

**PREM TINSULANONDA
INTERNATIONAL SCHOOL**



PREM TINSULANONDA CENTER FOR INTERNATIONAL EDUCATION



Senior School Student and Parent Handbook 2009-2010



**Prem Tinsulanonda International School
Chiang Mai, Thailand**

Prem Tinsulanonda International School

Mission Statement

We are a community that challenges its members to act as compassionate, knowledgeable and principled global citizens: working together for a sustainable future and inspired by meaningful relationships, continuous learning and “good thinking”.

Welcome

Dear Students and Parents,

Welcome to the 2009-10 school year. A new year brings fresh opportunities for all of us in the PTIS school community: students, teachers and parents. Now is the time for each of us to re-engage in the partnership that supports student learning.

At Prem Tinsulanonda International School (PTIS), we believe in forging a learning partnership with parents for our students. The Senior School Parent Handbook is a guide to inform Senior School parents of the nature of the programmes provided and of support mechanisms offered by the school. This document serves to answer frequently asked questions about the school and its programmes, as well as suggesting strategies as to how you can support your children at home and school to meet their goals and our mission. We hope you read this handbook carefully and use it as a ready reference for you and your children throughout the year. Should you have any questions, please contact us.

Sincerely,

Craig Rodgers

Senior School Principal

Co-curricular Program

Students at the Prem Tinsulanonda International School have the opportunity to take part in art, musical, sporting, recreational, educational and service activities after school in the Co-curricular Program. The aim of these activities is to encourage students to pursue a variety of interests that complement the academic program.

The Co-curricular Program is open to students from Grade 1 and above and is organized and run by the Co-curricular Program Coordinator. The program runs from Monday to Friday in the Senior School. There are two sessions for Senior School students:

- 3:15 – 4:15 p.m., and,
- 4:15 – 5:30 p.m.

For students registered with the daily van service, vans will depart at 4.15 pm and 5.45 p.m. Once students have signed up for an activity, they are expected to commit to the activity for the whole term. Van routes are organised based on students' activity schedules and are set for the term.

Student participation in the Co-curricular Program is dependant on grade level and whether a day or boarding student:

- Senior School day students are encouraged to sign for at least 1 activity per week.
- Boarding students in grades 6 and 7 must do 4 activities a week.
- Boarding students in grades 8, 9 and 10 must do 3 activities a week.
- Boarding students in grades 11 and 12 must do 2 activities a week

Starting in August 2008, there will be three Co-curricular Program activities per year. A list of Co-curricular Program activities is distributed to students at the start of term 1 and at least two weeks before the new CCP period begins so that students can sign up for the following term. Activity leaders monitor attendance on Co-curricular Program register sheets. Failure to attend an activity without valid notification will result in a lunch time detention for Senior School students. Repeat offenders will lose the privilege of taking part in activities.

Activities run by external leaders and have a set fee that must be paid by the end of the second week of each term. Students and parents will be notified of any cost.

CAS add Program activities support the school's mission. These activities also support grade 6-10 students with the Creativity and Service programme requirement for the IBMYP. In addition to pursuing activities for interest and fun, grade 11 & 12 students select co-curricular activities to support the IBDP CAS programme (Creativity, Action, Service). Students can select from a wide variety of activities including a wide variety of sports. See list at www.premcenter.org.

Parents are invited to offer an activity or to make a class presentation. Please contact the Co-curricular Program Co-ordinator or the Senior School Principal with your suggestions.

School Organisation

PTIS is divided into two sections: **Junior School** (Kindergarten – Grade 5) and **Senior School** (Grades 6 -12).

The **PTIS Executive** is responsible for the organization, operation, physical facilities, educational programmes across the school, and all matters relating to staffing. They meet weekly with the Direct of Boarding, Linda Buck, as the PTIS Executive to discuss whole school matters. The PTIS Executive is comprised of:

- David Baird, President of Prem Center for International Education and The Head of School
- Maxine Driscoll, Head of School/Junior School Principal
- Craig Rodgers, Senior School Principal
- Linda Buck, Director of Boarding
- Christopher Hall, Director of Admissions
- Eiamsri Chulamorkodt, Executive Vice President, Financial Matters
- Kitti Sukwiwatsirikul, Accounting and Finance Manager

The **Senior School Executive** meets weekly to discuss matters pertaining to students and programs in the Senior School. The Senior School Executive is comprised of:

- Craig Rodgers, Senior School Principal
- Christopher Dickerson, Deputy Senior School Principal
- Alison Dangerfield, IB Diploma Co-ordinator
- Robert Service, IB Middle Years Co-ordinator
- Linda Buck, Director of Boarding
- Jon Hartmann, Career Counsellor
- Jon Schuster, Pastoral Care Co-ordinator

Teaching staff meet weekly either as a whole staff or as separate Senior and Junior School teams to share information and discuss whole school matters. In the Senior School there are meetings at least once per term to discuss and report on:

- Student academic and social progress
- Pastoral Care Program
- IBMYP and IBDP teaching issues

The **Parent School Association (PSA)** exists to support and encourage parents, students, teachers and administration to work together to provide the best possible educational and social environment for the PTIS school community. All parents become members when their child enrolls in the school. Class representatives are elected at the start of the school year. Please introduce yourself to your child's class' parent representative.

The **Student Council** gives student representatives the opportunity to contribute to school activities and to put forward suggestions for improvement in many aspects of school life. There are separate Student Council teams for Junior and Senior School.

In the Senior School, students volunteer or are co-opted by others Student Council members to ensure good representation. Students determined sub-committees and goals to achieve each year. Committees include : Social, Lost & Found, Food, Environment, meet with Senior School staff member on a weekly basis after school. Representatives are nominated in January each year to allow for a change to include new students and for the retirement of grade 12 students whose focus

is on their final IBDP examinations. Minutes of meetings are published in *Premonitions*. The role of the Senior School Student Council is under review in 2008-09.

Student Rights & Responsibilities

Student Rights and Responsibilities provide all students with a framework for learning and living together happily, productively and peacefully. Any form of activity or behaviour that violates these rights and responsibilities in school, on a school activity, or that brings the school into disrepute, will be cause for consideration of suspension. This includes bullying and any direct or implicit form of violence against another.

A full description of the rights and responsibilities is included at the front of the student diary.

Each student has the right:

- To a secure and peaceful environment.
- To have balanced (sporting, creative and outdoor) opportunities.
- To have a voice in how the school community operates.
- To study in a challenging and supportive academic programme.
- To develop leadership skills in a positive environment.
- To live free from harassment, bullying and victimization from others
- To have protection, care and tolerance from others.

All students are members of the school community and therefore while at school must:

- Treat other students with respect.
- Avoid offensive language.
- Be sensitive and respectful of the beliefs and customs of others.
- Be honest in all matters.
- Be inclusive and not exclusive in social groups and language use.
- Help maintain a secure, pleasant and peaceful environment.
- Participate in sporting, creative and outdoor programmes to the best of their ability.
- Develop leadership skills by taking initiatives in the academic, sporting, CAS and/or outdoor programmes.
- Participate in and support the school's service programme.
- Respect themselves and their own future by avoiding any substance abuse, and not place other students at risk either.
- Study and develop their own potential to the best of their ability
- Be present at school and in all scheduled classes and activities for the duration of the school day
- Not participate in inappropriate sexual behaviour.

Discipline policy:

The consequences for not supporting these rights and responsibilities will be as closely related to the action, the student/ s, the circumstances and the infringement as possible. After interviewing all involved, the Principal, or deputy, and teacher involved will decide the most appropriate consequences and oversee the student's progress. For repeated offences students will face increasing seriousness of consequences.

Serious offences which will not be tolerated are:

1. Frequent and/or premeditated and/or substantial theft or dishonesty.
2. Frequent and/or substantial harassment in any form.
3. Inappropriate sexual behavior.
4. Gratuitous violence.
5. Use, possession and /or distribution of drugs.

