



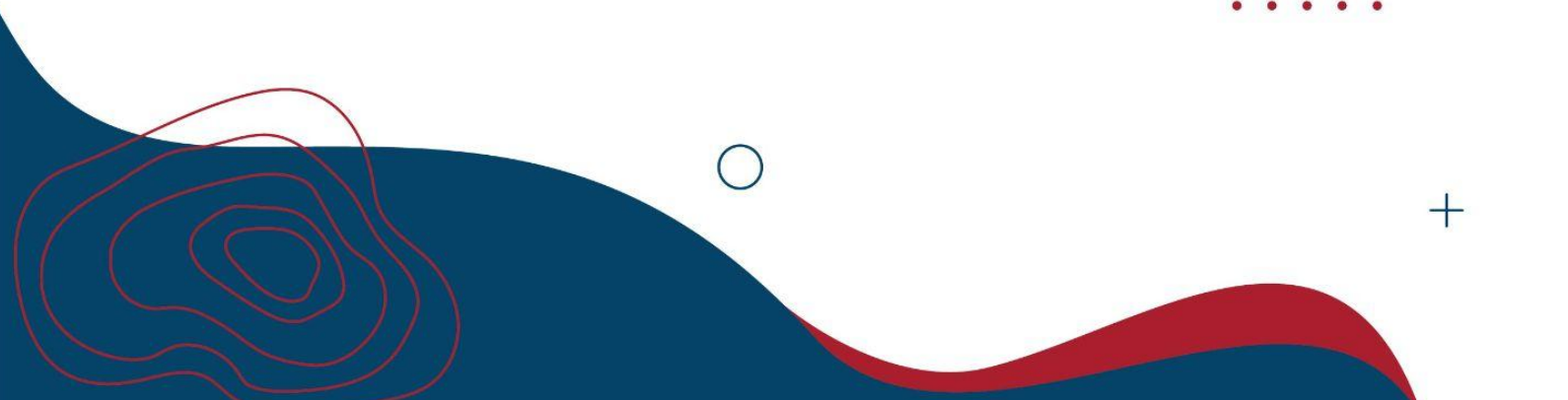
To create an inspiring world of education

# EARLY YEARS

# HANDBOOK



**International School  
SAIGON PEARL  
Elementary & Early Years**





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## WELCOME TO ISSP!



Dear Parents and Caregivers,

On behalf of all ISSP staff, I am writing to extend a warm welcome to you into our upcoming academic year. We are excited and honored to be entrusted with your children's learning and development. Our ISSP community is very much like a family where each member contributes different qualities to the development of our children. We are bound by a common unity which is a commitment to shaping the hearts and minds of our children and young people within a culture of care and in saying that, we would like to welcome you to our ISSP community.

There is a Nigerian Proverb that states

*"It takes a whole village to raise a child."*

At ISSP, we also believe that the raising of children is not left only to the school, or the family in isolation, but is the collective responsibility of the community to educate and develop all aspects of a child's life.

The world we live in is rapidly changing and the future children will graduate into is one that is relatively unknown.

Therefore our Cognita Schools' purpose is:

To create an inspiring world of education: Building self-belief and empowering individuals to succeed.

A Cognita Education has 3 main objectives:

- We deliver academic excellence
- We develop character
- We nurture a global perspective

At ISSP, we are committed to developing the hearts and minds of children to be able to thrive in their future.

The International School Saigon Pearl is a Candidate School for the Primary Years Program and is pursuing authorization as an IB World School. We are joining schools that share a common philosophy, a commitment to high-quality, challenging, international education that the International School Saigon Pearl believes is important for our students.



As an International Baccalaureate candidate school the heart of learning at ISSP is the development of the IB learner profile attributes, where children are taught to be:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Reflective	Open-minded	Caring	Risk-takers	Balance

These educational principles go beyond intellectual development and academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them.

ISSP recognizes that development and learning are interrelated. Children will develop knowledge, skills, concepts, and attitudes which are relevant, engaging, and challenging across subject areas. It is also an expectation that action will be a result of the learning process.

