

# **SBS**

## ***KG Parent Handbook***

### **2019-20**

#### **Purpose of the Handbook for Parents**

This handbook is an introduction to life at SBS. It contains information on PYP and also the daily routines at SBS and is intended to inform parents of the policies, procedures, and expectations for this academic year.

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# **Handbook for Kindergarten School Satit Bilingual School of Rangsit University**

**Vision “Building Leaders for Tomorrow” and “Education for a Better”  
World.**

## **Mission**

To provide bilingual education programmes which meet local and international standards enabling students to fulfil their academic potential and develop essential life skills to become caring, honest, global citizens.

## **Values**

SBS follows a model of student-centered process based teaching. Teachers understand their role as a facilitator of learning.

SBS offers academically challenging programmes that are balanced and meet the standards of the Thai Ministry of Education and the expectations of challenging programmes of international education. Assessment will be authentic and rigorous.

Students are encouraged to ask questions. The school aims to provide knowledgeable and caring individuals who are confident, responsible, reflective and engaged.

At SBS, local (Thai) and global perspectives are embedded throughout the school curriculum and other school activities in order to encourage students to become active, compassionate life-long learners who understand that people with differences can also be right and that everyone shares responsibility for our planet.

## **Origins**

Satit Bilingual School of Rangsit University was founded in 2004. It is currently open to students from Toddler level (21 months upwards) to Matthayom 6 level.

## **Campus and Facilities**

SBS is a state of the art purpose built campus located in Pathumthani district. It offers the best facilities to provide our students with a high quality learning environment.

## **School Layout**

The Kindergarten School is located on the western side of the school campus. It is home to grade levels from Toddler to KG2. KG3 classes are located in the ground floor of the primary building, which is located towards the center of the campus. Both buildings offer a range of specialist learning rooms and play areas. The primary building is also home to our new learning support department staff. We have an additional learning commons room, purpose built to facilitate learning. This area is a flexible learning space where children can work collaboratively or independently. It is designed to better meet the needs of your children.

## **Staff**

SBS employs well qualified and experienced teaching staff from many different countries around the world. There is also support staff available to ensure that the needs of your child are met.

## **Curriculum Overview**

SBS is an IB world school, authorized for PYP. This programme is an international curriculum framework which combines the best practice and research from national school systems with the collective knowledge and experience of international schools to provide an excellent educational programme for children aged 3 - 13. The IB-PYP focuses on the development of the whole child: academic, social, physical, cultural and educational.

## **IB Learner Profile**

At SBS our learners strive to be:

**Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and show independence in learning. They develop life long learning skills.

**Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. They acquire in depth knowledge and develop a deeper level of understanding across a range of disciplines.

**Thinkers** - They apply thinking skills critically and creatively to recognise and approach problems, making reasoned, ethical decisions.

**Communicators** - They understand and express their ideas creatively and with confidence in both English and Thai by using a variety of models of communication. They work effectively with others.

**Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and wider communities. They take responsibility for their actions and outcomes that arise from them.

**Open-minded** - They understand their own culture and personal histories and are open to the perspectives, values and traditions of other individuals and communities.

**Caring** - They show empathy, compassion and respect to the feelings and needs of others. They have a personal commitment to taking action to improve the environment and the lives of others.

**Risk-Takers** - They are open to new experiences and trying new things. They approach the unfamiliar with courage and have the independence to explore new roles, ideas and strategies.

**Balanced** - They understand the importance of intellectual, physical and emotional balance to achieve well-being for themselves and others.

**Reflective** - The children reflect upon their own learning and experiences. They are able to understand their strengths and areas in need of improvement to support their learning and personal development.

## **Essential Elements**

The PYP curriculum framework incorporates five essential elements.

- Concepts

- Knowledge
- Skills
- Attitudes
- Action

These elements are essential in all subject areas and provide structure for inquiry and learning. The children strive for knowledge by developing a holistic understanding of concepts and issues approached in the transdisciplinary Units of Inquiry and the whole school Programme of Inquiry.

## **Concepts**

The concepts are expressed as questions allowing children to inquire and to guide classroom interactions.

- Form - What is it?
- Function - How does it work?
- Causation - Why is it like this?
- Change - How is it changing?
- Connection - How is it connected to other things?
- Perspective - What are the points of view?
- Responsibility - What is our responsibility?

## **Subject Areas**

At SBS the Units of Inquiry provide knowledge for our students in the areas of Languages, Social Studies, Mathematics, Science and Technology, The Arts, Personal, Social and Physical Education.

## **Transdisciplinary Themes**

At SBS the children in Toddler-K2 study 4 units of inquiry, while K3 is 4-6 units. These are selected from the following;

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

The students are given opportunities to construct understanding through an inquiry approach and develop an understanding of knowledge, skills and concepts.

## **Skills**

At SBS we aim to develop the following skills through inquiry.

- Thinking Skills
- Communication Skills
- Social Skills
- Research Skills
- Self- Management Skills

## **Action**

Children are encouraged to behave appropriately and respectfully towards others at all times. They are expected to act as responsible members of the school, local and global community at all times. They have an understanding that they have a role to play as global citizens and are encouraged to take action whenever they can to improve the lives of others and the environment.

