ST. PAUL AMERICAN SCHOOL HANOI

High School Student Handbook

School Year 2026-2027

Last Updated: July 27, 2026

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Dear St. Paul American School Hanoi High School Community,

I am honored to welcome you to the 2026-2027 school year at St. Paul American School Hanoi. Thank you for choosing to join our school as we enter our 16th year. We are excited for this school year and look forward to working with you.

I am thrilled to be starting my 5th year with the St. Paul Community and my 18th year as a professional educator. As the high school principal, my vision is to make St. Paul the best it can be—academically, socially, extracurricularly, and culturally. I am committed to fostering high standards and high achievement within a rigorous yet supportive environment. I want every student to be challenged, every staff member to feel valued and professionally fulfilled, and every parent to trust in the quality of our school. Together, we will build a community where excellence and well-being go hand in hand.

Student success is why we exist as a school community. To ensure the success of our students, it is important to have clear guidelines and expectations. The High School Student Handbook provides this information to our students and families. Therefore, it is important that all students and families know the contents of this handbook. Not knowing the rules and policies in this handbook is not an acceptable excuse should a situation arise.

We have been achieving outstanding things the past few years and I look forward to even greater accomplishments to come. If you have any questions, comments, or concerns, please do not hesitate to contact me at: hs.principal@stpaulhanoi.com.

I am honored to serve the St. Paul community and look forward to getting to know you in the coming months.

Sincerely,

TJ Shiers

High School Principal
hs.principal@stpaulhanoi.com

Contact Information

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Secondary School Bell Schedule

MS/HS Bell Schedule

ST. PAUL AMERICAN SCHOOL HANOI

MONDAY, TUESDAY, THURSDAY, FRIDAY		
A Week / B Week	*start*	*end*
P1 / P4	8:15	9:05
pass	*6 min*	
P2 / P5	9:11	10:01
pass	*6 min*	
P3 / P6	10:07	10:57
Lunch	10:57-11:37	
pass	*6 min*	
Advisory/Clubs	11:43-12:17	
pass	*6 min*	
P4 / P1	12:23	13:13
pass	*6 min*	
P5 / P2	13:19	14:09
pass	*6 min*	
P6 / P3	14:15	15:05
pass	*5 min*	
Athletics	15:10	16:05

WEDNESDAY		
A Week / B Week	*start*	*end*
P1 / P4	8:15	8:55
pass	*6 min*	
P2 / P5	9:01	9:41
pass	*6 min*	
P3 / P6	9:47	10:27
pass	*6 min*	
P4 / P1	10:33	11:13
Lunch	11:13	11:53
pass	*6 min*	
Community Mtg / Stuco Activities	11:59-12:33	
pass	*6 min*	
P5 / P2	12:39	13:19
pass	*6 min*	
P6 / P3	13:25	14:05

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MISSION STATEMENT AND CORE VALUES

St. Paul American School prepares students to be **engaged**, **educated**, and **empowered** global citizens.

Furthermore, in our High School, we celebrate the following core values within our community.

- ***Respect***: Treating others, oneself and property with dignity, kindness and consideration.
- ***Integrity***: Always doing what is right, even when it is not easy.
- ***Honesty***: Being truthful with others and yourself.
- ***Responsibility***: Taking ownership of our actions and being dependable.
- ***Creativity***: The use of imagination and original ideas.

VISION STATEMENT

At St. Paul, we are nurturing a community of empathetic, accountable, and adaptable citizens with a global mindset who are prepared to pursue their individual goals.

SPASH DEIJ Statement

At SPASH, we are dedicated to creating a safe environment where every individual feels valued, respected, and that they belong. As an international school, our community thrives on diverse cultural backgrounds, perspectives, and experiences, which are key to nurturing global citizens.

We believe:

- **Diversity** enriches learning and fosters empathy.
- **Equity** ensures every individual has access to the resources to succeed socially, academically, emotionally, and professionally.
- **Inclusion** creates a safe, welcoming space for all voices and identities.
- **Justice** calls us to uphold the principles of fairness, dignity, and respect.

To uphold these values, we:

- Integrate diverse perspectives into our curriculum.
- Provide ongoing professional development to support inclusive practices.
- Address and work to avoid and hopefully eliminate bias and discrimination.
- Promote open dialogue to build understanding and collaboration.
- Partner with families and communities to advocate for equity and justice.

SPASH strives to continuously serve the needs of our diverse community and improve our DEIJ practices, while ensuring they align with our mission: to be engaged, educated, and empowered global citizens.

UNIFORM POLICY AND DRESS CODE

Students at St. Paul American School are required to wear a clean and complete school uniform at all times, unless they are involved in an activity which requires them to change. They must change back to the uniform immediately following this activity.

The School Dress Code includes the following considerations:

12 A student shall dress and behave in a manner that does not distract or detract from the educational process or result in damage to school facilities. Dress and personal grooming should be clean and should conform to health standards.
13 Due to St. Paul American School's multicultural environment, students must be sensitive to the beliefs of others, including ways of dress associated with other cultures and religions.
14 The school administration reserves the right to determine what acceptable dress is, particularly in regards to lengths of uniform bottoms.
15 The Dress Code prohibits: Inappropriate clothing including, but not limited to, low cut or cropped tops which expose the midriff, shorts and skirts shorter mid thigh length, clothing with offensive messages or logos, and any reference to alcohol, drugs, sex, etc.
16 **Headcoverings may not be worn indoors** (exceptions may be made by the school Principal due to religious reasons)
17 If the climate is cold enough to warrant a jacket/hoodie/sweatshirt, the student may wear an open front jacket or shirt with the proper uniform visible; however, the uniform MUST be complete under the covering.

Students deemed by the school administration to be dressed inappropriately will be required to change into acceptable clothing. If an acceptable uniform cannot be obtained, they will be placed in after school detention.

After school detention:

- Will be on the same day as the infraction (or the next day depending on available school transportation) and students will take the 4:15 bus or parents will need to arrange a later pickup time for their student
- Students are not allowed to participate in clubs or athletics the day of the infraction including game participation
    - After the first week of school, students will have 3 opportunities to get in uniform before after school detention becomes the consequence

School Uniform
Daily Uniform (Monday-Thursday) TOPS - SPASH Polo Shirt (red or blue) BOTTOMS - **Solid** khaki (beige or tan) OR **solid** black or navy shorts/pants/dresses/skirts/skorts at mid-thigh length or longer with no stripes or logos larger than 5cm x 5cm

FEET - closed-toe shoes appropriate for the class activities the student is participating in on a given day.

The following do not align with our dress code and are not permitted: skintight leggings or yoga pants, sandals, slides, open-toed shoes

Fridays: Students may either wear the daily uniform or the following:
TOPS - Items purchased from the Eagle Store, St. Paul Sound or have an official St. Paul logo.
BOTTOMS - Solid khaki (beige), blue or black shorts/pants/dresses/skirts/skorts at mid-thigh length or longer. Jeans are only allowed on special dress days which will be announced in advance. PE uniforms may be worn throughout the day; however, a change of clothes is still required if the student has PE class that day.

FORMAL UNIFORM

There will be days during the school year where we will require students to be in their formal school uniform.
TOPS - Clean SPASH Polo Shirt (red)
BOTTOMS - Clean, **solid** Black shorts/pants/skirts/skorts at mid-thigh length or longer.
FEET - sneakers or dress shoes appropriate for the class activities the student is participating in on a given day, no open-toed shoes.

PHYSICAL EDUCATION UNIFORM

Students are required to change into PE uniform every day.

TOPS - SPASH PE Shirt or EAT approved uniform
BOTTOMS - Blue SPASH PE Shorts
FEET - Tennis shoes with shoe laces OR Velcro
ADDITIONAL - Reusable Water Bottle

OUTERWEAR

All outerwear, not included in the dress code or uniform policy above is limited to the following:

- SPASH Letter Jacket
- SPASH Sweatshirt
- Open front jackets/shirts with the proper uniform visible
- Any SPASH approved outerwear

Uniform Hygiene

All school attire, regardless of the day, must be clean and in good condition. Clothing with holes, and visible damage will be in violation of the uniform policy. Furthermore, school clothing must be kept clean and washed regularly to avoid odors that may be distracting to the learning environment.

Students who arrive at school without the appropriate attire as outlined above will need to obtain a proper uniform or be placed in after school detention until they are in proper uniform.

Uniform Violations

While on campus or attending a school function, students are expected to adhere to the school's dress code and uniform policy. Students who are in violation of this policy must take immediate action to correct their outfit by completing one of the following actions:

- Borrow an extra uniform from a classmate
- Call home to have a proper uniform delivered
    - Student may not return to class until the uniform arrives
    - Class time missed will be considered unexcused
- Purchase a school-approved outfit from the school's store

Multiple violations may lead to a parent meeting and the student being placed on Concern Status. Continued violations may result in disciplinary action including placement on Probation.

STUDENT BEHAVIOR AND DISCIPLINE POLICY

Definition of Behaviors

Disciplinary action may be taken for any behavior that disrupts the learning environment or violates the rights of others. Prohibited acts that may result in disciplinary action (prohibited acts include, but are not limited to, those listed below). Any or all of these actions will be documented and submitted to the administration and SST (student support team), and will be assessed for their severity. These actions may be met with immediate disciplinary action based on the frequency and severity of an act or the combination of actions over a period of time. Disciplinary action may be taken using a MTSS (multi-tiered system of support) process and will include the following steps:

1. Meet with an administrator or counselor to discuss the behavior and create an Action Plan to avoid further incidents. Parents will be notified of the incident.
2. Administrators may request a meeting with parents and further disciplinary action may be taken in the form of lunch or after school detention, in-school or out of school suspension in collaboration with parents, depending on the severity of the incident.
3. The student may be placed on Concern Status or Probationary Status, depending on the severity of the incident.
4. The student may be disenrolled with the approval of the board of management.

ATTENDANCE POLICY

At St. Paul American School Hanoi, regular attendance is required by all students. Many in-class learning experiences cannot be duplicated by make-up activities so it is critical for students to be in

school, all day, every day. A pattern of strong attendance benefits the student and transfers to future success in higher education and in the workplace and heightens the student's sense of self-worth and increases one's autonomy.

Attendance will be uniformly and regularly taken and monitored by all teachers for each period of the school day. Attendance records will be reviewed regularly by the school administration in order to identify cases where students are not meeting our expectations for their attendance.

We acknowledge that every now and then, a student may need to miss school for a variety of reasons. When a student needs to be absent from school, the following procedures must be followed.

If a student will be absent from school, the parent must notify the Secondary School Secretary by using the attendance notification form.

Attendance Definitions and Procedures

Tardy

- A student is considered tardy when they arrive after the class starts. All classes start according to the published Bell Schedule.
- When a student is tardy, it causes a disruption to the learning environment and is detrimental to the student's learning and learning community. Students should strive to always arrive to class on time.
- When a student is tardy to class, it will be recorded in Sycamore and they will be subject to administrative consequences (see below).
- In the event that a student is tardy because they were in a conference with a staff member, the student should receive a Hall Pass from the staff member and present the slip to the receiving teacher immediately upon entering the class.
    - When entering a class late, it is critical for the student to enter quietly and respectfully so as to avoid disrupting the class.
    - A student who arrives with a Hall Pass will not be considered tardy and their attendance record will not be affected.
- If a student is tardy by an excess of 15 minutes without a Hall Pass, the student is assigned an ***unexcused absence***.
- Whenever a student is marked tardy, their Sycamore account will be updated accordingly.

