



High School Handbook for Students & Parents

2026 - 2027



SSiS
SAIGON SOUTH
INTERNATIONAL SCHOOL

High School Handbook for Students & Parents 2026 - 2027

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

Contributions to improve the quality of this handbook are appreciated. Please report errors to hsoffice@ssis.edu.vn. Revisions are made on an ongoing basis. The most recent version of this handbook can be found on the [SSIS 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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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 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 helps our students successfully meet the challenges they face both today and beyond.

SSIS MISSION

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

SSIS CORE VALUES

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

SSIS 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)

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. Acceptance of an additional language enriches personal growth, enhances first language development, and promotes diversity.

Policy

At SSIS, English is the primary language of instruction. To promote inclusivity, SSIS staff 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 prohibited.

Procedures

Academic Success

- The SSIS curriculum is based on strong English language proficiency.
- All faculty are expected to teach the academic language of their discipline.
- Students are expected to use English as their academic language at SSIS.

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 students who have a greater need to use the required level of English successfully.

Campus Safety & Security

“Campus” is defined as “all property (buildings and grounds) that are enclosed within the boundaries of the security fence.” SSIS is a closed campus with 24-hour security service.

CAMPUS HOURS & BUILDING ACCESS

High school students may access campus from 7:00 am to 6:00 pm on school days.

Supervision: Outside of standard hours, students must be under the direct supervision of an SSIS faculty member or coach. Unsupervised access to classrooms, breakout rooms, independent workspaces, or athletic spaces is prohibited.

Fitness Center Hours: Open until 7:00 pm on school days and from 7:00 am to 11:00 am on Saturdays for High School students.

Athletic Facilities: Reserved for scheduled practices and games. Casual use is not permitted; any unscheduled activity requires prior approval from the Activities Coordinator or Principal and must be supervised by an SSIS employee.

Security Verification: Security staff monitor campus spaces for safety and may ask students to show their SSIS ID card at any time.

Leaving Campus During the School Day

Students may not leave campus during the school day (including lunch) without prior approval and an official departure pass from the High School Office.

To request an early dismissal, a parent/guardian must submit one of the following before the student leaves:

1. A signed and dated written note.
2. An email sent from the parent’s registered email address.
3. A call to the HS Office at (028) 3622-0870, ext. 33081.

Note: If a student becomes ill during the day, the Nursing Office will authorize early departure after contacting the parent.

STUDENT IDENTIFICATION CARDS

Students receive an ID card when they enroll at SSIS and when they move to a new division. SSIS ID cards enable students to:

- Enter and exit the campus through the turnstiles
- Check out library materials
- Purchase food in the cafeteria and cafes

Card Rules: ID cards must be worn visibly on campus at all times and must not be defaced. ID cards must not be defaced in any way.

Lost Cards: If an ID is lost, check the main security booth near the Gate 2 turnstiles. Lost or missing cards should be reported immediately to the High School Office.

Replacement Fee: If a student is unable to present their ID card for 5 consecutive school days (rolling days, not necessarily Monday-Friday), a replacement card will be issued. Parents will receive a payment notification (replacement ID cards cost 100,000 VND).

Deactivation: If the replacement fee is unpaid, the card will be deactivated, requiring the student to sign in manually until payment is made.

Distribution: High school replacement IDs are distributed during Advisory class.

VISITOR ACCESS

All parents, guests, and all other visitors must register at the main gate. While on campus, visitors must wear their Visitor Pass visibly at all times. For security purposes, visitors must check in at the High School Office before entering any learning space.

Guests at extracurricular activities such as performances, games, and dances are obligated to follow all school rules, or they will be asked to leave campus immediately.

STUDENT GUESTS

Out-of-Town Guests: Students may bring an out-of-town guest to attend classes for one day only.

Former SSIS Students: Former students may visit for up to two days with prior approval.

Approval Process: Visit requests must be submitted to the HS Principal at least 24 hours in advance by the host student's parent. Guests must sign in at the High School Office, wear their Visitor Pass at all times, shadow their host student (unless they have permission otherwise), and follow all school rules.

Local Students: Students living in Ho Chi Minh City or attending other local schools are not permitted as guests during class hours.

EMERGENCY EVACUATION PROCEDURES

Periodically, SSIS conducts evacuation drills so students and staff are prepared for emergencies.

- **Student Expectations:** Evacuations must be conducted quietly, quickly, and in an orderly manner. Evacuation procedures and routes are reviewed at the beginning of the year, and route maps are posted in every classroom.
- **Parent Communication:** In a real emergency, parents will be notified through the school's emergency contact procedures via text message, email, or phone call.
- **Off-Campus Evacuation:** If campus must be evacuated, students and staff will move to a designated secure off-site location until arrangements can be made for parents to transport students home.

Academic Expectations

OVERVIEW OF THE ACADEMIC PROGRAM

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 platform 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” to see more complete and accurate information. SSIS will manage the availability, consistency, and accuracy of these grades and communicate that to the SSIS community.

HS CLASS SCHEDULES

Bell Schedule (School Year 2026-2027)

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

BLOCK ROTATION

Refer to the High School Google Calendar for the specific rotational days.

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

On early dismissal days, school ends at 12:15 pm, and the schedule is as follows. No lunch is served on Early Dismissal days.

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

OTHER SPECIAL SCHEDULES & CLASSES

If a special event changes the regular schedule, the new schedule will be shared in the Daily Announcements a few days before.

Vietnamese Classes

In accordance with our government agreement, all students in grades 9-12 holding a Vietnamese passport must attend Wednesday classes from 3:15 - 4:45 pm 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. The school-wide Teaching and Learning Office coordinates this program. 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.

Health Seminar & Study Hall

All students have, as part of their schedule, one block of time designated as a Health Seminar & Study Hall. The Health Seminar is designed to meet the growing needs and requirements regarding Health Education in keeping with our school's Mission and Core Values, and 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 attend mandatory sessions in an assigned grouping and time for Health Seminar. Some of these sessions occur during their Study Hall time as a mandatory part of our high school program. Health Seminar topics include human development, safety, sexuality, and substance awareness and abuse. The overarching purpose of Health Seminar is to provide our students with factual, current information in these critical areas.

Students who miss a Health Seminar class are expected to attend a make-up session.

Study Hall

The Study Hall block serves two purposes. First, it allows time for administrative needs, notifications, curricular extension, and support for students. As such, student time may be scheduled in advance to serve the needs of the school.

