



2025–2026

PARENTS & STUDENT HANDBOOK



Introduction

Welcome to 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). Our IB programmes offer authentic interdisciplinary learning opportunities and are developed by staff to help inspire and engage all learners. Design thinking and an inquiry-approach are encouraged and opportunities for collaborating in team-based, problem-based learning are provided. A growth mindset is nurtured while creativity and innovation, as habits of mind, are developed throughout the 3 IB programmes.

International Schools of North America (SNA) Saigon South is accredited through the Western Association of Schools and Colleges (WASC) which demonstrates that SNA consistently upholds high standards in all aspects of what we offer and is recognized by universities around the world as a benchmark of high academic standards.

Currently SNA is a member school of the Council of International Schools (CIS) and undergoing full accreditation process, and in March 2026 SNA will have a synchronized visit from WASC, CIS, and IB for re-accreditation and re-authorization.

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.



VISION & MISSION

Vision

Empowering SNA learners with skills, knowledge and values which enable them to realize their potential and discover their own path.

Mission

Through our commitment to excellence, SNA inspires and develops its learners to respond to the continuing challenges in our world. To prepare our learners to collaborate and contribute in a positive and productive manner, SNA provides an outstanding learning environment that embodies integrity, community, and leadership.

Core Values

Community – Our strong community is an integral part of our identity; it is about sticking together.

Leadership – Developing leadership skills at all levels; it is about seeing the strength in others.

Integrity – Building values and principles; it is about doing the right thing.



MESSAGE FROM THE 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 learning is most successful when it is built on strong relationships between students, families, and the school community. 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.

We are committed to fostering an environment where every student is challenged, supported, and encouraged to grow – academically, socially, and emotionally. This is only possible through a culture of open and respectful communication. Your involvement and feedback are not only welcomed but essential to the continued growth and improvement of our school. Together, we create the conditions for every learner to thrive.

While we embrace the use of technology and digital tools for updates and information sharing, we deeply value the power of face-to-face communication. Whether it is through parent-teacher-conferences (PTC), school events, or informal meetings, we encourage you to stay connected with us in person whenever possible. These moments help us understand your child more fully and strengthen the trust and partnership that are the foundation of our school culture.

We look forward to a year with meaningful learning, shared experiences, and continued collaboration. Thank you for choosing SNA Saigon South and for being an integral part of our school community.



Dr. Robert G. Mullins
Head of School
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Contact Information

School Board

Managing Director

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Head of School

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

School-wide questions,
comments, feedback

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General questions,
comments, feedback

Classroom/Subject Teachers

PYP specific questions,
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ABOUT THIS HANDBOOK

Preface

This handbook is intended to serve as a guide to the policies, procedures, and the 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.

Teaching & Learning Definition

At SNA, high quality teaching adapts to the unique and changing needs of the 21st century and gives learners agency over their education.

High quality learning is generated by experiences that foster communication, thinking, research, self-management and social skills to create well-rounded global citizens.

By igniting student-led inquiry, we shape a collaborative school-wide culture where learners develop into leaders of the future.

International Mindedness Definition

We at SNA act as global stewards who empower our community to spread international mindedness. By appreciating similarities and differences we become more tolerant and involved in an interconnected world. Our community is a mosaic of individuals that contribute to a whole. Through modelling compassion, integrity and mutual respect, we lead the way towards global citizenship.

Wellness & Wellbeing Definition

At SNA we understand Wellbeing is a multifaceted term and define it as:

Consideration for each other's emotional, physical, social and spiritual self. It is how we feel and interact with the environment around us and how we accept and support variants of this within our community.

We all have a right to safe wellbeing.

Digital Citizenship Definition

Digital Citizenship at SNA means using digital platforms responsibly and ethically to ensure safe and positive online interactions. By fostering a collaborative environment, SNA encourages individuals to share knowledge, support one another in making informed online decisions, and create a respectful and positive digital space. This collective approach enhances the sense of community and promotes safer, more effective online engagement



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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 communicating 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.

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.