Consequences for Tardiness
The administration will produce a tardy report every Monday for the previous week. Students who are marked tardy will be subject to the following consequences. **1st – 3rd** Tardy to classes: ➔ Student misses all work, assignments, and announcements from the start of the class. ➔ Administration notifies the student and reminds them of the school's expectation to arrive to class before the class begins, per the published bell schedule. **4th - 6th** Tardy to classes:

- ➔ Student misses all work, assignments, and announcements from the start of the class.
- ➔ Administration notifies the student and parent is contacted.
- ➔ The student is assigned **Lunch Detention** with the Dean of Students and an **Action Plan** is created to ensure that the behavior is corrected.

7th Tardy to class
- ➔ Student misses all work, assignments, and announcements from the start of the class.
- ➔ Administration is notified and the student is contacted.
- ➔ The student is assigned **After School Detention and loss of privileges and activities**
- ➔ The student's parents are contacted.

8th Tardy to class
- ➔ Student misses all work, assignment, and announcements from the start of the class.
- ➔ The student's parents are contacted and required to meet with the dean of students and school principal.
- ➔ Student is placed on **Concern Status**.
- ➔ The student is assigned one **Lunch Detention** for every additional tardy.

Consequence of Continued Tardiness
Consistent tardiness and unexcused absences may lead to poor or failing grades and will result in placement on Probationary Status. Continued infractions can ultimately lead to dismissal from St. Paul American School.

Consequences for Truancy

Attendance is taken regularly throughout every school day by the students' classroom teachers. If a student is present at school, but is not attending their normal class, and no other permissible explanation is given, they are considered truant.

1st Truant / skipping classes:
- ➔ Student misses all work, assignments, and announcements for the class.
- ➔ Student meets with the Dean of Students to create an Action Plan to correct the behavior.
- ➔ Administration notifies the student and parents and reminds them of the school's expectation to attend all classes.

2nd Truant / skipping classes:
- ➔ Student misses all work, assignments, and announcements from the start of the class.
- ➔ Administration notifies the student and parent is contacted.
- ➔ The student is assigned **After School Detention and loss of privilege** the following school day.
- ➔ Administration notifies the student and parents and reminds them of the school's expectation to attend all classes.

3rd Truant / skipping classes:
- ➔ Student misses all work, assignments, and announcements from the class.

➔ The student's parents are contacted and required to meet with the dean of students and school principal.
➔ Student is placed on **Concern Status**.

Consequence of Continued Truancy
Consistent truancy and unexcused absences may lead to poor or failing grades and will result in placement on Probationary Status. Continued infractions can ultimately lead to dismissal from St. Paul American School.

EXCUSED Absences

All absences are considered "unexcused" until the nature of the absence is identified by the school. Absences will be reviewed on a case-by-case basis and may be considered "excused" if one of the following is confirmed and does not surpass the student attendance limitations (See Below):

- Personal illness
- Family emergency or death in the family
- Medical/dental appointments
- Pre-arranged college visits
- Family Business
- Major religious holidays
- Legal matters
- School-authorized absences:
    - Interscholastic athletic competitions and events
    - Pre-approved school events (fairs, concerts, etc.)
    - Approved field trips
    - Special services support groups
    - Student recognition and award ceremonies

Parents must notify the school of absences by using the Attendance Notification Form prior to the absence or, in cases of illness, no later than 8:00 am on the date of the absence. If a student is absent due to illness for 2 or more days, then they must bring a doctor's note to the high school office. For pre-arranged absences i.e. if a student needs to travel for an extended period of time, parents must notify the office via the Attendance Notification Form.

*Students who arrive on campus after 8:15 am must check in at GATE 1 and then stop at the reception desk in B Building in order to get a pass to class. This is to ensure student safety and for accurate attendance information.

**Students will have two school days for each excused absence to complete all assignments (except for the scenarios below) starting the day they return to school. For academic integrity purposes, students that miss the administration of a quiz or exam may be given an alternative assessment. Teachers may give more time to complete missing work at their discretion.

Common Scenarios:

1. A long term assignment* is due the day a student is sick. The assignment is now due the first day the student returns to school.

2. The assignment is due for the 2nd period class. The student is absent that morning but returns after lunch. The assignment is now due by 4:00 of the same school day.

**Long term assignment is defined as any assignment that takes more than 3 school days to complete, including the day the assignment was introduced.*

PRE-ARRANGED ABSENCES, FAMILY TRIPS or VACATIONS

The school strongly discourages families from scheduling family trips and vacations when classes are in session. With proper notification of a pre-arranged absence request (see below), the school administrator(s) will decide whether or not to allow the absences to be EXCUSED or UNEXCUSED. The school reserves the right to consider absences due to excessive family trips or vacations as UNEXCUSED.

How to Request a Pre-arranged Absence

In order for a pre-arranged absence to be considered as an EXCUSED absence, the family must notify the Principal's Secretary 2 weeks prior to the first day of the absence using the Attendance Notification Form. The administrator will review the request and inform the family prior to the student's anticipated absence date.

Student Expectations for Pre-arranged Absences

It is the student's responsibility to communicate the upcoming absence with all of their teachers and get all the work that they will miss ahead of time. The student is also responsible for staying updated on the progress of their classes so that when they return, they can submit all missed work upon their return to class.

When the administration decides to authorize a pre-arranged absence to count as EXCUSED, an administrator will notify the student, the parents, teachers, and counselors of the expectations stated above.

UNEXCUSED Absences

- An absence is considered UNEXCUSED when it is not pre-arranged by the parent/guardian or the school or does not fall into the guidelines for an excused absence.
- UNEXCUSED Absences will be indicated in the student's school attendance record.

UNEXCUSED absences include, but are not limited to the following:

- Skipping Class (i.e. cutting or truancy)
- Any time a student is later than 15 minutes after the class has started without a Hall Pass
- An unauthorized departure from campus
- Family trips or vacations that were not communicated with the Principal's Secretary 2 weeks prior to the first day of the absence or those absences not approved by the administration
- During online learning, students are considered absent if they turn their camera off without prior permission from the teacher.

Attendance Expectations During AP Testing

During AP testing season, absences—including arriving late, leaving early, or missing school for medical, family, or transportation reasons—will be considered unexcused.
- Medical absences will only be excused with a doctor's note.
- Absences for "family business" will be considered unexcused.

Exceptions will be considered on a case-by-case basis by the principal in the case of emergencies or exceptional circumstances. Parents may fill in the "Explanation/설명/Giải thích" section of the Attendance Notification Form. The High School Office will follow up if clarification is needed.

If students have excessive absences before scheduled SAT exam dates, those may also be considered unexcused without proper documentation.

Students may not receive credit for work missed due to unexcused absences.

Consequences for Unexcused Absences

1st – 2nd unexcused absence from class or classes:
- ➔ The teacher notifies the administration, student and parent by taking attendance through the student information system.
- ➔ An additional SMS message may be sent to the parent(s) to notify them of the student's absence.
- ➔ The student may **forfeit credit** for any class work missed.

3rd unexcused absence from class or classes:
- ➔ The parent/guardian is notified of the absence.
- ➔ The student may **forfeit credit** for any class work missed.
- ➔ Parents are required to visit with the dean of students and principal to develop a plan for improvement.
- ➔ The student is placed on **Concern Status**.

Consequence of Further Absence
Unexcused absences may lead to poor or failing grades, and will result in placement on Concern or Probationary Status, and can ultimately lead to dismissal from St. Paul American School. Students may not receive course credit if they exceed the maximum number of absences.

The administrative team reserves the right to offer further disciplinary action when students show a consistent pattern of missing classes due to skipping school or cutting classes.

STUDENT ATTENDANCE LIMITATIONS

In order for a student to earn academic credit for a class, they must have an attendance percentage of 85% of the course's classes. If the student misses more than 15% of the course, they may be ineligible to receive credit for the course, even if they have a passing grade. Absences past the 15% threshold

will be considered unexcused. The administration makes the final determination on whether a student receives credit for a course or not.

- Once a student misses 5 full school days in a semester, the student will be put on Concern Status for Attendance.
- Once a student misses 10 full school days in a semester, the student will be put on Probation Status for Attendance.
- A student with 14 or more absences in a semester will not receive credit for that course in that semester regardless of their grade.

For example:

- Student A is enrolled in Grade 9 ELA. The semester is 90 days, meaning the student must attend at least 77 (85%) of the Grade 9 ELA classes to receive a credit.

**Attendance appeals should be made as soon as possible to enable effective investigation and updating.

PLACE - POLICY for LANGUAGE ACQUISITION and COMMUNITY EXCELLENCE

GOALS OF LANGUAGE POLICY:

1. **To optimize exposure and opportunity to practice and improve English skills.**
    - Practice is essential to improving any desired skill.
    - When encouraged to regularly engage with English language in all classes, students can dramatically and measurably improve their English skills.
2. **To ensure an inclusive and welcoming school community.**
    - Minimize opportunities for bullying and exclusion of students with diverse language backgrounds.
    - Incorporate the wide variety of diverse perspectives, experiences, and opinions of our student population.

St. Paul encourages the development of English skills for all of our students. For this reason, students are required to speak English during class time, and encouraged to speak English outside of the classroom.

St. Paul understands that the use of a student's native language can enhance their learning. Therefore, the speaking of native languages in a positive, non-exclusionary, informative setting may be encouraged.

When students talk in a language other than English, they are inadvertently excluding others from participating in the conversation and activities. This can unknowingly and unintentionally exclude

students that speak a different language.

There are times when the use of a native language can actually be detrimental to student learning. For example, students working in groups must speak in English so that all of the students can participate. If a student cannot participate in their group because the other students are not using English, then this student's right to learn has been taken away.

LANGUAGE EXPECTATIONS AT ST. PAUL AMERICAN SCHOOL HANOI

ACADEMIC & CLASSROOM CONTEXT

2 The default language of instruction and student interaction in all classes is English.
3 Students are allowed to utilize their L1 for clarification of content or instructions during class time when permitted by the teacher.
4 Teachers have the individual discretion to intentionally incorporate opportunities for students to utilize their L1 for the purpose of clarification and/or explanation.

SOCIAL CONTEXT

5 The default language of social interaction in classrooms is English
6 During non-class time (before school, passing periods, lunch, after Beyond), students are permitted to use their L1. However, it is STRONGLY ENCOURAGED that students use English in order to accomplish the goals stated previously.

PLACE Details

For the sake of maintaining accountability, and to encourage alignment to the language policy, all classroom teachers will have individualized systems for logging and tracking the PLACE infractions.

If the pattern of PLACE infractions continues (based upon a pattern identified in the classroom's tracking system) the teacher will refer the student to the dean and the principal for further administrative action.

Referrals to the principals and dean will be subject to the consequences outlined below:

Possible Consequences for Repeated Offenses of the PLACE
1st Offense - Referral to Dean of Students and/or the Principal, communication with parents 2nd Offense - Referral to Dean of Students and/or the Principal, parent communication, lunch detention 3rd Offense - Referral to Dean of Students and/or the Principal, parent communication, after school detention 4th Offense - Referral to Dean of Students and/or the Principal, parent communication, after school detention, placement on Concern Status

Continued PLACE infractions may result in placement on probationary status.

ACADEMIC INTEGRITY POLICY

St. Paul American School Hanoi fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present, as their own, any work not actually performed by them; collusion, fabrication and cheating on examinations, papers and other course-related work; producing other students' papers or projects are considered violations of academic integrity. It is expected that all students will understand and adhere to the concept of academic integrity.

Definitions

The prevailing forms of academic dishonesty are **cheating, plagiarism, collusion, and AI use.**

Cheating

In the instructional setting is the unauthorized use or exchange of information by students for the purpose of meeting academic standards or requirements; examples include, but are not limited to, the following:

- Copying others' work during a formal in-class or take-home assessment.
- Using unauthorized notes or aids during an assessment.
- Collaborating with any other person, including tutors, academy teachers, classmates, friends, etc. without express permission from the teacher.
- Using or giving unauthorized assistance on a take-home examination, assigned physical work, projects, or any other academic work from tutors, academy teachers, classmates, friends, etc.
- Arranging for another student to take an examination.
- Attempting to obtain, or knowingly obtaining, using, buying, selling, or soliciting the contents of an assessment or information about an assessment.
- Unauthorized supplying or bribing any other person to obtain an unreleased test or information about an assessment.