Throughout the year, students are required to attend specific health-related sessions that are a mandatory part of our school's operation. These sessions are purposefully scheduled during this time given their high level of importance while also ensuring they do not impact the formal assessed curriculum of their other classes.

Second, Health Seminar & Study Hall blocks provide in-school time for students to complete assignments, prepare for assessments and upcoming lessons, and meet and collaborate with classmates and/or teachers. Students are responsible for making the most of this time and should therefore go to their Health Seminar & Study Hall blocks prepared and ready to be productive. Health Seminar & Study Hall also serves as a time 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 work, and general school information.
- To provide 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.
- 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.

Health Seminar & Study Hall Regulations

- At specific times in the year, students may be 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, primarily, as a space to work productively on necessary planning, time management, and school-related matters.
- Upon arrival, students **MUST** spend approximately 10 minutes on personal 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 school email accounts for important information and 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, as unexpected activities can take place during Study Hall period.

In all cases, **it is the student's responsibility to make themselves aware of any scheduled meetings or invites** 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

Senior privilege offers our Senior class the opportunity 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 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.

Recognition & Awards

Each high school department gives end-of-year awards 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, behaviors, and courses, highlighting the varied interests and successes of our students. Awards include Academic Excellence by department and course, Phoenix Award, and Core Values awards in balance in life, dedicated service, respect for all, and sense of self.

Academic Integrity

WHAT IS ACADEMIC INTEGRITY AND WHY IS IT IMPORTANT?

SSIS encourages students to strive for excellence and expects students to conduct themselves with academic integrity.

Academic integrity means submitting work that reflects a student's own thoughts and ideas, while properly citing any work, ideas, or language drawn from others. Building on others' work strengthens a student's own arguments. Properly acknowledging these sources is a foundational academic skill we foster at SSIS.

Developing true capability takes time, focus, and energy—there are no shortcuts to learning. To guide our community, SSIS aligns with the core tenets of academic integrity outlined by [Turnitin](#) in their article, "[Why Academic Integrity Is Important to Teaching and Learning](#)":

- 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 trust. Respect is a qualitative factor with long-term consequences for lifelong learning. For both students and researchers, proper attribution is critical.
- Personal ownership of work is fundamental to academic integrity. Students are solely responsible for the work they submit and must be prepared to verify that it is authentically their own. When asked to explain or demonstrate their process, students show that they have truly engaged with the material. Taking ownership of one's work builds personal accountability and confidence in one's own capabilities.
- Academic integrity is an indicator of future workplace behavior. According to multiple research endeavors*, academic dishonesty in school leads to dishonesty in the workplace. The academic integrity journey must be firmly established to ensure a lifetime of integrity. (Turnitin)

* [Blankenship & Whitley 2000](#), [Harding et al. 2004](#), [Lawson 2004](#), and [Nonis & Swift 2001](#)

SSIS ACADEMIC INTEGRITY POLICY

Maintaining academic integrity is a shared effort across our school community. Here is how students, staff, and parents work together:

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.
- Asking the teacher for clarification if they are unsure how this policy applies to an assignment.
- Participating in further developing 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.
- Actively supervising assessments to maintain a fair testing environment.
- 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 throughout their time at SSIS.
- 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:

- Helping individual students reflect on their actions and learn from policy violations.
- Participating in the further development of the Academic Integrity Policy throughout their time at SSIS.
- 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 a copy of the Academic Integrity Policy available to all students, teachers, and parents.
- Investigating and responding to alleged 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 Academic Integrity Policy violations.
- 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.
- Ensuring that their child's absences are legitimate.

- Helping their child understand that they value integrity and expect their child to comply with the school's Academic Integrity Policy.
- Supporting the consequences determined by the administration if their child violates the Academic Integrity Policy.
- Encouraging their child to support and adhere to the Academic Integrity Policy and Habits of a Learner.

ACADEMIC INTEGRITY VIOLATION CONSEQUENCES

Academic Integrity Policy Violations

Our Academic Dishonesty Policy includes, but is not limited to, the following actions:

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 includes any action that gives a student—or their classmate—an unfair academic advantage.

Below are examples of behaviors that constitute malpractice. This list 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
- Intentionally missing an examination or assignment deadline to gain 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

Plagiarism

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

This may include actions such as:

- Using the words or original ideas of another person without proper citation
- Failing to use quotation marks when quoting a source
- Paraphrasing another’s work without citing the 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. Unintentional plagiarism is still plagiarism—forgetting to cite a source is not an excuse. When in doubt, always cite your sources or ask your teacher.

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 (e.g., a student at another school or an older sibling, etc.)
- Selling, loaning, or otherwise distributing materials that could be used by others to cheat
- 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 receiving help from a parent, tutor, or classmate, ensure they give feedback rather than editing or writing the work for you. 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 above has been adopted in part from the American School of Dubai’s High School Student and Parent Handbook and repurposed with their permission.

Academic Integrity Violation

In the event of an Academic Integrity Violation, the teacher will speak with the student regarding the matter. If the student and teacher agree a violation occurred, 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

If the student and teacher disagree about an alleged violation, 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

First Offense (Educational correction + warning):

- The student receives a formal warning and completes a supervised reflective session focused on academic integrity.
- The student must complete or retake the assessment in question, as determined by the teacher and administration based on the nature and timing of the incident. Teachers may determine that it is best to reassess the standard on the next planned assessment.
- The violation is placed in the school's internal disciplinary record.
- The 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 a second offense, and second offense consequences may be applied.

Second Offense:

- The student and their parents sign an academic integrity contract, and the student completes a behavior reflection letter and a restorative study session.
- The student completes or redoes the assessment in question.
- The violation is placed in the school's internal disciplinary record.
- The student and their parents meet with the principal to discuss conditions for continued enrollment at SSIS.
- The student creates and follows up on a restitution plan.
- Universities to which students have applied/been accepted may be notified.
- A severe second offense may immediately result in third-offense consequences.

Third Offense:

- A meeting will be held with the student, their parents, and the administration to review the incident and the conditions for continued enrollment at SSIS. Disciplinary action will be taken, and the school will review whether the student may remain enrolled at SSIS.
- The opportunity to take external exams, such as Advanced Placement or International Baccalaureate, at SSIS may be removed.
- Universities to which students have applied/been accepted will be notified.