Taking action is an important aspect of a child's learning. It demonstrates that they have an understanding of the learning outcomes and are determined to do something to aid change in their own way. It allows the students to make connections between what they have learned and real-life situations. Action can be a small thing that grows out of genuine concern for something or commitment to a particular cause. It may take place outside of the learning environment, on the playground or outside of school. The action will take many forms and may need teacher or parental support to facilitate the students' efforts.

If a child is seen taking action, their efforts should be mentioned to the class teacher.

Action	Description	Example
Direct Action	Person to person or person to the environment	A student picks up litter even though he or she didn't drop it
Indirect Action	Person to Community	A group of students raise money through an event such as a yard sale
Advocacy	Creating Awareness	A student reminds his class not to waste water or creates a campaign to inform others
Research for Action	Learning in action	A student borrows a book from the library to extend in class knowledge without being asked to do so. Or a student begins inquiring into something of interest and shares with their peers.

For further understanding of the IB PYP programme, please visit the [www.ibo.org](http://www.ibo.org).

## **LANGUAGE POLICY PHILOSOPHY**

Language is not only a means of communicating, but also a vital tool for comprehending the world in which we live. In addition, it is a fundamental component for self and cultural expression shaping our identities and laying the foundations for inter-cultural understanding. Promoting multilingualism encourages us to forge relationships with people from other diverse backgrounds and appreciate and accept differences. This is the basis for creating a community rooted in respect and inspiring international mindedness.

At Satit Bilingual School of Rangsit University (SBS), we believe that language has an essential role in developing, understanding and expressing our Core Values.

We strive to guide students to express themselves confidently and creatively in more than one language; and listen to and respect the perspectives of other individuals and groups. This can allow students to better understand themselves, others, and allow them to make a greater contribution to the world around them.

English and Thai are the languages of instruction in the school. We recognise the value for all members of our school community in being able to develop skills in additional languages, while maintaining the mother tongue. Mandarin is also offered as a third language from Grade 2 upwards. Any children wishing to study Mandarin before this grade level may do so in the form of ECA.

## **SCHOOL LANGUAGE PROFILE**

SBS is a bilingual school meaning that instruction is in two languages: Thai and English. The purpose of bilingual instruction is to reinforce competency across the curriculum in both languages. The instruction in both languages across the curriculum enable students to develop proficiency in two languages which have very different phonologies, grammar, usage conventions and scripts.

Official school publications are produced in both Thai and English. This is done intentionally to reinforce the need for development of basic English literacy skills in all community members. We may occasionally hold meetings in this language to encourage parental involvement in the life of the school. Wherever teachers or other school staff are able to communicate with parents in other languages we will encourage them to do so, but we are unable to make special provision for any other languages on a regular basis.

## **Day to day activities and Procedures**

### **Admissions Policy/ Placement**

#### **Admissions Test**

SBS currently accepts Thai and international students. Each child upon entering is asked to complete an admissions assessment which allows the school to get a better understanding of your child's skills and needs. The interview focuses on the areas of Languages and Maths. This also allows the school to gain an understanding of how a child may require additional support in a specific area. Children may also be offered support in other areas as offered by our Student Support Services Department. We are currently in the process of expanding our Student Services department and will this year be offering support in the areas of: EAL, TAL, Learning Support in the areas of Languages, Mathematics, Speech and Language, Physical therapy and Life Skills.

Each child is also interviewed to allow us to get an understanding of your child's interests and hobbies. This assists us with the knowledge available to ensure that your child is placed in the best class to suit their needs.

Children will be placed into classes according to their age birthdate, educational background and achievements. The school reserves the right to place the child in the class deemed to be the most appropriate and beneficial to that child.

We at SBS recommend children enter the following grade levels at particular ages:

#### **Grade Levels and Age Groups**

Toddler - 2 - 3 years old

KG1 - 3 - 4 years old

KG2 - 4 - 5 years old

KG3 - 5 - 6 years old

#### **ECA (Extra Curricular Activities)**

SBS offers a wide range of after school activities. The children are surveyed at the beginning of each academic year for their interests. Clubs and activities will be offered to suit the preferences stated by the children. Other academic support classes will be offered to provide assistance in areas that teachers or parents believe are needed.

Information about the various activities will then be sent to parents at the beginning of the academic year. Parents are asked to discuss with their children to find activities best suited to their interests or needs. Parents are asked to please register and pay any required additional costs for classes within the required time limit.

### **Private Tuition**

SBS is aware that some parents like to arrange extra and private tuition for their child after school, and often this is an arrangement made with teachers working at SBS. We do not intend to stop this from happening, however we do have some rules that teachers/ parents must follow. Under no circumstances are teachers allowed to privately teach children in their grade level. Any private classes must be arranged with teachers outside of your child's grade level. Parents may approach their child's homeroom teacher for suggestions only. The agreement entered into is the sole arrangement of teacher and parent. SBS does not accept any responsibility for the quality of teaching provided.

### **Arrival**

The school day starts at 7:50am with whole school assembly. Students are expected to be in class by 8 am as attendance is taken daily at this time. Anyone arriving after this time will be marked as late or absent.

Any children arriving between 7:15 am and 7:30 am will be supervised until their Homeroom teachers arrive.