Plagiarism

Plagiarism refers to the representation of another person's words or ideas as one's own without proper attribution or credit. Other people's words or ideas must be given adequate documentation whether used in direct quotation or in summary or paraphrase. Plagiarism includes, but is not limited to, quoting written or oral materials without citation on an exam, term paper, homework, or other written materials or oral presentations for academic requirements; purchasing from a term paper service and submitting as one's own, downloading from the internet or taking from any other source; or submitting anyone else's work as one's own. Any form of plagiarism constitutes a violation of academic integrity.

Collusion

Collusion is an agreement by two or more people to commit an act of academic dishonesty. The school will not attempt to distinguish between students who cheat or plagiarize and those who assist in such actions. A student who assists another in the act of cheating or plagiarism is subject to disciplinary action for violation of academic integrity.

Artificial Intelligence (AI) Use

Use of AI tools is generally limited and often not permitted when completing assignments that call for the creation of original work from the student. If a teacher does not explicitly give students permission to use AI tools, then AI tools may not be used to complete the assignment. Teachers may employ AI detection tools, such as Turnitin, and other AI detection software, Google Docs history, or a student being unable to explain or paraphrase work in a meaningful way to detect the misuse of AI on assignments. Additionally, St. Paul teachers are experienced professionals who know the capabilities of their students. If a student turns in work that is, in the teacher's judgement, markedly different in writing style, tone, or ability level than the student has demonstrated in class, the student's work is subject to an investigation by the teacher and administration. If misuse is determined by the end of the investigation, disciplinary action for violating the Academic Integrity Policy will occur based on the consequences listed below.

Consequences for Violations of Academic Integrity - offenses are cumulative across all classes. For example, there is a first offense violation in Chemistry in October and then 3 weeks later a violation in Pre-Calculus. This would be counted as the 2nd Offense for the year.
1st Offense - Parent contact by the teacher, referral to Dean of Students for creation of behavior action plan, and student must redo the assignment/assessment for full credit, timeline for reassessment to be determined by the teacher 2nd Offense - Referral to Dean of Students, Parent Meeting, Placement on Concern Status, zero on the assignment/assessment or redo at up to 75% credit at teacher's discretion 3rd Offense - Referral to Dean of Students, After School Detention, Parent Meeting, Placement on Probationary Status, zero on the assignment/assessment or redo at teacher discretion for up to 50% credit 4th Offense - Referral to Dean of Students, Out of School Suspension (in collaboration with parents) or One Week of After School Detention, Parent meeting required, Potential loss of credit for the semester in that course, zero on the assignment/assessment. Recommendation to board of management for dismissal from St. Paul American School. Students start each academic year with zero offenses.

We have developed a chart to help students understand if and at what level AI use is permissible. Teachers will be using this chart to make clear their expectations on any given assignment.

HS AI and Digital Support Usage Chart

Whole School Anti-Bullying Policy

1. Reasons for and scope of an anti-bullying policy:

St. Paul American School Hanoi has a comprehensive school-wide anti-bullying policy to ensure that all students are provided with a safe environment in which to learn and flourish.

This policy provides all school stakeholders (students, parents, staff and administration) with a clear understand of the following: t

A. The definition of bullying.
B. Bullying of any kind between school community members (students, teachers, staff members and parents) is not tolerated.
C. A collective community response to bullying exists with specific consequences that are immediate, relative, rehabilitative, and restorative.

Students who are being bullied often show changes in behavior, such as increased absences from school, shyness or withdrawal, nervousness, aggression, seeking adult company, social avoidance, or the feigning of illness. Changes in academic performance and behavior (such as lack of concentration, truancy, or abnormal work patterns) are also often displayed by victims of bullying. In some cases of bullying, a victim may become traumatized, which further hurts the student's emotional, social, and academic well-being. A traumatized person requires more mental health support to process the trauma.

Therefore, the St. Paul anti-bullying policy covers all aspects of school life and all stakeholders without exception to ensure that all those who work in the school do so in a safe and positive learning environment. Moreover, the St. Paul anti-bullying policy is also directly linked to the school's core values, and in particular those of respect, responsibility, and integrity. As a result, it is essential that all members of the school community understand and abide by the policy and model appropriate behavior at all times. This encourages and empowers all stakeholders to be proactive in creating a positive sense of community and responsibility so that the opportunities for bullying to exist are minimized.

2. Definition of bullying:

Bullying is intentional, hurtful, aggressive behavior that is *repeated over a period of time*. Bullying can be physical or mental, can be undertaken by individuals or a group, and results in pain and distress to the victim(s).

Bullying includes but is not limited to the following:

- Emotional (being harassing, excluding, or tormenting)
- Physical (pushing, kicking, or use of violence)
  (a) Racial (racially-charged taunts, slurs, graffiti, or gestures)

(b) Sexual (unwanted physical contact, homophobic slurs regarding sexual orientation or perceived orientation, or sexually abusive comments)
(c) Verbal (abusive comments, name calling, use of inappropriate language)

- Cyber bullying (harassment via the internet, text messages, chat groups, blogs, forums etc.)
- Intentional and repeated personal (exclusion from social groups) with intent to alienate
- Cultural (language spoken, style, appearance, clothing, etc)
- Religious (intentionally offensive language specific to a person's religion)

3. School community's response:

St. Paul will not tolerate bullying of any kind. Moreover, the school has in place a coordinated and consistent response to bullying in the school community. This includes support for those being bullied and, where appropriate, both support and sanctions for those perpetrating the bullying. This enables all stakeholders to feel secure in being able to visit, work, and learn in a supportive, caring, and safe environment. No incident where bullying is suspected will be ignored and knowledge of what has happened and why is critical in both dealing with and understanding the incident.

4. Proposed procedure:

The following steps will be taken when dealing with an incident of bullying in the school:

1.) An anonymous bullying reporting system will be made available to all community members. (If bullying is suspected or reported by a staff member, the incident is to be reported via the reporting system to a school administrator before the end of the same school day.)

2.) An administrator and/or their designee will be assigned to investigate the bullying claim and will begin his/her investigation within 24 hours of receiving the bullying incident report exclusive of weekends and school breaks.

3.) The school administrator will…

- Interview the alleged bully(ies), victim(s), and any witnesses.
- Collect evidence, and determine if bullying did or did not occur.
- Compose a clear and detailed account of the incident that will be recorded and documented.
- Communicate with parents and any staff members involved regarding what has happened and the consequences and actions that will occur.
- Create a plan for monitoring those involved with follow up procedures (of which parents, staff and students involved will be kept informed).

5. Reporting bullying: Bullying Incident Reporting Form

It is encouraged for schools to provide community members with an anonymous system (either digitally or otherwise) of reporting incidents of bullying in order to facilitate a safe space for victims and witnesses of bullying to be heard. This form is to be available to *all members of the school community* including *both* victims of bullying and witnesses to bullying behaviors.
The form is linked here.

6. Progressive response:

Every bullying situation is different, and as a result, the consequences will be different. Bullying behavior has consequences and is not tolerated at St. Paul. The level of sanctions reflect whether it is an initial incident, repeat offense, or continued bullying behavior. Sanctions are specific and advance in severity in line with each division's progressive discipline policy and based on the severity of the incident (with the final possibility being permanent expulsion from the school). Some examples of such consequences include (but are not limited to and may include multiple consequences):

- Self-reflection and apology to victim(s)
- Reparations to the victim(s)
    - Apologize
    - Offer to amend the situation
- Requirement to meet with the school counselor
- Parent conference (with administrator, counselor, parent, and student)
- Requirement to meet with an outside mental health professional
- Exclusion from certain areas of school premises
- Adherence to a Relief Plan including possible change of schedule for violator/aggressor
- After School Detention(s)
- Possible in school suspension (in collaboration with parents)
- Possible out of school suspension (in collaboration with parents)
- Permanent expulsion from St. Paul

7. Support:

There will be support for those who have been bullied and to those who bully. For those who have been bullied:

1. Opportunity to discuss what has happened with a member of staff of their choice and the school counselor.
2. Time given to listening to the student and reassurance.
3. Continuous support and monitoring of those involved.
4. Restoration of self-esteem and confidence.

For those who have bullied:

- Opportunity to discuss what has happened with the school counselor.
- Support student in ways to restore and repair the relationship
- Discussion of why the incident has happened.
- Informing parents of a need to monitor the student and change their attitude and behavior.

Every child deserves to learn in a safe, healthy environment. This policy helps ensure this goal.

OTHER BEHAVIORS SUBJECT TO DISCIPLINARY ACTION

Food and Beverages	• Food and beverages are permitted in classrooms at the discretion of individual teachers • Students are permitted to have reusable water bottles in the classroom
Deliveries to Campus	• Students are **not** permitted to have food, drink, or any other packages delivered to campus. • Exceptions include: having a uniform or school supplies *sent by a parent or guardian.* • ***Deliveries that meet this exception must be made to Gate 1.*** *No deliveries of any kind should be collected from any other gate.* • School administration has the authority to check the contents of any package that is delivered to campus.
Leaving Campus	- Students are not allowed to leave campus without proper permission. - Students leaving or re-entering campus during school hours must be accompanied by a teacher or a staff member, and must sign out and sign in at the school administration office. - **A student must have parent permission to leave campus, receive the appropriate pass from the receptionist, and show it to the guard staff at Gate 1 before leaving campus.** - Violation of this policy will result in disciplinary action and notification of the student's parents.
Portable Electronic Devices Including Cell Phones	• Mobile devices must be locked in school issued cell phone pouches at the start of the school day, and remain locked until the end of the school day when a staff member will unlock them. • In the event that mobile phones are needed for instructional purposes, individual teachers may unlock pouches to allow students to access their phones. Once the related instruction is completed that teacher will oversee the relocking of phones. • For more complete information see this document: SPASH Phone Pouch Policy and Frequently Asked Questions (FAQ)
Inappropriate Public Displays of Affection	At St. Paul, we promote a respectful and professional learning environment where all students feel comfortable. Public displays of affection (PDA) should reflect this standard and be appropriate for a school setting.

