

American Pacific International School (Primary)



Student/Family Handbook

2024-2025



An outstanding place for living and learning

Welcome from the Head of School

Dear Primary Campus families,

I am honored to be welcoming you to the 2024 - 2025 school year at American Pacific International School Primary. We are excited for our students to make the most of their time in the classroom with their teachers and on the playground with their friends.

This handbook serves as your reference guide to how things work at the Primary Campus. We want to inform you about our programs, articulate our procedures and define our expectations for students and families. It is important for us to develop a close working relationship between school and home. APISP is a community where students come first.

Please be familiar with the contents of this handbook. If there are any questions or comments about information in this handbook, please contact one of the administrators directly.

All the best for a fantastic school year!

Stacey Gailey
Head of School

Message from School Director

Dear Parents and Guardians,

Welcome to the 2024 - 2025 school year! Thank you for choosing American Pacific International School (Primary) for your child/ren. We hope this handbook helps you to understand the school's policies and routine in order to best support your child at home. We believe that parents are a child's first and most impressionable teachers. No one nurtures and loves quite like a parent can. And the students need to see positive, happy parents when they are at home and to see the same thing in their teachers when they are at school.

It is always crucial that home and school work together for the students' benefit and we are very happy to be part of your child/ren's first step in the world away from their home. Our team is committed to maximize each student's potential and to ensure that each individual student is happy and successful in their learning each day at school.

Moreover, working with our parent community to prepare the students to achieve the best for their future is one of our goals. We are constantly striving to foster the sense of international mindedness that makes our school such a special community for you and the students. We will also continue to work together to achieve the school's mission, vision, and goals.

Sincerely Yours,

Aj. Ladda Ahmad-Mahidi
Primary Campus Director

Message from Principal

Dear Parents and Guardians,

Welcome to the 2024-2025 academic year. My name is Stephanie Dracz, and I am honored to serve as the Primary School Principal as we embark on the 2024-2025 school year. I am thrilled to join the APIS community and look forward to a fantastic year of learning and growth together.

We can best support our students by actively engaging in their education, staying informed about school events, and understanding our school's policies and procedures. I encourage you to review this handbook to familiarize yourself with APIS's structures and guidelines, so we can collaboratively support the growth and learning of all our students. Our students are at the heart of everything we do, and we hope this handbook serves as a valuable resource for clarity and transparency.

I am excited to work with you to make this year truly memorable.

Best regards,

Ms. Stephanie Dracz
Primary Campus Principal

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Who We Are

The APIS Mission

APIS, as a community, passionately educates, inspires, nurtures and maximizes each student's potential to become a global citizen and a happy, life-long learner.

The APIS Vision

Students will graduate from APIS as empathetic, self-reliant, internationally minded citizens.

APIS Values

Community - Working together to create an environment that supports one and all

Responsibility - Accountability for our actions towards others; committed to treating all with respect and integrity

Diversity - Acceptance and appreciation of people and their beliefs

Balance - In mind, body and character

APIS Goals 2020-2026

(updated 2024)

Growing Students:

- Focus on literacy across grade levels.
- To provide clear expectations for Student Support.

Growing Staff:

- Responding to climate concerns as they arise.

Connecting with Community:

- Create a marketing plan for the school that includes stakeholder involvement.

Building Residential Life:

- Alignment among marketing, admissions and residential strategies to increase student enrollment.

Supporting Programs:

-Continue to focus on teaching and learning that reflects the IB philosophy (specifically Approaches to Teaching).

-Provide time and resources to support a successful DP Evaluation visit.

Leveraging Technology:

-Clarify and support the use of technology in a safe manner across the curriculum.

The APIS Philosophy

Students of all nationalities are welcome to apply for admission, provided they can benefit from the programs on offer.

We believe our students should be encouraged to strive for excellence and to develop a life-long enthusiasm for learning, and by fostering self-discipline, independence, responsibility, good manners and respect for others they will be able to adapt to the changing demands of the modern world.

