean and historically not disposed of appropriately. Out of respect for the cleanliness of our space and in support of our community members who are asked to deal with this concern, gum is not allowed at school or on school grounds.

Food Service

SSIS maintains external contracts for on-campus food service, which provides a variety of menu choices. Menus are posted on the SSIS website and also in the MS cafeteria and at the HS Kiosk area. Only high school students have the option of food and beverage purchases in the HS Kiosk area, which is located on the 2nd floor of building C. Parents wishing to bring lunch to students may drop it off at the High School Office. Due to governmental regulations, concerns with campus access and general health of our students, individuals may not arrange for restaurant delivery to school without explicit consent from the High School Office.

Students are not allowed to order any take-away food to be delivered to SSIS during the school day (7:30am - 3:30pm).

Elevators

Our Core Value of 'Respect for All' is an important aspect of the need for us to keep elevator use to only those who truly need it. We encourage our students to be active and healthy, and ask for understanding in the use of the elevator for personnel use or among those who have medical reasons. As such, students are not permitted to use the elevator unless they have extenuating circumstances and received **written permission from the Nursing Office or the High School Administration.**

Dress Code

Being a Dragon is a source of pride and a privilege in both the local and global community. We want to ensure that each of our community members feels like they are part of the community and that they are able to be seen and heard in a way that is representative of our Dragon Team Culture. Demonstrating your shared sense of belonging to our community goes hand in hand with demonstrating a shared 'Respect for All' and the cultural norms of our local host-country community. The dress code and uniform expectations are also supportive of our campus security measures and provide a sense of protection for each individual in our community. Decisions and parameters for our dress code are in place to take into account all of the above to ensure that our community is a professional, safe and cohesive community that allows us to focus on learning.

The SSIS Dress Code and Uniform parameters are outlined below. While there is space for listening to student needs and considerations, any changes will be put forth in conjunction with our Student government and the Office of Admissions and Marketing prior to final approval. The outlined parameters below therefore represent the expectations for the 2024-2025 school year. All uniform items must be purchased at the school store unless noted. The school uniform consists of the following:

Approved Tops:
- Light and dark blue polo shirt with SSIS logo
- Long sleeved white button down shirt with SSIS logo
  - White shirt must be buttoned up

Approved Sweater/Hoodies/Jackets
- Only SSIS sweaters and sweatshirts can be worn in the HS
- SSIS collared shirts must be worn under approved SSIS sweater, hoodies or jackets

Approved Bottoms:
- SSIS dark blue or black shorts, skorts, and long pants
- All shorts and skorts must extend past students' fingertips when standing with shoulders relaxed at their sides.
- Long pants: students are permitted to purchase and wear their own as long as the fabric and color conforms to the SSIS dress code

Approved Shoes:
- Students must wear closed-toed shoes with a backstrap.

Additional Items of Note:
- Items such as jewelry need to be safe for the various activities engaged in throughout the school day.
- Hats and headscarves must be removed inside the school building unless worn for religious reasons and approved by the High School Principal.
- PE Kit is only to be worn for PE class. When on floors 2, 3, and 4 of the HS building or any other SSIS buildings students are in their school uniform.

Non Uniform Days:
- No sleeveless tops or dresses
- No shirts that expose the belly or chest
- All shorts, skirts, dresses, skorts must extend past student fingertips when standing with shoulders relaxed at their sides.
- No jeans with tears or holes
- House Shirts are only to be worn on predetermined house event days
- Shirts designed to support specific participation in or representation of an athletic team, club, or event may not be worn without explicit permission from the High School Principal or Associate Principal

Just like being a part of a sports team requires that you wear an appropriate uniform to suit the task at hand and show a sense of pride and belonging to a team, so does the daily routine of being a Dragon Scholar in the classroom. By choosing SSIS, each family has inherently agreed to provide access to the proper clean uniform each school day in accordance with the above parameters.
Students not in uniform can be asked

Physical Education Class Expectations

Physical education is a valued part of the SSIS program. All PE students will be issued a PE locker in order to secure their belongings while they attend PE class. This locker may be used for physical education, athletics, and after school activities. Students are required to change into their PE uniform for physical education classes and will bring the following items to every PE class:
- Approved PE kit consisting of shirt and shorts (mandatory)
- Socks and appropriate athletic shoes
- Cap/hat for outdoor activity
- Sunscreen
- Towel
- Water bottle

In the interest of personal hygiene and consideration of others, all students are expected to change their clothing before and after PE class. Showers are available and encouraged. Students will be given ample time at the end of class to shower and be ready for their next class. Students needing to be excused from Physical Education for medical reasons must bring a note from their parents. Students who are well enough to come to school will change into PE clothes and participate to the best of their ability.

HIGH SCHOOL UNIFORM

UNIFORM

The base uniform is mandatory and must be worn each day. All uniform items must be purchased at the school store. Students may choose from the first four items below and mix and match with the optional items at the bottom of the page.

1 Royal Blue Polo Shirt
Male, Female

2 Light Blue Polo Shirt*
Unisex

3 Navy Blue Shorts
Unisex

4 Navy Blue Skirt/Skort
Female
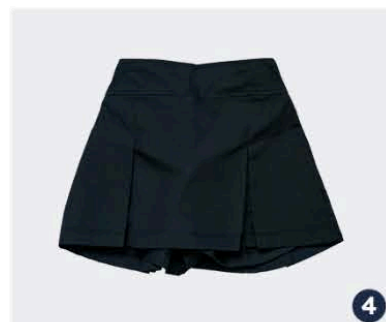
PE KIT

The SSIS PE Kit is mandatory. Either PE shirt option may be worn with the PE shorts.

1 Multi-Colored PE Shirt (NEW)
Male, Female

2 Light Blue PE Shirt
Unisex

3 Navy PE Shorts
Unisex

OPTIONAL

High schoolers are allowed to wear the white long-sleeved shirt in place of the uniform polo shirt. The other items may be worn together with the base uniform.