If a child is unable to attend school due to sickness or other circumstances, please inform your child's homeroom teacher before 7:50am of that day. Absences of more than three days should require a note from home or a medical facility to explain the extended absences.

If your family has some unavoidable trip or business that requires your child taking time off school, please provide the Homeroom teacher with this information before the required date. The Kindergarten Office can also be contacted to complete a leave request form or to inform them of any absences.

### **Leaving School Early**

Children are expected to remain on school campus throughout the school day. If your child will be leaving school early for any reason please inform the Homeroom teacher on that day along with the time. Upon arrival please go to the Kindergarten Office where you will be asked to complete a leave school early form. The Homeroom teacher will be asked to sign and the form also requires a parent's signature. This procedure is in place to ensure the security of your child. Please return the form to the office to be signed and then provide the guard with a copy as you leave. This system ensures that no child is able to leave campus without being acknowledged by the parent, teacher and Kindergarten Management Team.

### **Dismissal**

The children are dismissed from classes at the end of the school day at 2:30pm. Parents are asked to meet their children in the entrance to Kindergarten. Children will be taken by a member of the teaching team to meet parents or guardians upon arrival.

Children attending ECA classes can be met by their parents from 3:30pm in the canteen area.

Children wishing to remain at school to play with friends may do so under the supervision of their parents.

Parents are asked to collect their children at the required time or before 5pm. Although supervision is provided after this time, supervision is limited. Therefore, in the interest of safety we ask that parents please pick up your children in a timely manner. Parents may be asked to pay a fee for failing to pick up their children after 5:30pm.

**Note:** In the interests of security and child welfare, all parents and guardians must present their SBS ID card when collecting a child.

## **Calendar**

The school calendar is currently available for parents on our school web page at [www.sbs.ac.th](http://www.sbs.ac.th).

## **Contact Details**

Please notify the school immediately of any changes to your address, e-mail or phone number.

## **Class Placement**

Students in the primary school are placed into mixed ability classes by according to the following criteria.

- Academic range and balance
- Balance between new and returning students
- Behaviour issues
- EAL/TAL needs
- Friendships
- Teacher's professional judgement

The criteria for each child are given close and careful consideration by teachers and the administration team. Students may be placed with a specific teacher due to support services your child may need. Although parents may discuss reasons they feel their child should be in a particular class, we cannot always guarantee to put children in that homeroom as we have to consider the balance of the class. As a result we are no longer taking formal requests from parents for particular homerooms or teachers. Please understand we have your child's best interests at heart and aim to do what is right for the children in every class. All classes at each grade level follow the same units of inquiry and all lessons are planned collaboratively by all teachers at that grade level. This ensures that all children are reaching the same learning outcomes to the best of their ability.

## **Behaviour**

At SBS we believe it is important to provide a safe, positive learning environment for all students. We aim to ensure that all children learn to act respectfully and to make responsible choices on a day to day basis.

Each year, the children are involved in making essential agreements for the behavioural expectations that they feel are important for their class and their school.

Children make mistakes at times. We at SBS believe it is important that children are able to recognise their mistakes and take action.

We believe that:

- Children should be encouraged to act in a responsible manner
- Children should learn from their mistakes
- Children are able to reflect upon their actions and tackle future problems by using their problem solving, social and thinking skills.

Disciplinary measures used at SBS may be:

- A warning
- Time out
- Behaviour Reflection and Action Plan
- Loss of Privileges
- Visit to Kindergarten Vice-Principal
- Parent Conference
- Weekly Behaviour Monitoring Report

Children failing to make responsible choices may be given a behaviour monitoring report. This report will be sent home for parents to comment, sign and return to school. Should a child continue to fail to make responsible choices, parents may be called to meet with the Homeroom Teachers or Vice-Principal. Children placed on a behaviour monitoring report will be monitored by both parents and teachers.

## **Homework**

### **Satit Bilingual School Of Rangsit University** **PYP HOMEWORK POLICY**

#### **Statement of purpose:**

Homework at SBS aims to develop students who are knowledgeable, reflective, inquirers, thinkers and balanced.

Purpose of Homework:

To reinforce/ consolidate/ review what has been taught or learnt in class

To consolidate prior knowledge through practice

To encourage responsibility for self learning

To extend skills taught

To involve parents in their child's learning

To reflect on the lesson taught

To practice skills (transdisciplinary and subject specific)

To practice living the learner profile

To make connections between what is being learnt and prior knowledge

Rationale

To develop time management and organizational skills

Opportunity to practice at their level

The school recognizes the following points as being important reasons for homework:

To support students to strengthen their application of important aspects of their learning.

To review what has been taught and extend learning

To develop skills and knowledge that reinforce positive study skills and work habits.

To develop independent learning

To foster a link for students between home, school and parents

To provide feedback about student's learning progress and attitude

#### **Homework Best Practice:**

**Homework should:**

Match the needs /level of the students

At times have prescribed elements and other times elements of choice

Have clear instructions appropriate for the student's level

Provide ongoing support/practice for the biggest needs  
Marked and feedback given in a timely manner but the grade should not be used for reporting unless it is part of an ongoing project that will be eventually marked.  
Related to current unit / units of study  
Allow for students to demonstrate understanding in a variety of ways (learning styles)  
Encourage students to research on current unit  
Use a reasonable amount of time (see time Homework Time Guidelines below).

