



HIS ELEMENTARY PARENT HANDBOOK



2019 - 2020



Table of Contents

Contact Information	5
A Message from the Head of Elementary	6
School Vision, Mission and Philosophy	7
Vision of HIS	7
HIS Mission Statement	7
School Philosophical Aims	7
The IB Learner Profile	8
Section A: Philosophy	10
Students' Rights and Responsibilities	10
Equal Opportunities	10
Newsletters	10
Communication	10
Parent Teacher Association (PTA)	11
Section B: Resources and Support	12
Extra Learning Support (ELS)	12
Information & Communication Technology (ICT)	12
Library-Media Centre	14
Resources and expertise of the community	14
Co-Curricular Programme (CCP)	14
After School Instrumental (ASI) Programme	15
Student Health	15
Attendance	15
Student Behaviour	15
Campus Guests	19
HIS Cafeteria	20
Emergency Procedures	21
Administrative Structure	21

Section C: Leadership and Organisation	22
Elementary School Academic Staff List	22
Staffing	23
The School Day	23
End of Day Dismissal Procedures	23
Birthdays	23
Buses	23
Dress Code	23
Section D: Curriculum	24
Curriculum Overview	24
Assessment	24
HIS Homework Policy	25
The Role of Parents	25
The School Calendar	26

Contact Information



Angela Meikle

Head of Elementary – Vice Principal

elementaryhead@hisvietnam.com



Vani Veikoso

Assistant Head of Elementary/PYP coordinator, EAL Teacher

vtwigg@hisvietnam.com



Terry Hamilton

Principal

principal@hisvietnam.com

HANOI INTERNATIONAL SCHOOL

 48 Lieu Giai St., Cong Vi, Ba Dinh, Hanoi, Vietnam

 (84 24) 3832 8140 - 3832 7379

 (84 24) 37624184

 www.hisvietnam.com

 mainoffice@hisvietnam.com

A Message from the Head of Elementary

Dear Parents,

Welcome to the elementary section of Hanoi International School (HIS). We acknowledge that you have a choice in Hanoi for your children's education and we thank you for choosing HIS.

The elementary section of HIS is fully authorised to use the Primary Years Programme (PYP) of the International Baccalaureate (IB) as a curriculum framework. Our approach to education is child-centred, individualised, and inquiry-based. The school population is made up of both local and expatriate students from within the Hanoi community. This rich and exciting cultural mix of young people from many different countries gives HIS its international ambience.

Our caring and professional teachers ensure a family feel is at the centre of our elementary school. It is common for students of different ages to play together and there is an overwhelming feeling of respect and trust throughout the school. Small class numbers and our low student:teacher ratio means your child can receive individualised attention and care.

Being an authorised PYP school means that we have a responsibility to prepare our students to be responsible, internationally-minded global citizens. Academic learning is important to us, along with personal and social growth. In all classes you will see many examples of students being encouraged to develop personal and social skills. Keeping this in mind, we value home and school partnership and are always looking for new ways to involve parents within our classroom programmes and the school.

The main aim of this handbook is to inform you of various aspects of our elementary school. At the beginning of the school year, the class teacher will give further information specific to the class. Should there be any other information that you require, please do not hesitate to contact your child's teacher.

Finally, at HIS we aim to *'Make a World of Difference!'*

Vision of HIS

“ *Preparing learners
for lifelong challenges and opportunities* ”

HIS Mission Statement



As a diverse and caring **community**, HIS provides **excellence** in international education within an **inclusive**, compassionate environment.

School Philosophical Aims

Teachers, students and parents will form a partnership to ensure that students are encouraged to fulfill the aims of Hanoi International School. The core values of the school are:

- A. To embrace and celebrate our diversity as a community of learners.
- B. To develop an understanding and appreciation for our host country and its culture.
- C. To make the world a better place through education and taking action.
- D. To provide life-long learners with a variety of opportunities to develop the whole-person.
- E. To develop internationally-minded people who strive to demonstrate the IB Learner Profile attributes.
- F. To nurture a culture of care in which the education, safety and well-being of students and others are paramount.

HIS recognizes the fundamental importance of The United Nations Convention on the Rights of the Child and fully subscribes to the principles expressed in the declaration. As an educational institution it gives particular importance to Article 29:

'1. States Parties agree that the education of the child shall be directed to:

- a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e. The development of respect for the natural environment.'