1 White Long-Sleeved Shirt
Male, Female

2 Navy Zip Hoodie
Unisex

3 Gray SSIS Hoodie
Unisex

4 Black Long-Sleeved Performance Shirt
Male, Female

5 Navy Long Pants (NEW)
Male, Female

* To be discontinued.

Students should also wear their SSIS ID cards each day.

Dress for Physical Education Classes

HS students wear the official SSIS PE top or a team sport/SEASAC sporting event shirt, SSIS PE shorts, athletic shoes and socks for all PE classes. SSIS PE shirts and shorts are available at the Student Store. HS students can wear their own athletic shirt and shorts for PE classes. Students MUST change back into their school uniform after PE class (including the last period of the day). Students should not be in PE uniform during their lunch period.

Personal Property & PE Locker guidelines:

Students are reminded that they are responsible for any personal property that they bring to school. Students will lock their personal belongings in their school or gym locker. The school is not responsible for the loss, damage or theft of personal property. Students are highly encouraged to keep their valuables secure and locked up and to make good decisions with regards to their personal belongings.

- PE Lockers as well as the surrounding area are to be kept clean at all times.
- Open food or drink are not allowed in the PE lockers.
- PE Lockers are to be kept locked when not in use. At no times should books or personal belongings be stored on top of or beside lockers.
- Students may not share lockers.
- No writing is allowed on or inside of the PE lockers. Treat your locker with respect - it is school property. Students are charged for painting, repair or replacement of their locker as necessary.
- A school administrator may open a locker at any time. A school administrator and one other staff member will be present during a locker inspection.
- PE Lockers are to be used for school-related purposes only.

Dances/Social Event Guidelines

Most events are for SSIS students only. Relatives or guests from other schools are not to be invited unless the activity is announced as open. Any exceptions must be approved in advance by the principal or assistant principal and a guest pass issued. Requests for a guest pass must be made at least two days in advance of the event and use the HS Student Guest Form. The parent and student host assume full responsibility for the guest and the guest's behavior. The visiting student may be asked to provide ID information prior to the event.

- High school students are not permitted to bring middle school students to dances/social functions.
- Parents are responsible for providing transportation to and from activities unless otherwise organized by the school.
- Students are expected to remain at the dance or event from the beginning until the end. Leaving the venue for any reason without the permission of a chaperone will be handled as a disciplinary infraction upon return to school.

Section 9:
Extracurricular Activities and Field Trip Information

SSIS' core values of Dedicated Service, Respect for all, Balance in life and Sense of self govern our approach to our After school Activities (ASA) program and Athletics. SSIS supports a number of opportunities for students to
become involved in our HS operations with Student leadership positions and more engaged in our local community with our HS service clubs. SSIS sponsors a number of clubs and activities designed to appeal to a wide range of interests,abilities, and talents.

Students may choose from the aforementioned community service clubs, various leadership councils, visual and performing arts activities, media and publications, academic clubs and activities, athletics, honor societies, and more. Many are open to all interested students, some are class-related, and others are by audition or try out or have specific criteria for membership.

ATHLETICS

Statement of Philosophy:

The SSIS High School athletic program is an essential component of our well balanced program that seeks to provide a healthy, positive educational experience for our student athletes based on their developmental needs and characteristics. The focus of our program is the development of fundamental athletic skills, teamwork, character, and sportsmanship.

Participation, performance and competition in the SSIS athletic program will focus on the opportunity for students to develop and exhibit skills to the best of their abilities recognizing the importance of "personal growth and consistent effort regardless of the outcome of the competition." To support this, SSIS provides multiple interscholastic teams for all students to participate at developmentally appropriate levels for both skill and age.

Goals of the Athletic Program:

The SSIS athletic program's primary focus for athletes and coaches at this level:

1. **Sense of Self**
   - To understand how to win with humility and lose with grace
   - To develop those physical skills needed to improve as a player (dexterity, coordination, etc.)
   - To improve proficiency in decision making
   - To promote a healthy understanding and acceptance of personal attributes and the emotional aspects of a healthy body image
   - To encourage all students to participate

2. Academic Excellence
- To maximize the learning of skills
- To develop a positive self-discipline
- To implant a love of and commitment to lifelong learning and self-improvement
- To improve knowledge and understanding for the rules of the game

3. Respect for All
- To develop a healthy sense of competition
- To give opportunity for all team members to participate
- To demonstrate respect for authoritative figures (officials and coaches)
- To display compassion and a concern of well-being for others (teammates, competitors)
- To be aware of mature, appropriate modeling by adults (coaches, parents, spectators, and officials)

4. Balance in Life
- To develop strong friendships as a result of taking part
- To engage in a positive co-curricular activity
- To increase awareness for management of time (personal~school~sport)
- To expand interest in lifetime and leisure activities
- To have fun when participating

5. Dedicated Service
- To create a positive school climate with collaboration and teamwork, conflict management and leadership

Objectives of the Athletic Program:
1. Participation in athletics shall be available to any student expressing a desire to be involved.
2. The values of good sportsmanship and the dynamics of teamwork shall be stressed at all times.
3. The importance of teaching young athletes to give and receive recognition shall be incorporated into practices and games.
4. Students shall be challenged to strive for the highest level of excellence for each athlete as they participate and compete.
5. Students shall be given the opportunity to explore the capabilities of their changing physical make-up, with the recognition of the potential for further physical growth.
6. Coaches will work to ensure that they have:
   - Consistent application of rules for their sport
   - Well organized practices
   - Information-rich teaching and skill coaching
   - Knowledge of their athletes and their individual needs
   - Recognition of improvement and work-ethic

Commitment to the Athletic Program
Before making a commitment to a sports team, students are encouraged to reflect carefully on whether they can maintain that commitment. Students should consult with the coach and/or the Athletic Director to make sure they understand the commitment required. The commitment for high school athletes is typically 3-4 times per week. Students wishing to join a sports team must be prepared to commit fully to the team and be prepared to take part in all practice sessions and games. Depending on the activity, games may be scheduled on weekends - including travel to other cities.

