



HIS SECONDARY PARENT HANDBOOK



2019 - 2020



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Contact Information



Matt Buxton

Head of Secondary - Vice Principal

secondaryhead@hisvietnam.com



Heather Neil

IB Diploma Coordinator/ DP English L&L Teacher/ DP TOK

dpc@hisvietnam.com



Sean Noga

MYP Coordinator/ MYP English Language Acquisition

mypc@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

HIS Vision, Mission and Values

Vision

“ *Preparing learners
for lifelong challenges and opportunities* ”

Mission Statement



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

HIS Values

The core values of the school are:

- To embrace and celebrate our diversity as a community of learners
- To develop an understanding and appreciation for our host country and its culture
- To make the world a better place through education and taking action
- To provide life-long learners with a variety of opportunities to develop the whole-person
- To develop internationally-minded people who strive to demonstrate the IB Learner Profile attributes

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 26 - Section 2:

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

The 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 of 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 Attributes.



The International Baccalaureate 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:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Source: <http://www.ibo.org/programmes/profile/documents/Learnerprofileguide.pdf>

Section 1: The Secondary School Overview

1.1 Curriculum Overview

The secondary school curriculum, focuses on student inquiry and the development of life-long learning skills. Students are encouraged to be inquisitive, courageous, critical thinkers who participate actively in the learning process. All students who successfully meet all requirements will graduate at the end of Grade 12 with an **HIS High School Diploma** which satisfies entry requirements to many universities around the world.

In Grades 6-10 the school offers the International Baccalaureate's Middle Years Programme (MYP). For all students in Grades 11 & 12, the school offers the International Baccalaureate's Diploma Programme (IBDP). These globally-recognized qualifications and are considered to be amongst the best programmes worldwide for developing independent, well-rounded and confident individuals. In particular, the IBDP is regarded very favourably by many (and increasing numbers) of universities around the world.

Small class sizes throughout the school mean that students receive close attention from teachers and instruction can be differentiated to meet their needs and abilities. In addition, students are encouraged to approach their teachers outside of regular class time to seek additional support or because they want to go deeper into a particular subject.

The language of instruction at HIS is English and students need a certain level of fluency in order to access the curriculum to the best of their ability.

Although we can occasionally accept students with weaker English, in general applicants to study at HIS will be expected to have a basic level of competency in English. For students from Grade 9 onwards, the demands of the academic programme mean that we do expect a significant level of English fluency and applicants who do not meet this will usually not be admitted. We expect students to develop fluency in at least two languages and value highly the language and culture of our host country.

All students study basic Vietnamese Culture in Grades 6 & 7. The Secondary school has provision for French, Korean, and Vietnamese classes from Grade 6, and Japanese for native speakers based on demand. Where families would like to develop other languages and are able to provide a tutor, we make time available for this to happen during the school day.

Our location is something we take advantage of as much as possible. Our Secondary School Camps Week is an integral part of our curriculum, and a number of optional field trips exploring the history, geography and culture of Vietnam take place throughout the school year.

1.2 Secondary Teaching Staff

Secondary Leadership Team



Matt BUXTON
Head of Secondary
DP Global Politics



Mark SCHOEMER
Assistant Head of Secondary
Head of Language
Acquisition
DP English B



Heather NEILL
IB Diploma Coordinator
DP English L&L
DP TOK



Sean NOGA
MYP Coordinator
MYP English Language
Acquisition

Secondary Teachers

Teacher	Teaching Subjects	Responsibilities
Ms Leigh REDEMER lredemer@hisvietnam.com	MYP English Language and Literature	Head of Language and Literature
Ms Yoon Hee HA yhha@hisvietnam.com	MYP and DP Korean	
Ms VU THI THU Huong huongvtt@hisvietnam.com	MYP and DP Vietnamese	Head of Vietnamese
Ms Shiori OZAWA sozawa@hisvietnam.com	MYP and DP Japanese	
Ms Eun Kyung KIM ekkim@hisvietnam.com	MYP Korean	
Ms LE THI Lan Anh anhltl@hisvietnam.com	MYP Vietnamese	
Ms TRAN THI THU Trang trangttt@hisvietnam.com	MYP Vietnamese	
Ms Natasha KOVALENKO nkovalenko@hisvietnam.com	MYP English Acquisition	
Ms Kim WADE kwade@hisvietnam.com	MYP English Acquisition	Secondary EAL
Ms Ali WAUGH awaugh@hisvietnam.com	MYP English Acquisition and DP English B	University Counselor
Mr Eric EMERIAU eemeriau@hisvietnam.com	MYP French Acquisition and DP French B	MYP Service as Action Coordinator
Ms THI HONG DO Hanh hanhdth@hisvietnam.com	MYP and DP French ab-initio	
Mr Brandon GAUTHIER bgauthier@hisvietnam.com	MYP I&S and DP Geography	Head of I&S Pamoja Coordinator
Mr Iain BURNS iburns@hisvietnam.com	MYP I&S, DP Business Management and DP Economics	

Mr Chad TAYLOR cotaylor@hisvietnam.com	MYP I&S and DP ESS	DP CAS Coordinator
Mr Terry HAMILTON principal@hisvietnam.com	DP History and TOK	Principal
Mr Jeffrey ARAULA jaraula@hisvietnam.com	MYP Science and DP Biology	Head of Science MYP Personal Project Coordinator
Ms Rashi GARG rgarg@hisvietnam.com	MYP Science	
Ms Nic ZIMMER nzimmer@hisvietnam.com	MYP Science and DP Physics	DP EE Coordinator
Mr NGUYEN Sonn sonnn@hisvietnam.com	DP Chemistry	
Ms Peggy MORTON pmorton@hisvietnam.com	MYP Mathematics, DP TOK and DP Mathematics	Head of Mathematics
Mr Daniel ATKINSON datkinson@hisvietnam.com	MYP and DP Mathematics	
Ms Shafinaz BURUHANUDEEN sburuhanudeen@hisvietnam.com	MYP and DP Mathematics	
Ms Kim TOMLINSON ktomlinson@hisvietnam.com	MYP and DP Visual Arts	Head of the Arts
Mr Michael CLIFFORD mclifford@hsvietnam.com	MYP Design and DP TOK	Head of Design
Ms Vicki GARDNER vgardner@hisvietnam.com	MYP Drama	Director of Whole School Student Success Services
Ms Alexandra COGHILL acoghill@hisvietnam.com	MYP Music	
Mr Joseph GRANDE jgrande@hisvietnam.com	MYP Physical and Health Education	CCP Coordinator
Ms Deborah WELLS-CLINTON dwells-clinton@hisvietnam.com	Librarian and Media Coordinator	
Ms TONG THI QUYNH Huong huongttq@hisvietnam.com	Vietnamese History	
Ms VAN BUI THI Thu vanbtt@hisvietnam.com	Vietnamese Geography	

Homeroom Teachers

Grade	Homeroom Teachers
6	Kim Wade
7	Joseph Grande; Shiori Ozawa
8	Yoon Hee Ha; Leigh Redemer
9	Shafinaz Buruhanudeen; Dan Atkinson
10	Iain Burns; Huong Vu Thi Thu
11	Chad Taylor; Kim Tomlinson
12	Peggy Morton; Eric Emeriau

Section 2: Programmes and Services



2.1 The Secondary School Curriculum

We aim to provide the very best education for students of all levels of ability by means of:

- A well designed international curriculum
- High expectations
- Excellent resources
- Encouragement of self-discipline
- Careful monitoring of student progress

The school seeks to provide for change and academic success by encouraging staff and students to develop flexible approaches to teaching and learning, which help students achieve the self-respect, self-discipline, organisational skills and examination success required for their futures either in Vietnam or overseas.

