



PARENT-STUDENT HANDBOOK

International Schools of North America

2022 - 2023



INTERNATIONAL SCHOOLS OF NORTH AMERICA

PARENT - STUDENT HANDBOOK 2022 - 2023 ACADEMIC YEAR

International Schools of North America (SNA) was established in 2005.

SNA is an authorized school for offering the Primary Years Programme (PYP) and is an authorized school for the Middle Years Programme (MYP) and Diploma Programme (DP) with the International Baccalaureate (IB).

In primary school for academic year 2022-2023, we will offer the MOET curriculum using the PYP as a framework. Similarly, in middle school, we will also offer the MOET curriculum using the MYP as a framework during academic year 2022-2023. In grade 12 for academic year 2022-2023, we will also offer an American curriculum-based

Programme for the final year, based on material from common core. In academic year 2022-2023, Grade 11 students will have the option of studying the IB Diploma, the SNA High School Diploma with IB courses, but we will no longer offer the American programme or MOET in Grade 11.

International Schools of North America is Member of the Council of International Schools and is a fully accredited school with the Accrediting Commission for Schools, Western Association of Schools and Colleges, ACS-WASC.

The school campus is safe, secure and conveniently located residential area in Binh Chanh District of Ho Chi Minh City; a truly historical, vibrant, and cosmopolitan venue.

Him Lam Campus

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International Schools of North America

***Website:* <http://www.sna.edu.vn>**





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MESSAGE FROM THE NGUYEN HOANG GROUP CEO

Dear Parents, Students, Teachers and Staff of International Schools of North America (SNA),

Nguyen Hoang Group (NHG) is currently the pioneer in private education system from kindergarten to PhD, including 10 prestigious brands with comprehensive segments, serving all demands of learners. With the determination to become a prestigious educational brand in the region and the world, we always strive to spread and implement the mission of training the generations who have outstanding intelligence, soul, fitness and skills for living happily, international integration and becoming responsible global citizens.

During 20 years of implementing our educational mission, by placing people in the center of life, NHG has invested with all enthusiasm, creating a complete international education ecosystem, from international integration model, international bilingual model to complete international model, including 50 campuses in 18 provinces and cities with more than 65,000 students and over 3,000 employees, of which more than 23% have degree of masters, doctors, associate professors, and professors. We deeply understand the foundation of this strong development that comes from the trust of our dear parents and students.

On the journey of constantly conquering the ocean of knowledge, it is impossible not to mention the achievements of Schools of North America (SNA) - a member of the Group's K-12 system. Proud to be the school trusted by thousands of parents and students for over 14 years, SNA pioneered in bringing high quality learning program in a completely international environment, helping students become future leaders having both extensive knowledge and rich soul, and understanding the world around them. In addition, SNA is the International Baccalaureate (IB) of Primary Years Programme (PYP), and an authorized school for Middle Years Programme (MYP), and Diploma Programme (DP), enabling students to become global citizens, build career and start new life anywhere in the world.

In order to well implement the preeminent educational program, facilities are an indispensable and special condition to be focused in SNA. SNA's campus has a total area of 10,000m², accommodating up to 2,000 students with 100 rooms, including 73 classrooms and 17 function rooms equipped with the most modern electronic equipment. In particular, SNA pioneers in placing student in the center of all activities. SNA also focuses on the importance of effective communication, civic responsibility, critical thinking, and problem solving.

We believe that SNA is the school where all students can maximize their potential to become the best selves, bringing inspiration to wherever they go.

Yours Sincerely,

Hoang Nguyen Thu Thao
NHG CEO



THE MESSAGE FROM THE HEAD OF SCHOOL

Thank you for choosing International Schools of North America (SNA). As parents you have many choices and it means so much to us that you have selected SNA and entrust us to nurture not only the academics, but also the whole child. SNA is not only a school, but rather a school community that includes parents, students, teachers, staff, as well as our local and extended external community.

It is often said that change is the only constant in life, yet we as humans are evolutionarily susceptible to resist change because of the risks associated. Napoleon Bonaparte was a great leader and he was once quoted as saying, "One must change one's tactics ... if one wishes to maintain one's superiority." Helen Keller also stated that "life is a succession of lessons which must be lived to be understood". We all have different roles when it comes to providing a holistic education, when combined, play a vital role in the education of your child. In order to continue to build a school that is true to the mission and vision, we value and seek the support of all parents and our entire community.

Schools of North America (SNA) is an authorized IB continuum school and offer a comprehensive programme that is exploratory and interdisciplinary helping students to build conceptual understanding and mastery of learning. The SNA framework incorporates all the best elements of a worldwide curriculum to ensure our students are well prepared to become global citizens that are still able to hold onto their own personal identity. The SNA learning environment sets the foundation where students thrive on a cognitive level, socially, emotionally, and academically.

At SNA we meet or exceed the requirements of the MOET curriculum in both the Primary Years Programme (PYP) and Middle Years Programme (MYP) under the IB framework along with the IB Diploma programme (IB-DP) for high school. Our learning environment offers every child a positive and caring environment, and discipline with dignity and logic. All SNA children will experience success.

Parents play an integral part of every child's learning journey and at all levels of the school we want our relationship with you, the parents, to be strong. We acknowledge that you are the primary educators of your children and that we have an important role in supporting you. We hope that all our parents will be able to embrace this relationship and help us deliver the best that we can for every child.

The achievements of the past have laid a foundation for a bright future at SNA, and with your trust and faith we will unite together and ensure SNA is everything we dream it to be.

Robert G. Mullins



NGUYEN THI THU THUY

Managing Director of SNA Company Board

Dear Students and Parents,

Thank you for choosing the International Schools of North America (SNA). Suppose you are a new family joining us this academic year. In that case, I am really looking forward to giving a special welcome to all of you who are on the campus for the first time and helping you become familiar with our curriculum programmes and a lively, challenging, diverse, and warm community that we have to offer your child.

Having already been established in Ho Chi Minh City for 17 years and finally, in May 2022 SNA officially achieved the Authorization to run the programme of International Baccalaureate (IB), the Primary Years Programme (PYP). This academic year, 2021-22, is the most remarkable one because SNA is now known as an International IB Continuum School. We are one of the 6 IB continuum schools which offer all three IB programmes: PYP, MYP, and DP in Vietnam.

This is marked an important turning point that demonstrates the school's commitment to provide a quality of education to all students who are studying at SNA.

Additionally, we are now a fully accredited school with the Western Association of Schools and Colleges (WASC), having completed a successful independent evaluation from WASC. All of these authorization and accreditation processes validate the excellent work going on across the school.

To the parents, there are many opportunities during the year when we can meet to discuss your child's progression and to help you with providing a rich array of opportunities for your children to learn, grow, discover who they are, and how they want to make a difference in the world.

To the students of SNA, welcome you to this vibrant learning community! I'm extremely excited to let you know that the entire SNA community is here to support, sustain, and encourage you as you commit to study at SNA. Your experience of the school life here at SNA will mainly depend on the level of your contribution inside and outside your classrooms.

Thank you again for choosing SNA, and I look forward to working with you this year.

Best wishes,

THE LEADERSHIP TEAM

Dear Students and Parents,

Thank you for choosing the International Schools of North America (SNA). If you are a new family joining us this academic year, we are really looking forward to welcoming you to the campus and helping you become familiar with our curriculum programmes and everything that we have to offer your child.

Having already been established in Ho Chi Minh City for more than 15 years, SNA is now at a very exciting stage in its long history as we consolidate our Diploma Programme with our third cohort cohort of International

Baccalaureate (IB) Diploma Programme (DP) students into grade 11 since achieving authorisation to run the programme last academic year. We could mention results obtained by the first cohort

This academic year, 2022-2023, sees SNA authorized to deliver the Middle Years Programme (MYP), having recently received notification from IB.

The Primary Years Programme (PYP) will be seeking authorization this academic year. This will therefore mean that during academic year 2022-2023, SNA will become an IB continuum school, a school which offers all three IB programmes, PYP, MYP and DP.

Additionally, we are now a fully accredited school with the Western Association of Schools and Colleges (WASC) having recently completed a successful independent evaluation form WASC. All of these authorisation and accreditation processes validate the excellent work that is going on across the school.

There will be many opportunities over the course of the year when we can meet to discuss your child's education and the vitally important role you play as a parent, and as a student, how life at SNA depends on you making contributions inside and out of the classroom, and the many opportunities you will have to make a difference to your school.

Many thanks again for choosing SNA and I look forward to working with you this year.

Best wishes,
The Leadership Team

MISSION AND VISION



MISSION AND EDUCATIONAL PHILOSOPHY

MISSION

In order to prepare students to collaborate and contribute in a positive and productive manner SNA (International Schools North America) provides a student-centered learning environment that emphasizes the key indicators of effective communication, civic responsibility, critical thinking and risk-taking. Through its curriculum, staff and wider school community, SNA aims to inspire and develop students, enabling them to respond to the continuing challenges in our world.

VISION

At The International Schools of North America, we are committed to our vision to make student learning as the foundation for everything we do within our school community.

EDUCATIONAL PHILOSOPHY

At SNA we strive to empower our students with the skills, values, and knowledge that enable them to believe in their capacity to lead, walk their own path, and remember how it feels to learn, discover, and experience. The IB learner profile attributes are the mirror image of our educational beliefs and values. Therefore, they are at the central of all our teaching and learning practices.

Being an IB school, we strive to provide high quality education to all learners whose needs we can cater to. We do not discriminate against individuals based on race, color, sex, sexual orientation, religion, disability, age, or nationality or ethnic origin in the administration of our admissions or employment policies.



July 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

31

Line 27-July 29: Summer School: 5 Weeks

August 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Aug 01 -03: New (overseas) staff arrive, tour
- Aug 04-05: New Staff Orientation
- Aug 08: Existing staff return
- Aug 08- 10: Staff Orientation, training and classroom preparation
- Aug 11: New Parents Orientation
- Aug 12: Returning Parents Orientation (G.1-G.12)
- Aug 15: First Day of School (G1-G12)/ Semester 1 begins.
- Aug 15: Opening Ceremony.
- Aug 20: NHG' Birthday (11:00Am - 10:00Pm).