Attendance

PTIS students are expected to attend school every day. When a student returns to school following an absence, they should bring a signed note from a parent to the Home Room teacher. Parents are encouraged to notify the school when their child is away to keep us informed and keep our attendance records accurate.

Absences that are not related to illness, or which are not explained in writing by parents, will be considered an unexcused absence. Dentist and doctor appointments should be scheduled outside school hours. The minimum attendance requirement for is 85% for all classes at all grade levels. The attendance requirement is considered in graduation and grade point average configurations.

Illness and Absence

When absent from school children lose structured learning opportunities with teacher experts and their peers. Activities such as participating in discussions; working collaboratively in groups; asking and responding to questions; working with manipulative and other educational materials; interacting with the learning environment; exposure to the teachers' instruction; and social interaction with their peers cannot be replicated through withdrawal from classes. While absent, students should seek to keep up with work where possible by communicating with their subject teachers by email to request and send work.

In the case of **illness or anticipated absence**, we ask that parents please phone the school on the morning a student will be absent, or send a note explaining the absence with a sibling to the Senior School reception. If your son/daughter uses the school bus service, please phone the Transport Co-ordinator, **Khun Oye 1**, on (0)53 301500 (ext. 5413) between 9.00am and 6.00pm or **081 0211386** (mobile), or, **Khun Joy**, on (0)53 301500 (ext. 5412) between 8.00am and 5.00pm or **087 1839949** (mobile), so that the driver does not stop unnecessarily, delaying the arrival of other students at school.

If a student is well enough to come to school, they are considered well enough to take part in **all** activities, including outdoor activities.

The school should be advised of an **infectious disease** by telephone. In the case of such an infection a note will be sent home informing other parents of possible symptoms. In the case where students are well enough to work, the Home Room teacher will arrange for work to be collected from subject teachers to be sent home for the student, so that they do not fall behind in their studies.

If a student becomes **ill at school**, she/he will be taken to the school nurse and the parents will be notified and asked to collect their child. Should a student incur an **injury at school**, the school nurse will administer first aid. If the nurse, or Senior School Principal, believes the student should be seen by a doctor, the school will provide transport to the doctor. Parents will be notified immediately. Please be sure that the Senior School office and Admissions office have your **emergency contact number** and an **emergency contact person** and their number in the case where the parent is unavailable. Please notify the school of any change to these numbers.

Please note that **medication cannot** be administered by teachers. Parents can supply a note written by a doctor to request medication be administered by the school nurse.

Parents Out Of Country

If you are planning to travel, please inform the school in writing of your telephone, fax and address details as well as contact details of the child's guardian while you are away.

All students attending PTIS must be under the care and supervision of a parent or nominated guardian **at all times**.

Religious Holiday Observance

PTIS recognises the variety of religions observed within its international student body. We are happy to accommodate students to observe religious holidays with their families. In these instances, students, with their parents' consent, can negotiate changes to deadlines for work due during the absence. This is not possible in the case for deadlines set by the IBO. Prearranged absences of this nature are considered excused absences. It is the responsibility of the student to ensure that he/she organises work in advance and catches up on missed work.

Supervision

In addition to teacher supervision during class times, teachers are assigned yard duty at all break times. These times include:

- Before School: 8:00 – 8:15
- Morning Recess: 9:55– 10:15
- Lunch: 12:20 – 13:00, or, 13:00 – 13: 40
- After School: 3:00 – 5:30 (van departure and Co-curricular Program activity leaders).

Students who are not participating in Co-curricular Program activities but remain at school, should work in the library until they leave by school van or car. Students are not permitted to wander the school campus unsupervised.

Arrival at and Departure from School

Students should not arrive at school earlier than 8 a.m. as there is no scheduled supervision prior to this time. School vans will drop Senior School students off and collect them behind the cafeteria. Some Senior School students may be required to walk to the Junior School to depart from there.

Vehicles

Students and parents who drive cars or motorcycles to school must park in the school car park outside the school gates. We ask that all motorists drive within the law and drive carefully through our neighbouring villages. Those riding motorcycles must wear a helmet, as is required by law.

Valuables & Lockers

Students are discouraged from bringing valuables including large sums of money to school. Such items are brought to school **at the student's risk**.

Mobile phones, iPods, MP3 players and other electronic equipment may **only** be used during break times outside classrooms and not in the cafeteria. Unauthorised use of such equipment will lead to its confiscation. The school assumes no liability for loss or damage.

All students are issued with **lockable lockers** in which to store their books, other learning materials and bags. Students are responsible for ensuring the safety of all materials brought to school. All students must buy and use a lock for their locker. Should a student have occasion to bring a valuable item to school that cannot be stored in their locker, this should be presented to the Deputy Senior School Principal for safe-keeping.

Students should bring a **school bag** that will fit comfortably into the locker. A soft-sided, medium-sized back pack is suitable. A bag that is large will become a safety hazard if left out of the locker and in the corridor.

Students who lose an item at school should complete a **Lost or Stolen Item** form in as much detail as possible. These forms are available from the Senior School office and should be handed to the Deputy Senior School Principal.

Lost And Found

All personal articles of clothing, school materials and accessories found on campus are placed in the lost and found, Room 2, next to the Senior School office. Students are encouraged to wear labelled clothes which allow us to assist with the return of lost items. Students and parents are encouraged to check for lost items. At the end of each term, unclaimed articles are donated to charity.

What students need to bring

A stationery 'starter kit' is supplied by the school for students new to the school. This includes a two notebooks a blue pen, red pen and pencil. Other stationery items can be purchased at the Senior School Stationery Shop, next to the Senior School office, open each day between 9:30-10:30 a.m. All students will be issued with a school diary. A list of recommended materials for the following year will be issued with the final report at the end of term 4.

School bags should be stowed in or the lockers provided.

Uniform

School uniform is a symbol. How uniforms are worn is a reflection of our students and our school. The outer appearance of the student should be the school uniform. Students are required to wear the correct uniform in good condition at all times. Students will be advised of appropriate clothing for **fieldtrips, Days Out and camps**. On nominated **Free Dress Days** students may wear neat casual clothes.

All uniform items are available through our Uniform Shop in the Village office. All items of clothing should be labelled clearly with the child's name, or student identification number.

Required Uniform for Prem Tinsulanonda International School students.

Compulsory:

- blue cotton Polo T-shirt with school logo on pocket
- dark blue trousers, skirt (girls) or shorts (boys) in gabardine fabric.
- white Lanna shirt with school logo on pocket each Friday and for special events
- black, blue or white shoes which enclose the heel but do not cover the ankle.
A combination of two of these colours may also be worn.
- ankle boots or hi-tops in the shoe colours may be worn with trousers only. Black, blue or white socks.
- for safety and security reasons jewellery is discouraged. Any jewellery worn should be minimal and discrete. One pair of earrings.
- belts- plain black or blue
- hair should be natural hair color and conservative in style. Razor designs are not permitted.

Physical Education:

- PTIS blue T-shirt
- PTIS navy PE shorts
- Non - scuff sneakers
- Swimsuits; for girls: one piece swimsuits **only**; no bikinis

Optional:

- PTIS navy hooded fleecy jacket
- PTIS navy hooded rain jacket with school logo
- PTIS sleeveless navy vest
- PTIS cap
- Swim cap

Jewellery: for safety and security reasons jewellery is discouraged. Any jewellery worn should be minimal and discrete:

- Earrings – discrete ear studs or sleepers
- Necklaces – single strand necklace
- Bracelet
- Ring

Not Permitted

- Tongue-studs
- Other visible jewellery

Grade 12 Privilege (alternative uniform):

- Black trousers or skirt
- White tailored shirt

Swimming Days

As part of the PE program your child will be swimming regularly. On the allocated swim day, your child needs to bring a towel, bathers, swimming goggles and sunscreen. All of these items need to be labelled with your child's name clearly marked.