Conference Membership

Currently SSIS is involved in three athletic conferences. The Saigon International School Athletic Conference (SISAC) involves 15 schools from the Saigon City area. This league's commitment involves a series of inter-school matches and a season-ending championship tournament. The Mekong River International School Association (MRISA) involves 6 schools from around SE Asia. In May 2018, SSIS joined the South East Asia Student Activities Conference (SEASAC). Both of these international leagues involve season-ending championship tournaments.

	Season One (Aug-Nov)	Season Two (Nov-Feb)	Season Three (Feb-Apr)
SISAC (City League)	Volleyball - XCountry - Swimming	Basketball - Badminton	Soccer
MRISA (Int'l League)	Volleyball	Basketball	Soccer
SEASAC (Int'l League)	Volleyball - XCountry - Soccer - Golf	Basketball - Badminton - Arts - Tennis - Softball	Sr. Swimming - MUN - Jr. Swimming

Cost to participants

Outside of a player's own personal equipment, a player is only responsible for paying for trips outside of HCMC. Competitions such as MRISA, SEASAC and invitational tournaments will always have a cost attached. These costs cover transportation, insurance, visa fees, T-Shirts, accommodations and food. Costs may vary depending on the location and length of trip.

Athletic Recognition

There will be two Athletic Recognition ceremonies during the year. One at the end of every semester.

Dragon Heart Award - The Dragon Heart Awards are awarded annually to those student athletes who have shown outstanding commitment, effort and enthusiasm towards a team or teams at the school during the year.

Most Valuable Player (MVP) Award - This award is presented to an individual player/athlete for their outstanding achievements during the season. This athlete possesses superb skills and consistently performs at a high level. It
is given to the athlete whom the coach feels contributed the most to the team throughout the season, taking into account attitude, attendance, skill and performance.

Coaches Choice Award - This award is presented to the athlete on each team whom the coach feels made significant contributions to the team; taking into account things such as: dedication, character, improvement, and leadership. The coach will choose the specific rationale for their nominee.

Athlete of the Year Award - This award may be given out annually to those student athletes who have excelled in two or more sports during the year. They have been selected as the outstanding student athletes in the school this year.

AFTER SCHOOL CLUBS AND ACTIVITIES

After School Activities (ASAs)

Saigon South International School offers an extremely robust menu of after school activities. Each of these experiences provides students with the opportunity to demonstrate growth in relation to our Core Values and support the ever-increasing positive growth in our community. Our student-led organizations cover topics from support for underserved communities, academic extension and exploration, entertainment, business and leadership, and skill development.

At the start of each school year, an information student fair will be held in the plaza where students have the opportunity to explore the various offerings, ask questions about purpose, membership and leadership, and choose to join a club or organization that best suits their individual needs.

Each group operates uniquely in terms of meeting times, relevant activities and expectations. Students should select their activities and balance their responsibilities carefully in order to ensure that their membership is a 'value-add' to the communities they choose and that they are open and communicative about their ability to participate in each session and activity. Based on each group charter, membership can be revoked due to attendance, behavior and active participation in the community.

Leadership opportunities can be explored in each club or organization. Students must be mindful and transparent with regards to our schools' leadership policy of limitations *(See Appendix 4)*

The high school ASA session dates are posted on the HS Google Calendar and are shared by the Activities Director via email and eNews.

Field Trips/School Trips

Ho Chi Minh City and the surrounding area provide wonderful opportunities for students to enrich their learning beyond the school campus. We encourage teachers to engage with the community through field trips that are closely linked to units of study. While off campus, students will act in accordance with all school rules and expectations.

Parents with suggestions for field trips are encouraged to contact the school. The SSIS Nursing Office will help to determine if there are specific health concerns related to an individual field trip. Parents are asked to complete the field trip permission slip (provided in August) and return it as soon as possible. This permission slip allows daytime field trips within Ho Chi Minh City throughout the school year. Participation in extended or overnight field trips requires additional approval from parents. Parents will receive notification directly by teachers when extended field trips are planned.

Week Without Walls (WWW)

Week Without Walls (WWW) is an integral part of the high school curricular program in that it enables our students to learn about the language and culture of Vietnam and Southeast Asia, and supports the pursuit of our school's Core Values.

Students of grades 9 and 10 participate in WWW. It is a week-long experience aimed at developing community, developing an appreciation for our beautiful host country and furthering their development of the SSIS Core Values through meaningful community service activities.

Students of grades 11 & 12 will participate in a mini-overnight retreat during the same week as WWW for grades 9 and10. The dates of high school WWW trips are listed on the HS Google Calendar and will be shared via email and eNews articles. Informational assemblies for students and WWW parent evening events will be held prior to WWW trips.

Student participation in these field trips is compulsory and is paid for by the family through the SSIS invoice issued by the business office.

SSIS provides limited emergency medical and evacuation insurance in the event of injury during WWW. While the school will have basic insurance coverage for each student participant, families are advised to have additional medical insurance coverage during WWW.

Section 10:
Student Leadership and Student Voice

Saigon South International School believes that each student's voice is important and valued. Our administrative team and faculty rely heavily on our systems of data collection and channels of communication in order to respond to student concerns and needs. At times, when a student has a concern about an academic, social, or logistical circumstance at school, they hear that there is a proper channel to share such concerns. When hearing this reference, the below communities are the most impactful and appropriate place to raise such concerns.

Please note: *When a student has a concern that is deemed sensitive or there is a need for privacy and confidentiality to be maintained, please reach out to a trusting adult to voice such concerns (Teacher, Counselor or Administrator).*

STUDENT UNION

The Student Union is our foremost student leadership body in the high school. It is divided into 4 branches: the Student Council, House Committee, Events Council & Athletic Council. Students have the ability to apply for these leadership positions in April for the next academic year. For more thorough information, students may ask our Student Council President, or the Faculty advisor, Mr. Mark Hamas to view the 2023-2024 Student Union Constitution.

Student Council

The student government contributes to the students' improvement of quality of life. Elected students represent and speak on behalf of the student body, organize student activities and are instrumental in advocating for the interests of all students. The Student Council meets regularly with Administration to voice student concerns and share ideas for school improvement. Additionally, the Student Council is invited to provide feedback and input on student related schedules, decisions and documents. The Student Council consists of two sections, The Executive Board and the Legislative Council. The Executive Board includes the Student Body President, Student Body Vice-President and Secretary while the Legislative Council includes the Senior Class President and Vice President, Junior Class President and Vice President, Sophomore Class President and Vice President, and Freshman Class President and Vice President.

