



School Year 2025-2026
St. Paul American School Hanoi
Handbook for Elementary
Students and Parents

Revision Date: July 21, 2025

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Welcome to St. Paul American School Hanoi!



Dear St. Paul American School Hanoi Family,

Welcome to the 2025-2026 school year!

On behalf of our entire Elementary team, I am delighted to welcome you to a new year of learning, growth, and community. We are so glad you are part of our St. Paul family, and we are honored to partner with you in supporting your child's academic and social-emotional development.

At St. Paul, we believe that children learn and grow best when they feel a true sense of belonging. Our Elementary theme of *"Community and Inclusion"* guides everything we do - from the way we support student wellbeing to how we build strong relationships in and out of the classroom. Together, we create a school environment where every child is seen, heard, and valued. Once this foundation is set, true rigorous learning happens

This handbook has been created to give you important information to help ensure a smooth and successful school year. We ask that both students and families take the time to read it carefully. Please note that updates may be made throughout the year as needed, and any changes will be shared with you in a timely manner.

We are excited for the journey ahead and are confident that, with your support and partnership, this will be a wonderful year for our students. If you have any questions or concerns, please don't hesitate to reach out to me directly.

Here's to a joyful, inspiring, and connected school year!

Sincerely,

Kim Marantos

Kim Marantos, M.S.Ed.

Elementary School Principal

Contact Information

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Phone: 024 3399 6464 Extension 192

Mission, Vision and Core Values

Mission

Our mission is to prepare our students to be engaged, educated and empowered global citizens.

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.

Core Values

Respect
Integrity
Honesty
Responsibility
Creativity

Our monthly assemblies center around these core values as themes, and we task our students to exhibit them to the best of their ability.

Contact Information

School Receptionist and Main Phone Number: 024 3399 6464

Contact	Position/Department	Email
Dr. Moo Eiselstein	Executive Director	executive.director@stpaulhanoi.com
Ms. Kim Marantos	Elementary Principal	es.principal@stpaulhanoi.com
Mr. Justin McCormack	Dean Of Students	deanofstudents@stpaulhanoi.com
Ms. Alexandra Alvarez	Elementary Counselor	es.counselor@stpaulhanoi.com
Ms. Leialoha Van Patter	Elementary Learning Support	learningsupport@stpaulhanoi.com
Melissa Ray	Curriculum Coordinator	curriculum.coordinator@stpaulhanoi.com
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Lai Thanh Huyen (Tina)	Finance	financeb@stpaulhanoi.com
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Ms. Thao	Receptionist	receptionist@stpaulhanoi.com
Le Thi Tam	Student Health Center	nurse@stpaulhanoi.com

School Hours

Time	Event
8:00 a.m. to 8:10 a.m.	Morning recess
8:15 a.m.	Classes begin
12:20 p.m. to 1:10 p.m.	Lunch and afternoon recess
3:15 p.m. to 4:05 p.m. (Mondays and Thursdays)	Beyond (optional)
3:15 p.m. to 4:05 p.m. (Tuesdays and Fridays)	Beyond+ (optional)

2:00 p.m. (Wednesdays only), Buses leave at 2:15 p.m.	Students dismissed for staff professional development
4:15 p.m.	Buses depart
5:00 p.m.	Administrative offices closed

About the school

St. Paul American School Hanoi is a Kindergarten through Grade 12 school in Hanoi, Vietnam. The school was founded in 2011 to provide a unique and engaging educational experience that is based on an American curriculum and taught by qualified and licensed teachers. The American education system is known for educating the whole child with an emphasis on social and emotional wellbeing, creativity, innovation and rigor and it is our hope to be able to provide this experience to our international community in Hanoi, Vietnam.

Our school is accredited by Cognia (formerly AdvancED), which is one of the leading international school accrediting agencies in the world.

Academic Support

As stated, our mission is to prepare our students to be engaged, educated and empowered global citizens. To accomplish this, we realize that each student is a unique individual with specific learning needs and goals. Our school realizes that, in order for our students to be successful, we must provide them with the proper support. Therefore, we have created the following policies and programs to help meet our students where they are academically, socially and emotionally:

Dean of Students

The Dean of Students will work with teachers, counselors, principal, parents and students to develop an action plan to help students who are struggling with expectations to succeed both academically and behaviorally. They will serve as a resource to staff to support classroom management and student discipline using restorative practices and positive behavior strategies. They will also work with students who are having attendance concerns. The Dean serves all students K-12.

Student Support Team (SST)

The *Student Support Team (SST)* is a three-tiered process to provide teachers, students and parents with strategies to help students who are not meeting expectations either academically or behaviorally. When an academic or behavioral struggle is identified, and initial strategies do not seem to be effective, the teacher may initiate a meeting with the *SST* for additional support. The teacher will notify the parents of the impending meeting with the *SST*. A more in-depth explanation of the *SST* process will be provided by the homeroom teacher if a student is being referred.

Shadow Teacher Services and Support

Some students at our school are assigned a Shadow Teacher at the discretion of our SST team. Students with learning difficulties often experience challenges in the mainstream school setting and require the guidance of another professional other than the classroom teacher. Our shadow teachers, together with the combined team of professionals entrusted with the student's welfare, aim to provide additional guidance, safety, and support in order for the student to successfully integrate into the mainstream environment.

Elementary Counseling

Elementary school counselors provide social-emotional support, educate students about self-awareness and self-esteem, teach problem-solving and conflict resolution skills, provide individual and small group counseling services and make referrals to outside services. They might also meet with parents or consult with external parties, such as child protective services or other social services agencies. However, the responsibilities of elementary school counselors can vary from day to day. They might need to rearrange their schedules to meet the changing needs of students and teachers, especially if they need to intervene in crisis situations.

Learning Support

Learning Support Teachers are professionals trained in the education of exceptional children. They provide services that include: assessment; individual instruction; small group instruction; co-teaching; support to classroom teachers in planning and developing adaptive programs; instructional support for educational assistants as well as communication with parents, other team members and outside agencies. Learning support teachers will work alongside students with additional learning needs in a push in or pullout capacity to support each learner's individual needs.

St. Paul English Language Literacy (SPELL)

SPELL teachers work with the homeroom teachers to support the English language development of our ELL students. They work collaboratively during the day alongside the homeroom teacher and AT (Assistant Teacher) using co-planning and co-teaching methods to deliver rigorous English language instruction aligning with the academic standards and curriculum of each grade level.