HOMEWORK

PURPOSE and EXPECTATIONS

Regular independent 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. Students should review the homework demands as listed in the course descriptions for each subject in the Program of Studies when planning their routine. In general, high school students should expect to have 90–120 minutes of homework per day. Course descriptions list homework demands as Light, Moderate, or Heavy; these guidelines are only estimates. Actual homework time will depend on the student.

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 before 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 promptly (before, 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

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 promptly. 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 so others can 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 promptly. 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 Submissions

Students are responsible for submitting assignments 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. Unsubmitted work may be marked as "Not Yet Evident" for the associated standard.

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.

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
- Studying or preparing for another class or exam
- Participation in academic and extracurricular activities outside of the SSIS program

COURSE CREDIT REQUIREMENTS

SSIS Graduation Requirements

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 with their counselor to discuss their academic pathways and 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 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 will 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 occur only in situations where a student is enrolled at SSIS in grade 11 or 12, and it is 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 before 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 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 on which courses are appropriate based on each student's ability, performance, and future plans. Final decisions on approved courses remain 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, in very unusual cases for specific programmatic needs, a student may request permission from the high school to take eight courses. 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 impact 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 four days of the full schedule rotation after the orientation day. This allows the high school counselors to focus on assisting students who are

new to SSIS. After these four days, returning students who have a schedule problem should go to the HS Counseling Office after school, during break, lunch, or Study Hall to meet with their counselor.

Students are expected to remain in all requested courses unless the placement is clearly inappropriate. In this event, the high school counselor will work with students and families to provide counseling on other choices. Requests to add, delete, or change a course must be made to the counselor by the end of the 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, the counselor will proceed to make the schedule update. 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 decide on class changes if consensus on a schedule change cannot be reached. Course change requests must be supported by student achievement data gathered from a wide range of sources.

Occasionally, the school may need to initiate changes to a student's schedule for a variety of reasons including:

- Changes to improve timetabling needs of teachers or classes (e.g., class sizes)
- A reassessment of a student's academic needs and post-secondary goals
- Errors in the course selection or placement process
- Specific health and safety concerns, as notified by the Health Office
- As a response to relevant Tier 2 or 3 disciplinary concerns

The school does not consider requests for changes to a student's schedule based on:

- Class size preference
- Scheduling requests that cannot be accommodated in the divisional timetable
- Teacher preference
- Student friendship

Course 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 approval for a course, the student must see their high school counselor 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.

PROMOTION PROCEDURES (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 frequently depends on 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 depend on 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 high school principal will make the final decision to permit advancement 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 high school principal will make the final decision to permit advancement 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.

ACADEMIC CONCERN, PROBATION, and CONTRACTS

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 off probation. Students receive official reports four times a year via PowerSchool.

Step 1: Academic Concern

A student is placed on Academic Concern for one quarter 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
- A student is not maintaining the requirements of AP Course(s) or the IB Diploma Programme.
- Is otherwise identified by teachers, counselors, and/or school administration

A Letter of Academic Concern will be sent to the student's parents 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 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 email
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 Academic Contract period, 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 at any time 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.

Academic Pathways

SSIS 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. Experienced high school counselors provide one-on-one academic advising.

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. The total number of credits earned determines placement in the grades.

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).

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 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 2026-2027 school year. The counseling team and our HS Dean of Teaching and Learning, Mr. Tucker Barrows (tbarrows@ssis.edu.vn), can answer further questions.

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.*

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

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 select subjects across 5 or 6 areas: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts. 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 4](#) in this handbook or contact the HS Dean of Teaching and Learning, Mr. Tucker Barrows, tbarrows@ssis.edu.vn.

Full IB Diploma and IB Course Candidates

Year 1: Full IB Diploma and IB Course 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 IBDP exams in May of Year 2. Students submit projects called Internal Assessments (IAs) for each of their subjects according to the IB Assessment Schedule. IA grades are moderated by the IB and form a portion of the student's final grade for each course.

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 explicitly covered within, the existing SSIS course offerings (exception: scheduling conflict or course remediation approved by the HS 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.
- The HS Principal will make final approval 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.

Reporting & Assessment Practices

REPORT CARDS & REPORTING PROCEDURES

Report cards are issued to students at mid-semester and at the end of each semester. Letter grades for academic achievement in all course standards 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.

Digital report cards are produced 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.

STANDARDS-BASED LEARNING SYSTEM

A standards-based learning system is crafted to promote transparency across all facets of the teaching and learning process. This includes curriculum, instruction, assessment, and reporting. Within a standards-based learning environment, teachers establish explicit learning objectives that outline what students should understand and accomplish. They design instructional activities that support all students in meeting those objectives, identify the most suitable evidence to gauge students' achievements, and assess students based on a predetermined set of criteria that defines the characteristics of high-quality performance. This holistic approach ensures that students not only acquire knowledge and skills but also develop the essential competencies to thrive in the 21st century and be lifelong learners.

For complete details on practices and implementation, please review the full [HS Standards-Based Handbook](#).

CULMINATING & STANDARDIZED ASSESSMENTS

Each semester ends with an opportunity for teachers to provide semester exams or culminating projects and performance assessments. These assessments consider knowledge, skills, and understanding of the material that students have been taught and assessed on through 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.

Standardized Testing at SSIS

Students attending SSIS participate in several standardized tests, including PSAT and MAP. 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.

The Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholar Qualifying Test is administered to all SSIS grade 9, 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.

The Measures of Academic Progress online adaptive test is given to students in Algebra 1, Algebra 2, Pre-Calculus, and the Geometry, Statistics, and Probability course at the beginning of each semester. This is used to measure students' growth and support ongoing instruction.

Similarly, all students in High School will take the Star reading assessment at the beginning of each semester in English courses to support instruction and planning.

PARENT/STUDENT/TEACHER CONFERENCES

Parent participation in these conferences is highly encouraged as it allows students 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 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.

Responsible Use of Technology

All students 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 Policy and related network policies (below).

LAPTOP (MacBook) REQUIREMENTS

All SSIS HS students are required to bring a functioning, charged MacBook laptop to school every day. The laptop must meet 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 (SSIS recommends Malwarebytes Anti-Malware)
- Hardware must be in good condition with screen, keyboard, touchpad, and other essential components functioning correctly.
- Students are expected to 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.*

GENERATIVE ARTIFICIAL INTELLIGENCE (GAI) USAGE & PRACTICE

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 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 practices and guidance in relation to generative artificial intelligence (GAI) tools in the High School at SSIS.

Use of Generative Artificial Intelligence at SSIS

These practices will be subject to regular review and development to stay up to date with current GAI capabilities.

