



# PARENT | STUDENT HANDBOOK



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## PARENT/STUDENT HANDBOOK 2023-2024

### Preface

This handbook is intended to serve as a guide to the policies, procedures, and daily operation of International Schools of North America (SNA) Saigon South. Included in this handbook is important information about academic and non-academic position requirements along with staff evaluation procedures.

Any information contained in this staff handbook is subject to unilateral revision or elimination from time to time and all stakeholders will be updated accordingly.

Please take the time to read the handbook and become acquainted with its entries.







## INTERNATIONAL SCHOOLS OF NORTH AMERICA (SNA) SAIGON SOUTH

International Schools of North America (SNA) Saigon South was established in 2005 and is a fully authorized IB continuum school offering the Primary Years Program (PYP), Middle Years Program (MYP), and the IB Diploma Program (DP).

International Schools of North America (SNA) Saigon South is a member of the Council of International Schools (CIS) and is fully accredited with the accrediting commission of schools, Western Association of Schools and Colleges (WASC).

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

### International Schools of North America (SNA) Saigon South

Street 20, Him Lam Quarter, Saigon South

Binh Chanh, HCM City, Vietnam

Phone: +84 28 73019799

General Email: [info@sna.edu.vn](mailto:info@sna.edu.vn)

Academic Email: [SNA-academic@sna.edu.vn](mailto:SNA-academic@sna.edu.vn)

Head of School Email: [robertgm@sna.edu.vn](mailto:robertgm@sna.edu.vn)

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







# SCHOOL YEAR 2023-2024

## July 2023

M	T	W	T	F	S	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						

- Jun 19 - Jul 21: Summer School (5 Weeks)
- Jul 30 - Aug 04: New Staff Orientation (New Staff Arrival Jul 26-Aug 2)

## August 2023

M	T	W	T	F	S	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			

- Jul 30 - Aug 04: New Staff Orientation (New Staff Arrival Jul 26-Aug 2)
- Aug 07: Existing staff return
- Aug 07-10: Whole Staff Orientation Training and classroom preparation
- Aug 11: All Parents Orientation (G1-G12)
- Aug 14: First Day of School (G1-G12)/ Semester 1 begins
- Aug 14: Beginning of year assembly
- Aug 18 & 19: Open Days
- Aug 19: NHG's Birthday (11:00 a.m.-10:00 p.m.)
- Aug 28: Services as Action & Community Project Orientation / Personal Project Bootcamp

## September 2023

M	T	W	T	F	S	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 & 04 : Compensation for National Holiday
- Sept 05: Open Mic/Talent Show
- Sept 11: MYP & DP Assembly
- Sept 12: PYP Assembly
- Sept 12-15: DP Retreat
- Sept 15 & 16: Open Days
- Sept 22: PD Day (Non-Students)
- Sept 25-29: International-mindedness week
- Sept 29: Mid-Autumn Festival (Alternative Schedule) & SNA Day (Alternative Schedule)

## January 2024

M	T	W	T	F	S	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				

- Jan 01: National Holiday (New Year's Day on Jan 01)
- Jan 02: PD Day (Non-Students)
- Jan 03: Students return
- Jan 08: Personal Project Exhibition
- Jan 09: Open Mic/Talent Show
- Jan 11: Semester 1 Report Cards Issued
- Jan 12: Semester 2 begins
- Jan 12: PTC - No Classes / Students Attend
- Jan 18: MYP & DP Assembly
- Jan 19 & 20: Open Days

## February 2024

M	T	W	T	F	S	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			

- Feb 01: Vietnam's Tet Festival (Alternative Schedule)
- Feb 02: Teacher End of the Year party (Alternative Schedule & Early Dismissal Day)
- Feb 07-16: Tet Holidays
- Feb 22: Community Project Parent Exchange Session
- Feb 23 & 24: Open Days
- Feb 22 : PYP Assembly
- Feb 23: MYP & DP Assembly

## March 2024

M	T	W	T	F	S	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

- Mar 11: MYP & DP Assemblies
- Mar 12: PYP Assembly
- Mar 14: Progress Reports
- Mar 14: Services as Action & Community Project Exhibition G6-8
- Mar 15: Services as Action & Community Project Exhibition G9-10
- Mar 15: Progress report PTC No Classes / Students Attend
- Mar 22 & 23: Open Days
- Mar 27-29: PYP Week Without Walls



Non Student Days



School Holiday



National Holiday



Compensation



## October 2023

M	T	W	T	F	S	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 10: PYP Assembly
- Oct 12: Progress Reports Issued
- Oct 13: Progress report PTC  
No Classes / Students Attend
- Oct 14: Open Day
- Oct 16-20: School Holidays
- Oct 31: Halloween Celebration & Fashion Show

## November 2023

M	T	W	T	F	S	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 7-10: Week Without Walls (G6-G10)
- Nov 14: PYP Assembly
- Nov 15: MYP & DP Assembly
- Nov 17 & 18: Open Days
- Nov 20: Teachers' Day  
(Alternative Schedule & Early Dismissal Day)
- Nov 24: PD Day (Non-Students)
- Nov 27 - Dec 1: Semester 1 G9-10 Written Assessment

## December 2023

M	T	W	T	F	S	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						

- Dec 08: Open Day
- Dec 09: Color Run
- Dec 15: Christmas Celebration (Alternative Schedule)
- Dec 18 - 29: School Holidays

## April 2024

M	T	W	T	F	S	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 08 -12: Book Week
- Apr 13: Color Run
- Apr 15, 16, 17, 18, 19: School Holidays
- Apr 18: National Holiday (Anniversary of Hung Kings)
- Apr 22 - 26: Semester 2 G9-10 Written Assessment
- Apr 23: MYP & DP Assemblies
- Apr 23: PYP Assemblies
- Apr 25: Services as Action & Community Project Exhibition (G9-10)
- Apr 26: Services as Action & Community Project Exhibition (G6-8)
- Apr 26 & 27: Open Days
- April 29: PD Day (Non-Students)
- April 30: National Holiday (Reunification Day)

## May 2024

M	T	W	T	F	S	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 3: Spelling B Finals (SMInt)
- May 10 & 11: Open Days
- May 21: PYP Assembly
- May 22: MYP & DP Assembly
- May 22-24: Grade 5 move-up
- May 24: Grade 5 move-up day parent session
- May 25 : Graduation DP Ceremony