VCS (Vietnamese Culture Studies)

Each classroom is fortunate to have the support of a native Vietnamese Assistant Teacher (AT). One of our Specials classes is Vietnamese Culture Studies where students are exposed to the language and culture of our host country of Vietnam. These lessons are led by our ATs within the classroom environment and supported by the homeroom teacher.

Vietnamese students are required by law to attend Vietnamese studies so these students do not attend VCS class during this Specials block. Ms. Phuong, our Elementary Vietnamese teacher, works with Vietnamese students during this time.

Classroom Assignments

Students are thoughtfully placed in assigned classrooms. The classes are assigned and sorted using data collected from teachers, counselors, administrators. Classroom assignments also consider gender balance, nationality, social emotional development and academic support. Due to the overwhelming amount of parent requests it is the school's policy to not honor classroom assignment requests.

Arrival

Students and parents are asked to adhere to the following guidelines when arriving at our campus:

- School Bus: Our school buses pick-up and drop students off at the east gate of the school, which is the gate closest to the elementary buildings. Students are required to walk while in this area due to the amount of bus traffic that is present.
- Private transportation: Students arriving and leaving school in private transportation may do so at the main gate, which is located on the northside of our campus. We ask that cars park along the road and not block the main gate area.
- Bicycles: Students who ride their bicycles to school will be asked to dismount when they approach the main gate. They may park their bicycles on the backside of the cafeteria.
- Walking: Students walking to and from school may use the main gate on the northside of school.
- Motorbike: Adults who travel to our campus via motorbike will be asked to dismount at the main gate and walk their motorbike to the parking area behind the cafeteria.

When students first arrive at school in the morning, they should report to the playground area for morning recess. Students are not allowed in the classroom area until their homeroom teachers pick them up at 8:15 a.m.

Assemblies

The purpose of the elementary school assembly is to celebrate achievement, learn about the school's core values and improve school culture by coming together as an entire school. Elementary assemblies are held on the first Tuesday of each month in the GYM.

Our first assembly will be held on August 12th.

Assessments

Our school uses the following assessments (in addition to regular classroom assessments) to track student progress and to identify patterns and trends for instructional opportunities for our students:

Measures of Academic Progress (MAP)

The Measures of Academic Progress (MAP) assessments provide detailed information about the precise level of learning for individual students. The information provided by these assessments highlights both strengths of students and areas of opportunity for growth. Teachers use this data to focus their instruction on the identified areas of growth for each student. Elementary students at St. Paul in grades 2-5 will take the MAP assessments two times during the 2024-2025 school year. They will take the Reading, Language, and Math assessments.

WIDA

WIDA supports the development of academic language for English Language Learners (ELLs). All non-native English students take the WIDA assessment at various times during the school year. The WIDA assessment will then be used to determine areas of growth for the student for targeted instruction.

Into Reading

At St. Paul American School Hanoi, we use both formative and summative data from the *Into Reading* curriculum to guide and inform instruction. Formative data is gathered through ongoing classroom observations, exit tickets, daily reading responses, and small group discussions to monitor student progress in real time. Summative data, such as module assessments, fluency checks, and comprehension tasks, provide a broader snapshot of student understanding at the end of a unit or module. Together, this data helps teachers identify individual learning needs, adjust instruction, group students effectively, and ensure that all learners are supported on their journey toward literacy success.

School Wide Writing Prompt

In order to properly assess how our students are effectively communicating in written form, we will administer a writing prompt 3 times a year for our students in these three genres: Narrative, Informational, and Opinion writing. We score students' writing against a rubric to determine the skills students need to be

successful writers. We use the information from the rubrics to craft lessons and target specific skills in our classrooms to engage and empower students to effectively communicate their thoughts.

Attendance

In order to ensure success, students are expected to attend school each day on time. Students are considered tardy (late) if they arrive at school after 8:15 a.m. If a student does not have an absence form filled out and is tardy, parents will receive a phone call from the school. This policy is to ensure the safety of our students.

Reporting Absences

If a student will be absent from school, the family of the student is asked to complete the Attendance Notification form by 9 a.m. on the day of the expected absence. If a student is absent, and the school does not receive notification of an absence by 9 a.m., the Elementary Secretary will attempt to contact the family of the absent student to confirm that the student is absent. This is done to ensure the safety of our students. Reporting an absence to the student's bus monitor does not constitute absence notification: parents must complete the Attendance Notification form.

Early Dismissal

If it is necessary for a student to leave school early, the family of the student must complete the Attendance Notification form and notify the homeroom teacher on the day of the expected early dismissal. The family member must sign the student out at the Receptionist's Desk (located in Building B). The student will be sent to meet the family member at the pick-up time listed on the note.

Excused and Unexcused Absences

Regular attendance is vital for a student's success at school. Absent students miss lessons and opportunities to practice what is taught in class. If an absence causes a student to miss an important assessment or project, the teacher must find a way to provide a make-up test for the student, which can be difficult when the rest of the class has taken the assessment and is ready to proceed. Therefore, the following policies were created to encourage regular attendance for the benefit of students and their teachers.

Excused Absences

Excused absences permit the student to make up missed assignments, tests or projects for credit. An absence is considered excused when one of the following conditions have been met:

- Medical emergencies, like illness, for a student or family member. A wellness note from the doctor must be provided that states the student was unfit to attend school during the period of the absence
- Death in the family
- Pre-approved vacation
- Other emergency circumstances (granted at the discretion of the Elementary Principal)

Absences that do not meet the above criteria are considered unexcused. If a student has an unexcused absence, they are not permitted to make up missed work and will receive an incomplete grade in their gradebook.

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

Extended Vacations

We are an international community and we realize that extended vacations are sometimes necessary. If a student needs to miss an extended period of time, prior approval must be granted by the Elementary Principal before the absences can be considered “excused.” In order to request approval for excused absences, the family of the student must complete the online [Pre-Arranged Absence Notification Form](#) at least two weeks in advance.

Note: Requests to extend school scheduled breaks/vacations will not be approved unless for medical or family emergencies.

Note: Report Cards will not be issued in full if a student is absent more than 15% of the school days in any given quarter. Please see the report card section below for more information.

