



Udon Thani International School

Student/Parents Handbook

2015/2016 Academic Year

222/2 Moo. 2 Mittrapab Road
Tumbonkudsra
Aumpearmuang
Udon Thani 41000

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Introduction

We welcome all parents to our first year of schooling at UDIS. This is an exciting year for everyone and the purpose of this handbook is to help students and parents settle into their new school life at UDIS.

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About the school

Udon Thani International School (UDIS) was founded in 2013 to provide education for those wanting a quality education without the need to have to send their children to schools outside of Udon Thani. This has resonated firmly with many parents in the region who face the difficult choice of where to school their kindergarten and primary aged children. UDIS hopes to meet this need by bringing quality international education to the people of Udon Thani.

UDIS uses the National Curriculum of England (NCE) as it offers clear standards of education at each level while it is a well-known curriculum used in many international schools around the world. In addition, the school uses inquiry based learning to prepare students for the information rich world in which we now live where being able to find, interpret and analyse information has become so important.

In 2015, UDIS offers seven classes from Preschool (2-3 year olds) to Year 5 (9-10 year olds). The school will add a new grade level each year until the school has classes from Preschool to Year 6 and accepts students from 2-11 years of age. There are also plans to extend our schooling into Key Stage 3 for children up to 14 years of age.

UDIS believes in quality education and will become a leader for education in the Northeast to help develop the capabilities of students in Udon Thani and the region as a whole.

School vision and mission

Udon Thani International School (UDIS) inspires internationally-minded, balanced learners who thrive and become active global citizens.

UDIS focuses on the following objectives to achieve the vision of the school:

- Use an inquiry based curriculum to develop students who can think for themselves and be creative, resourceful and responsible for their learning
- Encourage a diverse student population and tolerance and understanding of those with different cultural values to themselves
- To recognise and support student success wherever it may occur
- To incorporate the ideals of sustainability into the teaching programs, administration and operation of the school

School staff

Management team

Head of School	Dr. Lindsay Stuart
Deputy Principal/Curriculum Coordinator	Mr. Michael Delcavo
Assistant Principal	Miss. Emmi Hines
Operations manager and registrar	Mrs. Sudsawat Saepaisarn (Tan)
Head Thai Teacher	Miss. Pakanatt Thadruk (Nat)
Early Years Coordinator	Mr. Kameran Lund

Classroom teachers

Preschool	Miss. Jennifer Chapman
K1 (Nursery)	Miss. Kaitlyn Hyland
K2 (Reception)	Mr. Kameran Lund
Year 1	Miss. Karyn Scrimgeour
Year 2	Miss. Emmi Hines
Year 3/4	Mr. Liam Chadwick
Year 5	Mrs. Rebecca Kehn

Specialist teachers

PE/Swimming Teacher	Mr. Cyril Beigbeder
Music and Art Teacher	Mr. Richard Herczeg
Thai Language Teacher	Miss. Pakanatt Thadruk (Nat)
Thai Language Teacher (TAL/EY)	Miss. Prisana Prommetta (Nok)
Chinese Language Teacher	Mr. Wang Yankun

Teaching assistants

Preschool	Miss. Warisa Thepsurin (Ploy)
K1 (Nursery)	Miss. Kanoknat Khotsomboon (Moonoi)
K2 (Reception)	Mrs.. Sirikullaya Krapeesat (May)
Year 1	Miss. Katrina Sing On
Year 2	Miss. Jaruwan (First) Muangpang
Year 3/4	Mrs. Prakasani Butkhot (Apple)
Year 5	TBA

School Nurse	Miss. Benjawan Potisarach
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Operations staff