At ISSP, we follow the IB framework. The framework consists of four units of inquiry that include key concepts, related concepts, lines of inquiry, and transdisciplinary themes. We map or link our American and Vietnamese standards to these units as well as other content areas such as literacy and numeracy.

We are proud to be accredited by two of the world’s most recognized Educational Organizations: CIS ‘Council of International Schools’ and NEASC ‘New England Association of Schools and Colleges’.

For us, this validates that we are meeting robust international standards as a truly international school, as well as provides us with feedback and frameworks for continual improvement.

What distinguishes us is our community culture, personalized learning, professional approaches, providing a rich and balanced international standard education that incorporates the International Baccalaureate (IB) Standards and Practices, integrated with our National Curriculum to provide authentic and powerful learning opportunities.

Our Teachers are fully qualified and are involved in regular Professional Development which includes up-to-date powerful approaches to teaching and learning as well as Safeguarding and Health and Safety training.

I hope that what you see in this school prospectus is enough to encourage you to pay us a visit. I look forward to welcoming you at the school soon and introducing you to our caring and friendly community.

**Lester Stephens,**

*Head of School*





## OUR GUIDING STATEMENT

### Mission

ISSP is a caring IB (candidate) World School where young children gain foundational knowledge and skills; building self-belief and empowering individuals to succeed.

### Vision

ISSP achieves its Vision through personalized, authentic learning opportunities that cultivate a lifelong love for learning.

### IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

As an International Baccalaureate (IB) Primary Years Program (PYP) Candidate school alongside our ISSP Values we are guided by the IB Learner Profile.

The IB learner profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. ISSP, as a PYP candidate school, understands that developing and demonstrating the attributes of the learner profile will provide our community with an important foundation for international-mindedness.





ISSP VALUES		IB Learner Profile
<b>Honesty</b>	ISSP learners are expected to be honest and develop integrity throughout their time at the school. Through a safe and nurturing environment, learners can know that they will be supported throughout their tenure in a restorative approach.	Principled Reflective Communicators
<b>Caring</b>	To show genuine care and compassion is a fundamental aspect of our ISSP school expectations. Learners are expected to demonstrate care and compassion through all interactions with peers, community and property.	Caring Open-Minded Principled
<b>Respect</b>	Respect: Learners develop in the area of respect through cultivating their integrity and responsibility, acceptance and appreciation of differences. Learners grow in their respect for self and each other, the community and the environment.	Caring Reflective
<b>Responsibility</b>	Responsibility: Learners develop in the area of responsibility through the pursuit of individual interests and passions, a commitment to learning, personal excellence, perseverance and resilience. At ISSP we strive to encourage a passion for learning and a spirit of inquiry and celebrate success and achievement across all endeavors where learners, through their time at school develop the skills to take increasing responsibility for their learning and behavior.	Balanced Caring Communicators Reflective
<b>Wisdom</b>	Wisdom: At ISSP we value confidence, creativity and innovation, leadership and initiative, and a balanced and well-rounded education. Opportunities are provided for all members of the community to exercise initiative and leadership and in the process develop greater wisdom. We aim to motivate our learners in all endeavors and encourage the progression in their learning as it moves from knowledge, to understanding, and then into wisdom.	Knowledgeable Inquirers Reflective Balanced Risk -Takers Thinkers



## OUR LEADERSHIP TEAM

### Lester Stephens - Head of School



- Bachelor in Education - Massey University, New Zealand
- Diploma of Teaching - Massey University College of Education, New Zealand
- National Aspiring Principals Program - Ministry of Education New Zealand
- Recognition of Attendance of Middle Management Course - Waikato University, New Zealand
- PTC International Principal Certification - Principals Training Center, Miami Florida, US
- HoS Making the PYP Happen Cat 1 Certificate - International Baccalaureate

### Tiffany Proctor - Deputy Head of School



- Bachelor of Science in Early Childhood Education, North Georgia College and State University
- Georgia Educator Certificate
- PTC International Principal's Certification
- Program in Pedagogical Leadership Certificate
- Children's Literacy Endorsement
- PYP Leading the Learning Certification