Parent Pick-Up Policy

If a student needs to be released early for appointments, family trips, etc, parents/guardians are asked to notify the school that morning through the [attendance link](#). Parents must enter via the main (west) gate and retrieve their child(ren) from the reception desk in B Building.

Early Pick Up Procedure

The procedure is for the parents of the student to **notify the Reception Office the morning of the early pick-up** no later than 1:30 pm. Parents should fill out the [attendance link](#) for early pick-up on or before the pick-up date for approval. Teachers will then be notified by the elementary or secondary secretary of the pick up time.

In the event that parents are unable to use the attendance link, parents must call the school before 1:30pm. This allows all departments involved within the school to be notified.

Elementary Students

- The teacher or AT will escort the student to the lobby reception desk for early pick-up.
- The parent/guardian will need to meet their child at the lobby reception desk to sign them out at the scheduled time.
- If a student does not have permission through the Attendance Notification System, the student will not be permitted to leave unless the reception desk can contact the family to receive verbal permission.

If someone **other** than the parent/guardian will be picking up a student, the office will need to be notified ahead of time with the name of this person.

(Parents have a responsibility to ensure that all of their emergency contact information is complete and up-to-date.)

These procedures are in place to provide safe and reasonable measures of security to all SPAS students. These procedures help limit disruptions in the office, classroom, and transportation sections on the SPAS campus.

Awards

Shout Outs!

A Shout Out! is a semi-formal system of acknowledgement. Shout Outs! are submitted throughout the month and a certificate is presented to students at the monthly assembly. The Shout Out! system will be based on the school’s Core Values. Each month, the elementary school will focus on one core value to learn about and demonstrate. If a student or staff member witnesses a student exemplifying the month’s core value, they can submit a Shout Out!

Here are the definitions of the core values:

- Respect: Treating others with kindness and good manners even though there are differences.
- Integrity: Always doing what is right, even when no one is watching.
- Honesty: Being truthful with others and yourself.
- Responsibility: Taking ownership of our actions and being dependable.
- Creativity: The use of imagination and original ideas.

The core values will be used during the following months:

- September: Integrity
- October: Respect
- November: Honesty
- December: Creativity
- January: Responsibility
- February: Engagement
- March: Education
- April: Empowerment
- May: Global Citizenship
- June: All

Shout Outs! can be submitted using the [Shout Outs! Form](#).

Behavior Management

Our goal is to create and foster an environment where students feel safe and valued. To accomplish this, our school has certain expectations for behavior that must be adhered to by all students. We realize that in our different cultural backgrounds, expectations of student behavior may vary. Our students are asked to adhere to three expectations: Be safe, Be Respectful, Be Responsible. In addition, students are expected to be safe at all times while on campus. In each classroom, the homeroom teacher and students will agree upon classroom rules and expectations. We ground our classroom and school rules and expectations on our Core Values: Respect, Responsibility, Honesty, Integrity and Creativity.

Addressing Serious Behavior

As an educational institution, we want to take every opportunity to teach our students expected behaviors. We follow a restorative approach to behavior management. This will begin in the classroom, where our teachers will model expected and acceptable behavior and correct students when they are not safe, disrespectful or irresponsible. Teachers will establish a set of classroom rules, policies and procedures that will then be shared with students and their family members. This shared information will include the process of referring a student to the Dean, Counselor, or Elementary Principal if the student commits a serious offense or continues to fail to meet certain expectations.

Some infractions are considered more serious in nature and they should be addressed accordingly. The following actions are considered serious and will be referred to the Dean of Students and/or Elementary Principal:

- Physical violence, which includes hitting, kicking and pushing and any other means of physical touch intended to inflict bodily harm to another
- Bullying, which is defined as “an ongoing abuse of power through repeated verbal, physical and/or social behavior that intends to cause harm.”
- Sexually inappropriate behavior, like inappropriate touching and comments, or the viewing of sexually explicit material.

- Racist behavior, which is defined as “prejudice or discrimination against others because of their racial or ethnic group.” Racist behavior can include racist comments or other actions against another person because of their racial or ethnic group.
- Sexual orientation and gender identity discrimination, which includes any comments or actions against another student because of their sexual orientation or gender identity.
- Serious defiance against a teacher, administrator or adult employee.
- Destruction of school or private property.
- Theft.
- Endangering the safety of others.
- Repeat of lesser infractions that cannot be solved at the classroom level.

If a student commits a serious infraction, they will be subject to the following consequence progression chart:

- First Referral: verbal reprimand and parent notification.
- Second Referral: Parents will be asked to meet with the Elementary Principal to identify additional methods of supporting the student in meeting behavioral expectations. It is possible that a behavior plan will be created for the student, which will depend on a number of factors, including the seriousness of the situation, history of behavior and the desired outcomes for the student.
- Third Referral: Student will be placed on Concern Status. Concern status means that previous interventions and strategies have not been effective in helping the student to meet expectations. The student’s progress will be monitored and specific expectations must be met to remove a student from Concern Status. If the student fails to meet these expectations, their status will be changed to Probation Status.
- Once a student is placed on Probation Status, the school will begin the process of determining whether or not a student is a right fit for the school community.

The staff at St. Paul American School Hanoi reserves the right to address inappropriate behavior in a manner that they feel is the most appropriate and in the best interests of the school community. Such responses may include, but are not limited to, detention, loss of privileges, in-school suspension, out-of-school suspension or expulsion.

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 understand 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 immediate, relative, rehabilitative, and restorative.

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

Therefore, the St. Paul anti-bullying policy covers all aspects of school life and all stakeholders without exception to ensure that all those who work in the school do so in a safe and positive learning environment. Moreover, the St.

Paul anti-bullying policy is also directly linked to the school's core values, and in particular those of respect, responsibility, and integrity. As a result, it is essential that all members of the school community understand and abide by the policy and model appropriate behavior at all times. This encourages and empowers all stakeholders to be proactive in creating a positive sense of community and responsibility so that the opportunities for bullying to exist are minimized.