Teaching Methods

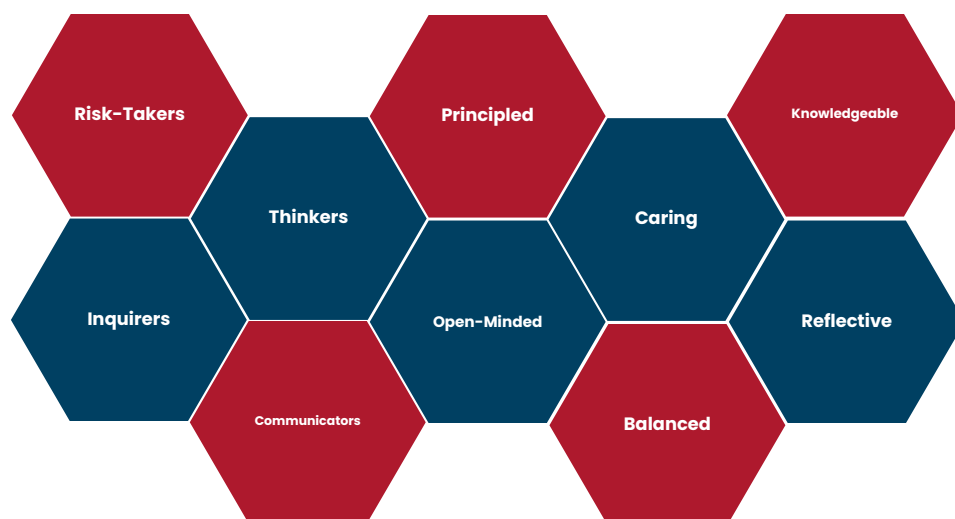
Being an IB school means that we have adopted IB's Approaches to Teaching and Learning (ATL). The Approaches to Learning domain focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning. It incorporates emotional, behavioral, and cognitive self-regulation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

Approaches to Learning

- Thinking Skills
- Research Skills
- Communication Skills
- Self-management Skills
- 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.

Learner Profiles



Critical thinking activities, group work, discussions, presentations, debates, academic competitions, Socratic seminars, and project-based learning bring the progressive international school experience into all classrooms.

Modern but practical teaching methods, along with class activities help students learn the material and standards more efficiently and provide for higher levels of retention compared with other traditional methods. Students are active learners when they are motivated, and 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.

Academic Calendar

WE ARE A
CIS
MEMBER SCHOOL

SCHOOL CALENDAR 2025-2026

JULY

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		

- July 16-20: Leadership Return
- July 28 - July 30: New staff arrival and settling in
- July 31 - Aug 01: New Staff Orientation

AUGUST

M	T	W	T	F	S	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- July 31 - Aug 01: New Staff Orientation
- Aug 05 - 07: Existing Staff Return, Whole Staff Collaboration, Training and Classroom Preparation
- Aug 08: All Parents Orientation (PYP, MYP, DP (G1-G12))
- Aug 18: First Day of School (G1-G12) Semester 1 begins
- Aug 19: Beginning of Year Kick - DP Assembly
- Aug 25: CLC's start
- Aug 29: Insk Day

SEPTEMBER

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 01-02: National Holiday
- Sept 09: PYP Information Session
- Sept 10: MYP Information Session
- Sept 15: DP Information Session
- Sept 16: PYP Assembly
- Sept 22: MYP Assembly
- Sept 28: DP Day Non-Student
- Sept 29: DP Assembly
- Sept 30 - Oct 03: DP Week Without Walls (WWWW)

OCTOBER

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		

- Sept 30 - Oct 03: DP Week Without Walls (WWWW)
- Oct 07: Mid-Autumn Festival (Alternative Schedule) & Day 09: Alternative Schedule - Full Day Event
- Oct 09: PYP Assembly
- Oct 15: Service Learning and Personal Project Report Session
- Oct 16: MYP Assembly
- Oct 18: Progress Report Insk
- Oct 19: PTC - No Classes / Students Attend
- Oct 20-24: Mid-Term Break
- Oct 27: DP Assembly
- Oct 31: Halloween Celebration & Fashion Show

NOVEMBER

M	T	W	T	F	S	S
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24	25	26	27	28	29	30

- Nov 6: PYP Assembly
- Nov 10: MYP Assembly
- Nov 11: Open House Festival (Alternative Schedule, Full Day Event)
- Nov 20: Teachers' Day (Alternative Schedule & Early Dismissal Day) - 5:30 Student Dismissal
- Nov 26: PD Day (Non-Students)

DECEMBER

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 01 - 05: Semester 1 - Written Assessment (DP-12)
- Dec 09 - 12: Week Without Walls (G6-G12)
- Dec 09: Science Fair
- Dec 18: Christmas Celebration (Alternative Schedule - 11:30 Student Dismissal)
- Dec 22 - 24: Winter Holidays

