



"Connecting Learning To Life"

SSIS

Middle School & High School

Parent/Student Handbook 2009-2010

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PHILOSOPHY AND VALUES

From the Middle/High School Principal

Dear SSIS High School and Middle School Students,

It is a great pleasure for me to join SSIS as your new MS/HS Principal. I look forward to getting to know each and every one of you and to supporting your personal and academic growth throughout the 2009-2010 school year.

SSIS is quickly gaining a highly regarded reputation in the international school community, primarily due to the quality of its students and faculty. I believe that personal relationships are the cornerstone of any strong educational institution and therefore we must focus together on relationships within our school in order to ensure and enhance the quality of the education that SSIS offers. It is my goal to work closely with you, your teachers, and your parents in order to meet your needs this year. The keys to success in achieving this goal are a high level of communication, clear expectations, and mutual respect. I pledge to do my best in each of these areas and ask that you do the same.

In addition to providing you with a handbook to plan for your daily and weekly responsibilities, this important reference contains our school's academic, attendance, discipline, and other policies in an effort to promote communication and clear expectations within our school community. Please familiarize yourself with these policies so that you have a general understanding of them and know where to go to find more detailed explanations whenever you have a question. If you are still in doubt or have any question about any school policy at any time, please do not hesitate to ask me or Ms. Isley, as again, a high level of communication and clear expectations are critical to the success of our collaborative efforts this year.

The SSIS Core Values identify those attributes that we feel are essential to individual and community success in today's world. If we pursue Academic Excellence, develop a Sense of Self, engage in Dedicated Service, maintain a Balance in Life, and show Respect for All, then we will have the capacity to make a difference for our families, our communities, and ourselves. When I say "we", I mean that we are all learning at SSIS, including teachers, administrators, and parents as well as students. The faculty and administration of SSIS understand that in order to promote your education in an ever-changing world, we must continue to learn with you over the course of this year. With our new 1-1 Laptop initiative, for example, (which will be piloted in some grades this year), learning will definitely be a two-way street between teachers and students, and we are counting on you to support us as teachers and administrators to live by the Core Values.

Have a great 2009-2010 school year! Please drop by to see me at any time about any issue, or just to say hi, as my door is always open and I am here to serve you.

Sincerely,

Mr. Paul A. Johnson
MS/HS Principal

Mission Statement

"SSIS IS A COLLEGE PREPARATORY SCHOOL COMMITTED TO THE INTELLECTUAL AND PERSONAL DEVELOPMENT OF EACH STUDENT IN PREPARATION FOR A PURPOSEFUL LIFE AS A GLOBAL CITIZEN."

Core Values - SSIS Believes in and Promotes:

Academic Excellence

A challenging Academic Program based on American standards, that teaches the student how to think, to learn to problem solve and to work individually and in teams while acquiring a foundational knowledge base of the world.

Sense of Self

A community atmosphere in which each student can gain a sense of 'who he is' in the world; to develop self-confidence, strong character, conviction, leadership abilities, grace, courage, the desire to be a lifelong learner and the commitment to achieve excellence in all he does.

Dedicated Service

A view that looks beyond oneself to the assets and needs of the surrounding community and the world and finds fulfilment in unlocking potential in the service of humankind. The model SSIS graduate will demonstrate a caring attitude, be environmentally aware and persevere for the good of the community.

Balance in Life

An academic program that promotes an appreciation for all of life and seeks to balance the sciences with the humanities; academics with the arts; mental wholeness with physical, social and spiritual wholeness; and future career with family relationships.

Respect for All

A perspective that each individual is a person of worth.



SSIS Philosophy of Education

We believe each child is unique. We recognize that children have distinctive learning styles and individual rates of development. We endeavour to provide a safe and nurturing environment that meets the social, emotional, intellectual, and physical needs of each child.

We believe learning builds on prior knowledge and is enhanced by the process of inquiry, exploration, discovery, and thoughtful reflection. We acknowledge the role of teachers as facilitators of learning who encourage each child's search for knowledge and understanding. We strive to provide opportunities for children to construct meaning through developmentally appropriate, stimulating, and challenging experiences. We value assessment as a reflection of student progress and as a guide to the formulation and implementation of curriculum. We recognize that a child's learning continues beyond the classroom and that a partnership between the school and home is essential for each student's success.

As a community of learners, we believe teachers, students, and parents share responsibility for the educational process. This includes assisting students with the development of critical thinking, creative problem-solving, and decision-making skills and helping them to balance their lives and grow socially, emotionally, and physically as well as academically.

We aspire to foster in each child a love of learning and the desire to realize individual potential. We seek to instill in our students a sense of responsibility, an appreciation for cultural diversity, and a respect for universally held ethical precepts. We know that the best way to accomplish this is through a strong, supportive partnership with the parents of our students.

We believe our commitment to academic excellence, personal development, and cultural awareness will ensure that well-educated, caring, resourceful young people can successfully meet the challenges of their world.

Expected School-Wide Learning Results (ESLRs)

1. Saigon South International School graduates will:
 - achieve academic excellence
 - demonstrate mastery of subject area content
 - demonstrate an ability to think and problem solve effectively
 - work individually and collaboratively
 - demonstrate effective communication skills in spoken and written English
 - use technology responsibly and effectively
2. Have a sense of self:
 - express their convictions and viewpoints effectively
 - display the attributes of a lifelong learner
 - exhibit positive character and moral convictions
3. Understand service:
 - demonstrate social and environmental responsibility
4. Seek a balance in life:
 - involve themselves in a variety of co-curricular activities
 - lead a healthy lifestyle
5. Respect all:
 - display a capacity for working with others who are different
 - exhibit the social skills needed to deal with a variety of situations
 - express an appreciation of the different cultures of the world

Information for Parents of Middle School Students

Developmental Characteristics of Young Adolescents

“No other age level is of more importance to the future of individuals, and, literally, to that of society, than adolescents; because these are the years when youngsters crystallise their beliefs about themselves and firm up their self concepts, their philosophies of life and their values--the things that are the ultimate determinants of their behaviours”

“Understanding and Appreciating the Wonder Years”, John H. Lounsbury

From age 10 – 15, young adolescents display tremendous variability in both physical and emotional characteristics. It is not uncommon for students of the same age and gender to vary widely in their physical stature and in their emotional reaction to similar situations. No two adolescents enter puberty at the same time and as a result, intellectual, physical, social, emotional and moral rates of development often vary widely. These developmental processes, though natural and necessary, present challenges for not only our youth, but for their parents, teachers and others entrusted to ensure the healthy development of the whole child. Supporting young adolescents to reach their academic potential requires an understanding of the interrelationship of these developmental issues.

The information below is provided to assist parents in identifying common developmental characteristics of young adolescents.

Intellectual Development

1. Transition period from concrete to abstract thinking
2. Intense curiosity and wide range of interests
3. Generally prefer active learning
4. Generally prefer learning through interacting with peers
5. Learning is enhanced from participating in “real life” situations
6. Preoccupied with self
7. Are developing a capacity to understand higher levels of humour

Moral Development

1. Often idealistic
2. Transition from focussing on “what is right for me” to “what is right for others”
3. Often show compassion for the downtrodden
4. Transition from acceptance of adult moral judgement to developing their own personal values
5. Are increasingly concerned with inconsistencies between values exhibited by adults and the conditions they see in society

Physical Development

1. Experience rapid, irregular physical growth
2. Undergo bodily changes that may cause awkward, uncoordinated movements
3. Varying maturity rates (girls tend to mature 6 months to 2 years earlier than boys)
4. Restless and fatigued
5. Developing sexual awareness
6. Are concerned with bodily changes
7. Are physically vulnerable to adopting poor health habits

Emotional/Psychological Development

1. Mood swings
2. Need to release energy
3. Seek increasing independence
4. Increasingly concerned about peer acceptance
5. Often self-conscious and highly sensitive to criticism
6. Feel alone in their personal problems and feelings
7. Are psychologically vulnerable as they encounter many differences between themselves and others

Social Development

1. Strong need to be part of a group
2. Search for self
3. May model behaviour after esteemed students or non-parent adults
4. Social skills lag behind their mental/physical maturity

5. Experiment with new slang and behaviours
5. Often overreact to embarrassment
6. Are socially vulnerable as they develop their beliefs and attitudes and are strongly influenced by peers and media

Forte, Imogene & Schnurr, Sandra. 2002. The Definitive Middle School Guide: Revised Edition. Tennessee. Incentive Publications.

Tips for Parents on Surviving and Thriving Your Child's Early Adolescence

"The first tip is to think ahead...One of our best tools as parents is being prepared. As your son or daughter gets to the middle school years, get ready for at least occasional conflicts. Think through what is truly important to you. As give-and-take situations start, know ahead of time what areas you are willing to negotiate and what areas are absolutes.

Break down big chores into small parts. Sometimes young people feel overwhelmed by tasks, especially those they've let go for a long time. A disastrous bedroom, twenty overdue math assignments, a long-term project that's "suddenly" due in a few days (or hours!); all of these cause the preadolescent to choose to give up rather than get started.

Help your child by setting up smaller goals: clean off your bed; get five assignments done tonight; assemble the materials for the project. Preadolescents have trouble structuring tasks so that they are more approachable. In an even and off-hand way, we can help them in this.

Encourage your middle-schooler to keep a daily list (weekly is too much) with a few things on it to be done that day. It may be necessary to assign a specific time to each task. When the task is completed, draw a line through it to show accomplishment.

Be willing to listen, but don't poke or pry. Kids this age value independence and often seem secretive. Keeping to themselves is part of the separateness they are trying to create. Let them know you'd love to help them, but don't push them into a defensive position.