2. Definition of bullying:

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

Bullying includes but is not limited to the following:

- Emotional (being harassing, excluding, or tormenting)
- Physical (pushing, kicking, or use of violence)
 - 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 personal (exclusion from social groups) with intent to alienate
- Cultural (language spoken, style, appearance, clothing, etc)
- Religious (intentionally offensive language specific to a person's religion)

3. School community's response:

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

4. Proposed procedure:

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

- 1.) An anonymous bullying reporting system will be made available to all community members. (If bullying is suspected or reported by a staff member, the incident is to be reported via the reporting system to a school administrator before the end of the same school day.)
- 2.) An administrator and/or their designee will be assigned to investigate the bullying claim and will begin his/her investigation within 24 hours of receiving the bullying incident report exclusive of weekends and school breaks..
- 3.) The school administrator will...
 - Interview the alleged bully(ies), victim(s), and any witnesses.
 - Collect evidence, and determine if bullying did or did not occur.
 - Compose a clear and detailed account of the incident that will be recorded and documented.
 - Communicate with parents and any staff members involved regarding what has happened and the consequences and actions that will occur.
 - Create a plan for monitoring those involved with follow up procedures (of which parents, staff and students involved will be kept informed).

5. Reporting bullying:

It is encouraged for schools to provide community members with an anonymous system (either digitally or otherwise) of reporting incidents of bullying in order to facilitate a safe space for victims and witnesses of bullying to

be heard. This form is to be available to *all members of the school community* including *both* victims of bullying and witnesses to bullying behaviors. Samples of such reporting systems can be found below:

- [Sample PAPER Form \(K-12 School District in USA\)](#)
- [Sample ONLINE Form \(K-12 School District in USA\)](#)

6. Progressive response:

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

- Self-reflection and apology to victim(s)
- Reparations to the victim(s)
 - Apologize
 - Offer to amend the situation
- Requirement to meet with the school counselor
- Parent conference (with administrator, counselor, parent, and student)
- Requirement to meet with an outside mental health professional
- Exclusion from certain areas of school premises
- Adherence to a Relief Plan including possible change of schedule for violator of our policy
- Minor (in-school) suspension
- Major (out of school) suspension
- Permanent expulsion

7. Support:

There will be support for those who have been bullied and to those who bully. 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 student in ways to restore and repair the relationship
- Discussion of why the incident has happened.
- Informing parents of a need to monitor the student and change their attitude and behavior.

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

Beyond

The Beyond program is an after school program at our school. It consists of two different sets of activities:

Beyond

Beyond is an optional after school program that is held every Monday and Thursday from 3:15 pm to 4:10 pm. Participation is optional. The activities provided in this program are staffed by St. Paul teachers.

Beyond+

Beyond+ is an optional after school program that is held every Tuesday and Friday from 3:15 pm to 4:10 pm. Participation for elementary students is optional. The activities provided in this program are staffed by external specialists.

(Additional information and registration can be found on our website.)

Personal Cell Phones/Smart Watches/Tablets

While elementary students are permitted to bring Mobile Devices (cellphones, Smart Watches, etc.) to school, they must follow these rules:

- The school is not responsible for any mobile device that is lost or damaged. Teachers will not monitor who has a Mobile device or where it is located. Students bringing Mobile devices to school do so at their own risk.
- Students must keep their Mobile devices in their backpacks once they enter campus and they may not remove them until dismissal. (This applies to Beyond/Beyond+)
- *Parents/Students are not at the liberty to call their elementary students/ parents on mobile devices during the day for any reason. They must communicate via email or through the school secretaries. If a student or parent violates this agreement they must meet with the principal to have the device returned to the parent.*

Child Protection Policy:

SPASH promotes the values of respect, integrity, compassion, and responsibility and seeks to foster wellness throughout our school community. The SPAS Child Protection Policy seeks to protect the student, the family, and the SPASH community. It ensures that the right to protection and access to confidential support systems is available to all students.

Policy:

- Our goal is to keep our students safe at school and at home. We aim to protect them from physical and emotional harm.
- Research shows us that adverse childhood experiences (including: physical, sexual, & emotional abuse, neglect, witnessing violence or drug or alcohol use in the home, mental illness in the home, parental divorce or incarceration) have a tremendous impact on future violence, victimization, and perpetration, and lifelong health and opportunity.

The laws regarding child protection in Vietnam can be found HERE. Specifics to consider include the following:

- “Child abuse refers to any act that results in harm to the body, emotion, psychology, honor or human dignity of such child through violence against the child, child exploitation, sexual abuse, neglect and abandonment, and other forms of causing harm to the child.
 - Violence against the child refers to acts of mistreating, persecuting or beating a child; taking physical abuse or causing harm to the child’s health; revealing or offending honor or dignity of the child; segregating, driving the child away and other deliberate acts that cause physical and mental harm to the child.”
 - Child sexual abuse refers to the act of using violence, threatening to use violence, forcing, persuading or seducing a child to engage in sexual acts. The child sexual abuse includes rape, aggravated rape, sexual intercourse or molestation with children and use of children for prostitution or pornography in any form.
 - Child neglect and abandonment refers to the child's parent's or the child caregiver’s failure to perform or inadequate performance of their duties to take care of the child. “
- **Article 6. Prohibited acts**
 - Deprive children of the right to life.
 - Neglect, abandon or engage in children trafficking, kidnap, swap and appropriate children.
 - Involve in child sexual abuse, use violence against children, abuse or exploit children.”

- **Article 15.** Right to be cared for and nurtured Children have the right to be cared for and nurtured to develop comprehensively.”
- **Article 25.** Right to be protected from sexual abuse Children have the right to be protected, in any form, from sexual abuse.”
- **Article 22.** Right to live with parents
 - The child has the right to live with his/her parents; to be protected, taken care of and educated by both parents, except in the case of separation from parents as prescribed by law or for the child’s best interests.
 - When being separated from his/her parents, the child shall be assisted in maintaining his/her relations and contacts with his/her parents and family, except cases where it is not in his/her best interests.”
- **Article 27.** Right to be protected from violence, abandonment and neglect
 - The child has the right to be protected in all forms from violence, abandonment and neglect, which are prejudicial to his/her all-sided development.”
- **Article 100.** Protection of children’s lives, bodies, dignity, honor and privacy
 - Parents, teachers, caregivers and family members have the following responsibilities:
 - a/ To foster their knowledge and skills for education of children in morality, personality, children’s rights and duties; to create a safe environment, preventing accidents and injuries for children; to prevent children from falling into special circumstances and being at risk of abuse or being abused;
 - b/ To observe decisions, measures and regulations of competent agencies or persons in order to ensure the safety and to protect the lives, bodies, dignity, honor and privacy of children;
 - c/ To provide guarantee for children to exercise their rights to privacy, except where it is necessary to protect children and for the best interests of children.
- Parents, teachers, caregivers and medical examination and treatment practitioners shall detect, denounce and notify acts of child abuse and children who are at risk of abuse or are being abused in and outside their families to competent agencies or persons.
- Parents and guardians of children shall select defense counsels for or defend by themselves children in the course of legal proceedings as prescribed by law.”

