

# Student/Parent Handbook 2024-2025



**Silver Fern International School**  
*"Globally Minded Local Education"*

16 Moo 21 Airport Road, Tambon Neua Muang,  
Amphoe Muang, Roi-Et 45000, Thailand  
(+66) 099 467 1222

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# I. Introduction

## A. An Overview of Silver Fern

Silver Fern International School (SFIS) was founded in 2016 to provide education for those wanting a quality education without the need to have to send their children to schools outside of Roi Et. This has resonated firmly with many parents in the region who face the difficult choice of where to school their kindergarten and primary aged children. SFIS hopes to meet this need by bringing quality international education to the people of Roi Et.

SFIS is an International Baccalaureate (IB) World School. We are fully authorized to offer the Primary Years Programme (EYP/ PYP) as well as being a candidate school to offer the Middle Years Programme (MYP). As such, we follow the IB Programme of Inquiry as well as meeting all requirements for the Thai Ministry of Education. As an IB World School, SFIS uses inquiry based learning to prepare students for the information rich world in which we now live where being able to find, interpret and analyze information has become so important.

In 2023, SFIS offers nine classes from EYP 1 (3-4 year olds) to Middle Years 1 (11-12 year olds). The school will add a new grade level each year until the school has classes from EYP through the completion of secondary school.

SFIS believes in quality education and will become a leader for education in the Northeast to help develop the capabilities of students in Roi Et and the region as a whole.

## B. SFIS Mission and Values

### Mission Statement

As a collaborative learning community, we will grow SFIS students who are creative and critical thinkers by encouraging them to be lifelong learners, as they make sense of their world by becoming internationally-minded citizens who take action in the community.

### Core Values

We are:

**S**elf-aware

**I**nquirers:

**L**earners with

**V**oice and

**E**mpathy, who are

**R**isk-Takers

## C. SFIS School Colors

The SFIS school colors are **orange** and silver.

- Orange is considered one of the most important colors in Buddhism, and Thais are mindful of its significance. A vivid and energetic color, it reflects creativity, enthusiasm, and youthful vigor. It inspires and motivates, making it a perfect representation for the dynamism of a learning environment. This color embodies the constant curiosity and the relentless quest for knowledge that SFIS aspires to instill in our students. Orange is also associated with the fall season, denoting change and transformation—a metaphor for the transformative nature of education itself.
- Silver represents sophistication, modernity, and wisdom. It's a color often associated with the future, technology, and innovation. Silver signifies SFIS' commitment to forward-thinking, modern education that equips students with the knowledge and skills to navigate the future. Moreover, silver is seen as a reflection of the moon, symbolizing calmness and clarity—values necessary for critical thinking and mindfulness.

The combination of orange and silver embodies a balance between enthusiasm and wisdom, innovation and tradition, dynamism and calmness. These colors remind students of SFIS' mission: to foster an environment of learning that is lively and engaging, yet grounded in wisdom and clarity. They promote a sense of school spirit, unity, and pride, serving as a beacon that students and staff can rally behind.

## D. SFIS School Mascot



Our mascot is the **Silver Fern Dragon**. The dragon is a symbol of power, abundance and luck. In appearance, the Silver Fern Dragon has characteristics of the Thai Naga and Chinese dragons, yet can breathe fire like a western dragon. In this way it represents the international nature of SFIS.

## E. House System

To promote a spirit of teamwork, good sportsmanship and friendly competition, SFIS has adopted a house system comprised of 4 houses. Each house has a different color and symbol.

- Tui (red house)
- Pukeko (blue house)
- Kiwi (green house)
- Moa (yellow house)

Each student is assigned to a house for sports and academic competitions.

## II. School Calendar and Schedule

A.



### SILVER FERN INTERNATIONAL SCHOOL 2024-2025



Month	Key Dates and Events																																																	
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<b>JULY '25</b> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<b>1-31</b> Summer Holiday <b>28</b> HRM King Vajiralongkorn's Birthday							
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## B. List of Events

Date		Event
June	28	Term 1 Fees Due for 2024-2025 School Year
August	5-9	Teacher Orientation (no school for students)
	12	HRM the Queen's birthday (no school for students)
	13	1st Day of School for students
September	19	Wai Kru
	27	Term 2 Fees Due
October	2	International Day
	14-18	Fall Break
	31	Halloween
November	8	Last Day of Term 1
	11	First Day of Term 2
	15	Loy Krathong
	23	3-Way Conferences (no classes)
	5	King Bhumibol Adulyadej the Great's B'day (no school)
	13	Holiday Production
	16-31	Holiday Break
January	1-3	Holiday Break (continued)
	10	Children's Day
	17	Term 3 Fees Due
	29	Chinese New Year
February	3	Chinese New Year Celebration
	7	Sports Day
	14	SFIS Spelling Bee (internal)
	14	Valentines Day
	21	3rd Annual Roi Et Spelling Bee
	28	Last Day of Term 2
March	3-7	Spring Break
	10	Teacher Work Day (no school for students)
	11	First Day of Term 3
	14	$\pi$ (Pi) Day- Math Competitions
April	4	Songkran Celebration
	7-18	Holiday-Songkran
	22	Earth Day
May	5	Holiday for Coronation Day
	6-10	Book Week
	23	Swimming Gala
June	3	Holiday- HM Queen's Birthday
	13	PYP Exhibition
	16	Student Led Conferences (no classes)
	22	Last Day of School/Graduation Ceremony

Color Key	First/Last day of term
	Fees Due
	No School for Students
	In School Event
	Conferences

## c. Daily timetables

### School hours

- Campus opens: 7:45
- Campus closes: 4:30

The school office is open from 8:00am to 4:30pm, Monday to Friday. All students are expected to arrive on campus each morning by 08:00. Students should arrive and go directly to their homerooms. Students who arrive after 8:00 are considered tardy. Students who arrive after 8:30 must get a tardy slip from the front office before going to class. The teaching day is divided into learning blocks, plus lunch and tea times as follows:

### Early Years

Homeroom	08:00-08:30
Teaching Block 1	08:30-09:15
Teaching Block 2	09:15-10:00
Morning Tea	10:00-10:25
Teaching Block 3	10:30-11:15
Lunch	11:15-11:45
Nap Time	11:45-1:45
Teaching Block 5	13:45-14:30
Teaching Block 6	14:30-15:15
Afternoon Tea/Dismissal	15:15-15:30
ECA's	15:30-16:30

### Primary and Middle Years

Homeroom	08:00-08:30
Teaching Block 1	08:30-09:15
Teaching Block 2	09:15-10:00
Morning Tea	10:00-10:25
Teaching Block 3	10:30-11:15
Teaching Block 4	11:15-12:00
Lunch	12:00-12:30
Recess	12:30-13:00
Teaching Block 5	13:00-13:45
Teaching Block 6	13:45-14:30
Teaching Block 7	14:30-15:15
Afternoon Tea/Dismissal	15:15-15:30
ECA's	15:30-16:30



### **III. School Policies and Procedures**

#### **A. Admissions policy and procedures**

To put in place policy and procedures to guide the admissions process for enrollment into Silver Fern International School

**Rationale:**

To make it clear to parents and staff any applicable policy and the required procedure for enrollment into SFIS.

**Purpose:**

Our Admissions Policy is aligned to the guiding statements of the school, of which the school's mission is that: As a collaborative learning community, we will grow SFIS students who are creative and critical thinkers by encouraging them to be lifelong learners, as they make sense of their world by becoming internationally-minded citizens who take action in the community.

Our vision guides our admissions policy in how we communicate the school to prospective parents and how we interact and deal with those parents when talking about the school. We look for parents who understand and are aligned with the vision of the school, the learner profile and our approach to learning. Our vision also influences our enrollment process to ensure that we can admit students who can thrive and be successful in accessing our school's curriculum.

**Guidelines:**

**Early Years admissions**

Early years students (EYP1, and EYP2) must be of sufficient age in accordance with the official schedule submitted to the Thai Ministry of Education (see attached). Students should also be toilet trained prior to starting school for entry into PYP1 and PYP 2 classes.

English and EAL English is the language of instruction. The abilities to successfully access the international component of the curriculum within a reasonable time framework and to thrive in our English learning environment are the guiding principles for admission to the school.

**Early Years (EYP1, EYP2)**

Within the Early Years, immersion in the English language is usually sufficient for children to quickly develop proficient English language skills. On this basis, children may be admitted to our Early Years regardless of their level of English proficiency. SFIS teachers are trained to support the language acquisition and learning of non-native speakers.



### **English as an additional language**

At SFIS, we recognize that for the majority of our students, English is not a first language. As such, since English is the primary language of instruction, there will be those students who need additional language support. All incoming Primary Years and Middle Years students will be assessed by the English as an Additional Language (EAL) coordinator to determine if additional language support is required in order for the student to be able to fully access the curriculum. If a learner is assessed as an EAL learner, the student may, at the discretion of the PLT and the EAL coordinator, be admitted as an EAL learner. Based on the needs of the individual student, additional language support may be provided as well as mandatory after-school/extracurricular EAL classes (at an additional expense).

### **Class placement based on age**

Students are generally admitted to classes based on their age not on their ability, in accordance with the official schedule submitted to the Thai Ministry of Education (attached), but consideration may be given to students who may be operating at a lower or higher grade level than this class. In general, if a student is performing above or below their grade level then the school will use differentiation or available learning support to best meet the needs of the student.

### **Entrance policy and special needs**

SFIS believes in equal opportunity for every child and as such does not discriminate on the basis of race, religious beliefs, gender or cultural background. However, the school does not cater for students with severe learning difficulties, or severe emotional and/or behavioral problems. The school reserves the right to exclude students whose needs cannot adequately be met both during and after the student may have been enrolled in the school. At the discretion of the Pedagogical Leadership Team, students whose special needs may be met by incorporating additional resources, such as an additional Learning Assistant or a “shadow teacher”, may be admitted to SFIS; however, costs of these additional resources will be at the parents’ expense.

Early Years students complete a trial at the school which helps the school screen for learning support needs. Primary Years and Middle Years students may be referred for learning support due to their past school history. Applicants with behavior, communication, intellectual, physical disabilities or multiple exceptionalities may be referred to the Pedagogical Leadership Team (PLT) for evaluation. The PLT uses a variety of information to make a recommendation about a student including interviews, tests, review of health documentation, reports etc. The decision to admit the child will be made by the Head of School based on the recommendation of the PLT as to whether the school is able to meet

the needs of the child. A provisional enrollment may also be offered to students with identified needs.



### **First day of school**

For a student to be enrolled into the school they must complete all applicable tests, interviews and observations. This process can take up to 2 weeks to complete depending on the availability of staff. For students wishing to start at the beginning of each term or half-term, parents must complete the admissions process in the two weeks of the term or half-term prior.

For students entering during the term, parents must have completed the admissions process first.

Early Years students entering the school can generally only start during the first 2 weeks after the start of the term or the first 2 weeks after a half-term break unless the Early Years Coordinator allows other start dates. This is to prevent disruption to the class from students who may have trouble settling at the school.

Primary and Middle Years students can start anytime except the last three weeks of the academic year. The minimum start date of a student is usually 24 hours after confirming the enrollment to allow staff to be notified of the new arrival. For instance, a student who is enrolled on Monday could start from Wednesday onwards. Early Years students usually start only on Mondays. However, the Admissions Manager and Head of School have final say over the start dates of students.

### **Waiting lists**

SFIS maintains a waiting list for those classes which currently have maximum capacity, which any students can join, who intend to enroll for at least one term, by following the applicable waiting list procedures. A waiting list fee must be paid to join the waiting list and this fee is non-refundable. Students on the waiting list are not guaranteed a place at the school for any particular entry time as these depend on when there are vacant places within the school. If a student on the waiting list rejects three offers of places at the school then they will be removed from the waiting list with no refund made of any fees paid. If the school decides not to offer a vacant place to a student on the waiting list for any reason, then the school will refund 100% of the waiting list fee.

## **Student visas**

International students may gain a student visa through the school to allow them to stay in Thailand while attending SFIS. This visa is known as the ED visa. All visa costs will be billed to the guardians of the student. If a student is unable to secure an ED visa from a Thai consulate, then the offer of enrollment at the school will be withdrawn with any fees repaid subject to the school's refund policy.

## **Provisional enrollment**

The school treats all new students to the school as being provisionally enrolled for the first two weeks of schooling. During this period of provisional enrollment, the school reserves the right to revoke the student's enrollment at the school at its own discretion. The school may revoke enrollment if the parents had not fully disclosed issues that would have otherwise affected the student's acceptance into the school or for any other reason at the school's discretion. If enrollment is revoked, then any refund would be made under the terms of the fee refund policy.

After this two week period has lapsed, the student would become a fully enrolled student at the school subject to the approval of the Head of School or the provisional enrollment may be extended.