We recognise that our students are often recent arrivals to Vietnam and may only spend a few years in the country before moving to their home country or elsewhere around the world. Many of our graduates study at universities around the world. In accordance with our Mission and Philosophy, therefore, we endeavour to ensure that we provide a genuinely international focus to all our studies.

As an IB Continuum school we follow closely the principal's of the IB Learner Profile-

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.

As IB learners we strive to be:

INQUIRERS 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.	OPEN-MINDED 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.
KNOWLEDGEABLE 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.	CARING 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.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS 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.
COMMUNICATORS 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.	BALANCED 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.
PRINCIPLED 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.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Middle Years Programme (MYP)

HIS is authorized to offer the IB Middle Years Programme (MYP). The MYP provides a powerful framework

for learning which is based on up to date research and understanding about teaching and learning, while enabling schools to make their own decisions about exactly what to teach within their curriculum, according to the needs of their students and their local context.

The courses on offer during Grades 6-10 at HIS can be found below. For more details about the MYP please speak to the MYP Coordinator and refer to the MYP Parent Handbook.

	Middle Years Programme (MYP)			
	Grades 6 & 7	Grade 8	Grade 9	Grade 10
English	English Language & Literature (English A) OR English Language Acquisition (English B)			
2nd Language (non-Native Vietnamese)	Vietnamese Studies <i>AND one of the following:</i> French Language Acquisition (French B) Korean Language & Literature (Korean A)	<i>One of the following</i> Japanese Language & Literature (Japanese A) French Language Acquisition (French B) Korean Language & Literature (Korean A)		
2nd Language (Vietnamese)	Vietnamese Language & Literature (Vietnamese A)			
Individuals & Societies	Individuals & Societies			
Science	Science			
Mathematics	Mathematics			
Arts	Music, Drama (Grade 6-8 Only), and Visual Arts			
Physical and Health Education	Physical and Health Education			
Design	Design			

Low-level English speakers (Grades 6-8, English B Phases 1-2) will be withdrawn from their second language and I&S classes and provided with additional English and Study classes. This decision is made on a case-by-case basis.

It should be noted that Vietnamese students are required to study Vietnamese as their additional language. Native speakers of Japanese and Korean are expected to study their mother tongue.

IB Diploma Programme (DP)

HIS is authorised to offer the IB Diploma Programme (IBDP), and all courses on offer during Grades 11 & 12 are IB DP courses.

The IBDP is a two-year pre-university course designed to facilitate the mobility of students and to promote international understanding. Students select from a range of courses on offer to develop a programme that is both achievable and personally challenging. For students on the full Diploma, in addition to studying six subjects (three at Higher Level, three at Standard Level) they also complete a 4000 word Extended Essay (EE), the Theory of Knowledge (TOK) course, and the Creativity, Activity, Service (CAS) programme. At HIS, all students complete the CAS programme, and some students not taking the full diploma will also complete the EE and TOK (following discussion with the DP Coordinator).

Students holding the IB Diploma are accepted by universities and other institutions of higher learning around the world. In some cases, universities will give university credit for IB Diploma courses. By providing access to tertiary education on a worldwide basis, the IB Diploma can truly claim to be an ‘international passport’ to higher education. Much importance is attached to fostering international understanding and to providing a relevant, coherent Diploma Programme, consisting of a blend of rigorous specialisation balanced by an appropriate element of breadth.

At HIS we offer the following IB Diploma subjects-

Group 1- Studies in Language and Literature

English Language and Literature (HL or SL)
Korean (HL or SL)
Japanese (HL or SL)
Mother Tongue Self-Study (SL) - with private tutor

Group 3- Individuals and Societies

Business Management (HL or SL)
Economics (HL or SL)
Geography (HL or SL)
Global Politics (HL or SL)
Environmental Systems and Societies (SL only)

Group 5- Mathematics

Mathematics: Analysis and approaches (HL/SL)
Mathematics: Applications and interpretation (SL only)

Group 2- Language Acquisition

English B (HL or SL) Vietnamese (HL or SL)
French B (HL or SL)
French ab initio (SL only)

Group 4- Sciences

Biology(HL or SL)
Chemistry (HL or SL)
Physics (HL or SL)
Environmental Systems and Societies (SL only)

Group 6- The Arts

Visual Arts (HL or SL)
OR A second subject from Group 3
OR A second subject from Group 4

For further details of the IB Diploma courses on offer and the combinations possible, speak to the DP Coordinator. Students make their subject choices during the latter half of Grade 10 in consultation with the DP Coordinator: academic performance and Approaches to Learning skills during Grades 9 & 10 are influential during this process. Any changes in course choices must be discussed with the DP Coordinator who has the final say on whether such changes will be approved. It is also strongly recommended that students/parents speak to the University Counsellor during this process to ensure that students embark on an appropriately challenging programme of study that will assist them in achieving their long-term goals.

2.2 HIS High School Diploma Requirements

The HIS High School Diploma is awarded at Graduation and symbolises completion of High School. This Diploma is additional to the IB Diploma/Courses. **Failure to meet all of the requirements below will mean a student will not Graduate from Hanoi International School.**

Requirements for the HIS High School Diploma-

- Participation in at least 4 courses during Grades 11 and 12
- No score lower than a 3 in any course on Semester Reports
- Completion of the Creativity, Activity and Service Programme (CAS)
- Full participation in the Theory of Knowledge course (including giving a presentation)
- Minimum 90% daily attendance during Grade 11 and 12
- Minimum 90% punctuality in homeroom during Grade 11 and 12
- Abide by all school rules, as set out in the Student Code of Conduct

HIS High School Diploma Credit Requirements

		Grade 9	Grade 10	Grade 11	Grade 12	Minimum Requirements
	Language A	1	1	1	1	4
	Additional Language	1	1	1	1	3
	Mathematics	1	1	1	1	3
	Science	1	1	1	1	3
	I&S	1	1	1	1	3
Electives	Art/Design	1	1	1	1	2
	PHE	0.5	0.5			2
	SA/CAS	0.5	0.5	0.5	0.5	1
	TOK			0.5	0.5	1
Additional Credits	Alternatives/ Work Experience					2
					Total	24

2.3 Supporting Student Success

From time to time many of us experience challenges in our lives where we need a little help from others; our students are no exception to this. Our specialist team can support students with personal, social or academic challenges throughout their time at HIS. We have procedures in place to help us to identify students who may be struggling in some way as well as a variety of structures to support those students, once identified.

Social and Emotional Support

All students in Secondary are allocated a homeroom teacher, whose job it is to guide, mentor and support students. Students see their homeroom teacher for ten minutes every morning in addition to one homeroom lesson a week.

