



Middle School Student Handbook

Grades 6 through 8

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Dear St. Paul American School Hanoi Middle Schoolers,

Welcome to the 2026-2027 school year at SPASH. I am sure you each had a wonderful summer, spending your time with friends and family and making lots of great memories. This is your student handbook, and it contains a ton of important information. As a student at SPASH, you agree to abide by everything within this handbook, so please, take time to read it over and understand what is expected of you. Of course, if you have any questions about this document or its contents, please let me know!

As we begin our year together, the 6th in our SPASH Middle School history, I want to highlight the elements of our community that we all share and bind us together:

- First, our mission: to prepare each of you to be engaged, educated, and empowered global citizens. This mission is the bedrock of our day to day life in the middle school. In all we do, we should be able to connect it to this mission.
- Second, our core values: Respect, Integrity, Responsibility, Honesty, and Creativity. These values are essentially the ideals which we hope to cultivate in each of you. As you live our mission, part of that is seeking to embody these values in your thoughts, words, and actions.
- Third, our school vision: 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. Our vision is the outcome we hope to create through our efforts.
- Finally, our theme in the middle school this year: Mosaic. A mosaic is an artwork created by combining small, distinct pieces of glass, stone, or tile into a unified pattern or image. Middle school brings together diverse students—each with unique backgrounds, talents, and perspectives—to build a strong, vibrant, and cohesive community where every individual piece matters.

Together, these 4 factors form the core of who we are in the SPASH Middle School. They run through every classroom, every lesson, every activity, every meeting, every interaction. Why? Because we believe in them and we recognize that in holding to them we are moving in a direction of positivity and community that best serves every member of this special place.

I respectfully ask each of you to take time to reflect on this message. Think on how you can personally do more to ensure that our mission, core values, vision, and theme are woven throughout every day in your life as an Eagle. Remember, these are not just words, and they are not just one person's. They are perspectives, and they belong to all of us!

This is going to be an amazing school year, and you are an integral part of this reality. You are valued, you are important, you are an Eagle! As we take flight, know that I am grateful for your presence and contributions and that together we will continue making the SPASH Middle School better and better!

Sincerely,
John North, MsEd
Middle School Principal
ms.principal@stpaulhanoi.com

CONTACT INFORMATION

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MIDDLE SCHOOL BELL SCHEDULE

MS SCHOOL BELL SCHEDULE A WEEK

MONDAY, TUESDAY, THURSDAY, FRIDAY		
A WEEK	Start	End
P1	8:15	9:05
Pass	6 min.	
P2	9:11	10:01
Pass	6 min.	
P3	10:07	10:57
Pass	6 min.	
LUNCH	10:57	11:37
Pass	6 min.	
Advisory (Tuesday & Thursday)/ Clubs (Monday & Friday)	11:43	12:17
Pass	6 min.	
P4	12:23	13:13
Pass	6 min.	
P5	13:19	14:09
Pass	6 min.	
P6	14:15	15:05
Pass	6 min.	
Athletics	15:11	16:05



WEDNESDAY		
A WEEK	Start	End
P1	8:15	8:55
Pass	6 min.	
P2	9:01	9:41
Pass	6 min.	
P3	9:47	10:27
Pass	6 min.	
P4	10:33	11:13
LUNCH	11:13	11:53
Pass	6 min.	
Community Mtg/ STUCO Activities	11:59	12:33
Pass	6 min.	
P5	12:39	13:19
Pass	6 min.	
P6	13:25	14:05

MS SCHOOL BELL SCHEDULE B WEEK

MONDAY, TUESDAY, THURSDAY, FRIDAY		
B WEEK	Start	End
P4	8:15	9:05
Pass	6 min.	
P5	9:11	10:01
Pass	6 min.	
P6	10:07	10:57
Pass	6 min.	
LUNCH	10:57	11:37
Pass	6 min.	
Advisory (Tuesday & Thursday)/ Clubs (Monday & Friday)	11:43	12:17
Pass	6 min.	
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Pass	6 min.	
P2	13:19	14:09
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Pass	6 min.	
Athletics	15:11	16:05



WEDNESDAY		
B WEEK	Start	End
P4	8:15	8:55
Pass	6 min.	
P5	9:01	9:41
Pass	6 min.	
P6	9:47	10:27
Pass	6 min.	
P1	10:33	11:13
LUNCH	11:13	11:53
Pass	6 min.	
Community Mtg/ STUCO Activities	11:59	12:33
Pass	6 min.	
P2	12:39	13:19
Pass	6 min.	
P3	13:25	14:05

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MISSION, VISION, & CORE VALUES

Mission

Our mission at St. Paul American School Hanoi is to prepare students to be engaged, educated, and empowered global citizens.

Vision

At SPASH our vision is nurturing a community of empathetic, accountable, and adaptable citizens with a global mindset who are prepared to pursue their individual goals.

Core Values

We seek to cultivate in our community of learners our core values:

- ★ Respect
- ★ Integrity
- ★ Honesty
- ★ Responsibility
- ★ Creativity

SPASH Diversity, Equity, Inclusion, & Justice (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.

SPASH STUDENT RIGHTS AND RESPONSIBILITIES

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

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

Every student needs to know their own rights and what they are responsible for. Helping students respect themselves and others builds a good school culture. When the rights or others are harmed or a student fails to meet their responsibilities, consequences will result.

When a student breaks a rule or refuses to uphold the Code of Conduct, consequences follow. St. Paul American School Hanoi teachers and administration interact with students in a dignified, positive manner, but apply consequences as consistently and appropriately as possible. Consequences are the results of choices you make that violate the “Code of Conduct.”

School’s Responsibilities

The Administration and Board of Directors 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 they 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 total operation of the school.

The Faculty and Staff are 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 have the responsibility to see that all students are informed of standards of behavior required.

Student’s Rights

The Right to a Quality Education

Each student has the right to attend school and obtain a quality education.

The Right to Free Speech and Expression

Students at St. Paul American School Hanoi possess 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 legal definition, and do not interfere with the rights of others or disrupt the learning environment.

The Right to be Informed

Students at St. Paul American School Hanoi have 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 in each school office, and the basic rules shall be published and distributed to all students, staff, and families. 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

St. Paul American School Hanoi 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

St. Paul American School Hanoi 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.

