Hanoi International School

HIS ELEMENTARY PARENT HANDBOOK



2026 – 2027

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Contact Information



Bradley Ringrose

Head of School
bringrose@hisvietnam.com



Lara Johnston

Elementary Principal
ljohnston@hisvietnam.com



Shanez Cabraal

Assistant Principal & IB Primary Years Programme Coordinator
scabraal@hisvietnam.com

HANOI INTERNATIONAL SCHOOL

48 Lieu Giai St., Giang Vo Ward, Ba Dinh, Hanoi, Vietnam
(84 24) 3832 8140 - 3832 7379
(84 24) 37624184
www.hisvietnam.com
mainoffice@his vietnam.com

A Message from the Elementary Principal

Dear Parents and Caregivers,



A very warm welcome to the Elementary Division of Hanoi International School (HIS). Whether you are returning or joining us for the first time, I am absolutely thrilled to welcome you to the new school year.

This is a milestone year for our community as we celebrate **HIS's 30th Anniversary**! For three decades, our school has been a place where community spirit, inclusivity, and excellence thrive.

At HIS, we are proud to offer an academically rigorous learning environment that continues our long tradition of excellence. Following our successful reaccreditation visits from the IB and CIS last year, we are excited to build directly on the positive feedback and high ratings we received.

Our intentionally small size means we know our students deeply. This allows us to support, challenge, and celebrate them as individuals. We believe every learner should feel a profound sense of belonging and be equipped to thrive—both within our walls and in the world beyond.

To support our mission, this year's handbook includes updates designed to give greater clarity:

- **Staffing Developments:** We are excited to welcome a dedicated Whole School Librarian, a new EAL teacher, and our new Grade 4 Homeroom teacher.
- **Reporting & SOLO Rubrics:** You will find greater clarity on our written reports, alongside a helpful guide to how we use SOLO rubrics to map and elevate student progress.
- **Programme Expectations:** We have outlined clearer expectations regarding attendance for school camps and active participation in our swimming programme.

Because education works best when it is a true partnership between home and school, I highly encourage you to join us for our **Open House on August 27th** - a fantastic early opportunity for us to connect.

Please refer to this handbook as a helpful resource throughout the year. At the start of the term, your child's homeroom teacher will also provide specific details tailored to their classroom. If you ever have questions or insights to share, my door is always open.

Thank you for the immense trust you place in us. Let's make this 30th anniversary year an unforgettable journey of curiosity and growth together!



Lara Johnston
Elementary Principal
Hanoi International School

HIS Vision, Mission and Values

HIS guiding statements define the core purpose and principles that shape our school community, driving our commitment to excellence in learning, teaching, and fostering globally minded, responsible citizens.

Vision and Mission Statement

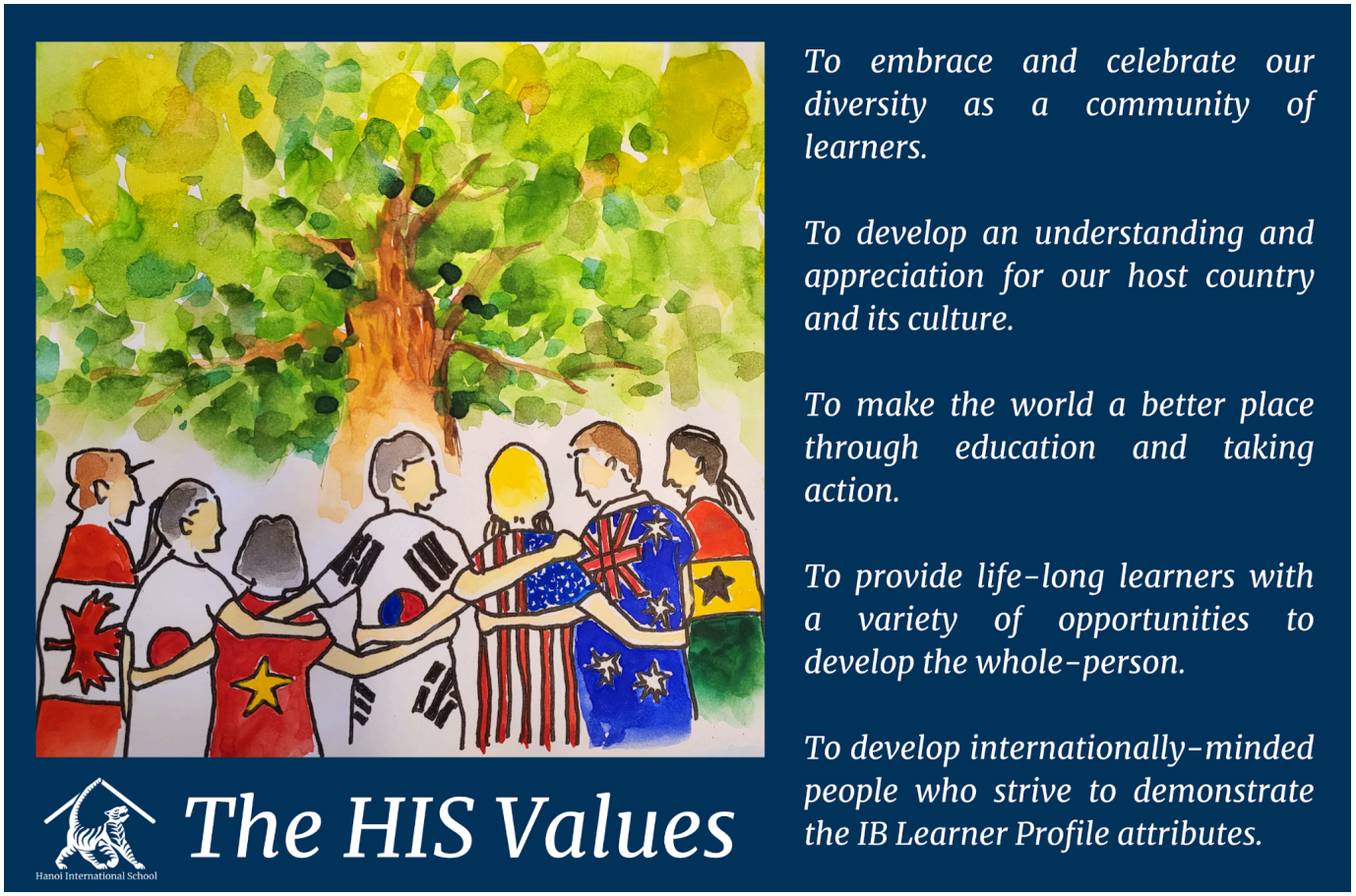


The HIS mission statement aligns with the mission statement of the International Baccalaureate Organisation, which is:

The IBO aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with governments and international organisations to develop challenging programmes and international education and rigorous assessment. These 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 (IBO, 2025).

HIS Values

The core values of Hanoi International School provide a shared foundation that guides our actions, shapes our community, and supports the development of respectful, responsible, and compassionate global citizens.



High Quality Learning and Teaching (HQLT)