If your child is in the midst of a long-time friendship that is falling apart, the best thing you can do is stand by and be a good listener. It is devastating for us to see our children hurting, but taking sides or intervening is not appropriate, nor will it help. Preadolescents do survive these hurts, especially if they know we are there to listen to their pain.

Friends are people who accept us as we are. They listen, they don't needlessly criticise, they back us up when we're right and pick us up when we're down. Be a friend to your middle-schooler; some days kids feel you're the only one they have.

All friendships have ups and downs. Children need to learn that being "best friends" isn't always smooth sailing. People have differences of opinion and even get angry, but they still care for each other. This is what's going on when we get involved in those "I-hate-her-she-is-so-stuck-up-and-how-could-she-do-this-to-me" conversations. As parents, we must help our kids see that one problem doesn't ruin a relationship, but stubbornness might.

When reprimanding, deal only with the precise problem, don't bring in other issues. "The trash is still here, and I want it out, now," is better than, "You are so lazy! I told you to take that trash out two hours ago and it's still here! You'd live in a pigsty, wouldn't you? Well, you aren't the only one in this house, you know..."

If the issue is minor, keep things light. The shoes on the floor, the wet towel on the bed, the carton left open; these are maddening, perhaps, but not earth shattering. Call attention to them in a humorous way, so your middle-schooler knows you want action but you aren't being punitive.

Don't use power unless it's urgent. Parents have the ultimate power, and kids know it. We don't have to "prove" it to them at every turn. Save your strength for those really important issues you've decided are non-negotiable. Eventually kids are going to possess power of their own, and we want them to be able to use it wisely.

Judith Baenen, NMSA, H.E.L.P. How to Enjoy Living with a Preadolescent and MORE H.E.L.P.

MIDDLE SCHOOL AND HIGH SCHOOL GENERAL INFORMATION

The SSIS MS/HS program is designed to:

- Meet entry requirements to a broad range of university and tertiary educational institutions around the world. Successful SSIS students will be well prepared for the demands of post-secondary education.
- Support all students in attaining their educational goals. A wide range of course offerings and emphasis on differentiated teaching strategies ensure that all students are supported in achieving their potential.

Student responsibility for learning and for their achievement increases as students progress through grades 6 – 12. Good time management skills and personal reflection on assignment feedback are important factors leading to academic success. Many assignments will require that students develop timelines and completion strategies that will provide balance to their daily workload. The independent learning strategies emphasized in the SSIS elementary program prepare students for the increasing demands of grade 6 - 12.

Students study seven course groups. In addition, all students are required to participate in the school Community Action Program. In grades 9 - 12 students participate in school-based end of year examinations as well as the optional Advanced Placement Examinations

Admissions

Saigon South International School welcomes expatriate students of all nationalities to apply for enrolment. SSIS also admits qualified Vietnamese students who meet the specific criteria of the Ministry of Education of Vietnam. SSIS accepts students who can be successful in the regular academic program.

SSIS offers limited learning support, and therefore is unable to accommodate students with serious physical or learning disabilities or special emotional needs requiring attention beyond what is available from the regular classroom teacher.

Admission is contingent upon receipt of all required documents and application fees. Placement tests may guide admissions and placement decisions.

Students may be formally admitted to SSIS with the completion of the following documentation:

Required Documentation for Admission of Students into Grades 6-12

- ✓ Completed student application form
- ✓ Completed medical authorization form
- ✓ Completed health form (including immunization records)
- ✓ School Records Release Form (where applicable)
- ✓ Copies of school reports from the previous two years (in English)
- ✓ Copies of any available standardized test results (for example, the IOWA test)
- ✓ Copy of Individual Education Program (IEP), if applicable
- ✓ Copies of any Psycho-Educational Evaluations, if applicable
- ✓ Official transcript for students in grades 9 – 12 showing all courses completed since the start of grade 9
- ✓ Copy of student's passport and visa
- ✓ Copy of both parents' passports and visas
- ✓ 2 passport-sized photographs of the student
- ✓ A confidential recommendation from one of the student's current teachers/counselors (addressed to the SSIS Director of Admissions)

ESL Admissions Policy

The language of instruction at SSIS is English. Admission of ESL students is made on a limited basis and with the intention of maintaining a diversity of cultures within the student body.

The table below outlines the English language requirements and expectations for admission to SSIS. All ESL students will be tested for proficiency in reading, writing and spoken English at the time of application. Where appropriate, ESL students will be placed in an ESL program to support their transition to the mainstream English language curriculum.

Grade 6 – 12 students must have previous English language skills to be considered for admission			
K - 5	Grade 6 - 8	Grade 9	Grade 10
A limited number of non-English-speaking students are admitted	Intermediate fluency required in English language reading, writing and speaking skills	All students admitted to SSIS must achieve the grade 9 minimum English language requirement before entry into grade 9. In some cases, this may require an additional year or more of study before entry to grade 9.	Advanced level of fluency required in English language reading, writing and speaking skills

Grade Placement at Time of Admission

Students in grades 6 – 11 are normally admitted into the grade after that most recently completed if the system of education is similar to SSIS. Where the systems are different, the student's age and previous school's curriculum will be factors in determining the grade placement. Students who arrive at SSIS during the second semester after having completed a full year in a previous school will be placed in the same grade level they have just completed. Similarly, students who enter at the beginning of the SSIS school year and have left their previous school mid-way through an academic year will continue in the same grade.

Withdrawal and Provision of Transcripts

Families are requested to notify the school Admissions Office immediately upon confirming that they will be withdrawing from SSIS. A minimum of two weeks notice is requested to ensure that all documentation can be arranged to assist students in their transfer to another school.

All student requests for documentation, including letters of reference from SSIS, should be made to the MS or HS School Counsellor, who will work with teachers to complete the requested documents.

Students must complete a School Leaving Form (available from the School Counsellor) that verifies that all materials on loan from the school have been returned. This process must be completed at least one day before the final day of attendance at SSIS.

Transcripts are maintained for all students in grades 9 – 12 and will be issued once all leaving procedures have been completed and the school finance officer has indicated no outstanding fees remain. The school will print and stamp a maximum of 10 transcripts per student.

SSIS High School Diploma

Students graduate with an SSIS High School Diploma after successful completion of the minimum number of courses listed below. SSIS is accredited by the Western Association of Schools and Colleges (WASC) in the United States of America.

Each Middle School/High School course meets for 240 minutes per week throughout the school year, which runs from August to June. All courses are assessed on an A - F scale (A being the highest). Course credit is awarded for successful completion of courses with a Grade of D- or higher. New students joining the high school will, in discussion with the College Counsellor, have their previous transcripts/school reports verified and credit awarded.

As a guiding principle, students are encouraged to take the most demanding courses in which they can be academically successful. Given the diverse nature of the student body and the transience of the international community it serves, it is the policy of SSIS not to rank its students.

Credits

One credit is earned for the successful completion of a one-year course that meets 3 blocks per week. Students are expected to remain in year-long courses for both semesters. One-half credit is earned for the successful completion of a semester course that meets 3 times per week for the semester.

Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels.

Auditing: With administrative approval a student may audit a course to gain the knowledge necessary for a sequential course. Although no credit is granted, students are required to do all class work. An audit must be granted by administrative approval within the first two weeks of the semester. "Audit" will be entered on the permanent record.

Certificate of Attendance

A certificate of attendance may be granted to students who have completed four years of high school but who do not meet the specific requirements for an SSIS diploma.

Repeating a Grade or Course

Students in grades 9-12 who fail required courses must repeat those courses (or the equivalent) during the regular school year. Their grade placement, however, will be determined by the total number of credits they have earned. In certain circumstances a student may be allowed to repeat a course for a better grade and a better understanding of the content material. This can only be done with the approval of the school principal and only after a student and his/her parents have consulted with the school counsellor.

Independent Study Policy

The requirements for independent study or correspondence courses are:

1. No course will be accepted for credit that is already offered by SSIS.
2. No credit will be accepted from an unlicensed school.
3. A proposal must be made which includes time requirements, curriculum outline, supervisor, and testing format of the course in question.
4. Final approval will be made by the High School Principal upon recommendation of the Counsellor.

Virtual High School (VHS) Courses

Each year, SSIS offers a limited number of places in VHS courses as a means to expand our course offerings. Students will be accepted for registration into these courses in accordance with the following guidelines:

1. Students will only be considered for registration in courses not already offered in the regular SSIS program.
2. Grade 12 students will have first priority to register
3. Advanced Placement classes not already offered at SSIS will take precedence over non-AP courses.
4. Students who require a course to complete their graduation requirements but whose timetable will not permit registration into a suitable SSIS course.
5. All requests to register in VHS courses must be approved by the Academic Curriculum Committee (Head of School, HS Principal, HS Counsellor).

College Entrance Requirements

Students should begin their college planning early in their high school careers. Since each college establishes its own particular requirements, it is important that students follow the suggestions given in the individual college catalogues.