Through participation in community service projects, our students learn to share their energy and special talents while developing awareness, concern and the ability to work cooperatively.

The school aims to develop a strong and harmonious home-school partnership. Parent involvement in the life of the school is actively encouraged through the Parent Support Group.

APIS - Principles of Learning

We believe learning best occurs when:

- The classroom environment is a positive, safe and inspiring place, where students are happy, confident and develop the courage to become life-long learners.
- Learning targets are specific, measurable, timely, relevant and personal; standards, benchmarks and expectations are clearly defined.
- Classroom instruction is inquiry-based, student-centered, differentiated and scaffold to ensure student success.
- Classroom activities are cooperative, challenging, skill-building and reflective; allowing students to realize their own learning potential and set goals.
- Assessment is directly aligned to learning targets.
- School experiences draw upon prior knowledge and foster new learning so that students can make “real world” connections, build school community and contribute globally.

APIS – Expected Student Learning Requirements

APIS graduates will have the following Expected Schoolwide Learning Results in that they will be:

Thinkers:

- display initiative in applying thinking skills critically and creatively
- make reasoned, ethical decisions based on clear thought processes.

Communicators:

- communicate effectively in English
- work cooperatively effectively and collaborate with others willingly
- acquire and routinely demonstrate ICT skills and use new technologies as they become available.

Inquirers:

- acquire and apply independent inquiry, research and learning skills
- appreciate the beauty of their world, exhibit natural curiosity and a love of learning which can be sustained throughout their lives.

Knowledgeable:

- acquire and apply knowledge of concepts, ideas and issues that have local and global significance across a broad and balanced range of subjects.

Reflective:

- assess and understand their strengths, weaknesses and limitations in order to support their learning and personal development.

Principled:

- act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities
- take responsibility for their own actions and the consequences that accompany them.

Open-minded:

- show understanding and appreciation of their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities

Caring:

- show empathy, compassion and respect for the needs and feelings of others
- have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Courageous:

- approach unfamiliar situations and uncertainties with confidence, courage and forethought
- have the independence of spirit to explore new roles, ideas and strategies

Balanced:

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



American Pacific International School | 2024-2025 Calendar



July 2024						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 20 Asalha Bucha Day
- 21 Buddhist Lent Day
- 28 King Rama X Birthday
- 29 SLT Retreat
- 30 ALT Retreat
- 31 Joint ALT/SLT Retreat

January 2025						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 13 Teachers' PD Day (No School for Students)
- 14 Classes Begin, Q3 Begins

August 2024						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 1-5 New Staff Orientation
- 6 All Staff Orientation
- 7-12 Campus Specific Orientation
- 12 Mother's Day
- 13 First Day of School for Students
Classes Begin, Q1 Begins
- 19-23 Fluency Testing (K-G8)
- 20 New Families Orientation
- 26 PC Curriculum Night
- 29 MC Wai Kru & Curriculum Night

February 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

- 1 International Fair
- 12 Makhabucha Day (No School)
- 14 PYP Sports Day
- 24-28 G7-11 CWW
- 19 FEB-5 MAR DP2/G12 MOCK Exams

September 2024						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 26 AUG-13 SEP MAP Testing
- 12 PC Wai Kru
- 23 Teachers' PD Day (No School for Students)

March 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 7 CMCIS PD Day (No School for Students)
- 12-13 DP Evaluation Visit
- 17 MAR-4 APR WIDA Testing
- 20 Learning Updates
- 21 Conferences
- 24 Q4 Begins

October 2024						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 5 Thai Culture Day
- 11 Learning Updates
Classes End, Q1 Ends
- 12-20 October Break
- 21 Classes Begin, Q2 Begins
- 23 Parent-Teacher Conferences

April 2025						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 4 Classes End
- 5-20 April Break
- 21 Classes Begin
- 25 APR-21 MAY DP Exams
- 28 APR-16 MAY MAP Testing