September 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- Sept 01& 02: National Holiday
- Sept 09: Mid-Autumn Festival (Alternative Schedule) & SNA Day (Alternative Schedule)
- Sept 13-14: DP Retreat (Grade 12 only)
- Sept 26-30: International-mindedness week

October 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Oct 14: Progress report for ALL PTCs in November
- Oct 14: Open Mic Talent Show
- Oct 17-21: School Holidays
- Oct 28: Halloween (Alternative Schedule)

November 2022

S	M	T	W	T	F	S
		1	2	3	4*	5*
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Nov 04 - 05: SLC (Students Lead Conferences) and coffee get-together (all day Friday, Saturday - Students to attend).
- Nov 18: Teachers' Day (Alternative Schedule & Early Dismissal Day)
- Nov 25 -26: PD Day (Non-Students)

December 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7			10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Dec 10: Color Run
- Dec 16: Christmas Celebration (Alternative Schedule)
- Dec 19 - 30: School Holidays

SCHOOL YEAR 2022 - 2023

January 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Jan02: Compensation for National Holiday (New Year's Day on January 1).
- Jan 03: Staff & Students return
- Jan 09: Reports cards released
- Jan 13: Semester 2 begins
- Jan 16: Vietnam's Tet Festival (Alternative Schedule)
- Jan 17: Teacher End of the Year party (Alternative Schedule & Early Dismissal Day)
- Jan 18 - 27: Tet Holidays

February 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25*
26	27	28				

- Feb 25: Open Day (9:00Am - 12:00Pm)

March 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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- Mar 25: Open Day (9:00Am - 12:00Pm)
- Mar 27 - 31: Week Without Walls (G.6-G.10)

April 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Apr 10 - 14: Book Week
- Apr 15: International day
- Apr 17-18: Compensation for National Holiday
- Apr 19-21: School Holidays
- Apr 21: Last day of classes for Class of 2023/Grade 12 (Anniversary of Hung Kings & Reunification Day)
- Apr 24 - 26: Study leave for Class of 2023/Grade 12
- Apr 27-28: DP Exams
- Apr 28: Reports cards release
- Apr 29: Anniversary of Hung Kings
- April 30: National Holiday (Reunification Day)

May 2023

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12*	13*
14	15	16	17	18	19	20*
21	22	23	24	25	26	27
28	29	30				

31

- May 01: National Holiday (Labor Day)
- May 12-13: SLC (Students Lead Conferences) and coffee get-together (all day Friday, Saturday - Students to attend).
- May 20: Open Day (9:00Am - 12:00Pm)
- May 27 : Prom
- May 29: Grade 5 orientation.

June 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Jun 06: Grade 12 Leaving Ceremony
- Jun 07: Elementary Closing Ceremony AM & Report Cards released.
- Jun 07: High School Closing Ceremony PM & Report Cards released.
- Jun 07: End of School Year
- Jun 10: Open Day (9:00Am - 12:00Pm)
- June 26: Summer School



Administration

Nguyen Thi Thu Thuy

Managing Director

Robert Giles Mullins

Head of School

Liliana Patricia Gomez Murrilo

Deputy Head of School

Le Cong Tai

MOET Coordinator

Ambika Kapur

Teacher Librarian

Harvinjitt Kaur Daljit Singh

PYP Coordinator

Archana Singh

MYP Coordinator

Sergio Jose Chiri Espejo

DP Coordinator

Aundrea Farley

Head of Learning Diversity
& Well-being

Primary School

Leilani Angelie Quijano

Andrew Taylor

Rebecca Kidley

Shreya Kuma

David Maguire

Felix O. Madsen

Kevin A. Finney

Nguyen Thanh Hung

Luu Phan Lap Luong

Cathelyn B. Gentuya

Dinh Hoang To Nhi

Vu Van Anh

Nguyen Le Phuong Uyen

Trinh Ngoc Mai

Trinh Ngoc Quynh Anh

Hoang Thi Phuong Thao

Nguyen Minh Khoi

Nguyen Thi Thu Ngan

Secondary School

Language and Literature/ Language Acquisition

Charmaine Alipala

Faye Muyon

Sophie Nguyen Thao Uyen

Fabian Lozada

Nandita Maunthrooa

Peter Smith

Kawita Thani

Mark Simcoe

Park Eun Young

Do Thi Kieu Oanh

Tran Thi Phuong Dai

Tran Thi My Lien

Nguyen Thi My Lanh

Le Thanh Duy

Tran Thi My Lien

Tran Thi Thu Phuong

Nguyen Thi Thanh Nguyen

Sciences

Vandana Giri (SGL)

Joe Michael Magbanua

Leslie Tran

Lizzy Anthony

Michelle Chau

Andy Bautista

Ngo Le Bao Trung

Thai Thi Cam Minh

GENERAL INFORMATION

Secondary School

Mathematics

Ranto Silitonga
Ben Tran
Luke Nguyen
Lorena Magatao
Vo Dinh Phong

Arts

Le Dang Thanh
Peter Smith
Cathelyn Billones Gentuya
Nguyen Thanh Hung

Physical and Health Education

Daniel Love
David Garcia Martinez

EAL Bridge

Peter Thong Nguyen
John Doan
Dinh Hoang To Nhi

Individuals and Societies Department

Mushfiqua Zabeen
Archana Singh
Guy Wall Bank
Gavin Skitt
Daniel Mannering

Design

Jalpa Sheth
Jonny Baggs

Well-being Counselor

Erica Arce

College & Career Counselor

Nguyen Thi Linh Ngoc

Student Support Services

Nguyen Thi Thuy Nhien
Ngo Thi Viet Tam
Dao Hong Phuc
Le Thi Bich Lien
Ho Pham Ngoc Trinh

Ho Dac Phung Quan
Dang Thi Kim Phuong
Cao Doan Bao Thy
Nguyen Le Hoang Mai



SNA RESOURCE DIRECTORY



GENERAL INFORMATION

SNA RESOURCE DIRECTORY

Resource(s):

Managing Director
SNA Manager of Administration and Services department
HR Manager
Chief Accountant
Head of Student Support Services
Head of Admission and Marketing
Primary Administrator – Primary School
Secondary Administrator-Data Officer
Vietnamese National Program Coordinator
Head of Diversity Learning & Well-being

Contact Person (Ext.)

Nguyen Thi Thu Thuy (4017)
Huynh Thu Thao (4006)
Ly Tu Nhu (4007)
Nguyen Thi Phuong (4004)
Le Thi Thuy (4005)
Nguyen Thao Uyên (4000)
Tran Thi Hong Phuc (4011)
Tran Thi Phuong Thao (4011)
Le Cong Tai (4011)
Aundrea Farley (4013)

ISA(s):

Grade 1

Le Thi Thuy
Vo Thi My Nguyet

Grade 2

Nguyen Hoang Truc Linh

Grade 3

Pham Ngoc Van Thanh

EAL Bridge

Nguyen Pham Bao Thu

Grade 6

Pham Thi Kim Cuc

Grade 7

Dang Hoang Xuan Thao

Grade 8

Dang Vinh Loi

Fieldtrip

Vo Thi Mai Tram

Other Resource(s):

Boarding
School Bus
Facilities
Primary Library Assistant
Secondary Library Assistant
School Doctor
IT Team Leader

Le Thi Thuy
Truong Thi Thuy An
Nguyen Phi Long
Dao Nhat Huy
Le Thi Thuy Tuyen
Truong Huu Nghiep
Tran Quoc Phong

SCHOOL FACILITIES



GENERAL INFORMATION

SCHOOL FACILITIES

SNA's Him Lam Campus has a total area of 10,000m² with 100 rooms including 73 classrooms and 17 function rooms. The spacious campus has served students from 2018-2019 academic year and accommodate up to 2,000 students.

Science Laboratories

SNA is committed to providing students and staff with safe environment to learn and work. As a member of one of UK's top organizations in advising and promoting healthy and safety guidelines, Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS), our laboratories are set up to meet the safety requirements of global standards and the IBO.

SNA has three separate laboratories: chemistry, biology and physics lab with a preparation room centrally located between chemistry and biology labs. Each lab was designed to be able to accommodate twelve groups of students working in pairs. Safety equipment is provided including safety shower and eyewash station, fire extinguishers, fire blanket, first-aid kit, and personal protective equipment. Laboratory safety practices are introduced at the beginning of the year and incorporated into each experiment to instill in students that taking precautionary measures is essential and applicable to aspects of life outside of laboratories and is pivotal to ensuring not only one's safety but the safety of others as well.

In the chemistry and biology laboratories, each of twelve lab benches is equipped with a large sink, a faucet and a double gas tap/Bunsen burner. A vented fume hood is set up in the chemistry lab to efficiently vent the hazardous/ nuisance gas/ dust from the experiment. Chemicals are kept and prepared in a secure and well-ventilated room. Aside from a large selection of good quality glassware and instruments common in both the chemistry and biology labs, we also equip the lab with incubator, water bath, heat stove, spectrophotometer, centrifuge.

The physics lab is designed with a large central lab bench and a long wall bench, this provides dry working zones for specific and sometimes large equipment and sensors being used in physics. Most physics equipment are imported from suppliers in the US/UK. A selection of Vernier sensors and data loggers will help students access advanced technology in carrying out their investigations with more precise and authentic data.

STEM Room

STEM stands for science, technology, engineering and mathematics and is an interdisciplinary approach to teaching. The structure of the MYP offers a variety of opportunities for students to make



connections between subjects, including the STEM subjects.

To understand block programming, students may use LEGO robots or drones to demonstrate how block programming can be used. To understand scientific concepts, they may create a collection of electric circuits using Arduino kits. The STEM room is equipped with laptop computers, up-to-date software, 3D printers and a laser cutter as well as a wide range of other resources for students to use to explore and create.

MYP Design challenges students to use their critical thinking and creative thinking skills to solve problems. There is a focus on the design process where students have the opportunity to inquire and analyse, develop ideas, create a final product and evaluate the outcome. As with other IB subjects, there is a focus on real-world issues and needs. All IB programmes have a service component. In MYP, this is known as Service as Action, where opportunities for service are built into the curriculum. Many design projects and challenges come from within our school community, which provides genuine opportunities for student learning.

The Design room is equipped with laptop computers, up-to-date design software, 3D printers and a laser cutter as well as a wide range of other resources for students to use to explore and create. The design software allows students to explore graphic design, web design, augmented and virtual reality, computer aided design and computer aided manufacturing (CAD/CAM) in addition to audio/video recording, editing and production. Other more traditional tools and equipment such as LED tracing boards, technical drawing equipment, drills, screwdrivers, files and saws are also available for students to explore and engage with.