	• **Acceptable Behavior:** ✔ Friendly interactions such as high-fives, handshakes, fist bumps, and brief hugs ✔ Holding hands, arms around shoulders, and other culturally appropriate signs of affection • **Inappropriate Behavior:** ❌ Prolonged or intimate physical contact, including excessive hugging, sitting on laps, or lounging in close proximity ❌ Kissing or any form of romantic physical affection ❌ Sexual contact of any kind • Administration maintains discretion over what is considered acceptable behavior in the school setting • If a student's behavior is deemed inappropriate for the school environment, they will be reminded to stop. Continued violations may result in further consequences, such as parent contact or administrative intervention. • This policy is in place to ensure that all students can focus on learning in a comfortable and professional atmosphere.
Truancy	Please refer to the Attendance Policy in this handbook.
Disrespectful Behavior	1. Disrespectful behavior is rude or derogatory behavior, and includes making threats, or refusing to follow directions, and will not be tolerated at St. Paul American School Hanoi. 2. Disrespectful behavior can be exhibited verbally, electronically or in writing. 3. A student shall comply with all reasonable requests issued by school personnel. 4. A student shall not disturb or interrupt the peace and order of the school, or any school sponsored activities. 5. Defiance is the refusal to obey or comply with a reasonable and moral request or directive from school personnel. A student shall not display open resistance or refusal toward authority figures during school hours or at any school-sponsored activities.
Theft and Vandalism	1. Vandalism is willful damage to or destruction of school property, or the property of others. 2. Stealing shall be defined as the act of intentionally and without claim of right taking, using, transferring, concealing, or retaining possession of the property of another without regard to value, without consent of the owner, and with intent to deprive the owner of the property, or the finding of and keeping of lost property without making a reasonable effort to find the owner. 3. A student shall not cause or attempt to cause willful damage to property, or steal or attempt to steal school or private property,

	either on the school grounds, or at a school-sponsored activity or event. 4. Any student who commits vandalism will be required to pay for the damages caused. Student records and final grades will be withheld until all amounts are paid. 5. Students suspected of possessing stolen items may be subject to a search of their person and belongings.
Profanity	The use of profanity in a verbal, electronic, or written form, and insulting and profane gestures in any language or culture, is prohibited at school, in school vehicles, and at school functions. *There are exceptions for this policy in some works of art and literature that will be permitted at the discretion of the staff and administration.
Physical Assault or Aggression	● Physical assault is any action which intentionally inflicts or attempts to inflict, or threatens to inflict bodily harm upon another. ● Verbal assault is abusive, threatening, profane, or obscene language, either oral or written, by a student toward any person. ● Verbal assault also includes intimidation, harassment or extortion. ● A student shall not commit physical or verbal assault.
Harassment	Harassment is any incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means - based on or motivated by the actual or perceived race, creed, color, national origin, gender identity, marital status, sex, sexual orientation, or disability of a student or a student's family member - having the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment. "Harassment" may include conduct such as the following: ● Sexual harassment, including but not limited to unwelcome sexual advances; requests for sexual favors; "pantsing" and other acts that are meant to humiliate the victim in a sexualized way; and other verbal, written, visual, or physical conduct of a sexual nature, is when at least one of the following occur: o Submission to the conduct in question is made, either explicitly or implicitly, a term or condition of a student's education. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

	o The behavior creates a learning environment in which the student is unable to participate fully and/or learn, as determined by the administration. o Examples include, but are not limited to, touching another person in an unwelcome manner, or in a location considered private. ● Racial harassment, including conduct directed at the actual or perceived race or color of a student or a student's family member, such as the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs. ● Harassment of members of other protected categories, including conduct directed at the actual or perceived creed, national origin, gender identity, marital status, sex, sexual orientation, or disability of a student or a student's family member, such as the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
Bullying/Cyber-bullying	Bullying is any overt act or combination of acts, including an act conducted by electronic or other visual means, which is directed against a student or students by another student or students and may be repeated over time; ridicules, humiliates, intimidates or otherwise harms the student or students physically, mentally, or emotionally; and may interfere unreasonably with an individual's school performance or participation. Bullying is often characterized by an imbalance of power. Bullying may include cyberbullying. Following is a non-exhaustive list of ways bullying may manifest (though bullying may also manifest in other ways not listed here): ● teasing ● social exclusion ● threat ● intimidation ● stalking ● physical violence ● theft ● sexual, religious or racial/ethnic harassment ● public or private humiliation ● intentional destruction of student property

Controlled Substances including but not limited to: Tobacco, Vape products, Drugs, and Alcohol	● A student shall not possess, consume, provide or be under the influence of any controlled substance or placebo/look-alike/imitation, prescription drug, alcohol, tobacco, lighters/matches, vape product, or intoxicant of any kind in school buildings, vehicles, on school property, or at any school-sponsored activity, function, or event off school property regardless of student's age. ● Any student in violation of this policy will be subject to immediate disciplinary action. ● Any student involved in the sale or distribution of any controlled substance or placebo/look-alike/imitation, prescription drug, alcohol, or intoxicant of any kind is subject to immediate recommendation of expulsion to the Board of Management.
Weapons	● A student shall not be in possession of a weapon in school buildings and vehicles, on school property, or at any school-sponsored activity, function, or event off school property. ● "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity. "Weapon" means any firearm, whether loaded or unloaded, any device designed as a weapon or through its use capable of producing great bodily harm or death, or any device or instrument which may be used to threaten or cause bodily harm or death, or devices which reasonably appear to be capable of threatening or causing bodily harm, such as guns (including pellet guns), knives, clubs, metal knuckles, throwing stars, explosives, mace, stun guns, and ammunition. ● The school administration has sole discretion in determining when an object or substance is a weapon. ● Possession of weapons will result in immediate disciplinary action.
Violations of Local Laws	● As our school is located in Hanoi, Vietnam, our students are subject to all local laws and regulations. ● In the event that a student breaks a local law, the school will cooperate fully with local law enforcement officials.
Other Unacceptable Behavior	A student may be subject to disciplinary action for any of the following: ● Willful conduct that materially and substantially disrupts the right of others to an education ● Willful conduct that endangers school employees, the student, other students, campus visitors or the property of the school ● Conduct which demeans, degrades or threatens another person because of gender, race, color, creed, religion, national origin, physical or mental disability, sexual orientation or socio-economic status

High School Student Lunch Behavioral Expectations

During lunch time, high school students enjoy a greater degree of freedom of movement and flexibility than younger students. As with any granting of additional freedom, there are associated responsibilities attached.

During the lunch period, high school students are expected to adhere to the following:

- all rules and regulations outlined in this document
- attend lunch at the specified time
- return all lunchware (trays, cups, utensils, etc.) to the used dishes receiving area
- place all recyclable materials in the proper receptacles
- place all unfinished food and non-recyclable materials in the trash
- exit the cafeteria after finishing their meals to ensure all students are able to eat at their specified time

The following spaces are open to all high school students during the lunch period:

- the cafeteria (during the student's specified lunch time only)
- the lunch tables in the quad area (area between A and B buildings)
- the library
- teachers' classrooms, with teacher approval and a teacher present at all times

Eagles' Nest

The Eagles' Nest is a space dedicated to the senior class. This space may not be used by younger students, and must be kept organized and clean. The use of this space is a privilege and may be taken away if the area is not well maintained, or if students are found to be violating our code of conduct or using the space in a way that is deemed inappropriate by the administration.

School Bus Violations

Proper school bus behavior is critical to the safety of all individuals riding the school bus. Therefore, misbehavior on the school bus will not be tolerated.

All students are expected to follow the rules and expectations stated in the Rules and Regulations of the School Bus Service made public by the school's Operations Department.

The following outlines the school's tiered response to bus violations:

1st Violation: Verbal warning with documented referral; parent contact

2nd Violation: Verbal warning, referral, Wednesday lunch detention, parent contact

3rd Violation: Verbal warning; parent meeting on campus; Wednesday Lunch Detention

4th Violation: Suspension of bus services for 1 week

5th Violation: Revocation of all bus services for the remainder of the quarter with a minimum of one month. A longer duration may be applied based on the severity of the violation. There will be no refunds if the school has to revoke bus services.

Please note that the tiered response system is a guideline. Depending upon individual circumstances and the severity of an incident, the administration may determine a consequence other than those listed above.

Possession/Use of Substances Containing Tobacco and/or Nicotine or Vaping products

A student will not possess, be in the presence of, use or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale and/or use of tobacco/nicotine/vape products in any building/area under the control of St. Paul American School, including all activities or events sponsored by St. Paul American School.

Vaping is illegal in Vietnam and is not tolerated at St. Paul. Immediate disciplinary action will be taken against students caught vaping including confiscation and destroying of the vape.

In addition to the consequences outlined below, the following consequences shall be applicable when a student violates the tobacco policy:

1st Offense:

- Confiscation of substances (includes vape, smokeless and smoking paraphernalia)
- Meeting with parent/guardian
- 1 day In School Suspension (in collaboration with parents) or 3 days of after school detention
- Signing of contract by parent/student and school administration agreeing to follow school policy in the future
    - This includes placing student on “Concern” status
- Mandatory attendance at smoking education class provided by the school nurse (The school nurse will provide an age-appropriate program for students who violate this policy).

2nd Offense:

- Confiscation of substances (includes vape, smokeless and smoking paraphernalia)
- Meeting with parent/guardian
- Recommendation for 1 day Out of School suspension (in collaboration with parents) to the Board of Management or 1 week of after school detention
- Student placed on “Probationary” status
- Mandatory weekly check-in with school counselor

3rd Offense:

- Meeting with parent/guardian
- Recommendation for expulsion to the Board of Management.

Possession, under the influence of, and/or use of alcohol, controlled substance, intoxicant or placebo/look-alike/imitation

1st Offense:

- Confiscation of substances
- Meeting with parent/guardian
- 1 day In School Suspension (in collaboration with parents) or 3 days of after school detention
- Signing of contract by parent/student and school administration agreeing to follow school policy in the future
    - This includes placing student on "Concern" status
- Mandatory attendance at substance abuse education class provided by the school nurse (The school nurse will provide an age-appropriate program for students who violate this policy).

2nd Offense:

- Confiscation of substances
- Meeting with parent/guardian
- Recommendation for 1 day Out of School suspension (in collaboration with parents) to the Board of Management or 1 week of after school detention
- Student placed on "Probationary" status
- Mandatory weekly check-in with school counselor

3rd Offense:

- Meeting with parent/guardian
- Recommendation for expulsion to the Board of Management.

Selling or offering a controlled substance, or placebo/look-alike/imitation, prescription drug, alcohol, and intoxicant of any kind.

1st Offense:

1. Confiscation of controlled substances.
2. Recommendation of Out-of-School suspension (in collaboration with parents) to the Board or Management until a meeting with all stakeholders (including student, parent/guardian, counselor, and administration) is held to discuss possible recommendation of expulsion to the Board of Management

Disciplinary Action **Consequences of Infractions**
When students make mistakes that result in an infraction of our Code of Conduct, the school will administer clear consequences. St. Paul American School Hanoi understands that mistakes happen. As such, we implement a

tiered model of disciplinary action with hopes that students repair any damage that they have caused, and learn from their mistakes.

Consequences for behavior infractions include, but are not limited to, the following:

Class Consequences - These are actions initiated and supervised by the teachers

- Lunch Detention
- Meetings with parents
- Meetings with school administration

Administrative Consequences - These are actions initiated and supervised by the school Administration.

- Meeting with the Principal, students and parents
- Lunch Detention
- After School Detention
- Loss of privileges ie athletics, clubs, events and school activities
- Community Service and Restorative Consequences
- In-School Suspension (ISS) in collaboration with parents
- Out of School Suspension (OSS) in collaboration with parents
- Placement on Concern Status
- Placement on Probationary Status
- Expulsion from school

HALLWAYS and PASSES

Our commitment to the community is that classes at St. Paul American School Hanoi are engaging, fun, safe, and productive places for students to be. Therefore, we insist that students are in their class during class time.

The only times that students are permitted to be outside of their class is in the event that they have express permission from their teacher to leave the classroom.

In order to leave the classroom, students must have a PASS.

Students who are found outside of their class without a Hall Pass will be directed to the Dean of Students's office to determine the reason for being out of class without a pass.

HALL PASSES - Slip of paper given by teacher - CLICK HERE for details

- Student has a need to visit another staff member in the school.
- Student has an emergency to attend to outside of the classroom.
- Student needs to go to the nurse's office.

Bathroom or a quick visit to a locker may be a verbal or written pass from a teacher.

REPORTING INAPPROPRIATE CONDUCT

Students that believe they have been harassed or subjected to an act of violence, or have witnessed harassment or violence, should immediately report the matter to the school administration, counselor or a teacher.

Investigation

St. Paul American School will investigate allegations of all types of harassment and will take timely and appropriate corrective action when harassment is found to have occurred. An investigation will be completed as soon as practical.

School Action

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations.

The school may take immediate steps, at its sole discretion, to protect the complainant, students, or staff members. This may include, but is not limited to, immediate suspension pending completion of an investigation.