### Alpha Butil - Early Years Coordinator



- Masters in Early Childhood Education, Philippine Women University(Pursuing)
- Bachelor of Secondary Education, Mindanao State University
- Program in Pedagogical Leadership Certificate, Council for Creative Education, Finland
- Diploma in Montessori Early Childhood (age 3-6)
- Teachers Training, Montitute International
- TESOL Certificate, West Visayas State University
- Induction to PYP Certification, International Baccalaureate Organization
- Making the PYP Happen Cat 1 Certification, International Baccalaureate Organization



### Elizabeth Hinson - Specialist Coordinator



- Master's Degree in Elementary Education
- Bachelor's Degree in Recreation and Leisure Studies - Programming and Management, University of North Texas
- CELTA Certificate
- Texas State Educator Certificate
- New Jersey State Teacher Certificate
- English as a Second Language Teaching Certification
- Making the PYP Happen Cat 1 Certification, International Baccalaureate Organization

### Tran Ha - Teaching Assistant Coordinator



- Bachelor of English Education, HCMC Pedagogical University
- Diploma of Teaching, Global Tesol College
- Leading Teacher Teams, Cognita Center for Leading and Learning
- Making the PYP Happen Cat 1 Certification, International Baccalaureate Organization

### Jason Barton - IB Primary Years Program Coordinator



- Bachelor of Education (Primary), Ballarat University
- Prior to joining ISSP, he has led and supported the PYP curriculum in schools in Austria, Italy, Switzerland, Turkey, Norway, Australia and UAE.





## WHY ISSP FOR EARLY YEARS

### Our Culture of Care

We are committed to our duty to safeguard and promote the welfare and wellbeing of children and young people in our care and those who work in the school.

### Reggio Emilia & IB PYP

We offer a balanced curriculum (follows IB framework and Reggio Emilia - inspired approach) to develop children's character, skills, and a love for life-long learning.

### Convenient Location and Modern Facility

Conveniently located 5 minutes from the city center, our purpose-built campus provides young students with the highest quality of education. Our modern facility includes:

Early Years Library with over 18,000 English books



Soft Room



### Swimming Pool

Our pool was designed to allow children to gain water confidence and safety in a swimming pool environment.





### Outdoor playground

Students love to play active games here and teachers use this space for developing their students' gross motor skills and stamina.



### Smart steps room

Here, the children build the body-brain connection with activities that support the development of physical, cognitive, social, and emotional foundations for early learning and school readiness.

### Utility Classroom

At ISSP, the arts (creative arts, music, movement) have always been an integrated part of our curriculum. Our Utility specialist weaves the arts into teaching and learning as well as teaching specific artistic skills and abilities.



### Classroom

Open classrooms allow students to move around freely and safely so that they may explore their own interests and discover many different environments.

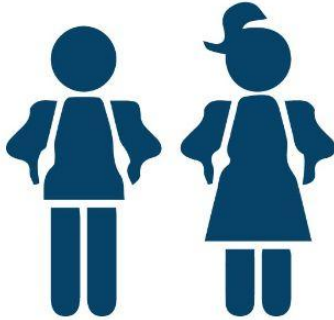
### Soccer field

We believe that a moving child is a learning child. In order to support children learning, they need to be active in their learning process.





## OUR DIVERSITY



A COMMUNITY  
WITH

  
**30+**  
NATIONALITIES

## OUR TEACHER



## FULLY ACCREDITED BY

WE ARE A  
  
INTERNATIONALLY  
**ACCREDITED**  
SCHOOL

  
Accredited



## HEAR FROM OUR PARENTS AND STUDENTS

"One of the reasons I chose ISSP for my kid was because I trust the Cognita group. The campus has a harmonious combination between modernity and tradition, with green trees and facilities to fully meet physical and extracurricular activities requirements, which is very suitable for this early development stage of my child."

**Mrs. Ngan N.**

*Mother of Ha N. (EY4)*



"The school is very warmly welcoming to kids. I have truly appreciated the teachers who spend time saying hello every morning to my kids. At ISSP, I am always confident my children could practice and learn to communicate English well. They feel free and ready to communicate with teachers, the Head of School, and even the bodyguards of the school."