SCHOOL’S DEFINITION OF PHYSICAL ABUSE:

- Intentional physical contact as a form of punishment:
 - Hitting with a closed fist
 - Hitting with an object (stick, shoe, belt, hanger, etc)
 - Kicking
 - Hitting the face or head in any way
 - Burning child’s skin
 - Any intentional physical contact that leaves a lasting mark on the body (red mark or bruise)

SCHOOL ACTIONS (child protection)

Student safety is our top priority and, in accordance to the law provided above, the SPAS teachers and Administration will follow the process outlined below:

- If we learn that physical abuse or other adverse childhood experiences may be occurring in the home, we will interview the student and family to identify the facts of the situation.
- If we feel a student is not safe at home, we will do the following or we could require the following:
 - The school will make recommendations that may include, but are not limited to, the following:

- Insistence on regular in-school student support (counseling, check-ins, monitoring)
- Seeking outside individual counseling or support
- Seeking outside family counseling or support
- Seeking recommendation or consultation with outside specialist related to the specific incident
- Require the development and adherence to a safety plan and or other agreements between the school and family.
- Ultimate refusal to comply with the St. Paul Child Protection policy may result in further disciplinary action.
- Refusal to answer the school on child safety concerns will result in a safety check completed by the school or authorities.

New families to the St. Paul community will be required to sign this [Acknowledgement Form](#) to show that they understand and will adhere to our child protection policies and procedures.

Communication

Our school believes that communication is vital to the success of our students and for the overall welfare of the school community. Our teachers, staff members and administrators vow to provide timely information as necessary. The following sections will provide additional information about communication at our school:

Methods of school communication

Homeroom teachers are required to send home a weekly communication about classroom specific information. The method of communication will be determined by the homeroom teacher, and may include a weekly newsletter that is emailed at the end of the week, Seesaw, Class Dojo, classroom website or any other type of communication. This information will be shared by the homeroom teacher during the first week of school.

Reporting concerns

Our school believes that open and honest communication between parents and teachers will lead to a better overall experience for everyone. If a parent or guardian has a concern about something that is occurring at the school, they should share the concern as soon as possible so that it can be addressed. Here is a guideline for reporting concerns:

1. Contact the person directly and as soon as possible
 - a. **If there is a concern about something that is happening in the classroom, parents and guardians should contact the teacher FIRST directly through email.**
 - b. If there is a concern about the elementary school, parents and guardians should contact the Elementary Principal directly through email.
2. The person that is contacted will reply within 24 hours of the written communication and either provide a written response or ask for a meeting.
3. If, after the response or a meeting with the teacher or principal, the parents or guardians do not feel that the situation has been resolved, they should contact the next appropriate person:
 - a. For concerns that were initially brought to the teacher's attention, the parent or guardian should contact the Elementary Principal through email.
 - b. For concerns that were initially brought to the Elementary Principal, the parent or guardian should notify the Elementary Principal and she will assist the parents with resolving the matter through additional means.
4. It cannot be stressed enough that concerns should be brought to the attention of the teachers and/or the Elementary Principal as soon as possible. Our teachers and staff members stand ready to help you in a professional and courteous manner. Your feedback and concerns will not be taken personally and will be used for school improvement.

Phone calls

Some of our teachers and staff members have shared their personal phone numbers in an attempt to provide open and timely communication. Please remember that teachers are not required to share their personal phone numbers. If a teacher, staff member or administrator gives you their personal phone number, please do not share it without first asking for permission. Phone calls with employees at St. Paul American School Hanoi may only occur during normal school hours, which is 8:00 a.m. to 4:00 p.m.

Counseling

Counseling Department Mission Statement

St. Paul American school 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

St. Paul celebrates the diversity of its students' culture, 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?

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
- Request of the counselor
- Parent referral
- Administrative referral
- Teacher or staff referral
- Referral by friend(s)

Students should stop by the Counseling Office to sign up for an appointment.

Parents may call or email to set up an appointment:

Social and Emotional Lessons

The SPASH Counseling Program is designed to address the academic and developmental needs of all students through advisory and classroom guidance lessons. These lessons include the following topics (but not limited to):

- Organization Skills
- Understanding Self and Others
- Coping Strategies
- Peer Relationships and Effective Social Skills
- Self-Regulation Skills
- Communication and Problem Solving
- College and Career Awareness
- Multiculturalism and Diversity
- Anxiety/Depression/Suicide
- Grade Level Transitions
- Mindfulness

Curriculum

The curriculum at St. Paul American School Hanoi is designed to provide rigorous academic instruction and to prepare our students for the future. As an American school, we follow the Common Core State Standards (CCSS) for English Language Arts and Mathematics, the NGSS Science Standards, AERO Standards for Social Studies, along with National Core Standards for co-curriculars. These standards provide grade-specific objectives for our students to meet by the end of each academic year.

Dress code

All students are required to adhere to the following dress code:

Formal Uniform

The Formal Uniform is:

- Tops: St. Paul American School Hanoi polo shirt (blue or red)
- Bottoms: Khaki (beige) or Black pants, shorts, skirts
 - Starting from the 2025/26 school year, the Formal Uniform will be Black bottoms (pants, shorts, skirts)

On Monday - Thursday, students may wear Black or Khaki bottoms during the week with their St Paul polo shirt

On Fridays, students may wear any piece of clothing that was purchased in the St. Paul clothing store. For bottoms, students may wear khaki (beige), blue or black pants, shorts, skirts or dresses.

Elementary students should wear their PE uniform on PE days. Homeroom teachers will notify parents when students have an upcoming PE day.

PLACE - POLICY for LANGUAGE ACQUISITION and COMMUNITY EXCELLENCE

At St. Paul American School Hanoi, one of our goals is to support the development of English language skills in all of our students. We have a saying at our school: "English is the language of inclusion" - since all of our students can speak English, this will include everyone, children and adults alike.