Retaliation

The school will discipline or take appropriate action against any person who retaliates against any person who reports alleged harassment or violence, or who testifies, assists or participates in an investigation or a proceeding relating to such harassment or violence.

Retaliation includes, but is not limited to, any form of threats or direct or indirect intimidation, reprisal or harassment.

Abuse Reporting

Teachers, administrators, counselors and the school nurse will report neglect and sexual or physical abuse of children as required under the St. Paul American School Hanoi Child Protection Policy and procedures.

Child Protection at St Paul American School Hanoi

Last Updated October 29, 2026

What is child protection?

Child protection refers to the policies, structures, and practices implemented to prevent and respond to harm, abuse, neglect, exploitation, and violence against students. While related to safeguarding—the broader proactive measure to promote student health and well-being—child protection specifically targets the identification of and response to actual or suspected harm.

Policy Statement

SPASH promotes respect, integrity, compassion, and responsibility, and is committed to the wellness of our entire school community. This policy ensures students, families, and the SPASH community have the right to protection and access to confidential support.

The SPASH Child Protection Policy is informed by applicable Vietnamese Law and the United Nations Convention on the Rights of the Child, and conforms with the Cognia Standards for school accreditation.

Our Approach

1. **Prevention** — a positive school atmosphere, plus well-being and social-emotional support for students, families, and the SPASH community
2. **Protection** — trained staff who follow agreed upon procedures and respond professionally and sensitively to concerns
3. **Support** — care for students, families, and the SPASH community who may have experienced abuse and/or neglect

Duty of Care

SPASH has an institutional, professional, and ethical responsibility to protect children and to help them and their families access the services needed to address any child abuse or neglect.

- **All faculty and staff are mandated reporters** and must report any concern about a student's well-being.
- **Reports will be made as soon as possible,** but no later than the end of the student's school day.
- **Suspected cases of abuse or neglect may be reported** to the local authorities, relevant consulate, and/or home-country child protection agency.
- **All reports will be responded to in accordance with SPASH Reporting Protocol.**

If you have any questions regarding this document, please contact our Dean of Students (deanofstudents@stpaulhanoi.com), who will work with the child protection committee, which includes counselors, principals, and nurses, to ensure student safety.

RIGHTS AND RESPONSIBILITIES

Without strong systems and structures in place to ensure a positive student and staff culture, optimum learning cannot occur.

It is imperative that everyone be aware of the rights and responsibilities of the individual. Students must be assisted to become both self-respecting and respectful of others. It is in this manner that positive school culture can be built. However, in those instances where students do violate the rights of others, neglect their own responsibilities, and in other ways cause school climate to deteriorate, disciplinary action will be taken.

When a student breaks a rule or refuses to uphold the Student Behavior and Discipline Policy (see below), other consequences follow. St. Paul American School teachers and administration deal with students in a dignified, positive manner, but apply consequences as consistently and appropriately as possible. Consequences are the results of choices the student makes that violate this policy.

School Responsibilities

The Administration and Board of Management of St. Paul American School

Establishes and implements our code of conduct. The Administration holds school employees responsible for the supervision of the behavior of students, while the students are under the supervision of the school. The administration shall be responsible for implementing all necessary procedures, rules, and regulations to make effective the policies relating to the standards of student behavior and for the overall operation of the school.

The Faculty and Staff

Shall be responsible for the implementation of all necessary procedures, rules, and regulations to make effective policies relating to standards of student behavior in the classroom, the school building, on school grounds, and at school events off school grounds. Teachers and administrators have the responsibility to see that all students are informed of standards of behavior required.

Student's Rights

Rights bring responsibilities. The rights and responsibilities stated here are those which may arise in our school environment, but may not be all-inclusive.

Each student has the right to attend school and gain an education as provided by law. This includes the right to make up work missed during an excused absence.

The Right to Free Speech and Expression

Students at St. Paul American School represent a wide range and diversity of opinions and backgrounds. Students have the right to express opinions, to take stands, and to support causes, either

publicly or privately, provided such expressions are not libelous or obscene, according to current local legal standards, and do not interfere with the rights of others or disrupt the atmosphere for learning.

The Right to be Informed of Rules

Each student has the right to be informed of all policies, rules, and regulations they will be expected to follow. Copies of these rules governing the code of conduct shall be available online or upon request. The basic rules shall be publicly available on the school website and distributed to all students, parents, and host families electronically. Rules and regulations will be provided to all students in classes and/or other groups during the first month of the school year.

The Right to Privacy of School Records

Students' rights to privacy regarding school records will be protected, and any disclosure of information from student permanent records shall be consistent with legal requirements.

The Right to Personal Property and Student Search Guidelines

Students have the right to be secure in their persons and property; but they shall not bring onto school property or to school sponsored events anything that would cause, or tend to cause, disruptive activity, or would endanger the health and safety of any person. Lockers and desks are the property of the school and may be searched by school officials. Bookbags, phones, or other personal items brought to school may be searched by the administration or their designee if there is a reasonable suspicion to do so. “Reasonable suspicion is satisfied when two conditions exist: (1) the search is justified at its inception, meaning that there are reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating the law or school rules, and (2) the search is reasonably related in scope to the circumstances that justified the search, meaning that the measures used to conduct the search are reasonably related to the objectives of the search and that the search is not excessively intrusive in light of the student's age and sex and the nature of the offense.” Credit: https://www.ascd.org/el/articles/the-right-to-search-students

Student Responsibilities

Students are responsible for the consequences of their behavior. All students are responsible for complying with all school rules and regulations. The Dean of Students and/or the Principal shall be responsible for informing the parent/ guardian of any student whose behavior is in serious conflict with established rules, public laws, and procedures.

Responsibility for Academic Work

Students are responsible for completing class assignments on time and according to the instructions given by the teachers, and for completing assignments missed during an excused absence. Students are responsible for bringing to class all materials required for daily classroom use.

Responsibility Regarding Attendance and Tardiness

Students are responsible for being in attendance and on time both at the beginning of each school day, and for each class or activity for which they are scheduled.

Responsibility for Self-Discipline

Students are responsible for complying with the rules and regulations of St. Paul American School and for accepting the authority of school personnel on school property and at school sponsored events. Failure to meet these responsibilities will be cause for disciplinary action.

On-Campus Conduct

School Employees may establish specific rules in addition to those stated in this handbook. Students are expected to follow rules. Failure to comply with rules will result in disciplinary action.

Off-Campus Conduct

Students are expected to follow all St. Paul American School rules while attending school field trips, seasonal trips or any school sanctioned function. Students are also expected to serve as representatives of the school and to conduct themselves in a manner that reflects positively on themselves, their peers, their families, and St. Paul American School when off campus.

Textbooks and Materials

Students will be issued textbooks and other classroom materials. Students are expected to return these books and materials in good, usable condition, or pay for their replacement. Student records and final grades will be withheld until all payments are made.

Personal Property

Students are discouraged from bringing items of value or of personal importance to school with them. If this becomes necessary for some reason, the item(s) may be turned in to the St. Paul American School administration office during the school day. St. Paul American School is not responsible for any lost or stolen items.

School Lockers

School lockers are the property of St. Paul American School and are provided for the convenience of students. At no time does the school relinquish its exclusive control of its lockers. Students should not have an expectation of privacy of the interior of their school lockers. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, and without student consent. The personal possessions of students within a school locker may be searched, when school officials have reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

ACADEMIC PROGRAM - GRADING AND ASSESSMENT

The St. Paul American School Secondary School academic program is designed to provide a rigorous, varied, and engaging educational experience that will prepare students to become successful, contributing members of a global society.

Please see the attached Course Catalog SPASH SECONDARY COURSE CATALOG 2026-2027.pdf

ACADEMIC CURRICULUM

All of the classes at St. Paul American School are founded on clearly articulated learning standards. These standards vary depending on the subject.

In order for our students to meet and/or master the learning standards in their classes, teachers at St. Paul American School utilize a variety of curricular materials and resources with which to guide students towards mastery of those standards.

Below is a tentative description of each department and the corresponding learning standards that courses within each department are aligned with. Please note that these standards are subject to periodic modification.

ACADEMIC DEPARTMENT	STANDARDS
English Language Arts	▪ Common Core State Standards ▪ AP Program Learning Standards
Social Studies	● AERO Standards ● Common Core State Standards ● AP Program Learning Standards
Mathematics	▪ Common Core State Standards ▪ AP Program Learning Standards
Science	▪ Next Generation Science Standards - NGSS ▪ AP Program Learning Standards
SPELL - St. Paul English Language Learners	- WIDA Framework
Co-Curricular Classes	Various standards depending on the speciality of the course.

GRADING AND ASSESSMENT POLICY

The intent of this grading policy is to establish guidelines for grading practices at St. Paul American School. Grading practices should be consistent among teachers of the same course so that a "B" received in a course taught by teacher X should mean the same as a "B" received in the same course taught by teacher Y. ***Grading is used to reflect the extent to which the academic standards for a particular class have been mastered by the student.***

Evaluation is a part of assessment; it is judging the degree to which evidence demonstrates the desired level of achievement.
Scoring is the process of evaluating an individual assessment task (i.e. project, test, essay, performance, etc.).
Grading is the process of evaluating overall performance at periodic times (ie., mid-semester progress reports or at the end of semester grades).

Scoring and grading based on evidence of learning cannot be entirely objective, and professional judgment is essential to determining the level of student achievement.

Grades at SPASH are intended to reflect a student's mastery of the academic standards within each class. While it is challenging for a single grade to reflect the complexity of a student's experience throughout the year, our teachers do their very best to ensure that the grades that students receive reflect the student's mastery of the academic standards.

At St. Paul American School Hanoi, a student's class grade is determined by the student's achievement on all of the evidence collected in the class thus far. The student's grade is, in essence, "live" on our student information system (SIS) Sycamore at any time for students, their parents, and relevant school personnel to view. At the conclusion of each Semester, the student's grade in Sycamore is entered into their Report Card and a Grade Point Average (GPA) is calculated. The class grades and GPA become a part of the student's academic record at the conclusion of each semester.

GRADE DESCRIPTORS

Letter Grade	Performance Standard	Descriptor	Descriptor (student version)
A	Exemplary	Student exhibits significant understanding of targeted concepts and successfully completes tasks that have high cognitive demand and are complex. In addition to consistently meeting grade or course level expectations, student demonstrates high level thinking skills, flexible application of targeted concepts and skills, or transference of learning to new situations.	I understand the content in this class. I am a creative and/or critical thinker who can apply and/or transfer what I learned.
B	Meeting Expectations	Student exhibits understanding of targeted concepts and successfully completes complex tasks requiring	I know the content Just the way the teacher taught it.

		reasoning, Student meets grade or course level expectations.	
C	Approaching Expectations	Student exhibits partial understanding of targeted concepts and skills, Student is successful in tasks using simpler knowledge and skills, but struggles with the more complex ideas and processes. Student inconsistently meets grade or course level expectations.	I know some of the simpler stuff but struggle with the harder parts.
D	Below Expectations	Student exhibits limited understanding of targeted concepts and skills. Student has minimal success in using the concepts and skills, both simple and complex. Student seldom meets grade or course level expectations.	I struggle with the simpler stuff as well as the harder parts.
F	Failure	Even with help, student demonstrates minimal understanding of targeted concepts or skills. Student is not successful in simple tasks using the knowledge and skills.	Even with help, I struggle with the simpler stuff as well as the harder parts. Additionally, I didn't do all of my work.