Student Responsibilities

Students are responsible for the consequences of their choices and 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 related events. Failure to meet these responsibilities will be cause for disciplinary action.

On-Campus Conduct

School Employees may establish specific rules/expectations in addition to those stated in this handbook as part of their classroom management systems. These will be shared clearly with students in course syllabi. Students are expected to follow rules and expectations. Failure to comply with rules and expectations 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 further expected to act as school representatives and conduct themselves in a manner consistent with school rules, expectations and core values when off-campus.

Online Conduct

Students are expected to follow online guidelines for behavior at all times. These expectations are outlined in our [Responsible Use Policy](#) which students are required to review and sign off on at the start of each school year.

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.

Student Searches

The personal possessions of students, whether on their person, in desks or lockers may be subject to a reasonable search when there is a reasonable suspicion that evidence will be produced that the student violated the law or school rules.

School Lockers

School lockers are the property of St. Paul American School Hanoi 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.

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:

- A student shall dress in a manner that does not distract or detract from the educational process.
- Student attire and personal grooming should be clean and should conform to health standards.
- St. Paul American School's students must be sensitive to the beliefs of others, including ways of dress associated with other cultures and religions.
- The school administration reserves the right to determine what acceptable dress is
- The Dress Code prohibits inappropriate clothing including, but not limited to, low cut or cropped tops, shorts and skirts shorter mid thigh length, clothing with offensive/profane language or imagery, and any reference to alcohol, drugs, sex, etc.
- **Headcoverings may not be worn indoors** (exceptions may be made by the school Principal)
- Students may wear a SPASH sweatshirt or **zip or button up** coat/hoodie/jacket/shirts with the proper uniform visible.

Students deemed by the school administration to be dressed inappropriately will be required to change into proper uniform. If an acceptable uniform cannot be obtained, they will be placed in ISS. Multiple violations may lead to Out of School Suspension. Any absences due to inappropriate dress are considered unexcused.

School Uniform

Daily Uniform

Monday-Thursday

- TOPS - SPASH Polo Shirt (red or blue)
- BOTTOMS - **Solid** khaki (beige or tan) OR **solid** black OR **solid** navy blue shorts/pants/dresses/skirts/skorts at mid-thigh length or longer. (No logos larger than 5cm x 5cm; no stripes, patterns, etc.)
 - The following are prohibited:
 - jeans (only permitted on announced dress down days)
 - sweatpants
 - skin tight articles, such as yoga pants
- FEET - closed-toe shoes appropriate for the class activities the student is participating in on a given day.
 - Sandals/slides/open-toed shoes are prohibited.
 - Closed toe crocs are acceptable, but must be appropriate for class activities.
 - Not during P.E. classes
 - Not during science labs

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.

- PE uniforms may be worn throughout the day; however, a change of clothes is still required if the student has PE class that day.

VISUALS COMING SOON!!!

Formal Uniform

There will be days during the school year where we will require students to be in their formal school uniform, including:

- Community meetings (just about every other Wednesday)
- School pictures
- 8th grade graduation
- TOPS - Clean **red** SPASH Polo Shirt
- BOTTOMS - Clean, solid (no stripes or logos larger than 5cm x 5cm) **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.

VISUALS COMING SOON!!!

Physical Education (PE) Uniform

Students are required to change into PE uniform at the start of their PE period and back into their regular uniform before the start of their next period/activity/lunch.

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

VISUALS COMING SOON!!!

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/coats/shirts with the proper uniform visible

Uniform Hygiene

All school attire, regardless of the day, must be clean and in good condition. Clothing with stains, holes, and/or other 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 and will be placed in ISS 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 uniform 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

After serving ISS for two violations of the school's dress code and uniform policy, the student will be placed on Concern Status and a parent meeting required to correct the student's non-compliance.

ATTENDANCE POLICY

At SPASH, regular attendance is required by all students. Going to school consistently helps you learn better now, succeed later in school and work, feel good about yourself, and become more independent.

Attendance is taken by 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. Notifications will be emailed to parents whenever a student is tardy or absent for a class.

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 student's parent/guardian must notify the Middle 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 Middle School Bell Schedule.
- When a student is tardy, it causes a disruption to the learning environment and can be detrimental to the student's learning and the 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.
- In the event that a student is tardy because they were in a conference with a staff member, the student must 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, students will do so quietly and respectfully
 - 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 15 minutes or more, the student is assigned an ***unexcused absence***.
- Whenever a student is marked tardy, their Sycamore account will be updated accordingly.

Progressive Consequences for Tardiness

The administration office will produce a tardy report every Monday for the previous week. Students who are marked tardy will be subject to the following consequences:

Consequence ∨∨ / Tardy Count >>	1	2	3	4	5	6	7	8	9+
Student misses all work, assignments, and announcements from the start of the class.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Administration is notified and the student is contacted and reminded of the school's expectation to arrive to class before the class begins, per the published bell schedule.	✓	✓	✓	✓	✓	✓	✓	✓	✓

The student is assigned Lunch Detention (to occur the Wednesday subsequent to the 4th-6th Tardy).				✓	✓	✓			✓
The student is assigned ISS (In School Suspension)							✓	✓	✓
Student is placed on Concern Status.								✓	✓
The student is assigned one Lunch Detention for every additional tardy.								✓	✓
The student is placed on Probation Status.									

Consequence of Continued Tardiness

Consistent tardiness may negatively impact a student's classroom performance and may result in their placement on Probationary Status. Continued infractions can ultimately lead to dismissal from St. Paul American School Hanoi.

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 be considered "excused" if one of the following is confirmed:

- Personal illness
- Family emergency or death in the family
- Medical/dental appointments
- Prearranged college visits
- Religious holidays
- Legal matters
- School-authorized absences:
 - Athletic events
 - Pre-approved school events (fairs, concerts, etc.)
 - Approved field trips
 - Special services/support groups (e.g. counseling, learning support, mediation, etc.)
 - Student recognition and award ceremonies
 - In-school suspensions

Parents/guardians must notify the school of absences, unexpected and prearranged, by using the [Attendance Notification Form](#) **prior** to the absence or, in unexpected cases, no later than 8:00 am on the date of the absence.

If a student is absent due to illness for 2 or more consecutive days, then they must provide a doctor's note. This can be submitted via the [Attendance Notification Form](#) or directly to the Middle School Secretary via email at ms.secretary@stpaulhanoi.com.