Uniform Responsibilities

Students together with parents have the responsibility to ensure that students arrive to school wearing school uniform that is well-maintained. Students have the responsibility to wear their uniform as it was intended: with pride. Teachers have the responsibility to speak with any student who is out of uniform or wearing the uniform inappropriately. Repeated incidence should be reported to the Home Room teacher who will deal with the matter by calling home, and in repeated incidences, inform the Deputy Senior School Principal. We expect our students to be well groomed. Teachers who have concerns about student appearance will be asked to speak to a counsellor or to a principal. Long hair should kept away from above eyes and be tied back for practical subjects including Design Technology and Science.

Pastoral Care

The first person parents should contact when a concern regarding student academic or social progress, should be the student's **Home Room Teacher**. Your son/daughter's Home Room Teacher will provide students with their e-mail contact at the start of the school year, or, for new students, when they begin classes at PTIS. You can contact Home Room Teachers to make an appointment through the Senior School office.

Issues that should be raised first with Home Room Teachers include:

- Absences, especially extended absence and illness
- Class work or homework completion
- Learning issues and strategies
- Academic and social progress
- Assessment and reporting
- Fieldtrips

Issues not resolved in discussions with either the subject teachers or Home Room Teacher should be raised with the Senior School Principal. Decisions regarding **school policy** should also be raised with the Senior School Principal. Appointments can be made through the Senior School secretary.

Never feel as though your concern is unimportant. Never leave the school feeling as though your issue has not been heard and resolved.

Communication with Parents

Formal communication takes place through:

- **Prem Post**, the Whole School newsletter – fortnightly
- **Semester reports**: assessment of academic progress in all subjects against subject specific criteria as well as approaches to learning skills. These reports including detailed comments by teachers. The Home Room Teacher writes a report on the Co-curricular Program contributions and socialization of their students – **Terms 2 & 4**
- **Progress reports**: assessment of academic progress in all subjects against subject specific criteria as well as approaches to learning skills. No additional comments by subject teachers,

though the Home Room Teacher writes a report on the co-curricular contributions and socialisation of their students – **Terms 1 & 3**

- **Parent-student-teacher interviews – Terms 2 & 3**
- Curriculum information evenings
- Parent Discussion Evenings
- Special Bulletins
- Parent School Association (PSA)
- Additional meetings arranged between parents and the school.

Parent-Teacher Communication

Communication with parents

Teachers are expected to communicate frequently with parents regarding student progress. This communication may take many different forms, including:

Phone Calls	Email	Written Notices	Progress Reports
Parent-Student-Teacher conferences		Newsletters	Semester Reports

If a student is not doing well in a subject, the teacher has the responsibility to keep parents and the student abreast of their current standing in class. Parents do not like the first news of concern communicated through formal reports or immediately prior. Subject teachers must keep the parents informed about progress. It is also the responsibility of the homeroom teacher to refer a student to the PTIS Student Support Team or the school counsellor/principal if they have concerns about a particular child in class.

It is important to us that we have up-to-date contacts for all parents of our students. Please provide the Senior School secretary with any change of address, telephone number (including mobile phones and fax) as well as your preferred e-mail contact: woraluckc@premcenter.org 053 301 500 (ext. 5300)

Newsletters, special bulletins and copies of school reports for boarding parents will be sent by e-mail. This is to ensure you receive the latest information fastest and to reduce photocopying.

Parents and subject teachers can also communicate via the student diary. Home Room teachers and parents should sign this diary weekly and be sure to have each others e-mail and telephone contact details to use to discuss urgent or sensitive issues with confidence.

Parent Complaints and Grievances

It is PTIS policy that all complaints and grievances should be handled at the level closest to the problem. Parents are encouraged to resolve matters calmly and directly with the person(s) concerned. In 2006, PSA instituted a Class Parent system. Class parents are not to bring individual grievances to teachers. Parents should first discuss any problems with the teacher, if appropriate, and then the Senior School Principal. If the matter is still not resolved, then the parent has the right to contact the Head of School.

Student Complaints and Grievances

Students can meet with a counsellor or principal to discuss concerns, complaints or grievances. All matters will be recorded and dealt with confidentially and fairly. The counsellors will also set up a peer counselling program in term 1, 2007-08.

Should students feel the issue is not resolved, they are encouraged to share issues with parents who may resubmit under parent complaints and grievances. Should parents have concerns with their child's academic and/or social progress they should first contact their child's homeroom teacher.

Guidelines for Spoken Language

English is the language of communication at PTIS. English as an Additional Language students come to PTIS wanting and expecting to become more fluent in spoken and written English. Parents of native speakers of English expect that their children will also develop sophisticated, confident use of English. Parents share the same view and have high expectations of our school in this regard.

Teachers and other school staff have a responsibility to ensure that students use English accurately and appropriately as much as possible.

As such, all students and staff should follow these guidelines:

When it is OK to speak LOTE (Languages Other Than English):

1. Outside of lessons, where everyone present in the room or social groups speaks the same other language being used.
2. In lessons during student discussion to explain difficult concepts in order to increase understanding and communication.
3. During the LOTE lesson.

When it is not OK to speak LOTE:

1. In social groups where one or more people do not speak fluently another language being used. This is particularly important in the boarding clusters and in the cafeteria.
2. In general, during lessons when the language of learning is English and when student discussion is not about the work in the lesson.
3. On fieldtrips.

School Directory

The PTIS family school directory is published in September by the PSA (Parent School Association). This directory lists the address, home, business and mobile phone numbers and email addresses of all PTIS parents who agree to be included.

The directory is to be used for communication within the PTIS school community only and will not be given to commercial vendors or outside organizations. Parents willing to join the directory will sign of the permission form as part of the admissions procedure.

Emergency messages are sent out via cell phone group text message from the Head of School.

Field Trips/Camps

Field trips are a requirement of many subjects in the MYP and Diploma Programmes. Field trips will be arranged to maximise learning and to minimise disruption to other school functions.

Camps

Each grade level, with the exception of grade 12, participates in an annual school camp. The week-long camp is structured to include deliberate learning experiences relevant to the grade level related to the environment, culture and community, leadership, pastoral care, and service. Camp costs are included in annual school fees and are non-refundable. Grade 12 students will present for mock exams at this time.

Day Out Program

Students participate in the Day Out each term. Day Out fieldtrips focus on one or more of the following purposes:

- Community & culture
- Environment
- Curriculum – Subject-based activities
- Pastoral care, or
- Service

Days Out support our mission, MYP areas of interaction, pastoral care programs and are true to holistic education of students. Either a whole department or home room teachers adopt a grade level or class for the day. This is also a way for us to reach out to our parent contacts who work in support with others in our community.

Leadership Programme

The PTIS Leadership Programme for grade 9 students is designed to introduce students to the skills to work together effectively in teams and to take on leadership roles within those teams.

Curriculum

Curriculum in the Senior School is the International Baccalaureate Middle Years Programme (IBMYP) for Grades 6 – 10, and the International Baccalaureate Diploma Programme (IBDP) for Grade 11 & 12 students.

The aim of PTIS curriculum is to equip students with knowledge and skills, positive and caring attitudes, such as a commitment to life-long learning and aspirations for excellence. It values cultural diversity and promotes international perspective through which students become active global citizen's and are ready to meet life challenges in a world of change.

Course outlines for each subject are published to students and parents by Week 3, Term 1. This statement will be issued each semester in the case of semester length studies. Each statement will specify the:

- Content of the course
- Main topics, units, themes, texts, covered
- Nature and variety of assessment tasks and associated assessment criteria
- Due dates for specific assessment tasks (where known in advance)

In all cases, the specific nature of assessment tasks, assessment rubrics and due dates will be distributed to students and discussed before assessment is made.

Subjects – Selections and Changes

Languages: all students study at least two languages English and at least one of Thai, French or Mandarin. Students studying second and third languages are encouraged to learn the same language through grades 6-10 (IBMYP). Students in grades 11 & 12 may continue with their IBMYP languages or study other languages offered in the IBDP. At PTIS, we encourage students to continue study of their mother tongue.