### **Informing Parents:**

Parents should be informed when:

- We are modifying homework to meet the needs of the student
- When a student needs extra support in an area
- When units change so they can support the classroom efforts by asking their child about what they are learning about at school
- A student consistently does not have his or her homework completed on time
- The homework expectations for the grade level are set

### **Homework Time Guidelines:**

The amount of time spent on homework will be at the teacher's discretion. Homework will only be set when there is a need as homework is not busy work and therefore should not exceed 3 hours/week on top of daily reading.

### **Home reading program**

Most students take part in a home reading program. Each class has a wide selection of books for students to read. Additionally, we have purchased Raz Kids, an online reading program for students in K3-P5.

### **Mathematics**

It is likely that students will engage in problem solving activities, as well as revision. Authentic experiential learning at home should be encouraged. TIPS (Teachers Involving Parents in Schoolwork) is interactive homework that will periodically be assigned to students.

### **Units of Inquiry**

Students may be asked to engage in simple research for their Units of Inquiry. Parents are encouraged not to give immediate answers to questions, instead to help their child find out for themselves.

### **Specialist Subjects**

Homework will be set in these subjects as needed.

Parents as Partners in Education

Parents will notify teachers when they believe their child needs additional support or homework is consistently not meeting their child's needs

โรงเรียนสาธิตแห่งมหาวิทยาลัยรังสิต

แนวทางปฏิบัติเรื่องการบ้านของการเรียนการสอนแบบ PYP

วัตถุประสงค์

การบ้านที่โรงเรียนสาธิตแห่งมหาวิทยาลัยรังสิตมีเป้าหมายเพื่อพัฒนาให้นักเรียนให้นักเรียนมีคุณลักษณะ ผู้มีความรู้ ผู้พิจารณาตัวเอง,ผู้ใฝ่เรียนรู้, นักคิด และเป็นผู้มีความสมดุล

จุดประสงค์ของการบ้าน:

เพื่อเสริมสร้าง/เพิ่มความเข้มแข็ง/ทบทวนสิ่งที่ได้เรียนจากห้องเรียน

- เพื่อให้นักเรียนนำความรู้เดิมมาใช้ผ่านการลงมือปฏิบัติจริง

- เพื่อส่งเสริมให้นักเรียนมีความรับผิดชอบสำหรับการเรียนรู้ด้วยตนเอง
- เพื่อขยายทักษะที่สอน
- เพื่อให้ผู้ปกครองมีส่วนร่วมในการเรียนรู้ของนักเรียน
- เพื่อสะท้อนบทเรียนที่ครูสอน
- เพื่อฝึกฝนทักษะ (แนวบูรณาการและวิชาเฉพาะ)

เพื่อฝึกฝนคุณลักษณะของผู้เรียน

เพื่อสร้างความเชื่อมโยงระหว่างสิ่งที่เรียนรู้และความรู้เดิมที่มี

เหตุผล

เพื่อพัฒนาการบริหารเวลาและจัดระบบทักษะ

เพื่อให้โอกาสในการฝึกฝนที่เหมาะสมกับระดับของนักเรียน

โรงเรียนทราบดีว่าข้อดังต่อไปนี้ เป็นเหตุผลที่สำคัญในการมอบหมายการบ้าน

เพื่อสนับสนุนนักเรียนให้นักเรียนนำไปประยุกต์ใช้ในเรียนรู้

เพื่อทบทวนว่าได้เรียนและสอนเรื่องใดไปแล้ว

เพื่อพัฒนาความรู้และทักษะที่เป็นแรงจูงใจเชิงบวกในการเรียนและนิสัยการทำงาน

เพื่อพัฒนาการเรียนรู้แบบเป็นอิสระ

เพื่อสนับสนุนความสัมพันธ์ระหว่างนักเรียนและบ้าน , โรงเรียนและผู้ปกครอง

เพื่อจัดเตรียมผลพัฒนาการเรียนรู้และทัศนคติของนักเรียน

การบ้านที่ดี

การบ้านควรมี:

ตรงกับความต้องการ /ตรงกับระดับของนักเรียน

มีการชี้แจงองค์ประกอบและครั้งต่อไปให้ตัวเลือกองค์ประกอบ

มีคำชี้แจงที่เหมาะสมตามระดับชั้นของนักเรียน

สนับสนุนหัวข้อที่กำลังเรียนรู้และฝึกฝนเพื่อความต้องการที่จะเกิดขึ้น

ตรวจและแจ้งผลตามเวลาที่เหมาะสมแต่ผลคะแนนนี้ยังไม่ใช่เพื่อรายงานจนกระทั่งคะแนนนี้เป็นส่วนหนึ่งของชิ้นงานที่กำลังทำ จึงจะต้องให้คะแนน