Operations Manager/Registrar

School Accountant

School Secretary

Office Assistant

Facilities Manager

Chef

Assistant Chef

Head of Security and Transport

Mrs. Sudsawat Saepaisarn

Mrs. Kornphet Konggennok

Mrs. Wannapa Khaopa

Miss. Jiraporn Phetdee

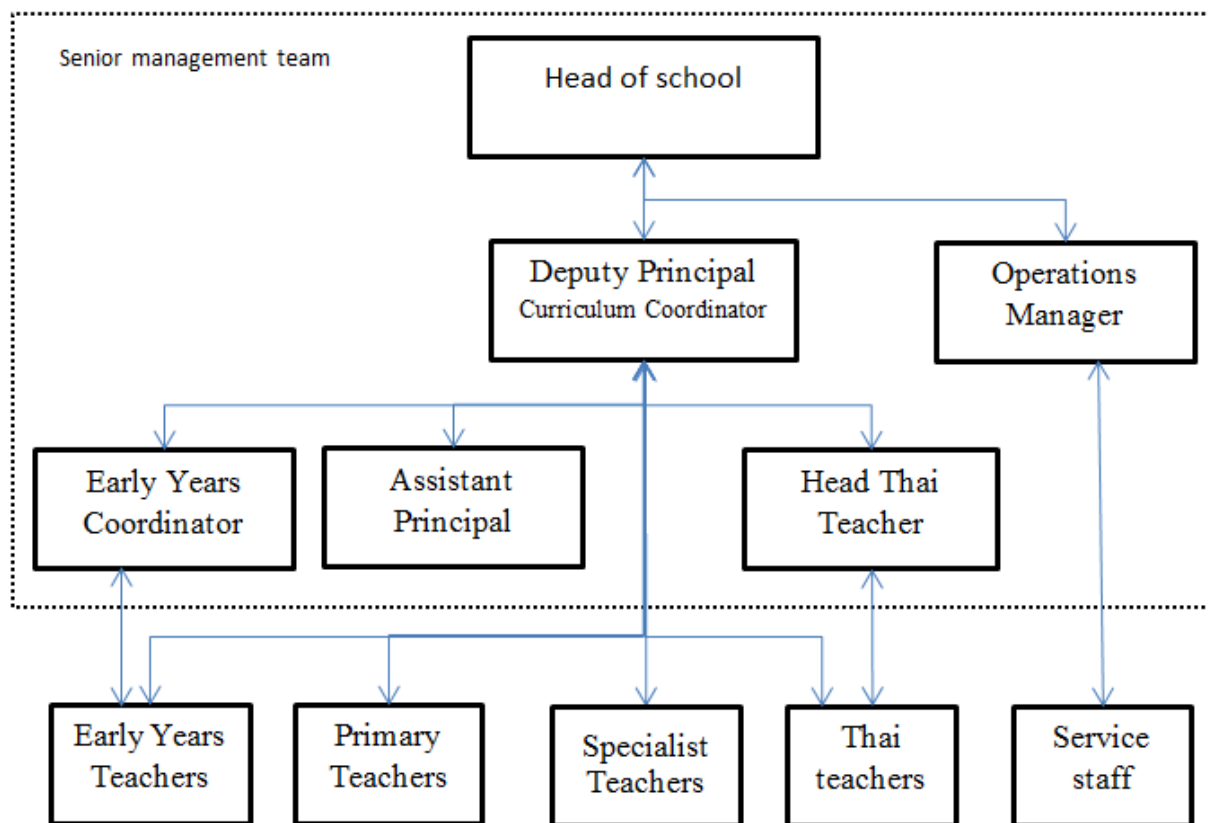
Mr. Thongpoon Khaopa

Mr. Kriangkai Lawanna

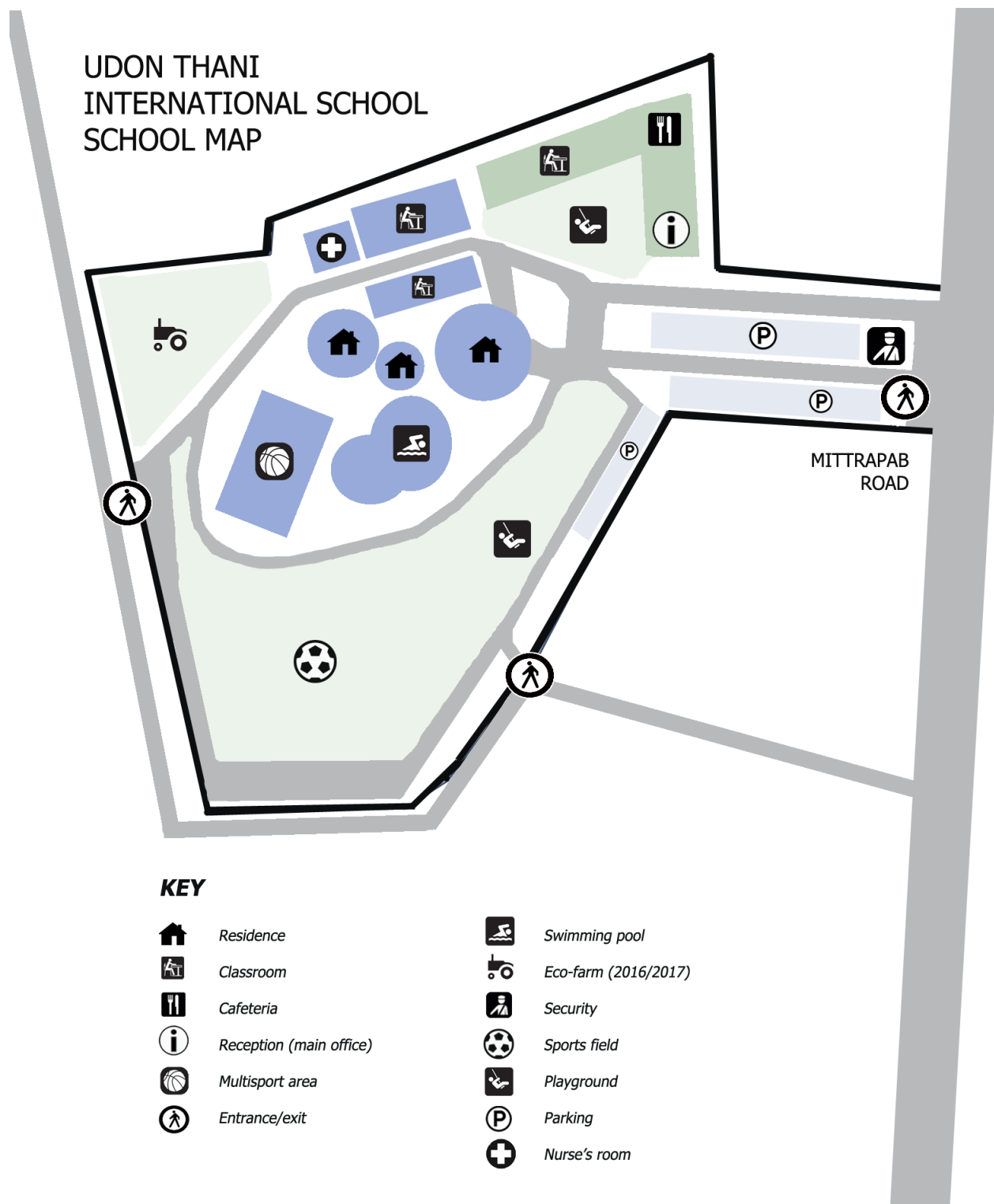
Mr. Saichon Hungyota

Mr. Pornchai Eemshombun

Organisational chart



School map



Important dates

Term dates

Term 1:	
School start:	Monday 24 August, 2015
Half term break:	19-23 October, 2015 (1 week)
Finish:	Thursday 17 December, 2015
Term 2:	
Start:	Monday 11 January, 2016
Half term break:	18-19 February, 2016 (2 days)
Finish:	Friday 1 April, 2016
Term 3:	
Start:	Monday 18 April, 2016
Half term break:	23-24 May, 2016 (2 days)
Finish:	Friday 1 July, 2016

The school also observes the main Buddhist and national public holidays in Thailand and there is a 3 week holiday break over the December New Year period. The holidays we observe are noted below:

Public holidays and teacher days

Teacher only day #1	26 October, 2015
Teacher only day #2	11 January, 2016
Kings Birthday (substitution)	Monday 7 December, 2016
Constitution Day	Thursday 10 December, 2016
Makha Bucha Day	22 February, 2016
Labour Day (substitution)	Monday 2 May, 2016
Coronation Day	Thursday 5 May, 2016
Visaka Bucha Day	Friday 20 May

Payment dates

Due date for Term 1 fee payments:	Friday 31 July, 2015
Due date for Term 2 fee payments:	Friday 4 December, 2015
Due date for Term 3 fee payments:	Friday 18 March, 2016

Events and celebrations

Month	Event
August, 2015	Early Years trial morning - Wednesday 19th August 9-11am New parents afternoon - Friday 21st August 1-3pm
September	Parents morning - Saturday 5th September - 10-11:30am Teachers Day – Thursday 24 September
October	School open day - Saturday 10th October Halloween - Friday 30th October
November	PTA Picnic - Saturday 14 November Loy Krathong - Wednesday 25th November
December	King's birthday (Father's day) - Friday 4 December Christmas Festival - Thursday 17th December
January, 2016	Sports day - Friday 29th January
February	Chinese new year - Monday 8th February Valentine's day - Friday 12th February
March	Mother tongue week - 7-11 March UDIS International day - 11 March
April	Songkran festival - Friday 1st April
May	Healthy eating month - May
June	Book week - 6-10th June
July	End of year student celebration - Friday 1st July

School hours

School opens: 7:50am
School closes: 4:30pm

The school office is open from 8am to 4:30pm Monday to Friday.