## June 2024

M	T	W	T	F	S	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 01: International Day
- Jun 03: Science Fair
- Jun 07: Grade 5 Completion Ceremony
- Jun 08: Open Day (9:00 a.m. - 12:00 p.m.) / Prom
- June 10: MYP Completion Ceremony
- Jun 11: Semester 2 Report Cards Issued
- Jun 11: End of School Year for all Students (reports released) - alternative schedule/early dismissal and End of Year Assembly
- June 24-July 26: Summer School

ceremonies/Events/ASB Activites



Start of New Term



Open Day





Time	Activity	Duration Minutes	Time	Activity
8:00am - 8:15am	Homeroom	15	8:00am - 8:15am	Homeroom
8:15am - 8:57am	Block 1	42	8:15am - 8:57am	Block 1
8:57am - 9:00am	Transition	3	8:57am - 9:00am	Transition
9:00am - 9:42am	Block 2	42	9:00am - 9:42am	Block 2
9:42am - 10:00am	Break	17	9:42am - 10:00am	Break
10:00am - 10:42am	Block 3	42	10:00am - 10:42am	Block 3
10:42am - 10:45am	Transition	3	10:42am - 10:45am	Transition
10:45am - 11:27am	Block 4	42	10:45am - 11:27am	Block 4
11:27am - 11:30am	Transition	3	11:27am - 11:30am	Transition
11:30am - 12:15pm	Block 5	45	11:30am - 12:15pm	Lunch
12:15pm - 13:00pm	Lunch	45	12:15pm - 13:00pm	Block 5
13:00pm - 13:42pm	Block 6	42	13:00pm - 13:42pm	Block 6
13:42pm - 13:45pm	Transition	3	13:42pm - 13:45pm	Transition
13:45pm - 14:27pm	Block 7	42	13:45pm - 14:27pm	Block 7
14:27pm - 14:30pm	Transition	3	14:27pm - 14:30pm	Transition
14:30pm - 15:12pm	Block 8	42	14:30pm - 15:12pm	Block 8
15:12pm - 15:30pm	Snack/Home	18	15:12pm - 15:30pm	Snack/Home
15:30pm - 16:30pm	After school activity	60	15:30pm - 16:30pm	After school activity



## LEARNING AS AN IB STUDENT

**MISSION**

IN ORDER TO PREPARE STUDENTS TO COLLABORATE AND CONTRIBUTE IN A POSITIVE AND PRODUCTIVE MANNER, SNA PROVIDES A STUDENT-CENTERED LEARNING ENVIRONMENT THAT EMPHASIZES THE KEY INDICATORS OF LEADERSHIP, EFFECTIVE COMMUNICATION, CIVIC RESPONSIBILITY, CRITICAL THINKING AND RISK TAKING. THROUGH ITS CURRICULUM, STAFF AND WIDER SCHOOL COMMUNITY, SNA AIMS TO INSPIRE AND DEVELOP ITS STUDENTS, SO THEY ARE ABLE TO RESPOND TO THE CONTINUING CHALLENGES IN OUR WORLD.

**VISION**

INTERNATIONAL SCHOOLS OF NORTH AMERICA (SNA) SAIGON SOUTH IS COMMITTED TO ITS VISION OF USING LEARNING AS THE FOUNDATION FOR EVERYTHING WE DO WITHIN OUR SCHOOL COMMUNITY. AS SNA WE EMPOWER ALL STUDENTS WITH THE SKILLS, VALUES, AND KNOWLEDGE THAT ENABLE THEM TO BELIEVE IN THEIR CAPACITY TO LEAD, WALK THEIR OWN PATH, AND KNOW HOW IT FEELS TO LEARN, DISCOVER, AND EXPERIENCE LEARNING HOLISTICALLY. THE IB LEARNER PROFILE ATTRIBUTES ARE THE MIRROR OUR EDUCATIONAL BELIEFS AND VALUES. THEREFORE, THEY THESE ATTRIBUTES ARE A CENTRAL PART OF ALL TEACHING AND LEARNING PRACTICES.





## MESSAGE FROM HEAD OF SCHOOL

It is with great pleasure that I welcome you to our school community and present to you our updated Parent and Student Handbook.

This handbook serves as a guide to familiarize you with our school policies, procedures, and expectations. It emphasizes our commitment to ensuring a safe, inclusive, and nurturing learning environment for all students.

We believe that effective communication between the school and home is of the utmost importance and this handbook is an important communication tool. We encourage you to read this handbook carefully and familiarize yourself with its contents.

International Schools of North America (SNA) Saigon South is committed to partnering with parents and guardians in providing the best education possible for our students. We recognize the significant role that you play in supporting your child's academic and personal growth. We greatly appreciate and value your support and involvement in our school community.

Please do not hesitate to contact us should you have any questions or concerns. Together, we will strive to provide our students with a meaningful and enriching educational experience.

### **DR. ROBERT G. MULLINS**

Head of School  
robertgm@sna.edu.vn





**I. SNA LEADERSHIP AND ACADEMIC CONTACTS**

**Administration**

**Nguyen Thi Thu Thuy**  
Managing Director

**Dr. Robert Giles Mullins**  
Head of School

**Daniel James Mannering**  
Primary Years Program Coordinator (PYP)

**Archana Singh**  
Middle Years Program Coordinator (MYP)

**Sarah Campbell**  
Deputy Head of School

**Sergio Jose Chiri Espejo**  
Diploma Program Coordinator (DP)

To ensure clarity on communication between home and school, we have established an email group that can be used to reach all leadership and respective assistants. We will respond no later than 24 hours for all inquiries.