Students will have two school days for each day of excused absence to complete all assignments when they return to school. For academic integrity purposes, students that miss the administration of a major assessment may be given an alternative assessment.

Absences for Family Trips

The school strongly discourages families from scheduling family trips and vacations when classes are in session. With proper notification of a prearranged absence request (see below), the school principal will decide whether or not the absences will be counted as excused or unexcused.

How to Request a Prearranged Absence

In order for a prearranged absence to be considered as an excused absence, the family must notify the Middle School Secretary at least 2 weeks prior to the first day of the absence using the [Attendance Notification Form](#). The principal will review such requests and inform parents/guardians prior to the start of the absence whether the absence will be considered excused or unexcused.

For approved prearranged absences, the Principal will notify the student, the parents, teachers, and counselors of the expectations for the absence.

Student Expectations for Prearranged Absences

For prearranged absences, it is the student's responsibility to:

1. obtain or print out a copy of the [Student Pre Approved Absence Sign-off Sheet](#)
2. complete all segments of the Student Pre Approved Absence Sign-off Sheet including
3. submit their complete Student Pre Approved Absence Sign-off Sheet to the Middle School Secretary or, in cases of field trips, the trip coordinator no less than 24 hours before the beginning of the prearranged absence
4. communicate the prearranged absence with all of their teachers
5. get all the work that they will miss ahead of time
6. stay updated on the progress of their classes
7. submit all missed work upon their return to class

Unexcused Absences

- An absence is considered unexcused when it is not prearranged 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
 - Any time a student is more than 15 minutes late to class
 - An unauthorized departure from campus
 - Family trips or vacations that were not communicated with the Middle School Secretary and Principal at least 2 weeks prior to the first day of the absence.

Consequence ∨∨ / Unexcused Absence Count >>	1	2	3	4	5+
The teacher notifies the administration, student and parent by taking attendance through the student information system.	✓	✓	✓	✓	✓
An additional SMS message will be sent to the parent(s) to notify them of the student's absence.					

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 may result in placement on 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 unexcused absences.					

STUDENT ATTENDANCE LIMITATIONS

In order for a student to earn academic credit for a class, they must have an attendance percentage (attended the class and excused absences) of 85% of the course's classes. If the student misses more than 15 percent of the course with unexcused absences, they will not receive credit for the course, even if they have a passing grade.

For example:

- Student A is enrolled in Grade 8 ELA. The semester is 48 days, meaning the student must attend (or have excused absences) at least 41 (85%) of the Grade 8 ELA classes to receive a grade. If the student has more than seven unexcused absences, the student will not receive a grade for the course.

POLICY for LANGUAGE ACQUISITION and COMMUNITY EXCELLENCE (PLACE)

At St. Paul American School Hanoi, one of our goals is to support the development of English language skills in all of our students.

GOALS OF PLACE:

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.

Language Expectations

Academic and Classroom Context

- The default language of instruction and student interaction in all classes is English.
- Students are allowed to utilize their L1 for clarification of content or instructions during class time when permitted by the teacher.
- 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

- The default language of social interaction in classrooms is English
- English is the language of inclusion in that every student can at least on some level engage with their peers and teachers through English
- During non-class time (before school, passing periods, lunch, after school), students are permitted to use their L1. However, it is strongly encouraged that students use English in order to accomplish previously stated goals.

PLACE Details

For the sake of maintaining accountability, and to encourage alignment to the language policy, all classroom teachers will monitor and enforce PLACE.

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

Referrals to the dean and/or principal will be subject to the consequences outlined below:

Consequences for Repeated PLACE Infractions

- 1st - Referral to Dean of Students and communication with parents
- 2nd - Referral to Dean of Students, parent communication, lunch detention
- 3rd - Referral to Dean of Students, parent communication, in-school suspension
- 4th - Referral to Dean of Students, parent communication, 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 following are infractions of our academic integrity policy:

- Presenting as their own work they did not actually complete; plagiarism
- Collusion
- Fabrication
- Cheating
- Completing other students' work

It is expected that all students will understand and adhere to the concept of academic integrity.

Definitions

The most common forms of academic dishonesty are **cheating, plagiarism and collusion**.

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
- Using unauthorized notes or aids
- Collaborating with any other person during an assessment 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.
- Arranging for another student to take an examination on your behalf
- Attempting to or knowingly obtaining, using, providing, 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 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 materials (e.g. text, speeches, etc.) without proper citation in your work
- purchasing materials from a term paper service and submitting it as your own work
- downloading from the Internet or taking from any other Source without proper citation
- submitting anyone else's work as one's own.

Any form of plagiarism constitutes a violation of academic integrity.

Collusion is an agreement by two or more people to commit an act of academic dishonesty. The school will not 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.

Consequence of Further Violations:

Continuous violation of academic integrity can ultimately lead to recommendation to the board of management for dismissal from St. Paul American School.

Consequence ∨∨ / Academic Integrity Violation Count >>	1	2	3	4
Parent contact by the teacher	✓	✓	✓	✓
Referral to Dean of Students and behavior action plan	✓	✓	✓	✓
Student must redo the assignment/assessment for full credit	✓	✓	✓	✓
Parent meeting with dean of students and middle school principal		✓	✓	✓
Placement on Concern Status		✓		
Placement on Probationary Status			✓	
Out of School Suspension (OSS)				✓
Parent meeting on return from Out of School Suspension (OSS)				✓

ARTIFICIAL INTELLIGENCE (AI)



SPASH AI AND DIGITAL SUPPORT TOOL USAGE CHART

DESCRIPTION

USES

EVIDENCE (TEACHER DISCRETION)



No AI or Digital Support Tool Use

Students may not use AI or Digital Support Tools at any point during the assignment or assessment.

❌ **Prohibited Uses**

Includes (but is not limited to):

- Google Translate (beyond individual words)
- Grammarly, ChatGPT, or any AI writing assistant
- Any tool that generates, corrects, or enhances written content

Includes:

- Assignments must be completed by hand or on teacher-approved devices
- Devices may be monitored using Apple Classroom
- AI detection tools may be used
- Teachers may use professional judgment to assess



AI-Assisted Idea Generation, Planning, and Structure

Students may use AI or Digital Support Tools only during pre-writing or planning stages. Final work must be entirely original.