Recommended college entrance requirements include:

English	4 credits
Mathematics	3-4 credits
Science	3-4 credits
History and Social Sciences	3-4 credits
Foreign Language	2-4 credits of the same language

Factors that determine college/university acceptance include:

1. A student's overall four-year scholastic record (transcript).
 - Colleges generally look for students who show strong academic promise. Choice of courses and grades are the single most important consideration in college admission.
2. Recommendations of teachers and the School Counselor.
3. College admissions test scores
 - Most colleges require the College Board Examination (SAT I), the American College Test (ACT), or their own examinations. Highly competitive US universities require the SAT 2 (individual subject area tests). Additionally, students who are second language learners and want to attend a university in an English-speaking country will be required to submit the TOEFL (Test of English as a Foreign Language) or IELTS results. The most important test scores relative to admission vary from college to college and country to country.
4. Essays
5. Participation in extra-curricular activities and community service.
6. Leadership Activities
7. Special Talents (music, sports)

Graduation Requirements

The graduation requirements for an SSIS Diploma are:

Academic Discipline	Required Credits
English	4- must include one English course at the Grade 11 & 12 level
Mathematics	3 - must include Algebra I, Geometry, Algebra II or above the level of Algebra II
Science	3 – must include at least one science course at the Grade 11 or 12 level
Social Sciences	3 – must include at least one Social Science course at the Grade 11 or 12 level
Modern Language/ESL	2
Health and Physical Education	2
Fine Arts	1
Electives	6
TOTAL	24

Field Trips

Ho Chi Minh City and the surrounding area provide wonderful opportunities for students to enrich their learning beyond the school boundaries. Students will occasionally participate in field trips that are closely linked to classroom units. Parents with suggestions for field trips are encouraged to contact the school.

At the time of registration, parents sign a single form providing permission for students to participate in field trips within Ho Chi Minh City. Participation in extended or overnight field trips requires individual approval from parents. Parents will receive notification directly by teachers when extended field trips are being planned.

Week Without Walls

Field trips are an integral part of our program which emphasizes learning about the language and culture of Vietnam. In addition to subject-specific day trips, SSIS students participate in an extended field trip aimed at increasing their awareness and appreciation for Vietnam and the surrounding countries. The trips provide opportunities for students to apply what they have learned within school to real life situations. The trips include curriculum-focused activities, culture introduction and service opportunities. SSIS aims to create service opportunities which are meaningful and diverse enough for all students to engage positively within the local community.

Student participation in these field trips is compulsory and is paid for by the family.

Insurance during Field Trips

SSIS provides limited emergency evacuation insurance in the event of injury during the Week Without Walls. It is an expectation that students have their own medical insurance coverage during the Week Without Walls.

Assessment and Reporting

Homeroom Grade Placement

1. Grade placement and graduation are totally dependent upon the accumulated credits earned during high school.
2. Students who successfully complete the British GSCE examinations or an equivalent examination system may receive two credits for each examination up to a maximum of 12 credits and be placed in grade 11.
3. Before a student is “officially” accepted for enrollment, all high school records, (or middle school records for grade 9 applicants), must be submitted to the Admissions Office and reviewed by the Director of Admission. Students will be placed into a grade level homeroom in accordance with the following credit requirements:
 - o **Freshmen (Gr. 9)** -students who have earned less than six (6) high school credits
 - o **Sophomores (Gr. 10)** -students who have earned six (6) or more high school credits
 - o **Juniors (Gr. 11)** -students who have earned twelve (12) or more high school credits
 - o **Seniors (Gr. 12)** -students who have earned eighteen (18) or more high school credits

The SSIS Elementary and Middle School curriculum prepares students for the intensive study required for success in the demanding SSIS and AP High School courses. Student success in upper grades is aided by mastery of the foundation concepts presented in the earlier years.

Most MS/HS students are successful in all courses and move smoothly to the next grade level. In some cases, however, a student may experience success in some courses while not meeting the course objectives in others.

Promotion in Grades 6 – 8

Normally, middle school students will be enrolled in all courses at the same grade level (either grade 6, 7, or 8). To meet individual student needs, class work will be differentiated as appropriate.

Questions regarding retention for any reason (e.g., extensive student absence, developmental delays) are considered on a case-to-case basis, in consultation with the child’s parents and the Student Study Team (MS/HS Principal, counsellor, teachers and learning support teacher).

Promotion in Grades 9 – 12 - Established on a Course-by-Course Basis

Requiring high school students to repeat courses in which they have demonstrated success is unreasonably punitive. Similarly, to permit advancement without an understanding of the foundational concepts is counterproductive. In many subjects, success in mastering the content of one year is frequently dependent upon successful completion of the previous year’s work.

Credibility of the SSIS High School Diploma, success in AP courses and acceptance by universities worldwide is dependent upon our maintenance of high standards. The following promotion procedures have been developed to ensure that these standards are consistent.

In grades 9 – 12, subject promotion is awarded on a course-by-course basis, according to the following guidelines:

- Course credit will be granted to students who achieve a final score of D- or above. No credit will be awarded for a final grade of F.
- In some cases, the availability of an alternative course may permit students to move into the subsequent year without attaining course credit in the previous year’s course. The final decision to permit advancement will be made by the High School Principal in consultation with the parent, counselor and subject teacher.

Achievement is Reported Using an A – F Scale

Achievement Level	Descriptor
A+ (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
A (Very Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
B (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
B- (Good)	A consistent and good understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student usually shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
C+ (Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
C (Mediocre)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
C- (Poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
D (Very poor)	Minimal achievement in terms of the objectives.
F (Failure)	Has not met the objectives for the course

Reporting Procedures and Parent/Student/Teacher Conferences

Parent/Student/Teacher conferences are scheduled in both semester one and semester two. Additional conferences can be scheduled at the request of parents or teachers any time during the school year.

Report cards are issued in January and June. The dates are indicated on the school calendar.

Information on student progress is available on a monthly basis via EDLINE. Students and parents are provided with individual passwords to EDLINE and are encouraged to check EDLINE regularly to see:

- Course outline
- Student attendance
- Homework assignments
- Assignment due dates
- Achievement scores
- Teacher comments

Please note: quality assessing of assignments can be a lengthy process. While teachers strive to return graded assignments as quickly as practical, please understand that it may take as much as two weeks for the assignment score to be posted onto EDLINE.

Occasionally teachers may also contact parents by email or telephone to report on student achievement or to inform parents of changes in student progress. Parents are also encouraged to contact teachers, should they have any questions or concerns regarding student progress or welfare at school.

Meet the Teacher Night

Early in the school year, a Meet-the-Teacher Night is held to introduce parents to their child's teachers, classrooms, and the program of studies. The Meet-the-Teacher Night is an opportunity for parents to see their son/daughter's learning environment, understand teacher expectations and gather strategies for helping to ensure the success of their son/daughter. All parents are encouraged to attend this important event.

Student/Parent/Teacher Conferences (Fall & Spring)

Parent participation in conferences is highly encouraged as it gives students an opportunity to reflect jointly with parents and teachers on successes and achievements in the classroom. Additionally it provides a forum to discuss any concerns in the class along with strategies to address those concerns. Conferences also provide an excellent venue to establish goals for the remainder of the year. Teachers will aid the student with reflection and presentation strategies to enable a positive conference. It is important for at least one parent of the student to attend these conferences to accomplish the above. Information as to exact dates of conferences will be communicated to parents.

Standardized Tests

SAT (Scholastic Aptitude Test) and PSAT

The purpose of standardized tests such as the SAT (Scholastic Aptitude Test) Reasoning Test, SAT Subject Tests, ACT (American College Test), TOEFL (Test of English as a Foreign Language) and International English Language Testing Service (IELTS) is to give an objective evaluation of a student in comparison to a wide range of other students. Colleges in the United States typically require the SAT or ACT and usually have a minimum score or range to be eligible for admission. More competitive colleges also require that two or three SAT Subject Tests be taken. The SAT tests are usually taken at the end of eleventh grade and again, if necessary, in the twelfth grade. It is advisable NOT to take the SAT more than two times.

In order to assist students in preparation for these important tests, all SSIS students take the PSAT (practice SAT) in the fall of their grade 10 year. SAT preparatory courses are also arranged to assist students in preparing for these important tests.

TOEFL

Colleges around the world usually require the TOEFL or IELTS for non-native English speakers. This test should be taken toward the end of eleventh grade or early in the twelfth grade. Students are strongly encouraged to become as familiar as possible with these tests and to know which tests each of the colleges they are considering requires.

ACER International Schools Assessment (ISA)

Grade 7 & 9 students at SSIS participate in the International School Assessment (ISA). This assessment tool has been developed in order to allow comparison of student achievement in participating international schools against performance of students in participating OECD (Organization of Economic Development) countries. This is done by benchmarking student achievement against results in the PISA* (Program for International Student Assessment). The ISA also compares performance against other participating international schools.

The ISA provides standardized assessment in Mathematical Literacy, Reading, Narrative and Expository Writing at Grades 3, 5, 7 and 9. Using an 800-point scale, the ISA describes the band of achievement of students in other international schools, the average achievement in schools in OECD countries and the achievement of each individual student at SSIS compared with these.

School-Based Examinations

Grade 9 – 12 Examinations - December and June

Students in grades 9 - 12 take Semester examinations in December and June.

Examinations are one in a series of strategies that aim to assist SSIS students in achieving their potential. Examinations for school-based courses are internally created by subject teachers and focus on work completed during the previous semester.

Exam questions test knowledge, skills and understanding of the same material on which students have been assessed throughout the semester. Semester one examinations in AP courses will include sample questions from previous AP examinations.

Parents will be informed via EDLINE of student achievement on examinations and will be consulted on future strategies for success. Semester examination scores will account 20% of the semester grade on the January and June report cards.

AP Examinations – Grade 11/12 - May

Students who enroll in AP courses will write external examinations in May. Scores on AP examinations are available to students in July.

Tutoring

Parents who desire tutoring for their child should request the assistance of the counsellor who, in consultation with the principal and the appropriate staff, can suggest possible tutors. Payment for tutoring services is a private matter to be arranged between the parents and the tutor. No teacher may tutor his/her own students for remuneration. If parents have made arrangements for outside tutors, it is imperative that the tutor is in communication with the classroom teacher to ensure that the assistance is relevant and helpful. The classroom teacher knows the needs of the student best and can therefore provide direction and guidance for the tutor.