GRADE SCALE AND GPA CORRESPONDENCE

Non-AP Classes		
Letter Grade	**Percentage**	**GPA**
A+	97 - 100	4
A	94 - 96	4
A-	90 - 93	3.7
B+	87 - 89	3.3
B	84 - 86	3
B-	80 - 83	2.7
C+	77 - 79	2.3
C	74 - 76	2
C-	70 - 73	1.7
D+	67 - 69	1.3
D	64 - 66	1
D-	60 - 63	0.7
F	0 - 59	0

AP Classes		
Letter Grade	**Percentage**	**GPA**
A+	94 - 100	4
A	90 - 93	4
A-	87 - 89	3.7
B+	84 - 86	3.3
B	80 - 83	3
B-	77 - 79	2.7
C+	74 - 76	2.3
C	70 - 73	2
C-	67 - 69	1.7
D+	64 - 66	1.3
D	60 - 63	1
D-	55 - 59	0.7
F	0 - 54	0

NOTES ON GRADES

Instead of relying solely on the mean (average of scores), teachers may utilize other measures of central tendency (median, mode, most recent evidence) when determining a student's grade. This means:

- Department teams determine how grades will be calculated
- Calculation methodology will be shared with students and parents at the beginning of the grading period
- To maintain the integrity of a student's grades, ***extra credit is not an option*** in our classes.

Alternative or Deeper Evidence of Learning

Extra credit is not given. Instead, teachers and department teams may determine opportunities for alternative or deeper evidence of learning. These opportunities will be articulated to students in advance and would require students to demonstrate evidence of learning (formally or informally) post-experience.

FORMATIVE & SUMMATIVE ASSESSMENTS

Teachers delineate between formative and summative assessments and emphasize results from summative assessments when calculating final grades. The approach taken will be determined by department teams. Options may include:

1. not assigning scores to formative assignments or other developmental opportunities and instead using these opportunities to provide formative feedback (i.e. comments, conferences, revision strategies)
2. assigning scores to practice and/or formative assessments but replacing them with higher scores or exempting them if achievement of the standard is later demonstrated.
3. examining the trend over time against the essential learning outcomes, and considering the most recent achievement against those learning outcomes when calculating final grades.
4. involving students in self-assessment and/or conferencing to determine their final grades based on evidence of learning.

NOTES ON ASSESSMENTS

1. Scores and grades are assigned by comparing individual performance to preset, clearly defined standards rather than by comparing students to each other. This means:
    a. Learning targets are clearly articulated with accompanying rubrics and exemplars (when appropriate)
    b. Use of a bell curve is not permitted
    c. Teachers are expected to adhere to their class's identified performance standards.
    d. Teachers focus on individual achievement, not group scores when determining grades (ie. students are given an individual score for their work within a group)

RE-ASSESSMENT

Teachers and department teams will use formative assessments and may use re-assessments to provide students opportunities to master learning targets; students do not determine this. Re-assessment of

summative assessments will be at the discretion of the department team and teacher. Re-teaching will occur when the teacher or department team determines that students are not meeting learning goals.

(a) Re-assessments may range from an individual student to the entire class
(b) When tasks/assignments are re-assessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher
(c) When reassessment is offered, students must meet the following requirements:
    1. complete the original task or assessment
    2. complete required assignments, and
    3. complete re-teaching/re-learning activities as determined by the teacher or Department team
(d) Reassessment grades may replace or supplement the original grade
(e) At teachers' discretion, the following assessments may or may **not** be reassessed due to end of term grade deadlines: end of course/semester exams, final research papers, or culminating projects/performances

INCOMPLETE GRADES AND ASSIGNMENTS

No student may receive an incomplete as their final grade for a course or assignment without approval from the school principal. Any incomplete assignment grades will be converted to zeros at the close of the marking period. Incomplete course grades are temporary and must be approved by the school principal. A student may be given an incomplete for a class if s/he has been excused due to illness or emergency. Make-ups must be approved by the school principal teacher and an appropriate deadline determined based on the student's individual circumstances. An "incomplete" grade becomes a permanent "fail" on a student's transcript if not successfully completed within the approved time frame.

GRADES APPEAL PROCESS

If a student notices an error with a grade on a report card, the student has 7 calendar days to file an appeal. The process for appealing a grade is as follows:

1. The student and/or parent must schedule an appointment with the school principal and present evidence to support the appeal.
2. The principal will determine if the grade stands or if an investigation is necessary.
3. If an investigation is necessary, the principal will work with the teacher(s) involved.
4. Once the investigation is complete, the principal will share their decision with the student.
5. If the student disagrees with the decision, they may appeal to the Executive Director by requesting an appeal after the school principal's decision. This appeal must begin within 2 school days of the principal's decision.
6. The Executive Director will review the investigation, investigate further if needed, and notify the family of their decision. The decision of the Executive Director is final.

Appeals may only be made if the student believes there was an error in the grade reporting process or if there is evidence that a teacher did not comply with grading protocols.

FINAL EXAMS & CULMINATING END-OF-SEMESTER ASSESSMENTS

Final exams and culminating end-of-semester assessments give students an opportunity to demonstrate mastery of the essential learning outcomes, focusing on demonstration of higher levels of thinking while avoiding minutiae. Many, but not all, courses have a culminating assessment at the end of a semester as defined by the Department team or teacher. Scores for finals may comprise 15% to 25% of the semester grade.

Submission of Late Work

Department teams will establish a maximum window for students to submit late summative and formative assessments for full credit. This will be communicated at the beginning of the course. It is the responsibility of the student to meet all deadlines. It is also the student's responsibility to proactively talk to the teacher when an assessment may be late to determine if late submission is possible. If the work is not submitted, the teacher may assign a Missing (no credit) to denote a missing assessment. A score of Missing is calculated as a zero towards a student's grade.

In addition to assigning a Missing grade, a department team or teacher may mandate that a student engage in support activities beyond class time until the teacher feels they have enough evidence to report a grade. Examples of support activities may include, but are not limited to, attending Teacher's Office Hours or spending lunch in the teacher's classroom to complete an assessment.

If the student fails to provide sufficient evidence to determine a grade at the end of a semester, then the student will receive an "Incomplete" for the course. If the student fails to submit missing work by the deadline, the incomplete will change to an "F."

Grade Weighting

Category	**Weight Range**	**Minimum number of assignments**	**Potential Types of assignments**
Summative Assessments - ***Assessments and Projects***	*Minimum 70%*	*Minimum of 5 per semester (no one grade other than final worth more than 15%; finals may be worth up to 25%)*	• *Finals* • *Projects* • *Quizzes* • *Graded discussion*
Formative Assessments - ***Practice***	*Maximum 30%*	*See below in the Number of Formative and Summative assignments section*	1. *Participation* 2. *Self-Reflection* 3. *Homework* 4. *Exploratory work* 5. *Discussions*
Learning Behaviors	*Shall not be graded, but are still an expectation of the learning*		

	environment
Number of Formative and Summative assignments	*Teachers must have a minimum of 20 assignments per semester per course. At least 5 of those should be summative in nature. If teachers have more than 5 summative assessments in a semester, the minimum number of formatives required is decreased by the number of summatives above 5. For example, if a teacher has 8 summatives, they only need a minimum of 12 formatives.* *Performance based classes may also have different formative/summative weighting due to the nature of the course.*

REPORTING & COMMUNICATION OF STUDENT PROGRESS

In order for teachers, students and families to make informed decisions about learning progress, teachers are expected to provide a meaningful overall course grade in Sycamore.

Throughout the courses, teachers are expected to give timely and frequent feedback (both formative and summative) about progress toward the expected learning outcomes. This may be through conferencing, rubrics, checklists, standards-based scoring and/or post-assessment error analysis. Additionally, all progress updates to Sycamore need to be made ***at a minimum of every two weeks***. Please note that a student's progress at any given time can be viewed within the Sycamore Parent Portal. Parents and students are encouraged to review their grades on a regular basis in Sycamore.

Student progress updates are shared with parents during our Parent Teacher Conferences. These conferences may include information about grades as well as learning behaviors. Conference dates are included in the Academic Calendar available on our website.

Report Cards

Report cards are shared with parents via the Sycamore Parent Portal at the conclusion of each semester.

Academic Transcripts

Academic transcripts and other student records are available at any time with the submission of a *Student Record Request Form*. This form can be found in the High School Administrative Office. Please allow two weeks for processing upon request of an official transcript. Also, please note that Academic Transcripts will only include information that has been finalized per the school's reporting cycle.

Students are responsible to provide the school with special instructions, payment, etc. regarding legalization of documents.

HIGH SCHOOL GRADUATION REQUIREMENTS

St. Paul American School's graduation requirements are designed to meet American accreditation standards and entry requirements for a wide range of colleges and universities. Students work closely with their counselor to ensure that they are on track towards meeting the graduation requirements by the time they graduate. Any students of parents who have questions regarding graduation status should contact their counselor.

GRADUATION REQUIREMENTS

DEPARTMENT	**CREDITS ***	**YEARS**	**DEPARTMENT REQUIREMENTS**
Language Arts	8	4	
Math	6	3	
Social Studies	6	3	
Science	6	3	
Foreign Language	4	2	See below for additional information.
Co-Curricular - Arts - Fine or Performing	2	1	
Co-Curricular - Physical Education /Health	2	1	
Additional Credits	10		These should be courses from the departmental offerings.
TOTAL	**44**		
*One credit is equivalent to a one semester course of 60+ hours.			

WORLD LANGUAGE REQUIREMENTS

To satisfy graduation requirements high school students must:

- Complete two years in a foreign language that is not their native language (e.g. a student whose native language is Vietnamese cannot count Vietnamese towards this requirement).
  OR
- Pass a St. Paul American School Hanoi provided and proctored language placement test in one of the non-native language foreign languages offered. These tests are equivalent to the final exams for the courses in question and will include written, reading, speaking, and listening components. A student passing the first level exam (e.g. Spanish 1) will be placed in the second level (e.g. Spanish 2); a student passing the second level exam (e.g. Spanish 2) will be considered as having demonstrated proficiency enough to meet foreign language graduation requirements **OR**

- Provide **official documentation** demonstrating either
    - A score of 3 or above on a non-native language Advanced Placement language exam
    - A score of 4 or above on a non-native language International Baccalaureate language exam

SCHEDULE CHANGE POLICY

To make sure they get the most appropriate schedule, **it is very important for students to think very carefully about what courses they want to take before registration in the spring,** and to fill out any schedule change request form thoroughly and punctually if applicable. Students are also encouraged to reach out to the College & Careers Counselor with questions if they are unsure about which courses to register for or which schedule change requests to make.

When evaluating requests, St. Paul administrators must consider many factors, including the needs of the individual student, available space in each class, and the wellbeing of the school as a whole. St. Paul will do its best to accommodate student requests, but unfortunately **we cannot guarantee that every request will be approved**. St. Paul administrators work as quickly as possible to process student requests. Please understand that due to the high volume of requests, we can only guarantee that students will receive a response to their request within two days after the deadline passes.

Students wanting to change classes in their schedule must request to do so by 11:59 PM on the 10th day of classes after the beginning of each semester. Requests will only be honored if there is room in the class, it can fit into the student's schedule, and the placement is approved, recommended, or required by the administration or guidance department.

***Students can only request schedule changes during the first 10 days of classes of each semester. After the 10th day of classes from the beginning of each semester, it is no longer possible to drop a class and students must remain in a course until the end of the semester. Schedule changes after this time will only be considered under extraordinary circumstances.**

Appropriate schedule change requests can be placed into four categories: Schedule Issues, Course Difficulties, Academic Ambition, and Grade 12 Requests.

1. **Schedule Issues** include, but are not limited to: student having an open period in which they are not placed in a class; student being placed in a class which they did not register for; potential issues meeting graduation requirements.

2. **Course Difficulties** include, but are not limited to: student feeling ill equipped to succeed in an advanced class (examples: AP courses, advanced math courses, world language courses at level 3 or higher, etc.).