## **Levying of additional fees for students**

The school reserves the right to levy any additional fees needed for students. These fees are listed within the school's fee payment policy. Typically these may include extracurricular activities, lost library books, learning support fees etc.

## **Procedures:**

### **Waiting list procedures**

If a place is not available at the school or to secure a place in a future class at the school, the parent can do the following:

1. Complete the required School Registration Form
2. Pay the required waiting list fee to secure a place on the school waiting list
3. Wait for the school to contact the parent about available places. The parent can contact the school anytime to check their current waiting list position.
4. When a school place is available, they will be offered to the first eligible student on the waiting list whose proposed start date is the same as the date of the available place.
  - a. If the student does not accept the place, the next student on the list will be offered the place
  - b. If an eligible student has rejected three offers of places across a calendar year then they will be removed from the waiting list.

5. Students offered a place will be asked to complete the registration for enrollment procedure at least a month prior to the first day of school or as required by the Admissions Office

### **Registration for enrollment**

When a student is ready to register at the school they must do the following:

1. The parents must submit the completed enrollment form
  - i. Complete media release form
  - ii. Complete student information form
  - iii. Complete the parents' code of conduct form
  - iv. Complete the library agreement form
  - v. Complete the data protection form
  - vi. Submit necessary documents:
    - i. Birth certificate
    - ii. House registration/passport
    - iii. 2 passport photos, 1 passport photos of each parent/guardian, 1 passport photo of anyone authorized to collect the child
    - iv. Child's immunization record
    - v. Copies of any medical information the school may need
    - vi. Student report cards for the last 2 terms/semesters (if applicable)
2. The parents must pay the applicable registration fee and enrollment deposit to secure a place in the school
  - i. Any refunds of this fee are as due under the Refund Policy of the school.
  - ii. If discounts apply to a student's enrollment due to registration promotions, these will be applied at time all Term 1 fees are paid
  - iii. Registration fee is paid by bank transfer with the details emailed or faxed to the school
3. The student must complete admissions testing
  - i. Primary Years students will need to complete an EAL assessment at the discretion of the Admissions Manager
  - ii. Students from Year 3 upwards complete Math aptitude tests
  - iii. Early Years students will need to complete an observation trial at the school prior to enrollment
  - iv. All students may be asked to trial at the school, or to complete additional tests, at the discretion of the school.
4. The parents must complete an enrollment interview
  - i. At this interview the enrollment application will be examined and feedback provided from the admissions tests.
5. On acceptance into the school, parents will receive an enrollment offer.
  - i. The parent's must sign to confirm their acceptance of the enrollment offer.
  - ii. Any subsequent withdrawal will be governed by the refund policy.
  - iii. If the parents do not accept the enrollment offer they may do so and receive a refund of the registration fee less the application fee.

6. If an enrollment offer is not made, the registration fee will be refunded less 50% of the application fee

## **Enrollment**

On receiving an enrollment offer at the school, parents must pay all required term fees at the school office and any required deposits. The student can then organize any necessary uniform items they need for the school.

## **Student visas**

If a student is accepted into SFIS and a student visa is required for immigration purposes, then the following procedures apply:

1. Student must complete all application forms for the ED visa
2. Student must include the following documentation:
  - a. 2 copies of the student's passport
  - b. 8x photos (4x5cm)
3. The school will then submit the request for a student visa to the Ministry of Education (MOE) for approval. This process can take 2-4 weeks.
4. If the MOE approves, the school will send the letter of acceptance to the student
5. The student can use this letter of acceptance to apply for a Non-immigrant (ED) visa in a Thai consulate outside of Thailand
6. Upon gaining an initial Non-immigrant (ED) visa, the student can then travel to Thailand
7. Within 2 weeks of arrival in Thailand the student must provide the passport to the school in order for the school to process a letter of extension visa for the MOE. This provides an extension of the ED visa of up to one year.
8. Upon receiving the visa extension, the school can prepare documentation to extend the ED visa annually.
9. The school will keep records of all students with ED visas.

## **Procedures for provisional enrollment**

To make a decision on the change of status from provisional enrollment, to full enrollment, the school will begin the following process before the trial period ends:

The Admissions Manager will issue a trial period completion form to the homeroom teacher for the student provisionally enrolled

1. The Admissions Manager will ensure that the form is completed and presented to the Head of School before the trial period elapses.
2. The Head of School will make a decision about the continued enrollment of the student, which may be:
  - a. The student becomes a fully enrolled student at the school.
  - b. The student's provisional enrollment is extended for a given length of time.
  - c. The student's enrollment is revoked and the student is refunded under the terms of the fee refund policy.

3. If the child’s enrollment status changes, the parents will make any necessary payments or will be eligible for any refunds that may apply.

### ตารางเทียบอายุนักเรียน กับ ชั้นเรียน (Student’s age and Class level)

ระดับชั้น Grade Level	อายุ Age of Students	เด็กเกิดในระหว่าง Date of Birth for Admission
Preschool (ชั้นเตรียมอนุบาล)	2 – 3 ปี	15 สิงหาคม 2564 – 14 สิงหาคม 2564 15 August 2021 – 14 August 2020
EYP1 (ชั้นอนุบาล 1)	3 - 4 ปี	15 สิงหาคม 2563 – 14 สิงหาคม 2563 15 August 2021 – 14 August 2020
EYP2 (ชั้นอนุบาล 2)	4 - 5 ปี	15 สิงหาคม 2562 – 14 สิงหาคม 2561 15 August 2019 – 14 August 2018
PYP1 (ชั้นอนุบาล 3)	5 - 6 ปี	15 สิงหาคม 2561 – 14 สิงหาคม 2560 15 August 2018 – 14 August 2017
PYP2 (ประถมศึกษาปีที่ 1)	6 - 7 ปี	15 สิงหาคม 2560 – 14 สิงหาคม 2559 15 August 2017 – 14 August 2016
PYP3 (ประถมศึกษาปีที่ 2)	7– 8 ปี	15 สิงหาคม 2559 – 14 สิงหาคม 2558 15 August 2016 – 14 August 2015
PYP4 (ประถมศึกษาปีที่ 3)	8– 9 ปี	15 สิงหาคม 2558 – 14 สิงหาคม 2557 15 August 2015 – 14 August 2014
PYP5 (ประถมศึกษาปีที่ 4)	9–10 ปี	15 สิงหาคม 2557 – 14 สิงหาคม 2556 15 August 2014 – 14 August 2013
PYP6 (ประถมศึกษาปีที่ 5)	10-11 ปี	15 สิงหาคม 2556 – 14 สิงหาคม 2555 15 August 2013 – 14 August 2012
MYP1(ประถมศึกษาปีที่ 6)	11-12 ปี	15 สิงหาคม 2555 – 14 สิงหาคม 2554 15 August 2012 – 14 August 2011
MYP2 (มัธยมศึกษา ปีที่ 1)	12-13 ปี	15 สิงหาคม 2555 – 14 สิงหาคม 2554 15 August 2012 – 14 August 2011

## B. Tuition and Fees: 2024 – 2025 Academic Year

*All fees are in Thai Baht and are subject to change*

### Application Fee: 10,000 THB

The application fee is a one-time **non – refundable** payment per child. This payment must be submitted at the same time that the application is made. Submitting an application to the school does not guarantee a space for a student. If there is no immediate vacancy the student will be placed on the waiting list and enrolled as soon as possible.

### Registration Fee: 50,000 THB

The registration fee is a one-time fee for students who register for a year **non – refundable** fee. It is to be paid by new students once they have been accepted for entry to the school.

### Registration Fee: 30,000 THB (1 term only)

The registration fee is a one-time for students who register for 1 term **non – refundable** fee. It is to be paid by new students once they have been accepted for entry to the school.

**Refundable Deposit: 40,000 THB**

A one-time **refundable** deposit is payable for each child and will be invoiced together with the tuition fees prior to the student’s first term. The conditions of refund are as follows:

- Upon the student’s graduation (completion of IBDP) from the school; or
- When one full term’s advance written notice is received before the child leaves; or
- When school requires the applicant’s departure for reasons other than disciplinary; and
- All outstanding fees or charges have been paid.

## Schedule of Tuition and Associated Fees

Total for the Year					
Level	Total Fees	Tuition	Meals	Stationery	Books
EYP 1	267,000	231,000	30,000	6,000	-
EYP 2	271,000	231,000	30,000	9,000	1,000
PYP 1	378,500	333,000	31,500	9,000	5,000
PYP 2	378,500	333,000	31,500	9,000	5,000
PYP 3	378,500	333,000	31,500	9,000	5,000
PYP 4	379,500	333,000	31,500	9,000	6,000
PYP 5	432,000	378,000	39,000	9,000	6,000
PYP 6	432,000	378,000	39,000	9,000	6,000
MYP 1	432,000	378,000	39,000	9,000	6,000
MYP 2	506,000	450,000	39,000	10,500	6,500

Installment 1				
Total Fees	Tuition	Meals	Stationery	Books
89,000	77,000	10,000	2,000	-
91,000	77,000	10,000	3,000	1,000
129,500	111,000	10,500	3,000	5,000
129,500	111,000	10,500	3,000	5,000
129,500	111,000	10,500	3,000	5,000
130,500	111,000	10,500	3,000	6,000
148,000	126,000	13,000	3,000	6,000
148,000	126,000	13,000	3,000	6,000
148,000	126,000	13,000	3,000	6,000
166,000	150,000	13,000	3,500	6,500

Installment 2				
Level	Total Fees	Tuition	Meals	Stationery
EYP 1	89,000	77,000	10,000	2,000
EYP 2	90,000	77,000	10,000	3,000
PYP 1	124,500	111,000	10,500	3,000
PYP 2	124,500	111,000	10,500	3,000
PYP 3	124,500	111,000	10,500	3,000
PYP 4	124,500	111,000	10,500	3,000
PYP 5	142,000	126,000	13,000	3,000
PYP 6	142,000	126,000	13,000	3,000
MYP 1	142,000	126,000	13,000	3,000
MYP 2	166,500	150,000	13,000	3,500

Installment 3			
Total Fees	Tuition	Meals	Stationery
89,000	77,000	10,000	2,000
90,000	77,000	10,000	3,000
124,500	111,000	10,500	3,000
124,500	111,000	10,500	3,000
124,500	111,000	10,500	3,000
124,500	111,000	10,500	3,000
142,000	126,000	13,000	3,000
142,000	126,000	13,000	3,000
142,000	126,000	13,000	3,000
166,500	150,000	13,000	3,500

*\*families who choose to pay the entire year’s tuition in one installment receive a 5% discount*



The current per term fee structure is provided in the table above. Fees are payable for all students per term in advance. Unless otherwise agreed, payment must be made by the due date stated on the invoice

### **Notice of Leaving and Refunds**

**One full term's notice**, in writing to the principal, is required for any student leaving the school. Notice must be received by the first day of the term where the student is leaving the school at the end of that term. Where less than one full term's notice is provided, the deposit will be forfeited in lieu of sufficient notice.

No refund will be given for students leaving before the end of term, unless one full term's notice has been provided.

### **Late Payment**

A late payment fee of 1.5% per month of any overdue balance will be charged. Fees are asked to be paid by the date indicated. Deadlines may be extended where the latest allowed time for payment will be one week into the beginning of the term. Afterwards, additional interest will be charged per day, at a monthly rate of 1.5%.

### **Sibling Discount**

Parents with more than one child in the school will be given a discount on the tuition fees as follows:

- First child will pay full tuition. For the 2<sup>nd</sup> and 3<sup>rd</sup> child will receive a 10% discount each term.

### **Recommendation Incentive**

- Families who recommend other families who join our school with students in EYP 1, or EYP 2 and PYP 1 will receive a one-time referral payment of 10,000 THB.
- Families who recommend other families who join our school with students in PYP 2 or above will receive a one-time referral payment of 20,000 THB.

### **Annual Insurance**

The student annual insurance fee is included in the first term's tuition fees.

### **Additional Expenses**

The cost of the uniforms, personal individual tuition, extra-curricular activities (ECAs), compulsory class trips, additional stationery and transport are **not** included in the above fees.

### **English as an Additional Language (EAL) Fee**

EAL support will be provided to those students who, in the school's judgment, require additional English language support in the classroom. The goal of the EAL program is to help students acquire sufficient competence in English to succeed in their studies at a level comparable to those of their non-EAL peers. If the school considers that your child requires EAL provision then inclusion in the EAL programme is compulsory and parents must pay the required fees if the student wishes to remain at the school.