November 2024						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 8-9 MUN Conference
- 15 Loy Krathong (Half Day)
- 18-22 WIDA Testing
- 27-29 PYP G5-6 CWW

May 2025						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 4 Coronation Day (No School)
- 5 Teachers' PD Day (No School for Students)
- 11 Visakhbuchha Day (No School)
- 16 MYP Personal Project Exhibition
- 19-23 Fluency Testing (K-G8)
- 23 Grade 12's Last Day
- 28 Grade 12 Graduation

December 2024						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 5 Father's Day (No School)
- 6 Christmas Tree Lighting
- 19 Classes End
Semester 1 Ends
- 20 December-12 January
December Break

June 2025						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 29 MAY-4 JUN G10 Final Exams & G11 Mock Exams
- 2-6 PYPX
- 3 Queen's Birthday (No School)
- 10 MAP Parents Info. Meeting
- 13 Last Day of School (Half Day for Students and Full Day for Staff)
Classes End
Semester 2 Ends
- 7-25 July PC Summer Program

After School Activities (ASA)

- Season 1: 27 AUG 2024 - 30 OCT 2024 (8-10 OCT 2024 - No ASA)
- Season 2: 12 NOV 2024 - 6 FEB 2025
(16-19 DEC 2024 and 14-17 JAN 2025 - No ASA)
- Season 3: 25 FEB 2024 - 22 MAY 2025
(18-20 MAR 2025 and 22-24 APR 2025 - No ASA)

"This calendar is subject to change"

Semester 1: 86.5 days - Semester 2: 95.5 days (Total: 182 Days)
(Including Conference Days, International Fair, and Thai Day)
Updated on 31 July 2024



American Pacific International School (Primary) 2024 - 2025 School Year Calendar

Semester 1

August 12 (Mon)	Mother's Day
August 13 (Tue)	Classes begin for Students
August 20 (Tue)	New Families Orientation
August 26 (Mon)	PC Curriculum Night
August 26 – September 13	MAP Testing
September 12 (Thur)	PC Wai Kru
September 23 (Mon)	Teacher PD Day <i>(No School for Students)</i>
October 5 (Sat)	Thai Culture Day
October 11 (Fri)	Learning Updates 1 st Quarter Ends October Break starts after 3.30 pm.

October 12-20 (Sat - Sun) October Break – Includes King Rama IX Memorial Day

October 21 (Mon)	2 nd Quarter Starts, Classes resume
October 23 (Wed)	Parent – Teacher Conferences
October 31 (Mon)	Halloween
November 15 (Fri)	Loy Krathong Day (Half Day)
November 18 – 22	WIDA Testing
November 27 - 29 (Wed-Fri)	Grade 5 - 6 PYP CWW
December 5 (Thur)	Father's Day (No School)
December 6 (Fri)	Christmas Tree Lighting Celebration at MC
December	Christmas Concert
December 19 (Thur)	Semester 1 ends, Classes end December Break starts after 3.30 pm.

December 20 – January 12 (Fri - Sun) December Break



American Pacific International School (Primary) 2024 - 2025 School Year Calendar

Semester 2

January 13 (Mon)	Teacher PD Day <i>(No School for Students)</i>
January 14 (Tue)	Classes Begin (3 rd quarter)
January 29 (Wed)	Lunar New Year
February 1 (Sat)	International Fair
February 12 (Wed)	Makha Bucha Day (No School)
February 14 (Fri)	PYP Sports Day
March 7 (Fri)	CMCIS PD Day (No School for Students)
March 17 – April 4	WIDA Testing
March 20 (Thur)	Learning Updates
March 21 (Fri)	Student – Led Conferences
March 24 (Mon)	4 th Quarter Begins
April 4 (Fri)	Class Ends
	April Break starts after 3.30 pm.
	April 5 – 20 (Sat – Sun) April Break
April 21 (Mon)	Classes Resume
May 4 (Sun)	Coronation Day
May 5 (Mon)	Teacher PD <i>(No School for Students)</i>
May 11 (Sun)	Visakha Bucha Day
May 19 – 23	Fluency Testing
June 2 - 6	Grade 6 PYP Exhibition
June 3 (Tue)	HM the Queen’s Birthday (No School)
June 10 (Tue)	MAP Parents Info. Meeting
June	Spring Concert
June	Kindergarten 3 Graduation Day
June 13 (Fri)	Semester 2 ends
	Last Day of School (Half Day)