GOALS OF LANGUAGE POLICY:

1. To optimize exposure and opportunity to practice and improve English skills.

- The practice is essential to improving any desired skill.
- When encouraged to regularly engage with the 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 AT ST. PAUL AMERICAN SCHOOL HANOI

ACADEMIC & 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 clarification and/or explanation.

SOCIAL CONTEXT

- The default language of social interaction in classrooms is 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 to accomplish the goals stated previously.

PLACE Details

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

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

Individual Classroom Policies

Each teacher should explicitly instruct the students in their classroom about their behavior management policies. These policies should also be shared with parents and school administration

Field trips

Field trips are designed to provide students with experiences that they may not normally find in the classroom. Every homeroom class will take one field trip per semester. Parents or guardians must complete the field trip permission form prior to each field trip, even if their child will not participate in the field trip (field trip teachers will send the permission home at least one week prior to the field trip). Students that do not participate in field trips will be given alternate assignments that must be completed at school on the day of the field trip. The field trips are paid for by the school.

Homework

Homework gives our students the opportunity to practice what they learn in class. While we believe in the importance of homework and practice, we also believe that students need time in the evening to do other things, like relax and do something that interests them so that they can be recharged for the next day of school. Therefore, our school has adopted the following guidelines for time limits on homework:

- Grades 1 and 2: No more than 20 minutes per evening
- Grade 3: No more than 30 minutes per evening
- Grade 4: No more than 40 minutes per evening
- Grade 5: No more than 50 minutes per evening

House Spirit Days

House Spirit Days are themed days designed to be fun and engaging. On typical Spirit Days, students will be asked to dress according to different themes. Participation is encouraged, but completely voluntary. Occasionally, Spirit Days may be held on the last Friday of each month and the theme will be shared with parents through *a variety of school communications*. Additionally, there will be whole-school Spirit Weeks held throughout the year. Events or activities held on Spirit Days will be communicated to parents in the weekly teacher newsletters.

Identification card

Each elementary student will receive a student identification card that contains the student's name, grade level and student identification number. The student identification card will be used by the student to check out books from the library. Therefore, it is important that students do not lose their identification card.

If a student loses their student identification card, parents are asked to send an identification card replacement fee of 50,000 VND to the school. Parents are encouraged to send the replacement card fee to the school as soon as possible.

Illness

We care about the health and welfare of our students. When students are ill, they cannot perform at their best. Additionally, ill students may unintentionally get others sick, so the school has adopted the following illness policy:

- Students who vomit, have diarrhea and/or have a high fever (38 or higher) are asked to stay at home for 24 hours from the last sign of illness. For example, if a student vomits at 7:00 a.m. on a Monday, they cannot come to school until 7:00 a.m. on Tuesday
 - If a student comes to school and it is discovered that they vomited, have diarrhea or had a high fever within the past 24 hours, they will immediately be sent to the Student Health Center (SHC).
 - Parents will be contacted and we will request that your child be sent home to ensure student safety.
- Students who have any infectious illnesses will need to be picked up from school and they will not be able to return until they receive a doctor's permission to return to school. Infectious illnesses include, but are not limited to:
 - Strep throat
 - Chicken pox
 - Conjunctivitis
 - Rubella
 - Measles
 - Mumps
 - Flu
 - COVID

- If a student is found to have head lice, they will be asked to return home until they receive treatment and the lice are gone.
 - Parents of students that are in the same class as a student with head lice will be informed of the situation. Additionally, those students will be checked for head lice by the school nurses on the day following the discovery.
 - All medical information will be kept confidential.

Library

The library strives to provide a safe, clean, pleasant and productive learning environment for students to study. It is a central location within our school where students are encouraged to read, learn and enjoy the resources that our school has to offer.

Borrowing Books

- Students are allowed to borrow up to five (5) books for a period of 14 days. Students are permitted to request an extension of 7 days so long as the book has not been requested by another student.
- Overdue materials must be returned before new books can be borrowed from the library.
- Lost or damaged books will incur a fee and must be paid in full.
- Towards the end of the school year, the library staff will inform parents and students of the date that all books should be returned to the library.
- The school maintains the right to hold report cards until overdue materials are paid for and returned to the library.

Policy for Borrowing textbooks

- Homeroom teachers will bring students to the library to check out textbooks. Textbooks will be stored in the homeroom classrooms.
- Please note that textbooks may be checked out only after payment for the tuition fee has been received.
- Each Student will have a textbook set for four Core Subjects: English Language Arts, Mathematics, Science and Social Studies. There are two kinds of textbook as below:
 - ★ The softcover books are considered consumable materials. Students may write in the softcover books and they will keep these at the end of the year.
 - ★ Hardcover textbooks are the property of the school and they will be used each year. Students are not allowed to write in these books and they must be returned at the end of the year.
 - ★ Reasonable wear and tear are expected as a result of daily use. However, parents will be asked to pay for a book that was damaged from misuse or neglect.

Library Rules

The rules of the library are:

- Be safe: Students must not run or throw things in the library
- Be respectful: of library materials and other library users; Be doing something productive.
- Be responsible: Taking care of books and returning books on time and they must clean up after themselves so that other students may enjoy the library

Lost and found

Items that are lost are placed in the Lost and Found area, which is located in the lobby areas of the gym or the B building. Students and parents should visit this area first if an item is lost.

Lunch

Elementary students have lunch in the cafeteria (Building A, 1st floor) every day from 12:20 p.m. to 1:10 p.m. While in the cafeteria, students are encouraged to enjoy a meal with their friends and to socialize. We do ask that all students adhere to the following guidelines while in the cafeteria:

- Be safe: Students are not allowed to run, throw items or do anything that can be considered unsafe
- Be respectful: Students are asked to be respectful by not talking loudly and by talking in English so that all students may participate in conversations
- Be responsible: Students are expected to clean up after themselves so that others may enjoy their lunch

Two - three elementary teachers/ATs are on lunch duty everyday for the safety of our students.

Medicine Policy

Elementary students are not allowed to take medicine or vitamins without the supervision of the school nurses in the Student Health Center (SHC). If a student is required to take medicine or vitamins at school, parents are asked to send the items directly to the SHC along with the doctor's note and instructions. Even if the medicine or vitamin can be bought and used without a prescription, it must still be taken under the supervision of our medical staff. This includes medicine and vitamins that are mixed with food or water.

