

PARENT HANDBOOK



Academic Year 2025 - 2026



SILVER FERN INTERNATIONAL SCHOOL
"GLOBALLY MINDED LOCAL EDUCATION"

Silver Fern International School 16 M 21, T. Nuamuang, A, Muang, Roi-Et 45000, Thailand

www.silverferninternational.school.com

<https://www.facebook.com/SilverFernInternational>



WELCOME TO SILVER FERN INTERNATIONAL SCHOOL "GLOBALLY MINDED LOCAL EDUCATION"

**Dear Parents and
Guardians,**

It is with great pleasure that I welcome you and your child to Silver Fern International School. Whether your child is beginning their journey in the Early Years Programme (EYP), continuing through the Primary Years Programme (PYP), or growing within the Middle Years, we are committed to providing a safe, engaging, and dynamic environment that supports their development every step of the way.

At SFIS, we believe that learning should be meaningful, inquiry-driven, and student-centered. Our educators foster curiosity, creativity, and critical thinking through developmentally appropriate approaches tailored to each stage of learning. We are proud to nurture internationally minded learners who are empowered to take action and make a difference in their communities.

This Parent Handbook is designed to give you a clear understanding of our school policies, routines, and shared expectations. It will serve as a useful reference throughout the year, helping us work together to ensure your child's educational journey is successful and enriching.

Should you have any questions or require further clarification, please don't hesitate to reach out to us. We value your partnership and look forward to a fulfilling and inspiring year ahead.



Warm regards,

**Chutima Sutthiprapha
Chairperson**



WELCOME TO SILVER FERN INTERNATIONAL SCHOOL "GLOBALLY MINDED LOCAL EDUCATION"

**Dear Parents and
Guardians,**

It is with deep gratitude and great anticipation that I begin my journey as Head of School at Silver Fern International School from August 2025. I am honored to lead a learning community grounded in the values of respect, integrity, and international-mindedness—core to both our school's mission and the philosophy of the International Baccalaureate.

I believe that leadership is best measured not in words, but in the quiet consistency of meaningful actions. In the year ahead, I look forward to building trust, fostering collaboration, and working closely with you to create an environment where every child thrives.

This Parent Handbook has been thoughtfully prepared to guide you through our school's essential policies, routines, and shared expectations. It represents the structure that supports the heart of our school—your children's learning, well-being, and growth. Together, grounded in shared values and mutual respect, let us make this journey one of growth, purpose, and shared success.



Warm regards,

Rizwana Amin

Head of School



Over View, Vision, Mission, and Educational Philosophy



An Overview of Silver Fern International School



Founded in 2016, Silver Fern International School (SFIS) was established to offer high-quality international education within Roi Et, eliminating the need for families to seek schools outside the region. This vision has resonated with many parents seeking a nurturing, globally minded learning environment for their kindergarten and primary-aged children.

SFIS is proud to be an authorized International Baccalaureate (IB) World School, offering the Pre School, Early Years and Primary Years Programme (EYP/PYP). We follow the IB Programme of Inquiry and ensure alignment with the Thai Ministry of Education requirements. Our inquiry-based approach equips students with the skills to question, research, analyze, and think critically—essential abilities in today's information-rich world.

For the Middle Years, SFIS has developed a unique and dynamic curriculum tailored to meet the needs of early adolescents. Our Middle Years 1, 2, and 3 follow a specially designed Programme that blends the best practices of the International Baccalaureate (IB), the National Curriculum for England (NCE UK), and the Thai Ministry of Education. This integrated curriculum emphasizes inquiry-based learning, critical thinking, global perspectives, and local relevance, ensuring that students are well-prepared both academically and personally for the challenges of secondary education and beyond.

As of 2025, SFIS serves students across twelve levels, from Preschool through Middle Years. The school is steadily expanding, adding one grade level each year until full secondary education is offered.

Dedicated to academic excellence and holistic development, SFIS aspires to become a leading educational institution in Northeast Thailand, nurturing the potential of students in Roi Et and beyond.



Core Values

We are

**Self-aware
Inquirers:
Learners with
Voice and
Empathy, who are
Risk-Takers**



Our Vision

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Our Mission

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Our Educational Philosophy

"Learning is a collaborative journey that includes families, educators, and the wider community."



At SFIS, we believe children learn best through play, exploration, and guided discovery. We foster whole-child development—intellectual, emotional, social, and physical—through a child-centered, inquiry-based curriculum. Rooted in global best practices, our approach nurtures curiosity, creativity, and critical thinking in a safe, inclusive, and supportive environment.

01 Play-Based Learning

- Encourages creativity, imagination, and problem-solving through meaningful and joyful experiences.
- Supports cognitive and social development by allowing children to make choices, collaborate, and explore.
- Provides a developmentally appropriate foundation for academic concepts through hands-on, child-led activities.

03 Hands-On Exploration

- Engages children in active learning through sensory-rich and practical experiences.
- Encourages inquiry, experimentation, and discovery to deepen understanding of the world around them.
- Bridges abstract concepts with real-life connections, supporting meaningful learning outcomes.
-

02 Social-Emotional Development

- Helps children build self-awareness, empathy, and emotional regulation in a nurturing environment.
- Fosters strong relationships and communication skills through cooperative play and teacher-guided interactions.
- Promotes resilience, confidence, and a sense of belonging within the classroom and school community.

04 Early Literacy & Language Development

- Builds a strong foundation in listening, speaking, reading, and writing through storytelling, songs, and conversations.
- Encourages language-rich environments that support vocabulary growth and comprehension.
- Integrates literacy across all areas of play and inquiry to promote communication and expression.
-

05 Family Partnership

- Encourages open communication and collaboration between educators and families to support each child's growth.
- Values families as essential partners in the learning journey, respecting their insights and cultural backgrounds.
- Builds a strong, supportive school community through regular engagement, events, and shared goals.

Global Authorizations, Accreditations and Partnerships



Primary Years Programme



ISAT



Global Schools Program



LONG BAY COLLEGE
Care, create, excel



Awarding the Contemporary Arts



Cambridge English
Exam Preparation Centre

LCME

THE LONDON ACADEMY OF MUSIC AND DRAMATIC ART
LAMDA

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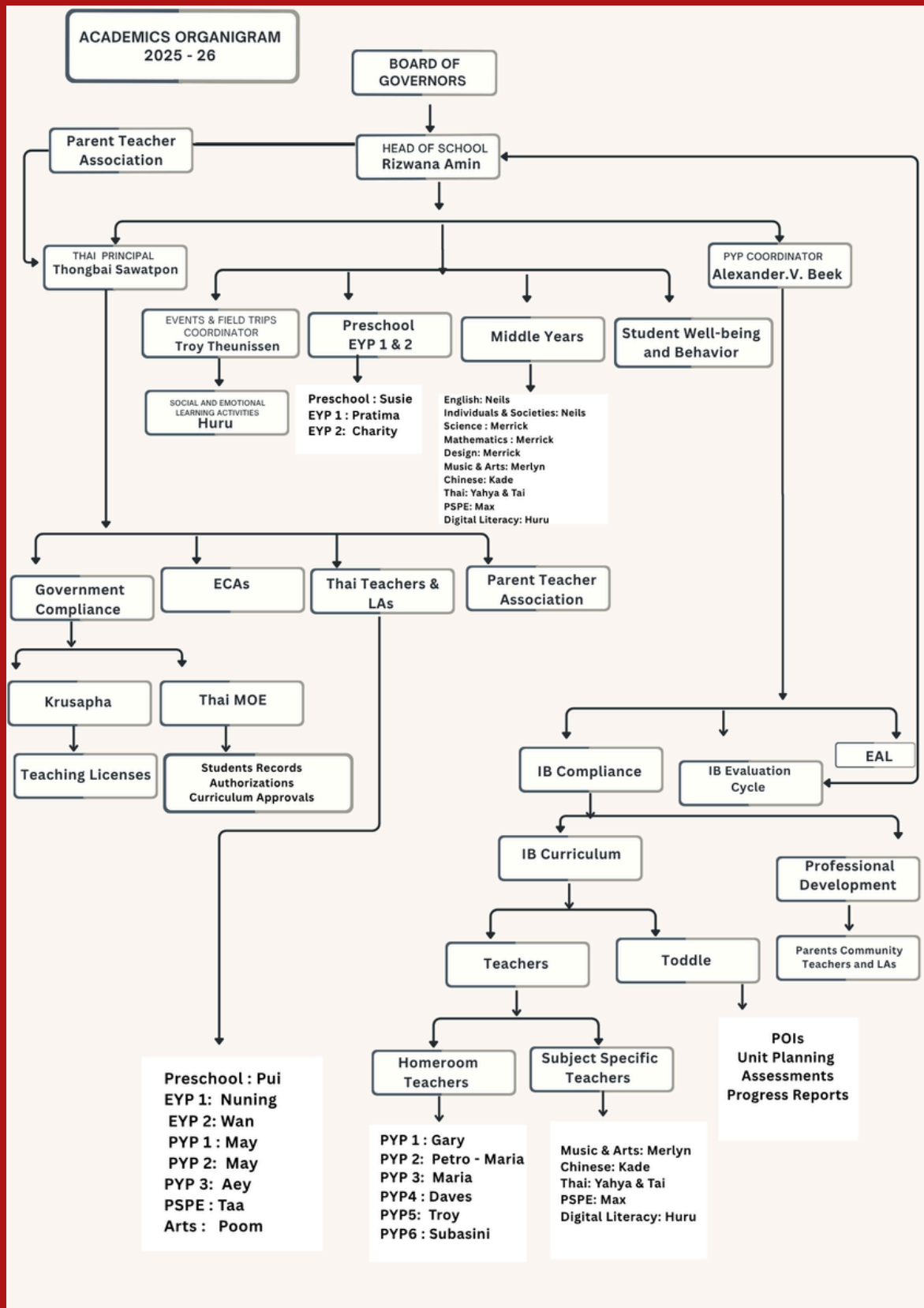