เกี่ยวข้องกับหน่วยการเรียนรู้ปัจจุบันหรือหน่วยการเรียนรู้

อนุญาตให้นักเรียนสละความเข้าใจด้วยวิธีที่หลากหลายตามลักษณะการเรียนรู้แต่ละคน

กระตุ้นให้นักเรียนค้นคว้าข้อมูลของหน่วยการเรียนรู้ที่กำลังเรียน

ใช้เวลาเหมาะสม

การแจ้งผู้ปกครอง

ควาแจ้งผู้ปกครองเมื่อ:

-โรงเรียนปรับปรุงการบ้านเพื่อให้ตรงกับความต้องการของนักเรียน

-หากนักเรียนต้องการฝึกฝนเพิ่มเติมในหัวข้อนั้นๆ

-เปลี่ยนหน่วยการเรียนรู้ เพื่อผู้ปกครองจะได้สนับสนุนการเรียนรู้ของห้องเรียนด้วยการถามนักเรียนว่านักเรียนกำลังเรียนอะไรที่โรงเรียน

-นักเรียนส่งการบ้านไม่ตรงเวลาหลายครั้ง

-การตั้งเป้าหมายของการบ้านของแต่ละระดับชั้นเสร็จเรียบร้อย

แนวทางเรื่องเวลาของการบ้าน

ระยะเวลาของการบ้านอยู่ที่ดุลยพินิจของคุณครู การให้การบ้านจะให้เมื่อต้องการฝึกฝนนักเรียนไม่ใช่ให้การบ้านเพื่อให้ นักเรียนไม่ว่างงาน และไม่ควรถูกให้การบ้านและใช้เวลาทำการบ้านเกินอาทิตย์ละ 3 ชม.ที่เพิ่มเติมจากการอ่านทุกวัน

โปรแกรมการอ่านที่บ้าน

นักเรียนส่วนใหญ่เข้าโปรแกรมการอ่านที่บ้าน ในแต่ละชั้นเรียนมีตัวเลือกที่หลากหลายในการเลือกหนังสืออ่าน ในขณะที่เดียวกันโรงเรียนได้จัดซื้อโปรแกรม Raz-Kids โปรแกรมการอ่านหนังสือออนไลน์สำหรับนักเรียนระดับชั้น อ.3-ป.5

การสะกดคำศัพท์

คุณครูจะส่งรายการคำศัพท์ที่จะเรียนของแต่ละสัปดาห์ให้ผู้ปกครองในช่วงต้นสัปดาห์ รายการคำศัพท์จะประกอบไปด้วยการ ออกเสียงอย่างง่าย คำศัพท์ที่มีกสะกดผิด คำศัพท์ที่อยู่ในหน่วยการเรียนรู้ หรือคำศัพท์เพื่อเพิ่มพูนทักษะ นักเรียนจะได้รับการกระตุ้นให้ใช้วิธีที่หลากหลายเพื่อเรียนรู้คำศัพท์ที่บ้าน จะมีการทดสอบวันสุดท้ายของสัปดาห์ นักเรียนจะได้รับการส่งเสริมให้เรียนรู้คำศัพท์ในบริบทและเรียนรู้ตามความแบบการเรียนรู้ที่เหมาะสมกับนักเรียนเพื่อเรียนรู้คำศัพท์ได้ดีที่สุด

วิชาคณิตศาสตร์

นักเรียนจะได้รับการกระตุ้นให้แก้ไขปัญหาและการปรับปรุง จะได้รับการส่งเสริมการเรียนรู้ผ่านประสบการณ์จากที่บ้าน จะโปรแกรมมีส่วนร่วมของผู้ปกครองในงานโรงเรียน ( TIPS) เป็นการให้การบ้านเชิงโต้ตอบที่คุณครูจะมอบหมายให้นักเรียน

### หน่วยการเรียนรู้

นักเรียนจะได้รับการกระตุ้นให้สืบค้นข้อมูลแบบเบื้องต้นในหน่วยการเรียนรู้ ขอให้ผู้ปกครองไม่ให้คำตอบทันที เพื่อเป็นการช่วยให้เด็กเรียนหาคำตอบได้เอง

วิชาเฉพาะ

จะมอบหมายการบ้านให้เหมาะสมตามวิชา

ผู้ปกครองในฐานะผู้ร่วมมือด้านการศึกษา

ผู้ปกครองจะแจ้งคุณครูเมื่อผู้ปกครองคิดว่านักเรียนควรได้รับการสนับสนุนเพิ่มเติม หรือการบ้านที่ได้รับทุกครั้งไม่ตรงการของนักเรียน

## **Other online programs available for your children which should be practiced daily in order to achieve the best results.**

Accounts and passwords will be supplied by the homeroom teacher at the beginning of the year.

### **Raz-Kids**

We at SBS would like to encourage the children to become responsible for ensuring that their reading continues to progress. It is therefore important that each child spends time each night working on our school's chosen reading program Raz-Kids. Nightly practice will ensure your child is able increase their reading fluency and knowledge of vocabulary independently. Each child in KG3 will have their independent logins. They will be working on levelled texts and will progress from levels A-Z. Teachers will assign regular tasks for each child depending on their individual reading level.

## **Home and School Communication**

We at SBS believe that contact between home and school is essential in order to ensure the progress of your child. Therefore, at the beginning of the year you may be asked to provide contact information and personal information about your child. It is important that homeroom teachers be informed of any allergies, dietary needs or any medication that your child may be taking on a daily basis at the beginning of the school year.