✅ **Permitted Uses**

- Pre-work
- Google Translate for individual words/phrases only (as a thesaurus)
- Generating ideas, outlines, or organizational plans
- Research direction or suggested sources (e.g., JSTOR)

❌ **Prohibited Uses**

- Copying or adapting AI-generated content into final submissions
- Using AI/Digital Support Tools to write or revise content

Includes:

- Screenshots of input prompts
- Screenshots of AI responses

Submission

- Must be submitted with the assignment on a new slide/page



AI-Assisted Feedback & Refinement

Students may use AI or Digital Support Tools after writing is complete to receive feedback or suggestions.
No new content may be written by AI.

✅ **Permitted Uses**

- Post-Work
- Google Translate for clarification of word choices
- Tools for spelling/grammar checking/evaluating clarity
- AI for feedback on structure, tone, or flow (no rewriting)

❌ **Prohibited Uses**

- Replacing student work with AI-generated content
- Using AI tools to rephrase or rewrite major sections

Includes:

- Screenshots of input prompts
- Screenshots of AI responses
- Verbal or written explanation of how feedback was considered and applied

Submission

- Screenshots/explanation must be submitted with the assignment on a new slide/page



Completion with Human Evaluation

AI may be used for content generation with full transparency and critical reflection. Students must engage with, assess, and justify any use of AI-generated content.

✅ **Permitted Uses**

- Limited use of AI-generated content with student evaluation and editing
- Integrating human judgment to assess, revise, or fact-check AI outputs
- Analyzing the responses for error, bias, and/or misinformation

Includes:

- Screenshots of all AI interactions
- Written reflection including:
-Why AI was used
-How AI helped/hindered the task
-Steps taken for fact-checking
-Any signs of misinformation or bias

Submission

- Screenshots/reflection must be submitted with the assignment on a new slide/page
- Highlighted and annotated sections showing student modification

Artificial Intelligence (AI): Any tool or platform that can generate, revise, translate, or evaluate text using machine learning or automated algorithms. This includes tools such as ChatGPT, Grammarly, Quillbot, and other AI-powered writing assistants.

Digital Support Tools: Any digital application or platform used to support, influence, or enhance the completion of academic assignments. This includes, but is not limited to, tools for grammar checking, language translation, content generation, citation assistance, and structural organization.

These guidelines are designed to help you use this technology effectively, ethically, and responsibly. For more information on academic integrity violations, please refer to the Student Handbook.

BULLYING

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 understanding of the following:

- 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 timely, 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)
- Racial (racially-charged taunts, slurs, graffiti, or gestures)
- Sexual (unwanted physical contact, homophobic slurs regarding sexual orientation or perceived orientation, or sexually abusive comments)
- 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 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. Reporting bullying

To report bullying, complete this [anonymous bullying reporting form](#).

5. School response:

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

1. An [anonymous bullying reporting form](#) is 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/designee will...
 - Interview the alleged bully(ies), victim(s), and any witnesses.
 - Collect evidence, and determine if bullying did or did not occur.
4. If bullying has occurred then the administrator/designee will...
 - Compose a clear and detailed account of the incident that will be recorded and documented.
 - Create a plan for monitoring those involved with follow up procedures
 - Communicate appropriately with involved parties

6. Progressive response:

Every bullying situation is different, and as a result, the consequences will be different. The severity of consequences reflect whether it is an initial incident, repeat offense, or continued bullying behavior. Consequences 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). Consequences may include:

- Self-reflection
- 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 of our policy
- In school suspension (ISS)
- Out of school suspension (OSS)
- Permanent expulsion

7. Support:

For those who have been bullied:

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

For those who have bullied:

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

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, and include but are not limited to those listed in the following table.

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 <i>sent by a parent or guardian</i> <i>Deliveries that meet this exception must be made to Gate 1. No deliveries of any kind may be collected from any other gate.</i> - 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 staff member (field trips) or parent/guardian, 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.
Portable Electronic Devices Including Cell Phones	- Mobile devices <u>MUST</u> be turned off or muted and sealed in the student's school issued cell phone pouch at the start of the school day - Pouches are unsealed by staff at the end of the instructional day - In the event that a mobile phone can be used for instructional purposes, the individual teacher has the discretion to unlock cell phones pouches and allow students to use their phones, after which the teacher will ensure phones are resealed in pouches - Please refer to the <u>SPASH Cell Phone Guidelines</u> for our comprehensive cell phone pouch policy
Inappropriate Public Displays of Affection	- Inappropriate public displays of affection can be defined by any touch intended to arouse feelings of love in the giver and/or the recipient. - While what is an acceptable display of affection varies with respect to culture and context, students will be asked to discontinue such activities if they seem excessive for our school setting. This may include, but not limited to, inappropriate

	hugging, lounging in extremely close proximity, including physical contact with other students, kissing, and sexual contact.
Truancy	Please refer to the Attendance Policy in this handbook.
Disrespectful Behavior	● Disrespectful behavior is rude or derogatory behavior, and includes making threats or refusing to follow directions ● Disrespectful behavior can be exhibited verbally, electronically or in writing. ● Students shall comply with all reasonable requests issued by school personnel. ● Students shall not disturb or interrupt the peace and order of the school, or any school sponsored activities.
Theft	● Theft is 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. ● A student shall not steal or attempt to steal school or private property, either on the school grounds, or at a school-sponsored activity or event. ● Students suspected of possessing stolen items may be subject to a search of their person and belongings.
Vandalism	● Vandalism is willful damage to or destruction of school property, or the property of others. ● A student shall not cause or attempt to cause willful damage to property. ● 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.
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; and other verbal, written, visual, or physical conduct of a sexual nature, is when at least one of the following occur: ○ 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. ○ The behavior creates a learning environment in which the student is unable to participate fully and/or learn, as determined by the administration. ○ 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 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: ● 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, 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.
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: <u>1st Violation</u>: Verbal warning with documented referral; parent contact <u>2nd Violation</u>: Verbal warning, referral, Wednesday lunch detention, parent contact <u>3rd Violation</u>: Verbal warning; parent meeting on campus; Wednesday Lunch Detention <u>4th Violation</u>: Parent notification and suspension of bus services for 1 week. There will be no refunds if the school has to revoke bus services. <u>5th Violation</u>: Parent notification and 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, the administration may determine a different course of discipline.
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, 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

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

A student will not possess, 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 Hanoi, including all school related activities or events.