<p>School-wide questions, comments, feedback</p>	<p><b>Head of School</b> <b>Robert G. Mullins</b> <i>robertgm@sna.edu.vn</i></p> <p><b>Executive Assistant</b> <b>John Linh</b> <i>linhtd@sna.edu.vn</i></p>
<p>General questions, comments, feedback</p>	<p><b>Classroom/Subject Teachers (Appendix A)</b></p>
<p>PYP, MYP, DP specific questions, comments, feedback</p>	<p><i>SNA-academics@sna.edu.vn</i></p> <p><b>Department Coordinators &amp; Assistants</b></p> <p><b>PYP:</b> Daniel Mannering: <i>danielm@sna.edu.vn</i> Tran Thi Hong, Phuc: <i>phuctth@sna.edu.vn</i></p> <p><b>MYP:</b> Archana Singh: <i>archanas@sna.edu.vn</i> Brandy Dang Thi Tram: <i>tramdt@sna.edu.vn</i></p> <p><b>DP:</b> Sergio Chiri: <i>sergioc@sna.edu.vn</i> Linh Nguyen Truc Hoang: <i>linhnht@sna.edu.vn</i></p>





## II. AIMS AND PURPOSES

International Schools of North America (SNA) Saigon South expects all members of the community to honor and follow the mission, vision, and values of the school and to aspire to meet these aims and purposes:

- to encourage scholarship and mature character
- to develop critical and analytical thinking skills
- to build communication and problem-solving skills
- to promote the love of learning and the highest standards of academic achievement
- to foster aesthetic sensitivity and creativity
- to appreciate the value of cultural diversity
- to nurture active and intelligent global citizenship

International Schools of North America (SNA) Saigon South does not discriminate on the basis of race, color, national origin, religion, disability, sex, gender identity or expression, sexual orientation, age, genetic information, or any other characteristic protected under law except in cases of a bona fide occupational qualification in accordance with applicable law.

## III. INTRODUCTION

The contents, including policies, practices, and benefits contained in this handbook may be changed, amended, or eliminated at any time. New or revised information will be communicated as needed.

Should you have any questions as you read through these pages, please do not hesitate to write them down and raise them with the Head of School (HoS). If you find or perceive any inconsistencies, please inform HoS so that these can be addressed right away. Any suggestions or changes that you feel would improve the effectiveness of this handbook for future editions and revisions are most welcome.

## IV. TEACHING METHODS

Being an IB school means that we have adopted IB's Approaches to Teaching and Learning (ATL). The Approaches to Learning domain focus on how children learn. It refers to the skills and behaviors that children use to engage in learning. It incorporates emotional, behavioral, and cognitive self-regulation as well as initiative, curiosity, and creativity.

Approaches to Learning

1. Thinking Skills
2. Research Skills
3. Communication Skills
4. Self-management Skills
5. Social Skills

We also aim to help students develop the ten attributes of the learning profile. The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them.



## V. ACADEMIC YEAR

The school operates on a quarterly and semester basis. The normal school year consists of two 18-week semesters and students receive ongoing assessments throughout the year.

- In PYP, students will receive a total of four formal reports.
- In MYP, students will receive a total of four formal reports reflecting their performance in each of the eight MYP subjects.
- In DP, students will receive a total of four formal reports reflecting their performance in each subject and progress in the program core.

<b>Quarter 1</b> August 14 – October 13 (report cards issued)	<b>Quarter 3</b> January 12 – March 15 (report cards issued)
<b>Quarter 2</b> October 14 – January 11 (report cards issued)	<b>Quarter 4</b> March 18 – June 11 (report cards issued)
<b>Semester 1</b> August 14, 2023 – January 11, 2023	<b>Semester 2</b> January 12, 2024 – June 11, 2024

## VI. STUDENT TRANSFER POLICY

Applicants who have earned grades at another recognized school may transfer to International Schools of North America (SNA) Saigon South, subject to evaluation of all grades and courses taken. Applicants who wish to transfer should submit the standard application and have a sealed, certified transcript of the completed coursework sent to the Admissions Department. All transcripts will be reviewed, and applicants will be notified as to which grades/courses, if any, will be transferred, where and when applicable, to graduation requirements for high school.

## VII. ATTENDANCE POLICY

Students are expected to be present at school and in each of their classes regularly. Students must arrive to homeroom period and class on time; and attend mandatory school activities including field trips and assemblies. Students who arrive late must report directly to the reception desk to receive a tardy slip in order to enter class. All tardies and missed days are tracked for the purpose of ensuring students benefit from their academic learning. Repeated tardies and absences inhibit academic achievement.

It is the responsibility of the parent/guardian to ensure any tardy or absence is communicated in advance which can be accomplished through the academic email ([SNA-academic@sna.edu.vn](mailto:SNA-academic@sna.edu.vn)) and via Managebac between 7:00 a.m. – 8:00 a.m. We ask all families/guardians to provide written requests 24 hours in advance for any planned absence/tardy with the understanding that absences/tardies have a negative affect on student achievement.

Students with excused/unexcused absences must ensure they work with teachers/coordinators to make up any missed work within 3 days of their return to school in order to receive credit.

Attendance is recorded and tracked on Managebac, and an automated email will be sent to parents by 9:00 a.m. every morning informing parents of any absences or late arrivals.





All absences will be excused if the parent/guardian contacts the school no later than 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 their inability to attend school for those days will be required for absences to be considered excused.

When a student has been absent for seven (7) days within a single quarter, the administration will 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 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.

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

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

Absences will be excused for up to three (3) days with a written request from parents/guardians for the death of a relative.

Any out-of-school suspension absence for the purpose of corrective action is considered excused.

For any family emergency event, if possible, a written request should be submitted by the parent/guardian at least three (3) days in advance of the date of the anticipated absence.

Other individual absences beyond the control of the parent/guardian/student, as determined by the Head of School or designee, may require additional documentation related to the situation.

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 the parent/guardian submits the required documentation as specified above. Failure to provide sufficient documentation within two (2) days of absence will result in an unexcused absence.

Truancy is considered when a student is absent from class/school without permission. Disciplinary consequences will be determined in collaboration with families. Being present for class is extremely important to a student’s academic success and students with excessive unexcused absences will have consequences outlined in the table below.

	Maximum number of absences per academic year
<b>Absences</b>	More than 45 days/year of absence may result in retention in the same grade level.
<b>Tardiness</b>	3 unexcused – parent contact and may result in corrective disciplinary actions.





## VIII. EXAMS & GRADES

The final closing date for school is posted in the official school calendar at the start of each school year and available on the SNA website and within this handbook. Families 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.

### 1) PYP Level

The Primary Years Programme (PYP) 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 ever-evolving globalized world.

The PYP promotes multilingualism and a strong knowledge of the host country's culture. This is why at SNA; the Vietnamese curriculum is blending into the SNA program.