Meet our Team

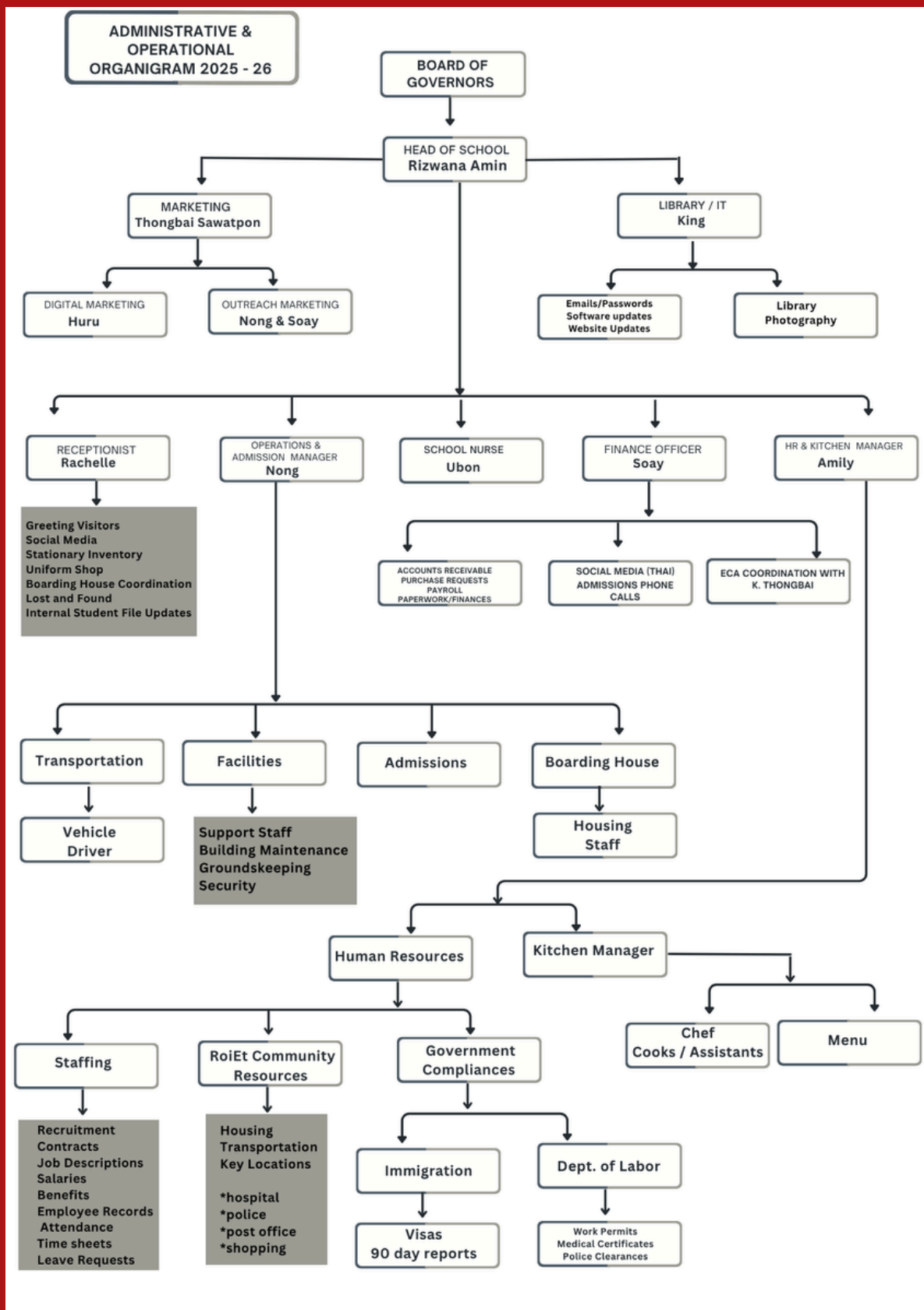
Academic Organigram

Administrative and Operational Organigram

Academic Organigram



Administrative and Operational Organigram



House System at SFIS



To foster teamwork, sportsmanship, and friendly competition, SFIS has established a four-house system. Each house is represented by a unique color and symbol

01 Tui – Red



02 Pukeko – Blue



04 Moa – Yellow



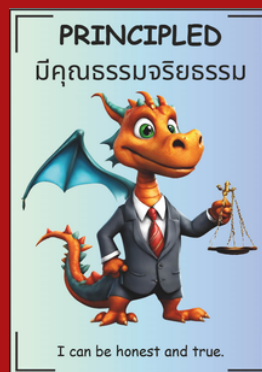
03 Kiwi – Green



Students are assigned to a house and earn points through both academic and sporting events, promoting unity and school spirit.

Learner Profiles

Our school embraces all IB Learner Profiles and actively integrates them into daily learning to nurture well-rounded, internationally minded individuals.



School Calendar

Academic Year 2025 – 2026



Silver Fern International School

2025–2026 School Event Calendar



July 2025							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
2		1		3	4	5		
6	7	8		10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				

November 2025							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						5-Nov	Loy Krathong	
						14-Nov	Last day of Term 1	
						17-Nov	1st day of Term 2	
9	10	11	12	13	14	15	3 Way Conferences	
16	17	18	19	20	21	22	1st day of Term 2	
23	24	25	26	27	28	29		
30								

March 2026							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						2-6 Mar	Spring Break	
						9-Mar	Teacher Work Day- No students	
						10-Mar	1st day of Term 3	
						13-Mar	Pi Day (Math competitions)	
						30-Mar	Report Card Day Term 2	

August 2025							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						4-11 Aug	Teacher Orientation	
						8-Aug	10 Years Celebration	
						12-Aug	HRM Queen Sirikit's Birthday	
						13-Aug	1st day for students	

December 2025							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						5-Dec	King Bhumibol's Birthday/Father's Day	
						11-Dec	Report Card Day Term 1	
						12-Dec	Holiday Production	
						15-31-Dec	Holiday Break	

April 2026							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						10-Apr	Songkran Celebration	
						13-24 Apr	Songkran Holiday	

September 2025							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						18 Sept	Wai Kru	
						26-Sep	Term 2 Fees Due	

January 2026							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						1-2 Jan	Holiday Break (continued)	
						9-Jan	Children's Day Celebration	
						16-Jan	2nd Thai Spelling Bee	
						23-Jan	Sports Day	

May 2026							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						1-May	Visakha Bucha	
						4-May	Coronation Day	
						12-15 May	Book Week	
						22-May	Swimming Gala	

October 2025							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						1-Oct	International Day	
						6-10 Oct	Fall Break	
						13 Oct	Death Anniversary of HM King Pra Ram 9	
						31 Oct	Halloween	

February 2026							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						6-Feb	Internal Spelling Bee	
						13-Feb	Valentine's Day	
						17-Feb	Chinese New Year	
						20-Feb	4th Roi Et Spelling Bee	
						27-Feb	Last Day of Term 2	

June 2026							Events	
Su	Mo	Tu	We	Th	Fr	Sa		
						3-Jun	HM Queen Suthida's Birthday	
						5-Jun	PYP-X	
						8-Jun	SLC's	
						19-Jun	Last day of school/ graduation Ceremony	

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Term 1: 62 Days
 Term 2: 59 Days
 Term 3: 60 Days
 Total: 181 Days

Daily Schedule



The school office operates from 8:00 a.m. to 4:30 p.m., Monday through Friday. All students are expected to arrive on campus by 8:00 a.m. and proceed directly to their homerooms. Those arriving after 8:00 a.m. will be marked tardy, and students arriving after 8:30 a.m. must collect a tardy slip from the front office before joining class. The school day is structured into learning blocks, along with scheduled breaks for lunch and tea.

Early Years Programme

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

Daily Schedule



The school office operates from 8:00 a.m. to 4:30 p.m., Monday through Friday. All students are expected to arrive on campus by 8:00 a.m. and proceed directly to their homerooms. Those arriving after 8:00 a.m. will be marked tardy, and students arriving after 8:30 a.m. must collect a tardy slip from the front office before joining class. The school day is structured into learning blocks, along with scheduled breaks for lunch and tea.

Primary Years Programme 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



School Policies and Procedures



A. Admission Policy – Silver Fern International School

Vision Statement of SFIS:

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Mission Statement of SFIS:

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Date Adopted: 28/12/2022

Review Date: July 2025

1. Philosophy of Admissions

At SFIS, we believe that every child has the right to a quality international education that promotes inquiry, intercultural understanding, and holistic development. Our admissions process is transparent, inclusive, and reflective of our mission to nurture creative and critical thinkers who take action as internationally-minded citizens.

This policy aligns with the guiding statements of the school, the principles of the IB Learner Profile, and the statutory requirements of the Thai Ministry of Education (MOE).

(Sources: IB Standards and Practices, 2020; Thai MOE Early Childhood and Basic Education Act, 2002)

2. Aims and Objectives

The purpose of this policy is to:

- Outline criteria for enrollment at each level (Preschool –Middle Years)
- Ensure alignment with the school's vision & mission, IB philosophy, and MOE regulations
- Promote inclusion while maintaining academic excellence and student well-being
- Clarify expectations for parents, students, and staff

3. Admissions Principles

We believe:

- Every child deserves access to quality learning opportunities regardless of gender, nationality, race, or religion.
- The school environment should support students' academic, social, and emotional needs.
- Language acquisition and additional needs are supported through differentiated programs.
- Collaboration between parents and the school is essential for a successful transition and enrollment experience.

4. General Admission Guidelines

4.1 Age Placement

SFIS follows the Thai MOE guidelines for age-to-grade placement (see Appendix 1). Class placements are made primarily by age as of August 2025 of the academic year, although academic history and maturity may also be considered.

4.2 Admission by Division

Early Years (Preschool, EYP1, EYP2)

- Minimum age: 2 years old for Preschool (with flexibility in Term 1 based on maturity).
- Toilet training is required for entry into PYP1 and above.
- English proficiency is not a barrier; immersive language acquisition is supported.
- A trial period with observation by the Early Years Coordinator is mandatory.

Primary and Middle Years (PYP1–MY3)

- All students complete entrance assessments in English and Math (Year 3+).
- EAL (English as an Additional Language) screening is mandatory.
- Class placement is based on age, but academic and emotional readiness are considered.
- Students may start any time during the year (except final 3 weeks), subject to assessment completion.

5. English Language Support and EAL Admissions

- English is the primary language of instruction.
- Students are admitted with varying levels of English proficiency.
- EAL assessments determine support needs and placement.
- Mandatory after-school EAL support may be required (additional fees apply).
- EAL support is provided through push-in, pull-out, and co-teaching strategies.

(Sources: IB PYP Language Scope and Sequence, 2018; Cummins, J., 2000)

6. Inclusion and Learning Support

- SFIS promotes inclusive education in line with IB and MOE standards.
- Students with identified learning needs are considered for admission based on the school's capacity to provide appropriate support.
- Admissions decisions are based on:
 - Assessments and observation trials
 - Educational history and medical documentation
 - Recommendations from the Pedagogical Leadership Team (PLT)
- Students requiring additional support services (e.g., dedicated support teacher, therapist) may be admitted if families agree to cover the associated costs.
- A provisional enrollment of 2 weeks allows the school to assess whether SFIS can meet the child's needs.

(Sources: IB Learning Diversity and Inclusion, 2016; Thai MOE Inclusive Education Guidelines)

7. Application and Registration Process

7.1 Pre-Admission:

- Submit school registration form
- Pay non-refundable application/waitlist fee
- Complete entrance assessments and trial observations
- Attend an admissions interview

7.2 Required Documentation:

- Birth certificate / Passport
- Two passport-sized photos of the student and each guardian
- Immunization record
- Previous school reports (last 2 terms)
- Medical history and special learning needs reports
- Signed forms: Media Release, Parent Code of Conduct, Library Agreement, Data Protection

7.3 Enrollment Offer:

- Upon successful application, families receive an offer letter
- Acceptance must be confirmed in writing
- Registration and term fees must be paid in full before starting

8. Provisional Enrollment

- All new students are enrolled on a **two-week trial basis**
- Admissions Manager coordinates feedback from homeroom teacher
- The Head of School finalizes the student's full enrollment, extension, or withdrawal
- Withdrawal during provisional enrollment is subject to the school's Refund Policy

9. Student Start Dates

- **Early Years:** Entry typically within the first two weeks of term or after half-term break
- **Primary/Middle Years:** Entry is flexible but not within the final 3 weeks of the academic year
- Minimum 24-hour notice is required between confirmation of enrollment and first attendance

10. Waiting List Policy

- A waitlist is maintained for full classes
- A non-refundable fee applies
- Students who decline three consecutive offers will be removed from the list
- Full refunds are provided only if the school chooses not to offer a place

11. Student Visa Policy

- International students may apply for an ED visa via SFIS
- Required documentation includes passport copies, photographs, and visa application forms
- The school submits applications to the MOE, and then issues a letter for embassy submission
- Students must report arrival to the school for visa extension procedures within two weeks

(Source: Thai Immigration Bureau Guidelines for ED Visa Applications)

12. Additional Fees

Additional charges may apply for:

- After-school programs (e.g., EAL, clubs)
- Replacement of lost materials (e.g., library books)
- Learning support services
- Visa processing

See SFIS **Fee Policy** for full details.