Secondary School Library

In the 21st century, libraries have become a place to collaborate, and to engage actively with information in print and digital formats. The beautiful, light open 192m² space of the SNA Secondary Library provides a welcoming environment for students to engage in life-long learning, beyond the classrooms. It provides a multifunctional space, for teachers and students to engage in learning and teaching; individually, with their peers, or in instructional sessions.

It is the goal of SNA to develop a culture of reading, for pleasure as well as for academic purposes. Research shows that students who read in their mother tongue language have stronger skills in their additional languages. There is also a positive correlation between students who read daily for pleasure and academic achievement, across all curriculum areas. With that in mind the library staff, in collaboration with subject teachers, are building a collection of high interest, current titles, in fiction and nonfiction, Vietnamese, Korean and English. Secondary students may borrow up to ten (10) books at a time according to their academic and leisure requirements.

Digital literacy is a crucial area in 21st century education. At SNA access to quality, cutting edge digital resources is seen as imperative to preparing our students to function successfully in an increas-

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ingly digital society. Through the library management platform, Destiny, students have 24/7 access to an integrated selection of digital resources, selected specifically with our curriculum in mind.

Another significant role of the library and its staff is to participate in the school wide development and assessment of the Approaches to Teaching and Learning and the Attributes of the IB Learner Profile. The involvement of the Teacher Librarian is valuable in providing workshops and skills-based support for classroom teachers, in building knowledge and understanding in these areas. Further developing a collection of resources that enables students to grow their understandings of themselves and others, locally and globally, requires the professional skills and knowledge of the qualified, experienced library staff.

Primary School Library

Fostering a life-long love of reading is the number one goal of a primary library and the primary library staff. According to the IB PYP, the library is the heart of learning in an inquiry-based school. This requires the library to provide more than a space to store books. The library must be inviting, motivating and inspiring. At SNA, students know the Primary Library is accessible at all times of the school day. They know that the books are there for them to enjoy and to learn from. They are confident that they will be welcome, to play board games, develop their social and communication skills and to feel safe and supported.

Weekly visits to the library by every class, encourages students to select and borrow a variety of balanced reading material, in any of the three languages: Vietnamese, Korean, English. The SNA Primary Library is developing a collection in all three languages, that offers the best of children's literature and information texts from across the world. Reading allows students to travel through time and across the world, to imagine and dream simply by opening the pages of a book. To quote the great Dr. Seuss, "the more they read, the more places they will go".

Primary students are encouraged to borrow books weekly, during their class library sessions. The number of books corresponds to their Year level i.e., Year 1-One (1) book, Year 2 two (2) books etc. Students are encouraged to choose a balance of fiction and non-fiction books, mother-tongue and English books, picture books, graphic novels, chapter books, and magazines.

A significant role of the Teacher Librarian is to develop a library collection that supports the six transdisciplinary themes of the PYP: Who we are, How we express ourselves, How the world works, Sharing the planet, How we organize ourselves, Where we are in place and time. This involves providing resources that traverse the traditional subjects of math, language, science and social studies in the three languages. Supporting students and teachers in accessing and processing information to grow conceptual understanding is significant in developing the information literacy skills necessary in today's world.



The importance of using stories for developing empathy and a positive attitude towards others, is widely recognized by educators, sociologists and psychologists. So daily story time is something the library staff promote by continually updating classroom libraries with carefully selected titles that support the learning outcomes of every year level. By identifying characters and historical figure who demonstrate the attributes of the IB Learner Profile, students connect personally to these values and to connect them in their own lives.

Swimming Pool

Swimming is among the top three most healthy exercises. It is a great way to stimulate the brain. For this reason, our 300m² (12 x 25m) newly designed fresh-water swimming pool offers a unique experience to our students. It creates a fun and relaxing space for our students to spend time together.

Music Room

In recognizing the essential role of the holistic development of our students, SNA places a great emphasis on the performing arts and music in order for our students to reach their full potential. To show our commitment to the development of our student's well- roundedness, we have recruited music instructors who are qualified graduates of recognized university music programs throughout the city. In addition, our three fully equipped music rooms (piano & organ, guitar, and drum) are designed to create a venue where students learn music theory and are given the opportunity to express their inner selves. Music appreciation and music theory have been shown to help organize minds and liberate souls. Students may work toward participating in orchestral performances at special school functions.

Multi-Purpose Auditorium

A Multiple-Purpose auditorium enhances student's recreational experience by providing a platform to support our school's extracurricular programs as well as provide an accommodating venue for the school multiple-purpose programs and functions such as school assemblies, events and meetings. An integrated professional light and sound system makes it perfect for the performing arts. With an area of 690m², the facility is able to house 1,000 people.

Physical Education

It is very important to have high quality exercise equipment available to students, so they can perform their exercises correctly and get the results that they deserve after hours of hard study. In response to their needs, SNA has built a medium-sized and well-equipped facility that offers our students a venue to build physical strength and teamwork while being under the supervision of a qualified fitness instructor. It not only benefits our students' physical wellbeing, but it also helps them relax and relieve stress associated with their rigorous academic studies.

GENERAL INFORMATION

Cafeteria

The 570m² canteen is designed to offer our students a healthy and varied diet. The facility is constructed to cater to our students, so they can enjoy their daily meals in a comfortable and convenient atmosphere. SNA provides food preparation which is safe and sanitary - without compromising quality or nutritional value. The Global Café maintains clean and healthy food storage, preparation, and complies with the appropriate sanitation and health standards mandated by the Vietnamese Food and Drug Administration. Ongoing evaluation of menu offerings is constant in an effort to provide for changing customer needs and preferences.

Soccer Field

The soccer field has an area of 943m² (41x23m) and has been fitted with artificial grass, allowing students to practice and play every day, no matter what the weather. In addition, the field is equipped with soccer field lighting, allowing students to exercise comfortably at night.

Art Rooms

Our school is committed to the Arts. Therefore, we proudly house two modern Art Rooms which are designed to provide the students a place where they can develop their self-confidence and express themselves. They learn to use a variety of materials and through technology they learn theory of Art as well. Here they can explore their inner Picasso or be an original.

Infirmary

The infirmary of 120m² in total area is spacious enough to meet the standard of a Vietnamese medium-sized medical clinic whereby the students are allowed access to top health care services rendered by two of our most dedicated in-house doctors who are on duty 24/7. Our doctors also help guide our students to a healthy lifestyle, to keep them healthy and strong for the year ahead.

Student Information Management System

SNA's Student Information Management System, ManageBac, electronically records and communicates information concerning students. Administrators, teachers, parents and students have individual accounts that provide levels of access. ManageBac's implementation at SNA began several years ago. Units of Inquiry, students' attendance records and grades, and direct communication are accessible to appropriate accounts. As we develop our IB programmes, new features will be opened up on Managebac for our parents and students to use. ManageBac's emphasis on IB programs makes it the perfect tool to ease SNAs transition into an IB continuum school.



TEACHING METHODS

Being an IB school means that we have adopted IB's Approaches to Teaching and Learning (ATL). There are 5 approaches to learning, and 6 approaches to teaching. We also aim to help students develop the 10 attributes of the learning profile.

The approaches to learning are that learning should develop: Thinking skills, Social skills, communication skills, self-management skills, research skills.

Critical thinking activities, group work, discussions, presentations, debates, academic competitions, Socratic seminars, and projects bring the International school experience into our classrooms.

Modern but practical teaching methods, along with class activities help students learn the materials more efficiently and provide for better retention.

Students are active learners when their minds are engaged with the modern dynamics of a classroom that puts them into the role where they share responsibility for discovering the path to their own learning.

GENERAL INFORMATION



SCHOOL FACILITIES



ACADEMIC YEAR

The school operates on a semester basis. The normal school year consists of two 18-week semesters. Students will receive ongoing assessment throughout the year.

- In PYP students will receive a progress report at the end of each semester.
- In MYP students will receive a report card at the end of each semester reflecting their grades in each of the eight subjects.
- In DP students will receive a report card at the end of each semester reflecting their grades in each subject and progress in the programme Core.

Semester 1:

From August 15th, 2022 – January 12th, 2023 - 18 weeks

- 18 weeks of study with continuous, ongoing assessment. (PYP & MYP & DP)

Semester 2:

From January 13th, 2023 – June 07th, 2023 - 18 weeks

- 18 weeks of study with continuous, ongoing assessment. (PYP & MYP & DP)

BELL/ PROGRAM SCHEDULE

• Primary Years Programme

Time	ACTIVITIES
08:00am – 08:45am	Block 01
08:45am - 09:30am	Block 02
09:30am – 09:45am	Break Time
09:45am - 10:30am	Block 03
10:30am - 11:15am	Block 04
11:15am - 12:15pm	Lunch Break
12:15pm - 13:00pm	Block 05
13:00pm - 13:45pm	Block 06
13:45pm - 14:30pm	Block 07
14:30pm - 15:15pm	Block 08
15:15pm - 15:30pm	Snack Time/Home
15:30pm - 16:30pm	Co-Curriculum Activities

ACADEMICS

• Middle Years Programme

TIME	ACTIVITIES
08:00am - 08:15am	Homeroom
08:15am - 09:00am	Block 01
09:00am - 09:45am	Block 02
09:45am - 10:00am	Break Time
10:00am - 10:45am	Block 03
10:45am - 11:30am	Block 04
11:30am - 12:15pm	Block 05
12:15pm - 13:00pm	Lunch Break
13:00pm - 13:45pm	Block 06
13:45pm - 14:30pm	Block 07
14:30pm - 15:15pm	Block 08
15:15pm - 15:30pm	Snack Time/Home
15:30pm - 16:30pm	Co-Curriculum Activities

• Diploma Programme

TIME	ACTIVITIES
08:00am - 08:15am	Homeroom
08:15am - 09:00am	Block 01
09:00am - 09:45am	Block 02
09:45am - 10:00am	Break Time
10:00am - 10:45am	Block 03
10:45am - 11:30am	Block 04
11:30am - 12:15pm	Lunch Break
12:15pm - 13:00pm	Block 05
13:00pm - 13:45pm	Block 06
13:45pm - 14:30pm	Block 07
14:30pm - 15:15pm	Block 08
15:15pm - 15:30pm	Snack Time/Home
15:30pm - 16:30pm	Co-Curriculum Activities



TRANSFER STUDENT POLICY

Applicants who have earned grades at another recognized school may transfer to SNA, subject to evaluation of grades and courses taken. Applicants who wish to transfer should submit the regular application and have a sealed, certified transcript of the completed coursework sent to the Admissions Department. The transcripts will be reviewed, and applicants will be notified as to which grades, if any, will be transferred, where and when applicable, to graduation requirements for High School.