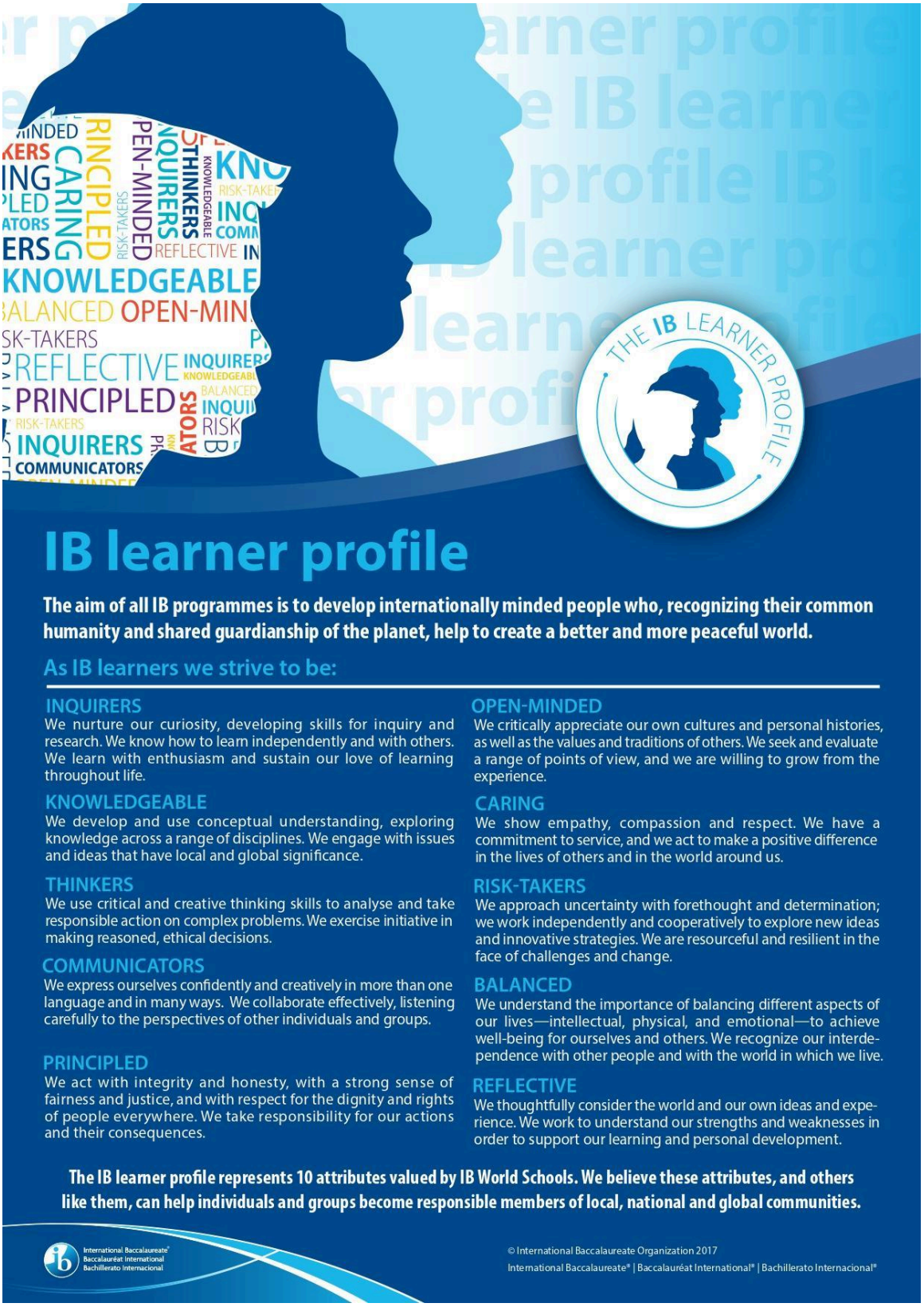
A High Quality Learning and Teaching statement defines the essential elements of effective learning and instruction within a school. It outlines what successful learning looks like and describes how educators aim to create an engaging, supportive, and challenging environment that fosters student growth.

At Hanoi International School, this statement reflects the aspirations and practices of our educators.



The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



Global Citizenship and Intercultural Learning

Global citizenship and intercultural learning are integral parts of education that prepare students to engage thoughtfully and respectfully in a diverse, interconnected world. These concepts foster awareness, empathy, and skills necessary for navigating cultural differences and addressing global challenges collaboratively.

This statement reflects the beliefs and aspirations of global citizenship and intercultural learning at Hanoi International School.



Section 1: The Elementary School Overview

1.1 Curriculum Overview

Within Elementary, we implement the IB Primary Years Programme (PYP) to create teaching and learning programmes that strive towards academic excellence. This programme focuses on the whole child and encourages students to be curious, ask questions, think critically, and appreciate different cultures. It prepares your child for lifelong learning and becoming a responsible global citizen. By combining the IB PYP philosophy with strong academic standards and a caring, culturally rich environment, HIS is committed to helping your child develop into a confident, caring, and capable learner.

Inquiry

Learning at HIS is an active and meaningful experience. The PYP offers an inquiry-based, transdisciplinary philosophy that builds conceptual understanding of knowledge and skills. Inquiry is a way of learning where students actively explore and take charge of their own learning. It involves asking questions, experimenting, solving problems, and making connections to deepen understanding. Through inquiry, students use their voice and choice to investigate real, meaningful topics, working collaboratively and thinking critically. This approach encourages curiosity and helps students build knowledge step-by-step, moving from what they already know to new discoveries. Inquiry combines play, problem-solving, and guided teaching to create engaging and purposeful learning experiences.

Programme of Inquiry

In PYP schools, the Programme of Inquiry (POI) is a carefully planned framework that guides the transdisciplinary units students explore throughout the year. It is organised around six key themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

These themes connect multiple subject areas to promote deep understanding and inquiry-based learning, ensuring students engage with meaningful, connected topics that develop their knowledge, skills, and attitudes in line with the PYP framework.

At HIS, all grades engage with these six transdisciplinary themes with the exception of Early Years class who explore four units of inquiry each year. Through these units, students investigate big ideas using hands-on activities that integrate language, math, science, social studies, the arts, and personal development. This transdisciplinary approach helps students understand how different subjects relate to each other and to the world around them. Teachers and students collaborate to plan learning experiences, giving children meaningful opportunities for choice and voice in their learning.

WIDA School

Hanoi International School (HIS) is a WIDA School. WIDA is an educational organisation that provides standards, assessments, and resources to support English language learners (ELLs). Its goal is to help schools and educators promote language development and academic

success for multilingual students. Being a WIDA school means that the school follows the WIDA framework to support students who are learning English as an additional language. It involves using research-based language development standards, assessments, and teaching strategies to help multilingual learners build their English skills while accessing the full curriculum. WIDA schools promote equity, collaboration among all teachers, and a focus on language as a key part of learning, ensuring every student receives the support they need to succeed academically and socially.

Developing Important Skills

Our students build key skills known as the IB Approaches to Learning (ATLs) that help them to learn effectively and confidently. IB Approaches to Learning (ATLs) skills include:

- Thinking Skills: *Critical and creative thinking to solve problems and make decisions.*
- Communication Skills: *Sharing ideas clearly through speaking, writing, and other forms.*
- Social Skills: *Working well with others, showing respect, and cooperating.*
- Self-Management Skills: *Organising time, managing emotions, and setting goals*.
- Research Skills: *Finding, evaluating, and using information responsibly.*

These skills support learning across all subjects and help students become independent, lifelong learners. These skills also support your child's success beyond the classroom and in life.

Building International Mindedness & Global Citizenship

At HIS, we are dedicated to developing internationally minded students who respect and value cultural diversity. The IB Learner Profile guides this growth by encouraging students to be knowledgeable, caring, open-minded, principled, and reflective. Through the PYP, students take initiative and ownership of their learning. By engaging in inquiry and reflecting on their progress, PYP students develop knowledge, conceptual understanding and skills - all of which empower them to make a positive difference in their own lives, their communities, and the wider world.

Curriculum and teaching content

We use the curriculum standards from the Australian Curriculum Assessment and Reporting Authority (ACARA) to develop our Programme of Inquiry within the PYP framework. The subjects we teach include; English, Mathematics, Science, Humanities and Social Sciences (HASS), Technologies (Design & Digital), The Arts (Dance, Drama, Media Arts, Music, Visual Arts), and Health and Physical Education.

English is the primary language of instruction of learning at HIS. The English curriculum is built around three connected strands: Language, Literature, and Literacy. Language develops understanding of grammar, vocabulary, and text structures. Literature explores different genres and the cultural and social value of texts. Literacy focuses on using language skills effectively in real-life contexts. These strands work together to support students' overall English development, with teaching and assessment integrating all three areas. As a WIDA school, we also use the WIDA philosophy and English Language Development (ELD) Standards to provide additional support tailored to English language learners, ensuring they develop strong language skills alongside their academic learning.

The Mathematics curriculum has three content strands - Number and Algebra, Measurement and Geometry, and Statistics and Probability - and four proficiency strands: Understanding, Fluency, Problem-solving, and Reasoning. Number and Algebra covers number concepts, operations, and algebraic thinking. Measurement and Geometry focuses on spatial reasoning, measurement, and geometric properties. Statistics and Probability involves data analysis and chance. The proficiency strands develop key skills: Understanding builds conceptual knowledge; Fluency emphasizes accurate and efficient use of skills; Problem-solving encourages tackling and modeling math challenges; and Reasoning develops logical thinking and clear communication of ideas.

At HIS, we strongly value multilingualism as essential for fostering intercultural understanding and international-mindedness. All students from Early Years to Grade 5 study Vietnamese, with classes divided into native and non-native speakers. In Grade 5, students begin our World Languages program, where, alongside Vietnamese, they explore an additional language to prepare for middle school. Vietnamese, Japanese, and Korean students have the opportunity to develop literacy and engage with literature in their home languages. Other students participate in French language acquisition to broaden their language skills.

To align with Vietnamese national curriculum requirements, Grade 4 and Grade 5 Vietnamese nationals are required to take additional Vietnamese studies classes. These classes take place on Thursday afternoons during CCP time. The curriculum requirements of these classes are outlined by the Vietnamese Ministry of Education with a primary focus on Vietnamese history, national geography and local culture.

1.2 Assessment

At Hanoi International School (HIS), assessment is a continuous and thoughtful process that supports teaching and learning. It provides meaningful information about your child's growth and achievement and helps us work together to support their success as confident, capable learners.