### **Other Considerations**

In being fair to our families, we will follow the following procedures for payment and cases of withdrawal from school. **Parents must abide by a payment agreement signed on Registration. Please note below.**

## Payment Procedure

- **1<sup>st</sup> Notice:** Silver Fern will send an invoice for tuition payment one month before the beginning of term. It will be clearly marked on our academic calendar.
- **2<sup>nd</sup> Notice:** Parents will receive an **email to remind** them of the payment due date 2 weeks before.
- **3<sup>rd</sup> Notice:** On the day payment is due, those who have not paid will receive an **emailed letter reminder with invoice**.
- **4<sup>th</sup> Notice:** Two weeks after payment is due, parents will receive **an emailed letter and invoice**.
- **5<sup>th</sup> Notice:** On the day before the term is to begin, families who have not yet paid tuition will receive **an emailed reminder letter and invoice**.
- **6<sup>th</sup> Notice:** An **emailed letter and invoice** will be sent on the first day of the second week of school reminding families that interest charges of 1.5% per month calculated on a daily rate will be applied to the outstanding balance.
- **7<sup>th</sup> Notice:** A **letter and invoice** will be sent on the last day of the second week, reminding the family that interest has been charged and that they will be given an additional two weeks to make payment.
- **Final Notice:** A **final letter and invoice** will be sent on the last day of the fourth week reminding the family that interest has been charged and that they will be given one additional week to make payment where additional interest will apply. If payment cannot be settled by the last day of the following week, the family will have to withdraw their child(ren) from school with a **letter of notification of withdrawal**.

## Deposit and Fee Refunds

Fee refunds for **consumables** such as meals and stationary fees are always refunded on a per use basis.

**Deposits** are refunded ONLY with one full term of notice prior to withdrawal when the child is still attending classes for a full term. In the case of the new school year, parents must notify the school before the first tuition is due or the deposit is forfeit.

## Tuition Refunds in the event that a student withdraws from school before the academic year begins:

- If notice of withdrawal is given within the first 2 weeks after payment is due, the student will be eligible for a 50% refund of tuition.
- If notice of withdrawal is given more than 2 weeks after payment is due but before the first day of school, the student will be eligible for a 25% refund of tuition.
- Beginning the first day of school, there are no refunds of tuition.

## C. Attendance Policies and Procedures

### 1. Attendance Policy

Purpose: The purpose of this attendance policy is to ensure that students attending SFIS maintain regular attendance, which is crucial for their academic progress and success. This

policy aims to establish clear guidelines and expectations regarding student attendance and to encourage a strong commitment to regular attendance throughout the academic year.

**A. Attendance Requirement:** All students enrolled at SFIS are required to maintain a minimum attendance rate of 90% for each academic year. This means that students must be present for at least 90% of the scheduled school days to successfully complete a grade. Failure to meet the attendance requirement may result in consequences as outlined in this policy.

**B. Reporting Absences**

1. Parents or guardians are responsible for notifying the school of a student's absence. They should contact the school's attendance office by phone or email on the day of the absence or provide a written explanation within three (3) school days of the student's return.

2. In case of planned absences, such as medical appointments or family emergencies, parents or guardians should inform the school in advance, preferably in writing, to receive proper documentation and approval.

**C. Absence Categories**

a) Excused Absences: SFIS recognizes the following as excused absences:

- i) Personal illness or medical condition that prevents the student from attending school.
- ii) Family emergencies or bereavement.
- iii) Religious holidays or observances.
- iv) Approved school activities or field trips.
- v) Other exceptional circumstances approved by the school administration.

b) Unexcused Absences: The following are considered unexcused absences:

- i) Skipping or truancy.
- ii) Oversleeping or missing the bus.
- iii) Family vacations during the school term without prior approval.
- iv) Non-illness-related appointments or events.

**D. Consequences for Non-Compliance**

a) Warning: If a student's attendance rate falls below 90% in any academic term, the school will issue a written warning to the student and their parents or guardians. The warning will outline the consequences of continued non-compliance with the attendance policy.

b) Attendance Improvement Plan: If a student's attendance continues to fall below 90% after receiving a warning, the school will develop an Attendance Improvement Plan (AIP) in collaboration with the student, parents or guardians, and relevant school staff. The AIP will outline specific actions and strategies to support the student in improving their attendance.

c) Probation: If a student fails to make satisfactory progress within the Attendance Improvement Plan or continues to have attendance below 90%, they may be placed on probation. The student and their parents or guardians will meet with the school administration to discuss the situation and develop a plan for remediation.

d) Retention or Academic Consequences: If a student's attendance remains below 90% and satisfactory progress is not made even after the probation period, the student may be subject to retention in the current grade or other academic consequences, as determined by the school administration.

**E. Appeals Process:** If a student or their parents or guardians wish to appeal any decisions made in relation to attendance, they may do so by submitting a written appeal to the school administration within ten (10) school days of receiving the decision. The school administration will review the appeal and respond within a reasonable time frame.

**Communication and Review** This attendance policy will be communicated to students, parents or guardians, and school staff at the beginning of each academic year. The policy will be subject to periodic review and may be revised as necessary.

By enrolling at SFIS, students and their parents or guardians acknowledge their understanding of, and agreement to comply with this attendance policy.

## **2. Arrival and Dismissal Procedures**

### **A. Drop-off and Pick-up Guidelines:**

- 1) Parents/Guardians should park in the parking lot outside the school gate for drop-off and pick-up of students (except during inclement weather- see procedures below).
- 2) Please follow the specified time slots for drop-off and pick-up to ensure a smooth flow of traffic.
- 3) Parents/Guardians may escort their child to class during drop-off times provided they are wearing a school-issued ID badge. Individuals without proper identification will not be allowed on school property.
- 4) Parents/Guardians may proceed to the designated pick-up areas (gym/front lobby/EYP classroom) at dismissal time, provided they are wearing a school-issued ID badge. Individuals without proper identification will not be allowed on school property.
- 5) Avoid double parking or blocking entrances and exits to maintain the safety and efficiency of the drop-off and pick-up process.

### **B. Inclement Weather Guidelines**

- 1) During inclement weather or special events, the school may adopt "drive up" pickup and drop off procedures.
- 2) In these cases, Parents/Guardians will enter the campus via the east gate (nearest the security booth) and drive their vehicle under the overhang in front of the front lobby.
- 3) Parents/Guardians should remain in their vehicle. Staff will assist students with entering/exiting the vehicle.

### **3. Authorized Individuals for Student Release:**

- A. The school will maintain a list of authorized individuals allowed to pick up students. Parents/Guardians should provide the school with a list of approved individuals in writing at the beginning of the academic year or as changes occur.
- B. Any person not listed as an authorized individual will be required to provide proper identification and receive permission from the school administration before a student is released to them.
- C. Parents/Guardians must notify the school in advance if someone other than the authorized individuals needs to pick up their child. This notification should be provided in writing or through a formal communication channel designated by the school.
- D. The school staff will verify the identity of individuals picking up students by checking their identification against the approved list or through any other verification process deemed necessary.
- E. In case of an emergency or unforeseen circumstances, parents/guardians should inform the school immediately and provide clear instructions regarding alternative authorized individuals for student release.
- F. Students will not be released to unauthorized individuals unless explicit permission has been granted by the parent/guardian or the school administration.

### **4. Late Arrival and Early Dismissal Procedures at SFIS**

#### **Late Arrival Procedure:**

- A. Students who arrive after the morning attendance is taken at 8:30 am are considered tardy for class. Ten (10) tardies are counted equal to 1 full day's absence.
- B. Late students must proceed directly to the front office to sign in and receive a late pass.
- C. In the front office, the student will provide their name, grade, and reason for being late.
- D. The office staff will record the late arrival and issue a late pass to the student.
- E. The student will then proceed to their respective class with the late pass.
- F. The late arrival will be documented in the student's attendance record.

#### **Early Dismissal Procedure:**

- A. Students who need to leave before the regular dismissal time of 3:30 pm must follow the early dismissal procedure.
- B. Parents or guardians should provide a written request or contact the front office in advance, stating the reason and the time of early dismissal.
- C. When the early dismissal time arrives, the student should report directly to the front office to sign out.
- D. In the front office, the student will provide their name, grade, and reason for early dismissal.
- E. The office staff will verify the information and record the early dismissal in the student's attendance record.
- F. Parents or authorized individuals picking up the student may be required to show identification.

- G. The teacher will ensure that the student receives any necessary assignments or materials for missed class time.
- H. Students should exit the school premises promptly after receiving permission from the front office staff.
- I. It is important for students to inform the front office upon their return if they are expected to attend school later that same day.

Note: It is crucial for SFIS to maintain accurate attendance records for the safety and well-being of all students. The late arrival and early dismissal procedures ensure that proper documentation is maintained and that students are accounted for at all times.

## **D. Dress Code**

### **1. Uniform requirements**

#### **General Guidelines:**

- a. All students at Silver Fern International School are required to wear the school uniform each Monday through Thursday as specified below. Each Friday will be considered a “casual day” (*see ‘e’ below*).
- b. The uniform must be worn during regular school hours, including any extracurricular activities or events unless specified otherwise.
- c. Students should present themselves in a neat and tidy manner while wearing the school uniform.
- d. Any changes or exceptions to the uniform policy require prior approval from the school administration.
- e. Each Friday at SFIS is a “casual day”. On Fridays, students may choose to either wear their correct school uniform **OR** they may choose to wear comfortable, “polite” sports clothing. Although it is a casual day, students should still present themselves in a neat and tidy manner.

#### Boys Uniform:

- a. Shirt: A formal button-down shirt with sleeves with the school logo
- b. Shorts: Tailored shorts in the school's designated color, of an appropriate length (not exceeding knee length).
- c. Tie: A school tie that matches the designated colors and patterns.
- d. Footwear: Dark-colored comfortable/sport shoes, suitable for school activities.
- e. Book bag: Students are required to carry a school book bag that meets the school's guidelines.

#### Girls Uniform:

- a. Dress: A school uniform dress, designed according to the school's specifications, in the designated color.
- b. Footwear: Dark-colored comfortable/sport shoes, suitable for school activities.
- c. Book bag: Students are required to carry a school book bag that meets the school's guidelines.

### Sports Kit:

Sports Kit: Shorts and a pullover shirt, both provided by the school and suitable for physical activities.

*Both boys and girls are required to change into a specific sports kit just before Physical, Sports, and Health Education (PSHE) classes. Students must change back into their regular uniform after the PSHE class.*

### House Shirts:

- a. House shirts should only be worn on days when house competitions or events are scheduled.
- b. House shirts should not be worn on regular school days unless instructed otherwise.

### ID Requirements:

- a. PYP Students (Primary Years Programme): Students are required to wear their ID lanyards at all times during school hours.
- b. EYP Students (Early Years Programme): Students should have their ID attached to their book bags for identification purposes.

### **Violations:**

- a. First and Second Violations: If a student is found not wearing the correct uniform, a letter will be sent to their parents to inform them of the violation.
- b. Third Violation: In case of a third violation, the student will not be allowed to attend classes until they change into the correct uniform or rectify the uniform issue.

Note: The Silver Fern International School reserves the right to modify or update the uniform policy as deemed necessary. Parents and students will be duly notified of any changes in advance.

## **2. Dress guidelines for special occasions**

On special occasions, such as International Day or Loy Krathong, students may wear clothing other than their school uniform. In these cases, notice will be sent in advance advising parents of the proper attire for the occasion.

## **Discipline Policies**

At SFIS, we are committed to providing a safe, supportive, and conducive learning environment for all students. In order to promote positive behavior and ensure the well-being of the school community, we have developed a comprehensive discipline policy with clear behavior expectations and consequences. This policy applies to all students enrolled in our school.

### **1. Student Code of Conduct and Consequences**

#### **Guiding Principles**

1. **Respect:** All students, staff, and community members will be treated with respect and dignity.

2. **Fairness:** Disciplinary actions will be applied consistently and fairly.
3. **Responsibility:** Students will be encouraged to take responsibility for their behavior.
4. **Support:** The school will provide support to students to help them improve their behavior.

## **Levels of Offenses**

### **Level 1: Minor Offenses**

#### **Examples of Minor Offenses:**

- Disruptive behavior in class
- Incomplete homework
- Minor dress code violations
- Unkind remarks to peers
- Minor instances of dishonesty

#### **Disciplinary Measures for Minor Offenses:**

- Verbal warning
- Time-out in the classroom
- Loss of privileges (e.g., recess)
- Note home to parents
- Reflective writing assignment
- Meeting with the teacher

### **Level 2: Moderate Offenses**

#### **Examples of Moderate Offenses:**

- Repeated minor offenses
- Disrespectful behavior towards staff or peers
- Skipping class
- Use of inappropriate language
- Damage to school property
- Bullying or intimidation

#### **Disciplinary Measures for Moderate Offenses:**

- Written warning
- Parent-teacher conference
- Behavioral contract
- Detention
- Restitution for damages
- Loss of extracurricular activity privileges
- Counseling referral

### **Level 3: Serious Offenses**

#### **Examples of Serious Offenses:**

- Repeated moderate offenses
- Fighting or physical aggression
- Theft



- Vandalism
- Severe bullying or harassment
- Possession of prohibited items (e.g., weapons, drugs)
- Threatening behavior

**Disciplinary Measures for Serious Offenses:**

- Suspension (in-school or out-of-school)
- Meeting with parents and administration
- Behavioral intervention plan
- Referral to external counseling or support services
- Restorative justice measures
- Probationary status

**Level 4: Severe Offenses**

**Examples of Severe Offenses:**

- Repeated serious offenses
- Serious physical assault
- Possession or use of weapons or illegal substances
- Severe and persistent bullying or harassment
- Any behavior that poses a significant risk to the safety of others

**Disciplinary Measures for Severe Offenses:**

- Long-term suspension
- Expulsion
- Referral to law enforcement
- Mandatory counseling or rehabilitation program
- Permanent removal from extracurricular activities

**Procedures**

1. **Documentation:** All incidents must be documented, including the nature of the offense, the disciplinary measures taken, and communication with parents.
2. **Communication:** Parents will be informed of all incidents involving their child and any disciplinary measures taken.
3. **Appeals:** Students and parents have the right to appeal disciplinary decisions. Appeals should be made in writing to the school administration within five school days of the disciplinary action.
4. **Support:** The school will provide support to help students improve their behavior, including counseling, mentorship programs, and behavior intervention plans.