The purposes of student government are:
- To encourage student-initiated activities and ideas
- To represent the overall view of the students and the school as a whole
- To ensure students have a meaningful voice at SSIS
- To ensure the betterment of the student population
- To meet regularly with the school administration
- To foster community service in and out of the school environment
- To provide a democratic forum for the discussion of ideas
- To support dedicated service to Vietnam and to Vietnamese culture
- To set up special events

In mid-August, students elect class representatives (the Legislative Council). Students in the positions of President, Vice President and Secretary are elected in April of the previous school year. The Student Council program promotes student leadership for all students in a variety of areas. In addition to maintaining a strong academic record, "StuCo" representatives must not have any discipline issues in the "major areas of concern" section highlighted in the student handbook.

- Annual elections are held in August and April of each school year by means of a democratic process.
- Every candidate is entitled to the right to campaign and to give a speech at the election assembly, prior to election.
- Every student may exercise one vote per elected position by secret ballot.
- Class representatives are voted for and elected by members of their specific grade level.

Student Council meets weekly (Friday Lunch), but may meet additionally on an "as-needed" basis.

House Council

The House Council is responsible for the organization and running of our House Leagues Program. Each student in the high school will be assigned to a house: Naga, Shenlong, Hydra or Wyvern. Students will participate in various house events over the school year and garner points for their house. It is a great opportunity to foster community and wellbeing on campus. Each House has a House Captain, a leadership position elected from the house members. Additional house representatives will be elected at the beginning of each year. The House Committee is led by the Student Council Vice President and includes the 4 house captains and house representatives.

House Elections:

- Annual elections for House Captain are held in April for the following year by democratic process
- Every candidate is entitled to the right to campaign and to give a speech at the election assembly, prior to election.
- House representatives (House Reps.) are elected from each house in August to serve on the House Committee
- Every house member may exercise one vote per elected position by secret ballot.

HS Athletic Council

The Athletic Council works closely with the Athletic Director & Associate Principal in all things sports. They are involved in the planning and running of sports tournaments hosted by SSIS, hosting our sports awards ceremonies, promoting school spirit and support for home games.

HS Events Council

The HS Events Council works to plan and support key events in our school outside of the athletic realm and ensures that each member of our community is aware of the exciting things that are happening at SSIS. The events council works closely with the Director of Community Engagement, the High School Administration, & STUCO to provide ongoing updates in promotion of the performances, competitions, activities and ceremonies that are ongoing at school.

HONOR SOCIETIES

National Honor Society

The National Honor Society is an organization that is open by application to high school sophomores, juniors and seniors who have attended SSIS for at least one semester, who have attained throughout their high school career a high academic average and who have excelled in the areas of leadership, character and service. Students who have earned a GPA of 3.5 are eligible for membership and will be reviewed by a faculty panel for possible selection. In addition to grades, NHS candidates and members must not have any major issues of discipline or academic dishonesty.

NHS members' GPA and service activities will be reviewed quarterly as per NHS bylaws. Students falling below the minimum criteria will be placed on probation for a first offense and are no longer eligible for NHS membership should they not remove themselves from probation after one semester.

Tri-M Music Honor Society

The Tri-M Honor Society is an organization that is open by application to high school sophomores, juniors and seniors who have attended SSIS for at least one semester, who have attained throughout their high school career a high academic average and who have excelled in the areas of leadership, character and service, and who want to advance the awareness, positive impact and service related opportunities that music can provide. Students who have earned a GPA of 3.5 are eligible for membership and will be reviewed by a faculty panel for possible selection. In addition to grades, Tri-M candidates and members must not have any major issues of discipline or academic dishonesty. Membership is reviewed on a quarterly basis to ensure the expectations are met.

Section 11:
Areas of Major Disciplinary Concern

Some types of behavior are of immediate concern and are not tolerated at school, on school buses, or at school functions. Face-to-face and electronic incidents are treated identically and regardless of ownership of the electronic equipment or forum. Following are some examples.

- **Disrespectful Behavior:** Talking back to teachers and staff (including substitute teachers), rude behavior, making threats, using derogatory language, refusing to identify one's self, refusing to follow a reasonable able direction, deliberately defacing or destroying school property (including equipment and buildings).

- **Fighting and/or Abuse of Fellow Students:** Fighting, the use of profanity, using insulting or profane gestures, any type of harassment or activity designed to intimidate, embarrass or isolate other students, whether in person or online.

- **Academic Dishonesty:** Cheating, lying, stealing, malpractice, plagiarism of student work, alteration of grades, falsification of parent or teacher signatures.

- **Truancy:** Student absence from school or from a class without the prior authorization of a parent, guardian or school employee.

- **Theft:** Taking, assisting in taking, or in any way participating in receiving materials that belong to someone else without that person's consent, for any length of time. Students suspected of possessing stolen items will be asked to empty their pockets and packs, and their lockers will be searched by school officials. Stealing is a serious offense that will lead to suspension and possible expulsion. *(Refer to Infraction and Consequence Chart.)*

- **Smoking/Use of Tobacco/Vaping:** Possession or use of tobacco products by students is prohibited at all times at or near the school, on the school bus, at school bus stops, and at all school-sponsored events regardless of location. Possession of any tobacco product, including lighters, will result in confiscation, detention and contacting the parent. *(See Infraction and Consequence Chart.)*

- **Drugs and Alcohol:** Saigon South International School has a zero tolerance policy on the use or possession of drugs and alcohol. Students engaged in any of the following activities will be immediately suspended from school: being in possession of, using, buying or selling, giving or accepting any illegal drugs (including marijuana and alcohol) or look-alikes; misusing prescription drugs, mind alternating to be added (nitrous oxide, mushrooms, THC vaping) at or near school, on the school bus or at any school function. Students who are knowingly with other students who are engaged in these activities will also be immediately suspended from school. Expulsion may be recommended.