13. Associated Policies

- Fee Payment Policy

- Fee Refund Policy
- Learning Support and Inclusion Policy
- Academic Integrity Policy
- Language Policy
- Assessment Policy

14. Review Cycle

This policy will be reviewed biennially by the Admissions Manager and Head of School in collaboration with the PLT. Revisions will ensure alignment with:

- IB Programme developments
- Thai MOE guidelines
- SFIS strategic direction and demographics

Appendix 1: Thai MOE Age-to-Grade Placement Chart

ตารางเทียบอายุนักเรียน กับ ชั้นเรียน

(Student's age and Class level) ระดับชั้น	อายุ	เด็กเกิดในระหว่าง
Toddler (เตรียมอนุบาล)	2 -3 ปี	15 สิงหาคม 2563 – 14 สิงหาคม 2562 15 August 2020 – 14 August 2019
EYP1 (ชั้นอนุบาล 1)	3 -4 ปี	15 สิงหาคม 2562 – 14 สิงหาคม 2561 15 August 2019 – 14 August 2018
EYP2 (ชั้นอนุบาล 2)	4 -5 ปี	15 สิงหาคม 2561 – 14 สิงหาคม 2560 15 August 2018 – 14 August 2017
PYP1 (ชั้นอนุบาล 3)	5 -6 ปี	15 สิงหาคม 2560 – 14 สิงหาคม 2559 15 August 2017 – 14 August 2016
PYP2 (ประถมศึกษาปีที่ 1)	6 -7 ปี	15 สิงหาคม 2559 – 14 สิงหาคม 2558 15 August 2016 – 14 August 2015
PYP3 (ประถมศึกษาปีที่ 2)	7– 8 ปี	15 สิงหาคม 2558 – 14 สิงหาคม 2557 15 August 2015 – 14 August 2014
PYP4 (ประถมศึกษาปีที่ 3)	8– 9 ปี	15 สิงหาคม 2557 – 14 สิงหาคม 2556 15 August 2014 – 14 August 2013
PYP5 (ประถมศึกษาปีที่ 4)	9–10 ปี	15 สิงหาคม 2556 – 14 สิงหาคม 2555 15 August 2013 – 14 August 2012

PYP6 (ประถมศึกษาปีที่ 5)	10-11 ปี	15 สิงหาคม 2555 – 14 สิงหาคม 2554 15 August 2012 – 14 August 2011
MY 1(ประถมศึกษาปีที่ 6)	11-12 ปี	15 สิงหาคม 2554 – 14 สิงหาคม 2553 15 August 2011 – 14 August 2010
MY 2(มัธยมศึกษาปีที่ 1)	12-13 ปี	15 สิงหาคม 2553 – 14 สิงหาคม 2552 15 August 2010 – 14 August 2009
MY 3(มัธยมศึกษาปีที่ 2)	13-14 ปี	15 สิงหาคม 2552 – 14 สิงหาคม 2551 15 August 2009 – 14 August 2008

References and Sources

1. International Baccalaureate (2020). *Standards and Practices*.
2. International Baccalaureate (2016). *Learning Diversity and Inclusion Guidelines*.
3. Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*.
4. Thai Ministry of Education (2002). *Basic Education Act B.E. 2545*.
5. Thai Immigration Bureau. *Guidelines for Non-Immigrant ED Visa Applications*.
6. Department of Education (2020). *Summer Born Children: Advice for Parents*.
7. Silver Fern International School (2022). *Admissions Procedures and Guidelines*.

B. Tuition and Fees: 2025 – 2026 Academic Year

Date Adopted: 28/12/2022

Review Date: July 2025

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.

C. 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 2nd and 3rd 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

- **1st 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.
- **2nd Notice:** Parents will receive an email to remind them of the payment due date 2 weeks before.
- **3rd Notice:** On the day payment is due, those who have not paid will receive an emailed letter reminder with invoice.
- **4th Notice:** Two weeks after payment is due, parents will receive an emailed letter and invoice.
- **5th 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.
- **6th 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.
- **7th 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.

D. Attendance Policies and Procedures

Date Adopted: 28/12/2022

Review Date: July 2025

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 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 wellbeing 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.

E . Dress Code

Date Adopted: 28/12/2022

Review Date: July 2025

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 Physical Education (PSPE) classes. Students must change back into their regular uniform after the PSPE 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.

22. 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.

F. Discipline Policies

Date Adopted: 28/12/2022

Review Date: July 2025

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 wellbeing 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

Vision Statement of SFIS:

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Mission Statement of SFIS:

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Date Adopted: 28/12/2022

Review Date: July 2025

Rationale

Silver Fern International School (SFIS) is committed to providing a safe, supportive, and inclusive learning environment for all members of our community. Aligned with the principles of the International Baccalaureate (IB) and the Thai Ministry of Education (MOE), this policy recognizes that bullying—whether physical, verbal, social, or cyber—hinders students' academic achievement, emotional well-being, and social development. SFIS seeks to prevent, identify, and respond effectively to all forms of bullying behavior to protect the rights and dignity of every learner.

This policy aims to uphold the SFIS mission of nurturing internationally minded citizens who take action in the community. By fostering respectful relationships and promoting attributes of the IB Learner Profile, SFIS prepares learners to thrive in a diverse and inclusive society.

Policy Statement

Bullying is strictly prohibited in any form, setting, or medium within the SFIS community. It is contrary to the values of the IB and Thai MOE policies on student well-being and discipline.

Bullying is prohibited:

1. During any school-sponsored or school-sanctioned program or activity.
2. On school premises, including school buses or other school-provided transportation.
3. Through the use of any school-owned or personal electronic device, if the behavior disrupts the educational process.
4. Outside school premises when the act negatively impacts a student's ability to learn or participate in school activities.

Definitions

Bullying: Severe or pervasive acts or conduct, physical or verbal, including electronic communication, that:

- Places a student in reasonable fear of harm.
- Causes harm to mental or physical health.
- Interferes with academic performance.
- Limits participation in school services, activities, or privileges.

Cyberbullying: Use of technology to harass or intimidate others. This includes impersonation, spreading harmful content, or repeated messaging that causes distress.

Forms of Bullying:

- Physical violence
- Verbal abuse or name-calling
- Social exclusion
- Sexual harassment or misconduct
- Cyberbullying
- Theft, intimidation, stalking
- Public humiliation or threats

This list is illustrative, not exhaustive.

Reporting Mechanisms

- Students are encouraged to report bullying to any trusted staff member, teacher, advisor, or school leader.
- Parents should report directly to the Head of School or Thai Principal.
- No disciplinary action will be taken based solely on anonymous reports without corroboration.

Key Contacts:

- Mrs. Rizwana Amin, Head of School (riza.a@silverfern.ac.th)
- Mrs. Thongbai Sawatpon, Thai Principal (thaiprincipal@silverfern.ac.th)

Investigation Process

- All reports will be investigated promptly, ideally within 10 school days.
- Parents and students will be consulted during the investigation process.
- Relevant information will be collected from witnesses, digital evidence, and documentation.
- Confidentiality will be maintained, and privacy laws respected.

Response and Interventions

If bullying is confirmed, SFIS will use developmentally appropriate and restorative strategies:

- Counseling and psychological services
- Conflict resolution or peer mediation
- School social worker support
- Behavioral contracts
- Restorative justice practices

Restorative measures aim to:

1. Promote empathy, accountability, and personal growth.
2. Foster reconciliation and relationship-building.
3. Maintain a safe and productive school climate.

Disciplinary Actions

Consequences may include:

- Verbal or written warnings
- Parent-teacher conferences
- Loss of privileges
- Suspension or expulsion (in serious cases)
- Referral to external agencies when necessary

SFIS reserves the right to intervene in out-of-school incidents that impact the school community.

No Retaliation

SFIS prohibits retaliation against any student or parent who reports bullying. Any such reprisal will be treated as bullying and dealt with accordingly. False reports made intentionally will also be subject to disciplinary consequences.

Education and Prevention

- All staff and students will receive orientation and regular training on recognizing and preventing bullying.
- The school will organize workshops and campaigns that promote respect, empathy, and the IB Learner Profile.

- Regular surveys and feedback will inform future policy improvements.

Policy Review

This policy will be reviewed every year or as needed to align with:

- Updates from the Thai Ministry of Education
- Revisions to IB guidelines
- School community feedback
- New developments in child safety and digital citizenship

References

- International Baccalaureate (2019). *Programme Standards and Practices*.
- IB (2018). *Learning Diversity and Inclusion in IB Programmes*.
- Thai Ministry of Education: *Student Protection Act and Child Rights Guidelines (2017)*.
- UNESCO (2019). *School Violence and Bullying: Global Status Report*.

G. Academic Integrity Policy – Silver Fern International School

Vision Statement of SFIS:

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Mission Statement of SFIS:

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Date Adopted: 28/12/2022

Review Date: July 2025

Philosophy

Academic integrity is a cornerstone of our mission to grow principled, internationally-minded learners. The IB Learner Profile defines a principled learner as someone who “acts with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.” We instill these values from an early age to ensure ethical behavior becomes a lifelong habit.

Definition of Academic Integrity

At SFIS, academic integrity means being honest, completing your own work, and giving credit to others when using their ideas, words, or images. According to the IB:

“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, IBO)

Key Terms

- **Plagiarism:** Using someone else’s ideas, words, or work without proper acknowledgment.
- **Collusion:** Allowing your work to be copied or copying another’s work for submission.

Student Rights

- To be explicitly taught academic integrity in an age-appropriate way.

- To receive modeling and reinforcement from teachers and staff.

Student Responsibilities

- Complete their own work and give credit where it is due.
- Cite sources, even in simple formats starting in Preschool.
- Avoid copying, using online content without credit, or helping others cheat.

School Rights

- Expect students to follow academic integrity when proper instruction has been given.

School Responsibilities

- Model academic integrity themselves.
- Explicitly teach summarizing, paraphrasing, and age-appropriate citation.
- Provide clear guidelines for group work to prevent collusion.
- Communicate consequences of misconduct in upper grades.
- Provide copies of the policy and examples to parents in print or digital format.

Parent/Guardian Rights and Responsibilities

- Right to access the policy and seek clarity when needed.
- Should monitor student work and support the school's efforts.
- Avoid doing students' work or tests; help students apply academic honesty strategies.

Examples of Good Practices

- A student creates a project using sources but writes all content in their own words and cites sources.
- A group works collaboratively but each student completes and presents their own part with shared citations.

Examples of Academic Misconduct

- Copying summaries or book reviews from the internet.
- Submitting work without citing sources.
- Sharing answers or letting another student copy work.

Procedures and Consequences

- Teachers will use suspected dishonesty as a learning opportunity for young students.
- Mini-lessons or reteaching may be conducted as needed.
- In upper grades, violations may impact project grades if expectations were clearly taught.
- Repeated violations will lead to a parent conference. Student participation is expected.
- Purposeful, repeated misconduct after all interventions will be referred to the Principal. A record will be kept in the student's file.

Review Cycle

- This policy will be reviewed every two years, or sooner if needed.

Sources

- Academic Integrity, IBO (2019)
- Academic Honesty in the IB Educational Context (2016)
- Academic Honesty in the Diploma Programme
- IB Learner Profile (2013)
- IB PYP Academic Honesty Policy (Eagle Valley Elementary, 2014 – for formatting)

H. 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

Date Adopted: 28/12/2022

Review Date: July 2025

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

- 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.

I. Child Protection and Safety Policy – Silver Fern International School

Vision Statement of SFIS:

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Mission Statement of SFIS:

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Date Adopted: 28/12/2022

Review Date: July 2025

1) Rationale

Silver Fern International School (SFIS) is committed to providing a safe, respectful, and nurturing learning environment that promotes the physical, social, emotional, and psychological well-being of every child. This policy affirms the school's dedication to upholding the **United Nations Convention**

on the Rights of the Child (UNCRC, 1989), as endorsed by Thailand, and reflects the expectations outlined in the **Child Protection Act B.E. 2546 (2003)** of the Thai Ministry of Education.

We recognize that safeguarding children is a shared responsibility, and every member of the SFIS community has a role to play.