Key principles of assessment in the PYP include using authentic and varied methods to gain a complete picture of each student's learning. Assessment is student-centered, involving learners in self-assessment and setting their own learning goals. The focus is on progress and growth, rather than just final grades or scores.

Assessment is about gathering information to help both students and teachers answer important questions like, "Am I making progress?" and "How do I know?" In the PYP, assessment has four key parts: monitoring, documenting, measuring, and reporting learning. Each part plays a role, but we especially focus on monitoring and documenting because these help give useful feedback that supports students as they learn and grow. This approach ensures assessment is a helpful tool for guiding teaching and learning every day.

At HIS, we view assessment in two important and connected ways: assessment for learning and assessment of learning. Our assessments are guided by the Australian Curriculum Assessment and Reporting Authority (ACARA) standards for Science, Humanities and Social Sciences (HASS), English, and Mathematics. We also use the IB Approaches to Learning (ATLs), the IB Learner Profile attributes (LPs), WIDA language assessments, and MAP tests to support our teaching and inform student progress.

Assessment for Learning (Formative Assessment)

This type of assessment happens throughout the learning process. It helps teachers understand each student's strengths, needs, and progress. This ongoing information allows teachers to adjust their teaching to better support every child.

Students also benefit from this feedback. They learn to reflect on their own work, set personal goals, and take responsibility for their learning growth. This creates a strong partnership between teachers and students where they talk openly about learning. Common ways we assess during learning include observing students and asking questions. We also use peer and self-assessment, along with a variety of differentiated formative tasks, to help track student progress.

Assessment of Learning (Summative Assessment)

Assessment of learning takes place at the end of a learning cycle or unit. It provides clear evidence of what students have learned and how well they can apply their knowledge, skills, understanding, and attitudes. This data help teachers report achievement to students, parents, and other stakeholders. Summative assessment goes beyond memorizing facts and focuses on deeper understanding and real-world application. Examples of summative assessments include portfolios, presentations, projects, and tests.

Tools and Approaches We Use

Teachers at HIS use a number of tools and approaches used to assess student learning and understanding. Tailored classroom assessments are used, in addition to the following methods:

- SOLO (Structure of Observed Learning Outcomes) Taxonomy rubric: Solo Taxonomy is a framework used to assess the quality of learning outcomes and understanding. We use SOLO Taxonomy rubrics to assess learning within our units of inquiry. The rubrics provide clear criteria for quality work, guiding students in self-reflection, self-assessment, and setting learning goals. Teachers use them to give structured feedback, highlighting strengths and areas for growth. Aligned with curriculum outcomes across subjects like Science, Humanities, English, Math, Approaches to Learning, and the Learner Profile, these rubrics help students understand what they are learning and why. Differentiated activities and choices support all students in demonstrating their understanding.

- MAP (Measures of Academic Progress): MAP is a computer-based, adaptive test that measures academic growth in reading and math. The test adjusts in difficulty based on the student's answers. Students in Grades 1 to 5 take MAP twice a year. Teachers use MAP results both to support daily teaching (assessment for learning) and to understand student achievement (assessment of learning).

- WIDA Assessment tool: WIDA assessments measure the English language skills of multilingual learners from Kindergarten to Grade 12. This assessment looks at listening, speaking, reading, and writing skills. At HIS, students whose home language is not English take the WIDA assessment at the start of the year to help teachers plan support, and again at the end of the year to measure progress and identify learning needs.

- Fountas & Pinell (F&P) Reading assessments: F&P reading assessments help teachers understand your child's reading level and skills. Through one-on-one reading sessions, teachers observe how well students recognise words, understand the story, and use

reading strategies. This information guides instruction to support your child's reading growth and helps match books to their current abilities.

1.3 Reporting

At Hanoi International School (HIS), reporting on student progress takes place continually as part of the teaching and learning process. Teachers work with parents and students to evaluate successes and plan new goals. HIS believes that for effective learning to occur, students should be partners in the assessment and evaluation of their progress. We report on student achievement through both formal events and ongoing processes.

Formal reporting events include a Semester 1 and Semester 2 written report, three-way conferences and student-led conferences. A three-way conference is a meeting where the teacher, student, and parent discuss the student's learning and progress. Together, they reflect on work samples, identify strengths and areas for improvement, and set new goals with plans for support. In a student-led conference, students actively lead the discussion about their learning progress and achievements, choosing the language(s) they feel most comfortable with. This session involves students taking ownership of their learning, parents engaging in their child's education, and teachers guide as needed.

Ongoing reporting at HIS includes several key elements: Unit of Inquiry SOLO Taxonomy rubrics to assess student understanding, Student Seesaw journals where students share and reflect on their work, and regular parent-teacher meetings to discuss progress and set goals. We also provide evidence of student learning through work samples, celebrate achievements with unit celebrations, and encourage meaningful engagement through community connections. Together, these processes keep parents informed and involved in their child's learning journey.

Elementary reporting events

Formal reporting events			
What is it?	When?	*Who is involved?*	*What is my role as a parent?*
Three-way conferences	Semester 1: 13th October 2026 Full-day (Non-contact) Semester 2: 5th January 2027 Full-day (Non-contact)	Students, all teachers, HIS families	▪ Parents and students arrive together, participate in the conference with teachers. ▪ Actively participate in the conference. Bring questions, comments, and feedback.
ES Written student achievement report on Gradebook *(within Managebac)*	Reports sent home: ▪ Semester 1 - 10th December 2026 ▪ Semester 2 - 8th June 2027	Students, all teachers, HIS families	▪ Read and reflect on the written report. ▪ Download and save reports from Managebac for your personal records. ▪ Discuss the report with your child. Celebrate successes and reflect on areas for development.
Student led-conferences	Friday 4th June 2027 (Non-contact)	Students, all teachers, HIS families	▪ Schedule conference ▪ Actively participate in the conference that is led by your child. Share questions and comments.
Ongoing reporting processes			
Unit of inquiry solo taxonomy rubrics	At the end of each unit of inquiry	Parent and homeroom teacher	▪ Read and review the solo taxonomy rubrics that are shared via Seesaw
Student Seesaw journals	Throughout the year Digital via Seesaw	Students, all teachers, HIS families	▪ View, comment and provide feedback on portfolios.
Parent-teacher meetings	Throughout the year, as requested by the teacher or parent	▪ Parent and homeroom teacher ▪ Support teachers as appropriate ▪ Single subject teachers as appropriate	▪ Parents or a teacher may request meetings whenever there is concern about a student's achievement or progress. ▪ Schedule in advance at a mutually agreeable time with clear purpose stated. ▪ Actively participate in the meeting. Bring questions, comments and feedback related to progress.
Evidence of student learning	Throughout the year	Students, all teachers, HIS families	▪ View, comment and engage with examples of student work which is shared at home.
Unit celebrations	Throughout the year	Students, all teachers, HIS families	▪ Parents are welcome to attend as an audience to student presentations connected to units of inquiry.
Community Connections	Throughout the year	Students, all teachers, HIS families	

Semester 1 & 2 written reports

Your child receives written reports twice a year - one in Semester 1 and one in Semester 2. These reports include feedback on English, Mathematics, Visual Arts, Music, Physical Education, and Vietnamese Language Learning. In Grade 5, they also include additional languages such as Korean, Japanese, and French.

Please note that other key learning areas including Science, Humanities and Social Sciences, Design Technologies, Digital Technologies, Drama, Dance are assessed and reported through our units of inquiry and in our Solo Rubrics (explanation below).

Each Semester report includes achievement levels, which show how well your child understands the learning outcomes in each subject, and effort standards, which show how hard your child tries in each subject.

Reports also include written comments from your child's homeroom teacher and specialist teachers that highlight strengths, achievements, and areas for growth, along with a comment describing your child as a learner, including their learning style, attitude, and participation in the classroom community.

Understanding achievement levels

Achievement levels show what your child has learned. There are four levels:

HIS Achievement standards	
E Emerging	Your child is learning and making progress. They need direct support and have not yet met the learning expectations.
D Developing	Your child is progressing toward the learning goals. They need guided support and are approaching the learning expectations.
A Achieving	Your child has met the learning goals with minimal support. They are fully meeting the learning expectations.
Ex Exceeding	Your child shows advanced understanding and can apply learning independently. They have exceeded the learning expectations.

Understanding effort levels

Effort standards show how hard your child works in each subject:

HIS effort standards	
N Needs improvement	Your child rarely shows effort in this subject.
S Satisfactory	Your child shows consistent effort in this subject.
O Outstanding	Your child shows outstanding effort in this subject.

Students in Early Years 5 (EY5) through Grade 5 receive full reports that include reporting outcomes in all subject areas, achievement standards (E, D, A, Ex), effort standards (N, S, O), written comments from homeroom and specialist teachers, and a comment describing your child as a learner.