Mathematics: students elect either Extended Mathematics or Mathematics in grades 9 & 10. This choice is made with recommendations from teachers in the Mathematics department. In the diploma programme, students have three levels of mathematics to select from.

Arts: students study two arts subjects for one semester each in grades 6-10 as follows:

Grade 6 – Drama and Music

Grade 7 – Drama and Visual Arts

Grade 8 – Music and Visual Arts

Grade 9 – students choose two of Drama, Music and Visual Arts

Grade 10 – students select one subject to study for the full year from Drama, Music and Visual Arts.

IB Middle Years Programme (grades 6 – 10)

Students wishing to change subjects may do so, by collecting and completing a **Subject Change Form** available from the IBMYP Co-ordinator. Changing classes in the MYP is rare. All requests for must be accompanied by a written request justifying the change from parents.

IB Diploma Programme (grades 11 & 12)

Full diploma programme students select six subjects, three at Higher Level (HL) and three at Standard Level (SL), according to IBDP guidelines. Students wishing to change subjects may do so, by collecting and completing a **Subject Change Form** available from the IBDP Co-ordinator. For a subject change to be approved the student must collect signatures from the teachers of the subject(s) that the student wishes to change from and to, as well as signatures from the parent IBDP Co-ordinator and student. Subject changes should be made within the **first six weeks** from the start of Grade 11. Students arriving later in grade 11 have four weeks to request changes.

Assessment (policy under review)

Assessment Rationale:

Assessment is integral to all teaching and learning. The purpose of assessment is to:

- Gather and analyse information about student academic and social progress
- Provide feedback to students and parents about strengths and weaknesses in order to provide students and parents with strategies to facilitate future success.
- Provide feedback to teachers on the efficacy of their teaching programme
- Provide feedback to parents regarding their child's progress
- Grade student work according to IB criteria assessment criteria

Assessment Types:

Senior School students at PTIS learn through the International Baccalaureate Middle Years Programme (IBMYP, Grades 6-10) and the Diploma Programme (IBDP, Grades 11-12).

Assessment in the MYP is an integral part of teaching and learning. The use of assessment in a formative sense, to judge regularly the effectiveness of both teaching and learning processes, is essential in allowing teachers and students to identify strengths and weaknesses. The purpose and means of assessment should be clearly explained to the students.

There are two kinds of assessment at PTIS: formative assessment and summative assessment.

Formative assessment is ongoing assessment. It monitors the development students are making in acquiring and using skills and concepts, to see at what stage of the learning process each student is.

Summative assessment is the judgment made by the teacher of the standard of achievement reached by each student at the end of each stage of the programme. In other words, what is the sum of what students have learned.

Students participate in a variety of activities for both forms of assessment. Assessment tasks should be achievable and challenging for all students at all grade levels. Assessment tasks include: planning activities, oral presentations, practical exercises, formal tests and essays, reports, draft work, personal reflections, interviews and examinations. For all assessment tasks, students should receive written and/or verbal feedback from their teacher.

Assessment tasks should reflect the objectives and assessment criteria of the programme. They must be carefully chosen to measure the achievement level expected for the relevant age group. The forms of assessment and reporting to parents and students will vary from one school to another. The flexibility of the MYP offers schools the opportunity to design their schemes of work according to their needs, and/or the constraints of their own national curriculum, while working towards the attainment of the MYP objectives.

Formative and summative assessment should:

- allow both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts and skills
- measure the application of knowledge, concepts and skills rather than the mere recall of facts
- reflect achievement against the criteria for the subject

- involve student participation and reflection; for example, students should know the assessment criteria for a given task and, on occasion, help devise an assessment grid (rubric) to measure various aspects of their performance
- provide students with an opportunity to analyse their own learning and to recognize what areas need improvement
- be based on agreed standards of performance for a particular year group, with expectations set by teams of classroom teachers and clearly communicated to students and parents
- be informative for students, parents and teachers, and provide direction for future instruction
- provide equal opportunities for all students regardless of gender, culture and special needs.
- Everyone concerned with assessment - students, parents, teachers – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made. Before and during all units taught in the Junior/Senior School, all constituents will be made aware of the assessment strategies utilised.

Student Grades

IB Middle Years Programme (Grades 6-10)

Subject reports show several criteria for each subject. Students in Grades 6-10 will receive a grade for each criterion. There are different numbers of criteria & levels of each subject. A full list of criteria and levels for each subject is found in the student diary and is issued to parents with each semester report. Copies of the criteria are available with course outlines on our website. A final score for each subject, 1 to 7, can be calculated and is used to determine Honour Roll students and for PTIS transcripts. This grade will also appear on grade 9 & 10 semester reports.

The criteria descriptors and maximum grades will be explained at the IB Information Evening in term 1 and on the semester report for each subject. The maximum score for each criterion is different within subjects as well as across subjects in the MYP.

IB Diploma Programme (Grades 11 & 12)

Students in Grades 11 & 12 will receive a mark from **1** to **7** for each subject according to the International Baccalaureate seven-point scale as follows:

Grade 7 (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .
Grade 6 (Very Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5 (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4 (Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of skills of analysis, synthesis and evaluation.

Grade 3 (Mediocre)	Limited achievement against most objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 2 (Poor)	Very limited achievement against all objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
Grade 1 (Very poor)	Minimal achievement in terms of the objectives.

Supporting Assessment

Assessment tasks and associated criteria are discussed with students at the outset. Teachers will ensure that opportunity for discussion takes place with students at stages during major projects. Teachers will also provide the opportunity for discussion of work after it has been handed back. Work should be returned to students within two weeks of the submission date. In many ways that is the point at which assessment begins to assume its real value.

Major assessment tasks should be differentiated for student learning and can be negotiated with students both in terms of what constitutes successful completion, and, for deadlines. In the case of lengthy assignments, many students will need help in formulating and adhering to “intermediate deadlines” en route to their final deadline. Differentiated tasks should respond to student learning strengths and needs, as well as providing a challenge to all.

Students will be taught effective time management and study skills in pastoral care periods led by their homeroom teachers. Subject teachers should use their discretion in allowing for extensions to deadlines after the due date. If an extension is requested and granted due to a student’s desire to reshape or extend already completed work, for reasons of illness or family leave, then the extension should be without penalty. However, if a student has not been responsible in meeting deadlines, then the teacher may refuse the extension. IBDP teachers should adhere to due dates published at the start of each year.

Students should be shown and encouraged to model strategies for self and peer assessment and reflection.

Extensions to Due Dates

Students will be taught effective time management and study skills by their Home Room teachers in Pastoral Care periods. Subject teachers will not give extensions for deadlines listed in Due Dates Calendars. Class groups may request an extension when there is a clash of due dates. Individual students may request an extension where they can demonstrate an explained absence. Teachers will use their discretion in allowing extensions and may consult the relevant IB programme co-ordinator.

Teachers must address problems with incomplete work as early as possible in the course. If there is a requirement for certain work to be completed before class progress can be made the teacher should consider the following options:

- Is the non-completion of the work due to the inappropriateness or level of difficulty of the task? If so, this then becomes a teaching issue on a one-to-one basis with the student experiencing difficulty.

- Is the non-completion of work due to social problems with the student outside the school? If so, this becomes a counselling issue with the homeroom teacher in the first instance.
- Is the non-completion of work due to the student's deliberate refusal to submit the work? If so, this becomes an issue for discussion between student/school/parents; in the event of no resolution, the student has chosen to fail.

Assessment Deadlines Policy

Rationale:

Teachers in the Senior School are concerned that many students are not submitting work on time or in the appropriate format. Some students are in the habit of missing due dates and then seeking extensions from teachers. In many cases, teachers have been sympathetic. However sympathy, in this instance, does not always develop the sense of responsibility and of good time management that we want for our students now and for the future.