The PYP emphasizes monitoring and documenting student's learning. It follows strict learning objectives with a guaranteed curriculum within each grade level. Exams are not mandated in the PYP program as they do not represent a clear representation of students' achievements. Only through the triangulation of data can an accurate representation of students' progress be constituted. SNA focuses on formative assessments

Marking Code	Translation	Comments
4	Displays strong performance	The mark of '4' will be reported when a student demonstrates high quality; has knowledge and conceptual understanding of the subject.
3	Meeting the grade-level standard and producing quality work	The mark of '3' will be reported when a student consistently and independently demonstrates 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 grade-level standard and producing the required work with teacher direction and assistance	The mark of '2' will be reported when 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 skillset, and progress is always encouraged.
1	Beginning to develop the grade-level standard but is not yet able to produce required grade-level work	The mark of '1' will be reported if there is growing concern for a students' performance in a given subject, skill, or grade-level standard. A score of '1' in an area such as 'effort' means that it is critical that the student makes it a specific personal goal to work harder, become more organized, or practice a skillset to improve.





You may also see an N/A on your student's report card. N/A means that the valuation of this subject/skill/standard is not applicable to this student at this time.

In addition to the achievement levels, comments may be written to provide further insight into a student's progress. IB learner attributes and approaches to learning, aspects of the units of inquiry, 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.





## 2) Secondary Level (MYP)

Our IB Middle Years Programme (MYP) exposes students to teaching methodologies that will help them be highly prepared for the IB Diploma Programme (IBDP).

The IB Middle Years Programme (MYP) is an educational programme for students aged 11–16 that develops independent, creative, and globally-minded learners who are ready to meet all of life's challenges. There are more than 1500 schools around the world using this curriculum framework which consists of eight (8) subjects.

Assessment in the MYP is a continual, ongoing process where students receive feedback on their formative tasks that will help them improve as they work toward completing summative tasks. Each of the eight subjects has four criteria with scores ranging from 0–8 for each. The total possible cumulative score for all subjects is 32. This total is then applied to a grade boundary to determine an IB score of 1–7. Below is a table showing these boundaries.

Grade	Boundary Guidelines	Descriptor
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 of 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 a 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, frequently innovative work. Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking frequently and with sophistication. Uses knowledge and skills in familiar and unfamiliar classrooms and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understandings 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.





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. 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 Diploma Program, 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.





**IX. IB AUTHORIZATION**

International Schools of North America (SNA) Saigon South is a fully authorized IB Continuum School offering the PYP, MYP, and DP programs. All IB programmes have a solid reputation worldwide for being academically challenging with a strong focus on inquiry-based learning and other skills necessary for all students to succeed in an ever-changing world. IB is internationally recognized, and SNA is proud to be a part of the prestigious and rigorous International Baccalaureate (IB) network.

Emphasis of SNA compared to more traditional methods:

Teaching	
Increased Emphasis	Decreased Emphasis
Using a range and balance of teaching strategies.	Over-reliance on a limited set of teaching strategies.
Grouping and regrouping students for a variety of learning situations.	Over-reliance on one grouping strategy.
Viewing students as thinkers with emerging theories of the world.	Viewing the teacher as the sole authority.
Building on what students know.	Focusing on what students do not know.
Using multiple resources representing multiple perspectives	Over-reliance on one teaching resource from one culture.
Empowering students to feel and be responsible and to take action.	Teaching about responsibility and the need for action by others.
Involving students actively in their own learning.	Viewing students as passive recipients.
Pursuing open-ended inquiry and real-life investigations.	A teacher-directed focus on rigid objectives.
Maintaining constant awareness of the needs of additional language learners.	Employing teaching strategies suitable only for students whose mother tongue is the language
Addressing the needs of students with different levels and types of ability.	Employing teaching strategies suitable for one level and type of ability.







Assessment	
Increased Emphasis	Decreased Emphasis
Viewing planning, teaching, and assessing as interconnected processes.	Viewing planning, teaching, and assessing as isolated processes
Using a range and balance of assessment strategies.	Over-reliance on one assessment strategy or strategies.
Involving students in self and peer assessment.	Viewing assessment as the sole prerogative of the teacher.
Using a range and balance of recording and reporting strategies	Over-reliance on one strategy of recording and reporting.
Seeking student responses in order to understand their current understanding.	Seeking student responses solely to identify the right answer
Using informative assessment to give students regular and informative feedback.	Concluding each unit only by summative testing.
Enabling students to see assessment as a means of describing learning and improving learning.	Assessing for the sole purpose of assigning grades.
Assessing the levels of a students' current knowledge and experience before embarking on	Embarking on new learning before assessing the levels of students' current knowledge and experience.
Evaluating collaboratively using an agreed, flexible system.	Evaluating units in isolation from other teachers.

· Source: Making the PYP Happen: A curriculum framework for international primary education (2009)





## X. GRADE ADVANCEMENT AND RETENTION

### 1) IB Middle Years Program (MYP) from grade 6 (year 1 MYP) to grade 10 (year 5 MYP)

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 systems.
- 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.

### 2) IB Diploma (DP) from grade 11 (year 1 DP) to grade 12 (year 2 DP)

Promotion from grade 11 (DP1) into grade 12 (DP2) 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 hours 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 HoS, DHoS, DP Coordinator, CAS Coordinator, and College Counselor.

Students will not be recommended for promotion to grade 12 (year 2 DP) 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 and 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 Courses under the approval of the HoS, which means that they may then be promoted to grade 12 (year 2 DP). This is assessed on a case-by-case basis.







## XI. SNA HIGH SCHOOL DIPLOMA GENERAL REQUIREMENTS

For some students, the full IB Diploma Programme is not suitable for their needs and so in certain special circumstances, we will create an individualized programme of study that is suitable for the needs of the student allowing them to gain access to the curriculum and graduate with the SNA High School Diploma. In these cases, meetings will be held with parents and leadership staff to put the individualized programme in place.

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

- Successful completion of CAS
- Registered for IB Courses or in the full IB Diploma programme
- 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.



## XII. IB DP DIPLOMA REQUIREMENTS

The minimum number of 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, EE, or any other subject.
- No grade 'E' awarded for TOK or 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.



### XIII. 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 score. If any assessments and subject requirements are not met or awarded a grade E for TOK, this is a failing condition and the student will not qualify for an IB diploma. For example, if a student writes a good extended essay (EE) with a grade of B and their work in TOK is judged to be satisfactory with a grade of C, the student will be awarded 2 bonus points. Whereas if a student submits an elementary level extended essay (EE), they will not qualify and score no bonus points and will not be awarded a diploma irrespective of all other grades, meaning that getting a grade E for the extended essay (EE) is a failing condition.

