



High School Handbook

2025 - 2026



SSiS
SAIGON SOUTH
INTERNATIONAL SCHOOL

High School Handbook

2025 - 2026

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 website.

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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. For both new and returning students, I extend my sincere wishes that this year is fulfilling for both your academic and personal growth in these final years, preparing you for success beyond the walls of our school.

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 all stakeholders with the essential framework to grow and develop as well-rounded individuals within our community.

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 and activities that provide opportunities to excel academically, explore opportunities to build a growing sense of self, and consider a healthy balance to nurture all aspects of your life.

This handbook reflects the values and priorities noted above as it provides important information to help you discover how the school is organized so you can best understand and leverage all that the school has to offer. Please take the time to read the handbook carefully and use it as a first resource for your questions. And of course, feel free to ask me, your counselor, or any of your teachers for help with information here or other needs at any time during the school year.

We look forward to ensuring all students are meaningfully engaged as a part of our high school community and working with you to make this school year outstanding!



Mr. Daniel Smith
High School Principal

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2025 - 2026

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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 Study Hall supervisors, various faculty members, 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.

We will make every reasonable effort to inform students and parents of any changes to these rules after the handbook is 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

	<p>Academic Excellence</p> <p>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.</p>
	<p>Sense of Self</p> <p>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.</p>
	<p>Respect for All</p> <p>A perspective that each individual is a person of worth.</p>
	<p>Balance in Life</p> <p>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.</p>
	<p>Dedicated Service</p> <p>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.</p>

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

Campus Hours

High School students can access campus from 7:00 am until 6:00 pm. Students on campus outside of these hours must be involved, chaperoned, and supervised. Students are not permitted to be in any classroom space without the presence of a faculty member or supervisor. This includes breakout rooms, library spaces, and other independent workspaces. Security staff have the right and duty of care to ensure students are not in any unsafe spaces. Faculty and staff may also ask students to produce identification in the event of a need or consistent infringement of policy.

Bell Schedule School Year 2025-2026

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 pm <i>AP and IB HL Courses Only</i>	

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

These classes take place every Wednesday from 3:15 - 4:45 pm.

BLOCK ROTATION

Refer to the High School Google Calendar for the 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 for 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 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. Parents complete this task through Magnus Health and should make sure the details are up to date during the student's time at SSIS. At the start of every school year, parents are asked to complete and submit the SSIS Medical Questionnaire on behalf of their child through Magnus Health. The completed forms ensure we have the student's 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 cell phone) or those of your child's designated emergency contact change, be sure the numbers are updated with the school.

Important Contact Information: Nursing Office

Email: hsnurse@ssis.edu.vn

Telephone: (84-28) 3622-0870, Ext. 31001

Illness

Parents are asked to notify the school nurse of any infectious diseases or of any change in the health status of a student, such as vaccination, illness, or operation.

Many of the most common illnesses (colds, influenza, Hepatitis A and 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 37.8 degrees Celsius or above 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 am. See the Attendance Policy for complete information about reporting an absence.

For medical questions or health-related concerns, please contact International SOS at (028) 3829 8520. For any current absence needing to be recorded, please reach out to the HS Office: hsoffice@ssis.edu.com or hsattendance@ssis.edu.vn.

Our current Covid policy, based on the Ministry of Health, DoET, and the current Decree, is as follows: If your child has Covid, please email their divisional nurse and divisional office to report their absence. For more detailed Covid-related information, please refer to the [Health Office Handbook](#).

Injuries

Injuries received during the school day will be evaluated by the school nurse. For minor injuries, parents will be notified via Magnus Health. For injuries that may require additional follow-up and medical care, parents will be notified via phone.

If a student requires accommodations, such as a wheelchair, elevator, or other assistive device, either for a short or long-term medical condition, please contact the school nurse for assistance and assessments.

Medication at School

If you wish the school nurse to store or administer medication during school hours, please contact the HS nurse and complete the authorization for medication form on Magnus Health. For safety reasons, we ask that students not carry medication on their person at school.

Students requiring prescribed medication during school hours, including school-sponsored travel opportunities, must have on file the prescription from their physicians as well as the written authorization from the parent or legal guardian.

The parent’s written authorization must include:

- The name of the student receiving the medication
- The name and description of the medication
- Scheduled times for the administration of the medication
- The dosage to be given
- Instructions for administration of the medication
- Description of any possible side effects
- Any other contra-indications, instructions, or warnings

All medications must be in the original pharmacy container. The container must be clearly marked with the student’s name, type of medicine, and dosage. A few over-the-counter medicines (Tylenol, Ibuprofen, Benadryl, and Loratadine) are available and can be given if the parent’s permission is on file at school.

Water at School

We encourage drinking water at school, particularly during 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.

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 of 37.8°Celsius or above.
 - 2 episodes of vomiting, other than those related to travel sickness
 - 2 episodes of diarrhea
 - Rash of unidentifiable cause
 - Suspected communicable 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
2. The school nurse will take into consideration the student's response to their illness, their 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 parent or guardian's obligation to collect the student who has been identified as unwell and not fit for school within 30 minutes to 1 hour of receiving the phone call. Parents/guardians of older children with mild illnesses may be able to make alternate plans for going home, at the discretion of the school nurse.

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.

Additionally, SSIS offers a robust and highly reputable academic program and a varied series of course offerings, athletics, and ASAs.

The following guidelines are in effect:

- To receive full credit for their work, SSIS High School students must attend at least 90% of their scheduled classes. Absences beyond this number (5 absences per semester) will 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 the absence is not excused (a family vacation, for example).
- 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 examination, 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 enable the student 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 that 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.
- Missing classes to study or complete assignments is also considered skipping.
- The high school administration, in collaboration with the high school office and adult activity supervisor, is responsible for all determinations made under this policy.

Absences and Participation In After-School Activities and 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 (e.g., 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 events, S Factor, and SSIS Idol.