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
- 2 days In School Suspension
- 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 2 day Out of School suspension to the Board of Management
- 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 controlled substances.
- Meeting with parent/guardian
- Recommendation for 2 day Out of School suspension to the Board of Management
- Signing of contract by parent/student and school administration agreeing to follow school policy in the future
 - This includes placing student on “Probationary” status
- Mandatory attendance at alcohol and controlled substance education class provided by the school nurse (The school nurse will provide an age-appropriate education program for students who violate this policy).
- Mandatory weekly check-in with school counselor

2nd Offense:

- Confiscation of controlled substances.
- Recommendation of Out-of-School suspension 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

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

1st Offense:

- Confiscation of controlled substances.
- Recommendation of Out-of-School suspension 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
- Referral to school administration

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

- Meeting with the Dean of Students, Principal, students and parents
- Lunch Detention
- In-School Suspension (ISS)
- Out of School Suspension (OSS)
- Placement on Concern Status
- Placement on Probationary Status
- Expulsion

RESTROOMS, HALL PASSES and HEALTH CENTER PASSES

Our commitment to the community is that classrooms 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 classes during class time. There are of course times when students may need to be out of class.

SPASH Middle School Restroom Procedures

During class time, students may use the restroom as needed with the following limitations:

1. No restroom use during the first and last 5 minutes of class
2. No restroom use during those times when students are receiving direct instruction from the teacher
3. No restroom use when students are presenting
4. Only one student out of class at a time for the restroom
5. Students are only permitted to access restrooms designated “Student Restroom” with blue signage as shown below.



Hall Passes

If a student needs to visit another teacher, or is coming to class late from such a visit, the student is required to have a teacher issued hall pass.

Health Center Passes

During class time (including clubs and advisory), if a student needs to visit the Health Center, they are required to obtain a pass from their current classroom teacher.

During transition times, if a student needs to visit the Health Center, they are required to obtain a pass from their next period teacher.

In cases of emergency, students may report immediately to the Health Center for care/treatment.

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 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 in a timely manner.

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.

ACADEMIC PROGRAM

The St. Paul American School Hanoi Middle 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.

Academic Curriculum

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

In order for our students to meet and master the learning standards in their classes, teachers at St. Paul American School Hanoi utilize a variety of curricular materials and resources.

The table below lists the department and the corresponding learning standards that courses within each department are aligned with. Please note that these standards are subject to periodic modification.

<u>ACADEMIC DEPARTMENT</u>	<u>STANDARDS</u>
English Language Arts	• Common Core State Standards
Social Studies	• AERO Standards • Common Core State Standards
Mathematics	• Common Core State Standards
Science	• Next Generation Science Standards - NGSS
SPELL - English Language	• WIDA Framework
Co-Curricular Classes	Various standards depending on the speciality of the course.

Grading Policy

In the SPASH Middle School, a student's grades reflect that student's proficiency (up to and including mastery) of the standards taught in a particular class.

Individual summative grades reflect a student's proficiency (up to and including mastery) of the standards assessed on that particular summative assessment.

Semester ("final grades") reflect a student's proficiency (up to and including mastery) of the standards assessed during that semester of study.

In the SPASH Middle School, grades are not based on

- effort
- participation
- behavior
- attendance

- compliance
- assignment completion
- any other non-standards based factor

In the SPASH Middle School, grades are not used as a means of assigning consequences or a form of disciplinary action.

Scoring and grading based on evidence of learning cannot be entirely objective, and professional judgment is essential to determining a student's level of proficiency or mastery.

At St. Paul American School Hanoi Middle School, a student's class grade is determined by the evidence collected in the class. The student's grade is, in essence, "live" on our student information system (SIS) PowerSchool at any time for students, their parents/guardians, and relevant school personnel to view. At the conclusion of each semester, the student's grade in PowerSchool 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.

Course Grade Composition and Calculation

For **most** courses in the middle school the following breakdown is used to determine semester grades:

Summative assessments are valued at 70% of the total course grade

Formative assessments are valued at 30% of the total course grade

Performance based courses and others may have different breakdowns.

All gradebooks* will be configured using a points system, not a percentage system

<u>Category</u>	<u>Weight Range</u>	<u>Minimum number of assignments</u>	<u>Potential Types of assignments</u>
Summative Assessments	70%	<i>Minimum of 5 per semester</i> <i>No single grade worth more than 15% of the semester grade</i>	• Tests • Projects • Quizzes • Portfolios • Presentations
Formative Assessments	30%	<i>Minimum of 15 per semester</i>	• Self-Reflection • Homework • Exploratory work • Discussions
Learning Behaviors	<i>Are not graded, but are still an expectation of the learning environment</i>		

Grade Descriptors

Letter Grade	Performance Standard	Descriptor	Descriptor (student version)
A	Distinguished Proficiency	The student - exhibits understanding of targeted concepts beyond the related standard - successfully completes complex high cognitive demand tasks - consistently meets or exceeds grade or course level expectations - demonstrates high level thinking skills - flexible application of targeted concepts and skills, or transference of learning to new situations.	<i>I understand the content in this class. I am a creative and/or critical thinker who can apply and/or transfer what I learned.</i>
B	High Proficiency	The student - exhibits full understanding of targeted concepts - successfully completes complex tasks requiring reasoning - meets grade or course level expectations.	<i>I know the content just the way the teacher taught it.</i>
C	Low Proficiency	The student - exhibits partial understanding of targeted concepts and skills - is successful in tasks using simpler knowledge and skills - struggles with more complex ideas and processes - inconsistently meets grade or course level expectations.	<i>I know the simpler stuff but struggle with the harder parts.</i>
D	Minimal Proficiency	The student - exhibits limited understanding of targeted concepts and skills - has minimal success in using the concepts and skills, both simple and complex. - seldom meets grade or course level expectations.	<i>I struggle with the simpler stuff as well as the harder parts.</i>
F	Approaching Proficiency	Even with help, the student - demonstrates minimal understanding of targeted concepts or skills - is not successful in simple tasks using the knowledge and skills.	<i>Even with help, I struggle with the simpler stuff as well as the harder parts. Additionally, I didn't do all of my work.</i>

Grade Scale, Percentage, GPA, and Proficiency Correspondence

Letter Grade	Percentage	GPA	Level of Proficiency
A+	97 - 100	4	Distinguished proficiency
A	94 - 96	4	
A-	90 - 93	3.7	
B+	87 - 89	3.3	High proficiency
B	84 - 86	3	
B-	80 - 83	2.7	
C+	77 - 79	2.3	Low proficiency
C	74 - 76	2	
C-	70 - 73	1.7	
D+	67 - 69	1.3	Minimal proficiency
D	64 - 66	1	
D-	60 - 63	0.7	
F	0 - 59	0	Approaching proficiency

Alternative or Deeper Evidence of Learning

Extra credit is not given in the SPASH Middle School. Teachers 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).