ATTENDANCE POLICY

Students are expected to be present at school and in each of their classes. Students must arrive to homeroom period and class on time; attend mandatory school activities including field trips, Flag Salutation assemblies. Students who arrive late to school must report directly to the Reception Desk to receive a Tardy Slip to be allowed to enter class.

Parent/guardian responsibilities:

The parent/guardian should contact the school between 7:00 - 8:00am to notify the school's front desk +8428 730 19799 that the student will be absent or tardy. If a student is absent, a note will be necessary when the student returns to school. For planned absences, parent/guardian must provide a written request 24 hours in advanced of such absence/ tardy with explanation. Optional testing of students being absence from school will be at the discretion of the Head of School.

Student responsibilities:

Students with excused absences must make-up work within three (3) days of return to school in order to receive credit. It is the duty of the student to request make-up work from teachers. If a student's absence is unexcused, the student will not be allowed to make-up any work missed due to that absence.

School's responsibilities:

Attendance is recorded on ManageBac and an automated email will be sent to Parents at 9:00AM every morning informing parents of any absences of late arrivals.

Excused Absences and Tardiness

. **Student illness:** Absences will be excused if the parent/guardian contacts the school on the day of the absence and sends a written excuse upon the student's return to school.

When a student has been absent for five (5) or more consecutive days due to illness, a doctor's note verifying inability to attend school for those days will be required for absences to be considered as excused. When a student has been absent for seven (7) days within a single quarter, the administration must make a determination as to whether the number of days is excessive. If found to be excessive, a doctor's excuse will be required for all subsequent absences due to illness. Such

ACADEMICS

absences will be excused if a doctor's excuse is received by the school within two (2) days of the student's return to school.

. **Medical appointment:** If a student is absent from school due to a medical appointment, a written statement from the health care provider indicating the date and time of the appointment must be submitted to the school.

. **Illness in the family:** Absences will be excused for up to three (3) days when the student's presence at home is necessary for family stability. This provision does not apply to long-term illnesses.

. **Death of a relative:** Absences will be excused for up to three (3) days with a written request from parent/guardian.

. **Out of School Suspensions:** absences due to corrective action are considered as excused absences.

. **Family Emergency** (or set of circumstances which, in the judgment of the administration, constitutes a good and sufficient cause for absence from school): When possible, a written request for this special absence must be submitted by the parent at least three (3) days in advance of the date of the anticipated absence.

. **Other** (Individual student absences beyond the control of the parent/guardian or student, as determined and approved by the Head of School or the Head of School's designee). The Head of School/designee may require documentation related to the situation.

Unexcused Absences and Tardiness

Any absence that does not fall into one of the above excused absence categories will be considered unexcused. Any student who has been absent from school will be marked with an unexcused absence until parent/guardian submits required documentation as specified above. Failure to provide sufficient documentation within two (2) days of the absence will result in an unexcused absence.

Truant:

A student is considered truant when absent from class or school without permission. Disciplinary consequences will be determined according to the Level of Possible Consequence.

Excessive Unexcused Absences:

Being present for class is very important to the academic success of a student. Students having excessive unexcused absences will have consequences (see table below).

	Maximum number of absences per academic year
Absences	More than 45 days/year of absence may result in retention in the same grade level.
Tardiness	3 unexcused = 1 unexcused absence (corrective disciplinary actions may also apply)



EXAMS & GRADES

The final closing date for school is posted at the start of each school year in the official school calendar. Parents should plan on their child being available for final exams through the last day of school. As instructional content is provided by teachers to students up to the administering of final exams, it should not be expected that alternative exams can be provided for students to leave earlier than the last day of school.

• Primary School

The Primary Years Programme is a curriculum framework applied to over 5000 schools around the world. It is a broad and balanced framework to enhance learning in the critical early years of cognitive development. It puts the student's learning needs at the heart of the whole school community. Teaching and learning revolve around developing the IB learner profile, encompassing comprehensive knowledge, critical thinking, and international mindedness.

Students tackle global and regional issues from an early stage so that they can become the global citizens of tomorrow. Inquiry-based learning enables students to experience authentic, relevant, and challenging content. 21st-century skills are enhanced through the whole program, developing communication, self-management, and collaborative skills in our students to prepare them for the challenges of our globalized world.

MARKING CODE	TRANSLATION	COMMENTS
4	Displays strong performance	This mark of '4' will be reported when a student demonstrates high quality; has knowledge and conceptual understanding of a subject.
3	Meeting the grade-level standard and producing quality work.	This mark means that a student consistently and independently demonstrated mastery of subject material. A '3' should be considered a very good mark—one that a student should be working toward, as developmentally appropriate.
2	Progressing toward the standard. Producing the required grade-level work with teacher direction and assistance.	As indicated in the marking code, a '2' indicates that a student can meet expectations with teacher assistance and support, but often does not demonstrate consistent mastery in a set subject area or grade-level standard. The student may need to continue developing a specific skill set, and progress is being encouraged.
1	Beginning to develop the standard. Not yet able to produce required grade-level work.	A '1' will be reported if there is a growing concern for a child's performance in a given subject, skill, or grade-level standard. A number 1 in an area such as effort means that it is critical that the child makes it a specific personal goal to work harder, become more organized, or practice a skill set to improve.

Each year of the program puts some emphasis on our planet through the Sharing the Planet unit of inquiry, bringing new ways to encourage our students to take better care of our universal home. Finally, The PYP promotes multilingualism and a strong knowledge of the host country's culture. This is why at SNA; the Vietnamese curriculum is the basis of our program. The Vietnamese language is taught in Vietnamese following the PYP pedagogy to ensure coherence in students' schooling.

The PYP puts a lot of emphasis on monitoring and documenting student's learning. It follows strict learning objectives with a guaranteed curriculum within each grade level. There are no exams mandated by the program as they do not represent a clear representation of student's achievements. Only the triangulation of data constitutes an accurate representation of student's progress.

You may also see a N/A on your child's report card. N/A means that the valuation of this subject area is not applicable for this student at this time.

In addition to the achievement levels, comments may be written to provide further insight into a child's progress in specific curriculum areas. IB learner attributes and approaches to learning, aspects of the units of inquiries, and areas in need of further development will be the focus of teachers' comments.

At SNA, we believe that the academic development of all students depends on a support network of parents and teachers. We strongly encourage you to discuss the report card evaluation with your child to make your student aware of expectations regarding study habits, preparedness, classroom attitude, and behavior.

• Secondary School

Our IB Middle Years Programme (IB MYP) students are exposed to teaching methodologies that will help them be better prepared for the IB Diploma Programme (IB DP)

The IB Middle Years Programme is an education programme for students aged 11 to 16 that develops independent, creative and international-minded learners ready to meet life's challenges. (IB MYP Trifold Brochure, 2014) There are more than 1500 schools around the world using this curriculum framework, which consists of eight subjects.

Assessment within the MYP is a continual, on-going process. Students receive feedback on their formative tasks that will help them to improve as they work toward completing summative tasks. Each of the eight subjects have four criteria, with scores ranging from 0-8 for each, giving a total score out of 32. This total is then applied to a grade boundary to determine a 1-7 IB Grade. Below is a table showing these boundaries.



GRADE	BOUNDARY GUIDELINES	COMMENTS
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP Grade Boundaries and General descriptors

The MYP has published objectives aligned with the MYP Assessment Criteria with clear guidelines as to how they should be applied.

An IB education is holistic in nature—it is concerned with the whole person. (MYP: From principles into practice) All assessments are weighted equally and the overall score for the year is determined holistically, looking at where the student started, how they have progressed and what they have achieved.



In the IB DP, final examinations are graded externally by authorized examiners. Examination criteria are objective, uniform, fair, and fully disclosed to the students. They are consistent with the rules and regulations of the International Baccalaureate worldwide.

GRADE ADVANCEMENT AND RETENTION

IB MYP Promotion policy from Year 1/Grade 6 to Year 5/Grade 10

To be eligible to advance to the next grade level, a student must complete the following:

- Satisfactory completion of all required courses, with a **minimum** pass of 3, as per MYP grading system.
- In the instance where a student attains less than a 3 in a subject they will still be promoted, but the grade attained will be reflected on their transcript, and appropriate support put in place for the subsequent academic year. If a student fails to achieve a 3 in more than 3 subjects, the student will not be promoted to the next grade.

IB DP Promotion policy from Year 1/Grade 11 to Year 2/Grade 12

Promotion from Year 1/Grade 11 into Year 2/Grade 12 at SNA (assessed on the final report card in June) can occur as long as the student has:

- A minimum of 24 points in total
- A minimum of 12 points for HL courses and no grade of 2 in any HL course
- No grade of 1 in any subject
- Satisfactory work submitted for EE and TOK.
- Satisfactory activities and reflections for CAS
- Satisfactory progress completed in all Internal Assessments.
- Not been involved in any malpractice

The above criteria will be judged for each individual student, following meetings between the DHoS, the Diploma Coordinator, and the CAS coordinator.

Students will not be recommended for promotion to Year 2/Grade 12 when the above criteria are not met. Students who are unable to meet the promotion requirements may be allowed to continue in the IB Diploma under a Letter of Understanding (LOU) acknowledged and signed by the student, their parent/guardian.

There is the possibility for students who do not meet the school's promotion criteria to transfer from the full IB Diploma to the SNA High School diploma with IB DP certified courses, which means that they may then be promoted to Year 2/Grade 12. This is assessed on a case-by-case basis.

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SNA HIGH SCHOOL DIPLOMA REQUIREMENTS

To be awarded an SNA High School Diploma the following requirements **must** be met:

- Successful completion of CAS
- No grade of 1 is awarded for any subject.
- No more than one grade of 2 is awarded for any subject.
- Passing grades of 3 or higher are awarded for at least three subjects.