As a team, we have met to discuss how best to support students with consistency from grades 6 to 12. We have agreed to enforce due dates and quality of work in the manner outlined below. The same information has been shared with students in home rooms and will be reinforced at the start of term 3.

Issues for Students, Teachers and Parents:

- The need to establish, accept and meet deadlines
- Assistance in breaking larger assignments into smaller tasks, with formal or self-determined intermediary deadlines – this process should develop from teacher assisted into student self-management, as required at university and in the real world
- Not understanding consequences of not meeting deadlines – more pressure on meeting the next deadlines – this is for students and teachers; habit of incompleteness of work;
- Inconsistency with consequences – additional time – but for how long?, non-acceptance, detentions, additional or make-up assignment
- Opportunities to comment on report cards – what is written and how much are these comments taken on board by students and parents?
- Rejecting the notion that PTIS encourages a culture of complacency, 'mai pen rai', second (infinite) chances for students; PTIS yields rather than standing strong
- Communication to and between students, teachers and parents. When and how are parents informed to ensure for consistency in terms of content and tenor of message, which includes offering strategies and stated consequences to parents and students, for parents (including boarding parents) to implement, monitor and evaluate
- What is pedagogically sound practice? How do we support the school's mission statement for a healthy homework ethos which meets student, parent and teacher expectations?

Support from Teachers for Students to Meet Deadlines

Teachers will:

1. Provide clear and reasonable deadlines as well as the assessment criteria for all assignments upon issue to students. These may include interim deadlines as checkpoints, especially in larger assignments and those which include drafting. The deadline may be negotiated by MYP students with the teacher when the assignment is set but not afterwards.

2. Provide a time frame for completing sections of larger, or drafts of major, assignments. Teachers will ask students to note all dates in their diaries.
3. Make it clear to students when the assignment is issued about whether work is expected to be completed in class, for homework or a combination of both.
4. Inform students of first missed minor assignment deadline and remind them of the consequences for further missed deadlines. Report all missed major assignment deadlines and second and subsequent minor missed deadlines to (a) the Deputy Senior School Principal and additionally, (b) the Home Room Teacher; (c) relevant IB Co-ordinator; (d) parent/guardian; and, if appropriate (e) the Director of Boarding.
5. Develop and adhere to the list of due dates for grade 11 & 12 students. Should a date need to be changed, the teacher needs to discuss the matter with the IBDP Co-ordinator to arrive at a decision before students are informed.

Students and Parents should know

1. **All work must be received on or before the due date, either handed directly to the teacher, or, received in the assignment drop boxes in Room 10, the Senior School Computer room.** In either case, the assignment must be **submitted before 4:30 p.m.** when drop boxes will be opened and contents distributed to teachers.
2. To be assessed, all work must be presented according to the **PTIS Senior School Presentation Policy**, described in the student diary. **Work not presented in this fashion will not be assessed and be considered as not submitted.**
3. **Print assignments** cannot be submitted via email. The teacher will advise students with assignment instructions if an assignment is to be handwritten, typed and printed or emailed. It is the student's responsibility to submit work in the required format by or before the due date. The inability to print is not an excuse for late submission, neither is loss of work via the computer network, personal computer or memory stick. Students whose computer is permanently damaged should submit letter from the parent.
4. A '**minor assignment**' is work to be completed from class as homework, including regular practice exercises, collection of information, worksheet completion, short answer written assignments, paragraphs, and, assigned reading
5. A '**major assignment**' is one which is formally assessed against one or more criteria.
6. The word '**draft**' is defined as meaning a complete assignment in the format required. It is the student's first best effort.
7. **Extensions to due dates** will be given in such cases of excused absence as determined by the principal. These are usually for emergency travel, religious holiday, or illness accompanied by doctor's certificate.
8. Applications for extensions to due dates will be considered only if submitted on a completed **Application for Extension form** available from the Senior School Office and IB Co-ordinators Office, with a minimum of three (3) school days ahead of the due date.

Consequences

We hope that students will observe the expectations for work submission above. In the event that a student does not submit work by the assigned due date or in the required form, teachers have agreed on these consequences in the hope of encouraging timely submission of quality work.

1. Students who miss a due date for a major assignment, or, a second or subsequent minor assignment will be reported to the Deputy Senior School Principal. These students will be asked to attend Homework Detention, a one hour obligation, 3:05 – 4:05 p.m., arranged twice per week, Tuesdays and Thursdays to complete the missed work. Even if the student

completes the work not submitted by the due date in time, they will attend Homework Detention. This time will be used by students to begin or complete other homework.

Homework Detention overrides any Co-curricular Program activity, including sports training and match day. It is the student's responsibility to inform the CCP activity leader of the reason for their absence before the event.

2. Parents will be informed by the Deputy Senior School Principal. Van students will have transport arrangements rescheduled. The Director of Boarding will be informed in the case of boarding students. Other parents will be asked to make alternative travel arrangements for students who travel to school by private car.

The school will also support students by offering a Homework Club from term 3. This is distinct from the Homework Detention. Homework Club is a voluntary study hall aimed at assisting students with organising and completing homework.

Academic Honesty Policy & Practice

Mission Statement

We are a community that challenges its members to act as compassionate, knowledgeable and **principled global citizens**: working together for a sustainable future and inspired by meaningful relationships, continuous learning and “**good thinking**”.

The PTIS Mission Statement challenges us to be “principled global citizens” and toward “good thinking”. To this end, students, staff and parents need to understand what constitutes academic honesty and how to avoid malpractice.

Definitions

All creations and work of another should be fully acknowledged by students in work submitted for assessment at PTIS.

Students, staff and parents should be familiar with the following terms:

- **Authentic Assessment** – refers to “an authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.”

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Students should only submit work which is their own, and, fully acknowledge the work of others using a recognised referencing convention, such as the **Chicago Referencing Style** in the student diary, or by <http://www.wisc.edu/writing/Handbook/DocChicago.html>

- **Intellectual Property** – “refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce. Intellectual property is divided into

two categories: Industrial property, which includes inventions (patents), trademarks, industrial designs, and geographic indications of source; and Copyright, which includes literary and artistic works such as novels, poems and plays, films, musical works, drawings, paintings, photographs and sculptures, and architectural designs.”

<http://www.library.cornell.edu/newhelp/glossary.html#I> (date accessed: 24 March 2008)

Additionally, the IBO defines malpractice as “behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate’s own
 - **collusion:** this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
 - **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
 - any **other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)”
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Dealing with Incidents of Malpractice

Teachers are obliged to report any incidence of malpractice to the relevant IB Co-ordinator and principal. The IB Co-ordinator or principal will investigate the incident including interviews and written reports from the student(s) and teacher(s) reporting the incident. The nature of malpractice will be, with particular consideration for intent on the part of the student. Should the incident be verified, the following consequences will be:

- Teachers will record a grade of zero for the assignment in all assessed criteria for the work/task in which malpractice was reported. The student may be given the opportunity to submit a different, clean assignment or present for a new test depending upon the decision by the IB Co-ordinator and principal. This is not guaranteed.
- For more serious offences, students may be excluded from school including being excluded by the school to sit final examinations.
- IB Co-ordinator will write to the parent and student informing them of the incident, the school’s Academic Honesty Policy and Academic Honesty Practice and the consequence. This letter will be co-signed by the principal. A copy of this letter will be maintained on file.

Additional IBO Regulations

As an IB World School, PTIS is bound by the rules and regulations of the IBO. The following are some of these regulations for IB diploma and certificate students.

A3 General Regulations: Diploma Programme

IV Responsibilities of candidates

Article 9: Responsible and ethical behaviour

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.

VII E Special cases: malpractice

G3 Candidates authorized to take the examinations

G3.1 Each candidate must be in good standing at the school at the time of the examinations. Candidates who are registered for an examination session, but are subsequently expelled or suspended from school, normally forfeit their right to be examined by the IBO in the school at which they have registered.