School timetables

Early Years Timetable

Time	Activity
07:50	School opens
08:15	Flag ceremony
08:15-08:30	EY warmup/brain gym in front area
08:30-09:00	Period 1
09:00-09:30	Period 2
09:30-09:50	Morning break
09:50-10:25	Period 3
10:25-10:55	Period 4
10:55-11:30	Period 5
11:30-11:55	Lunch
11:55-13:00	Period 6
13:00-14:00	Period 7
14:00-14:30	Afternoon break
14:30-15:00	Period 8
15:00	School ends
15:00-16:00	After-school extracurricular* (Mondays and Wednesdays)

* Only K1 and K2 participate in extracurricular activities

Primary Years Timetable

Time	Activity
07:50	School opens
08:15	Flag ceremony
08:15-08:35	Assembly/welcome session
08:35-09:20	Period 1
09:20-10:05	Period 2
10:05-10:25	Morning break
10:25-11:10	Period 3
11:10-11:55	Period 4
11:55-12:45	Lunch
12:45-13:30	Period 5
13:30-14:10	Period 6
14:10-14:20	Afternoon break
14:20-15:00	Period 7
15:00	School ends
15:00-16:00	After-school extracurricular activities (Mondays and Wednesdays)

Class sizes and levels

The Early Years programme comprises three classes; Preschool (2-3 year olds), K1 (3-4 year olds) and K2 (4-5 year olds). The Primary Years programme comprises four classes which includes; Year 1 (5-6 year olds), Year 2 (6-7 year olds), Year 3/4 (7-9 year olds) and Year 5 (9-10 years old).

At UDIS we have set our maximum class sizes to 20 students for both Early Years and Primary years. We have also set a maximum of 30% of student places for EAL students to ensure that English remains the language of communication within the school.

School contact information

Address:

222/2 Moo. 2 Mittrapab Road
Tumbonkudsra
Aumpearmuang
Udon Thani 41000

Telephone/Fax:

School office: +66 (0) 42 110-379
Fax: +66 (0) 42 110-379

Web/Email:

General email: info@udis.ac.th
Office email: admin@udis.ac.th
Suggestions email: suggestions@udis.ac.th
Website: www.udis.ac.th

Academics

UDIS offers a broad and comprehensive curriculum based on the National Curriculum of England and taught through inquiry learning. This provides the structure, depth and standards of individual subjects from the English curriculum, with the freedom of the inquiry approach which helps students forge understandings across all areas of their learning. With this curriculum we develop students who can be world citizens with high level thinking skills that can easily continue their studies throughout the world.

Early Years Curriculum (2-5 years old)

The Early Years programme comprises three classes; Preschool (2-3 year olds), K1 (3-4 year olds) and K2 (4-5 year olds). Our curriculum for the Early Years is based on England's Early Years Foundation Stage Curriculum (EYFS) which has four overarching principles which guide practice in the school. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teachers and parents
- Children develop and learn in different ways and at different rates. We include every child, even those with special educational needs and disabilities for which we have the resources to cope.

There are a further seven areas of learning and development which shape the programme. Three of these areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The school further supports children's learning in four specific areas in which the three prime areas can be strengthened and applied. These specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Primary Years Curriculum

The primary program at UDIS comprises six levels from Year 1 to Year 6. In 2015, we will be offering four classes in Year 1 (5-6 year olds), Year 2 (6-7 year olds), Year 3/4 (7-9 year olds) and Year 5 (9-10 year olds). The curriculum for these levels is based on the National Curriculum of England (NCE).

The aim of the NCE is to provide an introduction to the essential knowledge that students need to be educated citizens. It introduces students to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The NCE provides an outline of the core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of student's knowledge, understanding and skills as part of the wider school curriculum.

The NCE is divided into Key Stages which set out the required standards and expected learning for students on completion of each stage. For primary levels, these are Key stage 1 (5-7 years old) and Key stage 2 (7-11 years old).

The NCE is mainly taught through our inquiry curriculum which is explained next.

Inquiry curriculum

The aim of our inquiry curriculum is to help children become successful learners in the context of the 21st century and to develop adults who are able to work successfully in a rapidly changing world, and to have the determination, flexibility and character to succeed in their lives. Our inquiry curriculum is taught to all children from 2-11 years of age.

As an inquiry focused curriculum, our students will be:

- Exploring, wondering and questioning
- Collecting data and reporting findings
- Taking and defending a position
- Using critical thinking skills to understand a concept
- Making and testing theories
- Experimenting and playing with possibilities
- Solving problems in a variety of ways

Students study four to six units each year which encompass different themes. All units include the transdisciplinary themes of:

- Who We Are
- Where We Are In Time and Place
- How We Express Ourselves

- How the World Works
- How We Organise Ourselves
- Sharing the Planet.

Each unit can then bring individual disciplines together into a coherent whole while preserving the essence of each subject. All teaching within the areas of Science and Social Studies is integrated into units of inquiry and teachers also strive to bring in other individual subjects (like Maths and English) where they fit.

For instance, a unit about Simple Machines could focus on Science with students learning about things like cams, levers, ramps and axles. Mathematics could be integrated into the unit through collecting data for experiments, measuring distances and calculating probabilities. Languages could be examined through reading and writing instructions for how the students created their simple machines.

The use of an inquiry curriculum helps situate learning in context for students which enables them to make connections between different subjects. This better engages student interest while allowing them to practically apply what they learn to real-world situations thus deepening their understanding of different skills and concepts.

Learner profile

Central to our vision is that student's embody the attributes of the learner profile which we seek to develop within our students. These are:

Attribute	Description
Inquirers	Student's natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Thinkers	Students exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
Communicators	Students receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
Risk-takers	Students approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Knowledgeable	Students have spent time in our school exploring themes which have global relevance and importance. In so doing, they have acquired a critical mass of significant knowledge.

Principled	Students have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
Caring	Students show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
Open-minded	Students respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
Well-balanced	Students understand the importance of physical and mental balance and personal well-being.
Reflective	Students give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.