The aims of the homeroom curriculum are:

- To support students through social emotional learning
- To support students with the demands of the IB programme & assessments
- To explore developmentally appropriate topics
- To promote the development of balanced learners
- To develop the whole child as a life-long learner with a strong sense of self worth

Examples of topics covered in the homeroom curriculum include bullying, self-management, sex education and puberty, emotional wellbeing, identity formation, balance etc.

Homeroom teachers work with the Director for Learning Support and Student Success Service, Curriculum Coordinators, and the school leadership team in order to ensure that every student receives the support they need in order to overcome challenges they are experiencing. Parents may also contact the homeroom teacher with non subject-specific concerns or questions. (For academic or subject specific concerns, parents are encouraged to contact the teacher of the subject in question or the curriculum coordinator.)

Secondary students also have the option of speaking to the Student Success Department. Conversations are kept in the strictest confidence except in cases where there are concerns about student welfare and safety. Child protection cases will be dealt with by the child protection team, the school leadership and, potentially, outside agencies.

Learning Support

HIS is an inclusive school community which seeks to engage all students in diverse, challenging, purposeful and engaging learning experiences, appropriate to their level of ability. We recognise that our community benefits from including students from diverse backgrounds and strengths and work, wherever possible, to provide the best quality individual support and tailored learning experiences to meet the needs of each student within the mainstream teaching and learning programme.

Where students experience significant barriers in their learning we may be able to offer additional learning support (a fee applies for this). Depending on the extent of the learning barrier, we offer in class, pull out, individual and/or small group support designed to develop the student's skills and strengths in order to overcome the learning barrier.

HIS can support students with a range of specific learning requirements related to social, academic, behavioural and emotional barriers. However, the nature of our facilities prevents us from accepting students who require physical support with climbing and descending stairs.

Language Acquisition Support

HIS welcomes students from a wide variety of backgrounds and countries. In order to access the curriculum on offer, students need to possess a certain minimum level of English, depending on the grade level of entry. There are 6 Phases of English ability.

Students whose English skills fall into Phases 1-2 are taught in much smaller classes and receive additional support with their English. They will also have modified curriculum and assessment as well as final reports. Students are assessed regularly and may graduate to a higher class once they can consistently demonstrate the required level of proficiency. There is an additional fee for phase 1 and 2 English Language Acquisition support.

Extra Learning Support Fee

Extra Learning Support includes English as an Additional Language and support for students who have learning barriers. The school principal, admissions and student success team reserves the right to decide, after observations, teacher feedback and/or assessment testing, whether the child will need to participate in the Extra Learning Support program.

1. English as an Additional Language (EAL)

This program aims to assist students to develop their English language skills so as to access the full curriculum. Students are assessed and placed in appropriate additional or parallel classes to the mainstream English classes. There are up to 5 levels, from 1 being the weakest. As students progress they will be moved to a higher level class when appropriate. These are small classes where students will receive individual attention to support their English Language development.

2. Learning Support (LS)

This program is individualized for each student and built around details provided by observations, teacher feedback and assessment, both internal within the school and if seen as necessary, using an external assessment educational expert. This data helps the school to develop an individualized Educational Program (IEP) or a Student Success Plan (SSP) which is built collaboratively through meetings with parents, students, the internal school success team, and, if required, input from external specialists. Within this program students receive additional 1 to 1 support for 6 periods per week and close monitoring of progress throughout the year.

If the student success team determines that a student will need a full-time individual learning support

coach or outside consultant report, the fee will not be included in the Extra Learning Support program and will require an additional cost. Learning coaches are paid privately by families and can be found and hired through HIS. The school will give assistance and guidance for hiring outside support staff, outside consultant assessment reports and any ongoing additional external support. The fees for Extra Learning Support are as follows (in VND):

	Fee by Year	Fee by Semester	Fee by Quarter
EAL	67,200,000	33,600,000	16,800,000
Learning Support	177,600,000	88,800,000	44,400,000

After a child is placed in the program in either EAL or LS, payment is due within two weeks of the invoice being received. Students who start midway through a school quarter will be required to pay the full quarterly amount for support services. Refunds for the Extra Learning Support program will only be made for a full quarter of non-participation. If a student withdraws from the program or no longer needs support services, decisions on fee refunds will be determined by the support team and the school on a case-by-case basis.

If the school requires an Educational Psychologist Report in any case then this must be submitted by the family within a time frame required by the school. Failure to submit this report will result in a student’s place at the school being withdrawn.

2.4 Careers and University Guidance

As students prepare for study in Grades 9 and beyond, their interests and skills become very important for making appropriate choices that will influence their life after school. In order to assist with this process, the school has a Careers and University Counsellor. In addition to the MYP and DP Coordinators, students and their families should speak to the counsellor regarding their career and personal interests in order to ensure that they follow the most appropriate course of study. The counsellor will provide help and guidance in selecting courses and will work with students throughout Grades 9-12 to help them make their university choices and to develop a competitive academic and personal profile that will be advantageous to them in their university applications.

2.5 Internal and External Examinations

Mock examinations are held for Grade 12 at the end of January. Students in Grade 12 are exempt from normal classes during their mock examinations.

Final IB Diploma exams take place in May of Grade 12.

No other formal examinations take place and assessment is conducted within normal scheduled class time in Grade 6-11.

2.6 Student Use of Devices

The term “devices” is being used here to refer to any personal electronic equipment (e.g. laptop, tablet, smartphone, personal music player, etc). In the classroom, students should not use mobile phones, portable music devices and electronic games unless instructed by a teacher, for educational purposes.

Students are allowed to use their devices at break but not at lunchtime.

Whether a personal device or school device, students are expected to follow the THINK Responsible Technology User Agreement (MYP/DP):

Students will:



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

2.7 Physical and Health Education (PHE)

The Physical and Health Education (PHE) programme runs from Grades 6 to 10. In Grade 6-10 PHE is an assessed MYP subject. If students need to be excused from a Physical and Health Education lesson, they must present a note to their teacher, written and signed by a parent. A student who needs to miss three or more consecutive lessons must bring a medical certificate from the family doctor.

A wide range of sporting activities is available in the Co-Curricular Programme and HIS is an active and enthusiastic member of MRISA. All students are encouraged to become actively involved in sporting activities beyond their Physical and Health Education classes.

2.8 Student Health

The School has a 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.

The School carries a local insurance policy to cover accidents but while this covers the cost of attending a local Vietnamese clinic/doctor, it will not cover the higher costs of attending one of the 'international' clinics such as Raffles Medical and Family Medical Practice. Families opting to go to the more expensive 'international' option will need to have this covered by their own family insurance.

For their children's safety, parents/guardians are expected to 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. Medication sent to the school with a student should be accompanied by a note explaining how the medication is to be administered.

Families are required to notify the school secretary immediately of any serious health problems or of any contagious disease carried by the child.

When students suffer from a fever, they should remain away from school until they have been free of fever for at least 24 hours. Students who are found to be suffering from a fever will be sent home from school, and will also be sent home the next day if they try to attend.