Grades	TOK/EE	A	B	C	D	E
A = Excellent	A	3	3	2	2	Failing
B = Good	B	3	2	2	1	Failing
C = Satisfactory	C	2	2	1	0	Failing
D = Mediocre	D	2	1	0	0	Failing
E = Elementary	E	Failing	Failing	Failing	Failing	Failing
N = Not Submitted						

### XIV. FINAL GRADES, IB DIPLOMA COURSE CERTIFICATES, AND IB DIPLOMA AWARDS

Results are available to students online on July 6th of grade 12 (year 2 DP), 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 mid-September 2024, which is then sent on to the student by courier or collected in person.





## XV. CO-CURRICULAR ACTIVITIES & CLUBS

At SNA, the co-curricular activities are carried on throughout the academic year where students are able to select the most suitable and engaging activity to cultivate skills and seek a physical and cultural practice space as well as to refresh and release stress and pressure.

There are numerous activities held throughout the academic year which include:

### Sports

Soccer	Basketball	Volleyball	Swimming	Golf
Badminton		Table Tennis	Track	Fitness

### Music & Arts

Keyboard	Guitar	Choir	Dance	Drama
Art	Photography			

### Other activities

World Scholar's Cup	Model United Nations (MUN)
Student Counsel	Chess Gaming
Languages (Korean, Mandarin, Spanish, French, English)	
Computers & Programming	Science
Yearbook	Meditation & Yoga

## XVI. SUMMER SCHOOL

### Overview

International Schools of North America (SNA) Saigon South offers summer school programs each year. SNA's summer program focuses on enriching students' academic, social, and extracurricular growth.

Overall, SNA's summer school program aims to:

- To help students avoid the summer slide. The summer slide is the phenomenon of students losing academic skills over the summer months. This can be especially problematic for students who are already struggling academically. Summer school enrichment activities can help students maintain and even improve their academic skills during the summer months.
- To provide students with opportunities to explore their interests. Summer school enrichment activities can provide students with the opportunity to explore their interests in a variety of areas, such as math, science, art, music, and sports. This can help students to identify their passions and to develop their talents.
- To help students develop new skills. Summer school enrichment activities can help students to develop new skills, such as problem-solving, critical thinking, and teamwork. These skills can be essential for success in school and in life.
- To provide students with a fun and engaging learning experience. Summer school enrichment activities should be fun and engaging for students. This will help students to stay motivated and to learn new things.
- To help students make new friends. Summer school enrichment activities can provide students with the opportunity to make new friends from different backgrounds. This can help students to develop their social skills and to build a strong support network.

In addition to these benefits, summer school enrichment activities can also help to:

- Reduce summer learning loss.
- Increase student achievement.
- Improve student motivation.
- Help students develop a love of learning.
- Prepare students for college and careers.

Overall, there are many benefits to offering summer school enrichment activities. These activities can help students maintain and improve their academic skills, explore their interests, develop new skills, have fun, and make new friends.





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## XVII. BOARDING SCHOOL

Boarding students at SNA have a unique student experience, able to enrich their learning journey while participating in fun activities designed to boost social engagement and character development.

Choosing to attend a boarding school means accepting some major lifestyle changes. SNA's boarding program serves to prepare students educationally and socially for life after graduation, and students receive valuable support and guidance that helps them become more confident and successful.



### REASONS TO CHOOSE SNA DORMITORY

#### 1) Practicing Self-Discipline and Independence in SNA Dorms

Students are more independent and self-reliant – taking ownership of their environment and contributing positively to their community. Students build strong communication skills, exercise self-management, and provide new perspectives, allowing every student to better assess their priorities and maximize their productivity.

#### 2) Gaining Motivation from the School Environment to Strengthen Academic Skills

SNA boarding program is an extension of the academic environment. Dorm faculty collaborate with academic faculty to ensure students receive the needed support through supervised study-hour sessions.

#### 3) Building Meaningful Friendships and Joining the Community at Our Boarding School

Boarding students have various opportunities to connect with each other and build lifelong friendships. In this environment, students can come together and learn more about one another creating a supportive network.





**4) Sample Schedule**

TIME	MONDAY - FRIDAY	TIME	WEEKEND
6:30AM - 7:30AM	Wake up & prepare to school	7:00AM - 8:00AM	Wake up & house time
7:30AM - 8:00AM	BREAKFAST	8:00AM - 8:30AM	BREAKFAST
8:00AM - 4:30PM*	SCHOOL TIME*	8:30AM - 12:30AM	Weekend activities**
4:30PM - 6:30PM	Free time	12:30AM - 1:30PM	LUNCH TIME
6:30PM - 7:15PM	DINNER TIME	1:30PM - 6:00PM	WEEKEND ACTIVITIES**
7:15PM - 9:00PM	Independent study	6:00PM - 7:00PM	DINNER TIME
9:00PM - 10:00PM	House time	7:00PM - 9:00PM	Prepare for the week
10:00PM	LIGHTS OUT	10:00PM	LIGHTS OUT

\*Including: Lunch time, snack time, Co-curricular activities

\*\*Including: City exits/Coffee shops/Swimming/Outdoor activities/Off-site trip/On-site activities/Free time

**5) General Boarding Regulations**

- Students may not bring outside guests into the dorm.
- Secondary students may be subject to baseline drug testing at the beginning of the academic year along with periodic random testing if necessary. Any positive drug result will be reported to parents and disciplinary steps taken.
- Students are not allowed to leave campus during academic school hours.
- All SNA boarding students must have a boarder’s ID card.
- Students are expected to follow the dormitory schedule.
- Students are expected to complete all homework before bedtime.







## 6) For Boarding Parents

- Students should not bring large amounts of money or expensive jewelry/valuables to the dorm.
- All money should be secured by the dorm supervisor for each student. Failure to do so will be at the risk of the student if lost/stolen.
- Parents must contact the administration in advance (Thursday 1:00 p.m. – 7:15 p.m.) before taking students out on weekends.
- Parents should contact students by calling the dormitory phone numbers from 5:30 p.m. – 7:10 p.m.
- Parents should refrain from taking students out on weekdays to avoid affecting the students' daily schedule.
- Meeting students is only allowed before class from 5:30 – 7:10 p.m. 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 approval 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 (HoS).
- Using the school facilities for planned programming, before or 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 behavioral standards set by the Head of School.