IB DP DIPLOMA AWARD REQUIREMENTS

The minimum course points required to be awarded an IB Diploma is 24. The following additional requirements **must** be met:

- Successful completion of CAS
- No 'N' awarded for TOK, the EE, or for any other subject.
- No grade 'E' awarded for TOK or the EE.
- No grade of 1 is awarded for any subject.
- No more than two grades of 2 awarded.
- No more than three grades of 3 or below are awarded.
- The student has 12 or more points for HL subjects.
- The student has 9 or more points for SL subjects.
- The student has no penalty for academic misconduct on file from the Final Award Committee.

TOK/EE Points Matrix

Depending on the final assessment of the TOK and EE components, up to three bonus points can be awarded for the diploma. In TOK, you will receive a grade from A to E, with A being the highest. If you fail to complete the assessments and subject requirements or are awarded a grade E for TOK, which is a failing condition, you will not qualify for the IB diploma. For example, if you write a good extended essay (grade B) and your work in TOK is judged to be satisfactory (grade C), you will be awarded 2 bonus points, whereas if you submit an elementary extended essay (grade E), you will not only score no bonus points, but will not be awarded a diploma irrespective of all other grades meaning that getting a grade E for the Extended Essay is a failing condition.

Grades: A = excellent B = good C = satisfactory D = mediocre E = elementary (N = not submitted)	ToK/EE	A	B	C	D	E
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

Photo credited to IB EE Guidelines

Final grades, IB Diploma course certificates and IB Diploma awards

Results are available to students online on July 6 of Year 2/Grade 12, for which students are issued a unique username and personal identification number (PIN). The DP Coordinator will receive an official hard copy of the results by the the Mid of Sep 2023, which is then sent on to the student by courier or collected in person.

STUDENT SUPPORT SERVICES

To be accredited and have a National High School Diploma (Grade 12 National Graduation Exam) academic year 2022-2023.

After completion of grade 12 with total average equal or more than 5.0 and having a behavior classification of no lower than average. In order to receive a National High School Diploma issued by the Vietnamese Ministry of Education and Training, students must take the National Graduation Exam in three compulsory subjects (Language Arts, Mathematics, Foreign Language) and one of two subject groups: Social Science (History, Geography, Citizenship Education) or Natural Sciences (Physics, Chemistry, Biology).

Graduation score=	$\frac{\left(\frac{\text{Total score of 4 tests + total of encouragement score (if student has)}}{4} \right) \times 7 + (\text{Total average of grade 12}) \times 3}{10}$	+ Priority score (if student has)
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Graduation score ≥ 5.0 , students will receive National High School Diploma.

Student Support Services at SNA aims to ensure that appropriate support is given to students to help them achieve their academic potential. Demonstrating our commitment to SNA students, we strive to support the whole student (academically, socially, and emotionally).

Counseling (Well-Being)

At SNA we give the utmost importance to the socio-emotional well-being of our students because mental health is as important as physical health, which all contribute to student success. Our Well-being Counselor provides guidance and counseling for a variety of individual student needs, issues, and concerns as students navigate through different stages of life. Through counseling, students have a safe space where they can speak their thoughts and share their feelings with a dedicated staff member who will listen to them. Students may either drop in or make an appointment to discuss their concerns in a safe and confidential environment.

Counseling (University and Career)

Our University and Career Counseling aims at helping students prepare for success in the university and their chosen career path. A variety of activities are coordinated by the University and Career Counselor such as one-to-one counseling meetings, university fairs, workshops, and university visits to provide students and families with reliable, accurate, and current information about post-secondary opportunities.

Inclusion

At SNA we strive to demonstrate positive values where everyone is made to feel welcomed and included. SNA's Inclusion department supports students with academic and social challenges and students with mild behavioral and emotional difficulties which can impact student learning. The Inclusion staff works with each student and understands their strengths, needs, and challenges and collaborates with teachers in supporting students to help them to access the curriculum.

Language Support

It is our goal at SNA to enable students to use language confidently and effectively as a means of communication within their social, cultural, and academic circles. When a student has been identified with language difficulties, intervention, and support during the school day are provided as outlined by the SNA Inclusion policy.

PYP Language Support

Students receive English as an Additional Language (EAL) support from an EAL teacher. SNA combines push-in and pull-out support to provide EAL support to students. Close collaboration with classroom teachers enables learners to keep up with the class content although the content is

differentiated for their language needs.

Vietnamese and Korean support is provided to enable students to access the Vietnamese curriculum.

MYP Language Support

Additional in-class English language support is presently provided in English Language Acquisition, Mathematics, Individuals and Societies (I&S), and Science classes.

EAL Bridge

SNA's EAL Bridge program offers intensive support for students who do not yet have the English language proficiency needed to successfully take part in the MYP. EAL Bridge is designed to prepare students for study in the MYP at SNA. Students from grades 6 to 8 attend EAL Bridge classes for English, Math, Science, and Individuals and Societies (I&S) classes, while attending Physical Health Education (PHE), Design, Vietnamese Language, and Arts classes with their peers.

CO-CURRICULAR ACTIVITIES AND CLUBS.

At SNA, the Co-Curricular Activities are carried on throughout the school year. Students are able to select the most suitable activity to cultivate skills and seek a physical and cultural practising space as well as an appropriate place to refresh themselves and release their stress, pressure.

Currently, those activities may include:

Sport group, it includes both team and individual activities to develop students' physical background and spirit of collaboration such as:

- Soccer
- Basketball
- Volleyball
- Badminton
- Swimming
- Golf
- Dodge Ball
- Tee Ball
- Ping-pong

Music group includes various subjects that are related to playing an instrument, singing, dancing. We hope that those activities will inspire our students, allow them to reach the highest level of art while continuously fostering confidence and creativity in

- Keyboard
- Piano
- Ukulele
- Guitar
- Dance
- Art & Photography
- Drama

Group of skills of speaking, performance, and thinking:

- Master of Ceremonies
- Public Speaking skills
- Storytelling
- Chess (King Chess)

Group of academic activities

- World Scholars' Cup Club
- MUN (Model of United Nations)
- Computing skills
- Science Club
- Korean
- Psychology Club

And other interesting activities for example

- Meditation & Yoga
- Social Skill
- Cooking Club
- School Radio Club

The activities take place every day after school day. Each block lasts for at least 45 minutes and the maximum is 90 minutes according to the nature of the activity and age limitation.

Students can complete their selected activity(ies) with assessment from their Coach or Teacher plus their attendance record (absent no more than 3 times in a session) will receive a certificate of completion.

Soccer Club

Soccer is a must-have sport in any list of after school activities. Recently, soccer classes are trained by a team of Coach and supporter from CV9 Soccer Training Institution.

Groups are divided according to age level, there are 2 training days a week and they have a chance to compete with other teams outside the school every two weeks.

Trainees will be trained on technique, physical practising, endurance and real matches to develop their learnt skills.



Golf Club

Golf is known as a kind of sport with rigorous rules. Students will be trained on technique as well as how to comply with its rules.

At SNA, students from Grade 6 to Grad 12 are encouraged to take part in this activity. There are 2 well-equipped golf rooms in our school.

SUMMER SCHOOL

OVERVIEW

As an educator that leads students to become global citizens and future leaders, SNA wants them to not only become adventurers that explore the world in a conventional way, but also know how to discover their hidden potential.

SNA's summer program will help our EPIC EXPLORERs step out of their comfort zones and embark on an exciting journey to discover a treasure of knowledge as well as honing the skills needed for sustainable future development.

SCHEDULE

06 weeks of SNA Summer program is 06 weeks full of learning, playing and practical experience through different topics:

- Week 1: English – building communication in the international arena
- Week 2: Sports – boosting your endurance and stamina
- Week 3: Science/Technology – talented young scientist training
- Week 4: Arts – nurturing your creative soul
- Week 5: Math/STEM – overcoming technology challenges
- Week 6: Life skills – cultivate practical life skills

Especially, In the last week of the program, students will participate in the Summer Camp which offers many fun and exciting activities. This will definitely be one of the most remarkable memories of the student's life!



SCHEDULE ACADEMIC YEAR

Academic Year – Schedule

(Monday to Friday)

MORNING	
6:00am - 7:00am	Sport Activities
7:00am - 7:30am	Personal hygiene
7:30am - 8:00am	Breakfast
8:00am - 11:40am	Class
AFTERNOON	
11:05am - 12:40pm	Lunch & Siesta
12:40pm - 5:30pm	Class and co-curricular activities
EVENING	
5:45pm - 6:45pm	Personal hygiene
6:45pm - 7:30pm	Dinner
7:30pm - 9:00pm	Tutoring & Study Hall
9:00pm - 9:30pm	Relax
9:30pm	Bedtime (Students must seek supervisor's approval if more study time is needed)

(Saturday)

MORNING	
6:00am - 7:00am	Sport Activities
7:00am - 7:30am	Personal Hygiene
7:30am - 8:30am	Breakfast
8:30am-11:00am	Activities
AFTERNOON	
11:00am-12:00pm	Lunch
12:00pm - 2:00pm	Siesta
2:00pm - 5:00pm	Go shopping
5:00pm - 6:00pm	Relax, Sport Activities
EVENING	
6:00pm - 6:30pm	Personal hygiene
6:30pm - 7:30pm	Dinner
7:30pm - 9:00pm	Study hall/ Relax
9:00pm - 9:30pm	Relax
9:30pm	Bedtime (Students must seek supervisor's approval if additional study time is needed)

(Sunday)

MORNING	
8:00am - 9:00am	Breakfast
9:00am - 11:00am	Relax/ Sport Activities
AFTERNOON	
11:00am - 12:00pm	Lunch
12:00pm - 2:00pm	Siesta
2:00pm - 5:30pm	Relax/ Sport Activities
EVENING	
5:30pm - 6:30pm	Personal hygiene
6:30pm - 7:30pm	Dinner
7:30pm - 9:00pm	Study hall
9:00pm - 9:30pm	Relax
9:30pm	Bedtime (Students must seek supervisor's approval if additional study time is needed)

Summer School

(Monday to Friday)

MORNING	
6:00am - 7:00am	Sport activities
7:00am - 7:30am	Personal hygiene
7:30am - 8:00am	Breakfast
8:00am - 11:30am	Class
AFTERNOON	
11:30am - 1:00pm	Lunch & Siesta
1:00pm - 4:00pm	Class
EVENING	
4:00pm - 6:00pm	Relax
6:00pm - 6:45pm	Personal hygiene
6:45pm - 7:30pm	Dinner
7:30pm - 9:00pm	Tutoring & Studying hall
9:00pm - 9:30pm	Relax
9:30pm	Bedtime (Students must seek supervisor's approval if additional study time is needed)



(Saturday & Sunday)

MORNING	
6:30am - 7:30am	Sport activities
7:30am - 8:00am	Personal hygiene
8:00am - 8:30am	Breakfast
8:30am - 11:00am	Relax
AFTERNOON	
11:00am - 12:00pm	Lunch
12:00pm - 2:00pm	Siesta
2:00pm - 5:00pm	Go shopping/Relax/Sport activities
5:00pm - 6:00pm	Relax
EVENING	
6:00pm - 7:00pm	Personal hygiene
7:00pm - 7:30pm	Dinner
7:30pm - 9:00pm	Tutoring & Study hall
9:00pm - 9:30pm	Relax
9:30pm	Bedtime (Students must seek supervisor's approval if additional study time is needed)

Regulations for boarders

- Priority is given to provincial students.