Assessment and Reporting

Assessment is conducted by both students and teachers to determine student progress. Students should be able to analyse and reflect on their own learning which helps them to become independent learners. Assessment is used to gather and analyse student performance and is designed to inform teaching and learning. It identifies what students know, understand, can do, and feel at different stages in their learning.

As such, we use a balanced range of assessment tools and strategies which include:

- Observations
- Performance assessments such as presentations, debates and role-plays
- Teacher-student and student-student conferences and conversations
- Tests with true/false and multiple-choice questions
- Open-ended tasks such as written answers and drawing illustrations and diagrams.

Some of our assessment tools may also include:

- Rubrics with student and/or teacher-designed criteria
- Benchmarks
- Checklists
- Anecdotal records (brief written notes based on observations of students)
- Continuums to show a progression of achievement

Parent reporting

We will keep you informed of your child's progress regularly both in writing and verbally. We report to parents in the following ways about student's progress:

- Introductory parent-teacher meeting (first 4-6 weeks of Term One)
- Formal written reports at the end of Term One and Term Three
- Parent-teacher conferences in Term One and Term Three
- Student-led conferences in Term Two (more information below)
- Regular correspondence and updates (email, communication book, informal chats)

We encourage parents to keep in touch with the child's homeroom teacher as this will help support your child's learning throughout the year.

Portfolios

At UDIS we celebrate our student's journey through each grade level with a portfolio of their work. Each portfolio shows student process, product and progress throughout the year and the selection process of what goes into the portfolio involves both teachers and students. The portfolio is a way for students to share their learning with others and is a valuable tool that is used during student-led conferences.

Student-led conferences

For all grade levels there is a student-led conference during which your child will share work with you from their portfolios. This helps students to show their learning, reflect on their progress and outline their goals for future learning. This helps students take ownership for their education and to help reaffirm their learning through sharing it with others.

Information and Communications Technology (ICT)

ICT and technology use has become an extraordinarily important part of learning in schools. At UDIS, technology provides both an active area of learning, and a tool to help learning occur.

ICT and technology is an active area upon which students learn key skills in how they use technology. This is a subject within the Primary Years but is also an important part of the learning in our Early Years classes too. Students learn about technology and how it is used, while learning about different software and applications which can support their learning.

Our goal is for students to be comfortable in their use of technology so that they can use it as a tool for their own learning. To support this, the school incorporates smart boards and Apple iMacs within each classroom. This is supplemented with a set of Apple iBook laptop computers and Apple iPad tablet computers which can also be used when needed. A high speed wireless network is available so that information and knowledge is always close at hand.

This goal is for students to have access to technology wherever and whenever they need it to enhance their learning.

Languages at UDIS

Language of communication

English is the language of instruction and the primary language of communication at UDIS. In order to facilitate clarity of communication and support all members of the school community in receiving important information, UDIS will ensure the following:

- Across the school, teachers support first language (L1) use in the classroom where appropriate to support student understanding.
- Staff and students will use the UDIS Style Guide which is based on British English.
- Provide information in languages other than English where a significant number of students share the same language.
- Staff and students are encouraged to speak English as the language of spoken communication at UDIS.

More information can be found within our school's language policy which is part of the school's policy manual.

English as an additional language (EAL)

EAL, English as an additional language (sometimes known as ESL, ESOL, or ELD) is an instructional service provided to English language learners by qualified teachers which supports the development of full social and academic proficiency in English. A variety of models are used at UDIS which includes pull-out, push-in, and team teaching. In all cases, the EAL professional collaborates with other educators to support language development throughout the school.

So that English, as the language of instruction, remains significant, UDIS places caps on admission of students who require English language support. The school places an admissions cap for students requiring EAL support at the beginner or intermediate levels at no more than 30% of the maximum allowed size of each class. The admissions cap applies to all classes from Year 1 onwards.

EAL students are tested as part of being admitted into the school and can only be accepted if there is a place available for them. Testing takes place before admission into the school and at the end of each year to measure their progress in English. This will determine if EAL support is required and/or continued for the student.

Thai language

Thai language is an important part of the curriculum as we believe it is important for Thai students to develop their language ability and for non-native students to learn and understand a new language as part of their development of cultural understanding.

In Early Years, students receive regular sessions in Thai language to supplement activities done during class time. In Primary Years, students receive five lessons each week in Thai language

and Thai culture. These lessons are a compulsory requirement from the Ministry of Education in Thailand and are taught as much as possible to link in with the Units of Inquiry taught in the homeroom classes. For each class, students are separated into our Thai language class for native Thai speakers or for students proficient in Thai. For other students we offer a Thai as an additional language (TAL) class. Students will be graded into each class at the beginning of each term by our Thai teaching staff.

Chinese language

Chinese language is a third language that we will be teaching this year. Students will learn the Chinese language of Mandarin in conjunction with lessons about the life and culture in China. UDIS believes that an understanding of Chinese will be an asset for our students in their futures as Chinese has become an important language of business, particularly here in the ASEAN region to which Thailand belongs.

In Early Years, students receive regular sessions with our specialist teacher to expose them to Chinese language and culture. In Primary Years, students receive two lessons each week in Chinese language and culture.

Learning support and accessibility

UDIS is committed to supporting individual student needs and helping them become successful learners at our school. Learning support can be used to resolve difficulties and promote positive solutions for students experiencing barriers to their learning.

We employ a range of learning support strategies which include:

- Identification and assessment of individual learning needs
- Designing individual learning programmes for students
- Advising and working with colleagues in a cooperative fashion
- Liaising with external agencies where needed
- Communicating with parents

Our Accessibility Policy is used to ensure that all people are welcome on campus regardless of disability. We will endeavour to support all students with disabilities where we have the resources and staff to do so.

Teaching methodology

We provide a curriculum that is significant, relevant, engaging and challenging for all students where there is a rigorous development of skills. We encourage students to use critical and analytical thinking skills through a variety of inclusive teaching methodologies.

Our teaching methodologies focus on student centred learning with the understanding that students learn at different rates and through different ways. Student's needs, abilities, interests and learning styles are addressed through:

- Development of conceptual understandings within units
- Active and hands-on learning that encourages students to inquire
- Students cooperating together in their learning
- The use of different techniques to meet different student learning styles
- Relevant and meaningful learning activities that interest students
- The use of a variety of different learning resources and technologies

Year 3/4 composite class

Our Year 3/4 class at UDIS is a composite class which includes students from both Year 3 and Year 4. We do this to manage class numbers as we do not expect enough students in either Year 3 or Year 4 to form a full class. If student numbers permit, we will look to form two separate classes. Composite classes help with ability grouping and have a number of other benefits for students. Please contact the school if you would like more information because we have an information sheet available to parents about this class.