This policy was created for the safety of our students as we need to know what students ingest in the event of an emergency.

Recess

The importance of recess cannot be overstated. Not only does recess provide a necessary break from the academic rigors of the classroom, but it gives students the opportunity to develop socially, emotionally, physically and cognitively. Students are able to participate in recess at least twice per day (once in the morning before school begins and again during lunch time). The following guidelines help to ensure that recess is a productive and enjoyable experience for everyone:

Rules

In addition to the regular rules of the school, students on recess are asked to:

- Be safe: Roughhousing or fighting is strictly prohibited. This includes pretend fighting or any act that can cause physical harm.
- Be respectful: Students can be respectful by speaking in English (so that all students can participate) and letting others join games.
- Be responsible: Responsible students will put all recess equipment away in their proper locations and line up when instructed to do so. They will also bring full water bottles to recess.
- Due to the high UV index in Hanoi during the noon hour, all students are to wear a hat and sunscreen during recess. All students must also have a water bottle.

Hot Weather Policy (Heat Index)

The Heat Index is an accurate measure of how hot it really feels when the effects of humidity are added to high temperature. The school has created the following guidelines to ensure that all students and staff are protected from heat related illness, ranging from heat cramps, to exhaustion and potential heat stroke caused by the body's inability to cool oneself due to extreme heat.

Heat Index	Elementary Protocol
Heat Index below 33°C	The following actions are standard practice for Outdoor Activities ● Recommended water breaks every 30 minutes. ● The School shall provide adequate water supply. ● Staff should inform students to apply sun lotion before lessons, games and activities.

"Green Zone"	• Students should be encouraged to wear hats for recess, lunch, PE lessons • All athletes and students should bring water bottles to trainings and PE classes • Where possible spend transitions, rest periods and direct teaching moments in shade provided around facilities. • Students who want breaks should do so at any time. • Staff to watch/monitor players carefully.
Heat Index 33-40°C "Yellow Zone"	All actions as per Heat Index Ratings under 33-40°C additionally: • Recommended water breaks every 20 minutes. • During competitive and training matches, students should be subbed often • Staff identify students who have higher risk of heat illnesses and provide with alternative to training in heat • Staff should brief students of increased risk at beginning of practices and lessons of increased heat illness risk within and above this zone. • Students showing signs of heat related illness should withdraw from the activity and be escorted to the nurse • Misting Fans/Towels can be used for outdoor activities • Lessons take place in shade as much as possible • Modify training and/or games to allow for regular hydration and rest
Heat Index 41-45°C "Orange Zone"	All actions as per Heat Index Ratings under 41-45°C additionally: • Recommended water breaks every 15 minutes • Staff should clearly brief students of extreme risk of heat illness within this zone and exclude students who have not hydrated throughout the day. • Outside activities with a high physical exertion moved to shaded areas • Students showing signs and symptoms of heat related illness should withdraw from the activity and be escorted to the nurse • Electrolyte consumption should be encouraged and utilized for athletes practicing and competing in this zone • Maximum duration of exposure in this temperature is one hour. • Practices and other activities can be cancelled at the discretion of the Athletics Director, Head of School, Secondary and Elementary Principal.
Heat Index above 46°C Heat Stroke Imminent & Extreme Risk "Red Zone"	• All activities MUST be held indoors including recess, PE, lunch, classroom lessons and Beyond.

St. Paul American School Hanoi has its own Heat Index monitoring equipment and checks the heat index every day at 11:30 a.m. and 2:30 p.m. This is important as the Heat Index can be very different from other locations in Hanoi.

Air Quality Index (AQI)

The Air Quality Index (AQI) is an index for reporting daily air quality. Our school monitors the AQI every day and takes the following measures in response to the AQI:

Level	Air Quality Index Values (AQI)	Levels of Health Concern	Health Implications	Health Advisory	Response.
1	0 to 50	Good	Air quality is satisfactory and poses little or no health risk		No Action
2	51 to 100	Moderate	Air quality is acceptable; however, pollution in this range may pose a moderate health concern for a very small number of individuals.	People who are unusually sensitive to ozone or particle pollution may experience respiratory problems	Teachers are aware of any individual who this may affect. Monitor length of time spent outdoors. Periodic Monitoring.
3	101 to 150	Unhealthy for sensitive groups	Members of sensitive groups, may experience health effects, but the general population is unlikely to be affected	Sensitive people (people with lung disease, heart disease, children) reduce long/heavy exertion outdoors.	Teachers aware of sensitive people that this may affect. Monitor length of time spent outdoors. Periodic Monitoring.
4	151 to 200	Unhealthy	Everyone may begin to experience health effects. Members of sensitive groups may experience more serious health effects	Sensitive people should avoid prolonged and heavy exertion. Healthy individuals should limit long outdoor exertion	Children should limit prolonged outdoor exertion therefore all activities will occur indoors when AQI is 150 or greater.
5	201 to 300	Very Unhealthy	Everyone may experience more serious health effects	Sensitive students should avoid all physical activity outdoors. Healthy individuals should limit heavy outdoor exertion.	No outdoor activity of any kind for any student.
6	300 to 500	Hazardous	The entire population is more likely to be	Everyone should avoid physical	No outdoor activity of any

			affected by serious health effects.	activity outdoors.	kind for any student.
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St. Paul American School Hanoi has its own AQI monitoring equipment and checks it every day at 11:30 a.m. and 2:30 p.m. This is important as the AQI can be very different from other locations in Hanoi. Our policy at St. Paul is that if the AQI reaches 170, Elementary students need to be indoors.

Policy Safety Update

All students in grades Kindergarten through Grade 5 are strongly encouraged to wear a hat and sunscreen, and carry a water bottle, during lunchtime recess and Beyond (if the student participates in an outdoor Beyond activity). The hat, sunscreen and water bottles are considered part of the school uniform and are strongly recommended of all students. If a student does not have a hat to wear, does not have sunscreen, and/or does not have a water bottle, a teacher on duty may suggest that students sit in the shaded area of the recess yard and not participate in the activities.