**Mrs. Flora D.**

*Mother of James (EY4) and John (KG)*

"For me, the most important thing is the happiness of my children. They love ISSP and always want to go back to school even when they are on holiday. They are getting great academic achievements thanks to the support from the teachers and the ISSP community."

**Mrs. Tatiana A.**

*Mother of Daria A. (KG) and Marya A. (Grade 3)*



"I love my friends at ISSP and we did tons of activities together. I like ISSP teachers because they are nice and supportive. ISSP prepares for my future, ISSP is special."

**Ji H.**

*ISSP alumni*





## TIMETABLE

A Weekly Early Years Timetable Example						
Rotation Day	Day A	Day B	Day C	Day D	Day E	Day F
8:00 - 8:45	Circle Time	Learning Engagement	Learning Engagement	Learning Engagement	Circle Time	Learning Engagement
8:45 - 9:25	Host Country Studies		Physical Education		Host Country Studies	Physical Education
9:25 - 10:10	Learning Engagement	EY Library	Circle Time	Circle Time	Learning Engagement	Circle Time
10:10 - 10:35	Snacks / DEAR (Drop Everything And Read)					
10:35 - 11:20	Outdoor Recess					
11:20 - 12:00	Lunch					
12:00 - 1:30	Nap					
1:30 - 1:45	Snacks					
1:45 - 2:00	Learning Engagement		Learning Engagement	Learning Engagement		Learning Engagement
2:10 - 2:50	Music	Smartsteps		Art	Smartsteps	
2:50 - 3:00	Afternoon Meeting					
3:15 - 4:15 (Only for EY3&4)	After School Activities	After School Activities	After School Activities	After School Activities	After School Activities	After School Activities

## REGGIO EMILIA APPROACH

Reggio Emilia is an early years educational approach. This educational approach was developed by Loris Malaguzzi - an Italian psychologist. Reggio Emilia puts children at the center of the development of teaching and learning activities. Children are free to create and are given the opportunity to realize their creations. This helps children learn and acquire knowledge by their own experiences.

3 core values of Reggio Emilia educational approach:

- Children are the center of education
- Teachers and parents are the children's instructors
- Open learning environment

What are the benefits of the Reggio Emilia Approach?

- Forming a sense of self-learning through self-observation, experimentation, and self-expression.
- Children have the opportunity to express themselves with their inherent abilities and creativity. This is also an opportunity for parents and teachers to recognize children's specific talents.
- Reggio Emilia also creates thinking and critical skills for children in the process of experiencing all learning activities at school.
- Children receive respect in the Reggio Emilia approach to education. This helps children feel more secure and confident to express themselves.





## ISSP EARLY YEARS CURRICULUM

At ISSP, The Florida Early Learning, and Developmental Standards are mapped to our Early Years curriculum. These are used as benchmarks and indicators to measure our children's attainment levels and to support their next learning goals.

The Early Years Guiding Statement and the ISSP Reggio Inspirations guide our Early Years Teaching and Learning Approach, and aligned to the PYP framework, are infused into our school curriculum.

In the Early Years, the program and curriculum are carefully planned alongside the children and implemented to help your child's development. The Early Years curriculum is organized to take care of and develop the whole child and not just their academic learning.

### **The Early Years in the PYP**

At ISSP, quality learning experiences during the early years are supported through the IB PYP's constructivist and social constructivist approach to learning.

The PYP transdisciplinary framework is designed to support the development of key cognitive and social emotional abilities for Early Years students, through play and student-led learning engagements.

*Whilst, inquiring through play* in the early years supports the notion that learning is an active process. Healthy learning environments and supportive relationships further support this learning process.

### **Motor skill development - highlighted by the Smart Steps Program**

It is important for young children to learn how to move their bodies with coordination and balance. Aside from the variety of unstructured free play, students in the Early Years are also offered structured programs which reinforces the development of their gross motor skills.

### **Nurturing creativity and self-expression in our specialist arts classrooms**

Starting at 18 months old, students in the Early Years begin a rich journey in the visual arts through their exploration of colors, textures, and other art elements. Offering a variety of art activities also helps young children to develop their fine motor skills that are essential to perform daily tasks such as buttoning, zipping, using utensils, or wearing shoes. This creative journey continues with music opportunities delivered in specialized music classrooms, where students cultivate their self-expression, imagination, and confidence.