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 or hsoffice@ssis.edu.vn before 8:00 am to inform us that their child 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 and 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 and Student Work

Unexcused absences are when a student misses 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 more restrictive measures for the student in order to support their learning and our community, 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 Examination

A student with an “excused” absence on the day of a classroom test will be required to take the test the day they return during their free time and when convenient for the teacher, unless there has been a previously agreed-upon arrangement. 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 who 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 to make up an assessment or project. It is important to note that students who demonstrate such a pattern will also be considered in violation of our academic integrity policy.

If a student misses a final examination, 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 37.5° Celsius or higher (an aural thermometer should 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 their illness, their 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, the parent/guardian must collect the student who has been identified as unwell and not fit for school. Parents/guardians of older children with mild illness may be able to make alternate plans for going home, 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 SSIS 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 they will miss before taking an absence.

Detailed Guidance on Student-Athlete Absences

Assessments and Deadlines

- Planned Absences:
 - Students must meet with teachers at least one week prior to travel to arrange assessments and assignments.
 - Long-term assignments (essays, projects, research papers) – deadlines remain unchanged; students are expected to submit before departure.
- Unexpected Absences (e.g., illness while traveling):
 - Students receive one day for each day absent to complete short-term work for full credit.
- First Day Back:
 - Work is not automatically due the first day back. Teachers should be clear about revised timelines.

Assignments During Travel

- Students are expected to check Schoology and PowerSchool to stay up to date.
- Teachers should post materials online, but they are not expected to assign new work to be done during tournaments (students' schedules are often packed with games, travel, and team commitments).
- Encourage completion of major assignments before departure, not during travel.

Return to School

- The Athletics Department arranges all transportation and will provide teachers with advance notice of absence dates and expected return times through SchoolsBuddy and email.
- Typical MRISA and SEASAC travel involves 3–4 missed school days, returning the evening before school resumes.
- If overseas travel teams return later than 8:00 PM, students are excused from classes until Block 3 the following day. Attendance before Block 3 is optional, so students may choose to return earlier if they wish.

Student Responsibilities

- Demonstrate responsibility and agency in proactively communicating and collaborating with teachers
- Inform teachers in advance of travel and arrange assessments.
- Submit long-term assignments before leaving when possible.
- Check Schoology/PowerSchool regularly and catch up on missed material.
- Maintain good standing academically – eligibility is required to participate.

Teacher Responsibilities

- Encourage/celebrate student responsibility and agency in acknowledging proactive behavior.
- Provide assignments in advance where possible.
- Set clear, reasonable expectations for deadlines, balancing flexibility with accountability.
- No assessments or major assignments should be assigned for completion during travel unless previously arranged.
- Record and follow up consistently; encourage students to manage deadlines.

Teacher/Student Questions (FAQ)

Q1: Can teachers require a test the day after they return?

A: No. Students are allowed one day of absence per week.

Q2: Do teachers need to prepare special work for students to do while away?

A: No. Teachers will post materials online, but don't expect completion mid-travel.

Q3: How much notice will teachers get about absences?

A: One week prior to tournaments, with reminders via SchoolsBuddy.

Q4: Do students keep the same deadlines for big projects?

A: Yes, long-term assignments remain due as scheduled, usually before travel.

TARDY POLICY

Definition of Tardy: A student is considered tardy if they arrive 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 tardiness. 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 impact 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:	30-minute reflective detention, email to parents
7 Tardies per semester:	Student-Parent Meeting with High School Administration, extended lunch time and/or 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 and reflection

Section 4

Campus Safety & Security

Closed Campus

SSIS 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 by 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 by 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 at 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 regard 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 division office 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 (7:30 am - 3:30 pm). This is due to concerns of campus access, the 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. Security staff will not allow students into building areas at 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 are therefore not available for casual use. Any request to use the 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.*

STUDENT IDENTIFICATION CARD

Student ID Cards

High School students are required to present their SSIS ID card when arriving at school each day to access campus and school services. The card is necessary for campus access and various school services, including meals. Students can be asked by faculty and staff to present their ID card as a reasonable request in confirmation of identity.

Student ID Replacement Process (Effective September 3, 2025)

If a student does not present their SSIS ID card for five consecutive school days, their ID card will be deactivated. The five days are rolling, not necessarily Monday-Friday. SSIS will create a new ID card for the student, and the parents will be billed.

Card Distribution

High school students' new ID cards will be delivered to their Advisory Teachers, who will distribute the cards to students during Advisory class.

Replacement Fee

Each time an ID card needs to be replaced, a fee of 100,000 VND will be applied.

Students are no longer required to pay for a new ID card at school. The replacement fee will be billed directly to the parents or guardians via invoice. Payment is expected by the date stated on the invoice.

TRANSPORTATION

Students have the following options for travel to and from SSIS:

- SSIS provides a school bus service for an additional fee, subject to 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 am and 7:55 am each day. Afternoon buses normally depart at approximately 3:10 pm.
- Private cars, car pools, or contracted drivers and taxis may drop off students at the school loading zone at the Gate 2 entrance to 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 students who cycle to school.

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 requirement of helmets for all riders. Students operating motorbikes over 50cc must hold a valid Vietnamese driver's license. Only those students who meet 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. Guidelines: Students are to follow the bus 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 who 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 and 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 whom 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

Michele Werlin	House: Wyvern
Deviyani Pathak	House: Hydra
Kristy Finlay	House: Shenlong
Katie Freeman	House: 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 a student need ongoing counseling or support 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 to helping each student navigate the nuances and difficulties of High School while also celebrating their successes. At times, a student may struggle, as is typical for adolescents maturing into adulthood. Our counselors are here to support students through these unique and challenging times, as they are great opportunities for growth and development. SSIS counselors have supported students with issues such as:

- Social relationships
- Emotional regulation
- Time management and 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 and 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 Languages, and Physical Education/Health. This would only occur in situations where a student comes to SSIS in grade 11 and 1,2 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 a student may 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 IGCSE examinations or an equivalent examination system may receive two credits for each examination 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 Admissions Office 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 Health Seminar & Study Hall. Grade 11 and 12 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 Health Seminar & 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 Health Seminar & 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 first 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, Health Seminar & 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's 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 recommendations.
3. University admissions test scores (see relevant section). Many require the College Board examination (SAT), 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 of each college or university. While our SSIS diploma expectations are listed above, each university has its 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 school days from 7:30 am to 4:30 pm, except Wednesdays, when the library closes at 4:00 pm. The library is also closed on faculty professional development days and most school holidays. Libraries may be open for limited hours during summer vacations.