- **Vandalism and Graffiti:** Vandalism includes defacing, destroying or ruining property not belonging to the student, including but not limited to lockers, books, school buses, etc. In addition to immediate suspension,the student (parents) will be required to pay for damages or replace the item. Replacement costs will be calculated at the cost of the item plus any and all taxes, fees, shipping or other import costs, as applicable. Student records and final grades will be withheld until all such charges are cleared.

- **Weapons or Weapon Look-alikes:** The possession of any type of weapon, toy weapon, or weapon look-alike is strictly forbidden at or near school, on the school bus, at school bus stops, and during all school activities, regardless of location. *(See Infraction and Consequence Chart.)*

- **Proper registration and representation of self:** The use of your personal ID to support your arrival on and exit from campus is vital to our safety and security as a school community. You must sign or scan in upon entry to campus and sign or scan out upon exit so that we have an accurate understanding of who is in our care. Additionally, the use of school identification or uniform to give access to others who are not SSIS students is expressly forbidden. As previously stated, students must carry their ID Cards on them at all times.

Section 12:
Consequences in Support of Student Handbook Policies

Students in violation of school policies will be treated in a dignified, positive manner. The definitions and consequences summarized below are intended to deter infractions of school policy in a consistent manner and to promote a healthy and studious environment. The following is not to be considered a hierarchy of consequences. School administration reserves and retains the right to enforce any of the following consequences, for any violation, at any time. Factors such as seriousness, repetition, harm to buildings or persons will be taken into account when determining appropriate consequences.

All Infractions will be recorded within PowerSchool.

Detention: Students remain after school to "serve time." Detention offers an opportunity for students to reflect on their actions and, typically, lasts for one hour. Failure to serve detentions when scheduled will result in the assigning of additional detention days. Detentions may be assigned by teachers or administrators. Students serving detention are expected to bring school work with them.

Restitution: In certain situations involving theft, vandalism, etc., students and families may be required to compensate for loss or damage.

Parent Phone Call/Email: The principal notifies parents that their student has been found in violation of a school rule.

Parent Pick up: The principal may notify the parent that they will need to collect the student in person in cases where a violation causes concern that warrants student supervision and monitoring.

Family Conference: Parents may be asked to meet with a counselor or administrator to determine the support needed to correct the problem.

Service Project: When appropriate, as determined by the principal, students may work on a task that gives back to the school community and provides restoration relevant to the violation. This consequence will be assigned when logistically possible and relevant and when resources are sufficient for close supervision of the student.

Educational Extension: In situations involving bullying, aspects of addiction, or misuse of social media, an educational plan may be put in place to support ongoing reflection and learning. These extensions may be constructed and delivered in school or by an external or online source.

Strategies in Place to Control Smoking, Vaping, Drug & Alcohol Use/Abuse at SSIS

Upon enrollment, students and their parents are encouraged to read the necessary guidelines and references regarding the control of drugs and alcohol in this handbook. The signature page in the back of this handbook and planner will be required during the first few weeks of school. While this signature is relevant to the understanding of each section in the Handbook, it is vital in relation to our understanding of

- Information and counseling with regards to substance abuse are available for students and families seeking support. For more information, please contact the student's counselor.
- Random searches of a student's person, bag, possessions and/or locker may be carried out under the supervision of two members of the school administration.

- Hair or urine testing for drug identification may be carried out at random and/or when drug use is suspected. Such tests will be conducted under the supervision of trained medical personnel and a member of the school administration.
- Random searches of a student's person, bag, possessions and/or locker may be carried out under the supervision of two members of the school administration.
- Random presence and supervision in key areas of the school where the opportunity may arise are at the discretion of the Administrative team. This includes restrooms, locker rooms and various independent work spaces.

IN-SCHOOL SUSPENSION

Students may be assigned in-school suspension for more serious violations of school rules.

In-school suspension is supervised by the HS office and prevents students from attending their regularly scheduled classes. Students are required to complete their class work during this time. Suspensions from SSIS are given as a reflection period, during which students have time to consider whether they wish to continue at SSIS and how they can modify their behavior to do so. Students are not permitted to participate in after-school activities on days in which they are in-school suspension.

A first in-school suspension will generally be for one or two days, while a second suspension may be three, up to a maximum of ten days, depending on the seriousness of the offense. All incidents resulting in suspension will be documented and become part of the student's school record.

OUT-OF-SCHOOL SUSPENSION

Students assigned an out-of-school suspension are expected to spend time away from school in a parent-supervised setting. Students are not allowed to attend classes, interact with peers, or be involved in any after-school events. A student who is on suspension will have an opportunity to make up work missed while on suspension. Any exception to this will be made by the high school principal and/or head of school. Suspensions from SSIS are given as a reflection period, during which students have time to consider whether they wish to continue at SSIS and how they can modify their behavior to do so.

A first out-of-school suspension will generally be for one or two days, while a second suspension may be three to a maximum of ten days. All incidents resulting in an out-of-school suspension will be documented and become part of the student's school record.

EXPULSION

Expulsion is defined as the revocation of a student's right to attend SSIS or be on school grounds. If a student's conduct fails to improve after one or more suspensions; if an initial offense is considered sufficiently serious by the school administration; or, if a probation plan is deemed ineffectual by the school's administration, the student may be expelled. The head of school makes the final decision in cases of expulsion. A student expelled will not be eligible for any refund of fees paid for the semester in which he/she was expelled. Transportation fees will be refunded on a prorated basis.

Infraction and Consequence Chart

The following list outlines the consequences for violations of the Student Code of Conduct. The HS administration reserves the right to adjust the consequences for specific violations, depending on the context and nature of the incident.