## Early Years Standards and Prime Skills

From EY1 to EY4, each age group has a set of standards and prime skills. These areas play a vital role in stimulating children's curiosity and attitude towards learning. They are an impetus in supporting children as they form and maintain relationships, manage emotions, solve problems, navigate conflict resolutions, collaborate, and as they interact and engage in their daily life. The specific skills or areas below include essential skills and knowledge for preschool children:

Social studies & science	Mathematics	Communication & literacy	Physical Development	Creative expression	Approach to learning	Social & Emotional Development
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## ASSESSMENT

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings, and skills. A wide range of assessment strategies informs the learning and teaching of young learners. Early years teachers observe how students monitor and adjust their own behavior, especially at play, in order to:

- Build a clear picture of the student and their interests
- Identify what and how the student is thinking and learning
- Assess the effectiveness of the learning environment on the student's learning
- Plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement, and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyze group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

In the Early Years, there is an emphasis placed on Documenting Learning, via displays. These displays incorporate students' voices. Planning reflects children's learning and intentional teaching elements are incorporated and aligned to individual needs. Toddle is used as a tool to document learning and share with parents.



## PREPARING CHILDREN FOR THE FIRST DAY AT SCHOOL

We are committed to the development of the whole child, addressing students' social, physical, emotional, and ISSP has prepared documents designed for new early years students to facilitate a smooth transition and preparation to the new schooling environment. This includes parental tips to support their children's social emotions prior to attending school, build a good relationship with teachers, and classmates and accommodate them in the new classroom during their first weeks. We will provide parents with the following documents:

- Early Years Soft Start Guidelines
- EY1 What We Need
- EY2 What We Need
- EY3-4 What We Need







## LEARNING BEYOND THE CLASSROOM

### After-school-activity (ASAs)

We are committed to the development of the whole child, addressing students' social, physical, emotional, and cultural needs with equal importance to their academic needs. The common bonds and friendships created in the after-school activities (ASAs) form the basis of ISSP's close-knit community and rich school culture.

We offer about 60 After-school-activity clubs. All ASA classes take place from 3:15 to 4:15 PM, Monday to Friday. Some ASAs are taught by specialists in their fields with fees. Some are led by our teachers and are generally free of charge.

ASAs are for children above 3 years old. Our Daycare service is provided to students who cannot join ASAs, from 3:15pm to 4:15pm.



### Educational Visits

Educational Visits are considered a part of the curriculum. Where appropriate we organize

### Physical Development

ISSP places importance on physical play, this provides children the outlet they need to develop their gross and fine motor skills. It also teaches them essential life lessons about teamwork,

educational visits for our students to local venues to support their learning and understanding.



perseverance, risk-taking, ethics, and



sportsmanship. In addition, physical play supports students achieve academic success, stimulates better memory function, increases the ability to

concentrate, advanced problem-solving skills, and improves creativity.

## SUPPORTING SERVICES

### Student counselor

Our Student Support Services aim to ensure all children develop their full potential through appropriate support, collaboration, commitment, and communication among teachers, other related professionals, and parents. We promote the successful inclusion of all children whilst meeting their individual needs through a personalized approach to learning.

It is ISSP’s belief that all children have the right to receive a quality education by capitalizing on individual strengths. We recognize and respect individual differences and uniqueness, and take responsibility for providing skilled and sensitive teaching and support so that children with different learning styles, abilities, and skills can find individual paths to success and fulfillment.

Together, the Student Support Services department along with teachers and parents employ a variety of strategies relevant to their area;

Push-in/pull-out	Immersive and inclusion	Social Skills Training
Remedial or After-school Support	Accommodations	Individualized Education Plan (IEP)

### Special Educational Needs (SEN)

Our SEN program is designed to help children with special needs learn effectively in class. The departments, together with the teacher and upon approval of parents, will create an Individualized Education Plan (IEP) to set goals in line with curriculum standards. Children may be referred to the SEN program at any stage of their learning, whether it be during the Admissions process or whilst enrolled if there is an identified need.