Requirements for boarders

- Students are required to obey the Boarder Regulations.
- Students may not bring friends into the dorm.
- Secondary students are subject to a base-line drug test at the beginning of the school year. In addition, these secondary students will be subject at random drug testing. Any positive drug test result will be reported to the parents and disciplinary steps taken.
- Students are not allowed to leave campus during school hours.
- To make a Boarder ID Card, each student must provide two copies of 4x6cm full-face photographs of themselves.

For boarder's parents

- Students should not bring large amount of money or jewelry, or other valuables to dorm.
- All money should be secured by the dorm supervisor for the student. Failure to do so will be at the risk of the student if lost or stolen.
- Parents must contact the Administration in advance (Thursday 1:00pm - 7:15pm) before taking students out on weekends.

- Parents should contact students by calling the dormitory phone numbers from 5:30pm to 7:10pm.
- Parents should refrain from taking students out on weekdays to avoid affecting the students' daily schedule.
- Meeting students is only allowed before class from 5:30pm to 7:10pm and only in the living room.
- Parents/ guardians must provide three (3) copies of 4x6 cm full-face photographs to prepare a Pick-up Permit (Picking up students is not allowed without the Pick-up Permit).
- Students must receive written permission from parents and the dorm supervisor to leave the dorm after school hours. The specific hours that they can be away from the dorm, and with whom, need to be clearly identified in the permission letter from the parents.
- Notwithstanding the written permission from the parents and approved by the dorm supervisor, leaving the dorm is subject to the student being in good academic standing and within the behavior standard set by the Head of School.
- Using the school facilities for planned programming, before and after the regular school hours, must be approved by the Head of School on an annual basis. Individual participation in these planned programs is subject to the academic and behavior standards set by the Head of School.

Him Lam dormitory contact information:

Add: ***Mezzanine, Hoang Thap Plaza, Street 9A, Trung Son, Residential Quarter of Binh Hung Commune, Binh Chanh District, Ho Chi Minh City.***

Tel: ***(028) 222 09697-222 09698.***



BEHAVIOR EXPECTATIONS



SNA STUDENT BEHAVIOR EXPECTATIONS

BEHAVIOR EXPECTATIONS

International Schools of North America expects that all students respect all policies, rules, and regulations that have been put in place to make your time at SNA safe, secure and productive. All students are expected to conduct themselves in a respectful and safe manner at all times, whether on or off campus, e.g. at external school sponsored activities.

SNA places the responsibility on the students to respect all infrastructure, property and regulations of the learning area/facilities of the school that they are in at that time, e.g. science labs, music rooms, gymnasium, general classrooms etc.

SNA expect that students will carry out and respect the instructions of the person in charge of the area, whether this is a teacher, administrative support or other member of SNA staff.

Students are expected to:

- be polite and courteous using “please”, “thank you”, “excuse me”, at the appropriate times.
- be truthful and honest.
- refrain from using vulgar words, profanities language, or gestures.
- maintain their lockers in a clean and safe state.
- demonstrate the IB learner profile attributes.

SNA do not expect that students will be in:

- possession or use of alcohol, tobacco, or drugs.
- possession or use of weapons, explosives, or any other object used to cause injury or destruction.
- Possession of pornographic or other immoral materials in any form.
- Any classroom unattended.

Students should refrain from bringing money as well as wearing expensive personal items (i.e. watch, jewelry) to reduce the risk of theft or loss in school. Students are responsible for their own personal items (i.e. iPad, cellphones, laptop, and other electronic devices/gadgets - SNA cannot accept responsibility for such personal items.

SNA have contracted the services of Global Café as our food provider. To this end, all food will be provided by Global Café.

Students will be issued an individual swipe-card for identification purposes and for use in purchasing food, drink and educational materials.

From 5:00 to 6:30pm, students are discouraged to be in the administrative offices except with parents; studying quietly or using the school phones to contact family members.

Students are prohibited in buying and mailing items to themselves at the SNA school location. These purchases should be done at home (not at school) or sent, in care of, the dorm supervisor for students living at the dorm.

DRESS CODE REGULATIONS

Each student is responsible for displaying respect for self and others through appropriate dress. Students must wear the required SNA uniform Monday - Friday. Students must dress according to the guidelines below any time they are on school property during school hours or on any school sponsored function.

Students need to wear the designated uniform every day to school.

- Proper athletic shoes worn on soccer field and basketball court.
- PE uniforms (red shirt and black shorts) must be worn during Physical Education classes.
- Students having swimming lesson need to bring a swimming suit for class participation.
- All uniforms must be neat and clean.
- Skirts must be an appropriate length - just above the knee.
- The knot of girls and boy ties must be worn at the collar of the shirt.
- Boys' hair must be a reasonable length.
- Girls will not wear long nails, nail polish or make-up.
- Tattoos are not allowed.
- Student ID badges must be visibly worn at all times.



SNA STUDENT BEHAVIOR EXPECTATIONS

BYOD POLICY

All personal electronic devices, such as cellphones, iPads, and MP3 players, shall be turned off and shall be kept out of sight and turned off at all times while class is in session or during assembly. Students may use personal electronic devices in class only for education purposes and only with the explicit permission of the classroom teacher. As a matter of safety, students may not walk around while using their electronic device with the exception of listening to music.

Students may use personal electronic devices during before and after school; scheduled breaks, and lunch. They can use these devices at lunch and breaks on the ground floor only. Students may use personal electronic devices in class with the classroom teacher's permission, but only for educational purposes.

The privacy of all students and staff is protected during the school day. Devices that can take and/or transmit electronic images including digital cameras, cell phones and video cameras shall not be used to take or transmit images at any time during the school day. Photos and videos may not be posted on any social media site without the express permission of those being photographed or recorded. The school reserves the right to confiscate and review information on any electronic device from students who violate this provision of the Acceptable Use Policy, and student may be subject to corrective disciplinary action.

Disciplinary actions for students who violate the Acceptable Use Policy will be governed by the following:

1st violation

- The electronic device will be confiscated and remain in the care of the Administrative Office for a minimum of one (1) week; **students may use personal electronic devices only with the explicit permission of the classroom teacher.**

2nd violation

- The electronic device will be confiscated for a minimum of 30 days; **students may use personal electronic devices but only for educational purposes.**

Additional violations

- The electronic device will be confiscated for the quarter and will be released only to the parent/guardian.

Refusing to comply with confiscation is considered insubordination and further consequences will apply.

Parents who wish to contact their child at school should call the schools direct phone line instead of the student's cellphone in order to avoid violating this policy. Students who have urgent matters and need to use their cellphones during class or passing period times may do so only in the main office only with permission.



LIBRARY PROCEDURES

General Expectations in the Library:

The libraries are classrooms, centres of learning. So, accordingly, the same behavioral expectations are required of students:

- Respect for the learning environment.
- Respect for the learning resources
- Respect for fellow students
- Respect for all staff: Vietnamese and International

Borrowing Policy

- On enrollment all students are registered on the library management system called Destiny.
- Students may borrow books at the discretion of the library staff, according to year level and previous borrowing history.
- The borrowing period is initially for a period of two (2) weeks and can be extended at the discretion of the library staff.
- Lost or damaged library books must be paid for at the cost of replacement as indicated in the catalogue information.
- Any outstanding payments may result in students being denied grade reports.

DINING HALL REGULATIONS

Dining Schedule	
Breakfast	7:30am -7:50am
Lunch for PYP	11:15am-12:15pm
Lunch for MYP	12:15pm-13:00pm
Lunch for DP	11:30am-12:15pm
Snack	15:15pm-15:30pm
Dinner	6:45pm-7:30pm (for boarders)

In order to maintain a pleasant and orderly atmosphere in the dining hall, all students are expected to observe the following:

- Maintain an orderly line and wait your turn to receive your meals - do not cut in front of others.
- Eat within the dining area - eating anywhere else, including classrooms and hallways is prohibited.
- Dishes and serving trays must be returned to the kitchen after each meal.
- Tables and chairs must be kept in clean condition and orderly at all times.
- Students are expected to clean up their area after eating.

SNA STUDENT BEHAVIOR EXPECTATIONS

WEEKLY FLAG SALUTATIONS

Flag Salutation assemblies are held every Monday morning. During this assembly, SNA honors Vietnam via the national anthem as well as informs students of the week's announcements, citizenship awards, and other important information. All students who are present on campus are required to attend, without exception.