### **Email**

Teachers may be contacted via email at any time. Each teacher's e-mail address is their first name followed by a full stop, the first letter of their surname and@sbs.ac.th. This means that in order to contact Mark Gilheaney you would enter mark.g@sbs.ac.th. Teachers also need all parents email addresses to be able to contact about any issues that may arise.

### **School Web Page**

All information about coming events and day to day activities may be found on our school web page. Please visit it at [www.sbs.ac.th](http://www.sbs.ac.th).

### **Facebook**

SBS also has a Facebook page which is updated regularly. It can be found under the name of Satit Rangsit. This page shares information about up and coming events at school. It also shows photos of class or school activities. It also offers live streams of events on occasions.

### **Seesaw**

Each class also has a seesaw account, where parents can download an app and get information and videos and pictures of class activities. This is also used as a digital portfolio where children

are able to document their day to day work. Parents receive notifications as their child uploads their work. This app may also be used to communicate homework or activities to parents.

### **Newsletter**

SBS has a monthly newspaper. It is called Pulse. It gives written reports about events and celebrates student successes. It also provides parents with any information about developments at school. These newsletters will be sent home with children monthly.

### **Class and Grade Level News**

Classes and grade levels also have their own newsletters. These provide parents with information about what the children are learning in class, homework tasks and any up and coming grade level activities. These can be viewed through Renweb.

### **Open days**

During the school year parents and members of the local community are invited to join the students for a celebration of their learning. During these open days the children present their work and new found skills. This gives an opportunity for the children to take pride in their work. It also gives parents and members of the community an opportunity to see what the children are learning in class.

### **Afternoon Tea**

At regular times throughout the year, Kindergarten parents will be invited to attend an afternoon tea event. These events are designed to inform parents about the learning happening in Kindergarten, give information about IB-PYP practices, and give feedback to any questions about our program of education. The dates for this year are;

**2nd Aug, 13th Sept, 15th Nov, 31st Jan, and 21st Feb.**

### **Line**

SBS teachers are not permitted to join any parent Line groups. Teachers are permitted to have Line communication with individual parents, especially the parent representative for the class.

## **Dress Code - School Uniform**

### **Girls**

Blue checked knee length skirt  
White ankle socks  
Black shoes

### **Boys**

Blue checked knee length shorts  
White SBS shirt  
White ankle socks  
Black shoes

### **PE Uniform**

Blue SBS t-shirt  
SBS PE shorts  
White socks  
White shoes

\*SBS socks are currently available for purchase along with school uniforms\*

## **SBS Inclusion Policy**

## **School Development**

At SBS, we aim to support all learners in achieving their personal best. To achieve this aim we will provide all teachers thought provoking professional discourse on the values of inclusion and how to implement it successfully.

Additionally, SBS will prepare our students for the diversity of the real world teaching them how work with various people and prepare our parents for changes of creating a more inclusive school environment.

## **Stakeholders**

The students, educators, parents and specialist are all given an equal voice and agency in determining what service model and supports are needed to support the learner and their family.

## **Communications**

The key to successful support services is the transdisciplinary collaboration of professional working together to remove barriers to education for the individual. The importance of regular communication of the support team member and the educators and the parents is of key importance.

## **Confidentiality**

Students with identified special needs will have an IEP (individual education plan) which will be stored electronically on the drive with limited access to protect the rights of the child. The team of professionals that supports an individual will have access to the document and the parent through the IPSRC (Individual placement & service review committee) Students without identified special educational needs may have individual support plans that outline the accommodation they need to be successful.

## **Learning**

Support services at SBS will aim to provide support to students in the LRE (least restrictive environment) which means that students will be educated in their homeroom class with their peers as much as possible. Research has shown that learning is applied in authentic situations has the best outcomes for all involved.

## **Student Support Services Department**

We at SBS understand that children need support in different areas in order to be successful. Therefore, this year we will be able to support children in all areas of the curriculum.

Children will be admitted to these programs depending on individual needs. The aim of these programs is to ensure that our students at SBS are given the best foundation to be successful lifelong learners.

## **Numeracy Support**

Numeracy support is provided for children in need of assistance. The numeracy coordinator provides support in the area of Mathematics. The Numeracy Support Coordinator may provide support in class or provide additional support for children outside of the classroom.

## **Speech and Language**

Children that may be experiencing some difficulty with communication or expressing their ideas may benefit from support in this area. Students having difficulties forming words or with speech patterns may be offered support in this area.

### **Physical Therapy**

Students that need physical support will be able to receive this during the school day.

### **Life- Skills Program**

This program is specifically set up with the aim of assisting children to function as a responsible member of society.

### **Occupational Therapy**

Opportunities will be provided for children in need of this support will be provided during this academic year.

### **Fine and Gross Motor Skills development**

This will provide children with support in the area in which it is most needed.

### **School Psychologist**

A school psychologist will be on sight at all times to assist children, teachers and parents with concerns or issues.

## **Emergency Procedures**

In the event of a national emergency parents will be contacted via email, school web page or Facebook. Please ensure that your contact addresses are up to date and that you are able to access information in the event of an emergency.