Early Years 4 students (EY4) receive different reports focused on play-based learning. These reports include Symbolic Exploration and Expression, which shows your child's emerging understanding of language and mathematics through play. They also include narrative comments from the homeroom teacher about your child as a learner, as well as comments from specialist teachers. EY4 students do not receive achievement and effort standards.

A guide to SOLO Taxonomy Rubrics

A SOLO (Structure of Observed Learning Outcomes) Taxonomy rubric is a simple tool teachers use to describe how well a student understands what they are learning. It breaks learning into clear levels so you can see your child's progress and next steps.

Solo Taxonomy: Five levels of understanding	
Pre-structural	Your child is just starting or has an incomplete understanding. They may need more support or practice.
Uni-structural	Your child understands one simple part of the topic but not the whole picture yet.
Multi-structural	Your child knows several facts or parts, but these are not connected together.
Relational	Your child can link ideas and show a deeper, connected understanding of the topic.
Extended Abstract	Your child can use their learning in new or unfamiliar situations and think at a higher level.

How you can use these rubrics to support your child

- **Talk about the level:** Ask your child to explain what they did and which level they think matches their work.
- **Celebrate progress:** Praise improvements, even small steps toward the next level.
- Focus on next steps: Use the rubric to identify one or two specific skills to practise (for example, making connections between ideas or explaining why something works).
- **Encourage self-reflection:** Invite your child to compare their current work with earlier work and notice growth.
- **Share feedback with the teacher:** If you're unsure how to help, ask the teacher for examples or suggested activities.

The rubric for each unit of inquiry will be shared through your child's Seesaw at the end of that unit. Timing may vary by grade, so some rubrics will be sent home more often than others.

Note: Teachers will use the rubric to give specific feedback on strengths and areas to improve. If an explanation or example would help, please contact your child's teacher — they are happy to support you.

1.4 Teaching Staff

Administrative leadership structure

The Head of School serves as the senior administrator, overseeing the overall organisation, strategic planning, and development of Hanoi International School (HIS) to ensure a high-quality educational experience for all students. Reporting to the Head of School, the Principals of Elementary and Secondary divisions manage the day-to-day operations of their respective sections, including leadership of staff, supporting teachers' professional growth, and implementation of school policies. These divisional principals are also responsible for managing student welfare and discipline, coordinating duty calendars, and arranging supply teachers when needed. Supporting them, the Assistant Principals of Elementary and Secondary focus on enhancing teaching and learning by leading curriculum development and ensuring effective instructional practices throughout the school.

Staffing

All Elementary staff members at HIS are fully qualified and bring extensive international teaching experience, ensuring a high standard of education. Our Elementary teachers come from a diverse range of cultural backgrounds, including Australia, Singapore, Fiji, Philippines, Canada, India, South Korea, Samoa, Japan, Sri Lanka, New Zealand, Malaysia, USA and the UK, which enriches our learning environment with varied perspectives.

Additionally, we have experienced local Vietnamese staff who have been with the school for many years, providing valuable insight and continuity. They are enthusiastic, highly motivated, and deeply committed to the principles of international education, fostering a supportive and inclusive learning environment.

The school maintains an excellent student-to-teacher ratio, which allows teachers to provide personalised attention, tailor instruction to individual student needs, and build strong, meaningful relationships with each learner to support their academic and personal growth.

Elementary Teachers

Position	Homeroom/Specialist Teacher	Teaching Assistant
Head of School	Bradley Ringrose	
Elementary Principal	Lara Johnston	
Assistant Principal & PYP Coordinator	Shanez Cabraal	
Early Years	Esther Butland	Nguyễn Thị Hoài
Grade 1	Shabana Mansuri	Nguyễn Thị Kim Anh
Grade 2	Rachel Tenzythoff-Yoon	Nguyễn Thị Thảo
Grade 3	Pushpa Waters	Đặng Minh Hiền
Grade 4	Michael McOmie	Vũ Thị Diệu Linh
Grade 5	Arnold Poe	Hoàng Thị Xuân
Physical Education (PE)	Gary Towers	Trần Bảo Long
Visual Art & Music	Leigh Pritchard	Phạm Nguyễn Trúc Linh
EAL (English as additional language)	Jennifer Norland - Early Years, Grade 1 & Grade 2 Paul Heymans - Grade 3, Grade 4 & Grade 5	
World Language: Vietnamese	Trần Thị Thu Trang Lê Thị Lan Anh	Nguyễn Anh Thư
World Language: Korean	Youngjoo Anh	
World Language: French	Đỗ Thị Hồng Hạnh	
World Language: Japanese	Azusa Sawada	
Whole School Learning Support Facilitator	Sabrina Hartmann	
Whole School Counsellor	Fabiola Shaw	
Whole School Librarian and Research Coordinator	Peter Jacobson	Nguyễn Thị Thúy Hạnh Lê Phương Anh
Co-Curricular Program (CCP) Coordinator	Sina Abasnejad	

Section 2: Programmes and Services

2.1 Multilingualism and English as additional language (EAL)

At HIS, language learning is fundamental and deeply valued as it supports communication, thinking, and understanding within our diverse community. As a WIDA school, we embrace the WIDA philosophy and English Language Development Standards, focusing on equity, integration, collaboration, and practical language use. Language learning at HIS includes home, school, and additional languages, affirming cultural identity and fostering international-mindedness.

HIS EAL Descriptors	WIDA Descriptors
Proficient	6 Reaching
Advanced	5 Bridging
Intermediate	4 Expanding
	3 Developing
Emergent	2 Beginning
	1 Entering

At HIS, English is the primary language of instruction. However, all languages spoken and used by students and the wider community are recognised and afforded equal status. Translanguaging practices are highly valued and actively encouraged to support students' linguistic and cognitive development. All students at HIS engage in learning at least two languages: English and an additional language (Vietnamese), reflecting our commitment to bilingual or multilingual education.

As outlined in the assessment section, our teachers use a range of assessments to guide students' learning experiences. The WIDA screen and WIDA assessment tool are used to help identify students as English language learners (ELLs). The WIDA assessment tool also helps measure and track progress over time. All students who do not speak English as their home language are WIDA tested.

Students who are emergent English language learners receive targeted EAL support through a combination of push-in services - both individually, in small groups, and within whole-class settings - and pull-out sessions as needed. Our team of EAL specialist teachers collaborate closely with homeroom teachers and teaching assistants across all grades, using assessment data to provide differentiated and individualised support. These specialists not only assist emergent learners directly but also work alongside classroom teachers to co-teach and support all multilingual students within the learning environment.

2.2 Student support

HIS is an inclusive community that offers diverse and engaging learning experiences tailored to each student's abilities. We welcome students from various backgrounds and strive to provide individual support within our mainstream program to meet their needs. For students facing significant learning challenges, we offer additional support - such as in-class help, small group sessions, or one-on-one assistance.

Elementary Student support team

The Elementary Student Support Team (ESST) at HIS offers a wide range of services to help students succeed, including learning support, inclusive teaching practices, pastoral care, social-emotional learning, and counselling. The team coordinates meetings and referral processes using a multi-tiered approach to provide targeted support, especially for students facing academic

or social-emotional challenges.

The ESST team includes the Elementary leadership team, Head of Student Support, a Counsellor, and a Learning Support Teacher. Our team supports a range of social, academic, behavioural, and emotional needs but cannot accommodate students requiring physical assistance with stairs due to facility limitations.

Support plans are personalised using observations, teacher feedback, and assessments, sometimes involving external experts. These plans are developed collaboratively with parents, students, and staff, ensuring close monitoring and targeted help throughout the year.

If full-time individual support or external consultant reports are needed, these services incur additional costs and are arranged privately by families, with guidance from the school. In cases where an Educational Psychologist report is required, families must provide it within the school's deadline; otherwise, the student's place may be withdrawn.

Social Emotional Learning

The school counsellor provides regular social-emotional learning lessons using the Second Step program. This program helps students build important skills like kindness, resilience, and self-control. We believe that developing these social and emotional skills is just as important as academic learning, as it supports your child's overall growth and well-being both in and outside of school.

2.3 Specialist classes

At HIS, Elementary students participate in specialist classes including Visual Arts, Physical Education (PE), Music, and Vietnamese Language. These classes both integrate with the homeroom units of inquiry and also include standalone units that focus on specific knowledge and skills unique to each subject. This approach ensures students develop creativity, physical fitness, musical abilities, and language skills in a way that complements their overall learning, supporting a well-rounded and connected educational experience.

Physical Education (PE) participation

If a student is unable to participate in a PE lesson due to illness or injury, the parent or guardian must email the homeroom team and/or PE teacher directly in advance of the lesson. If a student needs to be excused for three or more consecutive lessons, a medical certificate from a registered doctor must be provided. All medical information, including emails and certificates, will be forwarded to the school nurse to ensure appropriate follow-up and oversight.