**Prevention and Support**

- **Positive Behavior Interventions and Supports (PBIS):** The school will implement PBIS to encourage positive behavior and prevent misconduct.
- **Counseling Services:** Counseling will be available to help students address underlying issues contributing to their behavior.
- **Parent Involvement:** The school will work closely with parents to support student behavior and academic success.

- **Professional Development:** Staff will receive ongoing training on effective behavior management strategies.

## Conclusion

This Progressive Discipline Policy aims to create a safe and supportive learning environment by addressing student behavior in a fair and consistent manner. By working together, we can help our students develop the skills and attitudes necessary for success both in school and in life.

## 2. Anti-bullying policy

Bullying will not be tolerated in our community. Bullying is contrary to Silver Fern International School's policy and the principals of the International Baccalaureate.

Bullying is prohibited:

1. during any school-sponsored or school-sanctioned program or activity;
2. in school, on school property, on school buses or other Silver Fern International School provided transportation, and at designated locations for students to wait for buses;
3. through the transmission of information via electronic communication from a Silver Fern International School computer or computer network, or other electronic school equipment;
4. when the behavior or communication occurs off campus or through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of a school and has one of the effects enumerated in the bullying definition. This paragraph applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require Silver Fern International School to staff or monitor any non-school-related activity, function, or program.

### Definitions:

**"Bullying,"** including "cyber-bullying," means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically (i.e., cyber-bullying), directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- I. placing the student in reasonable fear of harm to the student's person or property;
- II. causing a substantially detrimental effect on the student's physical or mental health;
- III. substantially interfering with the student's academic performance; or
- IV. substantially interfering with the student's ability to participate in or benefit from the services activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: cyber-bullying, harassment, threats, intimidation, stalking, physical violence, sexual

harassment, sexual violence, theft, public humiliation, ostracism, destruction of property, or retaliation for asserting, opposing or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

**Cyber-bullying** means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

**Reporting:**

If a student believes they or a peer has been the victim of bullying, they should report the situation to an advisor, teacher, or school administrator. Parents should report the situation directly to the Head of School or Thai Principal. A small box in a central area of the school (Main Office) is provided for all anonymous reporting and is easily identifiable. Anonymous reports are also accepted. No disciplinary action will be taken solely on the basis of an anonymous report that has not been substantiated in the course of an investigation. Students and parents/guardians should also report violations of the bullying policy to school personnel.

Mr. Rick Saint, Head of School

[rick.s@silverfern.ac.th](mailto:rick.s@silverfern.ac.th)

Mrs. Thongbai Sawatpon

[thaiprincipal@silverfern.ac.th](mailto:thaiprincipal@silverfern.ac.th)

**Investigation:**

When a report is received, school personnel will collaborate with parents and students to agree upon a course of action, working as quickly as possible to ensure students' safety, gather information, and clarify facts. School personnel will make all reasonable efforts to complete the investigation within 10 school days after the date of the report and consider additional relevant information received during the investigation about the reported incident of bullying. Appropriate school personnel will be involved, as needed. Consistent with Silver Fern International School's policy on student privacy, school personnel will promptly provide parents and students involved in the bullying incident with information about the investigation. School personnel will also give parents and students involved an opportunity to meet with the Head of Schools or other administrators to discuss the investigation, the findings, and the actions taken to address any bullying found to have occurred.

Interventions may be provided, as needed, to the parties involved in the bullying, including but not limited to school social worker services, counseling, school psychological services,

restorative measures, and others. "Restorative measures" refers to a continuum of school-based alternatives to exclusionary discipline (e.g., suspensions and expulsions) that:

1. are adapted to the particular needs of the school and community.
2. contribute to maintaining school safety.
3. protect the integrity of a positive and productive learning climate.
4. teach students the personal and interpersonal skills they will need to succeed in school and society.
5. serve to build and restore relationships among students, families, schools, and communities.
6. reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs to keep students in school.
7. increase student accountability if the bullying incident is based on religion, race, ethnicity, gender/gender identity or sexual orientation.

**No Retaliation:**

Reprisal or retaliation against any person who reports an act of bullying is a violation of Silver Fern International School's policy and will be treated as bullying for purposes of determining interventions and consequences according to this Policy. A student will not be punished for reporting bullying or supplying information, even if Silver Fern International School's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions.

**Consequences:**

If a student is determined to have engaged in bullying behavior, they will be subject to disciplinary actions appropriate to the offense, the student's age and past behavior, and the circumstances surrounding the events. Disciplinary actions may include a series of graduated consequences and, in severe cases, suspension or expulsion. Disciplinary actions will be thoughtfully taken in an attempt to promote student safety and well-being, change and improve behavior, and uphold the school's Mission, Philosophy, and Core Values.

Regarding rude, mean, or bullying behaviors exhibited outside of school and among Silver Fern International School students, teachers and administrators may get involved if students' actions impact the school experience, be it academic or social, for individuals or the community. In such instances, school personnel will work thoughtfully with a range of school stakeholders, including students and parents or guardians, to determine the best course of action.

This policy is fully consistent with Silver Fern International School's other policies, and can be found on the school's website, student handbook, and faculty/staff handbook.

## **F. Academic Integrity Policy**

Silver Fern International School's mission statement declares that we want to "grow SFIS students who are creative and critical thinkers by encouraging them to be lifelong learners, as they make sense of their world by becoming internationally-minded citizens who take action in the community." To do this, we work together to develop a community of principled learners. The IB Learner Profile states that to be principled, members of an IB community "act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere". It goes on to say that, "We take responsibility for our actions and their consequences." (IB Learner Profile) Academic integrity is a huge part of being principled as we all use other people's thoughts, ideas, words, and images in our learning. We want to instill the importance of academic integrity at a young age so that it becomes a life-long habit in all aspects of our academic work.

### **Definition of Academic Integrity**

At Silver Fern International School, academic integrity is being honest, completing your own work, and showing respect by giving credit to others when you use their material. The International Baccalaureate Organization definition of academic integrity states that "Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work." (Academic Integrity 3)

### **Definitions of Terms Used in the Rest of the Policy**

Plagiarism – using another person's ideas, thoughts, words, or images as your own and not giving them credit (Academic Integrity 46 taken from General Regulations: Diploma Programme)

Collusion – allowing your work to be copied by another student and turned in for a grade or copying another student's work to turn in for a grade and putting your name on it (Academic Honesty in the Diploma Programme 2)

### **Student Rights**

Students have the right to be explicitly taught academic integrity in an age-appropriate way, with reinforcement and modeling provided regularly to ensure students have a clear understanding of expectations.

### **Student Responsibilities**

Students are expected to show integrity in their work at all times. This means they are to do their own work and put information in their own words. This includes all classwork, homework, group work, projects, and CARP. Students are to begin telling where their information came from in Kindergarten in simple ways and continue to a simplified citation style by fourth and fifth grade. Students are to use strategies modeled and explicitly taught



### Examples of Academic Integrity

A student in any grade is asked to research an animal and present a project on it to the class. The student gathers information from a book and a website and creates a poster about the animal. The student summarizes or paraphrases all of the information presented in his or her own words. On the back of the poster, the student writes where the information came from in an age-appropriate way.

A group of students is assigned a natural disaster to research and present a project on to the class. The teacher asks that each student contribute to the project in his or her own words. The students locate information about the natural disaster and each student creates a portion of the project. The group of students gives feedback and suggestions on each part to

help other group members as needed, but each student creates and presents his or her own part. The group works together to create a list of resources they used for the project.

### Examples of Plagiarism

A student in any grade is assigned a person to research and present a project on to the class. The student summarizes what he or she learns about the person but does not show anywhere on the project where he or she got the information from. The student has committed plagiarism, a form of academic dishonesty.

A student in any grade is asked to complete a book report, which will include the author's name, characters, and a summary of the book. The student waits until the last minute and does not have time to read the whole book, so he or she finds a summary online and copies it to turn in. This is plagiarism, a form of academic dishonesty.

### Examples of Collusion

A student in any grade is working in a group to complete a project. Each student is asked to turn in a paper, in his or her own words, of what the group has learned. One student decides that it is too hard, so he asks another student to let him copy her paper and she lets him. They both turn in the same work for a grade. They both have committed collusion, a form of academic dishonesty.

A student in any grade is asked to complete a homework assignment. The student is at a friend's house playing video games and says that he has to go home to do his homework. The friend wants to continue playing video games, so he allows the student to copy his homework. They have both committed collusion, a form of academic dishonesty.

### **Procedures for Suspected Academic Dishonesty/Consequences**

Elementary students are just beginning to learn about academic integrity and the terms associated with it. When teachers notice an instance of academic dishonesty, it will be used

as a teachable moment. The teacher may choose to pause and teach a whole class impromptu mini lesson on the portion of academic integrity that needs to be reinforced when many students seem to be having difficulty, pull a small group at an appropriate time, or reteach an individual student. Individual teacher discretion will be used to determine which avenue to take; however, the matter must be addressed in a timely fashion.

In the upper grades, a teacher may include academic integrity as part of a project grade when a teacher has explicitly taught academic integrity and it is listed in the project directions and on the grading rubric.

When the same student seems to repeatedly display academic dishonesty, whether it be purposeful or not, and the teacher has explicitly retaught the correct procedures, a parent/guardian conference should be scheduled so that the parent/guardian can reinforce the importance of academic integrity at home. It is the student's right to be present at this meeting and to contribute to the discussion. Documentation of the parent/guardian meeting should be added to the student's file.

When all attempts by the teacher to address purposeful\* and repeated academic dishonesty have failed, the student should be referred to the principal. It is the student's right to have his or her parent/guardian present at the meeting with the principal. Documentation of this meeting will also be added to the student's file.

*\*In this context, purposeful means that the student knows the correct procedures because he or she has modeled them for the teacher, but he or she chooses not to use them.*

## **G. Health and Safety Policies**

### **1. Student Health and Wellness Policy**



#### **Objective:**

The primary objective of this Student Health and Wellness Policy is to maintain a safe and healthy environment for all students, staff, and visitors within the premises of SFIS. This policy aims to provide detailed guidelines for parents and staff members regarding when children should be kept at home due to illness and how to handle situations when a child develops symptoms of illness while at school. Additionally, it emphasizes the importance of medication administration by the school nurse to ensure the safety and well-being of the students.



**General Guidelines:**

- a. Parents/guardians bear the responsibility for the health and well-being of their child. It is crucial to keep sick children at home to prevent the spread of contagious diseases and ensure a conducive learning environment for all students.
- b. The school is committed to maintaining open lines of communication with parents/guardians regarding a child's health, and it encourages active participation in addressing any concerns or questions.

**When to Keep a Child at Home:**

- a. **Fever:** A child with a fever (temperature of 100.4°F/38°C or higher) should be kept at home until they are fever-free for at least 24 hours without the use of fever-reducing medications (such as acetaminophen or ibuprofen).
- b. **Infectious Illness:** If a child has been diagnosed with a contagious illness, such as chickenpox, measles, mumps, whooping cough, strep throat, COVID or any other condition that can be easily transmitted, they should be kept at home until they are no longer contagious and have received a healthcare provider's clearance to return to school.
- c. **Vomiting and Diarrhea:** A child who has vomited or experienced diarrhea should be kept at home until they have been symptom-free for at least 24 hours.
- d. **Severe Cough or Cold Symptoms:** If a child has a persistent, severe cough, excessive nasal discharge, or continuous sneezing that significantly impacts their ability to participate in school activities, it is advisable to keep them at home until their symptoms improve.
- e. **Conjunctivitis (Pink Eye):** A child with symptoms of conjunctivitis, such as redness, itching, discharge, or crusting of the eyes, should stay at home until they have received appropriate medical treatment and are no longer contagious.