Library Mission Statement

The 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 8:00 am and after 3:00 pm)
- 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.*

Health Seminar & Study Hall

All students have as part of their schedule one block of time that is designated as a Health Seminar & Study Hall. The Health Seminar is designed to meet the growing needs and requirements with regard to Health Education in keeping with our school's Mission and Core Values, as well as regulations from the Department of Education (DoET).

Health Seminar

At SSIS, we are committed to helping students gain accurate knowledge and develop the skills to address concerns safely and clearly, ensuring they feel empowered to make informed decisions and seek support when needed. All students in grades 9-12 will attend mandatory sessions in an assigned grouping for Health Seminar. This is a mandatory part of our high school program. Topics for Health Seminar will include Human Development, Safety, Sexuality, and Substance Awareness and abuse. The overarching purpose is to provide our students with up-to-date and factual information regarding these critical areas.

As we work to build this important aspect of our curriculum, this year, grades 11 and 12 will have 4 lessons per semester, 8 total lessons in the course of the year. Students in grades 9 and 10 will have 6 lessons per semester, 12 total lessons in the course of the year. Students who miss classes in Health Seminar will be expected to attend make-up sessions.

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, Health Seminar & Study Hall provides our students opportunities to 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 the Health Seminar & Study Hall prepared and ready to be productive. Health Seminar & 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' Health Seminar & 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, counselors, 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 provide a time for the counselor, the technology department, administrators, or other faculty/ staff to share information and/or curriculum with students.
- To serve as a time for the Teaching and Learning Office to work with students on standardized assessments and information, as well as to survey students regarding program needs and development.

Health Seminar & Study Hall Regulations

- All students are assigned to a specific room for Health Seminar & 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 Health Seminar & 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, counselors, 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 members 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 not to disrupt classroom learning. Meetings and visits should be expected from time to time and are mandatory. Students should not depend on Study Hall period to complete homework or to “cram” for an upcoming assessment later that day; unexpected activities will take place during Study Hall period.

In all cases, **it is the student’s responsibility to attend all Health Seminar sessions and 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 Health Seminar & Study Hall will be deemed truant and subject to relevant disciplinary consequences as outlined in the consequences section of this Handbook.

Senior Privilege/Health Seminar & Study Hall Regulations

Senior privilege offers our Senior class to develop a sense of autonomy and responsibility in supporting their transition from High School to university. After the start of Quarter 2, Seniors who have met the minimum behavioral, academic, and attendance expectations will have an opportunity to arrive late to school when they have Health Seminar & Study Hall first block and to leave school early on a day when Health Seminar & 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 and attendance with all school-related items (such as due dates, make-up assessments, assemblies, and graduation planning) and issues as they arise.

To take advantage of this privilege, Senior students must abide by the following conditions:

- Students are NOT on “Academic Concern” or “Academic Probation” (see student handbook for relevant details) or 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. 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 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.
- When exercising the afternoon privilege, students must 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 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.

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 native language class (e.g., IB Korean).

To promote inclusivity for all students, regardless of national or linguistic background, SSIS staff 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, and lunch).

Procedures

Academic Success

- The 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 and 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 is 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 admission or through a referral process.

TUTORING

Parents seeking 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 students in their class 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 who are best-positioned to support each student. If parents have made arrangements for an outside tutor, the tutor must understand that all submitted work should be that of the student and the tutor's role in supporting student learning should be clarified. Additionally, HS classes use 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, and 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. The SSIS Calendar can be found on the [Parent Portal](#).

PowerSchool, the digital portal used to communicate grade information between SSIS and home, is constantly revised and allows for 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 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

SSIS 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 students in grades 11 and 12. 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 the 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 exams in May of their senior year. For more details on the IB Diploma Programme at SSIS, please refer to [Appendix 2](#) in this handbook or contact the HS Learning Program Coordinator, Mr. Tucker Barrows, tbarrows@ssis.edu.vn.

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement (AP) courses are highly challenging academic courses designed to provide motivated high school students with a 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 selection of Advanced Placement courses each year. All students taking AP course subjects are required to take the AP exam in May as a culmination of their coursework. The number of AP courses offered at SSIS increases at each grade level to support student growth and needs. Grade 9 students can take one AP course. Grade 10 students can take two AP courses. Grade 11 students can take up to three AP courses, and grade 12 students can take up to four AP courses. Students wishing to pursue more AP courses than offered per grade level must ask for approval from 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 2025-2026 school year. The counseling team and our HS Learning program Coordinator, Mr. Tucker Barrows (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, the student 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 that 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 will 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 transcribed and calculated towards a student's Grade Point Average (GPA).
- 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 contact your student's assigned counselor for guidance.

ACADEMIC EXPECTATIONS, POLICIES, AND 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 can result in loss of privileges, structured reflection time, and further consequences. A full description of the consequences considered in support of this handbook can be found in Section 11.

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 SSIS HS students, as well as any students new to SSIS, are required to bring a MacBook laptop computer to school every day. It is the responsibility of the student and parent to ensure access to a functioning, charged laptop that meets the following requirements:

Laptop Requirements

- Mac Operating System in English
- Maintain a minimum of 3 hours of battery life
- Be fully charged at the start of each school day
- Have malware removal software installed (Malwarebytes Anti-Malware is recommended)
- Hardware must be in good condition with screen, keyboard, touchpad, and other essential components present and functioning correctly
- It is expected that students will treat their laptops carefully and have them repaired promptly if they have 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 the 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 school-wide Teaching and Learning Office. 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 Teaching and Learning Office.