JANUARY

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: Winter Holidays
- Jan 05: Students return to school
- Jan 06: PYP Assembly
- Jan 06: Progress Report Insk
- Jan 09: PTC - No Classes / Students Attend
- Jan 12: Semester 2 begins
- Jan 12: MYP Assembly
- Jan 16: Personal Project Feedback Session - All Families
- Jan 17: CLC's start
- Jan 21: DP Assembly
- Jan 22: DP Information Session
- Jan 28: MYP Information Session
- Jan 28: Feb 02: DP Practice Exams
- Jan 29: PYP Information Session

FEBRUARY

M	T	W	T	F	S	S
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23	24	25	26	27	28	

- Jan 28 - Feb 02: DP Practice Exams
- Feb 03: PYP Assembly
- Feb 03: DP Transition Parent Showcase
- Feb 06: Parents' Test Feedback (Alternative Schedule) - Full Day Event
- Feb 09 - Feb 20: Ten Holidays

MARCH

M	T	W	T	F	S	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Mar 02: MYP Assembly
- Mar 03: PYP Assembly
- Mar 06: DP Parent Transition G&A Coffee Hour
- Mar 06 - 07: DP in-School Computing Trip
- Mar 09: DP Assembly
- Mar 12: Session on Action & Community Project Exhibition (G6-9)
- Mar 16: Progress Reports
- Mar 20: PTC - No Classes / Students Attend
- Mar 21 - 27: WASC, CIS, IB visit
- Mar 28-29: PYP Week Without Walls (WWWW)
- Mar 28: G12 Options Assembly and Fair

APRIL

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 02 - 03: PYP Week Without Walls (WWWW)
- Apr 06: MYP Assembly
- Apr 07: PYP Assembly
- Apr 08 - 10: Break Week
- Apr 13-17: Mid-Term Break
- Apr 18: PYP Extension Parent Session
- Apr 19: Compensation for National Holiday (Anniversary of King Rama 9th April 26)
- Apr 30: National Holiday (Pseudoholiday Day)

MAY

M	T	W	T	F	S	S
					1	2
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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 (Latter Day)
- May 04: PD Day (Non-Students)
- May 11-15: Waiting Week
- May 12: PYP Information Session
- May 12: MYP Information Session
- May 12: DP World Cultural Day
- May 21: PYP Exhibition
- May 22-26: DP-G12 End of Year Exams
- May 30: Conclusion DP Ceremony

JUNE

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 03: TSC Exhibition
- Jun 04: PYP
- Jun 10: Grade 5 Completion Ceremony and PYP End Assembly
- Jun 11: MYP Final Assembly
- Jun 11: End of School Year for all Students (Reports released) - alternative schedule early dismissal

Non Student Days
 School Holiday
 Ceremonies/Events/ASB Activities
 Start of New Term
 National Holiday

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.

School Timetable

PYP Schedule	
8:00-8:45	Block 1
8:45-9:30	Block 2
9:30-9:45	Break
9:45-10:30	Block 3
10:30-11:15	Block 4
11:15-12:00	Lunch
12:00-12:45	Block 5
12:45-13:30	Block 6
13:30-13:45	Break
13:45-14:30	Block 7
14:30-14:15	Block 8
15:15-15:30	Snack/Home
15:30-16:30	CCA

MYP Schedule	
7:50-8:00	Go to class
8:00-8:12	Homeroom
8:15-8:57	Block 1
9:00-9:42	Block 2
9:42-9:57	Break
10:00-10:42	Block 3
10:45-11:27	Block 4
11:30-12:12	Block 5
12:15-12:57	Lunch
13:00-13:42	Block 6
13:45-14:27	Block 7
14:30-15:15	Block 8
15:15-15:30	Snack/Home
15:30-16:30	CCA

DP Schedule	
7:50-8:00	Go to class
8:00-8:12	Homeroom
8:15-8:57	Block 1
9:00-9:42	Block 2
9:42-9:57	Break
10:00-10:42	Block 3
10:45-11:27	Block 4
11:30-12:12	Lunch
12:15-12:57	Block 5
13:00-13:42	Block 6
13:45-14:27	Block 7
14:30-15:15	Block 8
15:15-15:30	Snack/Home
15:30-16:30	CCA

GEREAL ACADEMIC RULES AND REGULATIONS

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.