2.9 Service Learning

The school has a philosophical commitment to the ideals of service to the local, and wider, community. Service as Action (SA) is a required component of the MYP, and Creativity, Activity, Service (CAS) is required as a part of the DP, and in order to graduate with the HIS Diploma.

Service learning is becoming a key aspect of this programme, where students will develop skills, knowledge and an understanding of issues in the local, national and global community. They will apply this learning to take action and have a positive impact on these communities.

2.10 Changes of Personal Circumstance

It is important that the school is advised of any changes of personal circumstances which may have an effect on your child's school life.

Changes of address, telephone numbers etc. can be updated by parents directly through ManageBac. You can also inform the Main Office at mainoffice@hisvietnam.com.

All Secondary Parents have access to Managebac: if you are not sure of your login details, speak to staff in the Main Office.

2.11 House System

On admission, each student is placed in one of three houses: "Gecko" (green), "Buffalo" (yellow) and "Dragon" (red). There are regular whole school inter-house competitions and sports events. The House system is an integral feature of the life of the school and we expect all students to participate either during normal school hours or in the afternoon. Every student is expected to have a house coloured t-shirt to wear on competitive occasions.

2.12 Student Council

The Student Council (STUCO) is one of the most important of the School's activities for students. This is an excellent forum for students to develop and exercise their leadership skills, and to provide an example to the wider student body.

As the leadership of the student body, the STUCO should aspire to demonstrate leadership in working towards achieving the goals of our School Mission, in particular the development of "responsible, globally conscious citizens". In doing this, the STUCO works to develop a lead a range of activities that provide social opportunities for students, foment school spirit and positive relationships across the whole school. Councillors are elected by their Grade level peers and officers by the student body as a whole. The STUCO Executives normally consists of students from Grade 11 but other grade levels can apply. Elections take place within the first month of the school year.

2.13 Student Awards

To recognise student academic achievement in Grades 11-12, certificates are awarded at the end of each semester for academic excellence based on the results achieved. The awards are given as follows:

Award	Grade 11 – 12
Academic High Distinction	40– 42
Academic Distinction	36– 39

In Grades 6-10, awards are issued for each attribute of the IB Learner Profile. One award is issued for each attribute for Grade 6-8 and one for Grade 9-12. These awards are issued at the end of each semester.

At the end of Grade 12 a Valedictorian is selected for the graduating class. This title is awarded to the student with the highest average IB Diploma total point score on the Grade 12 End of Semester 1 and 2 Reports.

For Physical and Health Education, students are also awarded for their participation in MRISA events. The PHE Department also awards a female and male Athlete of the Year Award.

2.14 Co Curricular Programme (CCP)

The Co-Curricular Programme is a core part of the school community, with the aim of helping students



maintain balance in their lives, take risks and participate in the wider aspects of school and society, beyond academic study.

The type of activity offered varies according to the season; the interests and skills of staff; student interest; and parent volunteers. Students should aim for a balance between sports, service learning, arts and cultural activities.

Some examples of the sorts of activities that are offered are:

- Lego Robotics
- Environmental Protection
- Model United Nations (MUN)
- Yearbook / Media
- TEDx HIS
- Drama

CCP activities are normally free of charge - although there may be a fee for materials that are required specifically for an activity or if a teacher is hired specifically to teach a CCP.

There is **NO** supervision provided for students who are not involved in CCP activities. If students need to wait for a sibling, they should do so in the library. **Parents/guardians must make necessary travel arrangements for their children to get home at 4pm.**

Students choose from a range of activities spread throughout the week. The year has 4 quarters where they can choose to participate in CCP's. These activities usually occur after 3 pm, but can also take place at other times (e.g. before school, during lunch, on weekends). Students are encouraged to participate in minimum 1 CCP activity a year as they are opportunities for students to be more balanced individuals and a great way to get to know students outside their grade level.

After School Instrumental (ASI) Programme

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.

2.15 Field Trips

Field trips are an important part of students' educational experiences, enhancing the teaching and learning taking place in the classroom and enabling students to apply their knowledge and understanding directly to the real world. These trips are also opportunities for social growth and to learn more about the country and culture of Vietnam. Most field trips are an integral part of the curriculum and students are expected to participate in them.

Field trips are usually organized by subject or homeroom teachers and are designed to enhance the teaching that takes place in the classroom. Some of these trips are directly related to student coursework/internal assessment and are an important part of school-based tasks. This is particularly the case for students in the DP.

In the last week of August, all homeroom groups in Grades 6-12 go away for Camps Week, on a field trip with a service and team building focus. This is an important trip as it sets the tone for the class group for the remainder of the year and provides an opportunity for staff and students to get to know each other better.

Enrolment at HIS includes automatic permission from parents/guardians for students to participate in all compulsory field trips. For optional events (e.g. MRISA, I&S trips), we require parents to complete an additional permission slip. Should you have any questions or concerns about trips please contact the organising teacher(s). Optional field trips are charged to parents, at cost. All students going on field trips

must have appropriate medical coverage.

The [Secondary School Behavior Policy](#) is expected to be adhered to on all school trips. Parents/guardians and students are advised to be aware of the policy.

2.16 MRISA and HAC

The Mekong River International Schools Association (MRISA) was founded in 1999 and has six member international schools drawn from the South East Asia Region (Cambodia, Laos, Thailand, Vietnam). We have a rich and varied sporting, cultural and art exchange programme each year for Middle and High School students. This is an opportunity for our students to travel within our region and take part in activities and competitions with students of their own age, helping them become more confident, independent, and internationally-minded. We hope that all secondary school students will aspire to participate in at least one MRISA event during their time at HIS. All Secondary school students are strongly encouraged to try out for teams and participate in this very popular and personally rewarding experience.

MRISA Events include: Volleyball, Basketball, Football, STEM and Arts Exchange.

MRISA practice takes place on designated days three times a week and attendance at practice is mandatory once a student is confirmed on a team.

All MRISA players must sign a Code of Conduct to confirm their participation and abide by the regulations contained within it.

Participation in MRISA teams is dependant on good academic and behavioural standing and students may be removed from teams at the discretion of the Athletic Director and Head of Secondary.

When attending MRISA events, students must obtain a signature from all teachers with an explanation of any work missed while away.

To prepare for MRISA events, our teams also compete in the Hanoi Athletic Conference (HAC). Games take place weekly throughout the season with students traveling to schools around Hanoi. HAC games will often finish after 4pm with buses returning students to school afterwards. Parents of MRISA/HAC players must ensure their students are picked up from school as students arrive back at the time designated by the coach and Athletic Director.

2.17 Homework and School Commitments

The school seeks to develop increasingly independent learners who take responsibility for their learning. Homework makes an important contribution to this process and, therefore, it is our expectation that students will complete every piece of homework set.

To assist in learning to organise their time, teachers utilize ManageBac to announce all assessments. Assessments should be posted in ManageBac at least one week in advance so students can better organize their time. MYP students are provided with a MYP Student Planner and access to Managebac in which to record homework assignments and other commitments, which their class teacher or homeroom teacher regularly checks. Parents/guardians can provide useful feedback and support to students by checking the planner on a regular basis.