School Practices

- 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 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 their child violates the Academic Integrity or Responsible Use policy.

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 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 a privilege that carries responsibilities for 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. 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 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 the teacher expects. 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 Acceptable Use Policy](#) for further guidance.

PERSONAL ELECTRONIC DEVICES

Students are allowed to use electronic devices such as mobile phones, wearable technology, 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 who violate 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.

STUDENT & PARENT CODES OF CONDUCT

SSIS Student Code of Conduct

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 to 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 a high-value item, 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 considered unacceptable public displays of affection. Students seen exhibiting public displays of affection beyond hand-holding, including interactions between same-sex students, will be referred to the High School Principal. These guidelines apply at all times during which a student is on campus.

No Gum at SSIS

Gum is difficult to clean and historically has not been disposed of appropriately. Out of respect for the cleanliness of our space and to support 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 ticketed events, must have pre-approval. Goods can be sold in the High School Office, Room C222, MPR2, or outside the Kiosk, unless other spaces have been approved by administration. Goods cannot be sold in the SDC Cafe Area or the corridor outside the library. All goods sold on campus must comply with applicable health and safety laws and school requirements. The School may prohibit the sale of any item that poses a health or safety risk.

Exploitation of others for personal financial gain, increased personal status, or other means falls significantly outside our Core Values and sense of community. Repeat offenses of this practice fall under the Tier 2 category of Behavioral Strategies as outlined in the [Disciplinary Responses & Consequences](#) section of this handbook.

Food Deliveries

Restaurant or other food deliveries are not permitted during the school day without explicit consent from the High School Office. Please see the [Parent Code of Conduct](#) and the [Food Service](#) section of this Handbook for further details.

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 regarding elevator use for personnel or those with 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.**

Banned Substances & Items

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. 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 disciplinary action. The school may also review whether it can continue to provide education services under the Enrollment Contract.

Strategies to Prevent 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 are required to read these guidelines and sign a document that indicates they have understood each section of the handbook regarding the following:

- Information and counseling about 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 presence and supervision in key areas of the school where the opportunity may arise are at the discretion of the Administration. This includes restrooms, locker rooms, and various independent workspaces.

SSIS PARENT CODE OF CONDUCT

Collective Responsibility for Our Shared Community

Student success at SSIS is built on a strong, supportive partnership between the school and home. For this reason, when we enroll a student, we are enrolling a family. We rely on parents, students, and teachers to share the responsibility for our learning environment and the overall well-being of our school. This shared commitment is what makes SSIS a safe, welcoming, and nurturing environment for everyone.

Respectful Collaboration

All members of the SSIS community are expected to interact in a manner that reflects our shared Core Values, most notably Respect for All. As partners in our shared community, parents are expected to:

- Support school policies, procedures, and Core Values at all times, including during after-school activities and school-sponsored events.
- Ensure interactions with faculty, staff, students, and other parents remain respectful, constructive, and collaborative.
- Support the school's recommendations regarding the student's physical, mental, social-emotional, and academic well-being.
- Demonstrate positive regard for others regardless of differing identities, cultures, backgrounds, and beliefs.
- Refrain from publicly airing grievances, posting defamatory comments, or sharing photos or identifiable details of other people's children on social media platforms.

Communication Steps

A healthy family-school partnership relies on open, honest, and respectful communication. To ensure that disagreements and concerns are handled constructively, SSIS expects parents to adhere to the following established steps of communication:

- **Direct Communication:** Parents should always bring concerns directly to the appropriate teacher first.
- **Escalation:** If an issue requires further clarification or remains unresolved after speaking with the teacher, parents should then bring the concern to the principal or school counselor.
- **Student Conflicts:** In the event of a conflict between students, parents must inform the homeroom teacher or administration. At no time should a parent approach another parent's child directly in an attempt to resolve issues.
- **Campus Etiquette:** Parents are expected to respect the learning environment by avoiding unannounced visits or interrupting instructional time. Meetings with educators must be scheduled in advance.

Campus Safety and Security

Providing a safe and secure environment for our students is our utmost priority. As partners in maintaining a safe campus, we ask all parents to cooperate with the following expectations:

- **Campus Access:** SSIS is a closed campus. Visitors must register at the front gate, and parents are expected to wear their school-issued ID card visibly at all times while on school grounds.
- **Traffic and Logistics:** Adhere to the school's traffic safety rules, parking regulations, and student drop-off/pick-up protocols to ensure a safe commute for everyone.

- **Substance Restrictions:** Comply with our zero-tolerance rules regarding the possession or consumption of alcohol, tobacco, e-cigarettes (vapes), or illicit substances on campus or during school-sanctioned events and field trips.
- **Campus Deliveries:** Support our campus security and health regulations by complying with the school's restriction on ordering restaurant take-aways or arranging food deliveries to the school during the school day.
- **Reporting Concerns:** Promptly report any safety concerns to our teaching, administrative, facilities, or security teams.

Partnership Review Process

Our shared goal is to maintain a safe, welcoming, and nurturing environment for everyone. In the event of parent behavior that significantly undermines the school's values, places the school in disrepute, or negatively impacts our community, SSIS may conduct a formal review, which may result in:

- **Verbal or Written Warnings:** Issued by school leadership outlining the unacceptable behavior.
- **Campus Bans/Communication Restrictions:** Temporarily or permanently restricting a parent's access to the campus or requiring all communication to go through a single designated administrator.
- **Continuation of Enrollment:** In exceptional circumstances where the relationship of trust and cooperation between the School and the family has irretrievably broken down, and following a fair and reasonable review process, the School reserves the right, in accordance with the Enrollment Contract and the prevailing laws, to discontinue the Enrollment Contract or to decline re-enrollment for the following academic year.

DRESS CODE & UNIFORM REQUIREMENTS

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 all SSIS community members feel like they are part of the community and that they can be seen and heard in a way that is representative of our Core Values. 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.

General Dress Code

The dress code and uniform expectations at SSIS are designed to support 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 professional, safe, and cohesive, allowing us to focus on learning and equity access.

The uniform parameters are outlined below. While there is space for listening to students' needs and considerations, any changes will be put forth in conjunction with our Student Government and the Admissions and Marketing Office before approval. The outlined parameters below therefore represent the expectations for the 2026-2027 school year.

All uniform items must be purchased at the school store, unless otherwise noted or approved.