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

'The IBO aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with governments and international organizations to develop challenging programmes and international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'

The School aims subsume the IB Learner Profile.

The IB Learner Profile

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

IB learners strive to be:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. **Inquirers**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. **Knowledgeable**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. **Thinkers**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. **Communicators**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. **Principled**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. **Open-minded**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. **Caring**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. **Risk-takers**

We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. **Balanced**

Section A: Philosophy

Students' Rights and Responsibilities

Each student in our school has the right to be treated with respect, courtesy and consideration by every other student, teacher, school employee, or other adult in the school. All members of the school community have a responsibility to ensure that this happens.

Equal Opportunities

No person at Hanoi International School shall be discriminated against on the basis of race, national or ethnic origin, colour, religion, gender, age, marital status, or mental or physical disability. The letter and spirit of applicable human rights law shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of tolerance and respect for individual differences.

It is our policy that:

- expectations of student behaviour and language with regard to discrimination are made very clear;
- we shall actively challenge discriminatory behaviour or language and take action if necessary;
- management and staff shall continuously monitor their own language and the materials which they use;
- the curriculum, teaching methods, materials and texts shall reflect the diversity of the school community so that no student is disadvantaged by feelings of alienation and all may experience positive role models;
- the educational experience we offer shall seek to counter existing stereotyping and shall strive for the elimination of prejudice, discrimination and bias by actively promoting non-discriminatory attitudes so that no student suffers by being or feeling belittled or unfairly characterized or disadvantaged;
- the educational experiences we offer shall foster an appreciation of the unity and diversity of humankind and respect for the culture of Vietnam.

Newsletters

Class newsletters written by teachers are sent out to parents via the class Seesaw blogs. The Head of Elementary sends updates to parents via the HIS weekly newsletter. The newsletter is available to read on the HIS website.

Communication

Communication between parents and the school is essential. We encourage parents to telephone or email the school with any suggestions or concerns. The teachers are available to meet with parents to discuss any aspect of their children's education. Parents are asked to make an appointment time with the teacher if they would like to discuss their child or school concerns.

Communication with the homeroom teacher and TA regarding any changes in programme will be sent via email by parents or guardians. Communication from the school will be sent via an official school channel such as email or Seesaw blogs and will not be sent over private text/SMS.

Parents are kept informed by regular letters or emails from the Principal, Vice Principals and the PTA. Teachers also send home letters and emails explaining class activities, projects and homework. The Main Office may send important or urgent information via SMS to families from an official school account.

Parent Teacher Association (PTA)

HIS has a thriving PTA that is involved in many aspects of the school community. The PTA supports fundraising and has made a very significant contribution to the development of the facilities available on the campus.

The PTA also organises, or helps to organise, social and cultural events. Parents, students and teachers are all involved in the preparations for these school wide activities which are very well supported by the wider community in Hanoi.

The PTA holds monthly meetings and also meet socially once a month. Please email pta@hisvietnam.com should you wish to be involved in the PTA or attend the social gatherings. All parents and teachers are welcome to be part of the PTA.



Section B: Resources and Support

Extra Learning Support (ELS)

HIS caters for students from numerous countries and a wide range of backgrounds. For a large number of these students, English is their second or even third language and they often join us with a limited ability to communicate in English. We have an excellent English language support programme and were commended by the International Baccalaureate for the high quality of our ELS department. Teachers use standardized assessments to guide students' learning experiences towards particular objectives, thereby, allowing them to perform capably and confidently amongst their peers. Specifically we use the WIDA Screener which is an English language proficiency assessment given to students which helps identify them as English language learners (ELLs). The WIDA screener supports the analysis of the domains of reading, writing, speaking and listening.

ELS also makes provisions for students with special educational needs. Students who have learning difficulties can be catered for within this programme.

Students enrolled in the ELS programme are supported by specialist teachers within the classroom and are also withdrawn from classes for targeted, individual attention. Various methods including coursework materials, games, drama, computers and videos are used to maintain student interest and enthusiasm. As well as this, class sizes are small which allows for a great deal of individual attention, ensuring non-native speakers make rapid progress in their English language acquisition, and students' specific learning preferences are recognised and met accordingly.