Formative and Summative Assessments

Teachers delineate between formative and summative assessments and emphasize results from summative assessments when calculating final grades. 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.

Individual Performance

Grades are assigned by comparing individual performance to clearly defined standards rather than by comparing students to each other. This means:

- learning targets are clearly articulated with accompanying rubrics and exemplars (when appropriate)
- use of a bell curve is not permitted
- teachers adhere to their class's identified content standards.
- students are given an individual score for their work within a group setting reflective of their own individual proficiency

Corrections Policy

- A. Upon receiving a graded summative assessment, all students will have the opportunity to complete corrections for that assessment
- B. Students may earn up to 100% of the points they missed on the assessment through corrections
- C. For a test correction to successfully earn back points for a student, the corrections must
 - 1. Identify the error
 - 2. Explain why the error is not correct
 - 3. Identify the correct response
 - 4. Explain how they know this is the correct response (this may include providing a reference such as a page number)
- D. Test corrections must be completed during the class period provided by the teacher
- E. A student is **not required** to do test corrections
- F. Test corrections must be completed independently.
- G. For non-traditional assessments
 - 1. Many summative assessments students complete are non-traditional. These include projects, presentations, recordings, essays, etc.
 - 2. Students will be granted a similar opportunity to demonstrate their proficiency/mastery on these assessments as they are on traditional assessments
 - 3. Though it may look slightly different from class to class, project to project, “corrections” for non-traditional assessments will require students to
 - a) Identify the error or errors they made
 - b) Explain how they know the error is an error
 - c) Explain what they would change or what the correct or better approach would have been and why
 - 4. Examples:
 - a) Essay
 - (1) Minh earns a 30/50 on his essay on the French Revolution. His teacher has provided ample feedback, guiding him to areas of the essay that could be improved. Minh reviews the feedback, reflects on his original writing, and then resubmits the essay, along with a reflection in which he discusses each of the areas where he made revisions and edits and why he did so. Minh could earn up to full credit based on his new work.
 - (2) Ha-Joon gets his rubric back on his recent oral presentation in MS SPELL 3. He received 5/5 on four areas of the rubric, but a 1/5 on conveying emotion in speaking. Along with his rubric, the teacher provides some very clear suggestions for improvement in the area of conveying emotion while speaking. Taking this feedback Ha-Joon completes a video recording of himself redoing the oral presentation, and provides a written reflection after viewing his own initial presentation and commenting on the factors that limited his conveyance of emotion. Ha-Joon could earn up to full credit based on his new work.
- H. Corrections do NOT guarantee automatic full credit.

Late Work

- A. The first time a student needs to turn in work late for a class, for the work to be accepted, students are required to **email that teacher** explaining why their work was late, using this template:

Subject: Late Submission - [Student Name] - [Assignment Name]

Dear Mr./Ms. [Teacher's Name],

Please accept this email to explain why my [Assignment Name] assignment is late. [Briefly, clearly, and honestly state the reason for the delay. Examples: I was unwell, I had a family matter to attend to, I encountered technical difficulties.]

I apologize for the late submission and understand the importance of meeting deadlines. I have now completed the work and [state how you are submitting the work. E.g. have attached it to this email, submitted it in Google Classroom, etc.]

Thank you for your understanding.

Sincerely,

[Student's Name] [Student's Class/Grade]

- B. Every additional time a student needs to turn in work late for that class, for the work to be accepted, **students must email their parents and the teacher** explaining why their work was late, using this template:

Subject: Late Submission - [Student Name] - [Assignment Name]

Dear Mr./Ms.. [Teacher's Last Name],

This email is to inform you that my [Assignment Name] assignment will be submitted late. [Briefly, clearly and honestly state the reason for the delay. Examples: I was unwell, we had a family matter to attend to, there were technical difficulties.]

I apologize for this and understand the importance of deadlines. I have completed the assignment and [mention if you are attaching it or when and how it will be submitted].

Thank you for your understanding.

Sincerely,

[Student's Name] [Student's Class/Grade]

- C. Late work may be turned in without penalty up to one week from the due date (excepting for assignments due within the final three weeks of a semester, which if not submitted will be entered into Sycamore as zeros)
1. After the first instance the student will receive a warning
 2. After the second instance, the teacher emails the student's parents, with screen shot of student's Sycamore grade
 3. If a pattern of late work emerges, a parent meeting with the dean and principal may be

scheduled to place the student on concern status with timely submission of work being the target

- D. Until the assignment is submitted and the appropriate communication is sent, the grade in Sycamore will be entered as a zero

Extensions

Students may request an extension on an assignment.

Such requests must be sent by the student to the teacher no later than the day before the due date.

The request must provide adequate justification for the extension, such as:

- Major illness
- Family emergency

Makeup Work

Students will have two school days for each day of excused absence to complete all assignments (including tests) when they return to school. For academic integrity purposes, students that are absent for a major assessment may be given an alternative assessment.

Examples

1. Andy was absent on Monday and returned to school on Tuesday. He has until Thursday to complete all his assignments and get them turned into his teachers.
2. Soon-Bok was absent on Monday and Tuesday. She returned to school on Wednesday. All of her assignments must be completed and turned in by next Tuesday.

In cases of unexcused absences, students will still be permitted to complete their assignments and earn up to full credit following the same policy for excused absences.

Incomplete Grades

No student may receive an incomplete as their final grade for a course or assignment. 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 middle 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 for Semester 1 are due within the first two weeks of Semester 2; make-ups for Semester 2 are due within two weeks after the end of Semester 2. In special circumstances, the middle school principal may approve other arrangements. An “incomplete” grade becomes a permanent “fail” on a student’s transcript if not rectified within the approved time frame.

Reporting and 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 PowerSchool.