INFRACTION	CONSEQUENCE(S) IN SEQUENCE
Academic Dishonesty	Please review the academic honesty section of the handbook for consequences. Note that while the first offense is considered a learning opportunity, it remains part of our internal record and any second such offense is considered the development of a pattern of behavior.
Bus infractions	First incident: • Transportation supervisor notifies an administrator • Student meets with administrator Second incident: • Administrator contacts Parents Third incident: • Student suspended from the bus for one week.
Classroom/library rules (Failure to follow)	First incident: • Verbal warning from staff Member Second incident: • Staff member contacts Parents Third incident: • Staff member notifies administrator • Detention in HS office (1-4 days) • Administrator contacts parents • Administrator meets with student and parents
Curfew (breaking of) on or during school sponsored trips or activities (WWW trips, athletic events/ trips, MUN, Habitat for Humanity, etc.) Refer to trip permission letter	• Immediate removal of student from activity if possible • Activity sponsor contacts activities/athletics director and principal • Administrator contacts parents • In-School Suspension (1 or 2 days) • Suspension from future trip or trips depending on nature of incident
Disrespectful behavior	• Staff member notifies parents and administration • Detention (1 - 4 days depending on severity of incident)
Dress Code violation	First incident: • Students immediately change into appropriate Clothing Second and third incident: • HS office detention (1 day) • Administrator contacts Parents Fourth incident: • In-school suspension (1 day)
Drugs and Alcohol Policy (Violation of)	• Staff member notifies administration • Administrator contacts parents • In-school or out-of-school suspension (2 days) • Possibility of expulsion as determined by the administration

INFRACTION	CONSEQUENCE(S) IN SEQUENCE
Electronic devices (Unauthorized use of)	First incident: • Device confiscated and held in HS Office • Student must go to HS Office after school, sign the logbook, and collect the device Second incident: • Detention (1 day) • Referral to administrator Third incident: • Detention (2 days) • Administrator contacts family • Parent or guardian must come to HS office to collect device
Failure to clear an absence by parents to the HS office.	• Absence is considered unexcused • Work missed may not be made up
Fighting	• Staff member notifies administration Administrator contacts parents • In-School Suspension or out-of-school suspension
Forgery of parent note or hall pass	First incident: • Staff member notifies administration • Administrator contacts parents • Detention (1- 4 days) Second incident: • In-school suspension (1-2 days)
Harassment (Verbaland online)	• Staff member notifies administration • Administrator contacts parents • After school detention, In-School or Out-of-School Suspension depending on severity
Lunchtime policies: Behavior in the canteen or kiosk/ Being in Off-limits Areas	First incident: • Student required to leave area or change behavior depending on the situation • Staff member notifies administration • Student meets with teacher or administrator Second incident: • Administrator contacts parents • Detention (1 day)
Off-Campus policy, Violations of	• Staff member notifies administration • Administrator contacts parents • In-School suspension (1 day)
Skipping class	• Staff member notifies administration • Administrator contacts parents • Detention (1 - 4 days)
Smoking/vaping on campus or at a school event	• Staff member notifies administration • Administrator contacts parents • In-School Suspension (2 days)
Public Displays of Affection (PDA)	First Incident: • Warning and discussion with administrator Second incident: • Detention (1 day) • Administrator contacts parents Third incident: • Detention (4 days) Fourth incident • In-school suspension (1 day)

INFRACTION	CONSEQUENCE(S) IN SEQUENCE
Tardy Morning	3 Morning Tardies per semester : Warning email to parents and student 5 Morning Tardies per semester: One hour before-school detention (6:45 am - 7:45 am), email to parents 7 Morning Tardies per semester: Parent Meeting, Study Hall privilege revoked for 10 school days or Senior privileges revoked for 10 school days if during the second semester 2 of senior year). 10 Morning Tardies per semester : In-School suspension
Tardy Between Classes	3 Tardies to the same class per semester: One hour after-school detention, email to parents and teachers 6 Tardies to the same class per semester: Parent meeting and one-hour after school detention
Theft/Vandalism	First incident: • Administrator contacts parents • Student and family responsible for repairing damages and replacing losses • In-School Suspension, out-of-school suspension or Service Project (2 days) Second incident: • Administrator meets with student and family Out-of-school suspension or expulsion
Weapons or weapon look-alikes	• Staff member confiscates item and notifies administration • Administrator contacts parents • In-School suspension, out-of-school suspension, or expulsion

Appendix 1:
SSIS High School Graduation Requirements

The SSIS graduation requirements are designed to meet accreditation standards and minimum university entrance requirements. To be eligible for high school graduation, a student must:

- Earn a minimum of 24 semester credits over four years in grades 9 through 12.
- Complete at least eight semesters of high school in grades 9 through 12 (therefore no student may graduate "early").
- Attend high school for a maximum of four years. Should a student not meet graduation requirements at the end of four years, students will receive a Certificate of Attendance. In certain cases, transfer students may be allowed to graduate with five years of study on their HS transcript.

The minimum requirements for an SSIS Diploma are:

Academic Discipline	Required Credits
English	4 - must include one core English course at each grade level
Mathematics	3 - must include Geometry and Algebra II
Science	3 - must include at least one science course while in grades 11 or 12
Social Studies	3 - must include at least one Social Studies course while in grades 11 or 12
Modern World Language/ESL	2 - two consecutive years in the same language
Health and Physical Education	2 - must include core PE/Health classes
Fine Arts	1
Electives	6 - credit earned above required department requirements.
TOTAL	24

Appendix 2:
International Baccalaureate Additional Information

WHAT IS THE INTERNATIONAL BACCALAUREATE?

The International Baccalaureate (IB) is a not-for-profit foundation motivated by its mission to create a better world through education. "The IB aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (International Baccalaureate Organization, 2013, The Diploma Program).
http://www.ibo.org/about-the-ib/mission/

Grade 10 students will receive detailed information about the IB Diploma Program and its requirements. This information, together with advice from counselors, will help them to decide whether they should pursue the full IB Diploma Programme.

Students who are most successful in the program have a strong commitment to the ideals of the IBO mission statement, and a genuine enthusiasm for learning, as well as sincere curiosity about other cultures and the world around them. IB students aim to be internationally minded and globally engaged by recognizing our collective connection and responsibility to others. Additionally, students with strong time management skills and a good work ethic tend to find the most success in IB.

GENERAL QUESTIONS ABOUT THE IB PROGRAMME

Why participate in the IB Diploma Programme?