July Summer Program: 7 - 25 July (15 days)

Updated on July 24th, 2024

***** The calendar is subjected to be changed with prior notice*****

Communication

APISP Staff Contact Details

AMERICAN PACIFIC INTERNATIONAL SCHOOL (PRIMARY)

288 Moo 2 Tumbol Mae Hia, Amphur Muang

Chiang Mai, Thailand, 50100

Telephone: 053 - 111 287 - 9, 081 - 721 7158

Fax: 053 - 111 218

Ms. Stacey Gailey – Head of School

APIS: 053 - 365 303/5 (ext.1011)

Mobile: 081 - 961-0336

E-mail: Stacey.gailey@apis.ac.th

Aj. Ladda A. Mahidi - School Director

APISP : 053 - 111 287 - 9 (ext. 11)

Mobile : 081 - 885 6640

E-mail: ladda@apis.ac.th

Ms.Stephanie Dracz - Primary Campus Principal

APISP : 053 111 287 - 9 (ext.12)

Mobile : 093 - 570 3825

E-mail : stephanie.dracz@apis.ac.th

Ms. Sasipa Chaicharoen (Peepo) - PA to the school administrators and Admissions Officer

APISP : 053 - 111 287 - 9

Mobile : 0909780682

Email : sasipa.c@apis.ac.th

Ms. Pilaiporn Kongchaisiriwong (Kung) – School Board’s Personal Assistant and Admissions Officer

Mobile: 086 - 898 1300

E-mail: pcadmissions@apis.ac.th

PC Chinese Liaison – Francesca He

School: 053 - 111 287 - 9 (ext.14)

Wechat: He-apisp

E-mail: francesca.he@apis.ac.th

PC Japanese Liaison – Mihoko Inthawan

School: 053 - 111 287 - 9

E-mail: mihoko@apis.ac.th

APIS Website

The APIS website: www.apis.ac.th - contains helpful information for families and will also have emergency information posted.

Change of Contact Details

At the start of the year, an updated student information form will be sent home with individual students. Please make sure that the school has your most recent contact information at all times so that we may communicate effectively with our community. Please notify the office of any change in your house address or contact telephone numbers.

Channels of Communication

Contact your Child's Classroom Teacher for the following:

- Student Concerns
- Questions about homework
- Questions about classroom behavior
- Need information about the curriculum
- Questions about what to wear/bring for an event
- Field trip/class activity questions

Contact the Primary Campus Office for the following:

- Questions about fees and/or payments
- School event information
- absences/early pick up/change in pick up
- Field trip questions

Contact the School Director/Principal for the following:

- Contacted the classroom teacher, but still have concerns
- Want to set up a meeting with the classroom teacher
- Campus safety concerns
- Concerns about the facilities
- You require a translator for a meeting at the school
- Questions regarding the ELL program

Family Communication

This is how APISP will communicate with our families:

1. Classroom/Grade level Weekly Newsletters
2. APISP Weekly News
3. Unit of Inquiry Announcements
4. Event letters
5. Teacher communication about a child
6. Family communication with teachers

Parent Support Group (PSG)

The American Pacific International School (Primary) - Parent Support Group provides an opportunity for parents to form a collective voice and help build a stronger school community.

The APISP PSG is a group of volunteers made up of parents who work together to help their children succeed. Our PSG program is created to encourage and support parent involvement in their children's education and to assist new parents and students.

Your involvement will:

- Help children succeed academically, emotionally, and socially
- Give parents a voice and a forum to speak on behalf of their children
- Provide child advocates and supporters of the school
- Mobilize volunteer efforts that will benefit students
- Provide a support network for families.