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 exams) when planning homework assignments

Parents are encouraged to:

- Ask students about homework assignments and 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. For absences related to school-approved activities and athletics, please refer to the handbook for these trips, noting that they are in alignment with this handbook.

Short-Term and Long-Term Assignments

Students are expected to:

- Turn in assignments on time.
- Plan ahead. Teachers are not responsible for reminding 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 engage 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.
- Be responsible for arranging with the teacher to make up any missed major assessments. "Not Yet Evident" scores 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. If a student has more than two tests scheduled on 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 may be assessed for the purposes of feedback to the student, but can be considered invalid evidence in relation to the final grade report.

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 students to attend tutorials or after-school make-up sessions until the 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 exams (whether a class exam or midterm/final exam):

- Misreading or misunderstanding the schedule
- Oversleeping and therefore being late for an exam
- Holidays/vacation
- Family housing change
- Social and sporting commitments
- Attendance at interviews
- Participation in events such as competitions and concerts
- Participation in academic and extracurricular activities outside of the SSIS program

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 coursework. SSIS High School Grade Descriptors and Grade-Point Average Conversion 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.
- Course credit will be granted only to students who have met the minimum expectations regarding attendance based on their in-class presence and participation.
- 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 before 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 Counseling 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 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 in the HS Google calendar and shared via email, the Dragon Digest, and the Parent Portal.

Parent/Student/Teacher Conferences (Fall and 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, the Dragon Digest, and the Parent Portal.

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

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, 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 Ds (whether + or -)
- An overall GPA below 1.67
- Or when a student is not maintaining the 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 Ds 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 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 Academic 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 and 1 Report Card (June)
- Season 2 Eligibility determined by Quarter 1 and 2 Report Card grades (October)
- Season 3 Eligibility determined by Quarter 2 and 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 who 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 eligibility regulations.

Eligibility determinations will be communicated to the student and family by the Assistant Athletic Director, Athletic and 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, academic placement, and university admission decisions. Students are expected to approach each standardized test with integrity and their best efforts.

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 US 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 used in admission decisions by many universities around the world. The SAT results are just one factor that universities use to determine if a student is likely to be successful 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 US. Students should check each university’s admission requirements to which they are considering applying.

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 and 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 visiting 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 US universities.

American College Testing (ACT)

Some students may feel that they could obtain a higher score on the ACT because 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 achievements 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 exams, 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 May or June for their Year 1 courses. Grade 12 IB students take mock exams in February or March and their final IB DP exams in May of Year 2.

AP Exams

Students who enroll in AP courses will write external exams in May of the same academic year. Students enrolled in AP courses are required to take the exams for that course. AP exam results are published and available to students in July. Mock AP exams will be written within two months of the end of the course. Students are not allowed to take AP exams unless they are enrolled in the AP course. Any AP exam 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 exams and graduation. This communication will provide updated details and policies about IB/AP exams and graduation.*

Section 7

Extracurricular Activities and Field Trip Information

Our school's Core Values of Dedicated Service, Respect for all, Balance in life, and Sense of self govern our approach to our After-School Activities (ASA) and Athletics programs. 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 tryout 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 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 primary focus of the SSIS athletic program for athletes and coaches at this level is the following:

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 positive self-discipline
- To implant a love of and commitment to lifelong learning and self-improvement
- To improve knowledge and understanding of the rules of the game

3. Respect for All

- To develop a healthy sense of competition
- To give opportunities for all team members to participate
- To demonstrate respect for authoritative figures (officials and coaches)
- To display compassion and a concern for the well-being of 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 of time management (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 will be available to any student expressing a desire to be involved.
2. The values of good sportsmanship and the dynamics of teamwork will be stressed at all times.
3. The importance of teaching young athletes to give and receive recognition will be incorporated into practices and games.
4. Students will be challenged to strive for the highest level of excellence for each athlete as they participate and compete.
5. Students will be given opportunities 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 six schools from around Southeast Asia. In 2018, SSIS joined the South East Asia Student Activities Conference (SEASAC). Both MRISA and SEASAC leagues involve potential international season-ending championship tournaments.

	Season One (Aug-Nov)	Season Two (Nov-Feb)	Season Three (Feb-Apr)
SISAC (City League)	Volleyball - Cross-Country - Golf - Swimming - Table Tennis	Basketball - Badminton - Track and Field	Soccer
MRISA (Int'l League)	Volleyball	Basketball - Badminton	Soccer
SEASAC (Int'l League)	Volleyball - Cross-Country - Soccer - Golf	Basketball - Badminton - Tennis - Softball - Swimming	-

****Strength and Conditioning classes are offered all year to support athlete development.***

Cost to Participants

Outside of an athlete's equipment, players are 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, accommodation, and food. Costs may vary depending on the location and length of the trip.

Athletic Awards and Recognition

Athletic Awards Evenings are held at the end of each season to celebrate team achievements and recognize outstanding individual contributions. Coaches and athletes reflect on the season's performance, and select awards are presented. Honors may include the Dragon Spirit, Future Captain, Coach's Choice, Most Improved Athlete, and the Dragon Fire Award.

AFTER-SCHOOL CLUBS AND ACTIVITIES

After-School Activities (ASAs)

SSIS offers a highly robust selection 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 is held for students to 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 and interests.

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's 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 regard to our school's 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, the Dragon Digest, and the Parent Portal.

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 from 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 supports the pursuit of our school's Core Values. Student participation in these field trips is compulsory and is included as part of the SSIS program.

Students in grades 9 and 10 participate in WWW as 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 in grades 11 and 12 participate in a mini-overnight retreat during the same week as WWW for grades 9 and 10. The dates of high school WWW trips are listed on the HS Google Calendar and will be shared via email, the Dragon Digest, and the Parent Portal. Informational assemblies for students and WWW parent evening events will be held prior to WWW trips.