While the IB programme presents a rigorous college preparatory curriculum, it also challenges students to think about global issues, cultural assumptions and their place in the global community. The program requires a deep focus in many areas, both academic and experiential. Students are encouraged to build bridges with the local community by engaging in service and further developing active and creative passions. Through the Theory of Knowledge course, students are challenged to think of the strengths and limitations of different methods of seeking knowledge within the various disciplines they are studying. The Extended Essay provides students an opportunity to focus on an area of personal interest, carry out research in that area and present their findings in a detailed, effectively organized essay.

Do I have to do the full Diploma Program?

No, it is not compulsory to take the IB Diploma. Some students elect to take the full IB Diploma while others take a combination of IB classes and non-IB classes. The two options are:

Option A: The full Diploma Program
- Participate in and complete internal/external assessments for six IB courses:
  - 3 Higher Level courses and 3 Standard Level courses
- Complete the Theory of Knowledge (TOK) course
- Complete an Extended Essay: an in-depth study (maximum 4,000 words) of a limited topic chosen by the student and supervised by a teacher
- Complete a Creativity, Activity, Service (CAS) Plan.
- Be Committed to the Creativity, Activity and Service programme for the first 18 months of the
- DP programme. This involves completing consistent reflections to produce a CAS Portfolio.

Option B: Individual Subject Courses
Students participating in an IB class complete all internal and external assessments for that course, and will receive IB subject certificates upon successfully passing s College credit or advanced standing at future colleges or universities may be available, depending on university policy.

What are the elements of an IB class?

All IB classes have some form of internal assessment which are activities assessed by the classroom teacher using IB rubrics and assessment standards and then externally moderated (samples of student work are sent to IB faculty around the world to be re-graded and to ensure equality in grading standards). All marks are criterion-referenced. IB classes culminate in s which students take at the end of their second year (Grade 12, which are assessed externally. Student marks from these s become available in July.

What is Theory Of Knowledge?

The focus in the IB Theory of Knowledge course is to examine what we know in the various fields of knowledge and how we come to know it. The subjects that we study in our high school classes are, perhaps of necessity, departmentalized: History, Sciences, Mathematics, World Language, Language Arts, etc. It is rare that students can view these disciplines from any larger perspective. The aim of the Theory of Knowledge course is to view the knowledge disciplines from the perspective of knowledge itself, noting the similarities and differences in the formations of knowledge, and noting the strengths and limitations in the various approaches to knowledge.

What is the Extended Essay?

The Extended Essay provides IB Diploma Program candidates with an opportunity to engage in independent, mentored research. Emphasis is placed on the communication of original ideas and information in a logical and coherent manner, and on the overall presentation of the essay in compliance with the guidelines. The essay must be a maximum of 4,000 words and written in one of the IB subject areas of particular interest to the student. A narrowly focused research question is crafted by the student and the paper presents an extended argument that is supported by research. Each student works in consultation with a faculty supervisor.

What is Creativity, Activity, Service (CAS)?

The IB Diploma Program places an emphasis on holistic and experiential learning, making purposeful connections with the community and fostering inspiration through involvement in creative and physical activities. CAS is an essential requirement to pass the IB Diploma requirement for the IB Diploma Program. There is an expectation that students participate in 'CAS experiences' over the first 18 month period of the IBDP and to add both evidence and reflections of their experiences once every two weeks. Students are also expected to initiate a separate CAS Project, for which they collaborate with between 2-4 students on a self initiated and completed project over an extended period of time which meets all the 8 Learning Outcomes of CAS. These activities should be distributed evenly among Creativity, Activity, and Service. Both the Extended Essay and fulfilling the requirements of CAS are essential to passing the IB Diploma.

For all other questions regarding the IB Programme at SSIS, contact the IB Diploma Program Coordinator. *ibdp_coordinator@ssis.edu.vn*

Additional information about the International Baccalaureate may be found at *www.ibo.org*

Appendix 3:

SSIS High School Grade Descriptors and Grade Point Average Conversion

Academic Achievement is reported using an A-F Grade Scale. Habits of a Learner are reported using terms of frequency.

Academic Achievement Reported Using an A-F Grade Scale		
Letter Grade	Percentage Grade	Grade Point Equivalent Value
A+	100.0	4.33
A	96.49	4
A-	92.49	3.67
B+	89.49	3.33
B	86.49	3
B-	82.49	2.67
C+	79.49	2.33
C	76.49	2
C-	72.49	1.67
D+	69.49	1.33
D	66.49	1
D-	62.49	0.67
F	55.00	0.00

Habits of a Learner Reported Using a Frequency Scale	
Habits of a Learner	Frequency Scale
Collaboration	Consistently
Agency	Usually
Responsibility	Sometimes
	Rarely

Letter Grade	Range	Descriptor
A+ / A / A-	100 - 90%	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
B+ / B / B-	89 - 80%	A good understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student usually shows evidence of analysis, synthesis and evaluation where appropriate. The student occasionally demonstrates originality and insight.
C+ / C / C-	79 - 70%	A general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
D+ / D / D-	69 - 60%	Limited achievement against most of the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
F	59 - 55%	Objectives for this course have not been met.

Appendix 4:
HS Grading and Reporting Policy:

Philosophy:

In the high school division, grading and reporting are used to support the learning process and encourage student success. We believe that all of our students, given appropriate support and instruction, can meet or exceed rigorous academic standards.

Purpose of Grading

- Communicate the student's mastery of the course content standards
- Provide information for students to use for self-evaluation and growth
- Help identify students for available educational opportunities (IB, AP)

Purpose of Assessment

- Track students' progress by aligning assessments to course standards
- Encourage student growth and progress by helping students identify the gaps in their learning
- Provide students with ongoing opportunities to demonstrate their learning

GRADING AND ASSESSMENT POLICIES:

- Grading is the translation of a student's understanding demonstrated through assessments into a proficiency level.
- Grading expectations are clearly articulated for both students and parents and outlined in the syllabus for each course and are consistent across classes of the same course.
- Assessment grades are communicated to students and parents in a timely fashion and allow for questions and answers related to the assessment.
- Assessment practices support high achievement by providing opportunities for students to demonstrate their highest level of learning.
- Disproportionate grading practices (inappropriately swaying a grade due to over emphasis on one factor) is avoided to ensure the most accurate measure of a student's achievement is reported.
- Assessment grades represent academic achievement. Dispositions and behaviors are reported separately as the Habits of a Learner.