Who can be a part of the PSG?

The PSG is an inclusive group that welcomes parents and adult family members who are interested in supporting our students. Every parent at APIS, whether on the Primary campus or the Main Boarding Campus, is invited to be a member of the Parent Support Group. Please let us know if you are interested to be part of an active member.

The Primary Campus PSG will:

- Meet monthly
- Contribute to APISP & Chiang Mai community events
- Discuss academic issues and ways to improve the educational program
- Coordinate volunteering opportunities for parents within the school community





General Information

Arrival and Dismissal Procedures

Arrival

- Arrival for all students is between 8:00-8:30 am.
- Temperature check by the school nurse
- The daily Flag Ceremony begins at 8:30 am. (Early Years Families are welcomed to escort their children to their classrooms and to attend the ceremony during this time.) Everyone shows respect by stopping walking or talking.

Late Arrival

- The instructional day begins at 8:35 am; families are asked to clear the hallways and playground at this time to minimize any distractions.
- Families must sign-in their child with an APISP staff member if he/she arrives past 8:35 am in the Late Arrival Log at the school office
- After 8:35 am, Only Nursery - K3 families will be permitted to walk their children to the classrooms.
- After 8:35 all G1- G6 students will walk to their classrooms by themselves to minimize distractions to the teachers and other students (and K3 in Semester 2/Quarter 4.)

Early Pick Up and Family Visitors

- Between 9:00 am - 3:00 pm, ALL family members and visitors MUST report to the office. This is to ensure the safety of our community from people entering the hallways where our children and teachers are working. This is also to ensure we can keep track of any students arriving late or getting picked-up early.
- Families MUST sign-out their child with the office staff if he/she is being pick-up before 3:30 pm in the Early Pick Up Log.
- Families are encouraged to notify the teacher and office in advance with a phone call/message so we can have the child ready.

Dismissal

- (Pre)-Nursery-K3 families may pick up their children from the classrooms starting at 3:00 pm.
- G1-G6 dismissal is at 3:30 pm. After 3:00 pm, families will not be able to pick-up their child early. They should wait until dismissal.
- G1-G6 families must wait outside the doors of the Canteen Hallway until the van/bus kids have been dismissed and all kids have cleared that Canteen after snack.
- At 3:30 pm, the office staff will open the doors and families can pick up their children from the canteen.
- Only families with an APISP ID can pick up a child/ren. Each Family needs one student card for each child he/she will be picking up from school.
- APISP staff members have the right to refuse dismissal of any child to adults that do not hold an APISP ID or who are not on the Pick-up Authorization forms, without proper communication from families.
- If a family member forgets their APISP ID cards they will be asked to sign-in with a staff member at the front entrance.

- **If an adult, other than the child's own parents (or holder of the APISP ID card) is picking up a child**

- The child's family must notify the office and homeroom teacher first by phone or through email.
- The office will contact the parents to verify this should they not be aware of the arrangement. The guest adult picking up the child will be asked to go to the office to receive a temporary ID Card in order to enter the building.
- **If an APISP family picks up their child and another family's child:**
 - The child's family must notify the office first by phone or through email.
 - The office will contact the parents to verify should they not be aware of the arrangement.
- **Quick Pick up is an option for families of students in grade 1 - 6.** Students, under the supervision of a teacher on duty, wait for their parents at the front of the school and parents drive through to quickly pick up their children. An interest survey is sent home at the start of each school year. Parents **MUST** be on time to the line - if your student is not ready, we will ask you to make another loop.

Late Pick-Ups

- At 4:00 pm (4:30 pm for students in ASA) any child still at school is considered a Late Pick-Up. All Late Pick-Ups will be brought to the office so families can be called.
- For children that are picked-up late, three or more times per quarter, their families will be asked to meet with administration.