School Life

Early Years

We understand that the Early Years (2-5 years old) is a crucial period in the development of the child and we seek to provide a stimulating and nurturing environment to provide the skills and knowledge needed for success in later years.

Admission

Students must be at least 2 years old by 1 September to be admitted into our Early Years programme. All students entering K1 and K2 should be toilet trained prior to entry.

Curriculum and specialist learning areas

Our curriculum for the Early Years is based on England's Early Years Foundation Stage Curriculum (EYFS) with subjects taught in an integrated and play-based manner.

We provide specialist teaching in Physical Education, Swimming, Chinese, Music, Art and Thai language. Students will also have weekly visits to the school library to develop their interest in inquiry and reading.

Essential items

Students should bring the following items each day:

- Backpack
- Reusable water bottle
- Spare change of clothing
- Art smock (an old shirt to help protect from paint, cooking, dough etc as our students are encouraged to get dirty!)
- Blanket/pillow (taken home at the end of each week for cleaning)
- Sleeping clothes

Please label all items that are brought to school.

Hats

Children are encouraged to wear our school hat which can be purchased from the office. These can be worn during playtimes, PE and when students are outside to protect against the harmful effects of the sun.

Quiet time/nap time

In Preschool, K1 and K2 the children have a quiet time/nap time after lunch each day at specified periods. In Preschool, the children will change into their sleeping clothes so please ensure they have these items every day. For other classes, they will sleep or have a quiet time as is. Please contact us if you would not like your child to sleep during this time as we can arrange quiet activities for them to do instead.

Separation anxiety

The start of the day can be very stressful for parents and/or students as they enter the school. We encourage a quick handover of the student to the class teacher which will help create a daily routine to reduce anxiety. Please do not be concerned as the child usually settles down very quickly.

General guidelines for all levels

Accidents

UDIS has policies in place to maintain a safe environment for all staff, students and guests of the school which involves risk assessments, first-aid boxes throughout the school, a Health and Safety Coordinator and first aid and CPR training for all staff.

When accidents do happen, the school will endeavour to contact the parents of affected students as soon as possible. Where a serious injury has occurred, the school will contact the parents immediately and seek urgent medical assistance which may involve having the student transported to the nearest hospital.

For all accidents incident form will be completed by the person who witnessed the event this includes all members of staff and parents. Parents will be informed face to face or in writing in the daily communication book.

Attendance and absences

Regular and punctual school attendance is important. Students need to attend school regularly if they are to take full advantage of the educational opportunities available to them. UDIS fully recognises its responsibilities to ensure students are in school and on time, therefore having access to learning for the maximum number of days and hours. The school operates a 20 days rule such that students who are absent from school for more than 20 days throughout the school year may not be able to continue onto the next year level.

Absences are noted on student report cards. Parents are required to report any absence to the school immediately. If an absence is planned the parent should send a note to the student's teacher to explain the upcoming absence and the reasons behind it. Please try to schedule any doctor, dental or other appointments to outside school hours where possible.

Where absences occur, the class teacher may assign homework to cover what was missed during class and to ensure the child has not been disadvantaged by their absence. Please think carefully if your child will be absent from class due to holidays or other absences that could be avoided. Long periods of absence from the class will affect your child's progress and participation with other students which is undesirable. The school will determine whether the absence is excused or unexcused.

Students arriving after 8:15am each morning are considered late and parents must complete the late register in the school office. Students who are persistently late will be contacted by the school.

Early arriving and late departing students

The school does not have supervision in place for early arriving students (before 7:50am) and late departing students (after 3:20pm and 4:20pm on ECA days). We want to actively discourage students from being dropped off early and picked up late because we do not think it is safe for students to be left unsupervised on the school grounds. So, the following penalty system will apply:

Before 7:50am	200 baht per student per incident
3:20pm-4:00pm	200 baht per student per incident
4:00pm onwards	500 baht per student per incident
4:20pm-5:00pm (ECA day)	200 baht per student per incident
After 5:00pm (ECA day)	500 baht per student per incident
After 5:30pm (any day)	1,500 baht per student per incident

Birthdays

Parents may make special arrangements with the class teacher to mark a child's birthday. There may be dietary issues that need to be considered for the well-being of other students.

Celebrating Internationalism

As an international school we are committed to promoting an awareness of internationalism within our students with the expectation that they become global citizens. This is part of our vision and mission for the school. Our teachers are also committed to developing the qualities within the Learner Profile which reflect what we consider to be a globally minded citizen.

As a UK based international school we favour some celebrations from the UK but we seek to balance these celebrations with those from elsewhere in the world which reflect our student population. Activities should be significant and relevant to all children.

Essential items

All students should have a school bag that fits comfortably on the hooks provided outside each class. Overly large bags can be a safety hazard so please refrain from using these. Students

should also have an art smock to help protect uniforms from the many activities where children would otherwise dirty their uniform. All students should also bring a reusable water bottle. Stationery items are supplied by the school.

Field trips / Excursions

School is very important but it's not the only setting in which children can learn. Our Education Outside The Classroom (EOTC) programmes and activities can provide students with access to hands-on experiences that are not available inside the classroom. They offer unique and stimulating learning opportunities that support your child's learning and achievement.

When planning a field trip teachers will perform a risk assessment to ensure safety.

When activities are conducted that involve motor transport we will request parental permission before allowing your child to attend. Most field trips are covered by the tuition fee but if there is an additional charge then parents will be notified in advance.

Flag ceremony

A schedule of flag raisers is made by our Head Thai Teacher every term. If your child has been designated to raise the flag in the morning please make sure they are on time.

Fund raising

Student fund-raising at the school must be approved by the class teacher prior to the fund-raising being undertaken. The school may also undertake fund-raising for different activities which are generally aimed at providing service to our community.

Guardianship

It is very important that the school is notified of all issues around guardianship and who has the rights to collect your child from school. If parents are out of the country then we need to know who is authorised to collect your child. When this occurs, please notify the school in writing with the expected dates affected and your contact information.

Lost and found

We maintain a lost and found box for clothing and other items that are found at the school. Please contact the school office if you would like to try and recover any items that may have been lost.

Money and toys

Students should not bring money to school unless specifically requested to do so. Students should also refrain from bringing toys with them to school because they can be damaged and may not be safe for other students to use.