**Reporting Illness:**

- a. Parents/guardians must notify the school as soon as possible if their child is unwell and will not be attending school. This can be done by contacting the school office or using the designated communication channel provided by the school.
- b. When reporting illness, parents/guardians should provide specific details about the symptoms their child is experiencing, any diagnosis received from a healthcare professional, and the expected duration of the absence.

**Child Develops Symptoms of Illness while at School:**

- a. If a child develops symptoms of illness while at school, they will be taken to the designated sick bay or isolation area under the immediate supervision of a trained staff member.
- b. Parents/guardians will be notified immediately to arrange for the child to be picked up as soon as possible.
- c. While waiting for the child to be picked up, every effort will be made to provide them with comfort and necessary care while minimizing the risk of exposure to other students and staff members.
- d. If the child's condition worsens or requires immediate medical attention, appropriate medical assistance will be sought, and the emergency contact provided by the parents/guardians will be notified.

e. It is essential that parents/guardians promptly update the school with any changes to emergency contact details to ensure effective communication during such situations.

**Medication Administration:**

- a. The school strictly adheres to the policy that any/all medications a child is taking, including prescription and over-the-counter medications, should be administered by the school nurse only.
- b. Parents/guardians must provide written consent and complete the necessary medication administration authorization form, including details of the medication, dosage, and administration schedule.
- c. The school nurse will maintain a log for each medication administration, recording the date, time, medication name, dosage, and any relevant observations or notes.
- d. All medications must be properly labeled, stored, and secured in a designated area, ensuring the safety and confidentiality of the students' medical information.

**Return to School:**

- a. A child who has been absent for more than 2 days due to illness must present a note from a healthcare provider clearing them to return to school, especially in the case of contagious illnesses.
- b. The school reserves the right to request additional medical documentation or take other precautionary measures before allowing a child to return to school, depending on the nature of the illness and the recommendations from healthcare professionals.

**Confidentiality:**

- a. The school maintains strict confidentiality regarding a child's health status, medical information, and related records, in compliance with applicable privacy laws and regulations.

Note: This Student Health and Wellness Policy is subject to periodic review and may be updated as necessary to align with current medical advice, guidelines, and legal requirements. It is important for parents/guardians to thoroughly familiarize themselves with this policy and actively cooperate in maintaining a healthy environment for all students.

## **2. Emergency preparedness and evacuation protocols**

### **Introduction**

At SFIS, the safety and well-being of our students, staff, and visitors is of utmost importance. This Emergency Preparedness and Evacuation Policy outlines the protocols and procedures to be followed in the event of an emergency, with a particular focus on fire emergencies. Regular fire drills will be conducted to ensure everyone is prepared and capable of responding effectively. This policy is designed to minimize risks and ensure a safe environment for all individuals within the school premises.

### **Emergency Response Team**

The school will establish an Emergency Response Team (ERT) comprising designated staff members who will receive training in emergency preparedness and response procedures.

The ERT will be responsible for implementing and overseeing all emergency drills, procedures, and communication.

### **Fire Drills**

- Two fire drills will be conducted each academic year, one during the first half of the year and the other during the second half of the year.
- The date and time of the fire drills will not be announced beforehand to simulate realistic emergency scenarios.
- The ERT will work in collaboration with the local fire department to ensure compliance with safety regulations and to provide guidance and support during fire drills.

### **Fire Drill Procedures**

- The ERT will develop a fire drill procedure that includes clear guidelines for staff and students to follow during fire emergencies.
- Prior to conducting the fire drill, the ERT will communicate the fire drill procedure to all staff members and students, including appropriate actions to be taken.
- All fire exits, evacuation routes, and assembly points will be clearly marked and regularly maintained.
- During fire drills, staff members will be assigned specific roles and responsibilities, such as ensuring all students are accounted for and assisting with the evacuation process.
- Students will be educated about fire safety and the importance of remaining calm and following instructions during fire drills.
- Fire drills will simulate various emergency scenarios, including evacuation from different areas of the school building and testing response times.

### **Evacuation Procedures**

In the event of a fire or any other emergency requiring evacuation, the following procedures will be followed:

- a. All individuals in the school building will evacuate immediately when the fire alarm sounds or when instructed to do so by the designated staff members.
- b. Staff members will assist students in calmly and swiftly exiting the building using the designated evacuation routes.
- c. Students will be instructed to leave all personal belongings behind and proceed to the designated assembly point outside the building.
- d. The ERT will conduct a headcount to ensure that all individuals are present and accounted for at the assembly point.
- e. Emergency services will be contacted promptly to inform them of the situation and to request assistance, if necessary.

### **Communication and Notification**

- The school will maintain an efficient communication system to ensure effective coordination during emergencies.
- Parents/guardians will be informed of the school's emergency preparedness and evacuation procedures through regular communication channels, such as newsletters and the school website.

- Any changes or updates to the emergency procedures will be communicated promptly to all stakeholders.
- 

#### **Review and Training**

- This policy will be reviewed annually by the ERT to ensure its effectiveness and compliance with relevant safety regulations.
- Staff members and students will receive regular training on emergency preparedness and response procedures, including fire safety, evacuation techniques, and first aid.

#### **Conclusion**

SFIS is committed to maintaining a safe environment for everyone on its premises. By implementing this Emergency Preparedness and Evacuation Policy, we aim to minimize risks, ensure preparedness, and effectively respond to emergencies. Regular fire drills will be conducted to familiarize staff and students with evacuation procedures and to enhance their ability to handle emergency situations.

### **3. CHILD SAFETY AND PROTECTION POLICY**

#### **RATIONALE**

- To ensure impeccable standards for child safety and protection at Silver Fern International School.
- To provide prompt and sufficient assistance to every child in need of care and attention.
- To define protocols and ensure clarity of the roles and responsibilities of every staff member.

This document outlining the safety and protection of children applies to every adult who is a staff or volunteer of the school.

#### **AIM**

Silver Fern International School's Child Safety and Protection policy align with the UNCRC, 1989, of which Thailand is a signatory. A child who feels safe and free in a learning environment makes for a successful learner. So this policy aims to provide an environment that ensures love, safety, and understanding, for every child to learn and grow.

#### **SCOPE**

This document applies to every member of the Silver Fern International School community - student, staff, parents/guardians, and visitors. Staff will also be held accountable for surveilling visitors to ensure the following of the safety protocols and policy.

#### **PROCEDURES**

In keeping with our vision, mission, and values, Silver Fern International School follows procedures to demonstrate the best and ever-evolving practices to ensure the safety of every child.

#### **General:**

- Every adult working in or on behalf of the school as a staff, volunteer, or service provider, is allowed to interact and work with children only after thorough background checks that ascertain that they are of sound moral character.

- Emergency contact information for every child is updated regularly to ensure effective communication during an emergency.
- Carers and service personnel are educated about special needs and requirements for children so that they can assist them effectively at all times.
- Every member of the school - student, staff, and volunteer is made aware of their rights to receive safety and protection. Immediate reporting of concerns is encouraged for effective implementation of the policy.
- Surveillance cameras are installed in and around the campus, except in private spaces (dressing rooms/washrooms), to regularly record activity.
- Children are not allowed to wander unsupervised outside the school building, around the campus, during class hours. During snack/lunch breaks and school events, teachers are stationed at various duty areas to prevent the occurrence of any confrontations that can adversely affect the child.
- Children who have contracted contagious diseases are not allowed onto school premises until the end of their quarantine period and only after providing a letter of consent from their physician.

#### **Grade-specific:**

- Children up to grade PYP 6 are not allowed outside school premises without being accompanied by either their parent/guardian or their emergency contact.
- Children up to PYP 6 are not allowed to carry prescription medicines with them into class without a prior written request attested by the class teacher.
- Children from grade MYP 1 upwards are not allowed to leave school premises without prior written consent from their parent/guardian.

#### **International-mindedness:**

- Children must be encouraged to understand and respect global perspectives on topics of race, gender identity, religion, culture, to develop a positive and accommodative mindset.

#### **Disaster management:**

- Protocols are distributed to every staff and also made available at common locations at the off chance of a natural disaster affecting the school or any other untoward emergencies that may occur in the unforeseen future.
- First-aid kits, fire extinguishers, emergency showers, eyewash stations, etc. are checked at regular intervals to ensure optimum quality, function, and replenishment of resources.

### **ROLES & RESPONSIBILITIES**

#### **School leadership and management:**

The Head of School and Thai Principal are responsible for implementing this policy within the school. In particular, they have to ensure efficiency in:

- monitoring the effectiveness of the safety policy and the safe working practices described within it, revising and amending related procedures regularly
- preparing an emergency evacuation procedure and arranging for periodic practice evacuation drills
- making arrangements for informing members of the school community about relevant safety procedures

**Employees - Staff and volunteers:**

- Every employee must co-operate with school leadership and management in meeting statutory, accreditation body, school health, and safety requirements.
- Every employee must ensure tools and equipment are in good condition and report defects to the Facilities Manager.
- Every employee must report potential hazards and accidents.
- Every class teacher updates a record on each child in their class regarding their outwards displays that may affect their physical or mental health. Class teachers also record observations from other subject teachers and related staff regarding each child.
- The PYP Coordinator meets with the teachers to check the regular updating of records.
- In the event of school trips (local, national, and international), exchange programs, or other instances that involve students leaving the school premises, the designated staff take complete responsibility to ensure the safety and protection of the children.

**Students:**

- Every student must make it their responsibility to report to the teachers about any untoward incidents involving other students or staff that may put theirs or their fellow mates' safety at stake.
- Every student must observe a dress code and also use protective clothing as required.
- Every student must observe all the school-safety rules, in particular the instructions from staff in the event of an emergency.
- Every student must not misuse or neglect equipment and procedures provided for safety purposes.

**Parents/Guardians:**

- Parents/guardians should co-operate with the school to ensure that policy implementation is effective.
- Parents/guardians should update the school on change of contact information and other important information related to the child's health (both physical and mental).
- Parents/guardians should regularly attend SLCs and discuss with the class teachers to remain updated about their child's progress.
- Parents/guardians should seek clarification on any statute unclear to them.

**Visitors:**

- Visitors and other users of the school premises, such as contractors and delivery personnel, are expected, as far as reasonably possible, to observe the safety rules.

**GUIDELINES**

- The Child Safety and Protection policy and procedures are available on request.
- School safety and protection objectives and goals are communicated regularly to all parents.
- Guidance and resources on student safety, physical and mental health issues are available from the class teachers, the principal, and the school's visiting psychologist at PTMs.

## **CHILD SAFETY AND PROTECTION TEAM**

- Head of School: Mr. Rick Saint
- Thai Principal: Mrs. Thongbai Sawatpon
- IB Coordinator: Mrs. Rizwana Amin
- First-aid provider: Kru Ubon Promchon

## **Language Policy**

We align our SFIS language philosophy to the mission of our school while acknowledging that every teacher needs to be a language teacher to teach the language that is important to their discipline.

1. We enquire using a well-designed curriculum within a safe and caring environment where we inspire growth socially, emotionally, physically and academically. Language is at the heart of all student learning and is fundamental to our inquiry framework as it is a basic tool of inquiry, communication and understanding. Language is acquired over time and is the fundamental glue that holds the curriculum together. Each subject has its own specific language and vocabulary, which should be displayed in the class (should be displayed in more than one language to help develop mother tongue), and that can be learned.
2. We make a difference in the world through problem solving at every level by respecting and taking responsibility for ourselves, others and the environment. Global citizenship is an integral part of the SFIS mission and we believe environmental stewardship is the responsibility of every global citizen. As a school, we support sustainability and foster this consciousness in our students as well as an awareness of the language associated with sustainability. It is therefore imperative that students are equipped with the language skills to achieve this.
3. We actively learn about different cultures, respect, appreciate and celebrate diversity, while taking action to become global citizens. Language is critical to developing and maintaining cultural identity and to learning about the culture of others. We believe that it is important for our learners to continue their language development in their MT as we believe this supports their development in English. We believe that by valuing and supporting the mother tongues in our school as best we can, that we are achieving our goal of intercultural awareness and understanding of other cultures.
4. We challenge ourselves to achieve our potential by empowering a diverse set of skills while celebrating success wherever it occurs. Acknowledgement and recognition should be given to students when they succeed or make progress in language areas. Teachers can acknowledge students in the class, at assemblies or at other important functions that are appropriate. Inform the parents of child's success or growth on a regular basis allowing the parents to get involved.