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; 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 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/coordinator 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 absence 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 students' 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 as 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 students' return to school.

If a student is absent from school due to a medical appointment, a written statement from a health care 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 death of a relative.

Any out of school suspension absence for the purpose of corrective action are 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 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.

The school day starts at 7:50 a.m. and students are expected to be on campus heading to class at that time. All classes/attendance is taken at 8:00 a.m., any entry after will be categorized as a tardy.

	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 – parent contact and may result in corrective disciplinary actions.

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.

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 and final unit projects/presentations that are aligned with assessment rubrics.

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 students' report card. N/A means that the valuation of this subject/skill/standard 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 students' 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 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 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, on-going 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 have four criteria with scores ranging from 0-8 for each. The total possible cumulative score for all subject 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	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 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 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 extensive understanding of concepts and contexts. Demonstrates critical and creative thinking frequently and 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 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 s

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.

IB Diploma Program (DP)

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.

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 of instruction.
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 tool.
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 new learning.	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)

Grade Advancement and Retention

IB Primary Years Program (PYP)

The IB PYP program supports holistic development, not just academics. In the PYP program decisions for advancement or retention are base on the following considerations:

- Academic progress
- Social and emotional development
- Language proficiency
- Attendance and engagement
- Individual needs and learning support

The IB PYP program utilizes both formative and summative assessment methods throughout the year to track learner progress. Student learning is measured against grade-level expectations across all subject areas. Formative assessments such as observation, classwork, projects, and student reflection are all considered.

If a student is not meeting expected outcomes, teachers begin early conversations with parents and together the school and family create a support plan to help the student succeed. Ongoing communication ensures that families are fully involved in the process.

If concerns continue, a team will meet to come up with a recommendation. The team consists of the following members:

- Classroom teacher
- PYP coordinator
- Learning support staff
- School leadership (DHoS, HoS)
- Parents/Guardians

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.

The IB MYP program utilizes both formative and summative assessment methods throughout the year to track learner progress. Student learning is measured against grade-level expectations across all subject areas. Formative assessments such as observation, classwork, projects, and student reflection are all considered.

If a student is not meeting expected outcomes, teachers begin early conversations with parents and together the school and family create a support plan to help the student succeed. Ongoing communication ensures that families are fully involved in the process.

If concerns continue, a team will meet to come up with a recommendation. The team consists of the following members:

- Classroom teacher
- MYP coordinator
- Learning support staff
- School leadership (DHoS, HoS)
- Parents/Guardians

Grade advancement is the most common and support strategies are put in place to help any learner who might need extra support in specific areas.

Retention is not common and only considered when there are clear educational or developmental reasons, when all interventions and support strategies have been tried, when retention is believed to be in the best long-term interest of the child, and this decision is made collaboratively with parents and the school team. The ultimate goal is to support all learners rather than punish them, and to ensure that every decision is focused on the best environment for growth and success for every learner. The ultimate focus is the wellbeing of every learner.

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 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 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.

SNA High School Diploma General Requirements

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

IB DP Diploma 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, 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

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 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						

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 2023, which is then sent on to the student by courier or collected in person.

Sports	Soccer	Basketball	Volleyball	Swimming	Virtual Golf
	Badminton	Table Tennis	Track	Fitness	T-Ball
Music & Arts	Keyboard	Guitar	Choir	Dance Team	Drama
	Art	Photography	School Band		
Other activities	Debate/World Scholar's Cup	Model United Nations (MUN)	Student Council	Chess	Gaming
	Languages (Korean, Mandarin, Spanish, French, English)	Computers & Programming	Science	Yearbook	Meditation & Yoga

Summer School

International Schools of North America (SNA) Saigon South typically 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 to 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 to maintain and improve their academic skills, explore their interests, develop new skills, have fun, and make new friends.

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 educate and socially prepare students for life after graduation, and students receive valuable support and guidance that helps them become more confident and successful.

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.

Gaining Motivation from the School Environment to Strengthen Academic Skills

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

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.

STUDENT RIGHTS AND RESPONSIBILITIES

SNA Student Behavioral Expectations

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.

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

Students have ownership in 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 conduct themselves in a respectful and safe manner at all times, whether on or off campus.