Personal electronic devices (PED's)

PED's can include mobile phones, tablets, laptops and any other electronic devices that are brought to school. PED's must be kept within a student's school bag for the duration of the day and they are not allowed to use these during break times and lunch times. The school is not responsible for any PED's brought to school and would actively discourage students from bringing them to school. The school has Apple iMacs, iBooks and iPads which are used whenever students need access to a computer so there is no need for students to bring their own PED's to school.

Role of parents

We are always interested in making use of the skills and talents of our parents and of the extended family of our students. We welcome additional extracurricular activities that may be offered by a parent. We are also interested in parents that can offer translation at the school to help support different languages spoken by our students. We encourage parent involvement so please contact us if you are interested in sharing your skills.

We also welcome parents to join our Parent-Teacher Association (PTA). The PTA has regular meetings to discuss issues at the school and the PTA provides a decision making body for a variety of issues. If you are interested in joining the PTA, please contact the school.

Sickness and medication

Please keep your child at home if he/she is sick to prevent the spread of illness to other students. Please telephone the school office if your child is sick and will not be attending school.

If the school finds a child is not fit for class due to sickness then the child will be asked to return home with their parents/guardians.

The school should be advised of all cases of infectious disease and the child must not attend school while they are contagious. If a child becomes sick from such a disease, we would inform other parents of the symptoms so they can be prepared if their child falls sick too. Children taking antibiotics should stay home for at least 24 hours after the fever has gone to prevent the spread of illness as they may still be contagious.

If a student becomes sick at school then they will be cared for by our School Nurse with parents notified to come and collect the child as soon as possible. If a child has been seriously injured then staff will administer first aid and contact an ambulance to take the child to hospital if necessary. Parents would be immediately notified in such situations.

Please note that no medication can be administered by class teachers and a note from your doctor, dentist, nurse or pharmacist is required to dispense medication at school from the school nurse.

Sunblock

Parents should apply sunscreen to their child in the mornings if they wish their child to wear sunscreen. Sunscreen supplied by parents can also be made available for the class teachers to apply at lunchtimes. Sometimes the school may also apply sunscreen to children. Please let us know if you do not want sunblock applied to your child.

Uniform

Most items of uniform may be purchased from the school shop. All uniform items should be clearly labelled with the student's name.

The compulsory uniform requirements for the school are:

Early Years	Primary Years
<ul style="list-style-type: none">• White UDIS polo shirt• UDIS blue check shorts• UDIS blue check dress• White socks• PE t-shirt• PE shorts• Sneakers in white or black• Swimming suit• School hat	<ul style="list-style-type: none">• White UDIS shirt (boys or girls)• UDIS blue check shorts• UDIS blue check skirt• White socks• PE t-shirt• PE shorts• Sneakers in white or black• Swimming suit• School hat

The optional uniform requirements are:

Early Years	Primary Years
<ul style="list-style-type: none">• Black belt• UDIS blue jumper• Swimming cap• Black pants or black/navy blue tights or leggings• Outdoor jacket (white, green, grey, black)	<ul style="list-style-type: none">• Black belt• UDIS blue jumper• Swimming cap• Black pants or black/navy blue tights or leggings• Outdoor jacket (white, green, grey, black)

Students must come to school wearing the school uniform which must be well maintained and not defaced in any way. Any underclothing that is worn should not be visible. Jewellery is strongly discouraged for students. Students should have natural coloured hair that is conservative in style.

Communication

Parent-Teacher communication

It is important that parents and teachers work together to encourage student learning and regular communication is important to achieve this. All parents are encouraged to contact their child's teacher to setup meetings to discuss concerns or questions.

There will be regular class emails to keep parents updated with what is going on within the classroom and special events and learning activities that are coming up. We also provide a communication book which carries important information and messages about your child. Please write in this book, call or email your class teacher with any questions you may have about your child.

Parent-School Communication

We encourage all parents to contact your child's classroom teacher when there are any problems or issues at the school. For issues of a more general nature, or where things have not been resolved with the classroom teacher, parents can organise a meeting with the Deputy Principal and/or the Head of School. Any issues around school policy can be brought to the attention of either the Deputy Principal or Head of School.

The school also sends home a fortnightly email newsletter on Friday which contains general details of school events and activities. Teachers are responsible for providing content to this newsletter.

Parents can make comments and complaints at the school office. The school will respond to all complaints in a timely fashion.

Extracurricular programme

At UDIS we believe in a rich and varied extra-curricular programme to provide students with the experience of trying different sports, musical instruments, subjects and activities that they might not otherwise have had a chance to do.

Extra-curricular activities (ECAs) are organised as full-term activities which begin from 3-4pm on Monday, and Wednesday. We offer a variety of activities from the following three general themes: sports, language and general interest. Students can elect to participate in the activities of most interest in the first week of every term. We also provide an ECA option for EY students which is available on a first-come, first-served basis.

We utilise our own teachers for many of these activities but we will also bring in other teachers or parents from the community who can offer interesting, or specialised, activities for our students. Charges may apply for extracurricular courses where we bring in specialist teachers or which involve additional materials.

On ECA days, the school bus will leave at 4:10pm to provide bus students the opportunity to participate in extracurricular activities every week.

Fee information

Fee payment due dates

All fees are payable in advance and are billed in 3 termly instalments throughout the school year. Penalties apply where fees remain outstanding beyond the due date. The following are the instalment dates for the 2015/16 academic year:

Term One

Due date for Term one payment	Friday 31 July, 2015
Term starts	Monday 24 August, 2015

Term Two

Due date for Term two payment	Friday 4 December, 2015
Term starts	Monday 11 January, 2016

Term Three

Due date for Term three payment	Friday 18 March, 2016
Term starts	Monday 18 April, 2016

Late payments and overdue accounts

Accounts outstanding after the due date for each term will incur a late payment charge of 3% of the overdue balance per month. This charge is repeated on a monthly basis whilst fees remain unpaid. Students with overdue accounts of more than two months may lose their place in the school if fees remain unpaid.

Annual payment discount

An annual payment discount of 5% of the tuition fee is provided if all annual fees are paid for a student before the due date for Term one.

Extra-curricular activities

There may be charges for extra-curricular activities based on the type of equipment used and the teaching/coaching that is provided for the activity. Parents will be given details of all extra-curricular activities and any associated charges at the start of term.

Camps, activities and out of school visits

There may be additional charges for any camps, cultural visits, sporting and outdoor pursuits that students may be involved in throughout the year. Where necessary, costs will be billed to parents for these activities.