## XVIII. SNA STUDENT BEHAVIORAL EXPECTATIONS

International Schools of North America (SNA) Saigon South Campus is a positive discipline school where students have accountability for their choices and actions with an emphasis on restorative practices.

Students have ownership of our school regulations and work at the beginning of the year to come up with a list of what they can, cannot, should, or should not do in class and around our entire learning community.

Once these norms are established, we implement a school-wide word to focus attention on the established essential agreements. "Attending" is the word used to redirect behaviors in a positive way.

At SNA, we expect that all students respect the established essential agreements, policies, and regulations that have been put in place to ensure their time at SNA is safe, secure, and highly productive. All students are expected to always conduct themselves in a respectful and safe manner, whether on or off campus.

SNA places the responsibility on the students to respect all infrastructure, property, and regulations that they have ownership in creating. This spans across the learning area/facilities of the entire school.

SNA also expects students to adhere to their established essential agreements and carry out and respect the instructions and guidance of all staff whether this is a teacher, cleaner, administrative support, or any other member of SNA staff.

We expect students to:

- Always attend.
- Not use their phones after 7:50 a.m. or before 3:30 p.m. unless supervision is provided by a staff member.
- Be polite, courteous, truthful, and honest.
- Speak English during the academic day apart from breaks.
- Refrain from using vulgar language or gestures.
- Maintain their space inclusive of lockers.
- Demonstrate and model the IB learner profile attributes.

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

Any money, or expensive personal items brought to school are at the students' risk and we ask that students show restraint in bringing expensive items and large amounts of money to school to reduce the risk of loss or theft.

Students are prohibited from ordering outside food for safety reasons and are also prohibited from buying or mailing items to themselves at the SNA school location.

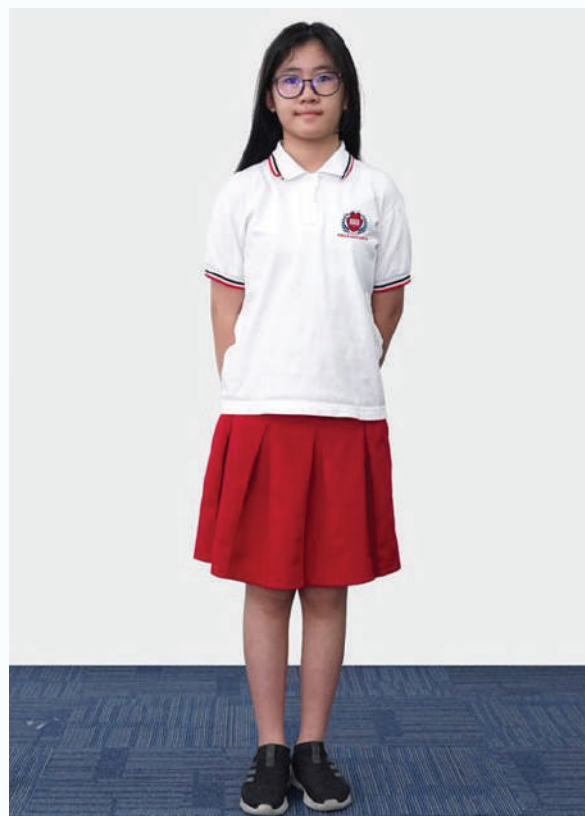
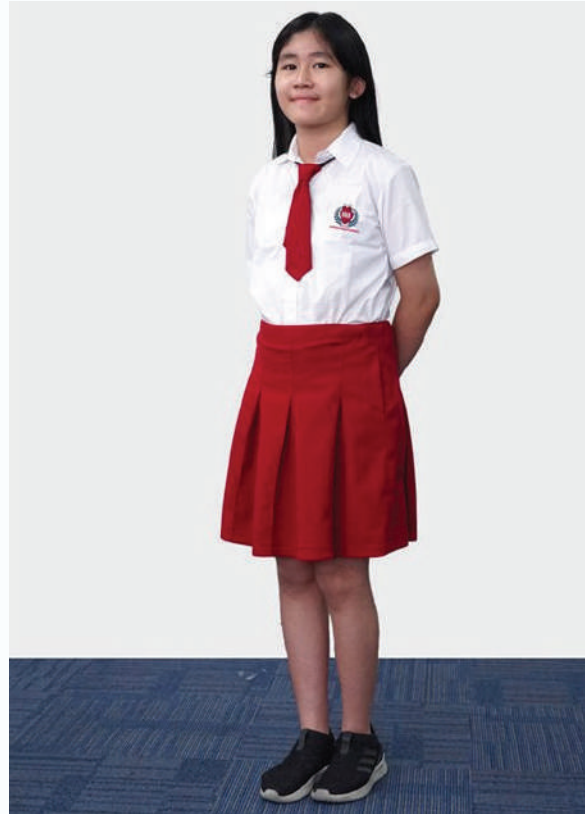




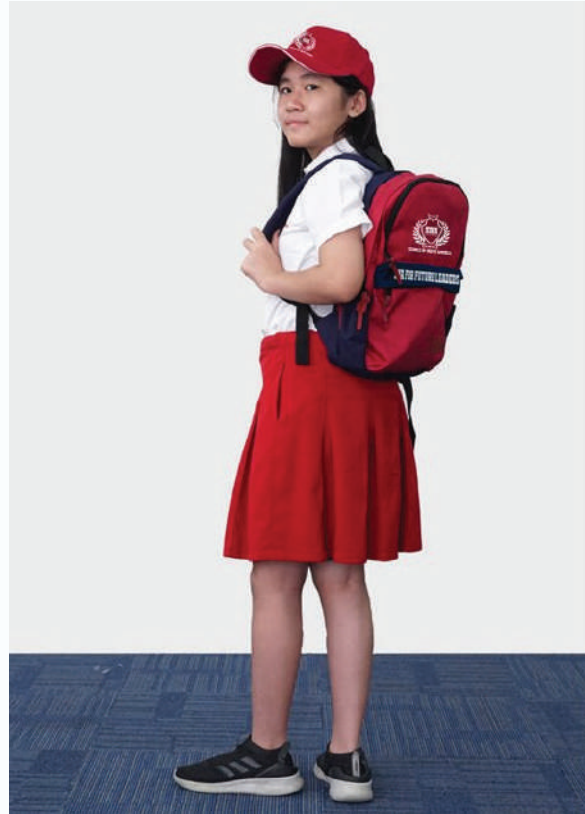


**XIX. DRESS CODE REGULATIONS**

Each student is responsible for displaying respect and pride for themselves and for others through appropriate dress. Students must wear the required SNA uniform Monday – Friday. Students must dress in accordance with the established guidelines when they are on school property or during school-led excursions.