2) Aim

- To establish rigorous procedures and a child-centered culture to ensure student safety and well-being.
- To define roles and responsibilities of staff, students, parents, and visitors.
- To foster a protective and inclusive learning environment that empowers students to speak up.
- To respond swiftly and appropriately to concerns or incidents related to child abuse, neglect, or exploitation.

3) Scope

This policy applies to:

- All SFIS students
- All staff members (teaching, non-teaching, administrative)
- Volunteers, interns, contractors, and service providers
- Parents, guardians, and regular visitors
- Anyone representing or working on behalf of the school

4) Guiding Principles

- **Zero Tolerance** for abuse, neglect, exploitation, or discrimination.
- **Best Interests of the Child** as the primary consideration in all decisions.
- **Confidentiality** and protection of personal information.
- **Cultural Sensitivity** and respect for diversity in beliefs, identities, and backgrounds.
- **Right to Participation**: Children will be empowered to express concerns freely.
- **Accountability** and transparency in actions taken to protect children.

5) Key Definitions

- **Child Abuse**: Physical, sexual, emotional harm or neglect.
- **Safeguarding**: Measures to protect children from risk of harm.
- **Mandated Reporter**: All SFIS employees are legally required to report suspected abuse.

6) Procedures and Practices

6.1. Safe Recruitment and Background Checks

- Police clearance and reference checks are mandatory for all staff, volunteers, and contractors.
- Staff sign a **Code of Conduct** affirming commitment to safeguarding.
- All staff undergo annual **child protection training**.

6.2. Campus Safety

- Surveillance cameras are installed throughout the campus (excluding private spaces).
- Visitors are registered and issued ID badges.
- Children are supervised at all times during school hours, events, and excursions.
- Emergency contact information is updated regularly.
- Access control protocols are implemented at entry/exit points.

6.3. Health and Hygiene

- Children with contagious illnesses are not allowed on campus without medical clearance.

- Regular inspection of first-aid kits, extinguishers, eye-wash stations, and emergency showers.
- Safe storage and administration of medication with parental consent

6.4. Emotional and Psychological Safety

- Regular counseling and SEL programs integrated into the curriculum.
- Visiting psychologist available on call.
- Teachers document concerning behavioral patterns and escalate as required.

6.5. Reporting Mechanisms

- All staff are mandated to report any suspicion or disclosure of abuse.
- A **Child Protection Reporting Form** is available to log concerns confidentially.
- Anonymous reporting mechanisms available via a designated email or drop-box.
- Immediate response protocol initiated upon any reported concern.

6.6. Safety Off-Campus

- Written consent from guardians required for any off-campus activity.
- Teacher-student ratios maintained during trips.

6.7. Inclusion and International-Mindedness

- Students are guided to understand and respect global perspectives, identities, and cultural contexts.
- Zero tolerance for bullying, discrimination, or harassment based on race, gender, ability, or background.

7) Roles and Responsibilities

7.1 School Leadership

- Implement and monitor policy effectiveness
- Schedule regular safety drills and reviews
- Ensure access to child protection resources
- Coordinate with local child welfare authorities when needed

7.2 Teachers and Staff

- Foster a safe classroom environment
- Maintain updated records of student well-being
- Report incidents or concerns to the Designated Safeguarding Lead (DSL)
- Participate in regular professional development on safeguarding

7.3 Students

- Report unsafe behavior or incidents
- Follow safety guidelines and rules
- Be respectful of peers' rights and differences
- Avoid risky behavior on campus or during school events

7.4 Parents and Guardians

- Collaborate with the school to uphold safety policies
- Provide relevant health, allergy, and emergency information
- Attend scheduled meetings and safety briefings
- Support open communication with children

7.5 Visitors and Contractors

- Follow all school safety procedures and sign the visitor code of conduct
- Work under direct supervision if interacting with students
- Wear visitor identification at all times

8) Child Safety and Protection Team

Role	Name	Responsibilities
Head of School	Mrs. Rizwana Amin	Designated Safeguarding Lead (DSL), policy implementation
Thai Principal	Mrs. Thongbai Sawatpon	Thai MOE compliance
PYP Coordinator	Mr. Alexander Van Beek	PYP student welfare
First-Aid Provider	Kru Ubon (Nurse)	Medical response and safety checks

9) Resources & References

- UNCRC: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- WHO Child Maltreatment Factsheet: <https://www.who.int/en/news-room/fact-sheets/detail/child-maltreatment>
- Thai Child Protection Act, B.E. 2546 (2003)

Policy Review

This policy is a dynamic document and will be reviewed annually or after any significant incident or legal update.

J. Language Policy – Silver Fern International School

Vision Statement of SFIS:

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Mission Statement of SFIS:

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Date Adopted: 28/12/2022

Review Date: July 2025

1. Rationale

Language is central to learning at SFIS. It underpins inquiry, communication, identity, and academic achievement. Our policy aligns with IB philosophy and supports students in becoming confident communicators, critical thinkers, and globally-minded citizens.

2. Language Philosophy

We believe that:

- Language is fundamental to constructing meaning and developing conceptual understanding.
- Every teacher is a language teacher.
- Multilingualism enhances cognitive development, identity formation, and cultural appreciation.
- Preserving students' mother tongue strengthens their academic progress and well-being.

These beliefs reflect the IB's emphasis on language as a key component of international education and holistic development.

(Source: IB Language and Learning, 2011)

3. Aims

Our language policy aims to:

- Ensure equitable access to the curriculum through language support
- Promote multilingualism and intercultural understanding
- Value and preserve students' mother tongues
- Foster proficiency in English as the language of instruction

4. Definitions

- **L1**: First language or mother tongue
- **L2**: Second language, often English
- **Language A**: Primary/home language
- **Language B**: Additional language
- **EAL**: English as an Additional Language
- **MT**: Mother Tongue
- **IEP**: Individual Education Plan
- **Push-in**: EAL support within mainstream classes
- **Pull-out**: EAL instruction in a separate space

(Source: Cummins, J. (2000). Language, Power and Pedagogy)

5. Language of Instruction

English is the primary language of instruction. We provide:

- Immersion in academic English

- Integrated language teaching across subjects
- EAL support through push-in/pull-out models
- Ongoing professional development for teachers

(Source: IB Programme Standards and Practices, 2020)

6. Language of Communication

- English is used for official communication and documentation.
- Thai translations are provided where necessary.
- L1 is used to support comprehension and concept development.
- Community volunteers may assist with interpretation at events.

(Source: García, O. & Wei, L. (2014). Translanguaging: Language, Bilingualism and Education)

7. Mother Tongue (MT) Support

SFIS supports MT development through:

- Thai and Chinese MT programmes
- Encouragement of MT use at home
- Parent involvement during MT celebrations
- Optional extracurricular MT classes based on demand

Maintaining MT supports literacy, cognitive flexibility, and social-emotional well-being.

(Source: IB Guidelines for Developing a School Language Policy, 2008; Cummins, 2000)

8. Additional Language Provision

Thai Language

- EYP 1–2: 4 periods/week
- PYP 1 and above: 5 periods/week
- Required by Thai Ministry of Education
- Supports both heritage and new learners

Chinese Language

- Offered from PYP 1 onward, 2 periods/week
- For heritage learners and new language learners
- Promotes multilingual exposure

(Source: Thai MOE Language Curriculum Guidelines, 2017)

9. English A and Other Language A Options

- English A integrated in Units of Inquiry and discrete lessons.
- Support for other Language A subjects offered where feasible.

- Literacy is developed across reading, writing, speaking, and listening.

(Source: Oxford International English Series; IB Language Scope and Sequence, 2011)

10. English as an Additional Language (EAL)

EAL support includes:

- Identification and placement assessments
- Scaffolded access to academic content
- Differentiated instruction
- Push-in and pull-out models
- Regular monitoring and parent updates

(Source: IB Language and Learning, 2011; Lightbown & Spada, 2006. How Languages are Learned)

11. Language Learning and Inclusion

- Students with IEPs may be exempt from additional languages based on individual needs.
- Differentiation and inclusive strategies ensure success for diverse learners.
- Assessment data guides EAL exit decisions and instructional adjustments.

(Source: IB Learning Diversity and Inclusion in IB Programmes, 2016)

12. Community Involvement and Recognition

- Parent volunteers support MT events and reading programs.
- Student language achievements are celebrated in assemblies and reports.
- Cultural diversity is honored in school events and displays.

13. Assessment and Review

- Language development is assessed through formative and summative tools.
- EAL students' progress is tracked using leveled frameworks.
- This policy is reviewed every year or as school needs evolve.

(Source: IB Assessment Principles and Practices, 2018)

14. Roles and Responsibilities

- **Leadership Team:** Ensures policy alignment and resource allocation
- **Teachers:** Embed language support in instruction
- **EAL Staff:** Design and deliver targeted language support
- **Parents:** Encourage language development at home and participate in school language initiatives
- **Students:** Actively engage in language learning and celebrate linguistic diversity

15. Alignment with International and National Standards

This policy is aligned with:

- **IB PYP and MYP Language Scope and Sequence**
- **IB Programme Standards and Practices**
- **Thai MOE Language Curriculum Requirements**
- **UK National Curriculum (NCE)**
- **Oxford International English and Science Textbooks**

Sources and References

1. **International Baccalaureate Organization** (2008). *Guidelines for Developing a School Language Policy*.
2. **IBO** (2011). *Language and Learning in IB Programmes*.
3. **IBO** (2020). *Programme Standards and Practices*.
4. **Cummins, J.** (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*.
5. **García, O. & Wei, L.** (2014). *Translanguaging: Language, Bilingualism and Education*.
6. **Lightbown, P. & Spada, N.** (2006). *How Languages are Learned*. Oxford University Press.
7. **Thai Ministry of Education** (2017). *Curriculum Guidelines for Thai Language*.
8. **Oxford International Curriculum Series** (Yeomans, Roberts, Danihel, Hudson).

K. Homework Policy Academic Year: 2025–2026

☀ Philosophy

At Silver Fern International School, we believe that learning continues beyond the classroom but should not come at the cost of student well-being or family time. Aligned with the IB Primary Years Programme (PYP) and Middle Years Curriculum (MY) our approach to homework emphasizes **purposeful, age-appropriate, and supported learning experiences** that encourage inquiry, responsibility, and reflection without overburdening students.

🎯 Aims of the Homework Policy

- Encourage students to take responsibility for their own learning.
- Inspire cooperation between parents and teachers.
- Reinforce classroom learning through meaningful tasks.
- Support time management, organization, and independent learning skills.
- Give students the tools to involve their families in their learning journey in a natural, holistic way.

🖋 Key Principles

1. **Less is More**

Homework will be limited in quantity and designed for quality engagement, not repetition or busy work.

2. Assisted/Home-Supported Learning

Tasks may include shared reading, family discussions, or short reflections that parents can support without pressure.

3. No New Learning at Home

Homework will focus on reinforcing or extending what has been taught, not introducing new or complex concepts.

4. Student Well-Being First

Homework will not interfere with play, rest, or extracurricular activities. Students should have time to relax and recharge.

5. Flexibility and Differentiation

Homework will be tailored to suit the needs, interests, and learning styles of students. Teachers will be mindful of students with different home support structures.

Types of Homework (Examples)

Grade Level	Type of Homework
PYP 1–2	Reading with family, drawing, picture talks, show-and-tell preparation
PYP 3–4	Short writing tasks, spelling practice, math games, inquiry reflection
PYP 5–6	Project-based research, reading response, math reasoning, action-planning reflection

Time Guidelines (Per Day)

Grade Level	Maximum Time
PYP 1–2	10–15 minutes
PYP 3–4	20–30 minutes
PYP 5–6	30–45 minutes

Note: These are flexible guidelines. Tasks should never feel overwhelming.