### Definition of terms:

EAL	English as an Additional Language
IEP	Individual Education Plan
L1	First language, or mother tongue. This may not be the language in which a student is most academically competent
L2	Second language; for the purposes of this document the term usually designates English where English is not a student's mother tongue, but may also mean Thai.
Language A	Language studied as the student's home language, usually the mother-tongue language.
Language B	Language studied as the student's second language where the student is not studying two Languages (A).
Push-in	EAL specialist teachers accompany EAL students to mainstream classes. EAL specialists work in collaboration with the mainstream teachers to scaffold and deconstruct language thus rendering the content more accessible to the EAL students.
Pull-out	EAL specialist teachers teach a parallel curriculum to EAL students in a sheltered environment.
MT	Mother Tongue

### Language of instruction:

At SFIS, students are supported in their development of English through our English as an Additional Language (EAL) policy. As we recognize the importance of MT development, the school also endeavors to offer support for these languages as well. At present, additional MT support is offered for only Thai and Chinese but we are working on developing these programmes further. Students who have IEP's may be exempt from studying a language in addition to English with approval from the Head of School. In the school, the teaching of English will be holistically integrated across the curriculum.

### Language of communication:

To facilitate clarity of communication and support all members of the SFIS community in receiving important information, SFIS will ensure the following:

- Across the school, teachers support L1 use in the classroom where appropriate. For example it is appropriate to use L1 to clarify and support comprehension in learning situations where students are processing new information of concepts. Students who currently lack proficiency in English may benefit from discussion with their L1 peers and/or support staff
- All staff will use English for any formal documentation to parents. This will be translated into Thai when appropriate.
- The school recognizes that some members of the





community may have difficulty in accessing information given exclusively in English. When there is a significant number of students who share the same MT, or at the request of parents, the school will seek to establish appropriate volunteers from the SFIS community to provide support. For example, where possible, translation/interpretation services may be provided at parent-teacher conferences. Parents will be asked to volunteer to read during functions like mother tongue week.

- All staff and students will endeavor to use English as the language of spoken communication at SFIS. However, in social situations any language common to the whole group may be spoken, although we encourage the use of English.

## **Thai language**

Thai is offered in all grade levels beginning in EYP 1. In EYP 1 and 2, students receive four periods of Thai Language and Culture classes per week. From PYP 1 onwards, students receive five periods of Thai Language and Culture classes per week. This requirement meets demands from the Thai Ministry of Education. These Thai language classes support MT development for speakers of Thai while providing an opportunity for other speakers to learn the skills of learning a new language.

## **Chinese**

All students receive 2 periods of Chinese language and culture course from PYP 1 onwards. These Chinese language classes supports MT development for speakers of Chinese as well as additional language acquisition for students whose MT is not Chinese.

## **English A and other A Languages**

SFIS acknowledges the importance of maintaining and developing language and literacy skills in the L1. For primary students, the teaching of English is integrated into the Units of Inquiry with some specific language skills taught in discrete lessons. SFIS looks to offer individualized study in other languages and may offer extracurricular L1 support outside the timetable.

## **English as an Additional Language (EAL)**

SFIS provides support to learners where English is an additional language. We recognize that all teachers are teachers of English and provide opportunities for professional development in strategies that give English L2 students access to the content of varied subject groups. SFIS provides EAL support for all students whose L1 is not English. Our EAL policy sets out the minimum standards in English for acceptance of students into the school. The EAL programme may include a combination of pull-out and push-in support across the week.



## Homework Policy

### Purpose:

The purpose of homework at SFIS is to reinforce and extend student learning, promote independent inquiry, and develop effective study habits. It serves as a bridge between school and home, encouraging parental involvement and supporting a well-rounded educational experience. The following policy outlines the guidelines for homework at our school:

### Philosophy:

- a. Homework should be purposeful, relevant, and connected to the learner profile and key concepts of the IB PYP.
- b. Homework should be differentiated to meet the diverse needs and abilities of students.
- c. Homework should foster a love for learning, curiosity, and a sense of responsibility in students.

### Types of Homework:

- a. Practice: Homework may include practice exercises, drills, or review tasks that reinforce skills taught in class.
- b. Extension: Homework may involve tasks that extend and deepen students' understanding of concepts covered in class.
- c. Inquiry-based: Homework may encourage students to research, investigate, and explore topics of interest independently or collaboratively.
- d. Reading: Regular reading at home is encouraged to develop literacy skills, comprehension, and a love for reading.

### Homework Time:

- a. The amount of homework assigned will be developmentally appropriate, gradually increasing as students progress through the grades.
- b. Grade-level guidelines for homework duration will be established and communicated to students and parents.
- c. Teachers will consider the diverse needs of students and aim to balance homework load with extracurricular activities, family time, and other commitments.

### Guidelines for Students:

- a. Students are responsible for recording homework assignments accurately in their planners or designated school tools.
- b. Students are expected to complete and submit homework on time, unless prior arrangements have been made with the teacher.
- c. Students should approach homework with a positive attitude, seeking assistance from teachers when needed.

### Guidelines for Parents:

- a. Parents are encouraged to provide a supportive environment for completing homework.

- b. Parents should communicate with their child's teacher if they have concerns about the homework load or the nature of assignments.
- c. Parents can engage in discussions with their child about their homework, providing guidance and encouragement.

**Assessment and Feedback:**

- a. Homework will be assessed when appropriate, with feedback provided to students to support their learning and growth.
- b. Feedback may be in the form of written comments, teacher-student conferences, or class discussions.

**Flexibility:**

- a. Teachers will consider the individual needs of students, including any special circumstances or additional support required.
- b. If students consistently require excessive time to complete homework, teachers will work with parents to find appropriate solutions.

**Communication:**

- a. Teachers will communicate the homework policy and guidelines to students and parents at the beginning of each academic year.
- b. Teachers will maintain regular communication channels with parents to discuss homework-related matters.

Note: This homework policy is subject to review and revision in response to feedback from students, parents, and staff, ensuring it aligns with the school's mission and the IB PYP framework.

## **Extracurricular Activities**

### **4. Available clubs and sports**

SFIS offers a variety of extracurricular activities (ECAs) designed to enhance a student's educational and social development throughout the school year. ECAs are age and skill appropriate activities designed to provide a more well-rounded learning experience for our students.

ECA offerings throughout the year include:

- Horseback Riding
- Pottery
- English as an Additional Language (EAL)
- Science Experiments and Projects
- Cooking
- Arts/Crafts
- Music
- Swimming
- Robotics



- Media production
  - Early Years Learning
- as well as other offerings. Each of these activities are designed to allow students to explore areas of interest and expand their individual areas of inquiry.

## **5. Participation requirements and schedules**

ECAs meet every Monday and Thursday from 3:45-4:30. Each term new ECA offerings are available. Prior to the beginning of each term, a listing of upcoming ECA offerings will be sent to parents along with a schedule of fees for each. If a parent wishes their child to participate in an ECA, they may choose for the listings offered. These are optional activities available to students at an additional fee, with the exception of students who are identified as needing additional EAL support. Students who are identified as needing additional EAL support are required to take EAL as an ECA and the cost of that ECA is included in the EAL fee already assessed.

## **Parental Involvement and Communication**

### **6. Communication channels (Toddle, Line App)**

SFIS uses a variety of methods for communicating with parents. Official communications, major announcements, and routine reporting of student work are sent via the Toddle platform. It is important for all parents to set up an account on Toddle to ensure that you are receiving information accordingly.

Informal communication is also sent to parents using Line App. Each class has a Line chat group where teachers can communicate daily information with parents. Parents are encouraged to utilize these chat groups to ask questions and/or clarify information with your child's teacher(s).

### **7. Parent-Teacher conferences and meetings**

In addition to day-to-day communications, as stated in the SFIS assessment policy, student progress is reported via the following methods:

- Written Reports:
  - At the end of each semester, grades are forwarded to respective parent(s) /guardian(s) of the student(s).
  - Report cards are designed to highlight the extent to which we included the essential elements of the PYP curriculum.
  - Digital copies of individual report cards are sent to parents and kept on the school's Toddle platform.
- Parent-Teacher Conferences:

- One hour allocated on teachers' weekly schedule to allow for one- on-one meetings with individual teachers to discuss each learner's performance and progress.
  - Meetings with individual teachers to discuss student performance and progress are scheduled by the end of the first semester after report cards are sent home.
  - Individual meetings by appointment at any time during the academic year to discuss urgent matters when needed.
- Student - Led conferences (SLCs):
- At the end of all units of inquiry, students take responsibility for their learning and celebrate it through various models of conferences.
  - Students have the chance to present samples of their work through group presentations or by individually going through their portfolios with their parents. Two units are shared at school with parents and the rest are shared at home.

## IV. Curriculum and Instruction

### Curriculum Overview

#### 1. Early Years Programme/Primary Years Programme

SFIS is an International Baccalaureate World School currently authorized to offer the Primary Years Programme (PYP) for students ages 3-11.



When we think of school, we often think of subjects like math, science, or reading. These subjects all a *part* of the PYP model, but the focus moves beyond just content to building well-rounded individuals who can contribute to their local and global communities. The key components of the PYP curriculum framework are **Knowledge** (through the subjects), **Conceptual Understandings**, **Skills** (Approaches to Learning), and **Action and Engagement**.

#### Knowledge

There are at four transdisciplinary themes EYP students will investigate and six transdisciplinary themes PYP students will investigate throughout the school year. These themes are globally significant and cover concepts that are interconnected, can be addressed in all disciplines (subjects), and can be applied to real life.

- **Who we are**—an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where we are in place and time**—an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations

of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **How we express ourselves**—an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the world works**—an inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves**—an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the planet**—an inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Students inquire into, and learn about, these globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. These inquiries are substantial, in-depth and usually last for several weeks.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students will come to realize that a unit of inquiry involves them in an in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

### **Specified Concepts**

There are seven specified concepts that drive instructions through inquiry, questions, and investigation.

- Form - What is it like?
- Function - How does it work?
- Causation - Why is it how it is?
- Change - How is it transforming?
- Connection - How is it linked to other things?
- Perspective – What are the points of view?
- Responsibility – What are our obligations?
- 



### **Skills (Approaches to Learning)**

There are five transdisciplinary skills and associated sub-skills students develop as they involve themselves in the learning environment:

- Thinking Skills
- Research Skills
- Self-management Skills
- Communication Skills
- Social Skills

### **Action and Engagement**

Students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff, and the wider community. These are student initiated responses to what they are exploring and learning about themselves and the world in which they live. Demonstrations of action include participation, advocacy, social justice, social entrepreneurship, or lifestyle choices.

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action.

The PYP offers a balance between learning about and through subject areas, and learning beyond them. There are six subject areas in the PYP—arts; language; mathematics; physical, social and personal education; science; and, social studies. These subject areas provide students with knowledge, skills, and concepts which students can explore to understand the interconnected nature of the subject areas and the transdisciplinary themes.

Through the PYP curriculum framework, schools ensure that students examine each theme.

## **2. Middle Years Programme**

Silver Fern International School is a candidate school\* for the IB Middle Years Programme (MYP). We are pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students. The MYP is a challenging framework that builds upon the PYP curriculum and encourages students to make practical connections between their studies and the real world.

The MYP is a five-year programme. In the 2024-2025 academic year, SFIS is offering MYP 1 and MYP 2. We will add additional years of the programme each year as we grow and develop. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. All MYP students at SFIS study the following:

- **Language and Literature**
- **Mathematics**
- **Sciences**

- **Language Acquisition (Chinese)**
- **Thai History and Culture**
- **Individuals and Societies**
- **Music**
- **Art**
- **Physical and Health Education**
- **Design**

The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme. In the final two years of the programme, carefully-defined subject group flexibility allows students to meet local requirements and personal learning goals. The MYP at SFIS incorporates Interdisciplinary Learning. Each student completes a Personal Project as well as participating in a variety of Creative Acts of Service to give back to our surrounding community.

*\* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit <http://www.ibo.org>.*

## **Assessment Policy**

### **Assessment Philosophy:**

Assessment at Silver Fern International School is mainly focused on the enhancement of individual student's learning according to their individual learning styles. We believe that assessment is an ongoing and developmental process that is driven by students' needs and directed by the clarity of teachers' understanding of what students should know according to the overall expectations that present the developmental continuums, which are in turn used as diagnostic tools. We use these expectations for different subjects in a meaningful way. We believe that well planned assessment will guide us to in the evaluation of our program and how our students are benefiting from it while keeping in mind their individual interests and learning styles.

### **Purpose of Assessment:**

The purpose of assessment is in line with both the Thailand MOE and IB requirement, and aims to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

### **Assessment for students:**

- Contributes to the enhancement of student learning through diverse strategies and tools.
- Helps students to build an understanding of what they need to improve.
- Helps students to develop self- assessment skills.



- Actively engages learners in assessing and reflecting on their learning and acting on feedback from peers and teachers to feed forwards next steps in learning.
- Allows students to demonstrate and share their learning and understanding with peers, teachers and parents through the different opportunities given to them throughout learning and teaching process.