Grade 11 and 12 students will be guided in developing their own system for monitoring their obligations, which may involve paper or digital methods. They are expected to demonstrate independence and responsibility without the need for regular monitoring by parents/guardians or teachers.

Parents/guardians will greatly assist progress by taking an active interest in homework tasks, helping students establish a routine and allocate time appropriately, and by offering encouragement when necessary. However, there is no benefit to the student if the homework is actually written by a tutor, parent or other family member. Homework is an essential part of the academic programme in the secondary school and

it is required of all students. In addition to reinforcing the skills the student has been exposed to in the classroom, homework provides the student with time for internalisation and reflection on classroom work. The subject teacher has the first responsibility in terms of monitoring students who are not fulfilling homework requirements and will work with the students Homeroom teacher to see if the student is struggling with homework from other classes.

2.18 Library

The library is an essential element of an inquiry focused school programme. Students are encouraged to use the library as a source of reading material for pleasure as well as for research material for their projects. The library is very important as a source of English language books to supplement those in the classroom and at home. Many students also like to use the library as a study space during break, lunch time, and after school.

The library is constantly being improved with new books and more up to date reference materials. The different sections of the library are clearly laid out and the books are coded to allow the children to easily choose appropriate reading material. Parents are encouraged to borrow books for use with their children.

2.19 Cafeteria

Students may order hot/cold lunches prepared by the School Cafeteria. Students may also bring drinks to school and fresh drinking water is available throughout the day from numerous machines. Many students also choose to bring a snack for mid-morning break time or they can choose to buy snacks from the Cafeteria.

Two refrigerators and two microwaves are situated in the cafeteria for student use.

Student ID cards are also payment cards for the cafeteria. Students should charge up their cards with credit and then use this to pay for purchases. Students should not order food without funds being available on their cards.

2.20 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:

1. expectations of student behaviour and language with regard to discrimination are made very clear;
2. we shall actively challenge discriminatory behaviour or language and take action if necessary;
3. management and staff shall continuously monitor their own language and the materials which they use;
4. 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;
5. 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 characterised or disadvantaged;
6. the educational experience we offer shall foster an appreciation of the unity of humankind and respect for its diversity and for the culture of Vietnam.

Section 3: Expectations for Students



3.1 The School Day

The day begins at 7.45 am with Homeroom Registration. Students arriving to their homeroom after 7:45 am will be recorded as Late and must sign in with Main Office. We recommend students arrive at school by 7:40 at the latest, to allow them time to access their lockers and arrive on time to homeroom.

Classes begin at 7:55 am and finish at 3 pm. There is a 20 minute morning recess and a 45 minute lunch break.

The Co-Curricular Programme takes place outside of normal lesson times, and activities can continue until 5:30 pm, although most finish by 4 pm. That last school bus leaves shortly after 4 pm; students participating in activities that finish after this time must ensure that they have made alternative travel arrangements. Students may not remain on the school campus once the activity has finished and there is no supervising teacher.

Students are all expected to be off-campus by 4pm unless involved in a teacher-supervised activity. Parents are required to make arrangements to collect their children by 4pm, or when the activity finishes.

3.2 The School Year

The school year is based upon approximately 180 days of instructional time plus days for teacher professional development. The school observes traditional, and some public, Vietnamese holidays including National Day and Tet. Every quarter there will be a late start where students first class is at 10:30.

There are also a number of events on the school calendar each year such as International Week, Vietnam Week, school productions, Arts Festival, Book Week and the like. We encourage the participation of parents during these events. From

The most updated school calendar for 2019-20 can be found on the school website.

3.3 Attendance

Daily attendance is taken during Homeroom Registration and for all classes during the school day. Students are expected to attend all classes for which they are scheduled. If a student is absent from school, parents/guardians must send a letter or email to the homeroom teacher explaining the absence. If an absence is foreseen a note should be brought giving dates and reason for absence. Permission to leave school during the school day may be obtained through the Main Office. Students leaving the campus without permission during the school day, or skipping classes, will be considered truanting. Truancy will result in parents being informed and the possibility of disciplinary action.

3.4 Students Leaving Campus

Students in Grades 6-10 are not allowed to leave the campus during the day without a note from parents or permission from the Head of Secondary. Grade 11 & 12 students who are on good academic and disciplinary standing are permitted to go off-campus at lunch time. Students must sign out and back in again. Failure to do so may result in this privilege being withdrawn.

Unauthorised departure from the school campus will be treated as a serious disciplinary issue.

3.5 Lateness

Punctuality is very important at all times throughout the school day. Students arriving at school after 7:45 am must report to the Main Office. The attendance record will be updated to reflect this. Parents will be informed of repeated lateness and of any consequences. Difficulties arising from transportation should be communicated to the Principal or Head of Secondary.

3.6 Dress Code

The School has no prescribed uniform, except for during Physical and Health Education classes. However, school is a formal environment and students are therefore expected to dress appropriately with consideration given to climate and the culture of Vietnam. They should consider health and safety implications with regards to jewellery, hairstyles, and shoes.

For Physical and Health Education classes, students are required to wear the HIS sports kit which must be purchased from the school Shop, or an appropriate swimming costume for pool-based lessons. For general Physical and Health Education classes:

- HIS Sports Kit
- Sports Shoes
- For health & safety reasons, students are required to wear appropriate closed shoes when playing sports at any time.

For swimming

- Goggles are recommended
- Swim Caps are optional
- Normal T-shirts or shorts may NOT be worn as swimwear. Inappropriately dressed students will not be allowed to swim.
- Boys
 - Swim shorts
 - (Optional) Fitted Rash top or swim shirt fitted (NO HOODS/ZIPS)
- Girls
 - One piece swimwear
 - Swim shorts (optional)
 - (Optional) Fitted Rash top or Swim shirt (NO HOODS/ZIPS)

Where required for religious reasons, students may wear additional coverings on arms, legs and head.

No jewellery of any kind is to be worn during Physical and Health Education activities, at any time.

3.7 Sporting Equipment

Students are expected to come to school prepared for lessons. Teachers will communicate particular requirements to students, who will then be expected to have these materials for all lessons. Below is a general list of materials that all students should start the year with.

An English Dictionary is strongly encouraged, especially for second language English students. A paper-based translating dictionary is also useful and can be used DP exams.

From Grade 9 onwards, students need access to a Graphical Display Calculator (GDC). The required calculator at HIS is the **Casio fx-9860GII SD USB Power Graphic 2**.

Basic Materials List

- HB Pencils
- Blue or black ink pens
- Coloured Pencils or Markers
- Pencil Sharpener
- Highlighters
- Glue Stick
- Ruler
- Scissors
- Folders for each class or an accordion folder system
- Composition Notebook (can be purchased from the shop)
- Loose leaf A4 Paper
- Calculator (**Casio fx-9860GII SD USB Power Graphic 2 for grades 9-12**)
- Post-it Notes
- Pencil Case or Box

3.8 Bring Your Own Device (BYOD) Programme

Students in grades 9-12 are required to bring their own laptop to school. It is optional for students in grades 6-8.

Minimum Specifications for New Devices (2019-20 School Year)

These specifications are for newly purchased laptops and should allow for a student to use this laptop for at least 4 years. For students whose current devices are below these specifications, we recommend that their machine be upgraded within the next school year.