Saturday Classes in Vietnamese History, Geography & Literature

In accordance with our government agreement, all students in Grades 10 – 12 holding a Vietnamese passport must attend Saturday classes in Vietnamese history, geography and literature. Saturday classes begin at 8:00 a.m. and end at noon each week. Students who miss classes without an acceptable reason will be required to attend make-up sessions.

KEEPING ORGANIZED

Time Management

At times, students will be assigned major projects that will require effective organization over an extended period. Teachers will provide due dates to students well in advance of any major projects. It is an expectation that students organize their workload in a manner that will permit them to simultaneously complete other short-term assignments and study for tests. By making effective use of in-class time, students can reduce the work required for completion at home and better manage their overall workload.

The completion of homework is the student's responsibility. Parents should provide the structure, setting, and encouragement needed to enable students to be successful with homework.

Student Planner

Every middle school and high school student is required to use a planner to assist with recording information and organization. An SSIS student planner has been designed and created by the school staff with input from students. This unique planner is intended to assist students in organizing their time and studies and to act as a channel of communication between teacher and parent. Students who lose their planner must purchase an additional copy from the school store.

Homework Guidelines

SSIS strives to assist all students in meeting their academic potential. The accomplishment of this goal requires a team approach by students, parents and teachers.

Regular practice, review and completion of assignments at home are necessary and integral aspects of the learning process. By practicing effective time management and by learning the organizational skills required to complete all assignments according to the required deadlines, students prepare themselves for post-secondary studies and for the world of work.

Making homework an educational priority will make a student's school experience more enjoyable. A regular routine will help students avoid procrastination and develop the time management and study habits that are vital to success. Parents can help by encouraging students to schedule homework at regular times and by ensuring minimal distractions.

Purpose

Homework is a means of reinforcing skills covered in class and can be divided into three different categories:

1. Specific homework assigned by the teacher to reinforce and supplement skills taught during class.
2. Homework resulting from work that was not completed during class time. This includes revising notes, proofreading assignments and rewriting notes as required.
3. Regular review of material covered and advance reading in preparation for upcoming topics. If teachers do not assign specific homework, then time should be spent reading, writing in a journal, or reviewing previously studied material for future tests/exams. By including regular study and advance preparation in the homework routine, students will be better prepared for examinations and eliminate the need for last-minute cramming.

The amount and type of homework will depend upon the subject area and the grade level of the student. The following daily homework **guidelines** are suggested for students in Grades 6 – 12.

Grades 6 – 8	60 – 90 minutes per day
Grades 9 – 12	90 - 120 minutes per day

Late Submission of Assignments

When assigning projects and homework, teachers give consideration to the amount of time required and attempt to provide sufficient advance notice to enable students to organize their commitments.

Demonstrating good organization and meeting of deadlines and submission dates are significant factors in achieving good grades and form a portion of the grade on each assignment. Assignments submitted past the due date demonstrate a lack of organization and/or poor time management. Students will therefore receive reduced grades when assignments are submitted late. Deductions will increase in accordance with the degree of late submission. Teachers may also require that students attend lunch hour or after school make-up sessions until work is completed.

Students who are absent on the day a major assignment is due should make arrangements to have the assignment delivered to the teacher that day. If the assignment is submitted late, it will be graded accordingly. If the student brings the teacher a signed note from a parent/guardian with a legitimate reason for being away and not completing the assignment on time, deductions will be revised, but not necessarily excused.

Below are examples of unacceptable reasons for late submission of assignments or missing of examinations:

- Misreading or misunderstanding the examination timetable
- Oversleeping and therefore being late for an examination
- Holidays/vacation
- Family housing change
- Social and sporting commitments
- Attendance at interviews
- Participation in events such as competitions and concerts

Textbooks, Resources and Supplies

All subject classes at SSIS are resourced with textbooks, laboratory supplies and materials to enhance teaching and learning. At the start of the year students are issued textbooks through the library automated cataloguing system. Books are recorded as being issued to individual students; and upon return of the same book, responsibility is erased from the record system. Students will be charged for lost or vandalized texts. All accounts, including those for lost items, must be cleared at the Business Office prior to the issuance of a transcript at the time of withdrawal.

Mathematics Equipment

All students are required to provide the following equipment:

- Geometry set including protractor, compass and ruler (available for purchase at the school store)
- A Graphing Calculator, TEXAS TI-84 Plus Mathematics Head of Department – approximate cost, \$180

Physical Education

Physical education is a valued part of the SSIS program. Students are required to change into active sportswear for physical education classes and

- Official PE uniform including different shirt and shorts than they will wear to classes after PE
- Socks and appropriate sports shoes
- Cap/hat for outdoor activity
- Sunscreen, towel

For days of swimming instruction students need:

- One-piece bathing suit
- Goggles, towel

All students from grades six through twelve are required to shower after each PE class involving physical activity. Students will be given ample time at the end of class to shower and be ready for their next class. Each student at these grade levels will need to bring the following:

- Clean towel
- Clean underwear and socks

- Soap
- Deodorant

The above materials may be stored in the student's lockers with the exception of wet towels and dirty clothes, which will need to be taken home on PE days.

If a student is to be excused from Physical Education for medical reasons, a note from a doctor is required. This note should be handed to the PE teacher.

Personal Items at School

MS/HS students are permitted to bring personal items to school. However; the following stipulations are firmly in place:

- All personal items brought to school must be used appropriately. Ipods or other personal listening devices should remain in student lockers during school hours.
- Students are not permitted to use mobile phones during school hours or during school functions. Phones and Ipods used inappropriately will be confiscated and given to a school administrator and may be held for parents to reclaim. In the event parents consider it necessary for a student to have a mobile phone for any reason, they must send a note with the students.
- When parents are on campus, they are asked to use mobile phones courteously so as not to disturb students and others.
- Students are responsible for the security of their personal items and are advised to keep them in their locker when not in use.

Lockers

Students in grades 6 – 12 are issued a locker and need to provide their own combination lock. Combination locks are available for sale from the school store. Students are responsible for the security of their locker and should therefore ensure their combination remains private.

During the first week of school, homeroom teachers will record student combinations and forward this information to the office. The school reserves the right to inspect the contents of the locker at any time. A school administrator and one other staff member will be present during any locker inspection. Students are encouraged NOT to share lockers. Students are strongly advised to ensure valuables are kept in their locker and that lockers remain locked at all times.

Lost Property

Lost property is stored in the Lost and Found Box outside of Mrs. Isley's office, Room A-312. Labeled items will be returned to the students. Students are encouraged to check for lost items immediately and to notify a school administrator if an item of substantial value is lost. While it is not always possible to locate missing items, rapid response does increase the probability of recovery. SSIS takes no responsibility for lost or unclaimed goods.

Money and Valuables

Other than small amounts of cash for purchases at the cafeteria or school store, money should not be brought to school unless requested by a teacher for a specific purpose. Students are discouraged from bringing valuable items of jewelry or other personal items to school. Calculators, computers or other items of value should be locked in the student locker when not in use. All personal items brought to school are the responsibility of the student.

Class Schedule and Block Rotations

Bell Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:00-8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:20 – 9:40	A	E	B	F	C	G
9:40 – 9:55	Break	Break	Break	Break	Break	Break
10:00 – 11:20	B	F	C	G	D	H
11:25 – 12:45	C	G	D	H	A	E
12:50 – 1:35	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:40 – 3:00	D	H	A	E	B	F

80 min

80 min

80min

80min

80 min

80 min

Classes begin promptly at 8:00 am each morning.

Semester One August 12 – December 18
Semester Two Jan 11 – June 11

Once Monthly early dismissals

One Wednesday per month, SSIS will dismiss students at 12:45 am. These opportunities for extended meetings provide time for teachers to meet and develop common curricular and assessment strategies.

SUPPORTING YOU

Student ID Cards

Student ID Cards, issued upon enrollment are used to check-out library books and ICT equipment and to identify students to guards when entering or leaving the campus.

Home & School Communications

Saigon South International School uses a wide variety of strategies to ensure parents remain informed of student progress and aware of school events. The following sources of information provide ongoing information about student progress and school programs:

1. A MS/HS monthly newsletter is distributed via email on the first Friday of every month.
2. Electronic updates are available to parents and students via the EDLINE program.
3. Information related to student progress is available via EDLINE.
4. Homework and assignment information is available via EDLINE.
5. Information emails may occasionally be sent to parents to inform them of important issues.

Parents are encouraged to log onto EDLINE frequently to remain informed of their son/daughter's progress and to check for new information or bulletins. Parents are encouraged to contact the school should they have any questions regarding the information posted in these locations.

SSIS Website

SSIS maintains a website at www.ssis.edu.vn. It is filled with useful and timely information that will keep you informed about things at SSIS. Please take time to visit our website often.

SSIS News and Upcoming Events Bulletin Board

Bulletins, current events and notices of upcoming school events are regularly posted on the bulletin board in the lobby at the front entrance to the building.

Counselling

The middle school and high school counsellors are available to support the academic, social and emotional needs of middle school and high school students. Counsellors offer support services for students and families as they manage issues of studying and living in an international environment. The goal is to promote personal well-being, healthy relationships and the successful balance of academic, extracurricular and community involvement for SSIS students.

Counsellors are often one of the first staff members whom new students and parents meet. As such, counsellors assist with initial placement through review of academic records and help develop a suitable study program. As well, students may receive assistance from their counsellor in dealing with a wide range of personal, academic and social issues common to this age group. Typical issues may involve:

- Social relationships
- Emotional regulation
- Time management
- Academic planning and decision making
- Problem solving and life skills development
- Crisis intervention

Counsellors are also available to assist the parents in helping their child adjust to a new school and environment.