If a student reports feeling unwell immediately before a PE class and has not been excused via prior communication, they will be referred to the school nurse for assessment. Students assessed as unfit for participation will remain under the supervision of the nurse for the duration of the lesson. If they are deemed unwell, parents may be contacted to collect the student. Please note that students who are well enough to attend school are generally expected to participate in all aspects of the school day, including PE. Exceptions will be made only when supported by clear medical advice.

Participation of the PYP swimming program

Swimming helps children stay healthy and active, and it teaches water safety and life-saving skills. It also builds confidence and supports coordination and social skills.

Swimming is a required component of the school program and as our swimming lessons are part of the curriculum, HIS does not provide an on-site alternative program, extra supervision at school,

or online learning for students who do not participate.

Please note these important points:

- If a child is well enough to come to school, they are expected to attend and take part in the scheduled swimming program.
- No alternative academic activities, remote learning options, or separate supervision will be provided during swimming sessions.
- If a student does not attend swimming, they must stay at home during the swimming time. Parents are responsible for ensuring their child follows this attendance policy.

2.4 IT in the PYP & student use of devices

Information Technology (IT) plays a vital role in teaching and learning at HIS, offering students opportunities to communicate, collaborate, create, and take ownership of their learning. In the PYP, IT includes a variety of digital tools and media that help students investigate, think critically and creatively, and connect learning to real life. IT is thoughtfully integrated alongside the IB learner profile and core PYP elements—concepts, knowledge, skills, attitudes, and action—to enrich teaching, learning, and assessment.

Device use

The term "devices" is being used here to refer to any electronic equipment (e.g. laptop, tablet, smartphone, personal music player, etc). In the classroom, students do not use personal mobile phones, portable music devices, smart watches or electronic games. Grade 5 students may bring their own laptops or use school-provided ones. Our elementary students use shared laptops and iPads to support learning across subjects. If a student has a mobile phone, this must remain in their bag at all times. If a phone is used or seen outside of this expectation, it will be temporarily held by the Elementary Principal and returned at the end of the school day. If you need to get a message to your child during the school day, please contact the homeroom team or the Main Office, and they will ensure your message is delivered.

Early Years to Grades 2	***Grades 3-5***	***Grades 5***
Students will share school iPads provided in class for educational purposes	Students will share school laptops and school iPads provided in class for educational purposes	It is optional for Grade 5 students to bring their own personal device (laptop) to use in class. Students will be provided with devices if required.
Personal mobile phone use is not allowed, must remain in students bags or at home		

How we use technology

At HIS, students from Early Years to Grade 5 learn to use technology responsibly and respectfully. Younger students focus on safe and careful use of devices like laptops and iPads, following simple rules such as handling equipment gently, using devices only with permission, and putting everything away properly. Older students (Grades 3-5) use IT for communication, research, and learning while understanding the importance of respectful online behavior, including avoiding cyberbullying and thinking carefully before sharing anything online. Across all grades, students are

encouraged to follow safe internet practices and seek help from teachers if they encounter inappropriate content.

When aligned with effective teaching, technology greatly enhances student learning. Responsible use of technology, guided by staff, ensures a safe learning environment where students have the right to access devices, digital content, and resources that support their education. To maintain this privilege, students agree to follow responsible digital citizenship behaviors.

Whether a personal device or school device, students are expected to follow the THINK Digital Citizen Agreement (PYP):

T – Treat yourself kindly: Be proud of who you are and remember that what you share online stays there for a long time.

H – Help others: Be kind and respectful to everyone online, and don't say or do things that might hurt someone on purpose.

I – Include and give credit: Always say thank you to people who create things you use, like pictures or stories.

N – Navigate safely: Use the internet to learn and explore safe websites for school, and don't do anything that might break the computer or internet.

K – Keep safe: Never share your private information online and tell a grown-up if something online makes you feel worried or uncomfortable.

2.5 Student health

HIS has an on-campus health clinic staffed by two full-time qualified Vietnamese nurses who provide care for minor illnesses or accidents during the school day. In the event of a more serious medical emergency the School will arrange emergency hospital treatment and contact the parents immediately.

The school holds local insurance covering treatment at Vietnamese clinics or doctors. The school also has a partnership with Family Medical Practice who provide the school with a free ambulance service in cases of emergency. However, the school's insurance will not cover treatment at higher-cost international clinics like Family Medical Practice or Raffles Medical. Families choosing international clinics are responsible for their own insurance coverage.

For your child's safety, please inform the school of any long-term medical conditions, allergies, or illnesses, and provide a physician's letter with emergency instructions if needed. Any medication sent to school must include clear administration directions. Families must also notify the school promptly of any serious health issues or contagious diseases.

Students with a fever should stay home until they have been fever-free for at least 24 hours. If a student develops a fever at school, they will be sent home and must remain home the following day if they attempt to return.

2.6 Field trips & camp

Field trips at HIS play a vital role in enriching your child's learning by directly connecting to curriculum outcomes, key concepts, and the content of their units of inquiry. These experiences allow students to apply what they have learned in the classroom to real-world contexts, deepening their understanding and making learning more meaningful. Field trips also support students' social development and provide opportunities to explore Vietnam's culture and environment firsthand.

Organised by classroom teachers, each trip is carefully planned to align with specific units of inquiry and learning goals. Teachers conduct thorough risk assessments before every trip to ensure the safety and well-being of all students, which is carefully checked by the divisional principals to approve. Parents will receive detailed information and must give signed permission before their child can participate. For safety, students are required to wear their school PE uniform, and the school's behavior policy is expected to be followed at all times during trips.

The length and duration of a field trip varies and is often dependent on grade level and focus. Longer field trips may require students to pack morning snacks and/or lunch.

Grade 4 & 5 Camp

In November, Grade 4 and Grade 5 students take part in overnight camps through the Learning Project, which focuses on local culture, environmental awareness, and team building, further supporting their inquiry-based learning. If you have any questions or concerns about field trips, please contact your child's teacher.

Student expectations for camp

Camp is an integral part of our curriculum and student experience. We respect family choices about camp attendance; however, because camp is part of the school program, HIS does not provide an on-site alternative program, supervision at school, or online learning for students who do not attend camp.

If a student misses camp for medical reasons, a medical certificate must be provided. If you do not notify the school of your child's attendance decision within one month of the camp date, you will be required to reimburse the school for non-attendance unless a medical certificate is supplied. Students who do not attend camp and do not provide a medical certificate will be marked absent.

If you have questions or exceptional circumstances, please contact your child's homeroom teacher or the Elementary Principal as soon as possible.

2.7 Library

The Library is an important part of the school, offering a wide range of books and resources to support learning and inquiry. Students are encouraged to borrow books weekly for both enjoyment and research. The library provides valuable English language materials to complement classroom and home reading and serves as a quiet study space during breaks and after school. We also value the languages within our multilingual community and also house an ever growing range of books in various languages. With clearly organised sections and regularly updated collections, the library helps students find books suited to their interests and level. Children can borrow up to three books at a time. Parents are also welcome to borrow books to share with their children at home.

2.8 Cafeteria

Parents can choose to send lunch from home or order meals from the school cafeteria, which is operated by Joma. Students may store lunches in the refrigerator or on shelves outside the cafeteria, and are supervised during all breaks. There are also two microwaves available for student use. Lunch orders and payments are managed through the Joma App, with instructions provided by the Main Office. Students can bring drinks and have access to fresh water throughout the day, and may also bring snacks or buy them from the cafeteria using their Joma credit. For questions, parents can contact the main office or Mr. Shane from Joma at hisfoodservices@joma.biz.

2.9 Co-Curricular Programme (CCP)

The Co-Curricular Programme (CCP) at HIS offers students a variety of activities from 3pm to 4pm every afternoon, running in three 10-week sessions per year. Activities are led by teachers, with some sessions involving external providers that may charge extra fees. Parents receive information and registration forms via email from the CCP coordinator, where students can choose up to two activities per trimester, submitting three preferences by the deadline. CCP aims to help students balance academics with sports, arts, service, and cultural experiences. Examples include Football, Creative writing, Painting, Sculpture and Taekwondo. Participation in at least one CCP activity each year is encouraged to support well-rounded development and social connections.

In addition to the Co-Curricular Programme, HIS offers an After School Instrumental (ASI) Programme where students can learn to play musical instruments like keyboard, guitar, or violin. These lessons are taught by music teachers or external providers and take place outside regular class hours. There is a fee for participation.

Please note that students not involved in any after-school activities are not allowed to stay on campus after lessons end, as supervision is not provided. Students must leave campus at 3pm either from school or private transport. School buses are available at 4pm for students who attend CCP activities. Also, please note that because of their young age and the length of the school day, Early Years students will only begin participating in CCPs starting in CCP Season 2.