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

Section 8

Student Leadership and Student Voice

SSIS believes that each student's voice is important and valued. Our administrators and faculty rely heavily on our systems of data collection and channels of communication to respond to student concerns and needs. At times, when a student has a concern about an academic, social, or logistical circumstance at school, there are proper channels to share such concerns. The following communities are the most impactful and appropriate places to raise such concerns.

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

STUDENT UNION

The Student Union is our foremost student leadership body in the high school. It is divided into four branches: the Student Council, House Committee, Events Council, and Athletics Council. Students have the ability to apply for these leadership positions for the next academic year in April of the current academic year. For more information, students may ask our Student Council President or the Faculty advisor, Mr. Mark Hamas, to view the 2025-2026 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 the 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
- Represent the overall view of the students and the school as a whole
- Ensure students have a meaningful voice at SSIS
- Ensure the betterment of the student population
- Meet regularly with the school administration
- Foster community service in and out of the school environment
- Provide a democratic forum for the discussion of ideas
- Support dedicated service to Vietnam and Vietnamese culture
- 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 the 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 throughout the school year and garner points for their house. It is a great opportunity to foster community and well-being on campus. Each House has a House Captain, a leadership position elected by the House members. Additional house representatives will be elected at the beginning of each year. The Student Council Vice President leads the House Committee and includes the four house captains and house representatives.

House Elections

- Annual elections for House Captain are held in April for the following year by a democratic process.
- Every candidate is entitled to campaign and give a speech at the election assembly before the 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 and the 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 supporting 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, and 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 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.

International Thespian Society

The International Thespian Society is an honor organization open to all high school students who have attended SSIS for at least one semester and have demonstrated a strong commitment to the theater arts through meaningful participation in performance, production, and/or service. Eligibility for membership is based on the documentation of a minimum number of hours dedicated to theatrical work—whether onstage or behind the scenes. Once students have earned the required number of points, their candidacy is reviewed by the Thespian executive committee and the faculty advisor, with consideration given to their contributions, collaboration, and commitment to the program. While there is no GPA requirement, candidates must not have any major issues of discipline or academic dishonesty.

New members are formally inducted each spring. All members are expected to actively support the SSIS theater program and uphold the values of the International Thespian Society throughout the school year.

Section 9

Academic Integrity and Responsible Use of Technology

ACADEMIC INTEGRITY

What Is It and Why Is It Important?

SSIS 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 achieved by highlighting connections with others' work, an essential practice in academia that we aim to foster among 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 an article titled, "Why academic integrity is important to teaching and learning" (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 miss out on receiving feedback tailored to their needs and the support they may need to advance their learning journey.
- Accurate assessment of student learning is dependent on academic integrity. When students' 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 lifelong 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](#), and [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 Policy 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 and 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 and Habits of a Learner.

PARENTS/GUARDIANS will model and support academic integrity by:

- Becoming knowledgeable about the Academic Integrity Policy and guidelines for individual teachers' 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 and 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:

- Students will be assigned a reflective detention session.
- 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 school's 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 the 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 may be 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 may be 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 those found below.

Cheating – intentionally using (or attempting to use) unauthorized materials, such as:

- Use of unauthorized notes during an examination,
- Copying from another student’s work (lab report, homework, essay, etc.)
- Having advanced knowledge of a test’s format or areas covered that is not provided by your teacher,
- Presetting a 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),
- Engaging in the inappropriate use of AI to support a task or assessment,
- Use of unauthorized technology of any kind, including but not limited to computers, cellphones, smart watches or glasses, or other wearable devices.

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 a 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 example, forging a signature, parental note, certificates, record, report, or letter of reference)
- Misconduct during an examination, such as attempts to disrupt the examination or distract another student
- False declaration (for example, 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 examination 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](https://www.purdue.edu/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 examination 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 example, “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 a 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 and 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.

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 and Habits of a Learner. At all times, SSIS students and staff are expected to conduct themselves in a manner that 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 consider the effects their actions may have on other members of our community and the global society in general.

SSIS technology and internet access are 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.

SSIS RESPONSIBLE USE POLICY

Statement of Purpose

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.

SSIS considers 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's 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. I 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 and 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 cyberbullying 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.

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 they do 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 personally. Use 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, birth dates, and pictures with people you don't know or on unsecured 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, including when wearing an SSIS uniform. 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, including Health Seminar & Study Hall, 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](#) and the SSIS [Responsible Use Policy \(RUP\)](#). 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 a 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 ongoing 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 ongoing learning experiences and partnerships with teachers and other relevant community members, students:

- Are responsible for all policies outlined in the HS 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 ongoing 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 10

Student Behavioral Expectations and 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 and tech equipment, Science and STEM materials, lockers, and 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, the 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 stairwells 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 and Lost Property

Students are solely responsible for their personal property and, as such, are expected to respect the property of others. Students are encouraged to use a locker, which is provided by the Study Hall monitors.

A student's personal property is their own. Students who choose to violate this respect, whether as a presumed joke or otherwise, are 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 an item of high value, such as money or an electronic device, will report it to the High School Office.

Found items are stored in the Lost and Found area in the corridor between the Athletics office and the Auditorium entrance. 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.

The purpose of our CCTV system is for health, safety, and security. Misplaced or lost personal items that are not in a student's locker are not considered an appropriate reason to access footage. SSIS takes no responsibility for lost or unclaimed goods.

Personal Expression and 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 engaging 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 has not been 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.

Selling Goods on Campus

Students are not permitted to sell items on campus without express permission from the High School Leadership Team, STUCO representative, or ACE Office.

All on-campus and off-campus sales related to the High School division, including club fundraising, bake sales, and the ticketing of events, must have preapproval and be conducted in the High School Office, Room C222, or MPR2, unless otherwise agreed upon by administration. Selling of goods is not permitted in the Kiosk area, SDC Cafe Area, or the corridor outside of the library.