## **School Health Services**

In the event of an accident or if your child should fall ill during the school days, parents will be contacted by line or e-mail and advised by our school nurse on the course of action.

All relevant medical information must be given to our school nurse upon request. Parents must ensure that all emergency information is up to date. It is important the school nurse should be informed of any medical conditions or allergies that your child may have. Also it is important that the nurse is aware of any medication that your child may be taking.

### **Medication**

Children may be given non prescription medicines during the school day and parents will be informed of this via phone.

Children taking medicines for various illnesses should also inform the nurse. Medicine can be given to the school nurse for safe keeping during the school day. Medicines may be collected from the school nurse upon leaving the school.

### **Excluding a child from school due to illnesses**

Children are encouraged to stay home from school should they be suffering from serious or contagious illnesses. Children deemed to be suffering from a fever will be isolated and sent home.

## **School Closure**

### **1. Illnesses:**

There can be times during the year when the school needs to close due to outbreak of sickness (Influenza, Hand Foot Mouth), severe weather, or poor quality air. During these events we must consider the safety of our students and staff. It is the primary goal for SBS to remain open, wherever possible, to continue providing a quality education for our students. The decision to close will be taken by the school licence holder.

The following table outlines the SBS guidelines for school closures;

Criteria	School Action
5 or more confirmed diagnosed students	Close class
10 across grade level confirmed diagnosed students and/or staff	Close grade level
20 across classes on the same floor with shared facilities, and confirmed diagnosed students and/or staff	Close classes on the same floor
40-50 confirmed diagnosed students and/or staff in any one school	Close school (ie KG or Primary or Secondary)
50+ confirmed diagnosed students and/or staff across schools	Close schools (ie KG and Primary)

The school really needs your help in providing a safe and healthy environment for all students. If your child is absent due to an illness, diagnosed or otherwise, it is imperative that you make the homeroom teachers aware. Swift action can prevent illness from spreading.

Additionally, we would prefer that all families get the flu vaccine.

In the event of class/ school closure due to illness, SBS will undertake the following steps;

- Notify all parents through school/ class social media, email via Renweb, and notification on our website.
- Classrooms, common areas, toys, door handles, will be disinfected, fumigated, and cleaned. This procedure will be shared with parents through photographs posted on SEESAW.
- Homeroom teachers will communicate regularly with parents about the reopening of school.

### **2. Adverse Weather or Air Quality:**

In these instances, SBS will follow directives from local Government Agencies. All parents will be notified of the closure through the communication channels mentioned above. Homeroom teachers will provide updates on when the school will reopen.

The following table shows the action SBS will take due to poor quality air;

## **AIR QUALITY KINDERGARTEN PROTOCOLS**

Code	Primary Protocols
<b>Green</b> 0-50	No action
<b>Yellow</b> 51-100	Morning & After school as normal Monitor throughout the day before any outdoor activity
<b>Orange</b> 101-150	Morning & After school as normal Monitor throughout the day before any outdoor activity *Masks for those that are sensitive
<b>Red</b> 151-200	Morning - Classroom Lunches in canteen (K3) with mask // Normal indoor KG Lunch ECA outdoor moved inside Monitor throughout the day before any outdoor activity/ field trips No mask, no outdoor play
<b>Purple</b> 201-300	After school-keep students in class and parents message when here to escort to pick up point Breaks-in class Box lunch in class provided by canteen for K3 Guards and canteen staff should wear masks Outdoor activities and field trips cancelled
<b>Brown</b> 300+	No outdoor activities Watch for school closure notices

### **School Meals**

Children at SBS in our kindergarten department are provided with meals and snacks during the day. In the morning the children are provided with milk, special requests for alternatives such as soy milk can be made depending on dietary requests. A healthy nutritious meal is provided each lunch time which consists of a main meal, soup and fruit. Children are asked to bring their own flask which can be refilled with water at the school. During the afternoon the children are also provided with a juice or milk and a mid afternoon snack. We do not allow children to consume snacks brought from home during class time.

### **Field Trips**

Each child will be offered an opportunity to go on two field trips a year. They may also go on mini visits to places in the local community during the year. The cost of these trips are included in the school fees.

### **Assessment:**

At SBS Assessment should

- Be Authentic
- Be Challenging
- Be Rigorous
- Be Bilingual

- Prepare students for change
- Promote lifelong learning
- Promote Digital literacy
- Promote self and peer assessment and reflection
- Be Differentiated based on data
- Promote Assessment for learning for staff and students

### **What is assessed?**

- Essential elements
- Knowledge
- Approaches to learning
- Concepts
- Attitude
- Action

### **How we Assess**

Assessment at SBS follows the backwards design model by Wiggins and McTighe(2003) and is designed to

- Identify desired results
- Determine acceptable evidence
- Plan learning experiences and instruction

### **Diagnostic Assessment**

This type of assessment allows teachers to assess what students already know and can do so that instruction and inquiry tasks can be matched to their level of need.

### **Formative Assessment**

Formative assessment is integrated into the teaching and learning process allowing for individualised instruction based on student needs.

### **Summative Assessment**

Summative Assessment takes place at the end of the teaching and learning process and gives the students opportunities to demonstrate what they have learnt.