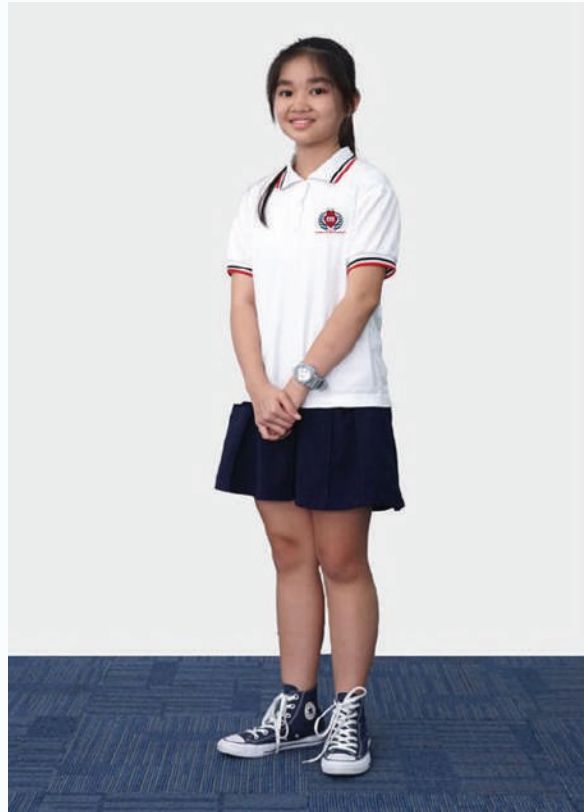
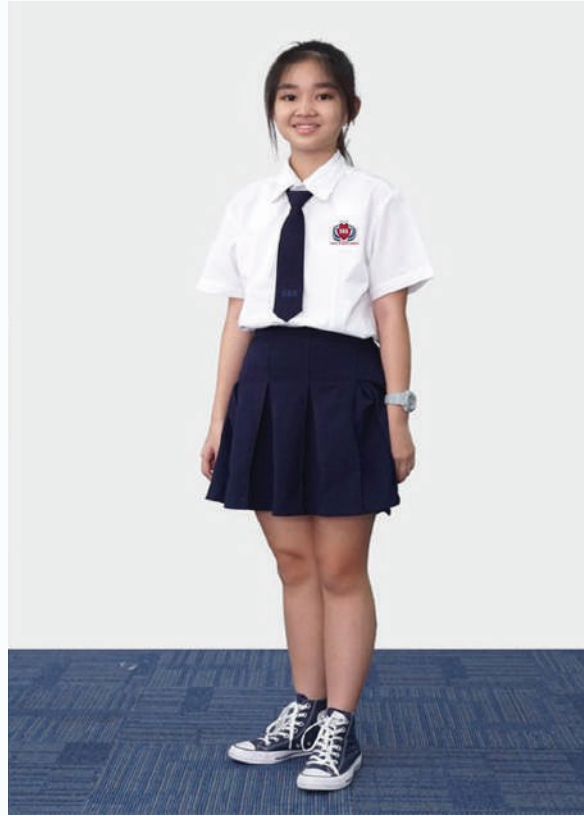




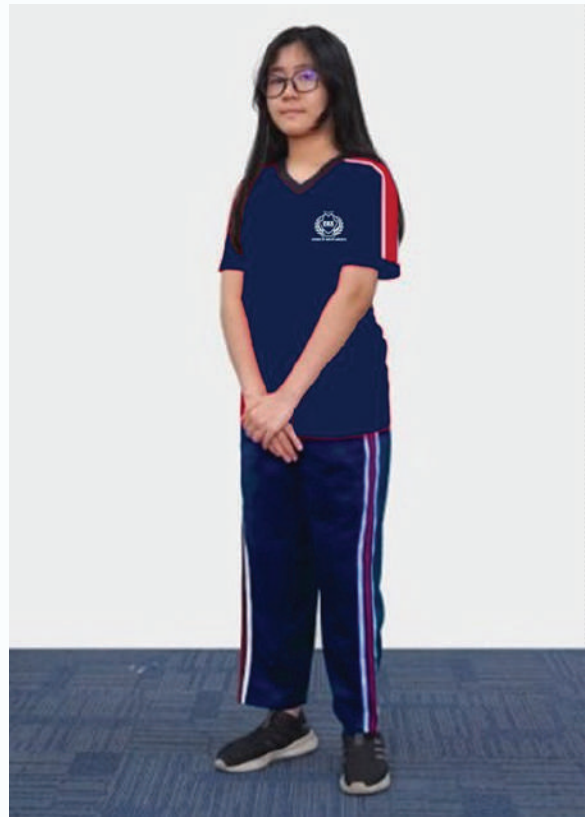


Chất liệu: Vải chuyên dụng siêu nhẹ. Chống thấm và mưa nhẹ. Có ngăn đựng laptop, đựng bình nước....













đồng phục vest nữ

đồng phục vest nam



Chất liệu: Vải chuyên dụng siêu nhẹ. Chống thấm và mưa nhẹ. Có ngăn đựng laptop, đựng bình nước....



## XX. BRING YOUR OWN DEVICE POLICY (BYOD)

All personal electronic devices, such as cellphones, iPads, and other related technological devices shall be turned off and shall be kept out of sight at all times during the academic day.

Students may use personal electronic devices such as laptops in class only for educational purposes and only with the explicit permission of the classroom/subject teacher. As a matter of safety, students may not walk around while using their electronic devices.

Laptops may be used throughout the day for academic purposes only, no games, movies, or social media.

Students may use personal cellphones until school begins at 7:50 a.m. and after school starts at 3:30 p.m. No cellphone usage is permitted during the academic day without the supervision and consent of the classroom/subject teacher.

The privacy of 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 expressed 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 a student may be subject to corrective measures if necessary.

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

1. First Violation – warning and confiscation of the electronic device for one day.
2. Second Violation – confiscation of the electronic device for one week and parent contact.
3. Third Violation – confiscation of the electronic device until a parent meeting is held with the student and fair consequences are determined by all parties.