The formal aspect of the counselling program differs for each grade level. Within middle school the emphasis tends to be on developmental issues as outlined above. In grade 10, the focus is on enabling students to assess and evaluate their own achievements, interests, skills abilities, values and personal characteristics. In grade 11, the formal college-counselling program begins and continues throughout grade 12. The focus is on providing information on college/career awareness and

assistance in researching options and preparing applications for future educational choices. As students prepare for graduation, the emphasis is again on transition, this time from high school to college or the world of work.

Preparing College Applications

SSIS offers a wide range of resources to assist students and their families with college planning. The College Counsellor has a large selection of reference guides, college catalogues, and admissions testing materials. As well, the College Counsellor is available to assist students with the college search and application process. A detailed SSIS College Handbook is available from the College Counsellor support students and families through this important process.

Library and Information Resource Center

The school library is located on the second floor of the MS/HS building. Effective use of the library and the development of ethical information literacy skills are important to the intellectual and educational development of students, as well as to the cultural life of the school. The teacher librarian and library support staff support the development of collaboration skills and effective research techniques.

The Library/Information Center works upon the following five guiding principles:

1. Information literacy - The school library is supportive of both staff and students in the development of an information-literate school community.
2. Service – The school library is managed by a professional staff which provides support for the entire school community.
3. Reading – The school library forms a foundation for the school's literacy programs and acts as a catalyst for the development of lifelong readers.
4. Access – The school library is a hub with organized systems for accessing and managing information and resources.
5. Information resources – The school library is a provider of information resources selected to meet the curriculum and information needs of the school.

No fines are charged for overdue items; however, students are expected to return items promptly. Students with overdue books, periodicals, or other materials may be denied borrowing privileges until the overdue item is returned. Students are financially responsible for the replacement cost of lost or damaged materials. Unpaid fees resulting from loss or damage will be forwarded to the finance officer, who will have the right to collect fees before final transcripts are issued.

Students in grades 6 - 9 may borrow up to three items at one time. Students in grades 10 – 12 may borrow up to four items. All items may be borrowed for a maximum of two weeks, except periodicals, which must be returned within three days.

Library Hours

The library is open for student use from 7:45 a.m. – 4:30 p.m., Monday – Friday. A full-time teacher librarian is available to assist students during instructional hours.

English as a Second Language (ESL)

The ESL teachers support designated non-native English speakers in grades 6 – 12. Non-native speakers receive help in all areas of language acquisition in order to reach a higher level of English language proficiency and achieve full participation in their SSIS curricula.

The ESL teacher provides the following support for Middle School/High School:

- **ESL Support Classes** are designed for students in grades 6 through 8 as additional language support specific to their academic coursework. Students are taught skills and study techniques that enable full participation in the SSIS curricula. The ESL specialist teacher confers with relevant subject specialists to discuss assessment criteria, goals and content material. ESL classes provide language and literacy skills necessary for academic success in each grade level. The ESL program supports students in the development of the four language skills of listening, speaking, reading and writing in order to transition students into the core classroom.
- **SSIS offers an English Language Development (ELD) class** to students in Grade 9 – 12 who may benefit from additional support in developing their English reading and writing skills. This class is counted towards one of the required English credits for graduation.

Food Services

Carbonated beverages are not sold nor permitted at SSIS. All students should have their own water bottle clearly labelled with their name.

Students may either pre-order their meals for the week or purchase items a la carte on a daily basis.

Menus and prices are posted within the cafeteria, and weekly menus are provided to students in advance, for pre-ordering.

Transportation

Students have the following options for travel to and from SSIS:

- A **school bus** service is provided by SSIS for an additional fee and dependent upon space availability. Interested families should contact Ms. Bich Thuy. Buses arrive at school between 7:30 a.m. – 7:55 a.m. each day. Afternoon buses depart at approximately 3:10 pm.
- **Private cars**, cars pools or contracted drivers and taxis may drop students off at the school loading-zone in the front of the school. Due to the large volume of traffic and the high number of children in the area, all vehicles are required to drive very slowly and to follow the directions of traffic personnel.
- Students in grades 6 – 12 may walk or ride bicycles to school. Helmets are strongly encouraged for bicycle riders.
- Students who ride motorcycles to school must register their official Vietnamese driver's license in the High School office.

Bus Behaviour

Students who ride the buses are expected to adhere to the following expectations:

- Be on time. The bus cannot wait for students who are late arriving at the designated pick-up.
- Treat the bus supervisor and bus driver with courtesy and respect.
- Respect the duty of the bus supervisor to ensure students are safely seated and wearing seat belts.
- Talk quietly and remain seated at all times. Do not use mobile phones on the bus.
- Drink water only (eating is not permitted on the bus)
- Keep all body parts inside the bus: do not reach or lean out the windows.
- Be responsible for personal belongings.
- Adhere to the SSIS Code of Conduct

Students requesting to ride on other than their assigned bus must provide a note to the office at the start of the school day. Permission to ride on a different bus will be granted only if extra seats are available.

Health Services

A clinic, staffed by a registered nurse, is located within the MS/HS office area and provides services to middle school and high school students. A log is kept of all treatment, and parents are notified in the event of any serious illness or injury. The clinic is not equipped to have students rest or sleep for extended periods of time. Students who are ill will be sent home.

Illness

Parents are asked to notify the School Nurse of any infectious diseases or of any change in the health status of a student, (eg. a vaccination, illness or operation).

Many of the most common illnesses (colds, influenza, hepatitis A & B, chicken pox, and conjunctivitis) result from viral infections, and antibiotics are therefore ineffective in treating or preventing the spread of the illness. Viral illnesses require time for the body to overcome the infection. Therefore to ensure the sick student does not transfer the contagion to others, it is important for parents to keep students at home if they are sick.

SSIS maintains a "Fever Free" environment and requires all students not to attend school if they have a temperature of over 37.5 degree Celsius. This policy supports our efforts to maintain a healthy environment for all and minimize the spread of viral infections.

Parents are requested to inform the MS/HS office of the reason for the absence, including illness, prior to 8:00 a.m.

Email: Ms. Van Truong - (nvan@sis.edu.vn)
Telephone: 413-0901 ext 143)

In the event of extended illness where the student will be absent for a number of days, parents are requested to contact the clinic.

Email: Ms. Thu Nguyen – (schoolnurse@sis.edu.vn)
Telephone 413-0901 (ext 145)

Injuries

The school nurse will call parents in the event a student must go home due to illness or injury. In the event of a serious injury or illness, the nurse will contact the parents or guardian so the student can be transported to a medical centre or hospital for further attention. If necessary, the nurse or a designated person will accompany the student to the facility and meet the parent there. Costs associated with emergency treatment or transportation are the responsibility of the parents.

Medication at School

If you wish the school nurse to store or administer medication during school hours, please send written authorization including the following information:

- The name of the student receiving the medication and the current date
- The name and description of the medication
- Scheduled time(s) and duration for the administration of the medication
- Instructions for administration of the medication
- A description of any possible side effects

All medicines must be in their original container, clearly labelled in English. For prescription medication, please provide a copy of your doctor's prescription. A few over-the-counter medications (i.e. Panadol, Ibuprofen) are available and can be given if parental permission is on file, as part of the medical authorization form submitted at the time of enrolment.

Medical Records

It is very important that the school nurse has complete, updated medical records for all students. Please complete and submit the SSIS Medical Questionnaire and keep us updated of any new conditions or immunizations. Also be sure to keep the school updated with work, home and mobile numbers of parents and of the contact information of your designated emergency contact person.

Security

SSIS provides 24-hour security service. Parents and other visitors must register at the front gate and be issued with a Visitor's Pass.

Visitors

Students wishing to bring visitors onto school grounds must attain a Guest Registration Form from the office, have it signed by all teachers and return it to the school office at least one day prior to the intended date of visit. Provided teacher permission is attained, visitors from overseas may be granted approval to attend up to one day of classes with their host. Permission will not be given to students living in Ho Chi Minh City or attending other schools within Ho Chi Minh City.

While on school grounds, all visitors shall follow school rules and demonstrate respect for other students, teachers and school personnel. Guests who do not abide by the above expectations will be asked to leave immediately.

Emergency Evacuation Procedures

Established procedures exist for staff and students to follow in the event of fire, earthquake or unauthorized intrusion. In such circumstances, student safety is of paramount importance. In emergency situations, access for emergency vehicles is vital. Parents are therefore asked to keep the school entry areas clear of vehicles at all times.

If it is necessary to evacuate our students and staff from the school premises, students and staff will be temporarily housed at the Phu My Hung office complex on Saigon South Parkway, Tan Phu Ward, District 7, until arrangements can be made for parents to transport students home.

In the event that students must return home, parents will be notified through the school's emergency contact procedures including text message, email and/or phone call.

Periodically SSIS conducts evacuation drills to practice safe and efficient evacuation procedures. Students are reminded that evacuation procedures must be conducted in an orderly and quiet manner. Should a crisis ever occur, it is vital that the communication of information be accurate and quickly available. Teachers will review procedures with students at the start of the year. As well, students are advised to familiarize themselves with the designated evacuation routes from each of their classrooms. Signs indicating the evacuation route for each room are posted within every classroom.

Use of School Facilities after School Hours

High school students may remain after school to participate in scheduled activities, to work with teachers or to complete assignments and homework in the library, until 4:30 p.m.

Unless involved in a supervised activity, middle school students must leave the school grounds by 3:30 p.m.

SSIS sporting facility are heavily booked for practices and games and therefore are generally not available for casual use. Any request for use of athletic facilities outside of instructional hours should be made directly to the Athletic Director.

Information Communications Technology

All students and staff at SSIS are expected to use technology resources and services in a manner appropriate to a school setting and in keeping with the SSIS IT Acceptable Use Policy. At all times, SSIS students and staff are expected to conduct themselves in a manner which is cognizant of the rights, feelings and freedoms of others as well as themselves. Whether using technology at home or at school, students are expected to give consideration to the effects their actions may have on other members of our community and the global society in general.