3. **Academic Ambition** includes requests by students to move into more challenging courses than ones they registered for (examples: AP courses, advanced math courses, world language courses at level 3 or higher, new students who may have been academically misplaced).

4. **Grade 12 Requests** include requests by Grade 12 students that are meant to align their schedules more closely with their long-term academic and career goals.

COURSE SYLLABUS

Students are given a syllabus for each of their courses in high school. The syllabus is provided at the start of the school year and provides guidance, class expectations, homework policies, assessment policies, and details about the curriculum for the duration of the school year.

Students and parents should review the course syllabus carefully at the beginning of the year in order to fully understand the expectations for each course. By reading, understanding, and committing to the course syllabus, students will be on a path to success from the very start of the year.

ACADEMIC & BEHAVIOR CONCERNS

St. Paul has organized a Student Support Team (SST) which is dedicated to identifying and supporting students who exhibit academic or behavioral problems by providing early systematic assistance to students and to connect them to appropriate interventions and supports.

While the SST at St. Paul will provide a great deal of support and supervision to students who find themselves on Concern Status or Probation, it is also the expectation of the school that the parents of these students will monitor their child's performance by checking the student's attendance, behavior, and academic standing on Sycamore on a weekly basis and by partnering with teachers and administrators to create a plan to ensure a student's success.

Learning Support

Learning Support Teachers are:

- Professionals trained in the education of exceptional children. They provide services that include: assessment; individual instruction; small group instruction; co-teaching; support to classroom teachers in planning and developing adaptive programs; instructional support for educational assistants as well as communication with parents, other team members and outside agencies. Learning support teachers will work alongside students with additional learning needs in a push in or pullout capacity to support each learner's individual needs.
- Students who are struggling academically may be referred to the SST by their teacher/s to determine eligibility for Learning Support services.

Process of Addressing Academic Concerns

The academic progress for all students in G9 - G12 will be regularly reviewed. Any student with two D’s, one or more F’s, or a GPA that falls under a 2.0 will be initially assisted by the SST to create a plan for improvement, including but not limited to referral to SPEAR, our student-to-student tutoring

program. If the student fails to make adequate progress, they will be placed on Concern or Probationary Status.

STATUS	**DESCRIPTION**	**ACTION**
Parents will always be notified of a student's placement on Concern or Probationary Status in a meeting with the administration.		
Quarterly Grade Check	All student grades will be reviewed no less than once quarterly by the SST. Students whose grades show two D's, one or more F's, or a GPA that falls under a 2.0 will meet with a member of the SST to create an action plan.	● Students will be required to meet with a member of the SST to develop an action plan. ● Parent(s) will be notified. ● Parents of students who are failing a class at the end of a quarter are required to attend a priority conference during Parent-Teacher Conferences, which will be scheduled by the teacher of that class.
Semester Grade Check/ Concern Status	All student grades will be reviewed each semester by the dean of students and/or principal. Students whose grades show two D's, one or more F's, or a GPA that falls under a 2.0 at the end of the semester will be placed on Concern Status.	➢ A student placed on Concern Status will be required to : o Attend a meeting with his/her parent(s), counselor, and the dean of students and/or principal at the beginning of the following semester to develop an improvement plan. ➢ Meet with his or her counselor regularly to review grades and discuss current academic standing..
Probation	Students who fail to make adequate progress by the end of the quarter after they were put on Concern Status will be placed on Probation.	A student on Probation must complete the same requirements as being on Concern Status. 1. Students on Probation may not participate in athletics, extra-curricular, or co-curricular activities. 2. If grades improve enough, the students may be able to regain eligibility after the next grade check. The decision to allow a student to become eligible is at the discretion of administration.

		3. Students who fail to raise their grades above the Probation Status guidelines may be recommended for disenrollment to the Board of Management.

Process of Addressing Behavior Concerns

In addition to academic concerns, the SST also assists in helping students develop behavior plans when a habit of conduct violations is noticed. The student is required to meet with a member of the SST to create a plan for improvement. If the student fails to make adequate progress, they will be placed on Concern or Probationary Status.

STATUS	**DESCRIPTION**	**ACTION**
Parents will always be notified of a student's placement on Concern or Probationary Status in a meeting with the administration.		
Behavior Reporting	Behavior reporting may be done by any member of the St. Paul community, including teachers, counselors, staff, and administrators. Whether the infraction is considered major or minor, all incidents are recorded and shared with the SST.	● When a member of the St. Paul community notices a behavior that does not align with our code of conduct, they will fill out a Reporting Form. ● The SST will determine the most appropriate member to work with the student, based on the circumstances and context of the incident. ● When necessary, a member of the SST will meet with the student to discuss the incident and determine the next course of action. ● Not all conduct violations are severe enough to require disciplinary action; therefore, a parent will only be contacted when deemed necessary.
Discipline/ Action Plan for Improvement	While a clear code of conduct does exist, we understand that every case may have differing circumstances that require a unique response. Therefore, discipline and plans of action are determined on a case-by-case basis after an investigation occurs and the SST and administrative team	➢ Investigation is initiated by the SST member determined in the previous step. ➢ If the situation warrants a disciplinary response, an administrator will inform the student and, when necessary, the parent of the student of the decision.

	determine what is the most appropriate course of action.	➢ Some situations are minor and do not require parental contact; however, in incidents of violence, vulgar or inappropriate language, or gross misconduct, parents will be informed of the incident and the consequences. ➢ Depending on the severity of the incident, administration has the authority to forgo the normal process of placing a student on Concern Status, and may immediately place a student on Probation or even recommendation to the Board of Management for disenrollment in extreme circumstances. ➢ When appropriate, an action plan for improvement will be created with the student to ensure that the incident does not occur again.
Concern Status	A student who exhibits behavior that repeatedly violates our code of conduct may be placed on Concern Status, where their behavior will be monitored more closely, and weekly check-ins will be required.	4. A student placed on Concern Status will be required to : - Attend a meeting with his/her parent(s), counselor, and the dean of students and/or principal as soon as possible to develop an improvement plan. - Meet with his or her counselor regularly to review behavior and discuss elements that may be contributing to this behavior.
Probation	Students who fail to make adequate progress after they were put on Concern Status may be placed on Probation.	A student on Probation must complete the same requirements as being on Concern Status. ● Students on Probation may not participate in athletics, extra-curricular, or co-curricular activities. ● If behavior improves enough, the students may be able to regain eligibility at the discretion of the administration. ● Students who fail to improve their behavior while on Probation Status

		may be recommended for disenrollment to the Board of Management.

AWARDS AND RECOGNITION

At St. Paul American School Hanoi, students work hard towards academic excellence. They also strive towards exemplifying the core values of our school. We are very proud of our students and believe that they should be recognized for their efforts towards their personal growth.

As such, students at St. Paul are considered for a variety of awards throughout the course of the school year. Various awards and recognitions are detailed below. Awards will be presented to students based on their accomplishments. Staff members make decisions on whether something is worthy of an award or certificate.

SHOUT OUTS!

During our community meetings each week, individual students will be recognized for their demonstration of our core values of Respect, Responsibility, Integrity, Honesty, Creativity or living out our Mission of Engagement, Education, and Empowerment. Their names are called out and they receive a certificate for this acknowledgement.

GPA Awards

At the conclusion of every semester, students who show excellence in their studies, as reflected by their grade point average, will earn the following awards:

- ★ Principal's Award - Students who earn a GPA of 4.0
- ★ High Honors - Students who earn a GPA of 3.70 - 3.99
- ★ Honorable Mention - Students who earn a GPA of 3.50 - 3.69

Department Awards

The Department Award is awarded at the end of the year to one student per grade who has exemplified a passion for pursuing excellence in the study and exploration within each academic discipline.

St. Paul Golden Eagle Awards

The Golden Eagle Award is awarded to students at the end of the year, collaboratively selected by their teachers, in each grade level that exemplify the Core Values of St. Paul American School Hanoi. The Golden Eagle Awards are as follows:

★ Golden Eagle Award for **Respect**
★ Golden Eagle Award for **Integrity**
★ Golden Eagle Award for **Honesty**
★ Golden Eagle Award for **Responsibility**
★ Golden Eagle Award for **Creativity**
★ Golden Eagle Award for **Empowerment**
★ Golden Eagle Award for **Engagement**
★ Golden Eagle Award for **Education**
★ Golden Eagle Award for **Global Citizenship**

COMMUNITY MEETINGS

Regularly scheduled Community Meetings include the following:

- Shout Outs for students and staff
- Student Voice - A time for students to share an idea, skill, reflection, announcements
- School announcements and important updates
- Review of school mission and related skills
- Student Council Updates and Announcements

ATHLETICS

Students at St. Paul have many opportunities to take advantage of the many sports that we offer. We believe that participation in athletics serves to benefit the physical, psychological, emotional, and social well being of all students. We strongly encourage students to participate, and aim to be as inclusive as possible in our middle school athletics program.

Sports Offered

St. Paul offers the following programs for high school student-athletes, rotating by season.

Season 1	Fall	Aug-Oct	HS Volleyball, HS Swim
Season 2	Winter	Nov-Jan	HS Basketball, HS Badminton
Season 3	Spring	Feb-Apr	HS Soccer, HS Baseball

All HS teams have “cuts,” meaning that the season begins with tryouts, at which players are selected for the team. Many sport programs have a Varsity and JV level. Varsity is the team that represents the

school at major competitions, and JV, for players Grade 11 and under, is for players aiming to develop their skills to be on the Varsity team in the future.

Participating in the athletics program is a privilege that must be earned. All of our student-athletes must meet our academic eligibility requirements and uphold our behavior expectations in order to participate in athletics.

Academic Eligibility

Every 3 weeks, the Athletic Director and Counseling Department will check all students' grades. If a student-athlete has any F's or 2 or more D's at the time of grade checks, they will be academically ineligible for athletics and not be allowed to participate again until they have improved their grades. If a student is academically ineligible, they must attend Study Hall every Monday, Tuesday, Thursday, and Friday after school until they become eligible again, at which point they can contact the Athletic Director to confirm that they may return to the team. If a student-athlete fails to attend Study Hall, they will be removed from the team for the remainder of the current season. Student-athletes in Study Hall may and should still attend home games to support their team.

Other requirements for participation in athletics on a given day include:

- Not currently serving an after school, in-school, or out-of-school suspension on the day of the activity.
- Attend all classes after lunch. Exceptions may be granted on a case-by-case basis by the Athletic Director and/or Principal if a student misses class time as part of an excused absence.

The Eagle Standard

The Eagle Standard is a policy that guides St. Paul student-athlete behavior in athletics. The full policy, including expected behaviors and consequences for failing to meet these expectations, can be seen here.

Athletic Leagues

St. Paul currently participates in three athletic leagues:

Hanoi Activities Conference (HAC) - 8 international schools all around Hanoi. We play friendly competitions & participate in a league tournament called the HAC Cup.

Western Hanoi Sports League (WHSL) - 8 international and bilingual schools near St. Paul. We play competitive league matches & have a league tournament.

Vietnam International Schools Association (VISA) - 6 international schools in Vietnam. This is a travel league played at the high school level, but exceptionally talented middle school student-athletes are eligible to attend.

TECHNOLOGY AT ST. PAUL

Introduction

The computers and electronic devices in the St. Paul American School offices or classrooms are for educational purposes only. Students may not use the Internet to play games, instant message, or surf internet sites unrelated to their studies.

All use of educational technology must be in support of education and research and be consistent with the mission of the school. In addition, educational technology may only be used in a manner consistent with school policy.

The following procedures are applicable to all student use of Network and Internet systems while using St. Paul American School property at any location or during school activities at any location.

Please see our Student Responsible Use Policy for more information.