The SSIS 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 the 2026-2027 school year*)
- Long-sleeved white button-down shirt with SSIS logo. This shirt must be worn with the buttons fastened.

Approved Sweater/Hoodies/Jackets

- Only SSIS sweaters and sweatshirts are to be worn in the High School.
- SSIS collared shirts must be worn under approved SSIS sweaters, hoodies, or jackets.

Approved Bottoms

- SSIS dark blue or black shorts, PE shorts, skorts, or long pants.
- All shorts and skorts should extend past students' fingertips when standing with shoulders relaxed at their sides.

Approved Shoes

- Students must wear closed-toed shoes with a backstrap.

Additional Items of Note

- Jewelry needs to be safe for the various activities engaged in throughout the school day.
- Hats and headscarves must be removed inside school buildings unless worn for religious reasons and approved by the High School Principal.
- PE uniform is only to be worn for PE class. Students should be wearing their school uniform at all other times.

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 kit for PE classes and will bring the following items to every PE class:

- PE kit, consisting of a shirt and shorts (mandatory)
- Socks and appropriate athletic shoes
- Cap/hat for outdoor activities
- 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.

Dress for PE Classes

For all 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. 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 regarding 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 time 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 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.

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.

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 before 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 a chaperone's permission 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 should 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 HSI Principal or Associate Principal

Just as being a part of a sports team requires you to wear a specific uniform and show a sense of pride and belonging to the team, so does being a Dragon scholar. By choosing SSIS, each family has inherently agreed to provide a school-approved, clean uniform each school day in accordance with the above parameters. Students who come to school out of uniform may be asked to buy a school uniform from the school store and will be billed accordingly, or they may be asked to return home.

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, regardless of ownership of the electronic equipment or forum.

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 occur during school or after school, on or off campus, and are defined by their disruptive nature and impact on the academic and social environment of the school. Below is a list of examples of such behaviors, and 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	Any incident involving the use of physical force or violence between two or more individuals. This includes, but is not limited to, hitting, kicking, pushing, or any other aggressive physical contact intended to cause harm or distress. Such behavior is strictly prohibited on or away from campus. Incidents of physical assault—where one individual acts as an aggressor toward another—are treated with equal severity and will be addressed immediately with safety measures and follow-up according to school procedures. In addition to disciplinary actions, the school reserves the right to review the student's continued enrollment under the Enrollment Contract.
Harassment	Any intentionally unwelcome conduct that creates a hostile, unsafe, or unwelcome environment. Harassment is targeted towards an individual or group purposefully.
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 or mind-altering substances (nitrous oxide, mushrooms, THC vaping) at or near school, on the school bus, or at any school function.
Weapons and other Banned Items	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 / Vaping	Possession or use of tobacco or vaping 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, may be categorized as both an unexcused absence and a concern of academic integrity.
False Representation, Impersonation, or Registration	Misrepresenting identity, authority, or property to school personnel is strictly prohibited. This includes using school IDs or uniforms to grant access to unauthorized individuals, checking out materials under another student's name, forging signatures, or having someone impersonate a parent or guardian through calls, emails, or notes. Additionally, the proper representation and registration of personal technology and motor vehicles is mandatory.
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.

DISCIPLINARY RESPONSES & CONSEQUENCES

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' 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, promote a healthy lifestyle and a balanced approach to their education, and honor 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 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.

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 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, and harm to buildings or persons will be taken into account when determining appropriate consequences.

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 Support Session (Supervised)	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 detailed action or follow-up	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

Supervised Restorative Study and Reflection Session	For serious violations requiring immediate removal from the regular classroom environment, restorative learning, and a Tier 2 response	To support reflection, repair harm, and successful re-entry while maintaining learning progress
Parent-assisted Supervision and Safety Measures (short-term)	For situations where a student's immediate safety, well-being, or investigation requires parent/guardian supervision off campus for a short period of time	To ensure safety and allow time to assess and plan next steps
Review of Continued Enrollment at SSIS (Enrollment Contract)	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 determine whether SSIS can continue to provide educational services, in accordance with the Enrollment Agreement and applicable law

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 support session (supervised) 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, supervised restorative study 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 teaching and practicing 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 check in and/or collaborate with an administrator, counselor, grade-level PDL, advisor, or teacher regarding regular progress monitoring 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 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.

SUPERVISED RESTORATIVE STUDY AND REFLECTION

Students may be assigned supervised restorative study and reflection sessions for more serious violations of school rules to support learning, repair harm, and re-entry to the learning environment.

This supervised time is coordinated by the HS office and/or counselors and focuses on continued academic progress and restorative follow-up (e.g., reflection letter, apology, restorative conversation). Where possible, this time will be scheduled outside of core instructional time. If scheduled during instructional time (e.g., for safety, stabilization, or coordinated support), the student will be supervised and provided with learning materials to maintain academic continuity.

The duration and structure of the restorative study and reflection will depend on the nature and impact of the incident and the student's needs. All incidents and follow-up actions are recorded in accordance with school procedures.

TIME AWAY FROM CAMPUS FOR SAFETY AND SUPPORT

In limited circumstances, SSIS may require a student to remain at home for a short period as an administrative measure to support safety, stabilization, and/or fact-finding, and to allow the school and family to plan for a successful return. This is separate from the school's disciplinary process and is not intended as a disciplinary consequence.

During this time:

- the student will not attend classes or school activities until the return-to-school plan is confirmed;
- the school will provide reasonable access to learning materials so the student can maintain academic continuity; and
- a re-entry meeting will be scheduled with the student and parents/guardians (and relevant staff) to agree next steps and support structures.

The time away from campus will be as short as reasonably possible, and any extension will be communicated in writing with the reason and next review point.

REVIEW OF CONTINUED ENROLLMENT

In very rare circumstances—such as a single egregious incident that seriously endangers others or repeated serious breaches where prior interventions have not been effective—SSIS may conduct a formal review of whether it can continue to provide educational services. Any decision to discontinue enrollment will be made in accordance with the Enrollment Contract, applicable law, and due process with the family.

Attendance Expectations

ATTENDANCE POLICY

Research and common sense indicate a strong correlation between school attendance and academic success. For students to receive the maximum benefit from their education, daily attendance is required. Home assignments cannot replace class discussions, examples, and teacher feedback. Absences, for any reason, disrupt the educational process and are detrimental to student achievement. SSIS asks parents to ensure their child arrives on time and attends school regularly.