PROFILE OF A LEARNER:

- We believe that successful students at SSIS are able to demonstrate the qualities outlined in our Profile of a Learner at a consistently high level.
- When relevant to the course standards or assessment outcomes, these traits can be included in grades through the use of clearly articulated learning outcomes and rubrics for assessment. Examples of this might be demonstration of safety procedures in a science class or practicing an instrument in a music class.

Missing Work and the Awarding of Zeros

- Zeros will not be used as final summative assessment grades or in determining a student's final grade in a course. The student is responsible for arranging with the teacher to take any missed summative assessments.
  - Make-up assessments may take a different format from the original assessment.
  - There will be a centralized system to support those students who have significant missing work and not made an effort to submit the work. The referral process will be initiated by the teacher if the student has not completed the missing work within three days of its due date.
  - Zeros may be used as a temporary placeholder, which may act as an incentive for some students.
  - Students with incomplete or missing summative assessments at the end of the semester will receive no credit for the class. In such cases, a decision on the final grade in the class will be made jointly by the teacher, counselor, and administration.
- Departments will determine consequences related to incomplete or missing formative assessments.

Late Work and Grading

- All academic work is essential to a students' continued academic growth and development. Work not submitted on the due date will be made up in a timely manner.
- Individual departments will determine consequences related to late formative assessments.

Academic Honesty

- Please review the academic honesty policy as written in the student handbook for details.

Reporting and Comments:

- Semester report grades will be standards-referenced in that they will reflect the mastery of student achievement towards a set of SSIS-adopted standards for that subject.
- Comments
  - Are personalized and learning-focused.
  - Allow parents and students to understand the student's areas of strength and areas in need of growth.

Report cards are issued to students at the end of each semester. Letter grades for academic achievement are given in the High School.

There are two reporting periods during each semester, quarters 1 and 2 for the first semester and quarters 3 and 4 for the second semester. The mid term reports are designed for us to more formally communicate the progress of each student. At the end of each semester, there will be a cumulative assessment task, whether it is in the form of a test, essay, presentation or product is based on the nature and design of the course and will be communicated by the teacher. These assessments serve as a final opportunity for students to demonstrate their learning with regards to the specific skills and content that was gained throughout the semester. The mid term reports are designed for us to more formally communicate the progress of each student.

For more specific information regarding our assessment and reporting practices, please refer to our *High School Standards-Based Handbook*

Appendix 5:
SSIS Policy of Leadership Limitations

The Policy of Limitations stipulates the number of formalized leadership positions (2) an individual student may hold throughout the school year and further defines the total number of leadership positions (2) any one student can hold at a time. Additionally, students may not hold multiple leadership positions within the same organization or structure.

Commitments to sport, arts, SSIS coursework or non-SSIS activities are not relevant to the terms of this policy. As such, there are a number of leadership opportunities within the school that exist outside of this framework (Ex: Captain of an athletic team or Editor in Chief of Yearbook). In promotion of Balance in Life, students are encouraged to seek these opportunities as well as others that may exist in Dedicated Service to the community.

To summarize:
- No student should hold more than two (2) leadership positions at any one time.
- No student should hold more than one leadership position within the same organization.

Responsibilities:

It is the responsibility of each student to understand the policy and to ensure that they abide by its prescriptions. It is the responsibility of each student to understand the job description and demands of their agreed upon leadership positions and work to fulfill these obligations to their fullest. Failure to adhere to this policy may result in a position being revoked. Additionally, failure to accurately report all commitments may be considered a question of discipline due to lack of Respect for others who should be given the opportunity to assume such roles.

Rationale:

We believe that Balance in Life is not only the interplay between academics and extracurricular activities, it is also the balanced investment in these activities that exist in a way to allow students the opportunity to demonstrate a depth of understanding in leadership that serves a specific cause well, while also taking risks to try a breadth of new activities. Students who have the honor of serving in a leadership role should do so by understanding the value of sacrifice that exists in committing oneself fully to the leadership roles they choose to accept. We expect leaders to model consistency, commitment, punctuality, preparedness and courage necessary to enhance the quality of programs, clubs and service activities offered as SSIS. We expect each leader to make their mark on the organization in which they serve; when an SSIS leader vacates their role they should do so with a sense of assuredness that the organization is better off than when they arrived.

Definitions:

There are many ways in which students can exhibit leadership. For the purposes of this policy, formal leadership positions are those which require a full year commitment and sense of consistent dedication and focus. These include the position of President, Vice President, Secretary, Treasurer or their equivalent titles. Additionally, other positions deemed an executive position by the HS Student Leadership and Activities Coordinator can be termed as formal leadership based on factors such as the organizational structure, time commitment, number of students served by the organization, number and quality of activities planned and/or attended by the organization, and formal charter documentation.

NOTE: *All formal organizations must register with the Director of Activities and Community Engagement. Informal organizations that are not served within the current process will not count towards the above criteria. Any such organization will not be provided a faculty sponsor or given access to school resources such as logistical setup and promotional/ communication support.*

Examples of formalized Leadership Positions are:

- Student Union/Executive Council Positions
- National Honors Society President
- Model United Nations President
- ASA club President/Vice President
- Tri - M Music Society President/Vice President
- Student Council Class President/Vice President
- House & Advisory Representatives
- ASA club Secretary/Treasurer

Appeals Process:

Students who wish to serve as a leader in more than the allotted TWO leadership roles must submit a formal appeal application. Only those students who have demonstrated an ongoing commitment to the varied organizations and causes they wish to serve will be considered and their application will include a formalized agreement between the Sponsors of each organization. Students who wish to appeal must complete the appeal form by requesting access from Mr. McGartlin. Students should complete the form accurately and to the fullest of their ability. Decisions will be determined and communicated from the administrative team.

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