Students are expected to:

- Demonstrate respect to the national flags of Vietnam.
- End all conversation and be attentive when the assembly begins and respect the speaker(s)

SCHOOL BUS EXPECTATIONS

- Respectfully obey the bus driver and student monitor's instructions promptly.
- Primary students occupy the front row seats, MYP, DP students sit in the rear seats. In case any students with car sickness will be moved to front seats.
- Students have the responsibility to protect their personal belongings.
- Students have the right to complain directly to the head of school bus service if the bus service is not good or they have safety concerns.
- Students must remain on their seat as being told, switching seats without permission is not allowed.
- Students should fasten their seat belts and remain seated whenever the bus is moving or in motion.
- The bus windows should not be opened without permission from the driver and student monitor.
- Students are not allowed to enter or leave the bus without the driver and student monitor's permission.
- No food and drinks are allowed.
- All students are expected to be ready when the bus arrives.
- The school bus driver will not wait any later than **5:40 PM**. If students miss the bus, the parent/guardian will need to pick them up from school. (The school will notice parents about this, in case students are late for several times, the school has the right to stop the bus service and notice parents about that).
- In emergency situations (weather, traffic, driver absenteeism, maintenance difficulties, and unforeseen incidents, etc.) are responsible for delays in the arrival of school buses. A change in pick-up or drop-off time will be made and notified to parents or guardians will be notified by the student monitors.
- Absences: A direct call to the bus driver from the parent/guardian if their child will be absent



at least 15 minutes prior to the arrival of the bus. The bus driver will notice the head of bus service.

- Parents, guardians or domestic help should be prepared to hand the child/ student off to the bus driver/ bus monitor in the morning and to greet the bus in the afternoon. Bus monitors will not walk the child/ student from the home to the bus in the morning nor walk the child/ student from the bus to the front door of the home in the afternoon. This is the responsibility of the family. Whoever in the family will be doing this should be clearly known to the bus monitor ahead of time.

***Any violation of the above rules will be disciplined in accordance with the regulations of SNA.

BOARDER EXPECTATIONS

General Rules

- Students are expected to follow the dormitory schedule.
- Students are expected to complete all homework before the bedtime; to be creative, active in daily and school activities.
- Students must demonstrate courteous and respectful behavior toward parents, teachers, staff and guests of the school.
- Students have to show solidarity, kindness, appreciation and provide assistance to friends.
- Students are obliged to take care of furnishings, cleanliness and nice appearance of the Dorm; blankets, pillows, clothes, personal items must be stored in the right place.
- Students must refrain from using vulgar words, profane language, or gestures.
- Students must behave in a responsible manner, boys and girls must not engage in improper behavior. Boys are not allowed to enter the Girls' dormitory and vice-versa
- Stealing will not be tolerated; neither opening others' lockers or taking friends' belongings without permission, students must refrain from borrowing money from each other. "Borrowing" someone else's property without consent is considered stealing.
- Tobacco, alcohol, stimulants, narcotics, addictive substances, as well as pornographic and other immoral materials are prohibited strictly in any shape or form.
- Students are not permitted to use or store weapons, explosives. Students are not allowed to bring pets or potted plants into the Dorm.
- Ordering and receiving items at the Dorm will be mailed: "in care of" Dorm Supervisor.
- Ordering or receiving food and drinks from outside must be controlled by the supervisor.
- Students are not allowed to bring money or valuable belongings; they must be kept by the Dorm Supervisor (with receipt). Students take full responsibility for any loss and will be disciplined if they do not follow the rules.
- Drug testing: Student will receive the procedures for drug testing. Board students and parents must sign the document acknowledging the drug testing program.

SNA STUDENT BEHAVIOR EXPECTATIONS

** Students must report violations of the regulations to the teachers or staff to seek a solution. Whoever conceals someone's mistakes will be disciplined.

*** Any violations to the above-mentioned regulations will be strictly disciplined.

OFF CAMPUS PROCEDURE FOR STUDENTS

1. SNA does not allow any student to leave the campus without parent/guardian permission. In case parent/guardian allows student to leave the campus alone after finishing classes, please fill in registration form at the school office. SNA will have no responsibility regarding to students' safety once they leave the campus.
2. Parent/guardian must present Pick-Up card issued by SNA every time you pick up student. For any information regarding to Pick-Up card, please contact the school office.
3. Parent/guardian must inform the school 24 hours ahead and fill in form at the school office if you have any plan for student to have some school days off.
4. Parent/guardian when picking up students early must present Pick-Up card and fill in Request for School Day(s) Off form at the office.
5. For our students' safety, when parent/guardian asks someone else to pick up student, please follow the school' procedure as below:
 - a. The person who picks up the student must present the Pick-Up card as the school' regulation.
 - b. Parent/guardian must send a confirmation text through Hotline **0964 466 014** or confirmation email to **info@sna.edu.vn** using registered number/email with SNA:
"I am parent of student **[student's full name]** from Grade **[student's grade]**. I allow Mr/Ms. **[name of the person to pick up student]** to pick up my child.
 - c. SNA will not allow any student to leave the campus if there is no confirmation from parent/guardian or a confirmation coming from inaccurate phone number/email address that parent/guardian registered with SNA.
6. In case of emergency, parent/guardian would like student to leave the campus alone because you cannot pick up student, please follow the school' procedure as below:
 - a. Parent/guardian must send a confirmation text through Hotline **0964 466 014** or confirmation email to **info@sna.edu.vn** using registered number/email with SNA:
"I am parent of student **[student's full name]** from Grade **[student's grade]**. I allow my child to come home by himself/herself.
 - b. SNA will not allow student to leave the campus if there is no confirmation from parent/guardian or a confirmation coming from inaccurate phone number/email address that parent/guardian registered with SNA.
 - c. SNA will have no responsibility regarding to student's safety if parent/guardian allow student to leave the campus alone.



RESTORATIVE APPROACH AT SNA

What is a Restorative Approach?

At its core, the restorative approach is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehavior as an offense against relationships. This approach maintains a focus on **accountability** of actions with a specific emphasis on empathy and repairing of harm. To this end, a restorative approach seeks to address underlying issues of misbehavior and reintegrate “wrong-doers” back into the school and classroom community. <https://education.ufl.edu>. Exclusion from classes at SNA is very much a last resort that will only be adopted once all restorative approaches have been exhausted. The purpose of International Schools of North America’s restorative approach is to support learning by helping to establish and maintain an environment that is safe, productive, and conducive to high academic achievement.

What does a Restorative Approach look like at SNA?

Restorative practices are a framework and set of practices used for the prevention of rule breaking and as an intervention after a rule is broken, or expectations have not been met. They can be informally infused in classrooms or formally and systematically implemented school wide. At the classroom level teachers can focus on building a sense of community and fostering relationships to develop a shared sense of responsibility for the well-being of each group member. Adapted from <https://education.ufl.edu>.

At SNA, in accordance with our “Restorative approach and positive behavior management policy”, set practices and procedures will take place in a sequential manner in order to allow students to reflect on their behavior and to try to avoid escalation of the situation.

BELIEFS AND EXPECTATIONS RELATED TO SCHOOL LIFE AT SNA

Teaching and learning are the highest priority at SNA. The following beliefs and expectations are the foundation of the school wide discipline plan:

- Everyone in the school community must be treated with respect.
- Standards of student conduct should be well publicized and known to everyone.
- General standards of student conduct should be consistent across the school, while allowing individual teachers to have their own classroom expectations.
- The misbehavior of one student will not be allowed to interfere with the learning opportunities of another student.
- The misbehavior of one student will not be allowed to interfere with a teacher’s responsibility to teach all students.
- In the handling of unacceptable student behaviors, all staff must focus on the judgment of the behavior and not on the judgment of the student as an individual.

RESTORATIVE APPROACH AT SNA

- Changing unacceptable behavior to acceptable behavior takes time and is a continuous process. Students come from diverse backgrounds and, for some, change will be difficult.
- Every discipline situation is an opportunity to teach an expected behavior.
- Successful discipline occurs when students demonstrate self-discipline and make appropriate choices without coercion.

BEHAVIOR EXPECTATIONS FOR ALL

Staff and faculty, students, and parents are expected, at all times, to:

- Demonstrate self-respect, respect for others, and respect for the educational process and environment.
- Help maintain a positive, safe and productive environment through the use of self-discipline.
- Handle all conflicts with respect for the rights of all and without the use of violence or threats of violence.
- To be consistent in the implementation of the policies of the school.
- To support colleagues
- To encourage and support students to take responsibility for their own behaviour
- To undertake professional development

Generally, students and parents are expected to:

- Demonstrate self-respect, respect for others, and respect for the educational process and environment.
- Help maintain a positive, safe and productive environment through the use of self-discipline.
- Handle all conflicts with respect for the rights of all and without the use of violence or threats of violence.

Specifically, students are expected to:

- Complete all academic tasks; be on task at all times while in the classroom and at other learning and practicing activities according to the educational programs and plans of the school.
- Demonstrate respect for parents, teachers, school officials and staff members, elders; unite, help each other in learning, training; respect the rules and regulations of the school.
- Participate fully in physical training and maintain personal hygiene.
- Be an active learner and take responsibility for aspects of their own learning.
- Participate in collective activities of the school or class; help family and participate in social work such as environmental protection activities, traffic order and safety.
- Preserve and protect the properties of schools and public places; contribute to building, protecting and promoting the school's traditions.



Parents are expected to:

- Help ensure that their children's behavior is kept in a positive, safe, and productive environment.
- Support the school staff in the correction of their children's inappropriate behaviors.
- Support their children in their learning across all programs.
- Inform the school of circumstances that may impact on the students' progress and behaviour.
- Adhere the policies of the school.

CONSEQUENCES IF THE RESTORATIVE APPROACH HAS PROVEN TO NOT TO BE EFFECTIVE

All measures shall be taken to maximize opportunities via the restorative approach. However, if the restorative approach does not prove effective, then as a last resort, consequences will unfortunately have to be invoked.

Consequences for a breach shall be based on the severity of the breach and on prior disciplinary actions at the relevant level set out below. Consequences are not progressive but will be applied as appropriate. Further sanctions may be applied at the discretion of the Head of School, Deputy Head of School, depending on the severity of the breach.

Note: The consequences below range from mildest (Level 1) through to most severe (Level 10).

A Group – The first violation

Level 1 - Verbal Warning; an informal warning is one in which a student is taken aside and notified of inappropriate behavior. The best corrective action is one that is self-imposed to prevent repeated infraction.

Level 2 - Official Warning; the student will review the Code of Conduct with particular attention to the infraction and will sign a statement of acknowledgement of understanding of rule, the warning, and consequences of repeated behavior. This serves to give students the opportunity for self-imposed behavior correction to avoid repeated infractions.

Level 3 - Parental Notice; parents will receive phone notification by the class manager, on behalf of the classroom teacher, of any behavior issues that result in behavior intervention. SNA encourages parents to assist in their child's behavioral management.