**Assessment for teachers and administrators:**

- Determines the level of current student knowledge and experience before moving onto new learning.
- Provides guidance and feedback for teachers and administrators to advance learners’ performance and address their needs.
- Takes into consideration different learning styles, needs and developmental abilities through educating teachers about the different learning styles of the students, with the support and supervision of the learning support department.
- Provides guidance for further learning planning and curriculum development.
- Allows the school to monitor efficiency of the program.
- Assessment for parents and legal guardians:
- Develops an understanding of their child’s progress.
- Develops an understanding of the learning goals that their child is working towards.
- Provides opportunities to support and celebrate student learning.
- Provides parents with regular opportunities to engage and communicate with teachers regarding their child’s progress.

*Assessment, From Principles into Practice 2019*

**Assessment for the Primary Years Programme (PYP) at SFIS:**



PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring learning:

Monitoring is our main strategy for gathering information of the progress of learning with reference to the success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection and discussing learning with peers and teachers.

### Documenting learning:

Documenting is an evidence of the student's learning journey, it is shared with others to make learning visible and apparent to the whole school community. Students and teachers document learning goals, questions, reflections and evidence of learning.

At SFIS we use a range of methods and approaches to gather information about a student's learning. Then record this information using a variety of tools and strategies which are:

- Rubrics: an established set of criteria for rating learners in all areas. The descriptions of the outcomes will tell the assessor what characteristics to look for in the learners' work, and how to rate this work on a predetermined scale.
- Exemplars: sample pieces of learner's work that serve as a concrete standard against which other samples are judged.
- Checklists: are lists of information, data, attributes, and criteria that are either present or met in the presented work.
- Anecdotal records: are brief written notes based on observation of learners.
- Continuums: are visual representations of development stages of learning. They show a progression of achievement to identify where learners are in a process.  
Example: Scope and sequence documents
- Portfolios: Portfolios are more than a collection of learners' work. It is a strategy and a tool to record the learners' involvement in the learning process and their active mind work. It provides us with a clear picture of learners' progress and growth over a period of time. A portfolio will enable the learner along with the teacher, peers and parents to identify their strength and progress as well as the areas that they need to work on. Each student has his own physical Portfolio, which is shared throughout the year with their parents.
- Observations: Observation is our main strategy for gathering information. It is used at all times, as it is quick, easy and very effective, especially when it is done intentionally. Observation is ongoing and it includes making anecdotal records regularly.

We have two forms of observation:

- Incidental observations: these are informal and take place while the teacher goes through the classroom as learners are engaged in classroom tasks and activities.
  - Planned observations: these take place when teachers watch students' performance in specific tasks and activities. Regular notes are kept, and over time show growth and development.
- 
- Selected Responses: This is a pre-determined information gathering strategy that involves one-dimensional exercise of measurement tasks such as quizzes and tests.
  - Performance Assessments: This assessment strategy is goal-oriented with recognized criteria, these tasks provide authentic and important challenges and problems. Such tasks include many methods to solve a problem and no one correct answer. At the same time they are usually multimodal and involve the use of many skills. The relevant tools to collect and record data from this strategy are the RAFTs\* technique, videos, narrative records and audios.

- **Open-Ended Tasks:** In this assessment strategy, students are presented with an incentive and asked to present an original response. The response might be a drawing, chart or a display of clear assessment criteria, which will be attached to the different responses. Learners are free to produce varied responses, which allows individual learners to respond in ways that suit their learning style.

### Measuring learning:

Is the focus on the student's understanding and knowledge at a particular "point in time". Each time we measure learning, we are provided with more information about the learner's understanding of the big concept.

SFIS uses different types of assessment to support students' learning process:

- Pre-assessment:

- is a vehicle for both formative and summative assessments. This involves making judgments on how a learner is performing along a predetermined set of criteria that enables teachers to plan and refine their teaching accordingly through modifications that are required to meet the needs of individuals or the group of learners.

- Formative Assessment:

- Provides information that is used to plan the next stage in learning to ensure a direct link between the teaching and the learning process.
- Allows both the teacher and the learner to guide instruction and gives an idea about the effectiveness and enthusiasm on what is being learned.

- Examples of formative assessments in an IB classroom:

- Class observations and spontaneous responses from learners
- Group discussions
- Learners' projects, drawings and journals
- Quizzes and tests
- Peer assessments
- Venn Diagrams and other graphic organizers

- Summative Assessment

- Takes place at the end of the teaching and learning process and aims at giving teachers and students a clear idea about students' understanding by allowing students to show what they have learned at the culmination of the teaching and learning process.
- Gives students an opportunity to demonstrate what has been learned through inquiry and allows them to show their deep understanding of the central idea.



- May include any or a combination of the following: acquisition of data, combination of information, and application of knowledge.
- Assessment tasks will reflect the PYP program objectives and assessment criteria. They should be assessing and demonstrating the knowledge and deeper understanding the students has gained when answering the guiding question of the unit. This assessment should not just be a repetition of an activity done in class time, but should be a separate activity.
- When designing the assessment form students and teachers co-construct success criteria.

- Examples of summative assessments in a PYP classroom:

- Multimedia presentation
- Creating a model
- Oral presentation to the class
- Written report
- Making a debate
- Writing a persuasive essay

- Self-assessment: Tasks in which students actively reflect on their performance on assignments.

- Peer and group assessment: Tasks in which students actively evaluate each other's learning by providing feedback.

### Reporting learning:

Reporting at SFIS will:

- Involve parents, students, and teachers as partners.
- Reflect what the school community values.
- Be comprehensive, honest, fair, and credible.
- Be clear and uses language liaisons
- Allow teachers to incorporate what they acquire during the reporting process in their future teaching.

Types of Reporting at SFIS

- Written Reports:

- At the end of each semester, grades are forwarded to respective parent(s) /guardian(s) of the student(s).
- Report cards are designed to highlight the extent to which we included the essential elements of the PYP curriculum.
- Digital copies of individual report cards are sent to parents and kept on the school's Toddle platform.

- Parent-Teacher Conferences:

- One hour allocated on teachers' weekly schedule to allow for one- on-one meetings with individual teachers to discuss each learner's performance and progress.
- Meetings with individual teachers to discuss student performance and progress are scheduled by the end of the first semester after report cards are sent home.

- Individual meetings by appointment at any time during the academic year to discuss urgent matters when needed.
- Student - Led conferences (SLCs):
- At the end of all units of inquiry, students take responsibility for their learning and celebrate it through various models of conferences.
  - Students have the chance to present samples of their work through group presentations or by individually going through their portfolios with their parents. Two units are shared at school with parents and the rest are shared at home.
- Exhibition:
- “The Exhibition” is an extended unit of inquiry presented at the end of the final year of the PYP (PYP 6), it can be one of the six units of inquiry during the final year or may stand outside the programme of inquiry with a more flexible timeframe to support student inquiries and school contexts. Students engage in a collaborative form of learning and inquiry, they are provided with opportunities to investigate and suggest solutions for real life situations. The Exhibition allows students to show what they have learned through the PYP and apply all the major qualities of the IB learner profile, a self-directed experience to empower students and allow them to own their learning.

#### **Assessment Inclusion Arrangement:**

There is a wide range of measures which can be taken to meet special educational needs during instruction and assessment. Students with identified learning needs and difficulties are provided with various ways to meet their educational needs during instruction and assessment and not limited to using special aids or devices. They are granted additional time and differentiated teaching and learning strategies to meet their needs (Scaffolding). They are allowed to use assistive technology and are given breaks between tasks and or tests. They are provided with level text and various strategies for all kinds of assessments and in one or more subjects throughout the year.

## **Special Education Services**

### **Special Education Services Policy**

SFIS is committed to providing equal opportunity and inclusive education for all students. We believe in creating a supportive learning environment that respects and values the diversity of our student body. The following policy outlines our approach to special education services and the annual Individualized Education Programs (IEPs) for students with special needs.

1. **Non-Discrimination Policy:** SFIS does not discriminate against students on the basis of race, religious beliefs, gender, or cultural background. However, please note that we do not cater to students with severe learning difficulties or severe emotional and/or behavioral problems.
2. **Admission of Students with Special Needs:**
  - a. **Screening Process:**

- Early Years students are required to complete a trial period at SFIS, during which the school conducts a screening to identify any potential learning support needs.
  - Primary Years and Middle Years students may be referred for learning support based on their past school history.
- b. Evaluation Process:
- Students with behavior, communication, intellectual, physical disabilities, or multiple exceptionalities may be referred to the Pedagogical Leadership Team (PLT) for evaluation.
  - The PLT utilizes a variety of information, including interviews, tests, review of health documentation, and reports, to make a recommendation regarding the student's needs.
- c. Decision and Enrollment:
- The Head of School will make the final decision on admitting a student with special needs, based on the recommendation provided by the PLT. The decision will consider whether the school can adequately meet the needs of the child.
  - In some cases, a provisional enrollment may be offered to students with identified needs, allowing for further assessment and planning.
3. Individualized Education Programs (IEPs):
- a. Annual IEP Development:
- For students with special needs who are admitted to SFIS, an Individualized Education Program (IEP) will be developed annually.
  - The IEP will be created collaboratively by the student's parents or guardians, the PLT, and relevant teachers and support staff.
- b. IEP Components:
- The IEP will outline the student's specific learning goals, accommodations, modifications, and additional resources required to support their education.
  - It will include strategies for addressing academic, social, emotional, and behavioral needs.
4. Additional Resources and Expenses:
- At the discretion of the Pedagogical Leadership Team, students with special needs may require additional resources, such as an additional Learning Assistant or a "shadow teacher," to facilitate their learning and inclusion.
  - The costs associated with these additional resources will be the responsibility of the student's parents or guardians.
5. Regular Review and Progress Monitoring:
- The IEPs will be reviewed and updated annually to assess the student's progress and determine the effectiveness of the support provided.
  - Progress monitoring will involve regular communication between teachers, support staff, parents, and the PLT.
6. Right to Exclude:
- SFIS reserves the right to exclude students if their needs cannot be adequately met within the school's resources, both during and after enrollment.

We believe that every child deserves an inclusive education, and SFIS is committed to providing appropriate support and resources to meet the diverse needs of our students. By working together with parents, staff, and the Pedagogical Leadership Team, we strive to create a nurturing environment that fosters academic growth, social development, and overall well-being for all students.

## V. School Resources

### A. Overview of School Facilities and Resources

SFIS School is committed to providing a rich, diverse array of resources to enhance students' learning experiences. All users of these resources are expected to use them responsibly and with care. In addition to purpose built classrooms and a quality dining facility, the SFIS campus includes:

1. **Library:** A library equipped with numerous reading materials, including sets of level readers for all ages.
2. **Chromebooks:** Devices made available for student use as assigned by their teachers.
3. **Music Room:** A fully equipped music room with keyboards, ukuleles, recorders, and a variety of percussion instruments.
4. **Art Room:** A dedicated space for fostering creativity and artistic expression.
5. **Sports Facilities:** Including a gymnasium, swimming pool, and football pitch with a wide variety of sporting equipment.
6. **Makers' Space:** Equipped with a variety of tools and equipment for inventing and creating.
7. **Playgrounds:** Separate playgrounds for EYP and PYP.
8. **Agricultural Learning:** Raised vegetable beds for learning about agriculture and plant life cycles.
9. **Animal Learning:** Chicken coops with laying hens and local chickens for learning about the life-cycles of animals.
10. **Nature Trail:** An outdoor trail for students to explore and learn about local ecosystems.

#### Student Responsibilities

As the main beneficiaries of these resources, students are entrusted with their upkeep and are expected to use them responsibly. Specifically, students should:

1. Handle all resources with care, and return all materials and equipment to their proper places after use.
2. Use resources for their intended purpose and under the appropriate supervision, as determined by teachers or school staff.
3. Respect all living organisms in the vegetable beds and chicken coops and cause no harm.
4. Follow safety guidelines when using sports facilities and equipment, and the makers' space.

5. Report any damage, loss, or malfunction of resources immediately to the relevant staff member or department.

### **Consequences for Misuse**

Any damage or misuse of school resources caused by a student will be their responsibility. This may result in the student being asked to cover the cost of repair or replacement and/or other disciplinary actions, as determined by the school administration on a case-by-case basis

## **B. Library Policies and Procedures**

### **Library Hours of Operation**

Silver Fern International School Library is open from 7:30 a.m. until 3:45 p.m. every school day. Students in PYP 1- MYP 1 may visit the library from 7:30 a.m.-8:00 a.m. each morning to check out books. Students in PYP 1- MYP 1 may check out books during scheduled times with their class. Faculty members are welcome to browse and pick up materials in person or notify the librarian via note or student messenger.

### **Scheduling**

Students in PYP 1- MYP 1 visit the library once a week on a rotation schedule with the other special areas. The students visit to read and listen to stories, practice library skills, use technology, and check out books. The students may check out one book for a period of two weeks or longer if needed.

### **Student Conduct**

Students in the library must follow the established rules of acceptable behavior listed below. Failure to comply will result in the following consequences.