Uniforms

Uniforms can be purchased through the school office. All students must wear the designated uniform of the school.

Family discount

The school provides a family discount as follows:

2nd child: 50% discount on registration fee and 10% discount on annual tuitions fees

3rd or more children: Free registration and 15% discount on annual tuition fees

Refunds

The school's refund policy for fees can be obtained from the school office.

Insurance

The school provides insurance for all students who attend the school and full details of this can be obtained from the school office. In sum, students have an individual health insurance policy with AIA which must be completed during enrolment to the school. There is no charge to parents for this service although we recommend that all students should have a medical policy that is appropriate to their individual needs.

Payment of fees

Fees can be paid by bank transfer to the following account:

Account name:	Udon International Education Limited Partnership
Bank:	Kasikorn Bank
Account number:	417-2-43593-4
Branch:	Ban Huai Market, Udon Thani
Swift code:	KASITHBK

Fees can also be paid in cash at the school office.

Fee inquiries

Inquiries about all aspects of school fees and policies can be obtained from the school office. You can contact the office at +66 (0) 42 110-379 or admin@udis.ac.th.

Home learning

The purpose of home learning is to help students develop responsibility for their learning and to develop independent study habits. Students need the chance to apply the skills and knowledge they learn at school. It is also beneficial for students to read independently or with a parent's assistance to develop good reading habits.

Parents should support student's home learning by providing a quiet area for them to work in that is free from distraction. If you are finding that your child is struggling with the learning assigned to them, please inform your child's teacher.

We expect parents to support their child's learning after school. This could be by supporting and helping a child complete any learning assigned or by being an interested audience for a book your child is reading. The active involvement of parents is an essential element in student learning.

Library

All students visit our school library at least once a week to help them develop independent inquiry and reading habits. Students are encouraged to take out books that meet their interests every week. Please help to ensure that any books taken from our library are returned each week and in good condition. Books that are lost or damaged will be invoiced to parents at the end of each term.

Meals

All morning, lunch and afternoon snacks are provided to students as part of the catering fee and are prepared by a qualified, experienced chef. This includes a buffet style lunch for primary students with the choice of Asian or Western main courses. For Early Years students this involves a set lunch which is served family style to students under the supervision of a teacher.

We also offer a range of fresh fruits, snacks, milk and drinks which are available to students at break times and lunch.

For students with special dietary requirements, our chef is able to provide alternate meal options where requested. Please notify the school, or your child's teacher, if this applies.

Students may also bring their own food for break times and lunchtimes if required but these may only be consumed during these periods. We do not allow children to share any food brought from home as students may have different allergies.

Student behaviour

All students have the right to learn and we provide a framework for everyone to live and work together happily, productively, safely and peacefully. We encourage students to self-manage themselves while positively reinforcing good behaviour.

Each student has the right:

- to a secure and peaceful environment
- to have 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 victimisation from others
- to have protection, care and tolerance from others

In addition to these rights, students also have responsibilities to themselves and others. While at school, students are expected to comply with instruction given by any member of the school's staff and to show proper respect to staff members, students and members of the school's community. Students must demonstrate good behaviour at all times both inside and outside the school. All students are also members of our school community and must:

- live the attributes of the learner profile
- be friendly and welcoming to all
- treat other students with respect
- to never engage in physical, emotional, verbal or cyber bullying
- avoid using offensive language
- be sensitive, respectful and tolerant of the beliefs and customs of others
- participate in all activities to the best of their abilities
- participate and support the school's service programme

The school has a Student Behaviour Policy which covers a range of undesirable student behaviour upon which the school places consequences. This policy is regularly reviewed and enforced to protect the welfare of all students, staff and visitors of the school.

For more information consult our policies handbook.

House system

At UDIS we use a House System for all students which groups students for academic and sporting competitions. These houses are based on four colours: purple, blue, orange and green. Students are assigned a house on enrolment from which they remain until they graduate. Students from the same immediate families are placed in the same house.

Outdoor policy

The school encourages outdoor play throughout the day as this helps children receive the daily exercise they need. As Thailand is a very hot country, we have an outdoor policy which governs outdoor play to ensure that it is only conducted when it is safe to do so.

Each day the PE teacher sets the Outdoor board to show the humidity, temperature and heat index of the day. Each day is then set as an 'inside day' or an 'outside day.' For outside days all regular scheduled activities proceed as normal. For inside days, outdoor PE activities will be curtailed or switched to inside activities. Lunch breaks on inside days are held inside with students choosing between the library, soft-play room and art room. Rainy day activities will be available in each room for the students to use.

General Information

Admissions

Admission into UDIS is based on students who can demonstrate a self-motivated attitude towards learning as well as grounds of academic suitability for the school. The decision to admit students is based on information collected from our enrolment application forms, previous school reports, an enrolment interview and admissions tests (observation for Early Years students).

UDIS believes in providing an equal opportunity for all children and does not discriminate on the basis of race, religious beliefs, gender or cultural backgrounds. However, the school cannot cater for students with severe learning difficulties, or emotional and/or behavioural problems. We reserve the right to exclude children whose needs cannot be adequately met by the school.

Students are admitted to classes based on their age not on their ability. If a student is performing above, or below, their grade level then the school will use differentiation or available learning support to best meet the needs of the student.

Non-native English speakers can be accepted into the school if there are remaining places available within a grade level for EAL students. If all EAL places have been taken within a class then we cannot accept further EAL students and students will be placed on a waiting list for that class. Students can be accepted as EAL beginners for all classes at the school where places are available.

Students, who have completed the enrolment forms, provided all necessary documentation, attended the enrolment interview and completed all admissions tests may be admitted into the school. An offer to enrol will be made by the Registrar based on the information collected through this process. Student fees must then be paid within 7 days with a student not formally completing enrolment until these are paid.

Bus transport

UDIS offers a full, door to door bus service to Udon Thani and the greater area. We have divided our service area into three bus zones (Zone 1, Zone 2 and Zone 3) where fees are determined based on which zone the student's address falls in.

Safety is of paramount importance for our bus service and drivers follow all required driving laws and safety requirements. Drivers also work with a bus monitor who cares for children during the service. Each child is assigned a seat and seatbelt within each bus. Further, if the child is less than 5 years old, we provide a safety seat free of charge. We are also happy to use safety seats provided by parents if requested.

Our bus zone map can be found here:

https://mapsengine.google.com/map/viewer?mid=zCKlI8Bk2TC0.kJyWjs_TWegs

Buses will depart at 3:10pm each day except for Mondays and Wednesdays when they depart at 4:10pm. This is to provide bus students the chance to participate in ECA activities.