Hardware	Specifications
Device Type	Laptop computer (not a tablet)
Platform	Mac / Windows PC
Operating System	Mac OS 10.13 or higher / Windows 10 or higher
Minimum screen size	11 - 13 inches (larger than 13 can become quite heavy)
Processor	Intel i5 or better

RAM	4 GB (8 GB is recommended, especially if a Windows laptop)
Hard Drive	120 GB or larger (SSD is recommended)
Wireless card	802.11ac or higher (is three times faster than 802.11n)
Battery Life	7+ hours
Antivirus	Must have a purchased antivirus system installed and regularly updated. Devices which do not meet this expectation will not be allowed to access the sch8ol network. An internet search for “Best antivirus utilities 2019” will produce a number of recommendations for an appropriate system.

All students, whether using their own device or a school device, must agree to the school’s [Responsible Technology User Agreement \(MYP, DP\)](#). Also, when using a personal device at school, the following naming conventions are required. These help ensure that students are using their devices appropriately and not disrupting the school’s bandwidth and negatively affecting others ability to use the internet.

- Laptop: L-school e-mail - year graduating. For example for John Doe who has e-mail of jdoe@hisvietnam.com, the naming convention would be: L-jdoe-20
- Mobile Device (phone or tablet): M-school e-mail - year graduating. For example for John Doe who has e-mail of jdoe@hisvietnam.com, the naming convention would be: M-jdoe-20

3.9 Student Code of Conduct

The student code of conduct was built upon the rights and responsibilities that underpin our community values. For clarity, the code of conduct includes possible examples of when responsibilities are not fulfilled. These examples are included to illustrate the types of mistakes we might see in connection with the corresponding rights and responsibilities.

The code of conduct also includes an outline of possible teacher/coordinator/principal responses. The range of hierarchical responses indicate the different kinds of responses we might enact, depending on the severity and pervasiveness of the mistake. This list is meant for illustration purposes only.

Rights	Responsibilities
<i>I have the right to be treated with dignity and respect</i>	<i>I have the responsibility to be a caring and compassionate, globally conscious citizen</i>
Possible Responses	
If I make a mistake here,	
<p>The subject teacher may:</p> <ul style="list-style-type: none"> ● Speak to me individually ● Share this information with my homeroom teacher ● Help me to know how to put right my mistake 	

If I repeat the same mistake again,

My homeroom teacher may:

- Contact my parents
- Contact the student success team
- Contact the Principal
- Ensure that I correct any damage that I made

If I make the same mistake again,

The Principal may:

- Organise a formal meeting
- Impose a period of isolated reflection
- Suspend privileges
- Place me on a behaviour card

Rights	Responsibilities
<i>I have the right to learn in a positive learning environment</i>	<i>I have the responsibility to participate in and contribute to a positive learning environment</i>

Possible Responses

If I make a mistake here,

The subject teacher may:

- Verify my understanding by conducting a viva voce
- Ask me to re-do the work
- Refuse to assess the work until all sources are attributed accurately
- Inform my homeroom teacher and curriculum coordinator

If I repeat the same mistake again,

My curriculum coordinator may:

- Inform all of my teachers that my work should be closely monitored
- Request a meeting with my parents
- Report acts of plagiarism to the IB, as required

If I make the same mistake again,

The Principal may:

- Withdraw me from the programme
- Suspend privileges
- Monitor my academic integrity through a behaviour report card

Rights	Responsibilities
<i>I have the right to a safe environment (both physical and psychological)</i>	<i>I have the responsibility to contribute towards a safe environment (both physical and psychological)</i>
Possible Responses	
If I make a mistake here,	
<p>The subject teacher may:</p> <ul style="list-style-type: none"> ● Speak to me privately ● Share this information with my homeroom teacher ● Help me to know how to put right my mistake ● Share this information with my parents 	
If I repeat the same mistake again,	
<p>The homeroom teacher may:</p> <ul style="list-style-type: none"> ● Contact my parents ● Contact the student success team ● Contact the Principal ● Ensure that I correct any damage that I made 	
If I make the same mistake again,	
<p>The Principal may:</p> <ul style="list-style-type: none"> ● Suspend or expel a student ● Suspend privileges where we can not guarantee the safety of the student or others. 	

Rights	Responsibilities
<i>I have the right to make progress in a broad and balanced, international curriculum</i>	<i>I have the responsibility to be punctual and 'Ready to Learn'</i>
Possible Responses	
If I make a mistake here,	
<p>The subject teacher may:</p> <ul style="list-style-type: none"> ● Speak to me privately ● Share this information with my homeroom teacher ● Help me to know how to put right my mistake ● Contact my parents ● Ask me to make up any lost learning time before or after school (24 hours notice) 	
If I repeat the same mistake again,	
<p>My curriculum coordinator may:</p> <ul style="list-style-type: none"> ● Request that my readiness to learn be monitored through an ATL card ● Request a meeting with my parents ● Refer to the Student Success Services to begin an investigation 	

If I make the same mistake again,

The Principal may:

- Request a formal meeting with my parents
- Monitor my readiness to learn through a behaviour report card
- Suspend privileges

HIS Safe & Supportive Environment Procedures

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.

- | | |
|--|---|
| <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 |
|--|---|

Consequences Level 1: Logical and planned interventions, least to most intrusive

- 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.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Non-compliance ● Defiance ● Swearing or other verbal abuse ● Sexual or racial harassment ● Teasing or bullying ● Physical abuse or fighting | <ul style="list-style-type: none"> ● 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:

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Restriction of privileges or activities ● Suspension of privileges ● Buddy classroom ● Individual contract or behavior plan ● Mediation sessions | <ul style="list-style-type: none"> ● 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.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Solution space ● Family conference ● Internal or external suspension ● Expulsion | <ul style="list-style-type: none"> ● 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.

HIS Secondary Behaviour Policy

Please follow this link for full details of the [HIS Secondary Behaviour Policy](#).

Suspension

Behaviour that is construed as ‘serious’ or consistently deviates from accepted standards as judged by the administration will lead to suspensions from one to five school days by the Principal. A suspended student cannot return to School until a conference is held between the administration and the student, parent(s) or guardian. Academic work missed during suspensions must be made up. However, any deadlines or assessments that have been missed cannot be made up.

Expulsion

Very serious and/or chronic offences may lead to expulsion. This action shall only be taken after due consideration and consultation between the Principal/Deputy principal, the student, and the parent(s) or guardian. Members of the School Board shall be involved before a final decision is reached.

3.10 Academic Honesty

The full HIS Academic Honesty Policy is available in the HIS Policy Manual.

By enrolling at HIS, students and their families agree to adhere to high standards of academic honesty and understand that there are serious consequences for failure to meet these standards.