SSIS technology and internet access is provided to enrich the learning experience. Recreational use of school technological resources and of school internet access is permissible only at times outside of instructional hours. Students may access emails during lunch hour; however, use of chat lines or websites similar to Facebook or Myspace or use of school computers for gaming is forbidden.

Parents (guardians) and students are required to read the IT Acceptable Use contract carefully before signing this document.

KEEPING ACTIVE

Extracurricular Programs

The SSIS interscholastic athletic program seeks to instill in students a respect for elements of fitness and skill which are integral to developing a lifelong interest in sports and fitness. The ideals of sportsmanship, ethical conduct, fair play and a demonstration of respect for the efforts of team members, opponents, coaches and officials are expected from all participants.

Participation in the interscholastic program is a privilege that requires the cooperation of students, teachers and the school administration. Students who wear our school uniform are considered, in addition to athletes, ambassadors for SSIS and as such represent our Core Values.

The SSIS Interscholastic Athletic Program seeks to promote:

1. Teamwork and cooperation to achieve a common goal
2. Skill development and an awareness of one's talents and limitations
3. Sportsmanship
4. Respect for the talents and abilities of oneself and others
5. An understanding of the benefits of constructive criticism
6. Pride in the accomplishments of oneself and one's team

Middle school and high school teams compete against other schools within Ho Chi Minh City, as well as in culminating tournaments organized by the Mekong River International Schools Association (MRISA) and (HS) by the South East Asia Schools Activity Conference (SEASAC).

Before making a commitment to a sports team, students are encouraged to reflect carefully on whether they can maintain that commitment. Students should consult with the coach and athletic director to make sure they understand the commitment required.

Students wishing to join a sports team must be prepared to fully participate in extended practice sessions and to participate in all interschool matches. Depending on the activity, games may be scheduled on weekends – including travel to other cities. Sports team sign-up occurs during the first week of the season, followed by a trial period after which time, teams are selected.

A complete set of guidelines, expectations is available with the SSIS Athletic Handbook.

Community Action Program (CAP)

All students in Grade 9 – 12 are expected to complete 60 hours of CAP each year.

The 'Community' part of CAP requires that students provide service to the community. Students must participate in at least two service activities each year. This may include activities such as:

- Student Council (providing service to classroom community),
- tutoring an elementary or middle school student (providing service to the school community) or
- helping with the Food Drive (providing service to the larger community).

Many opportunities to participate in service activities are arranged by the school, while others, such as orphanage visits, may be organized by the student.

The 'Action' part of CAP represents involvement/participation. Students must participate in at least two activities each year. Examples of "Action" activities include:

- being a member of a school or community organized sports team
- participating in an after school activity or
- joining a club (e.g. Global Issues Group).

It is not difficult to fulfil the requirement for 60 CAP hours. Many students are likely already involved in activities that would qualify as CAP activities. Projects and activities that you undertake with family, friends and within the community can often qualify as CAP activities.

Students should strive, if possible, for a balance between 'Service' and 'Action' activities to reach the required 60 hours, with at least two projects in each area.

The sign up for most activities is on the bulletin board outside of Room 310.

Each homeroom (Grades 9 – 12) will have a CAP rep who is a member of the CAP council. This council meets weekly to share CAP News which can they then read to homeroom classes and post within homerooms.

Examples of CAP activities:

After School Activities
Helping with Elementary E-CAP
Model United Nations Club
MRISA Leadership Summit
Saturday Service
Student Council
Wish-upon-a-star committee

Global Issues Group
Long Hoa Orphanage Exchange
MRISA Cultural Exchange
Operation Smile Club
Sports teams
Student Helper

At the beginning of the year, students must complete a CAP planning sheet indicating how they will accumulate hours. This will be signed by parents and student and become a part of the student's CAP file.

Keeping Track of CAP Hours

CAP hours are documented on two specific forms; yellow log sheets for most activities and pink log sheets for sports teams. Students should enter the date of each activity/practice and write a comment to record their personal feedback on the activity. At the end of the project, students must write a short summary paragraph reflecting upon which core values were strengthened. The supervisor will also write a summary and sign the sheet. Log sheets must be handed in within two weeks after the project ends. Project log sheets for yearlong projects are submitted twice each year; in December and at the end of May. To receive credit for CAP hours, log sheets must be submitted on time.

For further information, please contact lfeatherstone@ssis.edu.vn

Student Council

SSIS Middle School and High School operate two separate Student Councils that meet regularly. Joint meetings of the Middle School and High School Student Councils are scheduled as required, to discuss issues that affect all students.

In mid-September, students elect class representatives and the Student Council Executive Board which includes the positions of: President, Vice President, Secretary and Treasurer. The Student Council program promotes student leadership for all students in a variety of areas.

Purpose of the School Student Council

- To encourage student-initiated activities and ideas
- To represent the overall view of the students and the school as a whole
- To ensure students have a meaningful voice at SSIS
- To ensure the betterment of the student population
- To meet regularly with the school administration
- To foster community service in and out of the school environment
- To provide a democratic forum for the discussion of ideas
- To support student Dedicated Service to Vietnam and to Vietnamese culture
- To set up school dances, spirit days and special events.

Student Council Elections

- Annual elections are held in September of each school year by means of a democratic process.
- Every candidate is entitled to the right to campaign and to give a speech at the election assembly, prior to election.
- Every student may exercise one vote per elected position by secret ballot.
- Class representatives are voted for by members of their specific homeroom class

One meeting of the Student Council is held each week. Student Council members may meet additionally on an “as-needed” basis.



THE BOTTOM LINE

Code of Conduct

The School Code of Conduct is published in the student planner and is posted online. As well, homeroom teachers review the School Code of Conduct at the beginning of each year. Students and families are expected to become familiar with the Code of Conduct and the consequences which are outlined.

Students must abide by the School Code of Conduct at all times when under the care of the school, on school property or on school transportation including field trips and athletic/cultural exchanges.

Reasonable efforts will be made to inform students and parents of any changes in these rules after the handbooks are published. Ignorance of published school rules is no excuse for inappropriate behavior.

<i>Middle School / High School Expectations</i>
Be organized and prepared <ul style="list-style-type: none">• Arrive at class on time with the correct books and equipment required for lessons• Arrive at school on time• Use the student planner effectively• Complete and submit homework, assignments and projects on time• Maintain your locker and personal space in an organized an efficient manner
Demonstrate respect for others, for the environment and for school property. <ul style="list-style-type: none">• Respect the rights of others to work in an atmosphere conducive to learning• Respect the diverse cultures, backgrounds, opinions of others• Use only appropriate displays of affection at school and at school functions• Practice good listening skills• Work cooperatively with others with the goal of supporting the learning of all• Acknowledge the work and contribution of others whenever appropriate
Demonstrate behavior appropriate to the setting. <ul style="list-style-type: none">• Understand and adjust behavior and actions for the situation• Expectations for classroom, hallway, assembly, bus and cafeteria behavior differ. Students should ensure their behavior is appropriate to the setting.
Treat oneself, the environment and others with courtesy and respect <ul style="list-style-type: none">• Bring no dangerous or replicated weapons to school• Avoid offensive, pornographic, sexist or racist materials• Treat furniture, equipment, buildings and school grounds with respect• Wear an appropriate school uniform at all times• Use technology appropriately and in appropriate situations

Example of Inappropriate Behaviors and Consequences

	Inappropriate Behaviors	Consequences
Minor Infractions	Behaviors that affect the learning of the individual student but do not disturb others or interrupt teaching and learning for others	Logical teacher administered consequences that support the student to correct behaviors that are limiting progress
	<ul style="list-style-type: none"> • Arriving late to class • Arriving unprepared for class • Incomplete homework or assignments • Inappropriate use of technology • Dress code infractions • Littering 	<ul style="list-style-type: none"> • Warnings • Logical consequences such as remaining in class at lunch or after school to complete assignments • Letters of apology • Returning home to dress appropriately
	Repeated behaviors and behaviors that disrupt teaching and learning	Parents, counsellor an administration will be involved as appropriate
	<ul style="list-style-type: none"> • Disrespect/defiance • Cheating plagiarism/forgery • Offensive language • Damage to school property or the property of others • Inappropriate displays of affection • Inappropriate/irresponsible use of technology 	<ul style="list-style-type: none"> • Apology letters • Restitution • Detention • Pay for damaged materials • Contract • Meeting with school administration
Major Infractions	Repeated behaviors, violent, dangerous or illegal behaviors	Planned intervention will include parents, teachers, counsellor, administration and other support as appropriate
	<ul style="list-style-type: none"> • Repeated insubordination toward a teacher or staff member • Repeated disruption of classes and the teaching/ learning process. • Endangering or threatening the physical or emotional safety of oneself or others, including fighting, bullying, cyber bullying or intimidation • Theft or damaging school or personal property • Repeated cheating or plagiarism • Smoking on school grounds or at school functions • Verbal or physical bullying • Being under the influence or use, possession, sale or distribution of drugs or alcohol on school grounds, buses or at school sponsored activities • The possession of any object that can be considered a weapon 	<ul style="list-style-type: none"> • Restitution • Family conference • Counselling • Probation • In-school suspension • Out-of-school suspension • Expulsion
<p>Probation Academic progress or behavior consistently below school expectations may result in a student being placed on probationary status. The length of the probationary period, the expectations and a plan for improvement including the responsibilities of the student, parents and school will be outlined in a written contract.</p> <p>Suspension Repeated violations or major violations may result in either in school or out-of-school suspension. While suspended, students are prohibited from attending any school-sponsored activities. Students on home suspension are prohibited from coming to school during the period of suspension.</p> <p>Expulsion "Expulsion" is defined as the revocation of a student's right to attend SSIS or to be on school grounds. If a student's conduct fails to improve after one or more suspensions or if an initial offence is considered sufficiently serious by the school administration, or if a probation plan has been deemed ineffectual by the SSIS administration, the student may be expelled from the school.</p> <p>A student expelled will not be eligible for any refund of fees paid for the semester in which he/she was expelled. Transportation fees will be refunded on a pro-rated basis.</p>		