Support is provided for the Kindergarten students who receive 6 language sessions per week with a member of the ELS team. These sessions include survival language strategies, engaging games, storytelling and phonics. All activities make use of a range of stimulating multi-sensory resources.

ELS for students in grade 1 - 5 incurs an additional cost to parents.

Information & Communication Technology (ICT)

Beliefs and values about ICT in the PYP

The ever-increasing impact of ICT on teaching and learning is an important consideration in education at all levels. Through ICT, there are greater opportunities for interactive communication and exchange of information through global collaboration, authentic learning, expansion of the learning community and empowerment for all learners.

ICT in the PYP encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing. ICT provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions. ICT allows students to make connections and reach a deeper understanding of its relevance and applicability to their everyday lives. Through the use of ICT, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

In this constantly evolving digital age, ICT is progressively becoming a ubiquitous part of a learner's life at school and beyond: for learning, working, innovating, creating, responding, problem-solving, problem

posing, socializing and playing. Students inhabit a world saturated with information, images and sound. The IB learner profile is integral to teaching and learning in the PYP because it represents the qualities of effective learners and internationally minded students. The learner profile, together with the five essential elements of the programme—concepts, knowledge, skills, attitude and action—inform the integration of ICT in planning, teaching and assessing in the PYP.

Elementary ICT Agreements

At HIS, we have certain expectations with the use of ICT. Parents should be aware of these agreements. The IB encourages digital users to be responsible digital citizens.

Upper Elementary

Students in Grade 5 are using ICT for oral and written communication. Students should respect the dialogue they are having with their peers and know that cyberbullying is unacceptable.

- We can use ICT to translate or research - use technology to learn about IT, to communicate and to help us learn.
- When researching, HIS has certain restrictions on some sites that the students can access. However, this cannot always be monitored. We ask that students do not look for or research inappropriate sites or use inappropriate Apps and if they find one, to tell the teacher immediately, so we can block the site or delete the App.
- Grade 5 can Bring their Own device (BYOD) as long as they have written permission from their parent. The school will not accept any responsibility for loss, damage of stolen hardware that the students bring into school.
- Students will return any hardware to the designated place.
- Students will think about post before they share or send them and remember that anything the post digital becomes their 'digital footprint.'
- Social Media sites have policies on age restrictions of certain sites. HIS recommends using the school Google Plus account, the school Google Sites account and EdModo. The school will not accept responsibility for any other social media sites used at home.
- Students should be respectful and sign out, log off and shut down the computer when finished.

Lower Elementary

HIS Early Years to Grade 2 believes in a Responsible Digital Citizenship model for supporting safe and responsible use of the internet in teaching and learning. Students will follow these rules when using the computers, laptops, iPads and network at school. If there are any problems, the school might notify parents, take away computer time or give some other consequence agreed upon with students:

- Be respectful - log off and shut down the computer when finished
- Students will use a school computer or iPad with teacher's permission.
- Students will put iPads or laptops away gently, place it in the correct slot and re-charge it.
- Students will place headphones, a mouse or chargers back in the correct place.
- Students will keep food and drink away from the computers
- Students will carry laptops and iPads safely.
- Students will take good care of the laptops and iPads.
- Students will only open files or programs with the teacher's permission and will use links and photos provided by the teacher.

Digital literacy is a fundamental and an integral part of learning at HIS.



The elementary section of HIS has a set of shared laptops and a set of iPads which are shared between classes. They are utilized by teachers to ensure that technology is seen as a tool for learning and demonstrating knowledge. As well as the laptops and iPads, each classroom has computers, projectors and interactive whiteboards to enable the teacher ready access to the internet. There are two computer labs available for elementary students to use when needed.

ICT Responsible User Agreement

All HIS students, and their parents, will be expected to sign the Responsible User Agreement (RUA) at the beginning of the academic year, or upon admission to the school if they start later in the year. Parents are asked to discuss this information with their children.

THINK Like the Digital Citizen You Are

When aligned with effective pedagogy, technology enhances student learning experiences in profound ways. Responsible use of technology by students, with guidance from teaching staff, provides a secure and safe learning environment. Students have the right to expect access to devices, digital content, learning objects and resources to support their learning. As such, the students agree to the following responsible behaviours in order to maintain their right as digital citizens.