SNA places the responsibility on the students to respect all infrastructure, property, and regulations which 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:

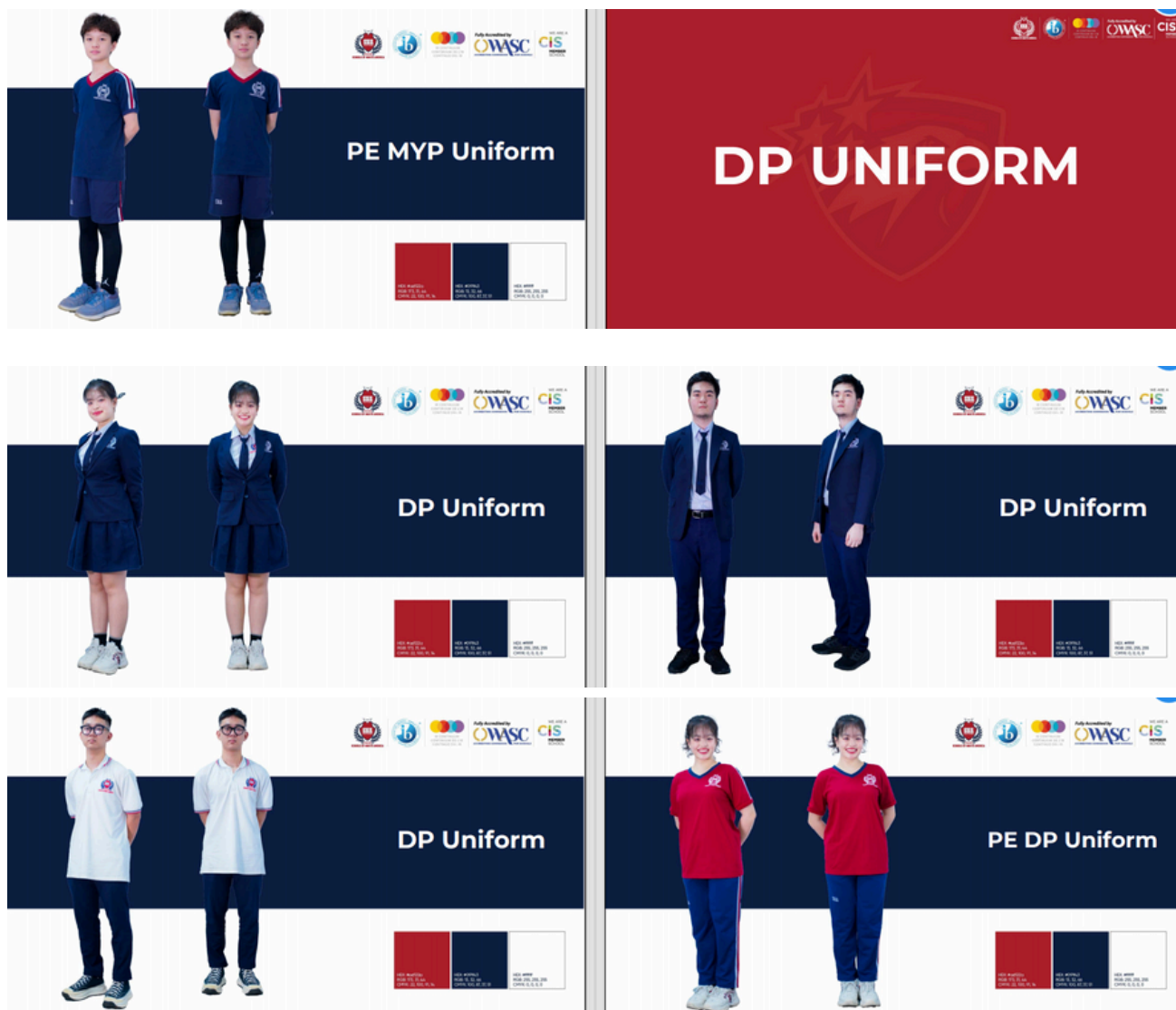
- Attend at all times.
- Not use their phones after 7:50 a.m. or before 3:30 p.m. unless supervision is provided by a staff member.
- Be polite, courteous, truthful, and honest.
- Speak English during the academic day with the exception of breaks.
- Refrain from using vulgar language or gestures.
- Maintain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

CODE OF CONDUCT FOR STUDENTS

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.





Use of English Language

It is appropriate that Students must use English at all times in any classroom used for classes given in the English language. Students are also encouraged to use English outside the classroom in all other extra curricular activities.