The following attendance guidelines are in effect:

- To receive full credit for their work, SSIS High School students are expected to attend at least 90% of their scheduled classes. Absences beyond this number (5 absences per semester) may be subject to academic consequences, including potential loss of credit.
- An absence will be considered “excused” with a valid reason (see below) and a note or call from a parent.
- An absence will be considered “unexcused” when it has not been pre-approved, there is no note from a parent, or the reason for the absence is not considered excused (see below).
- Students who are absent from school for 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 exam, 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 is not counted as an absence.
- We recognize that certain situations may warrant special consideration. Leaves of absence may be granted for valid reasons and will be considered on a case-by-case basis.
- Skipping school (truancy) or forging a parental note are both serious infractions and may result in disciplinary action and additional school-based follow-up, in line with SSIS policies.
- Missing classes to study or complete assignments is also considered skipping and may not be considered an excused absence.
- The high school administration, in collaboration with the High School office and activity supervisor, is responsible for all determinations made under this policy.

ABSENCES—EXCUSED AND UNEXCUSED

When a student is absent from school, our records indicate that the absence is **excused** or **unexcused**.

Excused Absences

For an absence to be recorded as excused, **parents must submit a written request to the school office**. The principal or a designee must approve the request.

Absences are generally excused for the following reasons:

1. Illness, medical, or dental appointments
2. Governmental appointments involving visas and passports, etc.

3. Approved educational activities (field trips, educational experiences, etc.)
4. Days of religious observance
5. Family bereavement
6. Involvement in a public performance
7. Attend family ceremonies like weddings, graduations, funerals, etc.
8. Exceptional reasons (the nature of such occasions will be determined by the principal, or designee, on an individual basis)

Unexcused Absences

Absences are generally recorded as unexcused for the following reasons:

1. The parent/guardian has not requested approval.
2. The reason for the absence is not considered a valid reason to be absent (e.g., shopping, minding the house, etc.).
3. Family holidays (unless granted for exceptional circumstances).
4. Family business trips.
5. The family is unable to provide supervision or transportation for the child.
6. Studying for assessments or completing other academic work, whether at school or through external programs.

Per the Enrollment Contract, any absences, whether excused or unexcused, do not qualify for a refund of school fees.

ABSENCES & 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 to participate in these activities. Any exceptions must be approved by 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 from school:

1. Before 8:00 am, a parent should call the high school office (84-28) 3622-0870, ext: 33081, or email the HS Office at: hsattendance@ssis.edu.vn or hsoffice@ssis.edu.vn to inform us that their child will not be coming to school. If no phone call has been received, we will call the student's home 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.

ABSENCES & MISSED WORK

Absences for Medical or Family Emergencies

Occasionally, illness may result in a student being unexpectedly absent from school for a short period of time. Students may also need to be absent for family emergencies, to attend funerals, or when applying for visas at an embassy. In such situations, students and parents are expected to check PowerSchool 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 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 in the afternoon beginning at 3:15 pm on the day they return to school. See [Missing an Assessment](#) below for details. Students who miss quizzes or tests due to an “unexcused absence” will be referred to the high school administration. Students who demonstrate 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. Students who demonstrate such a pattern will also be considered in violation of our academic integrity policy.

Missing an Assessment

If a student misses a formal, scheduled, and communicated assessment that is completed under supervised exam conditions, they will complete it in the afternoon beginning at 3:15 pm on the day they return to school.

This happens after school because:

- students need sufficient time to complete the assessment
- formal monitoring of conditions and space for quiet sustained concentration is needed
- a consistent and equitable experience for all students is necessary
- multiple versions of complex assessments are not possible

- additional space for assessments in compliance with our attempts to plan collaboratively is complex
- study hall size and capacity are such that faculty do not have the capacity to support the monitoring of students while ensuring the integrity of an assessment
- student use of study hall should support proactive habits, better time management, collaboration, and daily tasks rather than procrastination and catch-up
- productive use of Study Hall should decrease poor sleep habits, late-night cramming, and reports of work overload

All scheduled make-up assessments are:

- given on the first day back from an absence or determined by the teacher, based on collective need
- a priority and a minimum expectation of school. Other school-related activities and ASAs are a privilege and do not take precedence over general coursework and remaining on track
- not subject to rescheduling/a one-time opportunity
- unable to accommodate for external scheduling needs of the student
- not included as a part of other assessment agreements, noting that regardless of other assessments they have scheduled for the school day, they are still responsible for the make-up opportunity on the same day

Failure to attend a scheduled make-up assessment will result in:

- a loss of opportunity to sit the assessment
- an assessment score commensurate with departmental communication or course syllabus
- potential meeting with an administrator or counselor to discuss relevant Core Values as they pertain to the general academic calendar
- potential loss of opportunity to access externally assessed courses (AP/IB) in the future, should a pattern develop
- potential loss of club leadership, involvement in ASAs, or travel opportunities, should a pattern develop

Students who are absent due to planned school-related travel are allotted the amount of time based on days absent from school (for example, two days absent equates to two school days before the reassessment). In these cases, students are expected to have communicated their planned absence to their teachers ahead of time, and teachers will set the scheduled date for the assessment to provide a collective time and space for all students taking the same assessment. Students are also encouraged to take any assessments prior to travel, and/or to collaborate prior to travel should they wish to have a voice in the date and time of the scheduled reassessment.

If students have extenuating circumstances that result in long-term absences, individual timelines may be granted but must be accompanied by a medical note and/or prior approval from the High School Office.

Semester Exams/Assessments

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/assessments 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.

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 regarding work and/or assessments they will miss before taking an absence. Trip leaders may use the online trip form that will provide email notifications to students and teachers to facilitate and record these plans before and after school-related trips.

GUIDELINES FOR STUDENT-ATHLETE ABSENCES

Students participating in school-sanctioned athletic travel are expected to maintain academic standing and proactively manage missed classwork. For detailed athletics policies, practice requirements, and team expectations, refer to the [SSIS Athletics Handbook](#).

Academic and Assessment Guidelines

- **Pre-Arranged Notice:** Students must notify teachers that they will be absent to attend an athletic event at least **one week prior** to travel.
- **Long-Term Assignments:** Deadlines remain unchanged; projects/essays must be submitted prior to departure unless pre-approved by the teacher.
- **Short-Term Work and Tests:** Students receive **one day per missed school day** to complete work or make up assessments. No new major work will be assigned for completion during travel.
- **Daily Work:** Students are responsible for checking Schoology/PowerSchool to stay up to date.