Additional notes:

- The sunscreen should be at least SPF 30+
- Students will need to apply sunscreen themselves, so we recommend the "stick" type of sunscreen because it is fast and easy to use
 - Kindergarten teachers can help and/or teach students to apply sunscreen properly on request.
- Students will apply the sunscreen, wear their hats, and fill their water bottles immediately before lunch and Beyond
- Students are strongly encouraged to use reusable water bottles: single-use water bottles are not encouraged
- Students may wear any type of hat that protects their eyes, but we recommend a wide-brimmed hat to prevent UV exposure to the neck area
- Students are encouraged to begin bringing hats, sunscreen, and water bottles to school as soon as possible

Report cards

Report cards provide information on the progress of our students. Every student will receive a report card at the conclusion of each academic quarter, which will be sent home electronically on the Friday following the end of the quarter. Parents and guardians are encouraged to discuss the report card with their children and to communicate concerns with teachers.

How Progress is Communicated

In grades Kindergarten through Grade 5, student progress is reported on a scale of 1 - 4:

- 4 - Exceeds the standard: Student has mastered the skill and can consistently perform the task by themselves without any assistance
- 3 - Meets the standard: Student produces acceptable work and can usually do the work on their own
- 2 - Approaching the standard: Student is not yet able to produce acceptable work and requires the assistance of a teacher
- 1 - Not yet meeting the standard: Student cannot demonstrate an understanding of the task and is not yet producing acceptable work

Quarter Completion and Report Cards:

In order for an elementary student to receive a quarterly report card, they must attend 85% of classes. Their number of absences per quarter cannot exceed 15% of the quarter's days. For example, quarter 1 has 49 days. Therefore, fifteen percent would equate to 7 school days. If a student misses more than 7 days as unexcused absences that student will receive an "Incomplete" on their quarterly report card.

If you fear that your child will be absent from school for health or family business please make sure to contact the elementary principal as soon as possible. The family and the principal will hold a meeting to discuss the potentiality of having absences excused.

Note: Requests to extend school scheduled breaks/vacations will not be approved unless for medical or family emergencies.

School buses

St. Paul American School Hanoi contracts all school bus services to a local company. The school works with the company to provide the safest and most efficient bus service available. To maintain a high level of safety and efficiency, parents and students are asked to follow these procedures:

While Waiting to Board a Bus

1. Students should arrive at the bus stop at least 5 minutes before the bus arrives. The driver and bus monitor will not wait for children who are not at the assigned bus stop on time.
2. While waiting for the bus, books, clothing, or other articles should not be placed in the roadway.
3. The roadway should be clear at all times, and students should not play in the path of traffic while waiting for the bus,
4. Students should stand well away from the road when the bus approaches.
5. Students should not damage property such as flowers, shrubbery, windows, fences, and other things while waiting for a bus.
6. Making excessive noise should be avoided.
7. Students should never run alongside the bus but should wait until it stops and then walk to the door.

While Riding on the Bus

Students are asked to adhere to the following rules while riding on the bus:

- Be safe: Students are expected to remain seated at all times, make sure the aisles are clear and keep their hands, feet and belongings to themselves
- Be respectful: Respectful students will follow the bus monitor and bus driver's instructions at all times. They will also use their quiet voices to respect the other riders and they will not use "bad words."
- Be responsible: Responsible students will not eat or drink on the bus and they will clean up after themselves before exiting

Bussing Behavior

Student behavior that distracts bus drivers is a hazard to the vehicle's safe operation, and jeopardizes the safety and welfare of all passengers. Misbehavior while on a school bus or a school car can result in disciplinary action for the student or the suspension of transportation service for the student.

All school buses are equipped with a bus driver and bus monitor to assist in transportation and student behavior.

When a student does not comply with behavior rules, the bus driver will complete a School Bus Conduct Report. This report will be entered into a database and forwarded to the student's school administrator.

*The full school bus policy can be found in the document titled *Rules and Regulations of the School Bus Service* that was provided at the time of your enrollment. Bus monitors will refer any misbehaviors to the administration.*

Social Media

Our school uses social media to celebrate our students and to showcase the events that are happening at our school. Families are encouraged to follow us on the following social media platforms to see the exciting things happening at St. Paul!

- Facebook: @StPaulAmericanSchoolHanoi - <https://www.facebook.com/StPaulAmericanSchoolHanoi/>
- Instagram: @stpaulhanoi - <https://www.instagram.com/stpaulhanoi/>
- Twitter: @St_Paul_Hanoi - https://twitter.com/St_Paul_Hanoi
- YouTube: <https://www.youtube.com/channel/UCEr7L09p2du-kESqjVdh-tQ>

Student Health Center (SHC)

The Student Health Center (SHC) is staffed by three qualified nurses, who can provide first aid for students and staff members. Students who suffer injuries or begin to feel ill are immediately sent to the SHC. If the nurses are unable to treat the student, they will communicate with the family of the student to determine the next steps, which may include the parents being asked to take the student to the hospital or the parents giving permission for the school nurses to take the student to the hospital.

PowerSchool

PowerSchool is an online student information system available for all St. Paul American School Hanoi families. This system makes it possible for parents and guardians to see their children's grades, attendance record and other information, like student behavior records. The IT department will send the login information to all families who are joining our school community for the first time this year.

For PowerSchool assistance, please contact the IT department at email help@spash.on.spiceworks.com.

Toys

Students are not encouraged to bring toys to school unless they are given specific permission by their homeroom teacher. Toys that resemble weapons e.g. swords, guns, are unsafe and inappropriate and explicitly prohibited.

Visitors

Parents are asked to schedule appointments with staff members or teachers to ensure availability. Otherwise, there is no guarantee that the staff member or teacher will be available to meet with the visitor.

Visitors are asked to first sign-in with security personnel at the main gate and then with the receptionist at Building B. The receptionist will assist the visitor by either contacting the person to be met or escorting the visitor to their destination. For the welfare of our students, visitors are prohibited from standing outside of classrooms or taking pictures for safety purposes.

If the visitor is here for a function, such as a birthday party, they must still check in with security and the receptionist. The designated waiting areas for parents who regularly pick their children up from school will be the cafeteria or the main gate. Family members are not permitted to wait by their child's classroom or at any other location of campus.

Lastly, all visitors must wear the security-issued badge at all times. Visitors not wearing the security badge will be asked to report to the security desk.