Access

Network and Internet access is a privilege that requires a high level of personal responsibility and may be denied due to inappropriate use. Inappropriate use shall include but not be limited to:

- Using the school system for commercial and/or personal purposes.
- Using the system to transmit inaccurate information.
- Using the system to send, receive or view objectionable material.
- Damaging the security system.
- Using another individual's system account.
- Forging or attempting to forge electronic mail messages.
- Attempting to read, delete, copy or modify electronic mail of other system users.
- Failing to conduct virus checks on downloaded material.
- Vandalizing the system.
- Failing to follow network etiquette procedures.
- Submitting false or misleading information to obtain or retain access to the system.
- Accessing the system in any manner inconsistent with the mission of the school.
- Interfering with official school communications

The network administrators may withdraw access at any time as required. The administration, faculty and staff of the school may request the network administrator to deny, revoke or suspend specific system user access.

Security and Usage Guidelines

(a) Appropriate language will be used in email and other electronic communications.
(b) System users will not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other system users, or misrepresent other system users, or attempt to gain unauthorized access to the system.
(c) Communications may not be encrypted so as to avoid security review.
(d) Personal information such as addresses and telephone numbers will remain confidential when communicating on the system. Students will never reveal such information without permission from their teacher or other St. Paul American School staff.
(e) Students will never make appointments to meet people in person that they have contacted on the system without school and parent permission.
(f) Students will notify St. Paul American School staff whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.
(g) All Internet account holders are responsible to notify a system administrator or building administrator promptly upon discovery of any suspected security breach.
(h) The school unconditionally reserves the right for authorized personnel to review system use and file content. The school reserves the right to remove a system user account on the system or to disconnect any user to prevent unauthorized activity.

Bring Your Own Device (BYOD)

St. Paul requires High School students to use a computer device regularly in class. They are used both in class and outside of class to 1) complete learning tasks, 2) find information, 3) collaborate with other students, and 4) complete assessments and assignments. This type of learning is called "blended learning". To be able to actively take part in blended learning, students must bring their own device to every class. The "Bring Your Own Device" (BYOD) policy was enacted to address these student learning needs.

St. Paul is moving to a Bring Your Own Apple device policy in 2025-26. Please see the Apple Parent Letter starting August 2025 that we sent to all stakeholders in May 2024. More details will be coming as we move closer to implementation.

SPASH BYOD Guidelines and Requirements 2026-27

What kind of Computer Devices are acceptable?

The term "device" refers to laptops and tablets (not smartphones). Families must make sure the device meets the minimum requirements shared with all families prior to the beginning of the school year. *Please note that smartphones or smartwatches are not accepted as a learning device by St. Paul American School.*

General information

- Devices should be of reasonable weight: a large gaming laptop weighing over 5kg is not practical for daily class work. The recommended size is 13” to 15” laptop models.
- Students are responsible for the care and maintenance of their device, software licenses, updates, batteries, antivirus protections, and any device insurance/warranty.
- Families need to be aware that students bring the device to St. Paul American School at their own risk.

What are the rules for using BYOD devices at St. Paul American School?

- There are a number of Rules that students must follow while using their computer devices at St. Paul.
- These Rules are explained in the Acceptable Use Of Information Technology Policy.

Social Media

Students are prohibited from managing a school account or a social media account that represents the school in an official manner. To create a social media account for a school-approved club or group, students must contact their club/group leader, their Principal, and the Marketing and Communications department at the school for approval. Once approved, the teacher, coach, or club sponsor must pre-approve all posts on behalf of the club/group.

FIELD TRIPS AND OFF CAMPUS LEARNING

Policy

Field trips and excursions are a privilege and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. While on field trips, students are guests and considered ambassadors and representatives of the school. Students are expected to continue living our mission and core values. Failure to do so may result in disciplinary action and prohibition from participating in future field trips.

Rationale

Field trips and excursions are intended to provide students with learning opportunities outside of the classroom. Teachers are encouraged to plan trips of this nature to give students a learning experience that reflect and enhance the content and curriculum that is being taught at school.

Procedure

Parents are notified before the trip with information about the destination, times, and lunch arrangements if required. When parents are notified about the field trip, they will also be provided the opportunity to “opt out” of the trip. If this happens, the students will be allowed to stay on campus in a supervised setting while the rest of students are off-campus.

If requested by the teacher(s), parents are encouraged to accompany students and teachers on the field trip. Trips require parents to sign a release giving the school permission and releasing the school of being held liable for accidents/injuries or related incidents.

School Trips

One of the most exciting times of our school year is when our entire high school leaves campus to go on a variety of trips to various locations in Vietnam and even overseas.

School trips serve as wonderful opportunities for our students and staff to participate in fun, enriching, challenging experiences designed to help them grow and learn in exciting ways. These trips are a powerful and positive experience for our entire high school community.

Information about school trips is shared with students and families at the start of the school year through email communication and a variety of information sessions with students and, if necessary, families. We understand that for some families, leaving home for an entire week can be a daunting experience. Therefore, we are committed to clear, timely, and accurate communication with our families about the many details of each school trip.

Some Details about School Trips

- ➢ Trip options change from year to year depending on availability and a variety of other factors.
- ➢ We strongly encourage **ALL** students to participate in the school trips.
- ➢ In the High School, we offer grade specific trips for each grade level.
- ➢ Student safety is our number one priority for all school trips. All trips and locations are vetted by our staff and/or our trip providers.
- ➢ All school rules, policies, and regulations apply to students during the school trips.

SCHOOL HEALTH CENTER

The St. Paul School Health Center is open to community members from 8am-5pm. The nurses are available to evaluate and treat injuries and illness to the best of their abilities. Parents and administrators are notified of significant health issues requiring treatment. In order to be evaluated by a nurse, students need to have a pass signed by their teacher, and they must scan their ID cards upon entering the health center. Students should only come to the health center if they have symptoms of illness or an injury. It is not appropriate to come to the health center if a student is only feeling tired or having menstrual pain with no underlying illness. Students should make every effort to come to the school health center before school, during lunch or during passing periods to minimize the impact on their studies.

Exclusion Policy

Parents should keep their children at home under specific health conditions outlined in the school's regulations. If a student has a fever of 38 degrees C or higher, they must stay home until the fever has subsided for 24 hours without the use of fever-reducing medication.

Severe coughs or sore throats hindering studies also warrant staying home until improvement. Vomiting or diarrhea occurring more than once at home requires a day off. Students may be observed in the health center after one episode at school; a second episode prompts the student's return home for at least the rest of that day.

Bacterial pink eye cases necessitate immediate treatment. Students are permitted to return to school after 24 hours without discharge or 24 hours after use of medicinal eye drops.

The Exclusion Policy guidelines also cover various health issues, including influenza, head lice, and contagious diseases, providing specific instructions for each.

Additionally, students attempting to spend excessive time in the nurse's office will be sent home to maintain a healthy office environment.

Parents can contact the School Health Center for further clarification or questions.

Parent Medication Authorization

We prioritize the health and well-being of our students at St. Paul. To ensure the safety and proper care of our students, we have introduced the Parent Medication Authorization form as an essential component of our commitment to health services.

To send medication to school, parents are required to submit this form. All medications must be administered by the nurse in the health center. This protocol is crucial for ensuring the safety and accuracy of medication administration to students—confirming the right student, correct medication, proper dosage, and appropriate timing. It is important to note that without the submission of the Medication Authorization Form, the school cannot administer any medication to your child on the premises.

SPASH Heat Index Protocol

SPASH Heat Index Protocol aims to safeguard students and staff from heat-related illnesses by outlining a comprehensive protocol. Emphasizing the importance of monitoring the heat index, the guidelines categorize actions based on specific temperature zones. It highlights risk factors, especially for those with respiratory conditions, and provides specific actions for various temperature levels. The SPASH Heat Index Protocol details recommended actions in the Green, Yellow, Orange, and Red zones, focusing on hydration, activity modification, and heightened awareness. Through yearly staff training, sun protection guidelines, and integration into the curriculum, SPASH prioritizes education and prevention to ensure the well-being of the school community during high-temperature conditions. More detailed information can be found in the SPASH Heat Index Protocol guidelines.

SPASH Air Quality Protocol

Air pollution poses a significant health risk, particularly to children. Following WHO guidelines, the school implements an Air Quality Index (AQI) to assess daily air quality, focusing on four major pollutants: ozone, particulates, carbon monoxide, and sulfur dioxide.

AQI Monitoring: The school employs air quality measuring equipment and monitors AQI multiple times each day.
Notice and Action Levels: Staff receives email notifications if AQI exceeds 150, and outdoor activities cease at AQI 170 for ES students and 200 for MSHS students.
Sensitive Students: A list of students with respiratory conditions guides tailored actions based on AQI levels and is shared with appropriate staff as needed.

The attached SPASH Air Quality Protocol outlines the actions to be taken at various levels of the AQI.

PROTOCOL FOR BEING EXCUSED FROM PE

Students are required to participate in PE UNLESS they have a note from their doctor excusing them from athletic activities.

High School Counseling Department

The High School Counseling Department is dedicated to supporting students' academic, social-emotional, and postsecondary development throughout their high school years. Our team includes a Comprehensive School Counselor and a University Guidance Counselor, both working in close partnership with students, families, and staff.

- The Comprehensive School Counselor serves as the ***academic counselor*** for Grades 9 and 10, supporting students with course planning, study skills, and academic goal-setting. Additionally, this counselor serves as the ***social-emotional counselor*** for Grades 9–12, providing individual and group support to help students build healthy relationships, manage anxiety, challenge negative thinking, and develop coping strategies. The counselor also collaborates with teachers and families to foster a safe and supportive school environment that promotes well-being. Students may be identified through the Student Support Team (SST) process to receive targeted interventions and support to build essential academic and life skills.

- The University Guidance Counselor specializes in postsecondary and academic planning for Grades 11–12. This includes college and university research, application guidance, standardized testing support, and course selection and planning assistance. The counselor organizes on-campus and virtual university visits and uses ***Cialfo***, a university and career planning platform, to help students research institutions, submit and track applications, and manage deadlines. Additionally, the University Guidance Counselor serves as the school's AP Coordinator, overseeing all aspects of Advanced Placement course registration, exam logistics, and communication with students and families. The University Guidance Counselor is also responsible for coordinating all PSAT and SAT test administrations on the St. Paul campus.



Advisory

As part of our commitment to whole-student development, the Counseling Department leads the school's Advisory Program, which is grounded in the CASEL competencies for social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The Advisory Program uses ***Wayfinder***, a purpose-learning curriculum designed to help students explore identity, build resilience, and develop essential life skills. Weekly advisory sessions provide consistent opportunities for reflection, personal growth, and meaningful connection within the school community.

Appointments

Students and parents are encouraged to meet with the counselors as needed. Appointments can be scheduled by email or through the counselors' Google Calendar links available in the Grade Level Google Classrooms.

1. Ms. Macara Oshida
    a. SEL Counselor / Grades 9 + 10 Academic Counselor
    b. Email: hs.counselor@stpaulhanoi.com
2. Mr. Gus Marantos
    a. University Guidance Counselor / Grades 11 + 12 Academic Counselor
    b. Email: gus.marantos@stpaulhanoi.com

Together, our counselors ensure that every student receives the guidance and support needed to navigate high school with confidence and prepare for life beyond graduation.

SCHOOL LOGO and MARKETING USE

Appropriate use is required of the school's name, logo, affiliated organizations, and other branding assets for merchandise. These guidelines are designed to protect the integrity of the school's brand and ensure all representations align with established branding standards.

Please see the full guidelines here: School Name and Branding Usage Policy

Prohibited Use

Creating merchandise with the school's name, logo, or branding elements outside of official school channels and without express permission from the Marketing Manager or School Administrator for personal use, gifts, profit or commercial enterprise is prohibited.