Exploitation of others for personal financial gain, increased personal status, or other means falls significantly outside of our Core Values and sense of community. Repeat offenses of this practice will fall under the Tier 2 category regarding Consistent/Continued demonstration of infractions as outlined in Section 10 of this handbook.

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, students or parents 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 (7:30 am - 3:30 pm).

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 have 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 Admissions and Marketing Office prior to final approval. The outlined parameters below therefore represent the expectations for the 2025-2026 school year. All uniform items must be purchased at the school store, unless otherwise noted. The school uniform consists of the following:

Approved Tops

- Dark blue (or light blue*) polo shirt with SSIS logo (**The light blue polo shirts are being phased out but may still be purchased and worn through school year 2026-2027*)
- 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, or 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 conform 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 uniform 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 should be wearing their school uniform.

Physical Education (PE) Class Expectations

Physical education is a valued part of the SSIS program. All PE students will be issued a PE locker 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.

UNIFORM

The base uniform is mandatory and must be worn each day. All uniform items must be purchased at the school store.

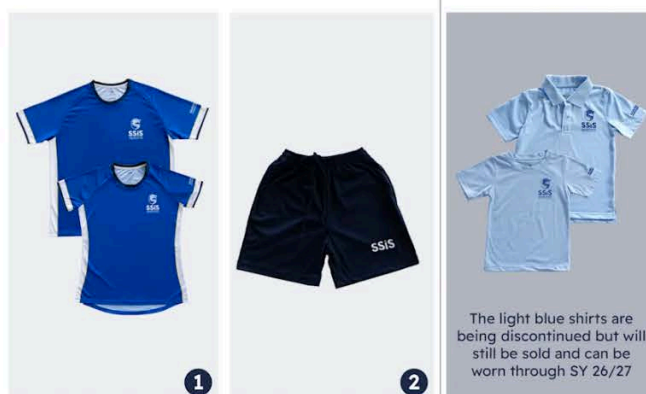
- 1 Royal Blue Polo Shirt
Male, Female
- 2 Navy Blue Shorts
Unisex
- 3 Navy Blue Skirt/Skort
Female



PE KIT

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

- 1 Multi-Colored PE Shirt
Male, Female
- 2 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
Male, Female



Students should also wear their SSIS ID cards each day.

Dress for PE Classes

High School students should 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 SSIS uniform 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 and 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 regard to their personal belongings.

- PE lockers, as well as the surrounding area, are to be kept clean at all times.
- Open food or drink containers 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.

Non-Uniform Days:

- No sleeveless tops or dresses
- No shirts that expose the stomach or the chest
- All shorts, skirts, dresses, and skorts must extend past a student's 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 to acquire a school uniform from the school store and will be billed accordingly, or may be asked to return home.

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 the ownership of the electronic equipment or forum. Following are some examples.

Student Conduct Regarding Areas of Major Disciplinary/Behavioral Concern

This section outlines any behaviors or activities that threaten the safety or well-being of persons or property or which disrupt the school environment. These behaviors may exist during or after school, on or off campus, and are defined by their disruptive nature in impacting the academic and social environment of the school. Below is a list of such behaviors; however, this is not to be considered an exhaustive list.

Areas of Major Disciplinary Concern	
Disrespectful Behavior	Talking back to teachers and staff (including substitute teachers), rude behavior or gesturing, making threats, using derogatory language, refusing to identify oneself, refusing to follow a reasonable direction, or explicitly lying in response to a reasonable request.
Substantial Disruption to the Learning Environment	Continued violation of any school rule that interferes with the productive learning environment. This includes physical, verbal, or technology-based disruption that is deemed to impact the learning of self and/or others.
Fighting	Incidents involving physical fighting and/or assault on the school campus or at any school activity will be subject to a short-term suspension from school, followed by transition, and may lead to a possible expulsion.
Harassment	Any intentionally unwelcome conduct that creates a hostile, unsafe, or unwelcome environment. Harassment is targeted towards an individual or group in a purposeful manner.
Bullying	A pattern of aggressive behavior, whether verbal, physical, in person, or online that is characterized by a real or perceived imbalance of power, where one or more individuals intentionally cause harm or distress to another. This pattern often involves repeated actions and patterns, which can include, but are not limited to, various forms of harassment.
Sexual Misconduct	Sexual misconduct is defined as any inappropriate or illegal misconduct that is sexual in nature. NOTE: Non-consensual or violent misconduct will constitute a considerable increase in severity and may be referred to law enforcement authorities.
Theft	Taking and carrying away the personal property of another without their consent for any amount of time; stealing, accessing, or tampering with others' belongings.

Presence of Banned Substances or Paraphernalia	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.
Weapons and other banned materials	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.
Vandalism / Graffiti	Defacing, destroying, or ruining property not belonging to the student, including but not limited to lockers, books, school buses, etc.
Smoking / Use of Tobacco	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. This includes possession of any tobacco product or paraphernalia, including lighters and rolling papers.
Truancy	Student absence from school or from a class without the prior authorization of a parent, guardian, or school employee. Truancy with regard to assessment will be categorized as both an unacceptable absence and a concern of academic integrity.
Academic Integrity	Cheating, lying, stealing, malpractice, plagiarism of student work, alteration of grades, falsification of parent or teacher signatures. Using the time of one class to benefit another, or absence due to reasons of improved assessment opportunities, are categorized as both an unacceptable absence and a concern of academic integrity.
False Representation or Registration	The use of school identification or uniform to give access to others is strictly forbidden. This includes checking out materials for another student and any access to those who are not SSIS students. Additionally, the proper representation and registration of property is mandatory, including motor vehicles and personal technology.
Placing the school in disrepute	Placing the school in disrepute refers to any actions, both on and off campus, that negatively damage the school's reputation or standing within the community. This includes behavior that undermines the school's values, brings unwanted negative attention, or causes others to view the institution unfavorably.
Inappropriate Use of Technology	The use of technology, social media, or otherwise disrupting learning, or as a means of exhibiting any of the above areas of major concern. Filming others without consent, posting non-consensual images to the internet, and the use of technology to bully, harass, or falsely represent oneself or others are all aspects of inappropriate technology use.
Consistent / Continued demonstration of other handbook-related behaviors	Students who are continually in breach of general expectations may require the school to classify this consistent infraction as an area of major concern. In these cases, data and documentation of the ongoing concerns will be shared with the student to support the understanding of concerns and the process for determining the best solution for the student and community. Examples include uniform violations, tardiness, sleeping in class, etc.