Students will:

- T**reat themselves with respect, sustaining a healthy self-image online, understanding the lasting impact of digital footprints;
- H**onour and respect others, refraining from intentionally malicious acts against another human being;
- I**ncorporate fair use, crediting creators for their work and respecting intellectual property rights;
- N**avigate sites for learning purposes, searching content appropriate to the educational setting and refrain from acts that may damage the network;
- K**eep themselves safe, abstaining from sharing personal information and notifying an adult if they receive something inappropriate.

Library-Media Centre

The library consists of a wide range of books and resource materials and is an essential element of the school programme. Children are encouraged to borrow and take home library books on a weekly basis.

Resources and expertise of the community

Class field trips are organised by classroom teachers and are designed to enhance the teaching that takes place in the classroom. These trips relate directly to units of inquiry and are an important component of the classroom programme.

Parents will be sent notification and information about trips and be required to sign a permission slip. Should you have any questions or concerns about trips please contact the teacher.

Co-Curricular Programme (CCP)

Contact: ccp@hisvietnam.com

Students are able to choose from a wide range of activities which operate between 2pm and 3pm, each day of the week except Tuesday. The activities are facilitated by the teachers and change each quarter. Some may have an additional cost due to hiring outside providers.

The CCP coordinator will send home information via email and upload this to the CCP section of www.hisvietnam.com. Parents can register for the CCP activities using the electronic form included in the

email and school website.

Students can participate in a maximum of 2 CCP activities. For fairness, parents must include 3 choices when submitting the CCP choice form and complete this by the advertised deadline. Changes cannot be made after this deadline.

After School Instrumental (ASI) Programme

Contact: Ms. Alexandra Coghill

Email: acoghill@hisvietnam.com

In addition to the CCPs, there is an instrumental programme where students can learn to play various musical instruments such as keyboard, guitar or violin. This programme is facilitated by the music teacher and there is a charge for this activity. All instrumental music lessons will take place outside of regular classroom hours.

Please note that students who are not involved in an activity are NOT permitted to remain on the campus after the end of normal lessons since we are unable to provide supervision at that time.

Student Health

The School has a health clinic on the campus where students can be treated for minor illnesses or accidents that may occur during the day. The full-time nurse is a qualified Vietnamese practitioner who is able to treat children at school or to arrange for them to return home. In the event of a more serious medical emergency the School will arrange emergency treatment at a hospital while contacting the parents.

Parents must inform the school of any long standing medical conditions, illnesses or allergies. In such cases, a physician's letter with instructions describing appropriate action in an emergency should be provided.

Attendance

If a student is absent from school, an email from the parent explaining the absence must be given to the classroom teacher. If an absence is foreseen an email should be sent to the teacher giving dates and reason for absence. Parents can also contact the main office. If no reason has been given, parents will expect a phone call from a teacher assistant to inquire into the reason why their child is absent. This is for safety and security reasons. If your child is to be collected at the end of the school day by another parent, an email must be sent to the classroom teacher and copy the TA informing the school of your intentions.

Please, be informed that because of the inquiry based nature of our curriculum, teachers will not be preparing work for your child during their absence. They can keep a journal of activities they participate in during their absence or you can provide them with learning tasks that is related to class learning objectives during the period they are away. Also, they can continue with any digital subscriptions like Seesaw, Reading A-Z or RAZ Kids.

Students must attend a minimum amount of 90% of school days in an academic year to be promoted to the following grade level along with meeting or approaching expectations of the current grade level.

Student Behaviour

Rationale

Each teacher is responsible for student welfare in their classes and at any time on the school grounds.

The focus of the disciplinary procedures is the behaviour of the student. The consequence of breaking the rules should relate to the nature of the rule itself. Often this involves losing rights or privileges. At HIS we have highlighted expectations for both teachers and students as to what constitutes proper behaviour. The following is an outline of these expectations.



Aims

The aims can be divided into three parts:

1. Expectations of Students
2. Expectations of Teachers
3. Expectation of Parents

1. Expectations of Students

Below is our current Code of Conduct for Students

'All students are expected to act in a courteous and responsible manner toward all members of the community.'