B Group – The next violation

Level 4 - Community Service; students will be required to perform from a range of community service projects for an assigned amount of time for a three-time violating at a same issue in any. Community service projects can include supervised cafeteria duty, school beautification, or other projects that benefit the school community as a whole.

Level 5 - Parental Conference; parents will be required to attend a conference and discuss their child's

RESTORATIVE APPROACH AT SNA

student's serious or habitual behavioral issues with the student's class management team and the Head of School/ designee.

Level 6 - Temporary removal from class; a student, for cause, may be removed from a given class and referred to the appropriate Coordinator(s), DHoS or HoS. The appropriate letter to parents must be completed and followed up.

Level 7 - Reprimanding in front of the School Disciplinary Board; The reprimand in front of the School Disciplinary Board will be reviewed by the School Disciplinary Board and proposed by the Head of School when students repeatedly make one of the mistakes or defects which were reprehensible in front the class.

C Group – The sequence violation

Level 8 - Internal Detention; this can only be given by the Head of School, Deputy Head of School or Head of School. This statement occurs when students continue to violate any mistake for many times. Students will work in a designated area at school for a day but be excluded from all classes and contact with other students. In there, students are able to do their own exercisers or assigned task(s) from PAD. Students can have lunch time as normal. The duration for this action is from 8am to 5pm for all programmes. Parents are to be notified

Level 9 - Out of School Suspension (OSS); out of School Suspension (3 days) is used for serious discipline problems, or if a student has repeatedly been cited for improper behavior. Students who are suspended from school are to remain OFF school property and away from school activities on or off campus for the duration of their suspension. Suspended students may not receive credit for missed assignments or tests due to their suspension although absences are considered excused.

Level 10 - Expulsion; Expulsion, or dismissal from SNA, may be recommended and issued when all corrective actions have been exhausted, or a student has committed an infraction that seriously endangers the safety of students, staff and faculty, or property of SNA. Students who have been expelled may not re-enroll at SNA until the end of the current academic year and only after a re-enrollment conference with the Head of School/designee to determine acceptance.

SAMPLE INFRACTION AND CONSEQUENCES

This sample list is provided by way of indicative guidance, and it is not intended to be a comprehensive list of all the possible breaches which may occur or of all the possible levels of consequences. Students are expected not to engage in the following activities. The consequences apply regardless of whether this misbehavior took place in school, on the school bus, or out of school when the student is in school uniform. The consequences may also apply for misbehaviors which take place at other locations, but directly affect school programs or activities. This includes interschool sports, camps, carnivals, excursions and or other similar school activities. We recognize that there can be an enormous variation in breaches and hence the range of sanctions that may apply.

These consequences are a guideline only and variations may occur at the discretion of the Head of School or Deputy Head of School. The Head of School, Deputy Head of School may recommend longer suspensions, expulsion, denial of transportation privileges or other discipline on a case-by-case basis. This may include severe consequences for students with multiple offences in different categories of misbehavior.

Important Note:

The consequences for breach will be based on the severity of the breach, and on prior disciplinary actions. Consequences are not progressive but will be applied as appropriate. Further sanctions may be applied at the discretion of the Head of School, Deputy Head of School, depending on the severity of the infraction.



RESTORATIVE APPROACH AT SNA

INFRACTION	LEVEL OF POSSIBLE CONSEQUENCE		
	A Group	B Group	C Group
1. Violation: Violating the rules or the regulation applied by SNA school (E.g.: dress code, tardiness, homework, truancy etc.)	Yes	Yes	Yes
2. Abuse: verbal, written or otherwise expressed – arousing alarm in others through the use of language that is discriminatory, abusive, threatening or obscene.	Yes	Yes	Yes
3. Alcohol or chemicals: possession or use while on school grounds, involved in school activities or in school uniform.			Yes
4. Assault – Physical: acting with intent to cause fear in another person intentionally bullying, inflicting or attempting to inflict bodily harm upon another person. – Verbal: written or otherwise expressed, confrontation with a student or staff member which bullies, intimidates, threatens or causes fear of bodily harm.	Yes		
5. Bodily Harm - Inflicting: committing an act which unintentionally inflicts bodily harm upon another person.	Yes	Yes	Yes
6. Damage of Property (Vandalism): defacing, cutting or otherwise damaging property that belongs to the school, other students, employees or others.	Yes	Yes	Yes
	Restitution		
7. Disruption: any behavior which disrupts or interrupts the normal teaching - learning process	Yes	Yes	Yes
8. Failure to serve assigned detention.		Yes	
	double time allocated		
9. Fighting: adversarial physical contact (differentiated from poking, pushing, shoving or scuffling) in which one or the other party(ies) or both contributed to the situation by verbally instigating a fight and/or physical action. Promoting/instigating a fight, contributing to a fight verbally or through behavior.		Yes	Yes
10. Forgery: the signing of a note for a parent or staff member.		Yes	Yes



INFRACTION	LEVEL OF POSSIBLE CONSEQUENCE		
	A Group	B Group	C Group
11. Harassment, including sexual or racial: participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including displaying pornography and words or actions that negatively impact on individual or group based on their racial, cultural or religious background, their sex, their sexual orientation, any disabilities they may have, or their color and nationality.		Yes	Yes
12. Illicit Drugs: this includes over the counter or prescription drugs used for the purpose of mood alteration or intoxication or inhaling the fumes of certain volatile substances for their mood altering or intoxicating effect. This does not include any prescription or over the counter medication a student is required to take. These must be left with and administered by the school nurse.	The school has a zero-tolerance policy, so expulsion applies. Police referral may follow		
13. Insubordination: willful refusal to follow an appropriate direction given by a staff member.	Yes	Yes	Yes
14. Intimidation: frightening or threatening another person with bodily or property harm, pushing, pumping or tripping with the intent to frighten or threaten	Yes	Yes	Yes
15. Leaving school grounds: departure from school grounds without permission during school hours.	Yes	Yes	Yes
16. Littering: carelessly or deliberately dropping rubbish, includes not assisting with clean up duties	Yes	Yes	
17. Nuisance devices: causing a nuisance with objects that cause distractions, such mobile phones, radios, headsets, universal remote controls and laser pointers	Yes	Yes	
18. Profanity/obscenity: written or oral language or drawings that offend the senses or the standards of morality of the school and the community.	Yes	Yes	Yes
19. Safety: endangering the safety of others.	Yes	Yes	Yes
20. Theft, or knowingly receiving or possessing stolen property: – unauthorized taking of the property of another person or receiving or possessing such property.	Yes	Yes	Yes
	Police referral may follow		

RESTORATIVE APPROACH AT SNA

INFRACTION	LEVEL OF POSSIBLE CONSEQUENCE		
	A Group	B Group	C Group
21. Tobacco: possessing, using or distributing tobacco at school, or whilst in school uniform. Students present during use or serving as lookouts will incur the same consequences.		Yes	Yes
22. Weapon or lookalike weapon: possessing any device intended to look like a weapon that would be capable of producing bodily harm.		Yes	Yes
23. Gambling: gambling activities include sports betting, poker, dice, bingo, non-casino slot machines, cockfights, games of skill (such as basketball, golf, and pool), pitching quarters, Internet gambling, raffles, scratch-and-win tickets, state-run lottery games, and pull tabs	Yes	Yes	Yes
24. Dating: all relationship is reserved to be respected; however, there are multiple level of ages in school so that all activities to show the own relationship (not friendship) of students should be avoided.	Yes	Yes	

LOST AND FOUND POLICY

In this policy, "lost property" means any unattended, abandoned, misplaced, or forgotten item - which is found within/inside the premises/boundaries of the School.

Key Points:

- Students are encouraged to write/print their names on all personal belongings such as jackets, lunch boxes, digital devices, pencil/pen pouches, compass boxes, water bottles (meant for only selected year groups) etc.
- Lost items will be kept in the "Lost and Found" Area located at D507 temporary.
- Students may check the lost and found for missing items. To get this end, students have to retell detailly in written about the case.
- Any cash, jewelry found will also be submitted to the Lost & Found office which can be retrieved on providing supporting evidence.
- Unclaimed items will be donated to a local charitable organization or discarded at the end of every term.

The School strongly discourages students bringing large amounts of money or personal valuables to school. The School cannot assume responsibility for loss or damage to personal property brought to school.

INTERNATIONAL SCHOOLS OF NORTH AMERICA ELEMENTARY SCHOOL ALMA MATER

Lyrics: Dr. Lee
Musical Arrangement: Daniel MacArthur



As Lit - tle stars we float down from the
ha - ve the poten - tial to grow and learn to

1. sky We fly 2. We did - n't know

how and one day there it was. The

E - le - men - tary School of North A - me - ri - ca.

The E - le - men - tary School of

North A - me - ri - ca.

The E - le - men - tary School of North A -

me - ri - ca, will turn us in to

shoot ing stars over o thers we're a bove.

RESTORATIVE APPROACH AT SNA

INTERNATIONAL SCHOOLS OF NORTH AMERICA HIGH SCHOOL ALMA MATER

Lyrics: Dr. Lee
Musical Arrangement: Daniel MacArthur

The musical score is written on seven staves in treble clef, with a key signature of one sharp (F#) and a 4/4 time signature. The melody is simple and repetitive, using mostly quarter and eighth notes. The lyrics are printed below the notes, with hyphens indicating syllables that span across notes. The song begins with a short instrumental introduction consisting of a quarter rest followed by a quarter note G4, a quarter note A4, and a quarter note B4.

At the High School of North Ame - ri - ca At the
High School of North Ame - ri - ca We will
all grow up to - ge - ther Each year Get - ting be - tter At the
High School of North Ame - ri - ca At the
High School of North Ame - ri - ca We com -
mence with pride strength and know - ledge and no fear no he - si -
ta - tion and no doubt we will give our best we will go all out We will



learn to have no fear and so we cheer, we cheer, we cheer! At the

High School of North Ame- ri- ca At the High school of North Ame- ri- ca The

gate- way to the world here is shown to us so clear We are

gi- ven a migh- ty vi- sion Learn the vir- tues of op ti- mi- i- sm We will

leave here all be- lie- ving We will live and lead our li- ves wor- king and

gi- ving We com- mence with pride and strength We will

go the dis- tance and the length At the High school of north A - me - ri

- ca At the High school of north A - me - ri ca

RESTORATIVE APPROACH AT SNA







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