Contact our CCP coordinator for more information about CCP activities and the ASI programme - ccp@hisvietnam.com.

2.10 Home learning policy

In Elementary, home learning is optional and designed to support - but not overwhelm - students. We recognise that with busy school days, after-school activities, and family time, it's important for children to relax and enjoy time at home. Home learning aims to reinforce classroom learning, especially through regular reading and tasks related to units of inquiry in the lower years. Teachers may assign activities on online platforms like Mathletics and RAZ Kids, or send home readers for students to enjoy independently or with their parents. Students are also encouraged to borrow up to three library books to read at home.

In Upper Elementary, teachers may set more formal homework tasks to help students develop self-management skills and prepare for high school. If you would like your child to have additional work, please discuss this with their Homeroom Teacher. Specialist subjects such as PE, Visual Arts, Music and World Languages (Vietnamese, Korean, Japanese, French) do not assign mandatory home learning.

Pages and pajamas project

We also promote reading through our "Pages and Pajamas" nightly reading project. Reading regularly builds vocabulary, comprehension, focus, creativity, and confidence, while also creating special family bonding time. Students are encouraged to read in both English and their home languages, sharing stories aloud with family. To celebrate your child's reading efforts, we recognise milestones with awards for 50, 100, 200, and 250 nights of reading.

2.11 House systems

When students join HIS, they are placed into one of four houses: Gecko (green), Buffalo (yellow), Dragon (red), or Phoenix (purple). Throughout the year, students take part in fun competitions and sports events between the houses. The house point system helps students show the qualities of the Learner Profile, while also building a strong sense of community and friendship. The house

system is an important part of school life, and all students and staff join in.

2.12 Student awards

At HIS, we celebrate our students' learning achievements and successes in different ways, such as during Community Connections and through PYP Learner Awards. Teachers choose students who show positive attitudes and strong examples of the IB Learner Profile attributes to be recognised for their efforts and growth.

2.13 Student council (STUCO)

The Student Council (STUCO) is a special group where students can learn and practice leadership skills while helping make our school a better place. STUCO leaders work to support the school's mission by encouraging students to be responsible and caring global citizens. They plan fun activities that bring students together, build school spirit, and help everyone feel connected. STUCO also provides school leadership with insights into student voice. Students in Grade 1 to Grade 5 vote for two representatives per class. Elections happen early in the school year.

2.14 Transportation

School transportation

HIS offers bus services to all students living within Hanoi city limits. Bus services are arranged through our Transportation Director (transportation@hisvietnam.com) are available at the following times:

1. Arrival to school (7:30)
2. Departure from school (15:00)
3. Late departure from school (16:00)

The Main Office will contact all families prior to the start of the academic year to survey their transportation needs and organise services accordingly.

Private transportation

If your child is not using school transportation, please communicate the regular transport arrangements with your homeroom teacher. Also please note, that students must be collected by a known adult. To ensure your child's safety, PYP students are unable to be collected by MYP siblings in Secondary or be sent home in public transport (e.g. grab drivers).

Motorbike safety

The school follows Vietnamese laws regarding motorbike use: riders must be at least 18 years old and hold a valid license from their home country, and helmets must always be worn.

HIS does not support or allow any illegal motorbike use. The school is not responsible financially or legally for students who ride motorbikes without following the law, nor for their safety if they are transported by unlicensed drivers.

This policy will be clearly shared with students and parents through letters, newsletters, the school website, and other communications in appropriate languages.

Please note that insurance policies, including health, medical, disability, or life insurance, may be invalidated if a student is involved in an accident while driving or riding illegally or underage. For

example, some international insurers consider illegal driving as reckless behavior, which can lead to denied claims.

2.15 Emergency procedures

Lock down, fire precautions and safety procedures are posted in each room. An emergency evacuation drill is carried out regularly to ensure that teachers and students are familiar with the procedures.

In addition, there is an emergency contact section on the HIS Registration Form that should be completed and returned to school. The information should be completed with care and particular consideration being given to the choice of first and second guardians. It is essential to have two separate guardians nominated to reduce the chances of the child being left without anyone to collect him or her from the school in the event of the parents being unavailable. The nominated guardians will also be the people to whom the school refers in the event of any crisis situation when the parents cannot be contacted.

It is important that the school is informed if phone numbers or emergency contact numbers change.

Section 3: Expectations of students

3.1 The school day

Elementary students can arrive on campus from 7:30am. Early Years and Grade 5 students go straight to their classrooms, while Grade 1 to Grade 4 remain on the court until 7:45am. The school day officially begins at 7:45 am until 3:00pm.

An overview of an Elementary day:

- **Arrival & Supervision:** Students should arrive between 7:30 and 7:45 a.m. Supervision begins at 7:30 a.m.
- **Class Time:** Classes start promptly at 7:45 a.m.
- **Morning Recess:** 9:15 – 9:50 a.m.
- **Lunch Break:** 11:10 a.m. – 11:55 a.m.
    - Early Years to Grade 2: Lunch from 11:10 – 11:35, then playtime from 11:35 – 11:55
    - Grade 3 to Grade 5: Playtime from 11:10 – 11:35, then lunch from 11:35 – 11:55
- **Afternoon Break:** 1:15pm - 1:35pm
- **School dismissal:** Classes end promptly at 3:00p.m.
- **After School Activities (CCPs):** 3:00 – 4:00 p.m.

The Elementary schedule is divided into 8 teaching periods with three separate break times. This schedule helps students have balanced learning, play, and rest throughout the day.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:55 - 8:35					
8:35 - 9:15					
Break 9:15-9:50					
9:50 - 10:30					
10:30 - 11:10					
Lunch 11:10-11:55pm					
11:55 - 12:35					
12:35 - 13:15					
Break 13:15 -13:35					
13:35 - 14:15					
14:15 - 15:00					
15:00 - 16:00	**CCPs**				

3.2 The school year

The school year is based upon approximately 180 days of instructional time plus days for teacher professional development. The school observes traditional, and some public, Vietnamese holidays including National Day and Tết Nguyên Đán (Tết). Every quarter there will be an early release in which students will have no lessons after lunch. These early release days allow teachers to meet, plan and collaborate with colleagues.

There are also a number of events on the school calendar each year such as Mid-Autumn Festival, International Day and Love of Language week to name a few. We encourage the participation of parents during these events. The most updated school calendar can be found on the school website: https://www.hisvietnam.com/.

3.3 Attendance

If your child will be absent, please email the homeroom teaching team with the reason and dates of absence. You can also notify the Main Office. If no explanation is received, the school will contact you for safety reasons. If someone else will pick up your child, please inform the teacher and teaching assistant by email.

Because of our inquiry-based curriculum, teachers do not prepare work during absences, but students can keep a journal of their activities or continue using digital learning tools like Seesaw and Mathletics.

Students must attend at least 90% of school days and meet grade expectations to be promoted. Attendance is taken daily during Homeroom registration in the morning. If your child needs to leave during the day, permission must be requested through the Main Office.

3.4 Lateness

Punctuality is very important at HIS, especially at the start of the day, as arriving on time helps students settle in and get ready for learning. For younger children, arriving promptly supports important literacy and language development activities. Students should arrive before 7:45 a.m., when classes begin. If a student arrives after 7:45 a.m., they must report to the Main Office so their attendance can be recorded correctly. Parents will be informed if lateness becomes a regular issue, along with any necessary consequences. If transportation challenges affect your child's arrival time, please inform the Head of School or Elementary Principal so we can offer support.

3.5 End of day dismissal procedures

Students are dismissed at 3pm, or at 4pm if they have been to a CCP. Parents must arrange for their child to be collected at the appropriate time. Students are not to remain on the campus.

School buses
Students going on school buses assemble in the courtyard. The Teacher Assistants will take the students to their buses and ensure that they are seated and wearing a seat belt. Students are not allowed to swap buses or travel on another students' bus for a play date.

Private transportation
Students must be collected by a known adult. Children who walk home from school must be accompanied by a parent or other adult. All students travelling to and from school by motorbike must wear a helmet. To ensure your child's safety, PYP students are unable to be collected by MYP

siblings in Secondary or be sent home in public transport (e.g. grab drivers). Students wait with the Elementary Principal and Assistant Principal on the stairs at the front gate for collection.

If changes are made to the way your child makes their way home, you must notify the homeroom teacher, the main office and the Elementary Principal.

3.6 Dress code

At school, there is no set uniform to wear, except for during Physical and Health Education (PE) classes. But because school is a special place, students are expected to dress neatly and comfortably, keeping in mind the weather and the culture of Vietnam. It's also important to choose safe clothes and shoes, and to be careful with jewelry and hairstyles to stay safe during the day.