There are certain fundamental expectations that are understood by staff, children and parents. These expectations are upheld while the children are supervised in the classroom and during playtimes. They are reinforced during class discussions and school assemblies.

Their basis is adherence to the following principles:

1. treat each other equally
2. be respectful to each other, teachers, support staff and visitors
3. look after school property, equipment and other students' possessions
4. respect other people's cultures
5. make new students feel welcome
6. care for younger children
7. be honest

Fair Play

Fair play is expected of all students who participate, either as athletes or as spectators, in any form of school-related sports activities. In keeping with the Code of Conduct, students are expected to behave with self-respect, respect for others, and respect for their own and others' property.

Safety and Security

Any object, material or substance that could be construed as dangerous to the health and safety of students and staff, should not be brought to school. In an emergency, all students must follow the evacuation procedures which are practiced regularly.

Items which are found on the school campus are taken to the Lost Property Box located on the ground floor. All items of clothing should be named. Mobile telephones are not to be used during school hours except with permission from a teacher.

The school will accept no responsibility for loss or damage to students' personal property.

Whole school

Our goal is that students will develop skills associated with these characteristics. Parents and teachers are central in this process. To achieve success, students respond best when they are willing. Students show commitment in achieving their best by;

- Arriving at school at the correct time
- Attending all lessons regularly and punctually
- Participating constructively in all lessons
- Being organized and safely equipped
- Planning time and tasks effectively

- Demonstrating self respect and respect for others

Students show respect, responsibility and self-discipline by;

- Completing work by due dates
- Negotiating any necessary extensions for due work
- Respecting the right of students to learn and teachers to teach
- Interacting positively with the school community
- Caring for school facilities and resources
- Wearing appropriate clothing and footwear
- Following all reasonable teacher instructions
- Following school policies
- Following classroom rules or essential agreements

Students show honesty by;

- Being truthful
- Not taking other people's property
- Referencing sources in written assignments etc
- Ensuring that work submitted is their own

Elementary School

All classes have a homeroom teacher/grade teacher who can be informed in the first instance and can take appropriate action. If an incident happens with a student, the immediate teacher concerned will document the incident in the incident form provided. Following this, the Assistant Head of Elementary and/or the Elementary Principal will follow up if necessary..

2. Expectations of Teachers

The teachers are responsible for the educational, social and emotional welfare of the students. Children are expected to follow school rules during classroom, free-time, extra-curricular activities and off-campus trips and to take responsibility for their actions.

Teachers will demonstrate the following characteristics;

- Responsibility
- Commitment
- Respect
- Self-discipline
- Honesty

With respect to student behaviour management, it is expected that teachers, preferably in consultation with students, establish rules and routines that are fair and which are consistently practiced.

Qualities and behaviours of a successful teacher should include;

- Being punctual to class and insist on students being punctual
- Establishing order before/on entering the room
- Dealing with students in a manner that is respectful, supportive, clear, consistent, just and firm
- Insisting on and modeling, good manners and courteous behavior
- Establishing rules and routines or essential agreements
- Developing consequences which ensure that they don't make threats that they can't keep or punish the entire class because of a few
- Planning lessons that are student oriented, interesting and varied, while ensuring you are catering



to the mixed abilities of a class

- Taking pride in personal presentation, professionalism and ownership of rooms and resources
 - Developing consequences that positively address the student’s behaviour, not punish or humiliate
- It is expected that where normal matters of classroom or school discipline arise they will be addressed by the teacher on duty, in class or in the playground. Some behaviour management strategies may include;
- Positive reinforcement
 - In class selected independent work
 - Alternative work
 - Seating rearrangements
 - Verbal negotiation

3 Expectations of Parents

Parents will be invited into school and involved in sanctions early if appropriate to solving a given behaviour issue. It is expected that parents at HIS will:

- actively support the school’s Behaviour Management Policy
- promptly inform the school of student absences and provide the necessary evidence on student’s return.
- keep communication channels open between school and parents