Student Dress Code

School is the student's place of business. To promote a respectful and neat environment conducive to study, all SSIS students are required to wear the official SSIS uniform. All uniform items must be purchased at the school store. The school uniform consists of the following:

Girls

Light blue polo shirt with SSIS logo
Navy blue shorts, slacks, or skort

Boys

Light blue polo shirt with SSIS logo
Navy blue shorts or slacks

In Addition

- Skorts and shorts must be worn at their designed length.
- SSIS jackets may be worn over the school uniform.
- Shirts worn under the polo shirt or dress are to be the SSIS light blue T-shirt. This T-shirt is available for purchase at the school store.
- Shoes must be neat, safe, and appropriate for the activities of the school day. No flip-flops or high heels.
- Non-uniform items such as jewelry need to be safe for the various activities engaged in throughout the school day.
- Vietnam is a tropical country and therefore, in order to limit the dangers of heat stroke, hats are required for all outdoor activities.
- Hats and headscarves must be removed inside the school building unless worn for religious reasons

Physical Education Classes

- Students are required to wear the SSIS PE uniform shorts and sleeveless top, or the SSIS PE shorts with the SSIS T-shirt.
- Safe athletic footwear is required.

Consequences for Dress code Violations in MS/HS

First Time	Second Time	Third Time
<ul style="list-style-type: none"> • Verbal warning by teacher 	<ul style="list-style-type: none"> • Student sent to the office and required to fill out a form which must be signed by both the student and parent and returned to the school office. • The office will contact the parent and ask that a uniform be brought to school for the student to wear. 	<ul style="list-style-type: none"> • Student sent to the office and parents required to come to a conference before the student is permitted to return to any classes.

Students are expected to wear clothing respectful of school standards and appropriate to a school setting. Non-uniform days are occasionally organized by the Student Council or Athletic Department to encourage school spirit and camaraderie. These days must be approved by the principals. Students choosing not to participate in the special dress must wear the regular full uniform on these days.

Revealing clothing is not acceptable. While not exhaustive, the following list contains some examples of clothing that does not meet the school expectations and therefore is not acceptable:

- Short shorts or short skirts, bare mid-riffs, tight see-through, low cut, spaghetti-string or tank tops, or pants/trousers below the waist line
- High heels or flip flops

Attendance Requirements

The discussions, examples and teacher feedback provided in class cannot be equalled by home assignments. Regular attendance is therefore an expectation of all SSIS students.

By providing the following clear rules and consequences, the school empowers students to make responsible decisions regarding attendance.

Student absences will be marked as unexplained unless a note, telephone call or email is received from parents. Absences due to illness (see page 24) or school-sponsored activities will be recorded as explained. Excessive unexplained absences from class may result in a student being placed on academic probation and may result in the student being withdrawn from the class.

Student attendance is recorded on report cards and student transcripts; and as such, students should be aware that this information is available to prospective universities.

Students who are absent without notice or who do not provide a parental note explaining the circumstances will be required to make up missed work and will receive reduced grades if assignments are submitted late. Consequences for unexplained absences will vary according to the frequency of the occurrence.

Students who have prolonged absences due to illness (longer than 3 days) must provide a doctor's certificate upon return to school.

Parents are requested to inform the school by telephone (413-0901) or by email (before 8:00 a.m. if a student is absent).

Lateness

Efficient use of class time is an expectation of all SSIS teachers and students. Students are therefore expected to arrive to class on time and prepared with all necessary materials. The first class of the day begins at 8:00 am and students should be in class, prepared to begin promptly.

Students who arrive late for the start of the day should report directly to class and then bring a note explaining the absence to the office during break or lunch hour. Students who arrive without an acceptable excuse after the start of class will be recorded as "late" and will be required to complete all tasks by the same deadline given to other students. Excessive or repeated late arrival to class will result in a referral to the Assistant Principal or Principal who will contact parents and implement strategies to assist students to arrive promptly.

Returning to Class after a Short-Term Illness

Occasionally, illness may result in a student being unexpectedly absent from school for a short period of time. Under such circumstances, students are expected to contact classmates and complete missed assignments before their return to school. A student returning from an illness **must** see his/her teachers the first day back at school to either submit work or determine make-up requirements.

Students and parents are expected to check EDLINE each day in order to remain updated on any assignments that may have been posted. Whenever possible, students are encouraged to hand in all assigned work immediately upon return. For school-based assignments, the student will have one day for each day absent (if the absence was excused) to make up the work and receive full credit.

It is the student's responsibility to make sure all missed work due to absence is completed.

Prolonged Absences Due to Illness

Parents are encouraged to contact the school to make arrangements for students who must be absent from school due to prolonged illness. Teachers will provide outlines, major assignments and reading lists for students, to assist them in their studies.

Prolonged Unexcused Absences

The school discourages families from arranging vacations while school is in session. By publishing the school calendar far in advance, we have attempted to assist families in planning their vacations so as not to interfere with student learning.

The discussions, examples and teacher feedback provided in class cannot be equalled by home assignments. Should circumstances force a student to be away from school for reasons other than illness, parents should contact the MS/HS Principal immediately. Family vacations are not considered acceptable reasons for absence from classes, and days missed as a result will be considered unexcused absences.

Please note, students who must be absent for prolonged periods will be responsible for mastering any material missed while away from school. Assigned due dates will remain unchanged, and students must be sure that assignments due during their absence are submitted prior to departure. Should a prolonged absence be unavoidable, students are encouraged to complete all work, quizzes and tests prior to their departure.

Absence on the Day of a Test or Examination

A student who has an "unexcused" absence on the day of a test will be required to take the test the day he/she returns during his/her free time and when convenient for the teacher. Students who miss quizzes or tests due to an "unexcused absence" will receive "0". Please note – students must take semester examinations on the scheduled date – exams cannot be written early or given later to accommodate individual travel plans. Students who are ill and therefore unable to take examinations on the scheduled date must provide a doctor's certificate.

Effect of Absence on Course/Grade Promotion

Each course meets approximately 90 times during the school year. The discussions, examples and teacher feedback provided in class cannot be equalled by home assignments. Students who miss more than 10% of the instructional time (9 classes) in any subject will be referred to the Academic Council (MS/HS Principal & Counselor). A recommendation will be forwarded to the Head of School who will have the final decision on whether to promote or retain the student. Continued enrolment at SSIS is contingent upon consistent attendance.

Early Departure from School

Occasionally, students may need to leave campus before the end of the day. Students will be permitted to leave only under special circumstances and if communication has been received from a parent. Prior to departure the student must report to the office to sign-out with the receptionist. Students who become ill during the day must receive permission to leave school from the school nurse who will contact parents before permitting the student to leave.

Academic Honesty

Saigon South International School encourages students to strive for excellence and to conduct themselves with academic honesty. Personal integrity and mutual trust are of utmost importance.

The school prides itself on having a policy of tolerance and patience. In cases of academic dishonesty however, the importance of maintaining school credibility and our reputation as an outstanding educational institution requires consistent action. The majority of students find dishonest practice disturbing and appreciate the support provided in helping students develop acceptable practices.

Teachers recognize the normal work patterns and writing talents of individual students and become concerned when assignments are drastically different than work normally produced during supervised instructional periods. In addition to their wide personal background with subject material, teachers have access to a number of websites and free plagiarism detection services that can aid in identifying plagiarism.

The school recognizes the need to advise students on what constitutes academic dishonesty and on the distinctions between dishonest and legitimate practice. Such advice is an essential part of academic education and preparation for professional life. Therefore, early in the year, the school requires students and parents to sign a standard form indicating they have read this document and agree to abide by the SSIS School Academic Code of Honesty.

The following information is provided to make sure that students are aware of expectations and understand actions that will be construed as cheating.

Definition of Academic Dishonesty

Academic honesty requires that students present only their own work for assessment and grading. Academic dishonesty is therefore defined as an act of deception with regard to work done as part of the school's curricular and extracurricular programs at any time or place. Such deception aims at avoiding academic responsibility and/or gaining unfair advantage in any assessment.

Examples of Dishonest Practice

The ability to electronically access information has increased the temptation for students to cheat, especially on homework assignments and course work done outside school. It is incumbent on the school to guide students away from such dishonest and educationally damaging temptations.

The following list provides common examples of unacceptable practice. The list is not exhaustive; each case will be judged upon its own merits.

- Copying another person's work
- Allowing one's own work to be copied
- Unauthorized collusion on an assignment
- Dishonest practice in a test, examination or some other form of assessment.
- False declaration (for example, lying to obtain extension of a deadline, to gain exemption from work or to receive special consideration).
- Forgery (for example forging a signature, parental note, certificates, record, report or letter of reference).
- Data falsification (for example: fabricated, altered or copied project or laboratory report)
- Plagiarism (see note below)
- Cutting and pasting information from a website without proper referencing

Collaborative Assignments

Cooperation and collaboration between students is frequently expected and encouraged. When working on group projects, results may be given collectively. However, there must be clear acknowledgement of whose contribution is being submitted or presented. One-sided contribution ceases to be collaborative. Similarly, collaboration must never result in a piece of work being attributed to a single individual.