Roles and Responsibilities

Teachers:

- Design purposeful, clear, and achievable tasks.
- Provide feedback or follow-up when appropriate.
- Communicate expectations to students and parents.

Students:

- Complete homework responsibly and on time.
- Ask for help when needed.

- Reflect on what they've learned.

Parents:

- Encourage a positive attitude toward learning.
- Provide a calm and supportive space for learning.
- Communicate any concerns to teachers.

! Assessment and Accountability

- Homework is not formally graded but may be discussed or reflected upon in class.
- Feedback will be constructive, focusing on effort, inquiry, and student voice.

● What Homework is NOT

- Long, repetitive worksheets.
- Stress-inducing or punitive.
- Used as a substitute for classroom teaching.

📢 Communication

This policy will be shared at the beginning of the academic year and reviewed periodically with input from students, teachers, and parents.

L. Extracurricular Activities

Date Adopted: 28/12/2022

Review Date: July 2025

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 may include but not restricted to :

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

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.

M. Parental Involvement and Communication

1) Communication channels (Toddle, Line App, email)

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).

2) 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 (3 way 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.

Curriculum & Instruction



Curriculum Overview

Early Years Programme (EYP 1–2)

Play-based learning focused on social-emotional growth and foundational inquiry skills.

Primary Years Programme (PYP 1–6)

Transdisciplinary inquiry, concept-based curriculum, and development of the IB Learner Profile.

Middle Years (MY 1–3)

Customized curriculum blending IB, Thai MOE, and UK best practices, with a strong focus on academic rigour, community action, and future-readiness.



Curriculum and Instruction

1) Early Years and Primary Years Programme (EYP/PYP)

Date Adopted: 28/12/2022

Review Date: July 2025

Silver Fern International School (SFIS) is proud to be an authorized International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP) for students aged 3–11. The PYP focuses not just on what children learn, but on how they learn and how they apply their learning to the real world. Our curriculum promotes curiosity, critical thinking, and global awareness, aiming to develop confident, caring, and capable learners.

What Makes the PYP Unique?

Transdisciplinary Themes

Rather than teaching subjects in isolation, the PYP uses transdisciplinary themes—broad, real-world ideas that connect across subject areas. These themes help students explore big questions and understand how different areas of knowledge relate to one another and to life beyond school. Themes include:

- **Who We Are** – Exploring personal identity, family, beliefs, health, and relationships.
- **Where We Are in Place and Time** – Learning about history, geography, journeys, and how people and civilizations change over time.
- **How We Express Ourselves** – Understanding how we communicate thoughts, feelings, culture, and creativity through different forms.
- **How the World Works** – Investigating science, nature, and the impact of technology and innovation on our lives.
- **How We Organize Ourselves** – Examining communities, systems, rules, and economic choices in our societies.
- **Sharing the Planet** – Focusing on the environment, peace, human rights, and how we share resources responsibly.

Each unit of inquiry is built around one of these themes and invites students to explore a central idea through questions, discussion, research, and hands-on activities.

Key Concepts

To help guide student thinking and deepen understanding, the PYP uses seven key concepts. These encourage children to ask thoughtful questions and view learning from multiple angles:

- **Form** – What is it like?
- **Function** – How does it work?
- **Causation** – Why is it the way it is?
- **Change** – How is it changing?
- **Connection** – How is it connected to other things?
- **Perspective** – What are the different points of view?
- **Responsibility** – What is our role and obligation?

These concepts help students become critical thinkers who can analyze, compare, and understand ideas more deeply.

Approaches to Learning (ATL Skills)

The PYP also focuses on developing lifelong skills that help students succeed in school and life. These are called Approaches to Learning, and they are:

- Thinking Skills – Problem-solving, creativity, and decision-making.
- Research Skills – Gathering, organizing, and evaluating information.
- Self-Management Skills – Time management, independence, and emotional regulation.
- Communication Skills – Listening, speaking, reading, and writing effectively.
- Social Skills – Cooperating, resolving conflicts, and building relationships.

Students practice these skills every day in class, helping them become confident, capable learners.

Action: Learning That Leads to Doing

One of the most important parts of the PYP is that learning should inspire action. When students understand something deeply, they are encouraged to do something with their knowledge—whether it's helping others, starting a project, making informed choices, or advocating for a cause they care about. These actions can be big or small, but they help students understand that they can make a difference.

The PYP provides a well-rounded education by blending traditional subjects with modern approaches to inquiry, creativity, and global understanding. At SFIS, we are committed to nurturing internationally minded students who are prepared to thrive in a changing world.

2 Middle Years at Silver Fern International School

At Silver Fern International School, our Middle Years (MY) is a dynamic, interdisciplinary curriculum designed exclusively for our students. Combining the best practices from the International Baccalaureate (IB), the International General Certificate of Secondary Education (IGCSE), and the Thai Ministry of Education (MOE), our MY provides a well-rounded, challenging, and globally relevant education.

Our Approach

The MY at Silver Fern International School fosters academic excellence, critical thinking, and personal development. Our unique curriculum framework encourages students to make connections across subjects, develop problem-solving skills, and engage in real-world learning experiences.

Core Features of Our MY

1. Interdisciplinary Learning – Students explore subjects through interconnected themes, fostering deeper understanding and critical thinking.
2. Inquiry-Based Education – Inspired by IB principles, we emphasize student-led learning through exploration, research, and reflection.
3. Rigorous Academic Standards – We integrate the structured framework of the IGCSE to ensure students develop strong subject-specific knowledge and skills.
4. Thai MOE Compliance – Our program meets all national education standards, ensuring students are well-prepared for local and international academic pathways.
5. Global Perspectives – Our curriculum encourages students to think beyond borders, understand diverse cultures, and engage with global issues.
6. Holistic Development – Beyond academics, we focus on leadership, service learning, creativity, and personal growth.

Subjects Offered

Our MY includes a diverse range of subjects:

- English Language and Literature
- Language Acquisition (Chinese)
- Thai Language and Culture
- Individuals and Societies (History, Geography, and Global Issues)
- Sciences (Biology, Chemistry, Physics, and Integrated Science)
- Mathematics
- Arts (Visual Arts, Music)

- Design and Technology
- Physical and Health Education
- Independent Studies

Assessment and Progression in MY

Our assessment framework combines IB-style formative and summative evaluations, IGCSE-based subject proficiency tests, and Thai MOE criteria. This approach ensures students are well-prepared for further education, whether they choose IB Diploma, A-Levels, or national university pathways.

Beyond the Classroom

Our MY extends learning beyond textbooks through:

- Community and Service Projects
- Interdisciplinary Inquiry Projects
- Extracurricular Activities and Leadership Programs
- Field Trips and Real-World Applications

Pathways After MY

Graduates of our MY are equipped to excel in a variety of academic pathways, including:

- The IB Diploma Program (IBDP)
- The IGCSE and A-Level Programs
- Thai university entrance pathways
- International college and career opportunities

Why Choose Our MY?

- A balanced blend of global and local education standards
- A focus on critical thinking, creativity, and collaboration
- A strong foundation for future academic and professional success
- A supportive and engaging learning environment

1) Assessment Policy – Silver Fern International School

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Mission Statement of SFIS:

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Date Adopted: 28/12/2022

Review Date: July 2025

Assessment Philosophy

At SFIS, assessment is central to the learning process. We believe assessment should:

- Be ongoing, developmental, and student-centered
- Be tailored to individual learning styles and needs
- Promote deep understanding through inquiry
- Guide teaching, curriculum development, and program evaluation
- Support a growth mindset through actionable feedback

We align with the International Baccalaureate (IB) philosophy that assessment should support and inform learning rather than simply measure it.

(Source: IB, Assessment Principles and Practices, 2018)

2. Purpose of Assessment

Assessment at SFIS serves the following purposes:

For Students:

- Inform and enhance learning using diverse tools and strategies
- Help identify strengths and areas for growth
- Foster reflection, self-assessment, and metacognition
- Encourage student agency and ownership of learning

For Teachers and Administrators:

- Determine prior knowledge and tailor instruction
- Inform curriculum development and teaching approaches
- Monitor program effectiveness
- Understand diverse learning styles and provide appropriate support

For Parents/Guardians:

- Communicate learning goals, progress, and challenges
- Foster home-schools collaboration
- Celebrate student achievements

(Sources: Black & Wiliam, 1998; IB, Learning and Teaching, 2021)

3. Assessment Framework at SFIS

Aligned with the IB Primary Years Programme, SFIS implements assessment through four interconnected dimensions:

1. Monitoring Learning

Ongoing observation and dialogue to track student progress using strategies such as:

- Teacher-student conferences
- Peer discussions
- Class questioning
- Reflective practices

2. Documenting Learning

Making learning visible and traceable using tools like:

- Student portfolios
- Learning journals
- Digital evidence (photos, videos, audio)

3. Measuring Learning

Capturing student understanding at a specific point in time using:

- Quizzes, tests
- Rubrics, checklists, anecdotal records
- Selected response tasks and performance assessments

4. Reporting Learning

Communicating progress and achievement with:

- Written reports
- Parent-teacher meetings
- Student-led conferences
- The PYP Exhibition

(Source: IB, From Principles into Practice – PYP, 2018)

4. Assessment Types

Pre-Assessment

Used to gauge prior knowledge and misconceptions before new learning begins.

Assessment for Learning / Assessment as Learning

Ongoing and responsive to guide next steps in learning. Examples include:

- Observations and anecdotal notes
- Student reflections
- Learning journals and graphic organizers
- Peer and self-assessment

Assessment of Learning

Conducted at the end of a unit during “Taking Action” week to evaluate understanding. Examples include:

- Written reports
- Presentations and exhibitions
- Multimedia products
- Essays, debates, models

Self-Assessment and Peer Assessment

Encourage ownership, accountability, and collaborative reflection.

(Source: Clarke, S. (2008). Active Learning Through Formative Assessment)

5. Assessment Tools and Strategies

SFIS uses a wide range of strategies and recording tools, including:

Tool	Purpose
Rubrics	Clarify expectations and performance criteria
Exemplars	Provide benchmarks for quality work
Checklists	Identify presence of key criteria
Anecdotal Records	Capture observations of student behavior/performance
Continuums	Visualize developmental progression
Portfolios	Track student growth over time
Observations	Informal and formal evidence of learning
Open-Ended Tasks	Allow for creative, personalized responses
Performance Tasks	Measure authentic, skill-based application of knowledge
Selected Response Tasks	Quizzes/tests with fixed answers

(Sources: IB, PYP Assessment Strategies and Tools; Stiggins, R., 2005)

6. Reporting and Communicating Learning

We ensure assessment results are shared regularly, transparently, and meaningfully.

Types of Reporting:

- **Written Reports:** Issued twice a year, based on IB essential elements and subject progress
- **Parent-Teacher Conferences:** Held formally mid-year and informally as needed
- **Student-Led Conferences (SLCs):** Students present learning samples and reflect on growth
- **PYP Exhibition:** Culminating experience in PYP 6 to showcase student inquiry and action

Reports and portfolios are managed through the **Toddle** platform, with physical copies shared where necessary.

(Source: IB, Guidelines for Reporting on Student Learning, 2011)

7. Inclusion and Assessment Access Arrangements

In line with our inclusive philosophy, SFIS ensures assessments are accessible to all learners.

- **Differentiation:** Tailored tasks to accommodate readiness, interest, and learning profile
- **Assessment Access Arrangements** may include:
 - Extra time
 - Breaks between tasks
 - Use of assistive technology
 - Adjusted formats or alternative tasks

Students with identified learning needs have Individual Education Plans (IEPs) that outline specific accommodations.