# REPORT CARDS & PARENTS-TEACHER CONFERENCES

## Report Cards

Report Cards are an important process in reporting students' learning and progress to parents. The reports provide a description of the student's progress and are based on information obtained from a variety of ongoing authentic assessments. The school's Values are also reported for each child.

## Parent-Teacher Conferences (PTCs)

At ISSP we believe that parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. To support this we conduct Parent Teacher Conferences during the first semester of the school year.

Additional conferences can be scheduled at the request of parents or teachers at any time during the school year.





## SCHOOL LIFE



### Bus

Bus service is provided by ISSP, subject to the availability of space and routes. Bus service is offered for students aged 4 years old and above only. Bus fees are not included in the tuition fee and will be paid quarterly.

### Uniform

The uniform shop is open from 7.30am to 4.00pm. Uniform fees are not included in tuition fees and can be paid by cash or credit card.





## Meal - Canteen Menu

Our food service is provided by Global Cafe. Asian and Western meal choices are available. Students may bring their own lunch pack or pre-order at the school canteen.

### A Weekly Menu Example

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ASIAN OPTION	Glazed Tofu with Spring Onions, Steamed Rice and Vegetables [sb]	Roasted and Sliced Xa Xiu Pork Served with	Coconut Ginger Braised Chicken Leg served with Rice and Vegetables [g]	Grilled Beef Strips with Soy Sauce served with Rice and Vegetables [g]	Baked Fish Marinated with Lemongrass and Curry Powder with Rice and Vegetables [f]
WESTERN OPTION	Spaghetti with Chickpeas and Tomato Sauce with Steamed Vegetables [g]	Breaded Fish Culter served with Mashed Potatoes and Vegetables [m,g,e]	Sliced Beef Tenderloin Topped with Chimichurri Sauce served with Roasted Potatoes and Vegetables	Honey Garlic Roasted Pork Ribs served with Baked Potatoes and Vegetables	Baked Penne Pasta with Creamy Chicken and Cheese served with Vegetables [e,g,m]
VEGETARIAN OPTION	Omelet with vegetables and steamed rice (e)	Crispy Seitan with Chili and Lemongrass served with Steamed Rice and Vegetables [sb,g]	Stir Fried Tofu with Asian Tomato Sauce served with Rice and Vegetables [sb]	Rice Noodles Salad with Vegetarian Spring Rolls, Vegetables Dressed with Asian Dressing [sb,g]	Egg Noodle and Vegetable Stir Fry with Golden Tofu Cubes [sb,e]
DELI OPTIONS	NON	Grilled Chicken Caesar Wrap with Lettuce, Tomatoes and Bacon Bits [g,e]	Tuna Salad Baguette with Dijon Mayonnaise, Spring Onions, Diced Cucumber, Lettuce and Tomatoes [f,g,e]	Pepperoni or Cheese Pizza Slices [g,m]	Toasted Ham and Cheddar Cheese Sandwich with Sliced Tomatoes [e,g,m]
SALAD BAR	NON	Asian Salad with BBQ Pork Chops and Daily Salad Bar Selection	Mediterranean with Grilled Chicken and Daily Salad Bar Selection	Middle Eastern with Creamy Hummus and Daily Salad Bar Selection	Tex Mex with Spiced Ground Beef and Daily Salad Bar Selection
DAILY SOUP	Soup of the Day	Soup of the Day	Soup of the Day	Soup of the Day	Soup of the Day
FRESH JUICE	Watermelon	Orange	Pineapple	Tropical Punch	Lime Juice





## Safety and Safeguarding

We are committed to our duty to safeguard and promote the welfare and wellbeing of children and young people in our care and those who work in the school. Through our work, we aim to ensure a safe learning and working environment for students, staff, parents, and visitors alike. We take our responsibilities in relation to safeguarding and child protection very seriously. Where there are safeguarding concerns, staff communicate this to the school's Designated Safeguarding Lead (DSL). It is our aim to ensure that each student feels that they have a trusted adult that they can communicate their concerns or worries..