Plagiarism

Plagiarism is defined as the presentation of another's words or ideas as one's own and without proper citation (credit given to the source). When students plagiarize, they usually do so in one of the following ways:

- Using the words or original ideas of another without proper citation
- Failing to use quotation marks when citing a source
- Paraphrasing another's work without citing the original source

Examples of common sources of plagiarized materials include work by other students, journal articles, books and the internet. It should be noted that even unintentional failure to acknowledge a source might constitute plagiarism. Forgetting to footnote or reference is not an acceptable excuse.

Referencing Expectations

Students are expected to correctly reference the work of others in all situations and assignments. Examples of proper referencing styles are available in the Write Source 2000 textbook.

Consequences

The School reserves the right to impose logical consequences for academic dishonesty, depending upon the frequency, seriousness and circumstances of the offence.

Depending upon the seriousness of the incident and the surrounding circumstances, one or more of the following consequences will apply:

- Verbal warning
- Assignment must be resubmitted
- Parental conference
- Grade of zero given
- Letter to parents/appropriate action
- In-school suspension
- Out-of-school suspension
- Voluntary withdrawal from school
- Expulsion

Alcohol, Tobacco and Drug Abuse Guidelines

Saigon South International School supports parents in their efforts to help students avoid substance abuse. The following list of guidelines provides students an additional reason to “Say No to Drugs”.

Strategies in Place to Control Drug Abuse at SSIS

1. Upon enrolment, students and their parents will be required to read and sign the SSIS Drug Policy
2. Drug and alcohol awareness programs for students and parents are in place and are advertised via Middle School/High School Newsletter.
3. Specific drug and alcohol information and counselling sessions are available for students and families seeking support.
4. Random searches of a student’s person, bag, possessions and/or lockers may be carried out under the supervision of two members of the school administration.
5. Hair or urine testing for drug identification may be carried out at random and/or when drug use is suspected. Such tests will be conducted under the supervision of trained medical personnel and a member of the School Management Team.

Tobacco

Students may not possess, smoke, chew, exchange, buy or sell any type of tobacco products (including cigarettes) at school at any time or at any school-supervised activity.

Non-compliance with this rule will result in:

First Offence	Second Offence	Third Offence	Fourth Offence
<ul style="list-style-type: none"> • Confiscation of material • Family conference 	<ul style="list-style-type: none"> • Confiscation of material • Family conference • Internal suspension • Counselling with an approved counsellor and/or program 	<ul style="list-style-type: none"> • Confiscation of material • Family conference • Suspension • Counselling with an approved counsellor and/or program 	<ul style="list-style-type: none"> • Confiscation of material • Expulsion

Alcohol and Chemical Abuse

Students may not possess, drink, exchange, buy or sell alcohol or any unauthorized chemicals or medications at school at any time or at any school-supervised activity.

Non-compliance with this rule will result in one or more of the following consequences:

First Offence	Second Offence
<ul style="list-style-type: none"> • Confiscation of material • Family conference • Suspension • Counselling with an approved counsellor and/or program • Possible expulsion from SSIS 	<ul style="list-style-type: none"> • Confiscation of material • Family conference • Suspension • Counselling with an approved counsellor and/or program • Possible expulsion from SSIS

Use of Illegal Drugs

Students may not use, buy or sell, posses or distribute any illegal or prescription drugs. These include but are not limited to, narcotics, stimulants, barbiturates, suppressants, marijuana, hallucinogenics.

Non-compliance with this rule will result in appropriate sanctions, including possible expulsion from SSIS.

Appendix 1: MS/HS Teaching Faculty Contact Information

Name	Subjects	Email Address	Work Ph #
Ada, Stephen	MS/HS Music Teacher	sada@ssis.edu.vn	5413-0901
Adona, Nomer	HS Art Teacher	nadona@ssis.edu.vn	5413-0901
Alexander, Jeff	MS English/Social Studies Teacher	jalexander@ssis.edu.vn	5413-0901
Appino, Robert	MS/HS Humanities/IT Teacher	rappino@ssis.edu.vn	5413-0901
Barrier, Michael	HS History Teacher	mbarrier@ssis.edu.vn	5413-0901
Barton, Charles	Head of School	cbarton@ssis.edu.vn	5413-0901
Bertoia, Bonnie	MS Counselor/MS Humanities	counseloresms@ssis.edu.vn	5413-0901
Bertoia, Gary	ICT Teacher	gbertoia@ssis.edu.vn	5413-0901
Cottrell, Gregg	HS Mathematics Teacher	gcottrell@ssis.edu.vn	5413-0901
Johnson, Sepi	ES/MS Art Teacher	sjohnson@ssis.edu.vn	5413-0901
Featherstone, Lisa	CAP Coordinator	lfeatherstone@ssis.edu.vn	5413-0901
Flaspohler, Theresa	Curriculum Director	tflaspohler@ssis.edu.vn	5413-0901
Franck, Beverly	MS/HS Learning Resource	bfranck@ssis.edu.vn	5413-0901
Goetz, Thomas	Admissions Director/HSCounselor	tgoetz@ssis.edu.vn	5413-0901
Graziano, Joe	MS/HS Math & Science Teacher	jgraziano@ssis.edu.vn	5413-0901
Holley, Karin-Ann	HS Geography Teacher	kholley@ssis.edu.vn	5413-0901
Isley, Mark	HS Social Studies Teacher	misley@ssis.edu.vn	5413-0901
Isley, Rhonda	Assistant MS/HS School Principal	risley@ssis.edu.vn	5413-0901
Johnston, Gary	MS Math/Science Teacher	gjohnston@ssis.edu.vn	5413-0901
Johnson, Paul	MS/HS Principal	pjohnson@ssis.edu.vn	5413-0901
Johnson, Sepi	MS Art Teacher	sjohnson@ssis.edu.vn	5413-0901
Lee, Alice	MS/HS Mandarin Teacher	alee@ssis.edu.vn	5413-0901
Li, Joanne	MS/HS Mandarin Teacher	jlj@ssis.edu.vn	5413-0901
Lumsden, Valerie	MS/HS Humanities Teacher	vlumsden@ssis.edu.vn	5413-0901
Lumsden, Chris	MS/HS ICT Teacher	clumsden@ssis.edu.vn	5413-0901
MacRury, Brett	HS Science Teacher	bmacrury@ssis.edu.vn	5413-0901
Markowitz, Mitch	HS ESL and Spanish Teacher	mmarkowicz@ssis.edu.vn	5413-0901
Mason, Sophie	MS/HS Dance Teacher	smason@ssis.edu.vn	5413-0901
McKinnon, Pamela	MS Humanities/HS Drama Teacher	pmckinnon@ssis.edu.vn	5413-0901
Medina, William	HS Spanish Teacher	wmedina@ssis.edu.vn	5413-0901
Morley, Darren	ES/MS Music Teacher	dmorley@ssis.edu.vn	5413-0901
Murphy, Michael	MS/HS PE Teacher/Athletic Dir.	mmurphy@ssis.edu.vn	5413-0901
Nomer Adona	HS Art Teacher	nadona@ssis.edu.vn	5413-0901
Nugent, Kristin	MS Math/Science Teacher	knugent@ssis.edu.vn	5413-0901
Pav, Anton	Librarian and HS English Teacher	apav@ssis.edu.vn	5413-0901
Perkin, David	Director of Technology	itdirector@ssis.edu.vn	5413-0901
Porteous, Wendy	Admission Director	wporteous@ssis.edu.vn	5413-0901
Stephen Ada	MS/HS Music Teacher	sada@ssis.edu.vn	5413-0901
Smith, Stacey	MS/HS PE Teacher	ssmith@ssis.edu.vn	5413-0901
White, Rob	HS English Teacher	rwhite@ssis.edu.vn	5413-0901
Williams, Michael	HS Math/Science Teacher	mwilliams@ssis.edu.vn	5413-0901
Wittry, Dot	MS/HS PE Teacher	dwittry@ssis.edu.vn	5413-0901

Appendix 2: Student/Family Contact Information Update Form

It is our intention to send out much of our information via email this year. It is therefore imperative that email addresses be accurate and up-to-date. In order to assist us in checking this information – and the emergency contact information that is currently on file, please complete the form below and have your son/daughter return it to the MS/HS office.

Student(s) Name/Grade

Last name _____ First Name _____ Grade _____
Last name _____ First Name _____ Grade _____
Last name _____ First Name _____ Grade _____
Last name _____ First Name _____ Grade _____

Confirmation of Information

Home Address _____

Home Telephone _____

Mother's E-mail _____ alternate _____

Mother's Work Address/Work Contact Information

Father's Work Address/Work Contact Information

Father's E-mail _____ alternate _____

Emergency Contact Information

Name _____ Home ph # _____ Mobile# _____

Doctor's name _____ Ph # _____

Person responsible for picking up your child(ren) _____

(Please clearly print the details for the information checked above.)

Appendix 3: Blanket Trip Permission Form for Trips Within HCMC

During the course of the school year many opportunities present themselves for students to take trips off campus. These may include field trips in support of various curricular events, sports outings, service opportunities or trips with special organizations and visits to the two schools we support with donations.

Although the school may seek your permission for a particular trip, your signature line below will authorize SSIS to include your child(ren) on such a trip even in the event we are unable to reach you or if we have not received the specific response form detailing the trip. Trips are always supervised by SSIS staff.

My son/daughter(s) may attend any off-campus official trips. Please print the name or names and grades of your children:

_____ Grade _____

_____ Grade _____

_____ Grade _____

Specific restrictions or comments (if any):

Date: _____, 200__

Signature of Parent or Guardian

Appendix 4: School Calendar

Appendix 5: Recommendations for Students with Diagnosed Infectious Diseases