(Sources: IB, *Learning Diversity and Inclusion in IB Programmes*, 2016; Rose & Dalton, 2009)

8. Academic Integrity

SFIS promotes academic honesty in all assessment practices. Teachers ensure that:

- Tasks are authentic and inquiry-driven
- Students are taught how to reference work properly
- Collaboration and individual responsibility are appropriately balanced

(Source: IB, *Academic Integrity*, 2019)

9. Responsibilities

Stakeholder	Responsibilities
Students	Engage with feedback, reflect, self-assess
Teachers	Design assessments, provide feedback, monitor progress
Coordinators	Oversee policy implementation and alignment
Parents	Support learning at home, attend conferences
Leadership Team	Monitor assessment quality, provide training

10. Alignment with Standards

This policy aligns with:

- IB PYP Standards and Practices (2020)
- IB Assessment Principles and Practices (2018)
- Thai Ministry of Education (MOE) guidelines
- UK National Curriculum (NCE) expectations
- Oxford International Curriculum standards

11. Sources and References

1. International Baccalaureate. (2018). *Assessment Principles and Practices*.
2. International Baccalaureate. (2018). *From Principles into Practice – PYP*.
3. International Baccalaureate. (2021). *Learning and Teaching in IB Programmes*.
4. Clarke, S. (2008). *Active Learning Through Formative Assessment*. Hodder Education.
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7. Rose, D. H., & Dalton, B. (2009). *Learning to Read in the Digital Age*. Mind, Brain, and Education.
8. IB. (2016). *Learning Diversity and Inclusion in IB Programmes*.
9. Thai Ministry of Education (MOE) Guidelines (2017).

2) Inclusion Policy – Silver Fern International School

Vision Statement of SFIS:

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Mission Statement of SFIS:

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Date Adopted: July 2025

Next Review: July 2026

1. Rationale

Silver Fern International School recognizes that inclusive education is essential to realizing the rights of all learners and is a fundamental principle of the International Baccalaureate (IB) philosophy and the Thai Ministry of Education (MOE) mandate for equitable access to quality education.

Our school community is enriched by a diversity of cultures, languages, abilities, and backgrounds. We believe that inclusion is not only about accommodating differences but also about **embracing learner diversity as a resource** that enhances academic and personal growth for all. Inclusion promotes dignity, empathy, respect, and fairness, preparing our students to thrive in a globally interconnected society.

This policy ensures that every learner at SFIS receives the support they need to **access, engage with, and demonstrate learning**. It provides a framework for removing barriers to learning and outlines the shared responsibility of educators, families, and leaders in fostering inclusive practices. It reflects our commitment to the IB Learner Profile, which calls for principled, caring, open-minded individuals, and aligns with the **UN Convention on the Rights of the Child** and **UN Sustainable Development Goal 4: Inclusive and equitable quality education for all**.

By promoting inclusive education, SFIS aims to:

- **Uphold student agency** and the belief that all learners can achieve success in different ways and at different times.
- **Support academic, emotional, and social well-being** through a whole-school approach.
- **Ensure compliance** with both international best practices and national regulatory requirements.

This rationale drives the development and consistent implementation of the Inclusion Policy across all levels and departments at Silver Fern International School.

2. Philosophy of Inclusion

Silver Fern International School (SFIS) is committed to cultivating an inclusive, equitable, and supportive learning environment where all students are valued and respected. In alignment with the **International Baccalaureate (IB) philosophy** and the **Thai Ministry of Education (MOE)**, we believe every learner has the right to access high-quality education and reach their fullest potential, regardless of their abilities, learning styles, cultural backgrounds, or linguistic needs.

Inclusion is not just a program but a mindset at SFIS. We embrace diversity and provide differentiated teaching and learning opportunities that support all students in becoming confident, capable, and compassionate global citizens.

(Sources: IB “Learning Diversity and Inclusion in IB Programmes,” 2010; Thai MOE Basic Education Act, 2002)

3. Purpose of the Policy

This policy aims to:

- Ensure inclusive practices are embedded in the school's philosophy, pedagogy, and operations
- Provide clarity on the support structures for learners with diverse needs
- Ensure compliance with IB expectations and Thai MOE guidelines
- Promote a collaborative learning environment where all stakeholders contribute to a culture of inclusion

4. Definitions

- **Inclusion:** A commitment to provide equitable access to learning for all students by removing barriers to participation and achievement.
- **Diverse Learners:** Students with varied cultural backgrounds, language abilities, learning styles, or those with identified exceptionalities (e.g., cognitive, emotional, physical, or behavioral needs).
- **Learning Support (LS):** Targeted academic and behavioral support for students who require adjustments to meet grade-level expectations.
- **Access Arrangements:** Measures and accommodations provided to enable all learners to demonstrate their abilities during instruction and assessment.
- **IEP (Individualized Education Plan):** A personalized plan developed for students with specific learning needs, including goals, strategies, accommodations, and assessment modifications.

5. Inclusion Principles at SFIS

At SFIS, we believe that:

- All students are capable of learning and making progress.
- Diversity enriches the learning community.
- Teachers are facilitators of inclusive learning experiences.
- Families and students are essential partners in the learning process.
- A whole-school approach is needed for effective inclusion.

(Source: IB Programme Standards and Practices, 2020)

6. Inclusive Admissions and Enrollment

As outlined in our Admissions Policy:

- Students with mild to moderate learning differences are welcomed and supported if their needs can be met through available resources.
- A trial period and observation process help determine if SFIS can support the student effectively.
- Additional support (e.g., dedicated support teacher, therapists) may be provided at the family's expense.
- Enrollment may be provisional during an initial adjustment period.

(See: SFIS Admissions Policy)

7. Roles and Responsibilities

Head of School

- Ensures resources, staffing, and policies support inclusive practices
- Makes final decisions on admissions and accommodations

Pedagogical Leadership Team (PLT)

- Coordinates the implementation of inclusive practices
- Reviews IEPs and access arrangements
- Oversees professional development in inclusive education

Learning Support Coordinator

- Designs and monitors IEPs
- Collaborates with teachers to implement strategies and accommodations
- Communicates with families and external professionals

Teachers

- Differentiate instruction and assessment
- Collaborate with LS and EAL departments
- Foster inclusive, safe, and respectful classrooms

Parents

- Share relevant background and documentation
- Collaborate in developing and reviewing IEPs
- Support learning strategies at home

8. Inclusive Teaching and Learning Practices

SFIS implements inclusive teaching strategies across all grade levels:

- **Differentiated instruction:** Tasks adapted to students' readiness, interests, and learning profiles
- **Scaffolding:** Step-by-step support to build understanding and independence
- **Multimodal learning:** Use of visual, auditory, kinesthetic, and digital tools
- **Collaborative learning:** Peer mentoring, flexible grouping, and shared inquiry
- **Flexible assessment:** Use of rubrics, portfolios, performance tasks, oral assessments

9. Identification and Support Process

9.1 Early Identification

- Observations, baseline assessments, and feedback are used to identify potential learning needs as early as possible.

9.2 Learning Support Referral

- Teachers refer students to the Learning Support Team using observation notes and work samples.
- Parents are consulted, and permission is obtained for additional screening or testing.

9.3 Individualized Education Plans (IEPs)

- For students with diagnosed or observed needs, IEPs are created collaboratively with families, LS staff, and homeroom/subject teachers.
- IEPs are reviewed at least twice per year.

9.4 Review and Exit

- Students may exit LS when goals are met and consistent progress is demonstrated.
- An exit report is documented, and monitoring continues for a minimum of one term.

10. Access and Assessment Arrangements

SFIS ensures that students with learning differences can participate equitably in assessments by providing:

- Extra time, breaks, or alternative scheduling
- Use of assistive technology (e.g., text-to-speech software)
- Modified formats (e.g., large print, oral presentation)

- Simplified instructions or translated support
- Reduced workload or alternative tasks

These adjustments are in line with both IB expectations and Thai MOE inclusive guidelines. All accommodations are documented in the student's IEP and shared with staff.

(Sources: IB “Access and Inclusion Policy,” 2018; Thai MOE Inclusive Education Framework, 2020)

11. Collaboration with External Professionals

SFIS may recommend or work alongside:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Behavioral specialists

Referrals are made with parental consent. The cost of external services is the responsibility of the family.

12. Inclusion in School Culture

The SFIS community celebrates diversity and promotes equity by:

- Marking International Day of Persons with Disabilities
- Providing IB Learner Profile awards that recognize empathy, caring, and open-mindedness
- Encouraging student-led advocacy through student council and PYP Exhibition
- Integrating SEL (Social-Emotional Learning) in daily classroom practice

13. Thai MOE Alignment

SFIS upholds the Thai MOE's inclusive education framework:

- Non-discrimination based on physical, intellectual, or emotional differences
- Support for students with disabilities in regular classrooms
- Collaboration with parents and communities to promote inclusive attitudes
- Documentation and reporting of inclusive practices to relevant Thai authorities

(Sources: Thai MOE “Inclusive Education Operational Manual,” 2015; Basic Education Act B.E. 2545)

14. Review Cycle

This policy shall be reviewed every **year** to ensure it:

- Reflects updates from IB and MOE authorities
- Meets evolving needs of the school population
- Is implemented effectively and consistently across school divisions

The **Head of School**, **Learning Support Coordinator**, and **PLT** will lead the review process in collaboration with teaching staff and families.

15. Associated Policies

- Admissions Policy
- Assessment Policy
- Language Policy
- Academic Integrity Policy
- Child Protection Policy

- Learning Support Procedures

16. References and Sources

1. International Baccalaureate (2010). *Learning Diversity and Inclusion in IB Programmes*
2. International Baccalaureate (2018). *Access and Inclusion Policy*
3. International Baccalaureate (2020). *Programme Standards and Practices*
4. Thai Ministry of Education (2002). *Basic Education Act B.E. 2545*
5. Thai Ministry of Education (2015). *Inclusive Education Operational Manual*
6. Silver Fern International School (2022). *Learning Support Procedures*

3) Physical Education and Sports Activities

Date Adopted: 28/12/2022

Review Date: July 2025

Our Philosophy

At **Silver Fern International School**, we believe that **physical education (PE)** is essential to the development of the **whole child**, supporting not only physical health but also social, emotional, and personal growth. In line with the **International Baccalaureate (IB) Primary Years Programme (PYP)** and **Thai Ministry of Education (MOE)** standards, our Physical Education and Sports Programme is designed to cultivate **lifelong fitness habits, teamwork, and responsible citizenship** through structured movement, games, swimming, and PSPE (Personal, Social, and Physical Education).

Purpose

Our Physical Education and Sports Policy aims to:

- Promote physical well-being, motor skill development, and coordination.
- Foster positive attitudes toward a healthy, active lifestyle.
- Build social-emotional skills such as cooperation, fairness, and perseverance.
- Provide inclusive, safe, and developmentally appropriate learning experiences.
- Encourage learner agency through choice, challenge, and reflection.

General Guidelines

All students are expected to:

- Participate in all PE, swimming, and sports activities unless excused for medical reasons (with a doctor's certificate).
- Wear the **official SFIS sports uniform** and appropriate footwear on PE days.
- Bring proper **swimwear, towel, and bag** on swimming days.
- Demonstrate respect, teamwork, and sportsmanship in all physical activities.
- Follow all safety instructions and behave responsibly when using equipment and facilities.

Swimming Programme

Swimming is a key component of our PE curriculum. Supervised by certified instructors, it helps students develop confidence, water safety awareness, and foundational swimming skills.

Safety Measures:

- Students must follow all instructions from the swim coach before entering the pool.
- No student is allowed in the pool area without direct adult supervision.
- Non-swimmers or students with limited ability will use flotation devices, as advised.
- Rough play or unsafe behavior in or around the pool is strictly prohibited.

Changing Protocols:

- Students must use designated changing rooms before and after swim sessions.
- Proper school swimwear is required.
- Wet items must be stored in a swim bag and not left around campus.