Classroom Expectations

1.Be On Task

- Be on time for class. This means in your seat when the class starts and working on your required timetable.
- Participate by completing class work when it is assigned.
- Work quickly and quietly on individual assignments. Work cooperatively on group assignments.
- Follow directions promptly and accurately.

2.Be Responsible

- Have all assignments completed on time.
- Ensure all School's information or announcements are sent to parents

3.Be Respectful

- Raise a hand to speak. Do not shout out answers unless the teacher asks you to do so.
- Leave other people's belongings alone.
- Do not write or draw anything on the walls or your desk and keep the School's property in good condition.
- Avoid disruptive behaviour: talking out of turn, tapping on the desk, throwing materials or any other behaviour that distracts from classroom activities.

4.Be Courteous

- Demonstrate courtesy towards fellow class members by using kind words.
- Speak nicely to one another. No Put-Downs and No "Shut Up" please.
- Food and drinks (besides water) are not allowed in the classroom.
- Do not litter. Put garbage in the right place.

5.Be Appropriate

Remember the classroom is an academic setting and topics of conversation, comments, and words should be professional in nature.

Vulgar language is never appropriate! Violation of this rule will result in an essay explaining why such language is unprofessional in an academic setting.

6.Be Cooperative

Work cooperatively with group members. This means not putting people down for their inadequacies but being a leader and inspiring others to live up to their full potential. Remember yelling at, putting down, or threatening group members is not a way to inspire them to work harder.

Food and Drink in Classrooms

Food and drink are not allowed in any instructional spaces. Chewing gum is not allowed in school either.

Exceptions are:

- Classes that involve the use of food or drink for instructional purposes;
- School functions that include the serving or consumption of food or drink as part of the activity; and
- Documented disabilities.

Money and Valuables

To avoid the loss or theft of valuables Students are advised to take the following precautions:

- Valuables or large amounts of cash should be left at home.
- Expensive valuables should not be kept in lockers.
- Do not leave purses, yearbooks, calculators, or other valuables unattended at any time, even if a classroom is under supervision.
- Report any thefts immediately. Protect your classmates by reporting suspicious activities and/or persons to teacher(s), faculty member(s) or Campus Management immediately.
- The School is not responsible for theft, loss or damage to cell phones or other electronic devices brought onto its property.

Supplies and School Property

Students must utilize school supplies and property with great care. Any damage to school property due to vandalism will result in a verbal warning, fine, and/or compensation in accordance to the level of severity.

Compensation for Damage

Parents shall bear responsibility for any damage, destruction or loss to the School's property including furniture, equipment, and facilities caused by their child.

Compensation for such damage or loss to the School is based on either (i) the actual value of the property at the time of damage, destruction, or loss, (ii) replacement value of the damaged or lost property with one of equivalent value.

Bring Your Own Device Policy (BYOD)

All personal cellphones 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 iPad and 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.

Devices are 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 starting 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 parent meeting is held with student and fair consequences are determined by all parties.

Any parent who wishes to contact their child at school should call the schools direct phone line instead of the students' cellphone in order to avoid violating the policy. Students who have urgent matters and need to use their cellphone during class or passing period times may do so only in the main office with coordinators and only with supervision and permission.

Library Procedures

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.

Borrowing Policy

- On enrollment all students are registered on the library management system call 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 catalogue information.
- Any outstanding payments may result in students being denied grade reports.

Dining Hall

Dining Schedule	
7:15 – 7:50	Breakfast
11:15 – 12:00	Lunch for PYP
12:15 – 12:57	Lunch for MYP
11:30 – 12:12	Lunch for DP
15:15 – 15:30	Afternoon Snack
6:45 – 7:30	Boarding house dinner

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.

Lockers

Students are provided with lockers to store school materials, clothing, snacks, etc. As the lockers are the property of the School, Students are expected to keep their lockers in good condition and return them to the School at the end of the year in the same condition in which they found them. Students may label their locker but are not allowed to write on any surface on the inside or outside of any locker.

Students are not permitted to open or search another Student's locker without his or her permission. Theft or "borrowing" without the owner's knowledge are serious offenses. Students are expected to police themselves and each other. In the case of theft, all Students are expected to fully participate in resolution of the problem including revealing any knowledge they may have of missing items to the homeroom teacher.