Some examples of **academic honesty** are:

- Respecting the intellectual property of others, whatever the source or type of property (e.g. ideas, words, graphs, images, etc.)
- Being principled during examinations and other assessments and only presenting your own work.
- Taking your own written notes, then using them to develop and write with your own voice.
- When using the ideas of another, paraphrasing as a way of demonstrating your own understanding of these ideas.
- Submitting clear bibliographies with assignments, which contain a complete and accurate record of the sources consulted.
- Collaborating with others, which the IB defines as “*working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in ‘allowing one’s work to be copied or submitted for assessment by another’*” (Academic Honesty in IB Educational Context 14)
- Planning time so that you do not have to rush to complete the task at the last minute. Doing so may result in taking shortcuts that result in academically dishonest behaviour.
- Citing or paraphrasing according to an accepted referencing system.

Some examples of **academic dishonesty** are:

Plagiarism - “the representation of the ideas and work of another person as the candidate’s own” (IBO, 2014)

Plagiarism equally applies to work other than text. It is important that students understand how to appropriately use another author’s work in their assignments to avoid both intentional and unintentional instances of plagiarism.

Examples:

- Any representation of others’ work as your own
- Non-original work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website.
- Misuse of quotation marks, paraphrasing, and in text citations makes authorship unclear.
- Failure to identify source of elements of nonverbal work (ie. painting, dance, photo, proof, musical composition, etc) that you’ve derived your work from.
- Using online language translators unless explicitly allowed.

Collusion - “*Supporting malpractice by another candidate*” (IBO, 2014)

Collusion is not collaboration. It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.

Examples:

- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied and/or submitted by another student.
- Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
- Sharing information about assessment content and questions with other students.

HIS expects students to:

- Understand what academic honesty is and to have full comprehension of the academic honesty policy at HIS.
- Demonstrate academic honesty when presenting all school work
- Choose not to cheat when completing school work or examinations.
- Seek inspiration from a variety of sources and acknowledge them using the approved guide (MLA).
- Say no to those who may want to copy their school work.
- Encourage academic honesty in others.
- Understand the benefits of excellent research practices and respect for the creativity of others.
- Draft their work with the help of peers, parents and teachers as a way to authenticate work from various stages of completion.

HIS expects teachers to:

- Explicitly teach academic honesty techniques within their subject area and model academic honesty.
- Provide students with clear outlines for learning tasks and assessments.
- Ensure that processes for producing and submitting assessment tasks allow for students to receive feedback and guidance for ensuring academically honest behaviour.
- Follow the specific IB guidelines with regard to academic honesty within their subject areas.
- Reinforce in students an understanding of the HIS academic honesty policy.
- Promote excellent research practices and respect for the creative output of others.
- Design learning tasks that require higher level thinking skills and original thought, going beyond cut-and-paste answers.
- Follow up on consequences for actions of students to promote academic honesty.
- Involve parents in discussions about academic honesty, or the lack of it, in order to support students in their learning.
- Enable students to use anti-plagiarism tools such as turnitin.com as educational tools for academic honesty.

It is the School's responsibility to:

- Ensure that all students, parents and teachers have been made aware of the content of this Academic Honesty Policy
- Ensure that teaching explicitly teaches and models the skills required to be academically honest
- Ensure that teaching and learning activities are structured in such a way that students have every opportunity to be academically honest.

Policy and Procedures for Violations

Becoming academically honest is a learning journey that, like all others, can involve students making mistakes along the way. It is therefore important that the processes in place are primarily formative rather than punitive.

While the issue is an internal one, the school has flexibility to choose how harshly to deal with the matter.

However, when it comes to external examination systems, stricter procedures apply.

Because it can be difficult to prove intent, any suspicion of academic dishonesty, and subsequent handling of the matter, will be based on the concrete evidence available.

Internally Assessed Work

When a student is suspected of having been academically dishonest, the procedure will be as follows:

First offence during an academic year-

- A meeting will be held with the student and the Programme Coordinator.
- The parents will be informed in writing by the Coordinator.
- The student will be placed on report for a minimum of one week.
- The work will be awarded the lowest level according to the assessment criteria for the task, and the student will be given formative feedback.

Second offence during an academic year-

- A meeting will be held with the student, parents, Programme Coordinator, and the Head of Secondary.
- The student will be warned that a further offence will result in suspension and being placed on a behaviour contract.
- The Principal will be informed.
- The work will be awarded the lowest level according to the assessment criteria for the task.

Third offence during an academic year-

- A meeting will be held with the student, parents, and Head of Secondary.
- The student will be suspended from school for a period of time determined by the Principal.
- A note will be added to the student's permanent record.
- A Behaviour Contract will be issued and the student will be warned that failure to meet the targets set may result in a recommendation to the Principal that the student be expelled.

Externally Assessed Work (IB MYP and DP)

A complete first draft will be required followed by a final version. Both the first draft and the final version will be submitted via ManageBac. Turnitin.com will be used to provide feedback to the student on their level of academic honesty in the first draft, and to help them identify areas for improvement.

- Students will be required to sign a declaration on each final version declaring that they have been academically honest in the composition of the submitted task.
- Teachers will use Turnitin.com to review the final version before signing the declaration accepting that the student has been academically honest in this case.
- No work will be submitted to an external organisation without the signatures of both student and teacher.

Where there is sufficient evidence to suspect academic malpractice, the matter will be brought to the attention of the Programme Coordinator who will conduct an investigation. The Programme Coordinator will keep the Head of Secondary informed of any investigations and their outcome. If academic malpractice is confirmed the following will occur:

- The Principal will be informed

- A meeting will be held between the student, parents, Programme Coordinator and Head of Secondary.
- The family will be informed of what has taken place, and that **the school will not register the student for this subject** in the relevant examination session, and of the associated consequences.
- Should the student wish to take the examinations for this course, they will have to do so as a retake student according to IB guidelines.
- A note will be added to the student's permanent record.
- *Note that failure to be entered for an IB subject will result in no credit being given for the class and thus the student may not meet the requirements for the HIS High School Diploma.*

Where academic misconduct is suspected during **external examinations** (IB Diploma):

- The student will be allowed to complete the examination according to IB examinations practices
- IB regulations regarding reporting of academic misconduct will be followed.
- The Principal will be informed, and a note will be added to the student's permanent record.

In all cases, students suspected of academic malpractice will be treated with respect, and care will be taken not to make unfounded accusations.

3.11 Drugs and Alcohol

The possession or use of tobacco, chemical substances or alcohol by a student, whilst on school campus or at school events, is strictly forbidden.

3.12 Chewing Gum

Chewing gum is NOT permitted on the school campus at any time.

3.13 Ordering Food from Outside

Students in Grade 6-10 are **not permitted** to order delivery food or drinks to campus at any time. Grade 11 and 12 may do so and also leave campus at lunchtime to buy food on a privilege basis.

3.14 Student Organised Events

School dances and other student-organized activities must have prior approval of the Head of Secondary. There will be staff supervision, consistent with the number of students attending the event. The HIS Code of Conduct will be applied to such events. Guests will be allowed only after consultation. Parents should ensure appropriate travel arrangements are made for students at the end of the event at the required time.

3.15 Security, Lockers and Lost Property

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.

All students are allocated a locker fitted with a key. **Students are expected to use their lockers for storing all items. Student are expected to leave all bags in their lockers and take only books and materials needed for the next few lessons.** There is time before school, during break and lunch to visit the locker.