Playground Hours

- **The Primary Campus playground officially closes at 3:30 pm each afternoon**, including days when after school is in session. Since most of our staff are engaged in After School Activities, closing the playground at 4:00 helps ensure that no child is left unsupervised. At 3:30 pm, all of our children are dismissed to the correct adult and we ask that all parents/guardians clear the interior section of our school. The playground is not open on days the school is not in session.

After School Dismissal

- Since our playground closes at 3:30 pm, families waiting for children in After School Activities (ASAs) must wait outside of the glass doors.
- For ASAs, at 4:30 pm, after school teachers will bring their students to the canteen for parent pick up.
- Adults must present their APISP ID cards to the after school teacher for each child he/she will be picking up from the line.

After School Activities

After School Activities are optional for students in Nursery –Grade 6 and occur in three separate sessions throughout the school year. Our ASA sessions match up with the Athletic (CMAC) calendar for APIS. The after school activity program is an extension of the curriculum and helps to extend students' skills, knowledge, and enjoyment of learning. Further information about after school activities will be sent home with the students. After school activities usually take place between 3.30 and 4.30 pm Tuesday-Thursday.

Attendance Expectations

Frequent absences and tardiness seriously affect academic progress of students.

All students are expected to arrive at school before 8:30 am **everyday** to ensure they do not miss out on any instruction or disrupt the flow of the day for the other students in the classroom. Students that have incurred more than eight absences per semester will be required to meet the classroom teacher, Principal, and School Director.

The school requests that parents thoughtfully consider the effects of any absences other than for medical or family emergencies. Families are discouraged from taking students out of school prior to a school break or during the normal school day. **If such an absence is unavoidable, parents should notify the Director or the Principal a minimum of two weeks in advance and make appropriate arrangements for missed work.** Please note that the school's assessment program continues to the last day of each quarter and absences may affect a student's assessment.

Any student who arrives after 8:35 am is considered late. Students who have incurred excessive latenesses through the semester may be asked to meet with their classroom teacher, Principal, and School Director.

Absence and Tardy Procedures

If your child is unable to attend school please inform the Primary campus office staff before 8 am by calling the Primary **Reception at** 053 -111-287 or 053 - 111-289

Make-up Work for Excused Absences

Make-up work for an illness or a school approved absence is the responsibility of the students with the support of their families. Please contact the class teacher upon return to school.

Birthday Celebrations

- Many children celebrate their birthdays at school. Birthday celebrations take place during afternoon snack time in the Canteen.
- Families must communicate with the teachers, and then bring the cake or snacks to the office; the office staff will give the cake or snack to the kitchen staff who will prepare and the class teachers and TAs do the serving.
- Children are not allowed to pass out toys or extra candies during the birthday cake celebration. Any party bags should be taken home (no candies to be consumed at school)

Classroom Without Walls (CWW) Extended Excursions (Field Trips)

At APISP, we encourage students to be courageous, inquirers, thinkers, communicators, open-minded, caring, principled, and well-balanced individuals inside, and outside of the classroom. In order for us to achieve these goals we have developed a *Classroom Without Walls'* (CWW) program for Grades 4-6 students, closely linked to the content, skills, and contexts of the curriculum. CWW has also been designed for students to demonstrate their acquisition of Attitudes that support Learning Skills (ATLs) in an environment beyond the classroom.

Where relevant to the program of study CWW experiences for our G5 and G6 students are extended day trips; while our G6 students may go on overnight trips. All trips are arranged close to the Chiang Mai area.

Safety is the most important aspect on all trips. We collaborate with professional, reputable organizations, experienced in student centered learning programs and projects. The organizations also have updated training and certificates in risk management.

Daily Schedule

The daily schedule varies by homeroom. Please ask your homeroom teacher for the class schedule.

Distance Learning

Under exceptional circumstances that require school closure, we are committed to provide an alternative means of quality education in the form of Distance Learning. Distance Learning describes the experience students will have when school remains in session but students are unable to physically attend because of campus closure.

Distance learning does not replicate onsite learning, however, our teachers will deliver powerful instruction that allows students to meet expected standards in an online environment.