PSPE (Personal, Social, and Physical Education) Classes

These classes integrate movement with social and personal development in accordance with the IB PYP scope and sequence.

Dress Code:

- Students must wear the **school PE kit**: sports shirt, shorts, and athletic shoes.
- Jewelry and clothing that limit safe movement are not allowed.

Behavioral Expectations:

- Students must treat teachers and peers with respect.
- Full participation and effort are expected unless otherwise excused.
- Equipment should be handled properly, and any issues reported to the teacher.

Supervision and Instruction

- All physical education and sports sessions are led by **qualified instructors**.
- Teachers provide **differentiated instruction** based on student readiness and ability.
- Regular observations help identify progress and support needs.
- Student safety and well-being are our highest priorities.

Modifications and Inclusion

We are committed to **inclusive education**. PE activities may be adapted for students recovering from illness/injury or those with physical disabilities. These modifications are made in consultation with:

- Parents/guardians
- School leadership
- Medical professionals (where appropriate)

No child is excluded from participation; rather, each is supported according to their ability and circumstances.

Alignment with IB and Thai MOE Standards

This policy upholds the **IB's holistic learning model**, emphasizing balance and well-being as essential components of student development. It also meets the **Thai MOE requirements** for physical education hours, safety standards, and health promotion as outlined in the Basic Education Core Curriculum (2008).

Resources

- [IB PYP Personal, Social and Physical Education Scope and Sequence](#)
- [Thai MOE Core Curriculum 2008 \(EN version\)](#)
- [Healthy Children – Importance of Physical Activity](#)
- [UNESCO Quality PE Guidelines](#)

By supporting students' physical development alongside their academic and emotional growth, SFIS helps learners build healthy habits, resilience, and confidence for life. We appreciate your partnership in ensuring students come prepared, stay engaged, and value movement as a joyful and important part of learning.



School Resources

Facilities
Library
School Meals
Boarding House



Overview of School Facilities and Resources

Date Adopted: 28/12/2022

Review Date: July 2025

Our Philosophy

Silver Fern International School (SFIS) is dedicated to providing a rich and stimulating learning environment, supported by a wide range of high-quality facilities and resources. These are designed to enhance students' academic, creative, physical, and personal development. All community members are expected to use these resources responsibly and respectfully.

In his influential work, *Last Child in the Woods*, author **Richard Louv** coined the term "**Nature Deficit Disorder**" to describe the growing disconnection between children and the natural world, which can impact well-being, focus, and emotional development. At SFIS, we recognize the importance of reconnecting students with nature as part of a balanced education. To support this, our campus features a **small school farm** and dedicated outdoor learning areas that give students hands-on experiences with planting, growing, and caring for animals—fostering mindfulness, responsibility, and a deep appreciation for the environment.

The SFIS campus includes:

1. **Library** – A well-stocked library featuring leveled readers and books suitable for all age groups.
2. **Chromebooks** – Digital devices provided for student learning under teacher guidance.
3. **Music Room** – A fully equipped space with keyboards, ukuleles, recorders, and percussion instruments.
4. **Art Room** – A creative space dedicated to visual arts and artistic expression.
5. **Sports Facilities** – A gymnasium, swimming pool, football field, and a variety of sports equipment.
6. **Makers' Space** – A hands-on area for innovation and creative problem-solving using tools and materials.
7. **Playgrounds** – Separate age-appropriate play areas for Early Years and Primary students.
8. **Agricultural Learning Area** – Raised garden beds where students learn about planting, growing, and sustainability.
9. **Animal Learning Area** – Chicken coops with hens and native chickens for observing animal life cycles.
10. **Nature Trail** – An outdoor trail to explore local plants, insects, and ecosystems.

Student Responsibilities

As primary users of these resources, students are expected to:

- Treat all materials and equipment with care and return them after use.
- Use resources only as intended and under staff supervision.
- Show respect to all living creatures in the gardens and animal areas.
- Follow safety procedures when using sports equipment and the Makers' Space.
- Immediately report any damage, malfunction, or lost items to a teacher or staff member.

Consequences for Misuse

Misuse or damage to school property may result in the student being held responsible for repair or replacement costs. Additional consequences may apply as deemed appropriate by the school.

administration on a case-by-case basis.

A. Boarding and Homestay Programme

Date Adopted: 28/12/2022 **Review Date:** July 2025

Silver Fern International School offers a well-structured **Boarding and Homestay Programme** to support families seeking residential options for their children. This program ensures a nurturing, safe, and academically focused environment for students away from home.

Key Highlights

1. **Eligibility:** Students from **PYP 3 and above** may apply. Each application is reviewed holistically, including academic records, health reports, and emergency contact information.
2. **Location & Transport:** Housing is located just 5 minutes from campus in **Makmai Village**, with **daily school bus services** provided.
3. **Accommodation:**
 - Each home accommodates up to **six same-gender students**.
 - Siblings may stay together regardless of gender, where appropriate.
4. **Supervision:**
 - Every home is supervised by a trained **House Parent**, who ensures safety, academic support, emotional well-being, and respectful living.
5. **Meals:**
 - **Lunch and dinner** are provided by the school cafeteria.
 - **Breakfast** is prepared and managed by the House Parent.
 - Special dietary needs are respected and monitored.
6. **Life Skills Education:**
 - Students learn self-care, hygiene, time management, and basic household responsibilities under the guidance of their House Parent.
7. **Academic Support:**
 - Evening **study hours** are scheduled and monitored.
 - House Parents provide homework assistance and foster independent learning habits.
8. **Safety & Well-Being:**
 - A **24/7 emergency response system** is in place.
 - Both House Parents and school administrators maintain regular safety checks and parent communication.
9. **Student Conduct:**
 - Students are expected to uphold the **SFIS Code of Conduct** at all times.
 - Disrespectful or harmful behavior may lead to disciplinary actions, including removal from the program.
10. **Communication with Families:**
 - Weekly reports on student well-being, academics, and behavior are shared with families.
11. **Recreation & Balance:**
 - Structured **weekend activities and excursions** are offered for full-time boarders, promoting holistic growth and social engagement.
12. **Flexible Options:**
 - **Full-time and part-time boarding** available, with meals and services tailored accordingly.
13. **Health Care:**
 - Students must have **updated medical records**.
 - In emergencies, the House Parent coordinates with the **school nurse or local health facilities**.
14. **Privacy & Respect:**
 - All students are entitled to personal space, and their belongings are respected.
15. **Curfew & Visitation:**
 - Set curfews ensure proper rest and structure.
 - Visitation hours are established and monitored for safety.
16. **House Rules:**
 - Each home follows clearly communicated rules, aligned with school values and respectful of cultural and personal differences.
17. **Grievance Policy:**
 - A confidential process allows students to report concerns to school leadership. All complaints are taken seriously and addressed fairly.

The SFIS Boarding/Homestay Programme is thoughtfully designed to foster independence, resilience, and a sense of community, while ensuring each child's safety, health, and academic success. We aim to provide a second home that mirrors the values and care of family, aligned with IB and Thai MOE standards.

B. Library Policies and Procedures

Date Adopted: 28/12/2022

Review Date: July 2025

Our Philosophy

At SFIS, we view the library as a central hub for inquiry, creativity, and lifelong learning. It supports the development of the **IB Learner Profile**, particularly by fostering inquiring, knowledgeable, and reflective students. By encouraging respectful and responsible use of our resources, we aim to nurture a love for reading, independent thinking, and academic honesty.

Library Hours

The **Silver Fern International School Library** is open daily from **7:30 a.m. to 3:45 p.m.** Students in **PYP 1 through MY 1** are welcome to visit the library from **7:30 to 8:00 a.m.** each morning for book checkout. Students may also borrow books during their scheduled weekly library session. Teachers and staff are encouraged to visit the library at any time or may request materials through the librarian directly.

Library Access and Scheduling

Students from **PYP 1 to MY 3** attend library sessions once a week as part of their rotating special subjects schedule. During these visits, students:

- Listen to and read stories
- Learn library and information literacy skills
- Explore digital resources and technology tools
- Check out books for personal or academic interest

Each student may borrow **one book at a time** for a period of **two weeks**, with the option to renew if the title is not on hold for another student. Special permissions may be granted for additional books as needed for school assignments.

Student Conduct in the Library

All students are expected to maintain a respectful and calm environment while using the library. Expectations include:

General School Rules:

1. Follow directions the first time they are given.
2. Keep hands, feet, and belongings to yourself.
3. Show respect to all staff, visitors, and property.
4. Raise your hand and wait to be acknowledged before speaking.
5. Practice active listening and cooperation.

Library-Specific Rules:

1. Treat all books and library materials with care.
2. No food or drinks are allowed inside the library.
3. Return borrowed items on time and in good condition.

Book Checkout Guidelines

Students (PYP 1 – MY 3):

- May check out **one book** per visit.

- Books are due in **two weeks** and may be renewed for an additional week, unless reserved by another student.

Faculty & Staff:

- May check out an **unlimited number of materials** as needed.
- All media, reference, and AV materials must be signed out at the circulation desk if taken out of the library.
- Items should be returned promptly to ensure availability for others.

Reference and Special Materials

- **Reference Books:** Students may use reference materials in the library only. Teachers may borrow these for classroom use as needed.
- **Audio Visual Materials & Equipment:** These may only be checked out by staff. Students are not permitted to borrow these items.
- **Periodicals (Magazines & Newspapers):** Students may read these on-site. Only staff may check out periodicals. Back issues are available upon request at the circulation desk.

Overdue, Lost, or Damaged Materials

- **Overdue Notices:** Sent home periodically. SFIS does **not charge late fees** for overdue items.
- **Lost or Damaged Books:** Families are responsible for the **replacement cost** of lost or damaged items, as stated in the overdue notice.
- If a lost book is found and returned in good condition, the fee will be refunded.
- Students with outstanding library fees or unreturned books may **lose borrowing privileges** and may not receive their **final progress report** until the issue is resolved.

C. Nutrition and Wellness

Date Adopted: 28/12/2022

Review Date: July 2025

Our Philosophy

At Silver Fern International School (SFIS), we believe that proper nutrition plays a vital role in students' physical health, emotional well-being, and academic success. As a culturally inclusive and health-conscious school, we are committed to offering meals that are nutritious, safe, and respectful of the diverse dietary needs and cultural backgrounds of our students.

1. School Meals and Dietary Guidelines

We provide students with:

- A **buffet-style lunch**
- Two **nutritious snacks** daily (morning and afternoon)

Meals are planned to include a balanced variety of:

- Proteins
- Whole grains and carbohydrates
- Fresh fruits and vegetables
- Dairy or plant-based alternatives

Menus are created with input from nutritionists and culinary staff to ensure age-appropriate nutrition and energy for learning. Whenever possible, we use **locally sourced and seasonal ingredients**, promoting sustainability and supporting local farmers.

2. Cultural and Religious Considerations

SFIS values diversity and is committed to **respecting cultural and religious dietary practices**. We provide inclusive meal options for students following:

- **Halal, Kosher**

- **Vegetarian or Vegan** diets
- Other specific needs as communicated

Separate preparation areas and utensils are used to **prevent cross-contamination**, and staff members are trained in maintaining the integrity of each meal served.

3. Allergy Management and Safety

Your child's safety is a top priority. We maintain a detailed **allergy management system** that includes:

- Identification of students with food allergies or sensitivities
- Staff awareness and training to recognize allergic reactions
- Emergency protocols in place for immediate response

Parents are encouraged to **inform the school promptly** about any changes in allergy status.

4. Food Safety and Hygiene

Our food services follow strict hygiene protocols in line with **international food safety standards** and **local health regulations**:

- Daily kitchen sanitization
- Proper food storage and refrigeration
- Regular staff training in food handling, safety, and cleanliness

All meals are prepared under closely monitored conditions to ensure freshness and safety.