Consequences for students

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

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

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

<p>Level 1: Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others. These are behaviors which are dealt with by the teacher. This stage focuses on the behavior and an immediate solution.</p>	
<ul style="list-style-type: none"> ● Off task ● Not finishing work ● Non-compliance ● Inappropriate moving around the school ● Using inappropriate language 	<ul style="list-style-type: none"> ● Spitting ● Littering ● Bringing inappropriate items to school ● Persistent tardiness ● Disrespect
<p>Consequences Level 1: Logical and planned interventions, least to most intrusive</p>	
<ul style="list-style-type: none"> ● Clear direction ● Safe and supportive environment guidelines reminder ● Choice ● Logical consequence ● Time outside of normally planned activities for reflection 	

Level 2: Persistent behaviors that disrupt the teaching and learning, or repeated Level 1 behaviors. These behaviors are moderately serious and a breach of conduct will be decided with the discretion of the Deputy Head of School section in consultation with the teacher. A record of the incident will be noted.

- Non-compliance
- Defiance
- Swearing or other verbal abuse
- Sexual or racial harassment
- Teasing or bullying
- Physical abuse or fighting

- Unsafe play
- Theft
- Vandalism or graffiti
- Leaving school without permission, truancy
- Inappropriate use of computers
- Cheating, breach of academic honesty

Consequences Level 2: Planned team support, which may involve teachers, parents, counselors, administration. May include, but is not limited to:

- Restriction of privileges or activities
- Suspension of privileges
- Buddy classroom
- Individual contract or behavior plan
- Mediation sessions

- Family conference
- Solution space
- Counseling
- Time outside of normally planned activities for reflection

Level 3: These are viewed as serious breaches of the HIS behavior expectations or repeated Level 2 behaviors.

- Endangering self or others
- Using, possessing or distributing tobacco, alcohol or other chemical products
- Possessing dangerous items or weapons
- Bullying - physical, verbal or online
- Computer hacking

- Deliberately defacing property or displays
- Blatant defiance of a teacher
- Repetitive defiance
- Vandalism
- Theft

Consequences Level 3: Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate. A record of the incident will be recorded by the Head of School section or Deputy Head in consultation with the teacher and follow up with the student involved will include logical consequences. Parents will be notified.

- Solution space
- Family conference
- Internal or external suspension
- Expulsion

- Restriction of privileges or activities
- Drug testing
- Individual counseling

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

Campus Guests

We have an open-door policy at HIS and welcome parents to our campus. In the interest of security, you will be asked to sign in at the front gate and will be issued with a red visitors lanyard. You will be asked to provide a form of identification.

All parents will be provided an orange lanyard upon admission and enrollment.



Hanoi International School Parameters for on-site security access

Status	Requirements	Parameters	Badge Type
Visitors Workers Guests University representatives Speakers	Sign in at security Wear an identifying badge	Supervised access whilst on-site	Visitors (red)
Tutor Private Sports coaches	Sign in at security Wear an identifying badge Signed disclosure form Submit a photocopy of passport	1:1 access with a student in an allocated public space	Tutor (green)
Learning Coach/ Cover Teacher	Sign in and out at the Main Office Signed disclosure form Photocopy of Passport Recent (within 6 months) police check CV	1:1 access with own student Interactions with other students in classrooms	Learning Coach (blue)
Local Support Staff Joma Staff Bus Monitors	Fingerprint in and out of the school Signed disclosure form Photocopy of ID Card CV certified by the authorities of the place of residence	Unrestricted	HIS Staff (blue)
Teacher	Fingerprint in and out of the school Recent (within 6 months) police check Certified qualifications Work Permit Checks	Unrestricted	HIS Staff (blue)
Parent Guardian	Photograph "Open Apply" ID details	Unrestricted	Parent (orange)

HIS Cafeteria

Children may choose to bring their lunch from home or may order lunch from the school cafeteria. Students can use the refrigerator if necessary, otherwise lunch can be stored in the shelves outside the cafeteria. Children are supervised at all break times. The CHAMPS protocol assists children to know what the expectations are for behaviour during eating times.

C Quite conversation.

Hands up for teacher's attention.

Activity is eating.

Movement - Stay seated.

Push your chair in. Put your trash in the bin.

Success!



HIS has a contract with Joma to provide the meals service at school. Students may not call outside cafes or food vendors to bring lunches to the campus.