SSIS Core Values: Guidance for Restorative Practices and Disciplinary Responses

SSIS believes that through our behavioral intervention system, students will better meet the expectations of our school's Core Values. By providing targeted behavioral support, we:

...address barriers to **Academic Excellence** that impede students from their focus on mastering content and working collaboratively. For students requiring more intensive assistance, interventions ensure that severe behavioral challenges do not hinder their ability to think critically and communicate effectively, ultimately fostering an environment where all students can reach their full academic potential.

...focus on building essential social skills, enabling students to work effectively with peers from diverse backgrounds and navigate a variety of social situations with **Respect for All**. Individualized plans address significant behavioral challenges that may prevent them from demonstrating respect, fostering an environment where they can learn to appreciate and interact positively with individuals of differing identities, cultures, backgrounds, and beliefs.

...provide students with the tools to exhibit their **Sense of Self** by working to express their viewpoints effectively and build positive character, fostering a stronger understanding of themselves within the school community. For students requiring Tier 3 support, individualized plans address significant behavioral challenges, promoting self-awareness and accountability, ultimately allowing them to exhibit positive moral convictions and understand how their actions affect the wider community.

...help students develop the social-emotional skills necessary to manage their behavior and approach to **Balance in Life**. In a variety of school activities, promoting a healthy lifestyle and a balanced approach to their education, and honoring the contributions of others in their same pursuit. Individualized plans address significant behavioral challenges that may disrupt their ability to maintain balance, ensuring they can understand and value all aspects of school culture and community, and ultimately achieve mental, physical, social, and spiritual wholeness.

...cultivate social skills and positive interactions, fostering an attitude of **Dedicated Service** and care by enabling students to support and appreciate the faculty and staff who serve our community. Individualized plans address significant behavioral challenges that may hinder their ability to look beyond themselves and engage in dedicated service. By addressing these challenges, students are better equipped to understand the needs of others and unlock the potential of collective action to serve their immediate, local, and global communities, demonstrating both environmental and social responsibility.

Immediate responses to areas of major disciplinary/behavioral concern

The school employs a range of immediate responses that are used to address major disciplinary concerns. These actions are designed to ensure the well-being of all students and staff while providing a clear consequence for serious rule violations. Beyond these immediate measures, each situation will be thoroughly evaluated to determine if further Tier 2 or Tier 3 behavioral interventions are necessary. This comprehensive approach allows the school to address immediate disruptions and investigate further needs in a targeted, ongoing manner to support students. Parents and students will be informed of any additional intervention plans as they are developed.

Response	When and Why - Rationale	Purpose
Meeting with administrator and/or counselor	For violations that require immediate intervention and evaluation of the student's mental and emotional state.	To assess the situation and begin to create a plan of action
Reflective detention session	For a calm response to minor and moderate violations.	To provide a structured reflection period and address behavior
Restorative conversation	For incidents that involve conflict between students or a student and a staff member.	To deescalate the situation, provide a safe space for a necessary apology, and allow all parties involved to communicate their feelings in a controlled environment
Family Meeting Conference	For violations requiring collaborative problem-solving or	To collaborate and/or create a plan with the family to help the student with regard to an immediate need
Parent Assisted Dismissal	For violations that require immediate parental awareness or supervision, or that require further time and investigation in order to develop an appropriate response.	To inform parents and ensure student safety and the safety of others in the community in an immediate time frame
In-School Suspension	For serious violations requiring immediate removal from the regular classroom environment, restorative learning and a Tier 2 response.	To provide a structured reflection period, ensure 'cooling off' or base reentry, and to prevent disruption
Out-of-School Suspension	For severe violations requiring removal from the school campus and space for reintegration, restoration, or further investigation.	To provide a significant reflection period and ensure the safety of the school environment
Expulsion	For repeated serious violations or a single egregious offense based on a behavior that largely impacts or endangers one or more members of the community.	To permanently remove a student when other interventions have failed in the past, or when the offense causes extreme danger to the community

Ongoing responses to areas of major disciplinary/behavioral concern

The above immediate responses are in place to address the urgency of disciplinary incidents and to serve as a crucial first step in giving time and space to relationship building and, when necessary, further investigation. Following the implementation of these immediate actions, a thorough assessment will be conducted to determine the need for Tier 2 and Tier 3 interventions. This transition from reactive measures to proactive support ensures that students not only face immediate consequences but also receive the targeted, long-term guidance necessary for behavioral and academic growth. Tier 2 interventions will provide focused, small-group support for students demonstrating patterns of concerning behavior, while Tier 3 will offer intensive, individualized plans for those facing more significant challenges. This comprehensive approach aims to equip students with the skills and strategies needed to thrive within the school community and beyond.

Tier 2 Behavioral Strategies

Tier 2 interventions are focused and targeted support. These interventions are not for all students; they are designed to address specific unacceptable behaviors as outlined above and/or recurring behavioral concerns that have not been successfully addressed through the general classroom or basic reflective detention and restoration.

These supplemental interventions are aimed at students who are at moderate risk for behavioral difficulties. They provide extra support to help these students understand the behavioral concern as well as develop and maintain positive behaviors in the future. Interventions can be mandated to occur at any time between 8:00 am and 4:30 pm, including the use of lunchtime, Study Hall, and after-school activities.

In-School Reflective Time and Space: Students may be expected to serve a brief time outside of the general classroom (for example, in-school suspension or reflective detention sessions) in order to learn, recover, and adjust their behaviors through reflection and learning.