Physical and Health Education (PE) Uniform Requirements	
General PE Classes	● Students must wear the HIS sports kit, which can be purchased from the school shop. ● Wear appropriate sports shoes (closed shoes are required for health and safety). ● Hats are recommended for outdoor activities.
Swimming PE Classes	● Students must wear proper swimwear; regular t-shirts or shorts are not allowed. ● Boys: Swim shorts and optionally a fitted rash top or swim shirt (no hoods or zips). ● Girls: One-piece swimwear, swim shorts (optional), and optionally a fitted rash top or swim shirt (no hoods or zips). ● Goggles are recommended; swim caps are optional. ● Students dressed inappropriately will not be allowed to swim.

Students may wear extra coverings on arms, legs, and head for religious reasons if needed. No jewellery of any kind is allowed during Physical and Health Education activities for safety reasons.

3.7 Student behaviour

At HIS, community is a core value that guides how we support positive behaviour both inside and outside school. We embrace diversity and use restorative practices - a way to build caring relationships by helping students take responsibility, repair harm, and find solutions when problems arise.

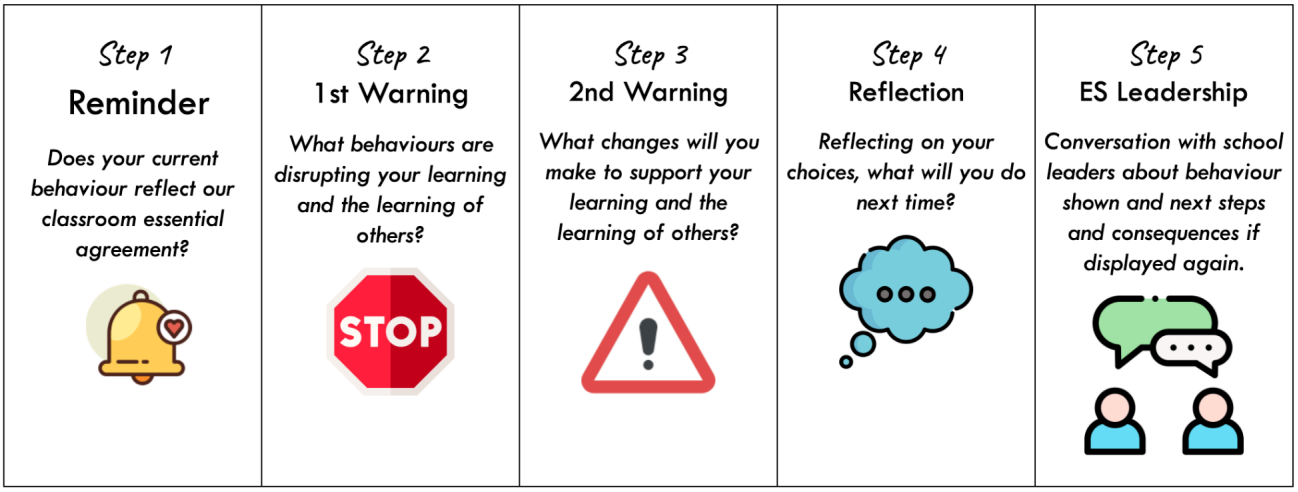
We believe in recognising and encouraging positive behaviour to create a respectful and supportive learning environment. Students have the right to be treated with respect and to learn in a safe, caring space, and they are expected to show kindness, respect others' work, and contribute positively to the community.

Teachers handle minor behaviour issues and keep records, while more serious or ongoing concerns are reviewed by School leaders and the Student Support Teams. These teams work together to provide support and ensure a safe, inclusive environment for all students.

This framework helps everyone work together to create a respectful, safe, and supportive learning environment. Below is a clear summary of expectations for students, teachers, and parents to support positive student behaviour:

Group	*Expectations*
Students	• Act courteously and responsibly toward all in the school community • Treat others equally and respectfully • Care for school property and others' belongings • Respect different cultures • Welcome new students and care for younger children • Be honest and fair • Complete work on time • Respect others' right to learn and teachers' right to teach • Follow teacher instructions and school policies • Wear appropriate clothing and footwear • Follow classroom agreements • Practice honesty in all work
Teachers	• Take responsibility for students' educational, social, and emotional welfare. • Be respectful, supportive, consistent, and firm in behaviour management. • Set fair rules and routines, ideally with student input • Be punctual and expect punctuality • Model good manners and professional behaviour • Use positive behavior strategies (reinforcement, negotiation) • Plan engaging lessons that meet diverse student needs • Follow the HIS Behaviour management chart process when managing and redirecting student behaviour (*see chart below*) • Develop fair consequences focused on improving behaviour, not punishment • Address discipline issues promptly in class or playground
Parents	• Support the school's Behaviour Management Policy • Keep open communication with the school • Participate early in addressing behavior concerns when invited

HIS BEHAVIOUR MANAGEMENT CHART



HIS behaviour management chart: All teachers utilise and engage in this process to redirect student behaviour that does not follow class agreements and expectations

Consequences for students

Children are expected to follow school expectations during classroom, free-time, extra-curricular activities and off-campus trips and to take responsibility for their actions.

A tracking system will be maintained by homeroom teachers and the Student Support team recording any behavioural issues. Serious incidents will be recorded by the teacher on duty, Elementary Principal or the class teacher. All teachers are responsible for the educational, social and emotional welfare of the students.

The following Safe and Supportive Environment levels of behaviour provide guidance when working with students in relation to their choices:

Elementary HIS Safe & Supportive Environment Procedures: *Levels of behaviour and consequences*

<table>
<tr><td colspan="2">Level 1: Low-level, minor, infrequent behaviours that do not significantly interrupt the teaching and learning of others. These are behaviours which are dealt with by the teacher. This stage focuses on the behaviour and an immediate solution.</td></tr>
<tr><td>• Off task
• Not finishing work
• Non-compliance
• Inappropriate moving around the school
• Using inappropriate language</td><td>• Spitting
• Littering
• Bringing inappropriate items to school
• Persistent tardiness
• Disrespect</td></tr>
<tr><td colspan="2">Consequences Level 1: Logical and planned interventions, least to most intrusive</td></tr>
<tr><td colspan="2">• Clear direction
• Safe and supportive environment guidelines reminder
• Choice
• Logical consequence
• Time outside of normally planned activities for reflection</td></tr>
<tr><td colspan="2">Level 2: <u>Persistent</u> behaviours that disrupt the teaching and learning, or repeated Level 1 behaviours. These behaviours are moderately serious and a breach of conduct will be decided with the discretion of the Principal in consultation with the teacher. A record of the incident will be noted.</td></tr>
<tr><td>• Non-compliance
• Defiance
• Swearing or other verbal abuse
• Sexual or racial harassment
• Teasing or bullying
• Physical abuse or fighting</td><td>• Unsafe play
• Theft
• Vandalism or graffiti
• Leaving school without permission, truancy
• Inappropriate use of computers
• Cheating, breach of academic honesty</td></tr>
<tr><td colspan="2">Consequences Level 2: Planned team support, which may involve teachers, parents, counsellors, administration. May include, but is not limited to:</td></tr>
<tr><td>• Restriction of privileges or activities
• Suspension of privileges
• Buddy classroom
• Individual contract or behaviour plan
• Mediation sessions</td><td>• Family conference
• Solution space
• Counselling
• Time outside of normally planned activities for reflection</td></tr>
<tr><td colspan="2">Level 3: These are viewed as serious breaches of the HIS behaviour expectations or repeated Level 2 behaviours.</td></tr>
<tr><td>• Endangering self or others
• Using, possessing or distributing tobacco, alcohol or other chemical products
• Possessing dangerous items or weapons
• Bullying - physical, verbal or online
• Computer hacking</td><td>• Deliberately defacing property or displays
• Blatant defiance of a teacher
• Repetitive defiance
• Vandalism
• Theft</td></tr>
<tr><td colspan="2">Consequences Level 3: Planned team support which will involve parents, teachers, counsellor, administrators, and other agencies as appropriate. A record of the incident will be recorded by the Head of School section or principal in consultation with the teacher and follow up with the student involved will include logical consequences. Parents will be notified.</td></tr>
</table>

● Solution space ● Family conference ● Internal or external suspension ● Expulsion	● Restriction of privileges or activities ● Drug testing ● Individual counselling

All behaviours and consequences listed are a sample of the various levels and not intended to be an exhaustive or definitive list. The school reserves the discretion of working on an individual basis to support students provided their circumstances.

Suspension

Behaviour that is construed as 'serious' or consistently deviates from accepted standards as judged by the administration will lead to suspensions from one to five school days by the Head of School. Suspensions may be:

- **Internal**: the student remains on campus but works in a supervised, isolated setting;
- **External**: the student completes school work from home and does not attend campus.