Vade Mecum 2007 Examinations, calculators Page G6

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Name: _____ Grade: _____

I have read and understand all the information above and agree to abide by these practices.

Signature: _____ Date: _____

For Teachers

Academic honesty

1.1 Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills.

Although it is probably easier to explain to candidates what constitutes academic **dishonesty**, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme.

1.2 All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property.

Ensuring that candidates understand and respect academic honesty should not be confined to original authorship and ownership of creative material: academic honesty includes, for example, proper conduct in relation to the written examinations.

1.3 The concept of intellectual property is potentially a difficult one for candidates to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by national and international law. By implementing measures to prevent plagiarism, schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer or P2P file sharing) for which candidates may face legal proceedings.

1.4 An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

1.5 Although the Regulations clearly define plagiarism as the representation of the ideas or work of another person as the candidate's own, this definition alone does not provide candidates with sufficient information or guidance on what constitutes plagiarism and how it can be avoided.

Candidates must receive guidance on when and how to include acknowledgments in their work.

Similarly, the practice of paraphrasing is a skill that must be taught so that candidates do not simply copy a passage, substitute a few words with their own and then regard this as their own authentic work. When using the words of another person it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone. Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavour, and how to integrate these words and ideas with one's own is an important skill that must be taught

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3.4 It is the responsibility of each **teacher** to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment where teachers' marks are entered on the IB information system (IBIS): the secure web-based service for coordinators. When a school has implemented all prevention measures, teachers are expected to detect any plagiarism. Teachers are also expected to support the school's policy on good academic practice and provide candidates with advice whenever necessary.

3.5 The **candidate** is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.

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All teachers at PTIS support the IBO's policy on plagiarism, collusion and malpractice.

Plagiarism means copying the words or ideas of another. Plagiarised work will automatically receive zero. Direct quotations should be properly acknowledged. This includes any phrase/sentence more than 3 words in length taken from another source. Both the words and ideas of other writers "belong" to them, and any repeating of them by a student without acknowledgement is "theft". Great care needs to be taken to ensure that students understand this concept, especially when they are collecting material for assignments from a variety of sources.

Collusion is when one student lets another student use or copy work when the work was supposed to be completed individually. In this case, both the student who copied, and the student who let his/her work be copied, automatically receive zero.

Malpractice includes all forms of cheating, disregard for a student's own work and the work of others. Malpractice of any sort will not be tolerated at PTIS.

Homework

Purpose of Homework

The purpose of homework is to allow students to practise skills taught in class, encourage further research and quality work as well as to develop responsibility and good study habits.

Role of the Parent

Parents can work with the school to enhance their children's learning by ensuring that children have a quiet, well-lit study place, free from distractions, as well as providing necessary materials and equipment. If you are finding that your child is spending a long time on homework, please contact your child's teacher.

Assigned Homework

No average time recommendation for homework is made for Senior School students. Each week students will be asked to complete a variety of homework tasks, set specifically as separate homework tasks, or, as an extension or continuation to work begun during class time.

In addition, IBMYP and IBDP students will engage in many projects that continue over a period of time. One of the emphases of the MYP through assignments is the **process**. This is learning that occurs by creating a hypothesis, researching and developing ideas, and, the testing and evaluating models in order to make improvements.

Presentation of Assignments

Teachers expect students to take pride in their work. While process is important and is central to MYP, finished pieces of work submitted for assessment are expected to be of good quality with care and attention shown to presentation and grammar as outlined in the **PTIS Style Guide** in the student diary. Assignments should be presented **on time** and in the **required format**. Given that

exams are still handwritten, students should practise handwriting through subject homework and assignments. When hand-writing, students are strongly urged to use **cursive writing**.

Teacher Feedback for Student Work

Teachers should return assignments to students two weeks after the collection date. Written feedback directly related to the subject criteria and nature of the task should be included. Not all criteria will be assessed on every assignment. Students are encouraged discuss work with teachers for clarification about criteria and grades, and to receive further recommendations and strategies for improvement. Teachers should contact parents about areas of academic concern and good work. Parents and teachers like hearing good news as well.

Study Skills

Students learn time management skills which are particularly important to practice in order to successfully complete larger projects in class and through the Pastoral Care Program. These include:

- Dividing the task into smaller manageable sections and setting due dates to complete each section

- Employing focused research questions (part of the Information Literacy course) and fair but finite research time
 - Encouraging parents to assist with discussing concepts and ideas, as well as editing drafts (without making it becoming the parent's project)
 - Allowing time to prepare and discuss draft work with teachers several days before the final date
 - Working with classmates can serve to motivate and support active learning for some students
- Students studying **Art** and **Design Technology** always have their Design Workbook (DW) to work on and reflect in. Students are also encouraged to read ahead the literature studied in **Language A**. Teachers are happy to recommend how best to extend student learning in other subjects.

School holiday periods are well suited to revision and catch-up. Assignment work will not be set for specific completion during holiday periods, except for IBDP students.

Moderation

Moderation is the process whereby teachers examine student work to ensure that comparable assessment criteria and procedures have been used to ensure parity of marks for students across assessment tasks in all subjects.

Moderation occurs within subjects and across subjects. Moderation occurs for student work of the same subject at the same grade level where there are different teachers. Moderation occurs between different subjects at the same grade level to ensure achievement levels are equally achievable in all subjects.

Examinations

It is considered essential for students to practise exams to prepare them for final IBDP examinations. To this end, examinations are scheduled in term 4 for students in grades 6-11. At all grade levels, students sit exams to demonstrate skills and knowledge as well as to gain experience in and refine study skills and examination techniques. Grade 12 students sit mock examinations in term 3 and their final IBDP examinations in May.

Reports

Reporting to parents will be as follows:

1. End of Term 1 and Term 3:

An interim report with progress to date (Grades 6-12) and a parent-student-teacher evening will be held. In addition to grades for study attributes across all subjects, brief comments from staff will appear on these reports.

2. End of Semester 1 (December for IBDP, January for IBMYP) & End of Semester 2 (June):

A full report is written with grades and comments from subject teachers, homeroom teachers and boarding parents, using criteria levels. Subject comments will be produced by each teacher referring to specific aspects of the student's performance and the subject criteria

Student Support Team

Student support services are co-ordinated by the Student Support Team. The Student Support Team is comprised of Student Support Team Co-ordinator, counsellors, principal or representative.

Student Support Team Referral Process (currently under review)

Level One Intervention

Initially a staff member consults with a member of the Student Support Team and discusses an appropriate plan of action for any type of academic, behavioural or social problem experienced by a student at PTIS. Consultation may occur through teacher request, parent concern to a teacher, or through the class profile review process.

If further investigation or intervention is required the class teacher fills out a Student Referral Form and informs parents that a referral to the Student Support Team has been made. The student's name is then placed on a watch list which is taken to the Student Support Team Meeting.

After discussion at the Student Support Team meeting, any further intervention will be decided as appropriate. Where necessary it will also be decided which team member will implement the action with the student, parents and/or teachers. This nominated member of the Student Support Team will gather more information relating to the concern and keep teachers and parents informed of the process and the outcomes.

Level Two Intervention

Any student working with a member of the Student Support Team on an on-going basis is categorised as Level Two. All students, at Level Two have a separate Resource File containing any educational testing, parent/school communication and if appropriate, an Individual Education Plan (IEP), detailing specific educational goals and objectives. If it is determined that an Individual Education Plan is required, this is written in consultation with teachers and parents. The member of the Student Support Team working with this child is to ensure that the student's main file in the office is kept up to date with testing results and any other relevant information.

Student Support Team members and teachers monitor the student's progress and make recommendations for continued intervention and/or placement for the following year.

Parent Support for Student Learning

We trust that all parents are interested in the holistic education of their children. This includes students' academic progress, co-curricular experiences, socialization and opportunities for future success. As such we ask for your support. Parents, along with teachers, are vital to student motivation and success.