Child protection

The school takes the safeguarding and welfare of all children extremely seriously and has set policies and procedures in a number of areas to ensure this. These policies are intended to protect children from maltreatment, preventing impairment of children's development, ensuring that children are received safe and effective care and taking action to enable all children to have the best outcomes. As such, if your child is acting out of character in any way and you suspect the cause may be originating from our school then please bring this to our attention immediately. All concerns are treated in a strictly confidential fashion.

The school has also put in place rigorous policies to vet all staff and volunteers at the school. This includes a background check, a police check, an identity check and a qualifications check. This applies to both employed staff and any volunteers who may be left alone with children.

Data protection

Udon Thani International School collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations. The school endeavours to ensure that all information collected is handled carefully and appropriately and is accurate wherever possible.

Please advise the school if any contact information for parents, guardians or emergency contacts has changed so we can maintain accurate records for all students.

Health and safety

UDIS has an extensive Health and Safety Policy and a designated Health and Safety Coordinator to ensure the wellbeing of staff, students and visitors. All campus users are required to cooperate with health and safety requirements. Parents are also required to comply with our Health and Safety Policy while they are on campus. This includes keeping track of any personal items you bring with you on campus, making sure you observe all entrance/exit procedures and obeying any directions given to you by a school staff member.

The school has very rigorous security and entrance procedures to protect the health and wellbeing of staff and students at the school. We have a fire alarm system installed in all classes and workspaces and CCTV covering areas of interest throughout the school. We also have sets of procedures for dealing with emergencies and accidents which we practise as a school each term.

Finally, please note that motorcycle riders and passengers must have a helmet on to enter the school grounds. Passengers in cars should also be wearing safety belts.

Non-smoking policy

The school has a strict non-smoking policy in all areas of the school. We do not permit visitors to smoke anywhere on campus.

Parental code of conduct

At UDIS, we have instituted a parental code of conduct policy to help promote a safe environment for all students, staff and parents at the school. Parents and guardians have the following rights and responsibilities at the school:

Rights of parents and caregivers at the school

Staff, students, parents and caregivers have similar rights which are:

All have the right to be treated with respect and fairness at school

The staff will try to respond to all parents and caregivers with sensitivity when discussing with parents matters relating to the school, children and their families. Parents and caregivers are expected to pay the same courtesy to staff.

All have a right to be heard

Parents and caregivers are encouraged to talk freely about their ideas and feelings during scheduled parent teacher meetings, and through school consultation processes. Appointments should be made at appropriate times but parents may not interrupt class teaching time and should respect the need for teachers to prepare for meetings, and the desirability of any matter to be discussed in private. No teacher will conduct a discussion with parents who are abusive or threatening in their behaviour. In such cases they will be asked to leave and support may be called.

Everyone has a right to tell their side of the story

Parents are encouraged to discuss concerns and or problem behaviour and consequences with the staff member concerned in the first instance. This may also need input from senior staff and other support agencies. Whilst every child has individual rights these do not outweigh the rights of all children to a positive learning environment.

Parents and caregivers have a right to expect school to be a safe place

The school will provide safe classrooms, equipment and rules to ensure pupil safety at school.

Parent and caregiver responsibilities

Parents and caregivers have the following responsibilities to the school:

You have a responsibility to ensure your child attends school regularly

If your child is unable to attend for any reason an explanation must be given to the teacher and a phone call to school on the first day of absence is required. You need to observe school hours and may not withdraw your child during the day without notification.

You have a responsibility to keep sick children home from school until they are well

To minimise the passing on of infections children who are not well need to be kept home. Parents of children who become ill at school must be prepared to take them home when notified. The office require an emergency contact number for this purpose.

You have a responsibility to ensure your children arrive at school well nourished, rested, clean and wearing correct uniform

Children need to be guided towards taking self-responsibility as they progress through school. Ultimately it is the parent's responsibility to ensure these needs are met.

You have the responsibility to support the school in upholding codes of student conduct, school rules and the respect of property

This means observing all agreed safety practices as well as observing playground and classroom rules. Parents are the best role models for their child. Where parents provide contrary advice to the school this causes confusion for children.

You have the responsibility to help make the school a good place to be

This means contributing where you are able to the collective life of the school, supporting your child's classroom activities, reading and responding to all messages that are sent home from school as well as being respectful thoughtful and courteous in your dealings with others.

You have the responsibility to ensure your child is supported to complete their homework tasks

All children bring home tasks which support their stage of learning. They need to have time and space to complete these and an opportunity to share them with parents. Tasks have notified time limits and need to be returned promptly. Homework should not be an onerous task for either parent or child.

You have the responsibility to ensure your child has the right equipment at school on any day

This will enable the teacher and child to progress the planned programme and have the best chance of success.

Student withdrawal

Students who intend to leave the school must inform the school in writing of their intention to do so. If this is during a school term, any refund of fees will be made in accordance with our refund policy. Transcripts and documentation cannot be released to new schools until the school has completed the formal withdrawal process and paid any outstanding financial obligations to the school. Please contact the school office for more information about withdrawing from school.

Terms and definitions

The following is a list of terms and definitions in use at the school:

- EAPP (English for Academic Purposes Programme) - A programme for beginner/intermediate ESOL students to develop their English ability
- EAL (English as an Additional Language) - The name for the English language support programme at UDIS.
- IEP - Individual Education Plan
- L1 - First language or mother tongue. This may not be the language in which a student is most academically competent.
- L2 - Second language; for the purposes of this document the term usually designates English where English is not a student's mother tongue, but may also mean Thai.
- NCE - National Curriculum of England
- PTA (Parent-Teacher Association) - Parental group to help with school decision making and organising and conducting school and community activities
- Push-in - EAL specialist teachers accompanying EAL students in mainstream classes. EAL specialists work in collaboration with the mainstream teachers to scaffold and deconstruct language thus rendering the content more accessible for EAL students.
- Pull-out - EAL specialist teachers teach a parallel curriculum to EAL students in a sheltered environment.

Community partnership programme (CPP)

UDIS operates a Community Partnership Programme (CPP) with local businesses in the Udon Thani area who wish to support the school and its staff and students. Under the CPP, these businesses have offered discounts and benefits to staff and students who present their UDIS ID card.

These discounts are available from 1 September, 2015 to 31 July, 2016 unless otherwise noted below. The list of businesses and the benefits they have offered are listed on our website at:

<http://www.udoninternationalschool.com/en/general-information/cpp/>