During a suspension, students may not participate in school events or represent the school in any capacity. Any fees paid for missed activities will not be reimbursed.

A suspended student cannot return to School until a conference is held between the administration and the student, parent(s) or guardian.

Expulsion

In cases of extremely serious or repeated misconduct, the school may consider expulsion. This action shall only be taken after due consideration and consultation between the Head of School, Elementary Principal, the student and the parent(s) or guardian. Members of the School Board shall be involved before a final decision is reached.

3.8 Chewing gum

Chewing gum is NOT permitted on the school campus at any time.

3.9 Ordering food from outside

Students are not permitted to order delivery food or drinks to campus at any time.

3.10 Bag Lockers, Personal Belongings and Lost Property

To keep everyone safe, students should not bring anything dangerous to school. We also ask that students refrain from bringing special items like toys unless directed by the teacher to do so.

Each student has a locker to keep their bags and belongings safe. Students should always leave their bags in their lockers during the day. Students are welcome to bring indoor shoes to keep at school that remain under their bag lockers.

If something is lost, students can check the Lost and Found box at school first. This lost property box can be found outside the Elementary Visual Arts room. At the end of each semester, lost items are put out so students can find them, and anything left over is given to charity.

Students need to take care of their own things. Please make sure your child's belongings have their name on them. The school cannot be responsible if things are lost or broken.

3.11 Food and Nutrition

We honour and celebrate Asian cultural traditions of sharing food and building community. To keep things clear and safe during regular school days, please follow these guidelines.

Student lunches and sharing

- Students should eat only the lunch they bring from home or the meal provided by the cafeteria during the school day.
- Please do not allow students to eat from one another's plates. This helps ensure parents know what their child consumes and reduces the risk of accidental exposure to allergens.

Packed lunch suggestions

- If your child brings a packed lunch, please choose balanced, nutritious items. Meals with carbohydrates, protein, fruits, and vegetables help students stay focused and energised.
- The cafeteria also offers healthy lunch choices daily.

Treats and sharing

- Please avoid sending large quantities of candy or other confections to share unless a teacher has specifically requested them for a classroom celebration. For classroom events and birthdays, single-serve items are preferred for convenience and hygiene.

Nut allergies and food safety

- Our school is not nut-free, but we take food allergies seriously. Cafeteria staff are informed about students' food allergies and take steps to prevent contact with specific allergens.
- If a student in your child's homeroom has a food allergy, the homeroom teacher will share specific guidance about which foods to avoid. We protect student privacy and will not disclose the identity of students with allergies.
- Please be mindful when packing lunches or sending food to share so all students can participate safely.

Classroom celebrations and birthdays

- Families are welcome to contribute to classroom celebrations. Teachers will provide guidance on appropriate foods for class events.
- For in-school birthday celebrations, parents must obtain approval from the teacher in advance. To minimise disruption, celebrations should take place during recess or lunch rather than during instructional time.
- We recommend single-serve items. If you bring a cake or other items that require utensils, please also provide necessary supplies (knife, plates, forks).
- All birthday and classroom celebration plans must be coordinated with your child's homeroom teaching team.

If you have questions or need specific guidance about allergies, classroom events, or acceptable foods, please contact your child's homeroom teacher or the school office.

Section 4: Parent-School Partnerships

4.1 Parent-School Communication

Effective communication between parents and the school is essential for supporting your child's education and wellbeing. To maintain a strong partnership between home and school, throughout the school year, parents are kept informed through various channels:

- **Open House:** At the start of the school year, HIS hosts an Open House where school leaders and homeroom teachers provide important information about the year ahead. This includes an overview of the curriculum, school programs, and insights into what students will be learning and experiencing.
- **Weekly Newsletters:** Every Friday afternoon, all HIS families receive a comprehensive school-wide newsletter via email. This newsletter includes messages from the Head of School, divisional principals, and updates on news and events from both the Elementary and Secondary schools.
- **Monthly Grade-Level Newsletters:** On the last Friday of each month, homeroom teams send a newsletter through Seesaw that highlights the learning that has been taking place in units of inquiry, English Language, Mathematics, and specialist subjects such as PE, Visual Arts, Music, Vietnamese, and Social Emotional Learning. This helps parents stay connected to their child's classroom experiences.
- **Parent coffee mornings:** Throughout the year, HIS school leadership hosts coffee mornings and workshops for parents to learn about our teaching programs, child development, wellbeing, and the IB curriculum. These sessions offer a relaxed space to ask questions, share ideas, and connect with staff and other families. We encourage all parents to attend and stay engaged in their child's learning.
- **Unit of inquiry Overviews:** At the beginning of each unit of inquiry, homeroom teachers share an overview with parents via Seesaw. This includes the central idea, lines of inquiry, key vocabulary, and other important information about what students will explore.
- **Seesaw:** Teachers and school leaders regularly communicate with parents through Seesaw. This platform allows families to receive messages, view and engage with student work, and follow their child's learning journey in real time.
- **School Website:** The HIS website (www.hisvietnam.com) is regularly updated with news articles and a calendar of upcoming school events to keep parents informed and engaged.
- **SMS Messaging:** For urgent updates, such as school closures, late starts, or professional development days, the school sends timely SMS messages to parents to ensure important information reaches families quickly.

Together, these communication channels ensure parents are well-informed and actively involved in their child's education throughout the year.

We encourage parents to contact the school by phone or email with any questions, suggestions, or concerns. Teachers and school leadership are always happy to meet with parents to discuss their child's progress or any school-related matters. To ensure focused and meaningful conversations, please make an appointment with the teacher before meeting.

4.2 Entering and exiting campus

At HIS, we have an open-door policy and warmly welcome parents to visit our campus. Upon enrollment, all parents receive an orange lanyard as their ID badge. For security, all other visitors must sign in at the front gate, show a form of identification, and wear a red visitor lanyard while on

campus.

If your child needs to leave school during the day, please email the Homeroom Teacher and copy the Main Office at mainoffice@hisvietnam.com before 7:55 a.m. Students must sign out at the Main Office and show the signed slip to security when leaving.

4.3 Parent Teacher Association (PTA)

At HIS, we believe that parent involvement is essential and encourage all parents to take an active role in their child's education and school life. Our vibrant Parent Teacher Association (PTA) plays a key role in fundraising and supporting school improvements, greatly contributing to the development of our campus facilities.

The PTA also organises social and cultural events like International day and social evenings, with parents, students, and teachers working together to prepare and celebrate these activities. The PTA meets monthly and hosts regular informal Coffee Mornings, providing opportunities for parents to connect.

If you'd like to get involved or attend PTA events, please email pta@hisvietnam.com. All parents and teachers are warmly welcome to join and contribute to our school community.

4.4 Changes of Personal Circumstances

It is very important that the school is kept informed of any changes to your personal circumstances that could affect your child's experience at school. This includes updates to your address, phone numbers, emergency contacts, or any other relevant information. Keeping this information current helps us communicate with you quickly and ensures your child's safety and wellbeing. Please notify the Main Office as soon as possible of any changes by emailing mainoffice@hisvietnam.com.

4.5 Matters of General Concern

Clear communication between parents or guardians and the school is very important. If you have any questions, concerns, or suggestions, please contact the school by phone or email. For matters related to your child's education, start by speaking with their homeroom teacher or the Assistant Principal/PYP Coordinator. For broader school concerns, you can reach out to the Head of School or the Elementary Principal. Contact details can be found at the start of this handbook.

4.6 Complaints procedure for parents

The following procedure is designed to allow all parents/guardians of children in the school to make complaints or to express concerns to the school fairly and respectfully.

Any complaint should be made on an individual basis. If you have a complaint or a matter of concern, please try to address the matter by communicating with the teacher concerned in the first instance. If this does not resolve the issue, the matter should then be brought to the attention of the Elementary Principal who will record the complaint and advise when an initial response should be expected.

The Elementary Principal will then investigate the matter and come to a decision about the action required. All parties will be informed of this action and a written report will be sent to and kept by the Head of School for information. In the event that the parent concerned is not satisfied with the course of action proposed by the Elementary Principal, they can then take their complaint, in writing, to the Head of School.

The Head of School will follow the procedures set out above and come to a decision. Again, all parties will be informed of this decision and a written record of the matter will be filed. The Head of School's decision is final.

Works cited

- Our Mission - International Baccalaureate®, IBO, www.ibo.org/about-the-ib/mission/. Accessed 21 May 2025

CONTACT US

48 Lieu Giai St., Giang Vo Ward, Ba Dinh, Hanoi, Vietnam

(84 24) 3832 8140 - 3832 7379

(84 24) 37624184

Mainoffice@hisvietnam.com

Admissions@hisvietnam.com

www.hisvietnam.com