The success of our Distance Learning program is a partnership and is dependent on careful planning by our professional staff, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

Dragon - House System

Purpose: Build community, promote unity through universal school wide expectations and understanding, student agency, and empowering all APISP staff members.

How:

- 1) Aligned school wide expectations
- 2) Having cross grade level house teams
- 3) Positive reinforcement opportunities
- 4) Promoting student agency and leadership

Section 1: Essential Agreement: **Dragon FIRE**

I will take **Fearless** action

I will act with **Integrity**

I will **Respect** myself, others, and my school

I am **Enthusiastic** about my learning

Section 2: Having cross grade level house teams

Our Primary Campus community will be divided into 4 houses to create unique communities. House members will form bonds across grade levels and allow for healthy competition. Students can earn points in sports events, academic achievement and across the arts. Students can also earn points for showing the learner profiles in the way they behave and their attitudes.

Process for forming houses:

- Who: Teachers, Admin, specialist, office staff, students/parents
- Students will be on same house as siblings
- Students will remain on the same house the entire time they are at APISP
- Grade levels will be evenly distributed onto houses
- Counselor will add new students to the appropriate house

Houses:

- **A House:** Anaconda, green, courageous
- **P House:** Polar Bear, blue, open minded
- **I House:** Iguana, yellow, principled
- **S House:** Shark, red, knowledgeable

Points:

- Can receive points from any teacher, ta, or staff member
- 1 pt. For following classroom agreed behaviors
- 2 pts. For going above and beyond essential agreements
- Each room has a points display for point cubes to be collected
- Each week Counselor will update whole school display
- At the end of the month the HOUSE with the most points is the winner
- At the start of the month every HOUSE starts back at 0

Competitions:

- Once a month HOUSES will compete in fun competitions
- Competitions may be athletic, academic, strategy, etc.
- The HOUSE that wins the competition can earn a designated amount of points for their HOUSE
- HOUSES can also earn points during competition for showing sportsmanship

HOUSE meetings

- Meet with HOUSE once a month for 30 minutes
- Each HOUSE will have an assigned location that will stay the same all year.
- HOUSES will be provided with a powerpoint to help guide their meetings
- The powerpoint will include: teambuilder, monthly look ahead, and a HOUSE activity

HOUSE Opportunities

- Students may sit with their HOUSE during dismissal
- Students may sit with their HOUSE during learner profile assemblies
- Students will participate with their HOUSE during sports day, Halloween, and other similar all school events

Section 3: Positive reinforcement

- Winning HOUSES will receive a reward at the end of the month
- HOUSES get to vote on what they would like as their reward during their HOUSE meeting
- Rewards will not be things like physical prizes or food

Section 4: Promoting Student Agency and Leadership

- G6 & G5 students will rotate being snack monitors for their HOUSE
- G6 students will help in rolling out the HOUSE program for the younger grades

Dress Code

In the Pre Nursery, Nursery, K1 - K3 classrooms, we ask that children wear clothes, which allow them to take part in many physical activities they encounter every day.

- Dress for athletics and extracurricular activities should be suitable for the activity.
- Children should wear shoes with laces or Velcro fasteners.
- Flip flops and plastic princess heels are dangerous and must not be worn to school.
- The school uniform is optional for these age level students.
- Students who choose to wear dresses are asked to wear shorts or tights underneath so that they can move freely and not show their underwear.

Students in Grade 1 – Grade 6 are required to wear the school uniform:

Boys:

- White polo shirt with APIS logo (tucked in or out)
- Khaki trousers, hemmed at the ankle and fitted around the waist
- Khaki shorts
- proper undergarments are expected
- Plain White/Black belt
- White socks

Girls:

- White button down cotton shirt tucked in at all times with APIS logo
- White polo shirt with APIS logo (tucked in or out)
- White socks
- Knee length plaid skirt or skort, no more than 5 cm above the knee
- proper undergarments are expected

Boys & Girls PE Uniforms:

PE uniform to school is required for all G1-G6 students and is optional for K1-K3 students on Music & Movement days. Students may wear the PE uniform to school or change into the uniform prior to PE class. Sport shoes **MUST** be worn on PE/Activity days.