**Any parent who wishes to contact their child at school should call the school's direct phone line instead of the student's cellphone in order to avoid violating the 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 with coordinators and only with supervision and permission.**







## XXI. LIBRARY PROCEDURES

### 1) General Library Expectations

The library is a classroom and a center of learning. So, accordingly, the same behavioral expectations are required of students (attending) as in any area of the school.

### 2) 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 their 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 catalog information.
- Any outstanding payments may result in students being denied grade reports.







## XXII. DINING HALL

In order to maintain a pleasant and orderly dining experience, all students are expected to “attend” and observe the following:

- Maintain an orderly line and wait for their turn to receive meals.
- Eat within the dining area only.
- Dishes and serving trays must be returned to the kitchen after each meal and students are expected to clean their own tray.
- Tables and chairs must be kept clean and organized.
- Students are expected to clean up their areas after eating.

## XXIII. MONTHLY FLAG SALUTES

Flag salutation will occur on Monday morning within the month which is one method SNA employs to honor our host country with the national anthem.

## XXIV. SCHOOL BUS EXPECTATIONS

All students are expected to “attend” while riding the school bus. This means that they must:

- Respectfully obey the driver's and supervisors' instructions.
- PYP students occupy the front seats while MYP and DP occupy the rear seats.
- Students have their own responsibility to protect their personal belongings.
- All students have the right to complain directly to the HoS if the bus service is not acceptable or they have safety concerns.
- Students must remain in their seats and refrain from switching seats unless permission is granted.
- All students must have their seatbelts fastened and remain seated whenever the bus is in motion.
- The bus windows should not be opened without permission.
- Students are not permitted to enter or leave the bus without the driver and monitor's expressed permission.
- No food or drinks are permitted on the bus.
- All students are expected to be ready and on time for bus departures and pickups. Tardy students may result in parents needing to drop off or pick students up. Frequent tardies may result in a loss of bus privileges.
- In emergency situations (weather, traffic, maintenance, etc.) may result in a change of pickup or drop-off times. All parents will be notified in advance via the student monitors.
- Absences – A direct call to the bus driver or monitor by the parent/guardian if their child will be absent at least 15 minutes prior to the pick-up times.
- Parents/guardians should be prepared to hand the student to the driver and monitor in the morning and greet the bus in the afternoon. Bus monitors will not walk the student from the home to the bus in the morning, nor walk the student from the bus to the front door in the afternoon. This is the sole responsibility of the parent/guardian.

## XXV. OFF-CAMPUS PROCEDURES FOR STUDENTS

SNA does not allow any student to leave the campus without a parent/guardian's permission. In any case that a parent/guardian allows their child to leave the campus alone after finishing classes, a registration form in the school office will need to be filled out and signed. SNA will not be held accountable/liable for any student's safety once they leave the campus.



Parents/Guardians will need the specific QR code to pick up students through the dismissal app. Any student who will leave campus early must fill in the early dismissal form and have it signed by teachers/coordinators/administration.

SNA must have written communication to release students or for early pick-ups which is for the safety and wellbeing of every student.

## **XXVI. RESTORATIVE APPROACH AT SNA**

What is a restorative approach? At its core, the restorative approach is a philosophical shift away from the more traditional, punitive approach to wrongdoing. The restorative approach perspective views misbehavior as an offence against relationships. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing harm.

To this end, a restorative approach seeks to address underlying issues of misbehavior and reintegrate “wrongdoers” back into the school and classroom community.

Exclusion from learning at SNA is very much a last resort that will only be adopted once all restorative approaches have been exhausted or for safety reasons. The purpose of SNA’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.

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 involved.

The consequences will be based on the severity of the situation and on prior disciplinary actions. The consequences are not progressive but will be applied as appropriate. Further consequences may be applied at the discretion of the Head of School depending upon the severity.

### **What Does a Restorative Approach Look Like at SNA?**

Restorative practices are a framework and set of practices at SNA 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 focus on developing essential agreements with all students and developing authentic relationships among all students. The focus on building a sense of community and fostering relationships helps develop a shared sense of responsibility for the well-being of each group member.

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 try to avoid escalation of the situation.





## XXVII. BELIEFS AND EXPECTATIONS RELATED TO SCHOOL LIFE

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

- All members of the learning community are treated with respect.
- Standards and expectations for student conduct are modeled and known to everyone.
- 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.
- Changing unacceptable behavior to acceptable behavior takes time and is a continuous process. Students come from diverse backgrounds, and, for some, change may be difficult.
- Every discipline situation is an opportunity to teach an expected behavior.
- Successful discipline occurs when students demonstrate self-discipline "attending" and make appropriate choices without correction.



## XXVIII. BEHAVIOR EXPECTATIONS FOR ALL

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

- Demonstrate attending skills through self-respect, respect for others, and respect for the educational process and environment.
- Attend by helping to maintain a positive, safe, and productive environment through the use of self-discipline.
- Attend by handling all conflicts with respect for the rights of all and without the use of violence or threats of violence.
- Attend by being consistent in the implementation of the policies of the school.
- Attend by supporting those around us.
- Attend by encouraging and supporting students to take responsibility for their own behavior.
- To undertake professional development through training sessions and school events.
- Attend by participating in collective activities of the school and contributing to building, protecting, and promoting the school's traditions





## 2) Generally, students are expected to:

- Attend by completing all academic tasks; be on task at all times while in the learning environment through the use of self-discipline.
- Attend by demonstrating respect for parents, teachers, school officials, and staff members; unite, and help each other in learning.
- Attend by being an active learner and take responsibility for aspects of their own learning.
- Attend by participating in collective activities of the school and contributing to building, protecting, and promoting the school's traditions.
- Attend by preserving and protecting the properties of the school and public spaces.

## 3) 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 the programs.
- Inform the school of circumstances that may impact the students' progress and behavior.· Adhere to the policies of the school and communicate regularly with all members of staff.
- Adhere to the policies of the school and communicate regularly with all members of staff.

## XXIX. LOST AND FOUND POLICY

In this policy, Lost property means any unattended, abandoned, misplaced, or forgotten item that is found within/inside the school premises/boundaries.

- Students are encouraged to write/print their names on all personal belongings.
- Lost items will be kept in the lost and found area of the school.
- Students may check the lost and found for missing items.
- Any cash, jewelry, or expensive items will be retrieved by providing supporting evidence.
- Unclaimed items will be donated to a local charitable organization or discarded at the end of every term.



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