Throughout their courses, teachers will provide 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, grade updates will be reflected in PowerSchool **at a minimum of every two weeks**. Please note that a student's progress at any given time can be viewed within the PowerSchool Parent Portal. Parents and students are encouraged to review their grades on a regular basis in PowerSchool.

Parent Teacher Conferences (PTCs)

Once each semester, parents and students are required to attend Parent Teacher Conferences. The dates for these conferences are provided on the SPASH Academic Calendar. As these conferences are a key component of student progress reporting, parents and students are required to attend.

Progress reports

Progress Reports are shared with parents during our Parent Teacher Conferences. Parents/guardians will be provided with a printed copy of their child's progress report by those teachers they conference with. Conference dates are included in the Academic Calendar.

Report Cards

Report cards are shared with parents via the PowerSchool Parent Portal within 2 weeks of the conclusion of each semester.

Grade 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 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 through the school principal.
6. The Executive Director will review the investigation and notify the student of their decision. The decision of the Executive Director is final.

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

Academic Transcripts

Academic transcripts are available at any time with the submission of a *Transcript Request Form*. This form can be found in the Middle 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.

Parents/guardians are responsible for providing the school with special instructions, payment, etc. regarding legalization of documents.

Course Syllabi

Students are given a syllabus for each of their courses in our middle 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 and understanding 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/guardians of these students will monitor their child's performance by checking the student's attendance, behavior, and academic standing on PowerSchool 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

- Learning support teachers are 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 G6 - G8 will be regularly reviewed. Any student with two D's or one or more F's 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.

<u>STATUS</u>	<u>DESCRIPTION</u>	<u>ACTION</u>
<i>Parents will always be notified of a student's placement on Concern or Probationary Status.</i>		
Quarterly Grade Check	All student grades will be reviewed quarterly by the principal. Students whose grades show two D's or one or more F's at the end of quarter will be referred to the SST.	● Students will be required to meet with a member of the SST to develop a plan of action. ● Parent(s) will be notified. ● Parents of students who are failing a class at the end of any quarter are required to attend a priority conference, 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 with two D's or one or more F's at the end of the semester will be placed on Concern Status.	● 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 at the beginning of

		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. ● Students on Probation may not participate in athletics or co-curricular activities. ● 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 the administration. ● Students who fail to raise their grades above the Probation Status guidelines may be recommended for expulsion 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.

<u>STATUS</u>	<u>DESCRIPTION</u>	<u>ACTION</u>
<i>Parents will always be notified of a student's placement on Concern or Probationary Status.</i>		
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/ Plan of Action 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 determine what is the most appropriate course of action.	- 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. - 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 expulsion in extreme circumstances. - When appropriate, a plan of action 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.	- 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 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.

		• Students on Probation may not participate in athletics or co-curricular activities. • If behavior improves enough, the students may be able to regain eligibility after the next check-in. The decision to allow a student to become eligible is at the discretion of the administration. • Students who fail to improve their behavior while on Probation Status may be recommended for expulsion to the Board of Management.
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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 SPASH are considered for a variety of awards throughout the course of the school year. Various awards and recognitions are detailed below.

SHOUT OUTS!

During our community meetings, individual students will be recognized for living our mission, vision, core values, and yearly Middle School theme. 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 **Responsibility**
- ★ Golden Eagle Award for **Integrity**
- ★ Golden Eagle Award for **Honesty**
- ★ Golden Eagle Award for **Creativity**
- ★ Golden Eagle Award for **Engagement**
- ★ Golden Eagle Award for **Education**
- ★ Golden Eagle Award for **Empowerment**
- ★ Golden Eagle Award for **Global Citizenship**

COMMUNITY MEETINGS

About once a month, we come together as an entire middle school for a community meeting. These meetings occur in the J Building Multi Purpose Room (JMPR , J208). During this time together the following are common features:

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

CLUBS and STUDY HALL

Clubs

On Fridays, students may attend one of the offered Middle School Clubs. These clubs are led by teachers and students sign up for them in the previous school year (newly admitted students during their admissions process as part of scheduling or at the start of the school year.) Clubs run for the entire school year. If a student decides to drop their club, they are enrolled in a study hall based on numbers and other considerations.

Study Hall

On Mondays and Fridays, the majority of SPASH Middle School students will attend study hall. This is a time of the week during which students can:

- Complete work for their various classes
- Seek extra support from teachers
- Complete retakes

It is not time for

- gaming
- social media
- socialization

There are exceptions to study hall:

- Middle School Student Council
 - Members of Middle School Student Council meet during club/study hall time on Mondays and Fridays
- Math Seminar
 - Middle school math teachers identify those students who would most benefit from additional math support at the start of the school year.
 - These students are required to attend Math Seminar on Mondays and Fridays in place of study hall/clubs.

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 middle school student-athletes, rotating by season.

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

Programs labeled “MS” are open to all middle school students. When facilities space allows, we aim to make these programs “no-cut,” meaning that everyone who wants to join the team and practice can do so. If facilities or the number of available coaches are limited, though, we may need to make these programs selective. In most MS programs, we usually field a “competitive” team which represents the school at the highest levels of competition, and a “festival” team, which offers opportunities to play friendly games.

Programs labeled “JV” are high school-level programs. These programs are always selective, and trying out for these teams is reserved for students who have preferably played on the competitive team at the middle school level and/or demonstrated a superior level of performance.

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 in-school or out-of-school suspension on the day of the activity.

- Attendance at 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 SPASH

Introduction

The computers in the St. Paul American School Hanoi offices and 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 Hanoi property at any location or during school activities at any location.

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

- Appropriate language will be used in email and other electronic communications.
- 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.
- Communications may not be encrypted so as to avoid security review.
- 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 Hanoi staff.

- Students will never make appointments to meet people in person that they have contacted on the system without school and parent permission.
- Students will notify St. Paul American School Hanoi staff whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.
- All Internet account holders are responsible to notify a system administrator or building administrator promptly upon discovery of any suspected security breach.
- 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 Apple (BYOA)

St. Paul requires Middle School students to use a Mac 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
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 Apple device to every class. The “Bring Your Own Apple” (BYOA) policy was enacted to address these student learning needs. You may review the full policy here: [SPASH BYOD Guidelines and Requirements 2025-26](#)

What kind of Apple Devices are acceptable?