Small-Group Interventions: Students may be expected to participate in small group settings, allowing for more individualized attention and targeted skill-building related to restorative practice, understanding, and reflection.

Social Skills Groups: Students may be expected to engage in the teaching and practicing of specific social, emotional, and behavioral skills. Aspects of cooperation and collaboration, empathy, self-management, and conflict resolution may be addressed at this time. Expectations may involve in-person or online sessions.

Individual or group content understanding: Students may be requested to complete training in specific content areas relevant to awareness or misunderstanding. Aspects such as legal framework, health and safety understanding, and community impact are some examples. Coursework in these areas can be in-person or online.

Mentoring programs: Students may be assigned to a specific adult or peer role model to provide guidance and support in navigating any necessary ongoing adjustments to their environment.

Progress Monitoring: Students may expect to check in and/or collaborate with an administrator, counselor, grade-level PDL, advisor, or teacher with regard to regular progress monitoring in order to determine the ongoing needs of or effectiveness of the intervention.

Restitution/Recompensation: The student will be required to pay for damages or replace an item in cases where damage, loss, or theft of an item is attributed to the student or their behavior. 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.

Service Projects: The student may be mandated to serve the community in a manner that supports the need for empathetic reflection and understanding or where restorative action is appropriate. Service will be directly relevant to the understanding and learning necessary and will be designed to encourage accountability and community restoration.

Tier 3 Behavioral Strategies

Tier 3 interventions are highly individualized and intensive supports designed for students with persistent and severe behavioral challenges who have not responded adequately to Tier 1 and Tier 2 interventions, or whose behavior presents an extreme concern for the health, safety, and well-being of one or more members of the community. These interventions are tailored to the specific needs of each student. They often involve a team of professionals, including the school Designated Safeguarding Leader, School Administrator, and Counseling team, as well as services outside of school such as therapists, psychologists, and behavior specialists.

Intensive Intervention: An increase in the depth and longitude of previously attempted Tier 2 interventions to include aspects such as ongoing daily check-ins, individual counseling, and specialized instruction.

Comprehensive Behavior Assessment: A thorough assessment of the student in order to understand the function or purpose of the student's behavior and to identify the triggers and maintaining factors of the behavior.

Behavior Intervention Plan: An individualized plan that is developed to outline specific strategies to address the student's behavior. This plan can include proactive strategies, teaching individual replacement behaviors, and/or developing reactive strategies.

Wraparound Services: Collaboration with families, community agencies, and mental health professionals designed to address the student's needs in multiple settings and support necessary progress beyond what the school can provide.

Modified schedules, environments, interactions, or requirements: Support for the student and community in a manner that adjusts the student's expectations with regard to specific times, courses, locations, personal interactions and connections, or graduation expectations as necessary to ensure the health and safety of the student and/or community.

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 in PowerSchool

Reflective detention: Students remain after school to “serve time.” Reflective detention offers an opportunity for students to consider their actions and explore or strategize alternative behaviors and the impact of their behavior. These typically last for one hour. Failure to serve reflective detentions when scheduled will result in the assigning of additional reflection time and/or alternative consequences. Reflective detentions may be assigned by teachers or administrators. Students serving a reflective detention session are expected to bring school work with them as well as be prepared to engage in thoughtful tasks relevant to the behavioral concern.

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 to Control Smoking, Vaping, Drug, and Alcohol Use/Abuse at SSIS

Upon enrollment, students and their parents are encouraged to read the guidelines and references regarding the control of drugs and alcohol in this handbook. At the beginning of each school year, high school students will be required to read these guidelines and sign a document that indicates they have understood each section of the handbook in regard to the following:

- Information and counseling with regard 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 workspaces.

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 for 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.

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

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).

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 choose 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 in the various disciplines they are studying. The Extended Essay provides students with 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 SSIS students 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 (HL) courses and 3 Standard Level (SL) 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, which 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 their exams. College credit or advanced standing at 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 is assessed by the classroom teacher using IB rubrics and assessment standards, and then externally moderated (samples of student work are sent to IB teachers around the world to be re-graded to ensure equality in grading standards). All marks are criterion-referenced. IB classes culminate in exams that students take at the end of their second year (grade 12), which are assessed externally. Student marks from these exams 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 candidates with an opportunity for independent, mentored research. Emphasis is placed on the logical and coherent communication of original ideas and information, and on the 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. The student crafts a narrowly focused research question, and the essay presents an extended argument supported by research. Each student works in consultation with a faculty supervisor.

What is Creativity, Activity, Service (CAS)?

The IB Diploma Programme emphasizes 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 for the IB Diploma Program. Students are expected to participate in CAS experiences over the first 18 months of the IBDP and to add evidence and reflections of their experiences every two weeks. Students are also expected to initiate and collaborate on a separate CAS project with 2 to 4 students that is completed over an extended period of time that meets the 8 Learning Outcomes of CAS. These activities should be distributed evenly among Creativity, Activity, and Service. Both the Extended Essay and the CAS requirements 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 grading scale. Habits of a Learner are reported using terms of frequency.

Academic Achievement Reported Using an A-F Grading 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) are 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 a 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 students who have significant missing work and have 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 student's 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, reflecting the mastery of student achievement towards a set of SSIS-adopted standards for that subject.
- Comments are
 - 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 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, a cumulative assessment task will be administered, which may take the form of a test, essay, presentation, or product, depending on the course's nature and design, and will be communicated by the teacher. These assessments serve as a final opportunity for students to demonstrate their learning with regard to the specific skills and content gained throughout the semester. Mid-term reports are designed for teachers 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 (e.g., Captain of an athletic team or Editor in Chief of Yearbook). In the 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 a 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, but 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 themselves 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 at 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 that require a full-year commitment and a 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. No such organization will be provided with a faculty sponsor or access to school resources, including 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 and 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 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 the Associate HS Principal. Students should complete the form accurately and to the fullest of their ability. Decisions will be determined and communicated by the administrative team.



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