Weekly Flag Salutes

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

School Bus Expectations

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

- Respectfully obey the driver and supervisors' instructions.
- PYP students occupy the front seats while MYP and DP occupy the rear seating.
- 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 on their seat 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 parent 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 to 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.

Off Campus Procedures for Students

SNA does not allow any student to leave the campus without a parent/guardian 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.

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.

Student Check-Out Procedures

To ensure the safety of all students at SNA, students will not be allowed to check out of school during school hours unless a parent / guardian comes to reception to pick up the student. If students are planning to be away for extended periods of time, they must notify their teachers and ensure they are available via their online platform.

Student Name _____ Age/Year _____

Medical Office (If applicable): _____

Parent / Guardian: _____

Date(s): _____ Time Leaving School: _____

Current Class Teacher: _____

Next Class Teacher: _____

Admin: (HoS / Coordinator) _____

Process:

Illness:

- Student visits the nurse and if determined will be sent home.
- Parents will be notified by the school nurse with teacher support if available.
- Student / staff obtain relevant teacher(s) signatures.
- Parent / guardian pick up student and sign exit form at security.
- Form filed with principals' office.

Early Dismissal

- Parents notify the teacher / principals' office.
- Student / staff obtain teacher(s) signatures.
- Parent / guardian pick up student and sign exit form at security.
- Form filed with ~~DHOS~~ HOHOS.

Emergency

- Available staff will bring injured student to the school medical office. For students who are seriously injured, the available staff must notify the school medical office and do not move the student.
- Relevant staff including administration will be notified immediately and incident report filed in Managebac.
- SNA staff will accompany the injured student to see a doctor. For serious cases, such as the student's leg has been fractured, and they cannot move, the school medical office may call an ambulance.
- All the witnesses should report the incident. Specifically, the staff who send the student to the medical office and must write a detailed description of what happened.

Comment / Reason:

SNA Positive and Restorative System

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 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.

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 develop 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.

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 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 judgement 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.

Behavior Expectations for All

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 schools' traditions.

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, 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 schools' traditions.
- Attend by preserving and protecting the properties of the school and public spaces.

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 on the students' progress and behavior.
- Adhere to the policies of the school and communicate regularly with all members of staff.

Lost and Found Policy

In this policy, Lost property means any unattended, abandoned, misplaced, or forgotten item which 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 on providing supporting evidence.
- Unclaimed items will be donated to a local charitable organization or discarded at the end of every term.

SCHOOL DISCIPLINARY CODE

SNA Saigon South is focused on positive and restorative discipline rather than punitive. Counseling, mediation, and restorative justice approaches may be employed to support student growth and reintegration into the school community.

SNA Saigon South Disciplinary Procedures

- Step 1: Verbal warning
- Step 2: Written warning & parent notification
- Step 3: Loss of privileges (field trips, extracurricular, etc.)
- Step 4: Behavior contract (formal agreement outlining expectations and consequences for future violations)
- Step 5: Suspension (for serious and repeated offences. The student may be suspended in-school or out-of-school for 1-5 days)
- Step 6: Disciplinary Review: for more severe violations (violence, academic fraud, etc.)
- Step 7: Expulsion: Used when all other interventions have failed or for extreme misconduct

Appeal Process: Students and families have the right to appeal major disciplinary actions (suspension or expulsion) by submitting a written appeal to the Head of School within five (5) working days.

PARENTS AGREEMENT AND COMMITMENT

I have read carefully the SNA Parent & Student Handbook, understood all the rules, regulations, responsibilities stated in it. I agree to abide by these rules, regulations and responsibilities and understand that breach of any of these rules, regulations and responsibilities will result in disciplinary treatment by the school administration.

Student Name:

Parent Name:

ACCEPTANCE

I understand and agree to the terms and conditions as set forth in this Letter of Agreement.

Parent Signature

Full name

____/____/____

Date

TEACHERS AGREEMENT AND COMMITMENT

I have read carefully the SNA Parent & Student Handbook, understood all the rules, regulations, responsibilities stated in it. I agree to abide by these rules, regulations and responsibilities and understand that breach of any of these rules, regulations and responsibilities will result in disciplinary treatment by the school administration.

ACCEPTANCE

I understand and agree to the terms and conditions as set forth in this Letter of Agreement.

Teacher Signature

Full name

____/____/____

Date





Phone call
+84 28 730 197 99



Email Address
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