The term “device” refers to Apple laptops and tablets (not I-phones). Families must make sure the device meets the minimum requirements shared with all families prior to the beginning of the school year. Student Apple devices must be running at least Mac OS Monterey (MacBook production year 2019).

Please note that smartphones 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 Hanoi at your own risk.

What are the rules for using BYOA 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.

Cell Phone Usage at School

As mentioned previously in this handbook,

- Mobile devices **MUST** be turned off or muted and sealed in the student's school issued cell phone pouch at the start of the school day
- Pouches are unsealed by staff at the end of the instructional day
- In the event that a mobile phone can be used for instructional purposes, the individual teacher has the discretion to unlock cell phones pouches and allow students to use their phones, after which the teacher will ensure phones are resealed in pouches
- Please refer to the [SPASH Cell Phone Guidelines](#) for our comprehensive cell phone pouch 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, only a teacher can manage the account on behalf of the club/group.

FIELD TRIPS AND OFF CAMPUS LEARNING

Policy

Field trips and excursions are authorized 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 must treat everyone with respect and courtesy.

Rationale

Field trips and excursions are an extension of the classroom. Teachers are expected to plan trips of this nature to give students a learning experience outside of the traditional four walls of the classroom.

Practice

Parents are notified before the trip with information about the destination, times, and lunch arrangements if required. When parents are notified about the outing, they will also be provided the opportunity to “opt out” of the outing. 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 teachers, parents are encouraged to accompany students and teachers on a field trip. Trips taken outside of the city of Hanoi 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 middle school leaves campus to go on a variety of trips to various locations in Vietnam.

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 novel ways. These trips are truly a powerful and positive experience for our entire middle school community.

Information about school trips is shared with students and families at the very 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 middle school, we offer grade specific trips for each grade level.
- Student safety is our number one priority for all school trips.
- All school rules, policies, and regulations apply to students during the school trips.

APPROPRIATE USE OF THE 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 either have a pass signed by their teacher. Students will be allowed to rest in the health center at the discretion of the nurses. Students should only come to the health center if they have symptoms of illness or an injury.

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.

PROTOCOL FOR BEING EXCUSED FROM PE

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

COUNSELING PROGRAM

Counseling Department Mission Statement

SPASH strives to provide a comprehensive counseling program supporting all students in gaining academic, college/career, social, and emotional skills to aid them in becoming productive global citizens. All students will participate in classroom, group, and/or individual lessons and activities that foster community and healthy relationships amongst students, staff, and the greater St. Paul community. We at St. Paul celebrate diversity and are inclusive of students from all cultures and backgrounds.

Counseling Department Vision

SPASH celebrates the diversity of its students' cultures, skills and knowledge. We create an inclusive environment where families, students, and staff can voice their opinions and contribute to our community. We empower students to advocate for themselves and others in a globally aware and responsive way.

Why School Counselors?

Middle School students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. School counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize their full academic potential.

Services We Provide:

FOR STUDENTS:

Students may see the counselor for individual and small group counseling to assist with a variety of concerns and problems, including but not limited to:

- ❖ Friendship/social skills
- ❖ Problem Solving
- ❖ Academic Improvement
- ❖ Divorce/Family Change
- ❖ Grief and Loss
- ❖ Self-Esteem/Body Image
- ❖ College and Career Readiness

FOR PARENTS:

Parents are free to call or email the counseling office at any time for a meeting if you have academic, social, or personal concerns about your child. The counseling office will help to arrange small group or individual counseling, as well as outside referrals for intervention.

Making An Appointment

Parents or students may make appointments.

Students can see the counselor in any of the following ways:

- ❖ Self-referral
- ❖ Counselor's request
- ❖ Parent(s)' request
- ❖ Administrative referral
- ❖ Teacher or staff referral
- ❖ Peers Referral

Students should stop by the Counseling Office (E205) to sign up for an appointment. Parents may email (ms.counselor@stpaulhanoi.com) to set up an appointment.

SOCIAL EMOTIONAL LEARNING/ADVISORY PROGRAM

In the SPASH Middle school, we are committed to educating the whole child. Part of this education is the social and emotional development of our students. While SEL is woven throughout all classes and

experiences, dedicated time is provided for explicit instruction through advisory. Students meet with their advisory groups, grade level banded groups of 9-12 students and a teacher advisor, every Tuesday and Thursday after lunch. The Wayfinder program is the core of our advisory. Advisory is where we engage in an exploration of topics and issues related to social/emotional/physical health and the development of a positive school community for all students.

OVERARCHING ADVISORY THEMES

In alignment with a holistic education philosophy, the SPASH Counseling Program addresses the development and enhancement of social and emotional competencies for all students through its advisory and classroom guidance curriculum. These lessons are structured around five fundamental areas:

- Self-Awareness
- Self-Management Skills
- Social Awareness
- Relationship Skills
- Responsible Decision-Making Skills.

The program aims to cultivate skills essential for academic achievement, meaningful school and civic involvement, health and wellness, and informed decision-making regarding future career paths.

KEY FOCUS of ADVISORY LESSONS

Intrapersonal Growth:

- Self-awareness and efficacy
- Recognizing strengths in self and others
- Identifying areas of growth
- Noticing and regulating emotions especially in complex situations
- Mindfulness

Organizational & Academic Skills:

- Time management and organization
- Academic planning and goal setting
- Communication and collaboration
- Information and media literacy

Interpersonal & Social Skills:

- Effective communication
- Constructive problem and conflict resolution
- Relationship Skills
- Empathy and Compassion

Cultural Awareness & Community Building:

- Exploring individual and school culture
- Family and community connections
- Community building

- Social responsibility
- Students survey

MIDDLE SCHOOL STUDENT LUNCH BEHAVIORAL EXPECTATIONS

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

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

- all rules and regulations outlined in this handbook
- attend lunch at the appropriate time
- remain seated while eating
- clean up all messes that they create
- 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

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

- the J canteen and surrounding outdoor areas (within the school boundary)
- the A canteen (only to purchase items from the snack bar)
- the lunch tables in the quad area (area between A and B buildings)
- the front field
- the library
- teachers' classrooms, with teacher approval and a teacher present at all times
- the Aviary (J103)
- the outdoor area of the first floor of E building

MIDDLE SCHOOL STUDENT COUNCIL (MS STUCO)

In process.

THE HOUSING SYSTEM

In process.