Parents can assist student study achievement by ensuring that:

- students have a quiet, organised study space at home
- homework diaries are checked and completion of homework monitored
- homework time is agreed to between students and parents and is monitored
- students discuss and note plans for the completion of major assessment tasks in stages in order to complete tasks on time
- students eat healthy foods and eat regularly

- students get a good night's sleep
- students factor in relaxation time
- students factor in regular exercise time
- students are encouraged to discuss their day at school, homework, successes and problems

A life that balances study, co-curricular and recreational pursuits is one that will best lead to success at school.

Students must record their homework in their school diary. This should be checked at least once a week by parents and home room teachers. PTIS encourages parents and teachers to keep in regular contact through this diary.

PTIS Awards

An awards process encourages and supports student achievement in and out of the classroom. An annual awards ceremony acknowledges the following student achievements:

At each grade level:

Academic award (whole school)

based on:total of report grades in the two most recent semesters across ALL subject areas
calculated by:Senior School Principal

Sports award

based on:outstanding participation, contribution and achievement in sporting activities outside the classroom
nominated by:Head of PE in consultation with the Athletics Director, Co-curricular Program Co-ordinator, CAS Co-ordinator and teachers

Arts award

based on:outstanding participation, contribution and achievement in the Arts outside the classroom calculated by:Head of Arts, Head of Music, Arts Co-ordinator in consultation with other Arts teachers, instrumental teachers,

Global Citizen award

based on:the student who best lives the Prem Tinsulanonda International School Mission Statement and Learner Profile
calculated by:homeroom teacher each level in consultation with other teachers

Daniel Wilms Award (Grade 12 only) remembers a vital founding teacher. This is awarded to “a student who is a good representative of his/her country, with a positive attitude to other cultures and to the earth we all share, who is able to reflect critically in the search for knowledge and who has helped bring people together in community, thus furthering the cause of international understanding and peace.”

Honour Roll

Inclusion on the school's Honour Roll at the end of semester 1 & 2 to be based on a grade average of 5.7 with no grade less than 4.

No award is issued if students at a particular year level do not meet the established criteria.

Subject Awards (Senior School) are awarded at the end of semester two to a maximum of one student per subject per grade level for “superior academic achievement” in that subject.

Transport

The Prem Center transportation system provides van services in Chiang Mai and district. All vans are checked prior to the commencement of each term to ensure they are safe and mechanically sound. All equipped with seatbelts, first aid kits and fire safety equipment. Vans are also equipped flashing lights fitted to the roof in order to raise awareness and visibility.

Vans are monitored at strategic locations to ensure that they are being operated responsibly. Drivers, van monitors and the transport department personnel meet every two weeks to discuss safety issues.

As is the case at school, good behaviour on buses is expected. This includes:

- Walkmans/Discmans/MP3 players/iPods **with headphones** are accepted. The school will not accept any liability for loss or damage.
- Food and drink is allowed but not chewing gum. Students are requested to take any rubbish from vehicles when they alight.

Afternoon Service

After school: 3.15 pm.	After Co – curricular Program: 4.30pm.	After school: 5.30pm.
Monday to Friday.	Monday to Friday.	Monday to Friday.

Contact

Any enquiries into times or routes, or, to inform the school of a change to your schedule, including inability for your son/daughter to meet scheduled pick ups, please contact Khun Oye in the Transport office on: (0)53 301500 (ext. 5413), or, 081 021 1386 between 9.00am and 6.00pm, or, Khun Joy on: (0)53 301500 (ext. 5412), or, 087 032 9838 (mobile) during bus operating hours.

Vans are clearly marked on the rear identifying their number and displaying the phone number to call if the vehicle is being driven unsafely.

Other Important Things You Should Know

Assemblies, Performances & Coffee Mornings

Parents are invited and encouraged to attend Senior School assemblies or Whole School assemblies in the school auditorium held on alternate Fridays. Whole school assemblies are hosted by one class each fortnight. MYP classes present their understanding of and contributions to one of the Areas of Interaction. Grade 11 and 12 students present on aspects of the DP. In addition to performances, awards for student achievement in sports, the arts as well as academic subjects are presented. Coffee mornings are held throughout the year with the Head of School and school principals after assemblies. These are advertised through *Prem Post*.

Videos

Teachers may not show videos with an ‘adults only’ rating for students under 15 without first obtaining parent approval. An ‘adults only’ rating attributed to films years ago may not be applicable today. Teachers are expected to use their discretion and must receive written consent from a parent or guardian of each student in advance.

Senior School Discipline Policy – Procedure (reviewed 2 February 2009)

Students, parents and staff are made aware of the Rights and Responsibilities policy of the school through the Parents Handbook, the Staff Handbook, website and the student homework diary. These issues and expectations are discussed with students in home room and therefore should be well understood by students. We expect our parents to read these rules and help their children support appropriate behaviour expectations. Parents will indicate their acceptance by signing the terms and conditions on the Admissions application form. As a community, we must support each other and the students in particular, in developing a strong sense of appropriate behaviour.

Moral Behaviour

The PTIS community understands that differences in morals exist between different cultures and in different times. Nonetheless, we expect all members of the PTIS community to behave morally. Most of our expectations are covered by our Discipline Levels below.

Behaviours such as lying and cheating are considered immoral and will be treated seriously. Because there are many shades of lying and cheating, each incident will be treated on its merits and appropriate sanctions determined. Students caught lying and cheating in relation to any of their MYP or DP assessment tasks will be penalised according to IBO guidelines.

General Process for Dealing with Incidents

- remain calm and calm the student(s) down
- deal with the incident not the personality – determine the facts – sequence of events, the involvement of all participants, hear all sides of the story before making judgements and making decisions about consequences.
- complete Incident/Abridged Incident Form and for level 2 - 4 misdemeanours ask students to write their version of events on an Incident Form. Incident Forms require details of the following information: time, location, sequence of events, witnesses, and, action taken
- submit a copy of all Incident Forms to the Deputy Senior School Principal (DSSP)

Level 1

For most minor infringements of the expectations outlined in the Rights and Responsibilities policy, then the subject teacher/homeroom teacher involved can **deal with** the student(s). A copy of the abridged incident form should be completed and sent to DSSP.

Level 1 Misdemeanours	Consequence
Casual/Occasional Swearing	<ul style="list-style-type: none"> ▪ Dealt with by the reporting teacher ▪ Copy of Abridged Incident Form from teacher to DSSP ▪ Information passed on by DSSP to homeroom teacher
Isolated/Minor Verbal Harassment	
Caught Out of Bounds	
Uniform Breaches (incl. hair, footwear, jewellery, body piercings – esp. tongue and eyebrow)	
Habitual chewing of gum or eating in class.	
Excessive displays of Affection (holding hands is appropriate)	
Occasional lateness to school, class or activity	
Loss of, or repeatedly failing to use, student diary	
Not bringing necessary equipment to class	
Inappropriate behaviour in Cafeteria.(cutting lines, using hands, overloading plate)	
Use of Ipods, mobile phones etc in class time, including between classes.	Ipod mobile phone confiscated for one day. Repeated offence confiscated for one week.
Minor misuse or mistreatment of lockers or other equipment supplied by the school.	
Misuse of, or using, bicycles between classes	

Level 2

For a more major infringement of the expectations outlined in the Rights and Responsibilities policy, or recurring minor infringements with no sign of improvement, the student should be brought to the attention of the DSSP. If, after discussion with all teachers involved, it is considered appropriate, the student will be put on a daily report card or will be suspended internally.