Late Travel Return (8:00 pm Rule)

If an official athletics trip returns to Ho Chi Minh City **after 8:00 pm**, returning students are excused from morning classes the following day until Block 3. Morning attendance prior to Block 3 is optional.

Athletic Eligibility and Same-Day Illness

- **Same-Day Participation:** Students who are absent from school due to illness (or who leave school early due to illness) may not participate in athletic practices or games that day without administrative approval.
- **Academic Standing:** Students must remain in good academic and behavioral standing to participate in athletic travel events.

PROLONGED 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.

ABSENCE OF PARENTS

In accordance with **Section 3.0 (Residency & Contact Updates)** of the Enrollment Contract, students must reside full-time with a parent or authorized adult guardian. To ensure student health and safety, parents/guardians are required to:

- **Notify the High School office in advance** (tel. 3622-0870, ext: 33081) if they will be absent from Ho Chi Minh City for any length of time.
- **Provide local guardian details:** Include the name and contact info of an authorized local adult guardian in case of emergency.

Note: In accordance with school policy and contract agreements, students may not be left solely in the care of housekeepers and/or drivers.

TARDY POLICY

Definitions and Expectations

- **Tardy:** Arriving between **1 and 20 minutes late** to class.
- **Absent:** Arriving **more than 20 minutes late**.
- Students are expected to be seated and prepared at the start of every class.

Morning Arrival (8:00 am)

Classes begin promptly at **8:00 am**. Students are expected to be in their first block classes and prepared with all necessary materials. Any student arriving after 8:00 am—or entering their first block late without a pre-approved teacher pass—must report to the High School Office to sign the logbook and collect a tardy pass before going to class.

Tardy for Class

Tardiness can be disruptive and impact learning. SSIS students are responsible for managing their time and getting to each class by the start of each block.

Repeat offenses for tardiness will be subject to the following schedule of consequences (per semester):

Cumulative Tardies	Action / Consequence
3 Tardies	Warning email sent to the student and parents.
5 Tardies	30-minute reflective session; parents notified.
7 Tardies	Student-parent meeting with HS Administration. For 10 school days, extended lunch time and/or Study Hall privilege revoked or Senior privileges, if applicable.
10 Tardies	1-day in-school supervised restorative session.

Learning 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 comprehensive 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

Ms. Michele Werlin	House: Wyvern
Dr. Deviyani Pathak	House: Hydra
Ms. Kristy Finlay	House: Shenlong
Ms. 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 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 confidentiality issues 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 student 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

UNIVERSITY GUIDANCE

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 significant 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.
4. Results on AP and IB DP examinations can be important depending on the university or system.

Additionally, students who are second-language learners and want to attend a university in an English-speaking country will be required to submit 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.

Testing Options Available for University Admissions

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.

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 throughout each year; schedules can be found on the College Board website or through the counseling office. SSIS is a test center for selected test dates. SSIS is not responsible for student registration. 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)

Another standardized test that students can take for this same purpose as the SAT is the ACT, but it is not as widely known outside the US. 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 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.

ADVISORY PROGRAM

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 and achieves the SSIS mission of personal development. 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 communicating important information or upcoming events.

HS STUDENT SUPPORT TEAM (SST)

High School students are supported at SSIS through a team effort. Members of the HS Student Support Team include counselors, EAL teachers, 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. Data used to determine who is discussed include grades, engagement, and teacher referrals.

HS LEARNING SUPPORT (LS)

The High School Learning Support (LS) program supports those students through an individualized learning plan and small group instruction. Students in the LS program are guided to advocate for themselves as they develop self-management and improve habits of a learner needed for both academic and personal success. The Learning Support teacher collaborates with content area teachers to ensure our students have the support needed to access learning in their classes. Students in the Learning Support class earn an elective credit. The course is pass/fail.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The high school EAL classes are for students in grade 9 and 10 who are in the process of acquiring English. Students are supported in enhancing and refining their academic English reading, writing, speaking, and listening skills. The goal is transfer of improved skills into their other courses. Placement and continuation in EAL courses is determined by admissions testing, ongoing language proficiency testing, and various factors indicating readiness to thrive without additional language instruction.

The Collaborative Cycle of Cooperative Planning, Teaching, Assessing and Reflecting

Students may also be supported in classes with a language and subject specialist engaged in the collaborative cycle. Collaboration between LS specialists and math and science teachers is an additional approach to ensuring students are supported, monitored, and afforded rich scaffolding across the curriculum, especially in grades 9 and 10.

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.

Student Services

HEALTH OFFICE 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. 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.

Important Contact Information: Nursing Office

Email: hsnurse@ssis.edu.vn

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

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.

ILLNESS, MEDICATION, AND INJURY PROTOCOLS

Illness

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

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.

To minimize the spread of viral infection and 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 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.vn 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](#).

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 contraindications, 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.

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.

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.

LIBRARY SERVICES

Located on the second floor of the HS building, the HS Library contains a collection of books and other resources and is designed to support students' 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 closed on faculty professional development days and most school holidays. The library 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 progress report/transcript.*

Library and Instructional Materials

Students will be issued textbooks and other school instructional materials for use over the school year. Students are expected to return those materials in good condition. Books 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.

FOOD SERVICE & CATERING

Food Service

SSIS is contracted with Aden for on-campus food services that offer a variety of menu choices. Menus are posted on the SSIS website and in the MS cafeteria and at the HS Kiosk. High school students also have the option to buy food and beverages in the SDC cafe, located on the 2nd floor of the SDC. Parents who wish to bring lunch to students may drop it off at the High School Office. Due to government regulations, concerns about campus access and the 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 permitted to order food deliveries to SSIS during the school day (7:30 am - 3:30 pm).

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.

TRANSPORTATION

High school students have several options for travel to and from SSIS. Regular education, parent communication, and school policies ensure that all students contribute to a safe and responsible commuting environment.

SCHOOL BUS

SSIS provides optional school transportation for an additional fee, subject to availability. Buses arrive between 7:30 – 7:55 am and depart at approximately 3:10 pm. For inquiries or registration, contact Ms. Vy at busing@ssis.edu.vn or 028 3622-0870 (ext. 31281).

Bus Safety & Conduct

All SSIS behavioral policies apply to school transportation, including daily routes, field trips, and sports exchanges. Students must follow the driver's directions and help maintain a safe, respectful environment—with High School students expected to set a positive example for younger riders. Unsafe behavior or rule violations will result in parent notification and potential suspension of bus privileges.