#### School Rules

1. Follow any teacher's and other adults' directions the first time given.
2. Keep hands, feet, and other objects to yourself.
3. Show respect to teachers, staff, adults, visitors and all school property.
4. Wait to be recognized before speaking.
5. Show active listening when the sign is given.

#### Special Library Rules

1. Take care of all library materials.
2. Leave food and drink outside the library media center.

### **Student Checkout**

Students in PYP 1- MYP 1 may check out one book per library visit. Materials are due back in two weeks to exchange, or may be renewed for an additional week as long as no has requested the title.

Special permission for more materials may be granted when necessary for an assignment.



### **Staff Checkout**

Faculty may check out unlimited numbers of materials as long as needed. Periodicals, audio visual materials, and equipment must be signed out at the circulation desk, if taken outside the library media center. Items should be returned after use so that others may use them.

### **Reference Materials**

Reference materials are to be used by students in the library media center. Teachers may check out reference materials for use in the classroom when necessary.

### **Audio Visual Materials/Equipment**

Students are not allowed to check out audio visual materials or equipment. Teachers may check out audio visual materials for use in the classroom.

### **Periodicals**

Magazines and newspapers are not to be taken out of the library by students, but may be checked out by faculty members. Only current issues are displayed. Back issues must be requested at the circulation desk.

### **Overdue Materials**

Overdue notices are sent home periodically. There are no fines for overdue books.

### **Lost and Damaged Books or Equipment**

If a book or other equipment or material is lost or damaged, the book must be paid for before additional books can be checked out. The replacement cost of the item is quoted on the overdue notice. Payment for a lost book is reimbursed should the book be found and returned in good condition. Students who owe money to the library lose their privilege for borrowing more materials and will not receive their final report card.

## **C. Nutrition and Wellness**

### **1. School meals and dietary guidelines**

As an institution that embraces diversity and promotes a safe and inclusive environment, we are committed to providing healthy and culturally sensitive meals for our students, with a focus on promoting well-being, accommodating cultural practices, and ensuring a positive dining experience for all students.

#### **Menu Planning:**

At Silver Fern International School, we prioritize balanced nutrition and offer a wide variety of nutritious meals to support our students' overall health. Each day, we provide students with two snacks (at morning and afternoon tea times) as well as a buffet lunch. Our menu includes options for proteins, carbohydrates, fruits, vegetables, and dairy products. We strive to incorporate locally sourced and seasonal ingredients, supporting both sustainability and local farmers. Additionally, we take into consideration any dietary restrictions and allergies, providing alternative options when necessary.

### **Cultural and Religious Considerations:**

We recognize and value the diverse cultural and religious backgrounds of our student community. To accommodate specific dietary practices, such as halal, kosher, vegetarian, or vegan diets, we offer suitable meal options. Our aim is to ensure that all students can enjoy their meals while respecting their cultural and religious beliefs. We take precautions to prevent cross-contamination by providing separate preparation areas and utensils for specific dietary requirements.

### **Meal Service:**

Transparent communication is important to us. We will provide you with clear information about the daily menu, ingredients, and nutritional value of the meals through newsletters, our school website, or mobile applications. We also believe in the power of education and organize workshops or events to promote cultural awareness and appreciation for different cuisines. These activities help foster unity and understanding among our student body and parents.

### **Allergy Management:**

Your child's safety is our utmost priority. We have established a system to identify and manage students with allergies, ensuring that our staff members are aware of their specific needs. Our staff members are trained to recognize symptoms of an allergic reaction and are equipped to handle emergencies.

### **Food Safety and Hygiene:**

We adhere to international food safety guidelines and local health regulations. Our kitchen facilities are maintained to the highest standards of cleanliness and hygiene. Regular cleaning, proper refrigeration, and appropriate storage practices are followed to ensure the safety of the meals we serve. All staff members involved in food handling undergo comprehensive training in food safety and hygiene practices.

### **Continuous Improvement:**

We are dedicated to providing the best possible dining experience for our students and welcome your feedback. Your input will allow us to continuously review and evaluate our meal service and dietary guidelines. We collaborate with nutritionists, dieticians, and culinary experts to enhance the quality and diversity of our school meals.

We thank you for entrusting us with your child's education and well-being. By working together, we can ensure that all our students enjoy nutritious meals that respect their cultural practices and dietary needs. Should you have any questions or concerns regarding our school meals and dietary guidelines, please do not hesitate to reach out to our school administration.

## 2. Physical education and sports activities

### Physical Education and Sports Policy and Procedures

The objective of the Physical Education and Sports Policy at our IB PYP school is to promote the physical well-being, fitness, and skill development of our students. Through a variety of activities, including swimming and PSPE (Physical, Social, and Personal Education) classes, we aim to foster a lifelong love for physical activity, sportsmanship, teamwork, and personal growth.



#### General Guidelines:

- a. All students are expected to participate in Physical Education and Sports activities unless they have a valid medical reason excusing them, supported by a medical certificate.
- b. Students must come prepared with appropriate clothing and footwear for PSPE classes and swimming.
- c. Students are required to follow safety instructions and guidelines provided by qualified instructors at all times.
- d. Respect for others, fairness, and good sportsmanship must be observed during all physical activities.

#### Swimming:

##### Qualified Instructor:

- a. A certified and experienced swimming instructor will be present during all swimming sessions.

##### Safety Measures:

- a. Before entering the pool, students must follow the instructions of the swimming instructor regarding pool safety rules.
- b. Students must not enter the pool area without the presence and supervision of the swimming instructor.
- c. Non-swimmers or students with limited swimming abilities must wear appropriate flotation devices, as advised by the swimming instructor.
- d. Students must not engage in rough play or any activity that may compromise the safety of themselves or others.

##### Changing Rooms:

- a. Students are required to change into appropriate swimwear in the designated changing rooms before entering the pool area.

- b. Appropriate swimwear includes bathing suits for both boys and girls.
- c. Students must change back into their regular school attire after swimming and ensure their swimwear is properly stored in their swim bag.

#### **PSPE Classes:**

##### Appropriate Clothing:

- a. Students must change into the school uniform sports kit for PSPE classes, including a shirt, shorts, and athletic shoes.
  - b. Students should avoid wearing jewelry or any clothing that may pose a safety risk or restrict movement.
- b. Classroom Behavior:
- a. Students must demonstrate respect for teachers and classmates during PSPE classes.
  - b. Students should actively participate in activities, following instructions provided by the PSPE instructor.
  - c. Students should handle equipment responsibly and report any damages or concerns to the teacher.

#### **Supervision:**

- a. All Physical Education and Sports activities will be supervised by qualified instructors who possess the necessary knowledge and experience in their respective areas.
- b. Teachers and instructors will closely monitor students' participation and provide guidance to ensure safety and optimal learning experiences.
- c. Any concerns related to student safety or discipline will be addressed promptly and appropriately.

#### **Modifications and Exceptions:**

The Physical Education and Sports Policy may be modified or exceptions made in certain situations, such as during medical recovery periods or for students with disabilities. Any modifications or exceptions will be made in consultation with parents/guardians, the school administration, and the appropriate medical professionals involved.

By implementing this Physical Education and Sports Policy and adhering to the established procedures, we aim to create a safe, inclusive, and enriching environment that promotes physical development, healthy habits, and personal growth for all students at our IB PYP school.

## VI. School Community

### A. Operations Team

The SFIS Operations Team consists of leaders with expertise in education, management, and administration. Together, this team makes the executive decisions affecting the day-to-day operations of the school.

Chairperson	Mrs. Chutima Sutthiprapha
Head of School	Mr. Rick Saint
Thai Principal	Mrs. Thongbai (Neung) Sawadpon
IB Coordinator	Mrs. Rizwana Amin
Operations Manager	Mr. Borvorndham (Nong) Sriyongyos
Human Resources Officer	Ms. Amily Chaiyakhun

### B. Parent-Teacher Association (PTA)

At Silver Fern International School, the Parent-Teacher Association (PTA) follows a democratic process by electing parent representatives from each class on an annual basis. This ensures that the PTA is representative of the entire parent community and allows for diverse perspectives and voices to be heard.

At the end of each academic year, the school conducts an election process in which parents have the opportunity to nominate themselves or others as candidates for the PTA for the next year. Each class selects one parent representative who will serve as a liaison between their respective class and the PTA. This approach ensures that every class has a dedicated voice within the PTA, providing a platform for parents to actively participate in the decision-making process and contribute to the school's overall development.

The elected parent representatives work closely with teachers, the school administration, and other PTA members to address the specific needs and concerns of their respective classes. They attend PTA meetings, provide valuable input from parents, and collaborate on various initiatives and projects aimed at improving the educational experience of all students.

This inclusive and representative structure of the PTA fosters a strong sense of ownership and involvement among parents. It encourages open communication, as the elected representatives gather feedback, suggestions, and ideas from their class parents, ensuring that their voices are heard and considered in PTA discussions and decision-making processes.

By electing parent representatives from each class, the Silver Fern PTA creates a platform for parents to actively engage in shaping the educational environment and enhancing the overall experience for their children. This democratic process strengthens the partnership

between parents, teachers, and the school administration, promoting a cohesive and collaborative community focused on the well-being and success of every student.

## VII. Boarding/Homestay

### Silver Fern International School Boarding/Home Stay Program

1. **Student Eligibility:** Starting from PYP 4, students are eligible for the boarding/home stay program. An application including academic records, health reports, and emergency contacts is to be submitted by the parents or guardians. Each application undergoes an evaluation by a committee before final acceptance.



2. **Location and Transportation:** Our student housing is strategically located in Makmai Village, which is about 5 minutes away from the school. To ensure student safety and prompt arrival at school, all boarding students will utilize the school bus service for daily commuting.
3. **Living Arrangements:** Each home in Makmai Village can host up to 6 students of the same gender, providing each with a comfortable and ample space. Exceptions can be made for siblings, who may stay together irrespective of their genders.
4. **House Parent:** Each home will be overseen by a house parent who has undergone thorough background checks and training in childcare. Their duties include supervision of morning routines, ensuring safety, providing guidance on schoolwork, and fostering a positive living atmosphere.
5. **Meal Provision:** Lunch and dinner will be catered by the school cafeteria. House parents are responsible for managing breakfast and ensuring students maintain a healthy diet. Dietary restrictions or allergies must be promptly reported to both the school and the house parent.
6. **Life Skills Education:** The program incorporates essential life skills, such as hygiene, self-care, and basic chores. House parents will guide and monitor students to ensure responsible performance of these tasks.
7. **Study Support:** House parents will assist students academically in the evenings by helping with homework and reinforcing independent learning. Specific study hours will be scheduled every evening to maintain academic focus.

8. **Safety and Well-being:** Ensuring student safety is our highest priority. The school, in collaboration with the house parents, will enforce necessary safety measures. Both the school and house parent will provide 24/7 emergency contact numbers to students and parents.
9. **Code of Conduct:** All students are expected to follow the school's code of conduct, maintaining a respectful and positive home environment. Any infractions, like bullying or harassment, can result in severe disciplinary actions, including expulsion from the program.
10. **Communication with Parents:** The school will maintain open and regular communication with parents or guardians, providing weekly updates on the student's academic progress, behavior, and overall well-being.
11. **Leisure and Recreational Activities:** In addition to academic activities, leisure and recreational activities will be scheduled regularly. These activities, supervised by house parents, promote balanced development.
12. **Part-time/Full-time Boarding:** SFIS offers options for either part-time boarding (in which students return home on the weekend) or full-time boarding. Fees for meals, etc., are charged accordingly to cover their costs. For those who choose full-time boarding, a range of supervised activities and outings will be provided on the weekends.
13. **Medical Care:** All students must have updated medical records on file with the school. In case of medical emergencies, house parents will coordinate with the school nurse or a nearby healthcare facility to ensure the student receives appropriate care.
14. **Privacy:** Students' privacy will be respected at all times. House parents will foster an environment of respect for personal space and belongings.
15. **Curfew and Visitation Hours:** A curfew will be in effect to ensure students get adequate rest and maintain a regular schedule. Additionally, visitation hours will be set for when students can receive guests. All visits must occur in common areas with the house parent's knowledge.
16. **House Rules:** Each home will have specific house rules in alignment with the school's policies. These will consider the students' cultural, religious, and personal sensitivities and will be communicated to them at the start of their stay.
17. **Complaints and Grievances:** The school has a robust system in place for addressing complaints and grievances. Students can report any issues about the house parent or other students directly to the school administration, ensuring a quick and fair resolution.

The intent of these policies is to create a safe, nurturing, and conducive environment for learning and personal growth for every student in the boarding/home stay program at Silver Fern International School.

## **xvii. Appendices**

### **Student Forms and Policies**

The following forms are including in the appendix. Each can be printed out as are needed.

1. Application Form
2. Tuition Agreement Form
3. Media Release Form
4. Medical History Form
5. Permission to Treat Form
6. Acknowledgement of Handbook Policies and Code of Conduct
7. Incident Report Forms