Emergency Procedures

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

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

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

Administrative Structure

The Principal is the senior administrator responsible for the overall organization and development of Hanoi International School. The Vice Principals/Head of Elementary and Secondary are responsible for the running of their section of the school and answerable to the Principal. The Assistant Head of Elementary or Secondary supports discipline, duty calendars, supply teachers and organizes all community assemblies.



Section C: Leadership and Organisation

Elementary School Academic Staff List

Position	Name
Head of Elementary and Vice Principal	Angela Meikle
Assistant Head of Elementary/PYP Coordinator/EAL Teacher	Vani Veikoso
PKK Classroom teacher	Jenny Schmidli
Grade 1 Classroom teacher	Lara Johnston
Grade 2 Classroom teacher	Jennifer Connolly
Grade 3 Classroom teacher	Preeti Singh
Grade 4 Classroom teacher	Pushpa Waters
Grade 5 Classroom teacher	Adam Hayton
Elementary Student Success Coordinator/EAL Teacher	Sam Starkey
EAL teacher	Tatiana Kladova
PYP Music teacher	Alexandra Coghill
PE teacher	Christopher Botha
Visual Arts teacher	
Whole School Librarian	Deborah Wells-Clinton
Vietnamese Teacher	Tran Thi Thu Trang
Vietnamese Teacher	Le Thi Lan Anh
Teacher Assistant	Nguyen Anh Thu
Teacher Assistant	Nguyen Thi Hoai
Teacher Assistant	Vu Thi Dieu Linh
Teacher Assistant	Nguyen Thi Thao
Teacher Assistant	Nguyen Thi Kim Anh
Teacher Assistant	Hoang Thi Xuan
Music Teaching Assistant	Dang Thi Hong Duyen
PE Teaching Assistant	Tran Bao Long

Staffing

All staff members are fully qualified, certified and experienced teachers. They are enthusiastic, highly motivated and dedicated to the ideals of international education. The school maintains an enviable student teacher ratio that allows teachers to give more individual attention to each student.

The School Day

Supervision begins at 7:30 a.m. Classes begin at 7:45 a.m. and finish at 2:00 p.m. Morning recess is from 9.15-9.50 a.m. Elementary lunch is forty five minutes and starts at 11:50 a.m. PreKK - Grade 2 eat lunch from 11:50 - 12:15, while Grade 3 - Grade 5 have playtime. Following, PKK - Grade 2 have playtime from 12:15 - 12:35.

End of Day Dismissal Procedures

Students are dismissed at 2pm, or at 3pm if they have been to a CCP. Parents must arrange for their child to be collected at the appropriate time. Students are not to remain on the campus unsupervised except with permission from the Head of Elementary.

1. Students going on school buses assemble in the courtyard near the side gate. The Teacher Assistants will take the students to their buses and ensure that they are seated and wearing a seat belt. Students are not allowed to swap buses or travel on another students' bus for a play date. If a student changes the way they make their way home, the parents MUST notify the homeroom teacher, the main office and the Elementary Principal.
2. All students travelling to and from school by motorbike must wear a helmet.
3. Children who walk home from school must be accompanied by a parent or other adult. Written permission must be given to the Head of Elementary if you would like your child to walk home unaccompanied.

Birthdays

We are happy to celebrate student birthdays. Any in-school celebrations must be approved by the teacher prior to the birthday. Celebrations are encouraged during recess or lunch break times instead of during instructional class time. Single serve items are encouraged. If a cake is brought to campus, please bring a knife, plates, eating utensils etc. Please ensure that all celebrations are coordinated through the teacher.

Buses

Please organise any bus changes or modifications through the main office. If your child is going home differently for any reason, you need to contact the main office, the homeroom teacher and teaching assistant via email by lunchtime at 12:45 p.m. Children cannot change buses without permission.

Dress Code

Students should dress in a manner appropriate for school with consideration given to climate and the culture of Vietnam. Physical Education lessons and sporting events do require the student to wear the HIS sports uniform which can be purchased at the school shop.

Section D: Curriculum

Curriculum Overview

“The aim of all IB programmes is to develop internationally minded people who recognize in their common humanity and shared guardianship of the planet, help to create a better and more peaceful world,” Making the PYP Happen, p4, 2009.