Level 2 Misdemeanours	Consequence
Violent act toward another – hitting, kicking, verbally	<ul style="list-style-type: none"> ▪ Dealt with by the reporting teacher who brings the student(s) to the DSSP ▪ Copy of Incident Form from teacher and student(s) to DSSP

<p>tormenting</p> <p>Minor vandalism. Writing/Graffiti on desks.</p>	<ul style="list-style-type: none"> ▪ HRT notified by the DSSP ▪ Parents informed ▪ Letter to parents outlining incidence, actions taken and consequences for repeated incidence ▪ Written assignment (500 words) on the dangers/problems of this action to the individual and in the context of community, to be issued by and submitted to the DSSP before school on the next school day. DSSP to discuss learning through the assignment before student returns to class. Student may be asked to sign a contract of appropriate conduct.
<p>Purposely missing scheduled class or activity</p>	<ul style="list-style-type: none"> • Homework detention to make up on work missed.
<p>Smoking – first incidence</p>	<ul style="list-style-type: none"> • Internal suspension school time; boarding students will be grounded for two weeks.
<p>Any repeated Level 1 misdemeanour.</p>	<ul style="list-style-type: none"> ▪ Daily report card (for five school days) for any repeat Level 1 misdemeanour; upon the DSSP's discretion for other misdemeanours. <ul style="list-style-type: none"> a) Student will meet with the HRT (or other designated teacher) and write a list of clear and measurable goals for improved behaviour. b) Names of students on report will be announced to the staff so they can help monitor progress. c) Student must have a daily check in time with HRT and discuss progress with the desired behaviour. HRT will check the report card for comments from teachers and/or to ensure the student has been where they should have been when required. d) Student's progress should be reviewed with DSSP at the end of the five days. The continuation of the reporting process for more than a week is a serious issue and would indicate a lack of improvement from the student. Parents would be invited in for parent-student-HRT/DSSP interview. A second week on report may follow. ▪ A report at the end of term may be included with the subject reports indicating efforts and progress. <p>Continued lack of improvement will result in the student's position at the school being reviewed by DSSP and SSP</p>

Level 3

For students who have committed more serious indiscretions, or for any continued and deliberate non-compliance with any other responsibilities, then the following process should take place.

Level 3 Misdemeanours	Consequence
Continuation of Level 1, or repeated Level 2	<ul style="list-style-type: none"> ▪ Reporting teacher brings student(s) immediately to DSSP ▪ Student(s) and teacher writes his/her version of events separately,

misdemeanours	<p>students in isolation.</p> <ul style="list-style-type: none"> ▪ DSSP interviews teacher and student separately. ▪ DSSP compares versions and meets with both parties again either separately or together as appropriate. ▪ DSSP and SSP discuss proposals for consequences (external suspension will often be most appropriate) and future plans for the student ▪ Parents contacted by phone and by formal letter, signed by the SSP ▪ Parents billed for the cost of repair or replacement in the case of damage or destruction. ▪ After the external suspension period, parents are brought in and seen by the SSP, DSSP and Director of Boarding, as appropriate. The plan for the future of the student is discussed. If parents agree to the requirements for the return of the student outlined by the school, then their signature is required on the document and the agreed procedure for the student returning to school begins. Grounded in boarding as determined by DoB. ▪ Student will be included in the discussion and the requirements outlined, their agreement obtained and the student then faces the consequences of their actions and the new programme ▪ If student agreement or the agreement from the parents is not forthcoming, then the student will be removed from the school
Drinking	
Smoking	
Theft	
Destruction of Property (minor)	
Serious/premeditated fighting	
Possession of or downloading of pornography	
<i>Reckless driving</i>	
Sexual Harassment	

Level 4

Students involved with illegal drugs or any behaviour which seriously threatens the safety, security or basic wellbeing of anyone in the school community, will be brought to immediate attention of the DSSP, SSP and Head of School. The following process will ensue:

Level 4 Misdemeanours	Consequence
Any recurrence of Level 3 misdemeanours	<ul style="list-style-type: none"> ▪ Student will be interviewed with at least two staff present to verify the incident. The student will sign a document accepting the outline of events as true. Parents and Head of School will be notified and requested to attend a meeting as soon as possible. ▪ DSSP, SSP and Head of School will meet to decide outcome. The final decision rests with the Head of School. If a boarding student is involved, then the Director of Boarding will also be included in all discussions. ▪ Meeting with parents, student and appropriate members of executive to outline the incident and the schools decision on consequences. This will nearly always be removal from school/expulsion. ▪ In the case of destruction of property, parents billed for the cost of repair or replacement. ▪ Any decision to allow the student to continue at PTIS will require a contract for the student signed by the student, parent and Head of School or Senior School Principal.
Any criminal offence	
Possession or Use of Illicit Drugs	
Sexual Acts	
Destruction of Property (major)	
Wilful damage caused to school property due to negligent behaviour	

PTIS Bullying Policy

The key to any good school, in fact, any community, is the existence of good relationships. A school should provide a safe and caring environment, where a variety of personalities grow and feel free to express themselves, without fear of ridicule and without detriment to others.

Usually people in our community interact in a positive and thoughtful manner. However, like any school, we do experience problems and it is important we all realize behaviour that involves harassment, victimization or bullying of any form between individuals or between individual groups and individuals is socially unacceptable and will not be tolerated in any part of the school. All members of our school community must share responsibility for contributing to and ensuring an environment free of harassment, bullying and victimization.

This means that it may sometimes be a responsible action to make a complaint on behalf of others.

Bullying

Bullying is abuse of power that one person or group has over another. It comes in many forms – persistent teasing or name-calling, racial or sexual harassment, emotional abuse, ostracizing individuals, and outright physical abuse.

Harassment

Harassment can be based on gender, race, religion, physical appearance or intellectual capacity. All forms of harassment are equally unacceptable. Sexual harassment is any form of sexual attention or behaviour from another student, group of students or adult which is unwelcome to the person receiving it. Law in many countries prohibits sexual harassment and anyone engaging in it is often subject to disciplinary proceedings (such as dismissal from a job).

Not meaning to harass is no defence if there is an indication that it is unwelcome. What matters is what was actually said or done, not what might have been intended!

Advertising and Fund Raising

All advertising requested to be displayed in the Senior School must be approved by the Senior School Principal. PTIS does not promote one business over another. PTIS will promote community, social and charity events with approval from the principal around the school and through school newsletters as appropriate.

Student fund-raising activities on campus, or on behalf of the school off campus, must be approved by the Senior School Principal. Solicitation of funds, services or sponsorship from outside companies and organizations must be coordinated through the principal.

Internet Access

All students must sign an **Acceptable Use Policy** to use the school computers. Students can access the internet in the library and Senior School computer lab for academic and co-curricular purposes only. Students will have internet access discontinued if they misuse or abuse the technology. Inappropriate use includes accessing inappropriate sites.

Facts at a Glance

Term Dates and Holidays 2009 – 2010 :

Term 1:Monday August 10 – Wednesday October 14

Term 2:Monday October 26 – Friday December 18

Term 3:Monday January 11 – Friday April 2

Term 4:Monday April 19 – Thursday June 17

Term holidays are between term dates. The school observes the main Buddhist and Thai National holidays. Students are expected at school on the first and last days of each term.

School Day:

The Senior School day consists of eight 40 minute periods, commencing with a homeroom meeting starting at 8:15 a.m., with Co-curricular Program activities from 3:15 p.m.

Activity	Times
Home room	8:15-8:35
Period 1	8:35-9:15
Period 2	9:15-9:55
Break	9:55-10.15
Period 3	10:15-10:55
Period 4	10:55-11.35
Period 5	11:40-12:20
Period 6 or Lunch	12.20-1:00
Lunch or Period 7	1:00-1:40
Period 8	1:40-2:20
Period 9	2:20-3.00
Co-curricular Program	3.15 – 4:15 & 4:30 – 5:30

Senior School Office Hours:

Monday to Friday 8.00 a.m. – 5:00 p.m.

Senior School Contact Information:

- **Telephone:**

Reception: +66 (0) 53 301 500

Senior School Office: +66 (0) 53 301 500 (extension 5300)

- **Senior School Fax:** +66 (0) 53 301 499

- **E-mail & Website :**

School web site: www.premcenter.org

Senior School Principal: craigr@premcenter.org

Senior School Secretary: woraluckc@premcenter.org

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