5. Education and Cultural Appreciation

Beyond nutrition, we see mealtimes as an opportunity for **learning and community building**. Students participate in:

- **Cultural food days and tasting events**
- **Nutrition awareness activities**
- **Workshops for parents and students** on healthy eating and global cuisines

These experiences promote **respect for different cultures**, encourage healthy habits, and build a shared sense of community.

6. Communication and Continuous Improvement

Transparency is important. Menus, ingredient details, and allergy information are shared through:

- Newsletters
- The school website
- Parent communication apps

We welcome **parent feedback** and continuously review our meal service based on community needs. Suggestions and concerns can be shared with the school administration at any time.

At SFIS, we are proud to provide a dining experience that supports every child's well-being, respects individual choices, and contributes to a positive, inclusive school culture. Thank you for partnering with us in ensuring that our students are nourished, safe, and ready to learn every day

School Community

A. Operations Team

Silver Fern International School is led by a team of dedicated professionals with diverse expertise in education, leadership, and school operations. This team is responsible for overseeing the daily functioning of the school and upholding our commitment to high-quality, holistic education.

- **Chairperson:** Mrs. Chutima Sutthiprapha
- **Head of School:** Mrs. Rizwana Amin
- **Thai Principal:** Mrs. Thongbai (Neung) Sawadpon
- **IB Coordinator:** Mr. Alexander Van Beek
- **Operations Manager:** Mr. Borvorndham (Nong) Sriyongyos
- **Human Resources Officer:** Ms. Amily Chaiyakhun

The Operations Team ensures that the school aligns with both **IB expectations** and **Thai Ministry of Education (MOE)** regulations, while continuously enhancing the learning environment for all students.

B. Parent-Teacher Association (PTA)

At SFIS, we value strong family-school partnerships. Our **Parent-Teacher Association (PTA)** plays a key role in building community, fostering collaboration, and supporting school improvement initiatives.

- **Annual Elections:** Each year, one parent representative is elected from each class through a transparent, democratic process.
- **Active Collaboration:** PTA representatives work closely with teachers and administrators to share feedback, plan events, and address student and parent needs.
- **Inclusive Representation:** The structure ensures that every class has a voice and that diverse perspectives are considered in decision-making.
- **Parent Engagement:** Through PTA meetings, workshops, and school events, parents stay actively involved in enhancing the learning experience for all students.

This partnership strengthens our community and aligns with the **IB's emphasis on collaboration and open communication**, fostering a positive and inclusive environment.

Parent Complaint Procedure

Date Adopted: 28/12/2022

Review Date: July 2025

Our Philosophy

As an IB World School offering the Primary Years Programme (PYP), Silver Fern International School is committed to fostering a culture of respect, transparency, and continuous improvement. This complaint procedure aligns with the IB's standards and practices, particularly those that promote a positive school culture, clear communication, and active engagement of all stakeholders.

Purpose

To ensure that all concerns raised by parents/guardians are addressed fairly, respectfully, and in a timely manner, and to promote mutual understanding and resolution in alignment with IB expectations for ongoing reflection, inquiry, and accountability.

IB-Aligned Principles

- **Respect for All Voices:** Upholds IB's mission to value each stakeholder's perspective.
- **Open and Ongoing Dialogue:** Encourages resolution at the lowest possible level first.
- **Transparency and Documentation:** Ensures consistent and traceable processes for IB review and self-study.
- **Supportive School Culture:** Strengthens parent-school partnerships through reflective practice.
- **Compliance with Thai Law and IB Standards**

Complaint Resolution Process

Step 1: Informal Dialogue (Teacher Level)

- **Contact:** Homeroom or Subject Teacher
- **Action:** Parents are encouraged to raise concerns directly with the educator involved.
- **Timeline:** Within 5 working days of the issue
- **IB Connection:** Supports Standards C1 and E2 (Promoting a positive culture through relationships and communication)
- **Documentation:** Teacher may record outcomes for internal use

Step 2: Programme Level Resolution (PYP Coordinator)

- **Contact:** PYP Coordinator
- **Action:** If unresolved, parents may submit a **Parent Complaint Form** (available online or from the front office).
- **Response Time:** Initial reply within 5 working days; resolution targeted within 7 working days
- **IB Connection:** Standard D1 and E1 (Programme leadership responds and reflects)
- **Documentation:** Written response and file retained for internal review and IB self-study

Step 3: Senior Leadership Review (Head of School)

- **Contact:** Head of School
- **Action:** Written complaints that remain unresolved can be escalated to the Head of School for final school-level resolution.
- **Response Time:** Within 7 working days
- **IB Connection:** Standard A4 (The school has structures for decision-making and conflict resolution)
- **Documentation:** All decisions documented and added to school-level complaint records for accountability

Step 4: Governing Body Appeal (if applicable)

- **Contact:** Chair of the School Board
- **Action:** For unresolved or serious matters, a written appeal may be submitted to the School Board.
- **Timeline:** Acknowledgment within 5 working days; response within 15 working days
- **IB Connection:** Standard A3 and E3 (Involving governance and supporting transparency)
- **Outcome:** Board decision is final; documentation stored for IB evaluation

Special Categories

- **Child Protection & Safeguarding:** All complaints relating to student welfare will be redirected immediately to the school's Thai Principal.
- **IB Programme-Related Issues:** If the concern is specifically related to PYP delivery, curriculum, or IB practices, the PYP Coordinator may initiate a review using the school's reflection tools to inform IB self-study reports.
- **Anonymous Complaints:** These will be handled with discretion, considering the credibility and seriousness of the concern.

Communication Tools

- **Parent Complaint Form:** Available at reception and school website
- **Contact Channels:**
 - Head of School: riza.a@silverfer.ac.th
 - Thai Principal: thaiprincipal@silverfer.ac.th
 - PYP Coordinator: alex.v@silverfer.ac.th
 - School Office: +66 099 467 1222
- **Office Hours:** 7:30 am – 5:00 pm

Continuous Improvement

- Complaints are tracked and reviewed periodically as part of the school's internal review process and IB Programme Evaluation preparations.
- Trends and patterns (not individual cases) may inform updates to teaching practices, community engagement strategies, or the school's Self-Study Report.

Parent Partnership

Silver Fern International School believes in nurturing lifelong learners through mutual respect and constructive collaboration. We appreciate the commitment of parents in helping us build an inclusive, inquiry-driven, and globally minded learning community.

Smart Devices & Gadget Use Policy

Academic Year: 2025–2026

Purpose

To ensure the **safe, ethical, and balanced use of smart devices** (e.g., iPads, smartwatches, tablets) within the classroom environment, supporting learning while prioritizing student well-being, digital responsibility, and classroom engagement.

Philosophy

As an International School, we value **inquiry, digital citizenship, and learner agency**, while promoting **balance and self-discipline**. Technology is a valuable learning tool when used purposefully and ethically. However, it should never become a distraction or disrupt learning.

Scope of the Policy

Applies to all SFIS students and covers the use of:

- iPads and school-approved tablets
- Chromebooks
- Smartwatches and regular watches
- iPhones or other smart phone devices
- Other personal digital gadgets or wearable tech (such as audio devices)

Permitted Use in School

Device	Allowed For
iPads/Tablets	Schoolwork, research, reading ebooks, differentiated learning assignments, learning apps (approved by teachers/school)
Chromebooks	Schoolwork, research, reading ebooks, differentiated learning assignments
Audio Devices	Designated reading/listening activities (requires teacher approval)

Not Allowed During School Hours

- Texting, calling, or chatting via smartwatches or tablets.
- Taking photos or videos without teacher permission.
- Playing games or using social media on any device.
- Using gadgets during recess/lunch unless teacher-directed.

- Wearing or using any personal gadget not approved by school.

Rules & Expectations

- **All devices must be placed in school bags prior to entering homeroom period, *including smartwatches*.** Students are permitted to wear regular watches (those without smart features) throughout the school day.
- **Devices must be kept in school bags** unless a teacher allows usage for a specific learning activity.
- **iPads/tablets must be brought fully charged**, used only for schoolwork, and handled with care.
- **No personal hotspots, VPNs, or unapproved apps.**
- Students should demonstrate **responsibility, respect, and integrity** when using devices (IB Learner Profile).

Consequences of not following Rules & Expectations

<u>First Violation</u>	<u>Verbal reminder and discussion with the student</u>
<u>Second Violation</u>	<u>Device temporarily taken and returned at end of the day.</u>
<u>Third Violation</u>	<u>Parent notified; device kept in school office for 1 week or until meeting</u>
<u>Repeated Violations</u>	<u>Device no longer allowed for a period; disciplinary action may follow</u>

Parent Responsibilities

- Discuss this policy with your child and encourage ethical digital behavior.
- Ensure devices brought to school follow school guidelines.
- Monitor apps, usage, and content installed on your child's gadgets.
- Ensure all devices are labeled and insured if necessary.

Privacy & Security

- Students should never share passwords or personal data.
- Devices used in school are subject to monitoring to ensure safety and appropriateness.
- Cyberbullying, misuse of camera or communication apps, or inappropriate content will result in serious consequences in line with the school's policy.

Policy Review

This policy will be reviewed annually to reflect changing technology and educational needs, with feedback from students, teachers, and parents.

Acknowledgement Form

Silver Fern International School – Parent Handbook 2025–2026

I, the undersigned, acknowledge that I have received, read, and understood the Silver Fern International School Parent Handbook for the academic year 2025–2026.

I understand that this handbook outlines important information regarding the school's policies, procedures, expectations, and programs, including but not limited to:

- Academic curriculum and assessment
- School timings and attendance policies
- Health, safety, and child protection protocols
- Digital use and library rules
- Behaviour expectations and the code of conduct
- Boarding/Homestay guidelines (if applicable)
- Physical education, meals, and wellness procedures
- IB Learner Profile and philosophy

I agree to support and comply with the school's guidelines and work collaboratively with the school to ensure the well-being and academic success of my child.

Student Name: _____

Grade/Year Level: _____

Parent/Guardian Name: _____

Relationship to Student: _____

Signature: _____

Date: _____

Please sign and return this form to the **homeroom teacher or school office** by the first week of school.



Acknowledgment and Agreement Form



We require all parents or guardians to review and acknowledge the policies outlined in this Parent Handbook. This ensures that families understand the expectations, procedures, and commitments necessary for a positive school experience.

Parent Handbook Agreement

I,, the parent/guardian of, have read and reviewed Silver Fern International School Parent Handbook for the 2025–2026 school year. I acknowledge and agree to the following:

- ☐ I understand and agree to abide by the attendance and tardiness policies.
- ☐ I acknowledge and will follow the health and illness policies, including immunization and medication requirements.
- ☐ I will comply with the school's dress code policy.
- ☐ I understand the tuition, fees, and payment deadlines and agree to fulfill all financial obligations.
- ☐ I acknowledge the ECA and special activities policy and will provide permission as required.
- ☐ I agree to communicate with the school regarding any concerns, absences, or emergency situations.
- ☐ I understand that failure to comply with school policies may result in a meeting with the administration and, in severe cases, impact my child's enrollment status.

Emergency Contact & Authorized Pickup Confirmation

The following individuals are authorized to pick up my child from Silver Fern International School

Primary Contact:

Name:

Relationship:

Phone Number:

Secondary Contact:

Name:

Relationship:

Phone Number:

Additional Authorized Pickup Person(s): (if applicable)

Name:

Relationship:

Phone Number:

Any changes to authorized pickup persons must be communicated to the school in writing.

Parent/Guardian Signature

Parent/Guardian Name:

Signature: _____

Date:



SILVER FERN INTERNATIONAL SCHOOL

"GLOBALLY MINDED LOCAL EDUCATION"

Contact Support
(+66) 099 467 1222
riza.a@silverfern.ac.th
thaiprincipal@silverfern.ac.th
office@silverfern.ac.th