Students are expected 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 the seatbelt fastened at all times
- Do not use cell 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 bus-riding privileges may be withdrawn for a defined period. The length of the restriction 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. If a student does not attend school during a period when bus privileges have been revoked, 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.

PRIVATE TRANSPORT

- Private cars, car pools, or contracted drivers and taxis may drop off students at the school loading zone via the Gate 2 entrance.
- Due to the large volume of traffic and number of children in the area, all vehicles are required to adhere to the speed limit (10 km/h) and to follow all directions by traffic personnel.

BICYCLES, SCOOTERS, E-BIKES, MOTORBIKES

At SSIS, we prioritize traffic safety and strict legal compliance. Our curriculum promotes awareness of licensing requirements and the responsible use of all two-wheeled vehicles, including the requirement of helmets for all riders. Regular education, parent communication, and school policies will help ensure that all students contribute to a safe and responsible commuting environment.

To ensure a safe environment for our community, all students must adhere to the following regulations:

General Requirements

- **Helmets:** Helmets must be worn at all times by any student cycling or riding to and from school.
- **Registration:** All scooters, e-bikes, and motorbikes must be registered, regardless of engine size. Only registered vehicles are permitted on campus.
- **Parking Permits:** Students must obtain a parking permit from the High School Office.
- **Designated Parking:** All student vehicles must be parked exclusively at Gate 1.

Licensing and Age Restrictions

The following Vietnamese legal requirements dictate which vehicles students may operate. Only those students who meet these requirements may park on campus.

Vehicle Type	Age Requirement	License Requirement
Scooter (up to 50cc)	16+ years old	No license required
Scooter/Motorbike (over 50cc)	18+ years old	Valid Vietnamese driver's license required

EXTRACURRICULAR ACTIVITIES & ATHLETICS

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 through student leadership positions and to engage more with our local community through 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.

SSIS ATHLETICS PROGRAM

The SSIS athletics program in High School is an integral component of our holistic educational experience. Designed to support student development, our program emphasizes fundamental skill

building, teamwork, character, and sportsmanship, encouraging athletes to strive for personal growth while maintaining academic balance. SSIS provides opportunities for students of all skill levels to participate in both local and international interscholastic competitions.

For comprehensive details on sports offered by season, athletic conference participation (SISAC, MRISA, SEASAC), travel commitments, costs, and end-of-season awards, please refer to the [SSIS Athletics Handbook](#).

AFTER-SCHOOL CLUBS AND ACTIVITIES

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 fair is held for students 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 SSIS Policy of Leadership Limitations](#)).

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, as 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.

Student Leadership and Voice

SSIS believes that each student's voice is important and valued. Our administrators and faculty rely heavily on our data collection systems and communication channels 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 sensitive concern, or when privacy and confidentiality need to be maintained, please reach out to a trusted 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 may 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 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 organizing and running 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 Athletics Council

The Athletics Council works closely with the Athletic Director and the Associate Principal on all sports matters. 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 promoting 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 will no longer be eligible for NHS membership if they do 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.

Additional Handbooks & Resources

OTHER SSIS HANDBOOKS

[SSIS Health Office Handbook](#)

[SSIS Athletics Handbook](#)

Appendix 1: SSIS 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

SSIS HIGH SCHOOL GRADUATION REQUIREMENTS	
Academic Discipline	Required Credits
English	4* (<i>core English classes</i>)
Mathematics	3
Science	3
Social Studies	3
Modern World Languages	2 (<i>sequential years of the same language</i>)
Physical Education & Health	2 (<i>core PE classes</i>)
Fine and Performing Arts	1
Electives	6 or more
Total	Minimum 24
* Core English classes are English 9, English 10, any AP or IB English course, Introduction to Creative Writing and Genre Study, or World Literature	

Appendix 2: High School 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, as demonstrated through assessments, into a proficiency level.
- Grading expectations are consistent across classes of the same course and are clearly articulated for both students and parents and outlined in the syllabus for each 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 overemphasis on one factor) are avoided to ensure that 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 course standards or assessment outcomes, these traits can be included in grades through clearly articulated learning outcomes and rubrics for assessment. Examples of this might be demonstrating safety procedures in a science class or practicing an instrument in a music class.

Missing Work Is Reflected as “Not Yet Evident”

- If work is missing, “Not Yet Evident” will not be recorded as 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/NYE 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 may 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, Grading, and Reassessment

- All academic work is essential to a student’s continued academic growth and development. Work not submitted on the due date must be made up in a timely manner.
- Individual subject departments will determine consequences related to late formative assessments.
- Reassessment opportunities may be provided in cases where the initial grade earned has not met the standard (below a “Meeting” level).
 - In such cases, the format and delivery of the reassessment will be determined by the teacher and may default to future assessment of the same standard, if available.
 - In such cases, this will ensure students have the opportunity to attain their highest level of achievement.
 - Internal decisions in subject departments will further dictate the nature of reassessment in their subject in a manner consistent within similar courses.

After school and extracurricular activities may be suspended to support late assessments, make-up and reassessments, and submission of late work.

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 student achievement toward a set of SSIS-adopted standards for that subject.
- Comments
 - Are personalized and learning-focused.
 - Allow parents and students to understand the student’s areas of strength and areas in need of growth.

Progress reports 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 to allow us to communicate each student's progress more formally. 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 each student's progress.

For more specific information regarding our assessment and reporting practices, please refer to our [*High School Standards-Based Handbook*](#).

Appendix 3: 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.

GRADING SYSTEM					
GRADE	%	GPA	GRADE	%	GPA
A+	97-100%	4.33	C+	77-79%	2.33
A	93-96%	4.00	C	73-76%	2.0
A-	90-92%	3.67	C-	70-72%	1.67
B+	87-89%	3.33	D+	67-69%	1.33
B	83-86%	3.00	D	63-66%	1.00
B-	80-82%	2.67	D-	60-62%	0.67
			F	00-59%	0.00
<i>AP & IB courses are NOT weighted. Students are not ranked. WP = Withdrawal Passing, WF = Withdrawal Failing, F = Fail, P = Pass, AUD = Audit</i>					

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: 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, a genuine enthusiasm for learning, and 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 presenting 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, 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 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 promoting 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.
- Each club and role is unique and the interpretation of this policy is therefore applied uniquely to each position.

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 exists 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 consistent dedication and focus. This looks different in each club and organization. These can 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

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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