Students will be required to pay a 50,000 VND deposit for their locker key at the beginning of the year. This

will be refunded to them at the end of the year if they return their locker key.

Items which are found on the school campus are placed in the Lost and Found box, and students are encouraged to look there in the first instance. Valuable items (such as electronic devices) are handed in to the Main Office staff or the Head of Secondary. At the end of each semester Lost and Found items are displayed for claiming, and then what is leftover will go to charity.

Students are responsible for their own property. Where possible, articles brought to school should be labelled. The school will accept no responsibility for loss or damage to students' personal property.

Particular procedures and safety precautions are recommended in certain subject areas e.g. science laboratories. Students should ensure that they are familiar with these and exercise appropriate caution.

3.16 Motorbike Safety

In the first instance the School administration shall follow the Laws of Vietnam in regard to motorbike usage:

- The rider must be able to be licensed in their home country and be 18 years old
- A helmet must be worn

The School shall not condone any infringement of the laws of Vietnam therefore, as a corollary; the School shall carry neither financial nor legal responsibility for students who are using motorbikes illegally to attend school. Likewise the School shall not be liable, in any way whatsoever, for the safety of students who are transported by illegal drivers.

This statement of policy will be clearly communicated to students and parents, at appropriate times, and in appropriate languages, in school letters, newsletters, the school website and other publications.

The School draws attention of all concerned parties to the fact that health, medical, disability and death insurance policies may be void due to illegal and/or under-age driving. As an example, international health insurers (e.g. AETNA) state, that any illegal act of this kind would constitute reckless endangerment which could be grounds for a void claim.

Section 4: Parent-School Communication



4.1 Parent-School Communication

Parents are kept informed by regular letters, and emails from the Principal, Head of Secondary and Assistant Head of Secondary. The school website – www.hisvietnam.com is updated regularly with “news” and “calendar” events to keep parents informed. The school also send reminders via sms messaging.

Teachers utilize ManageBac to share assessments, projects, and homework. On ManageBac teachers also give marks and feedback to assessments. **All parents should regularly use Managebac to follow student progress.** Sessions on how to login and use Managebac are held during the Parent Open House in August and at 3 Way Conferences throughout the year. Information concerning a student’s progress is relayed to parents through the Homeroom teacher, progress reports and 3-Way Conferences.

4.2 Matters of General Concern

Communication between parents/guardians and the school is essential. Please telephone or email the school with any concerns or suggestions. In the first instance, parents/guardians should communicate with the homeroom or subject teacher, or with the appropriate coordinator to discuss any aspect of a student’s education. For matters of general school concern, please see the Principal or Head of Secondary. Staff in the Main Office will help schedule an appointment.

The operations of the school and the Parent Teacher Association are subject to written policies. Such policies are available for consultation in the Main Office.

4.3 Complaints Procedure for Parents

The following procedure is designed to allow all parents/guardians of children in the school to make complaints or to express concerns to the school in a manner which ensures fairness and integrity to all concerned.

Any complaint should be made on an individual basis. If you have a complaint or a matter of concern, please try to sort the matter out by communicating with the teacher concerned. If this does not resolve the issue, the matter should then be brought to the attention of the Head of Secondary who will record the complaint and advise when an initial response should be expected.

The Head of Secondary will then investigate the matter and come to a decision about the action required.

All parties will be informed of this action and a written report will be sent to and kept by the Principal for information. In the event that the parent concerned is not satisfied with the course of action proposed by the Head of Secondary, they can then take their complaint, in writing, to the Principal. The Principal

will follow the procedures set out above and come to a decision. Again, all parties will be informed of this decision and a written record of the matter will be filed. The Principal's decision is final.

4.4 Parent Teacher Association (PTA)

We are committed to the involvement of parents in all aspects of HIS and parents are encouraged to take an active part in their child's education and in the life of the school. HIS has an active PTA that is involved in fundraising and discussing school issues. The PTA 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 events such as International Week, social evenings, and school discos. Parents, students and teachers are all involved in the preparations for these school-wide activities. The PTA usually meets once a month, in addition there are often informally arranged Coffee Mornings. Some of our community groups such as the Korean Parents have their own informal forums.

Please email pta@hisvietnam.com should you wish to be involved in the PTA. All parents and teachers are welcome to be part of the PTA.

4.5 Entering and Exiting Campus

Requests for students to leave school during the school day should be e-mailed to the Homeroom Teacher and also copied to the Main Office at mainoffice@hisvietnam.com, **before 7:55 am**. Students must sign out in the Main Office and show the signed slip to the security guards.

Parents and visitors to the school are welcome. Parent and Carer ID Badges will need to be collected from the Main Office in order to access the campus. All visitors, must report to gate security for a Visitors ID and then the Main Office on arrival. Students wishing to have visiting friends attend school must apply with a letter from their parents/guardians, at least one week in advance, for permission from the Head of Secondary. Alumni who would like to visit must follow the same procedures as visitors.

4.6 Reports

Reports are issued in December and June for all Grade 6-11 students. Quarterly Reports are issued in October and April of Grade 11 and 12.

Semester Reports are formal, containing grades, written comments from subject teachers, and a homeroom teacher comment. These are official records of student performance, and these grades are included in student transcripts. For students in Grades 9-12, these grades contribute to the award of the HIS Diploma, and are influential for university applications. DP Semester reports are final whereas MYP Reports are progress reports until the end of the year.

Parents have one week after reports have been issued for any concerns to be raised. After this time no changes or additions to reports can be made.

The school sends home regular Reports, and schedules Parent-Student-Teacher Meetings throughout the year. Details of these will be available on the calendar on the website, and will be communicated to parents via email/newsletter during the year. However, we strongly encourage parents to communicate with their child's homeroom or subject teachers at any time regarding any issue they might have. Often the best way to initiate this communication is via email, though it is also possible to arrange a meeting with teachers via the Main Office.

Students who have not returned school materials such as MRISA uniforms will not be issued reports until they have done so.

4.7 3 Way Conferences

As an integral component of the reporting process, there will be two formal 3-Way Conferences (parent-student-teacher) scheduled for each year group, one in each semester. Parents will be informed of these dates at the start of the school year and are asked to ensure that at least one parent is able to attend these meetings.

4.8 Assessment Grades

Achievement results in the MYP (Grade 6-10) and DP(Grade 11-12) will be reported using the IB's 1-7 scale, with 7 the maximum. A 3 is considered a passing grade. Achievement results on individual MYP assessment tasks will be communicated using the MYP Criteria.

Reports will also include reference to students Approaches to Learning Skills and Service as Action and how well these are developing. Parents should pay particular attention to this area of the report as it provides very useful feedback on how well your child is developing into being a lifelong learner.

Ongoing assessment information and grades are available to all parents through Managebac. Teachers will assess and add feedback within one week of assessment deadlines.

4.9 Academic Monitoring

All students are tracked and monitored academically by the MYP (Grade 6-10) and DP (Grade 11-12) Coordinators. When concerns exist, the MYP and DP Coordinators will contact parents and students immediately by email and arrange meetings as necessary.

In the Diploma Programme, regular meetings are held between the Coordinator and students to monitor and discuss academic progress. Parents are contacted with any concerns that may exist.



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