In May, 2012 the school received official notification from the IB regional office in Singapore that we have been approved as a fully authorised PYP school, allowing HIS to have the status of an IB World School. The PYP is an international, transdisciplinary programme designed to foster the development of the whole child, both in the classroom and within the school and wider community. The programme encompasses social, physical, emotional and cultural growth, in addition to academic progress.

The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children. It is organised around six transdisciplinary themes, and over the year encompasses all of the core curriculum subjects.

A major element of the PYP is the application of the learner profile. Through this, we encourage students to be global-minded, life-long learners. Please find more detailed information in the handbook, ‘PYP Handbook.’

Assessment

“All IB programmes are informed by assessment, as indicated in the IB approaches to teaching. While assessments look different in each programme, all IB assessment methods are varied and fit for purpose. Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability.” PYP: Principles into Practice, p66, 2018.

At Hanoi International School, we believe that the most effective way of communicating your child’s academic and social development is through a variety of structures. Written reports are issued twice a year at the end of each semester, and student-led conferences, parent-teacher conferences and three-way conferences are scheduled throughout the year as specific times.

Schedule for reporting:

Quarter 1: Parent-Teacher meetings

Quarter 2: Semester One written report

Quarter 3: Three Way Conferences

Quarter 4: Student-Led Conferences and Semester Two written report

There is an open-door policy at HIS. Should you wish to meet with your child’s teacher you are very welcome to do so at any time during the school year. It is necessary to make a prior appointment time with the teacher if you wish to do this.

HIS Homework Policy

Home Learning Aims:

- Home learning should promote organisational and study skills, and positive work habits.
- Home learning should encourage students as they get older to develop the confidence and self discipline needed to study on their own and preparing them for the requirements of Secondary School.
- Home learning should encourage a parent child partnership.
- Home learning should be an enjoyable learning experience.
- Home learning should promote positive attitudes about school and learning.
- Home learning should consolidate in-school learning.

Home learning at Hanoi International School will:

- be stimulating
- have a clear goal, be well explained and clearly understood
- show variety over time, (i.e. tasks could be physical, creative, verbal, not just reading, writing or mathematical tasks)
- be reviewed in class, where appropriate, so that the student receives quick feedback while it is still fresh in their mind
- be suited, where possible, to individual needs.

NB There will be no mandatory home learning set from specialist subject teachers such as PE, Vietnamese, French and Music.

The Home Learning will be given out on a Monday and will generally be due on the Friday of the same week. Sometimes, particularly in Grade 5, the students will receive home learning tasks that require a longer deadline. Homework will not be set for the school holidays. If a student is travelling during the school term they may be asked to keep a travel journal while they are away.

Students in Pre-Kinder and Kindergarten will not receive homework but may be asked to bring items in from home to support their learning.

Students in Grade 1 and 2 will focus on developing reading and writing skills.

Students in grade 3-5 will be given a variety of homework each week that will support their learning.

Students at HIS have an account with RAZ Kids and/or Reading A-Z. These subscribed sites can be used at home and are sites that consolidate learning in the class. Please, ask your class teacher if your child does not have access to this site.

The Role of Parents

Parents play a role in assisting with homework. Some ideas are to:

- create a home environment that facilitates the student's home learning and study
- encourage students and offer help only when such help is clearly required
- offer moral support and be positive
- report any difficulties to the teacher, including difficulty of work and excessive time taken
- allow their children ample time to play and engage in other informal activities vital for each child's healthy development
- remember that learning the balance between work and play is a life-long skill.

The School Calendar

The school year is based upon approximately 182 days of instructional time plus several days for teacher professional development. There is a long summer vacation from the middle of June until the middle of August and three shorter holidays including Autumn, Tet and Spring Break. For academic administrative purposes there are two semesters and four quarters.

The school observes a number of Vietnamese holidays including National Day and Tet. Please check the school website for school events such as Book Week, International Day and Sports Day.

An up-to-date calendar of all school events can be found on the school website www.hisvietnam.com. Please also check the Elementary section of this site, where weekly updates can be found.



CONTACT US

 A: 48 Lieu Giai St., Cong Vi, Ba Dinh, Hanoi, Vietnam

 P: (84 24) 3832 8140 - 3832 7379

 F: (84 24) 37624184

General Inquiries: Mainoffice@hisvietnam.com

Admissions: Admissions@hisvietnam.com

www.hisvietnam.com