Assessment Tools

At SBS we a variety of assessment tools over the course of the year such as:

Rubric

Checklist

Anecdotal record

Continuum

Rating scale

Exemplars

### **Frequency of Assessment**

Assessment is a continual process that guides teaching, learning and reflection.

### **Assessment Tracking System**

Teachers are required to record grades for all learning outcomes on an assessment tracker shared with the leadership team on the drive for accountability and monitoring of student progress.

### **Assessment Analysis at SBS**

In the classroom assessment data is collected and analysed so that targeted teaching and flexible grouping can occur. It is the combined role of the Primary leadership team to ensure that all staff are adhering to assessment policy guidelines.

## **SBS Assessment Scale - Rubric Code Descriptions**

### **Level 5**

#### **Outstanding**

The learner demonstrates competence in their understanding. This is characterised by the ability to effectively apply their understanding and perform with confidence.

### **Level 4**

#### **Extending**

The learner demonstrates a competent understanding. This is characterised by their ability to effectively apply their understanding and perform with confidence.

### **Level 3**

#### **Consistently Competent**

Student is progressing and is working toward grade level expectations.

### **Level 2**

#### **Developing**

The learner demonstrates a developing understanding. The learner requires assistance to demonstrate the grade level expectations.

### **Level 1**

#### **Emergent**

The learner is working below grade level expectations.

### **Level NA - Not applicable**

This criteria was not a focus during this reporting period.

### **\* Modified Grades**

\* This symbol indicates that the learning expectation has been modified for this student.

## **Reporting to Parents By Appointment**

Parents are welcome to contact classroom teachers or specialist teachers at any point throughout the year to discuss their child's progress

### **Open days**

During the school year parents and members of the local community are invited to join the students for a celebration of their learning. During these open days the children present their work and new found skills. This gives an opportunity for the children to take pride in their work. It also gives parents and members of the community an opportunity to see what the children are learning in class.

## **Conferences**

Parents will be invited to school during the year to participate in different types of conferences.

### **Student led conferences or Learning Journeys**

These give students a chance to share their work and learning with their families. These are also a time for students to reflect on their work, strengths and areas in need of improvement. These sessions will be led by students and are not an opportunity for parents to meet with teachers. We

would appreciate it if parents would not bring any brothers or sisters of your child to these meetings. This allows your child to focus on their learning and work and gives your child your undivided attention. Mobile phones are not permitted at these conferences and we would appreciate it if parents were respectful of this rule.

### **Parent Teacher Conferences**

These give teachers an opportunity to talk about achievements or concerns. Parents are asked to sign up for an allocated time slot on a particular day via our google forms. Links to these forms will be sent to parents via email in the run up to these events.

### **Three way conferences**

These conferences are an opportunity for teachers, students and parents to meet and discuss achievements and areas of concern. It also allows an opportunity for open discussion and reflection. We would appreciate it if parents were able to attend these meetings.

### **Reports**

Emailed (end of Term one and Term two)

### **Paper Portfolios**

Portfolios are an accumulation of a student's work that highlights the essential elements of the PYP in their learning. It is used as a focal point during Student-led conferences .

### **Electronic Portfolios**

Seesaw is used to document student work and share with parents

### **Exhibition**

This is an event that is presented by P5 students towards the end of the year  
Exhibition is the culmination of the PYP and an opportunity for students to share all the things they have learned throughout the programme.

### **Location of Assessment Data**

Each teacher is responsible for keeping their own records as well as uploading the data into the assessment tracking sheets no later than 2 weeks after the completion of the unit which are stored in the team drives.

### **Access to Assessment Data**

All teachers and administrators have access to assessment files.

### **Student Progress Report Assessment Levels Conversion Table to MOE Grades**

All student report grades can be converted to the 4 point MOE Grade system previously used at SBS.

### **Parent Network Committee**

All parents are welcome to volunteer with their child's homeroom teacher if they are interested in becoming a class representative. If more than one parent is interested they will be democratically voted in by the other class parents.

### **Parent Information Sessions**

At SBS we believe it is important to work closely with parents in order to achieve the best results for each child. Parents are asked to collect their children from the main Kindergarten building at

all times. If a parent wishes to speak to a Homeroom teacher or a members of the management team they should make an appointment with the teacher or the management team directly. In the interests of safety we request that parents wear identification at all times.

Throughout the school year parents are invited to many grade level, whole school events and assemblies. We appreciate your support at these events.

There are also regular training sessions held throughout the year at various times to educate parents on the style of learning that their child is experiencing.

### **Student Belongings:**

The following items need to be provided by parents for use at school;

- Toothbrushes, toothpaste, glasses for Toddler to K3.
- Weekly use items such as sheets, pillow cases, blankets, pajamas, apron (brought every Monday and returned for cleaning on Friday) for Toddler to K2.
- Daily use items such as water bottles, casual wear, underwear, milk powder, baby bottles, cups (small children), small towels, etc. This vary between grade levels.
- All children should have a mask in their bag to protect against poor quality air.

The parent must write the name of the student on their belongings.

Things students should not bring to school;

- Valuables such as necklaces, rings, watches, etc.
- Money
- Toys
- Snacks to consume during school hours.

**Thank you for your ongoing support**