Staff receive regular training and updates on their professional responsibilities in relation to safeguarding and child protection. Our recruitment procedures follow 'Safer Recruitment guidelines. Our recruitment ensures that we have the best team of professionals working at ISSP. All staff must undertake Vietnamese police checks and First Advantage police checks for all countries in that they have resided. This is supported by detailed resumes, reference checks, and a robust interview process.

## Well-being

Our Student Well-Being policy encompasses the personal, social/emotional, and academic well-being of learners at our school. As an inclusive school, our approach to Student Well-Being is embedded in the curriculum, mission, vision, and values of the school. Through a focus on attitudes and life skills, we work towards our goal of fostering human beings who reflect the school's values and uphold the mission and vision of the school.

The well-being of all members of our school community is of fundamental importance. Our aim is to provide a safe, secure and supportive environment that enhances belonging and connectedness, thus promoting an environment where our learners can thrive. We hope to empower our learners to take control of their own learning and develop essential social and self-management skills..

To support our student well-being approach, the expected behavior is identified, taught explicitly, modeled, acknowledged, and celebrated, whilst inappropriate behavior is managed in a positive and consistent manner.

ISSP is part of the Cognita Schools Group and Cognita follows a "Be Well Charter". Consistent messages are shared with students and families about the 6 areas of well-being and parent sessions are also incorporated. In addition, we do a monthly ISSP Parent Academy and many of the topics shared at those academies are focused on different aspects of well-being.





## Medical

The ISSP nursing room is established to ensure that medical facilities and support are sufficient for students and staff during school time. The nursing room also provides equipment used in emergency situations such as Automated External Defibrillator (AED), evacuation chair, Epipens, and Inhalers. Located on the ground floor in a separate area, the nursing room has two wash basins, two beds, and one isolation room for special cases. Students can always go to the nursing room when they need medical assistance.

First aid kits are installed on every floor inside the school campus. First Aid kits provide relevant medical items for sport-related events and training at ISSP. It also can be prepared to bring on school field trips or any type of trips outside of the school campus.







## Communications between School and Parents

The school and our teachers communicate with parents mainly through email and the Toddle Application. We encourage parents to visit Toddle regularly for school news, whole school events, and other important notices. We believe that a strong partnership between home and school is essential to the development of ISSP students and to the success of our school community as a whole. Parents are asked to support our students by checking Toddle nightly to make sure their children are keeping up with the class schedule and completing the required work.

Parents of Early Years and Kindergarten students could view the class schedule, photos, and video clips of their day at school. Students from Grades 1 – 5 will use Toddle to record information and homework.

Parents are encouraged to communicate with teachers directly via email, or by sending a message via Toddle. Parents can also request a scheduled appointment with their child's teacher as the needs arise.

## PARENTS ENGAGEMENT

### Student Performance

Art and Music are a part of life and activities in the school. Assemblies, special presentations, and school-wide music concerts provide an opportunity for the students to sing, play a musical instrument, act, and dance. Where possible parents are encouraged to join these activities in support of their children and our community cohesion.



### School Events

ISSP organizes a wide range of internal events throughout the school year to strengthen the relationship between teachers, staff, parents, and students. Our highlighted events include Moon Festival, Teacher's Day, Christmas Celebration, Tet Festival, celebration of learning (Student Showcase), International Week, Charity Nights, where all the members of our community are encouraged to participate.

### ISSP Academy

ISSP Academy is an exclusive series for only parents of the ISSP community.

ISSP Academy covers a wide range of thought-provoking topics with the aim of supporting ISSP children's growth as a whole child, for example, Assessments, IB PYP, Digital Citizenship, Outdoor Education, Safeguarding, Well-being, First-Aid practices at home.





### **Birthday Parties, Celebrations and Invitations**

Student birthday celebrations may be held in conjunction with snack period, lunch period, or near the end of the school day. Parents are asked to keep celebrations simple and check all plans with the classroom teacher in advance. The teacher will cooperate with the parent in assisting with the celebration.



# COGNITA

An inspiring world of education



## International School SAIGON PEARL Elementary & Early Years

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