PE Swimming Class:

- Proper swimwear, a towel and labeled swim bag are required
- A pair of goggles is suggested for all ages as it helps them to gain confidence when putting their head in the water
- Ear plugs are suggested to prevent water from entering the ear canal

Field Trips

Learning outside the classroom and relating the real world to classroom learning is an important part of a child's education. APISP students regularly go on field trips as part of their educational experience in connection with the Units of Inquiry. A permission slip must be signed by parents and returned to the teacher for a student to attend. Students who elect not to take part in field trips will be asked to stay home.

Lunch and Snack

Students eat healthy and well-balanced snacks, lunch, and drinks that are provided by the school. Families will receive a monthly menu at the beginning of each month. Outside snacks and drinks should only be sent from home for special dietary needs. Please talk with the School Director, Principal, and Classroom Teacher to make arrangements. Students are not allowed to bring food or snacks during school hours.

Candy, gum, and carbonated drinks are not allowed to be consumed on school grounds unless communicated from the homeroom teacher. If students bring any of these items to school they will be asked to keep it in their backpacks to take home and to not bring back to school.

Transportation

The school provides door to door transportation in the morning and after school. Please submit your interest with the school office reception for information about routes, times and prices. Once you have submitted the request for school transportation, you will receive information about the schedule and van riding expectations. Parents are asked to help students understand the rules for transportation safety.

Primary Campus Student Responsible Use Policy (RUP)

The American Pacific International School Responsible Use Policy outlines the expectations for the APIS community when using digital tools. Using the IB Learner Profile, the expectations for technology are written as essential agreements to be upheld by all members of the learning community.

Policy

Students at APIS are provided with technology access and hardware to support working efficiently and effectively, in preparing for an ever increasing digitalized and connected world. The school reserves the right to monitor and filter network activity to ensure compliance with school policies and to maintain a safe learning environment.

Inquirer: I acquire the skills necessary to conduct inquiry and research and show independence in learning.

- I will use safe search engines and settings shared by my family and teachers when conducting my inquiry.
- I will follow classroom expectations when posting and sharing my work and will share information that I have discussed with my teacher or family.
- I will participate positively in online learning communities of my choice, seeking and sharing information relevant to my subject of inquiry.

Knowledgeable: I acquire in depth knowledge and develop my understanding across a broad range of disciplines.

- I will use only my personal information and passwords.
- I will follow my school's guidelines for using digital devices and use hardware and software in the manner for which it is intended.
- I will respect the privacy of others and follow the PDPA guidelines of our school.

Thinker: I think critically and creatively and approach complex problems and make reasoned, ethical decisions.

- I will not post pictures or personal information of myself or others online without approval.
- I will not alter or delete another person's work.
- I will think critically when using technology to find and share information.

Communicator: I express ideas and information confidently, creatively, and collaboratively in more than one language in a variety of modes of communication.

- I will use a variety of technology tools to communicate effectively and creatively.
- I will use technology to collaborate with others, both locally and globally in a respectful manner.
- I will use words and language that reflect the learner profile.
- I will use my school-provided email only for school-related activities.

Open-minded: I am accustomed to seeking and evaluating a range of points of view and I am willing to grow from the experience.

- I will respect the rights and views of others.
- I will encourage tolerance and acceptance in digital environments.

Principled: I act with integrity and honesty and take responsibility for my own actions and the consequences that accompany them.

- I will behave online in a way that represents myself and my school positively.
- I will source information appropriately and respect others' intellectual property rights.
- I will report to an adult if I come across any information that makes me or my peers uncomfortable.
- I will be honest and fair with all ICT actions, including following copyright and plagiarism laws.
- The school is not responsible for the loss, damage, or theft of personal devices brought onto school premises
- I will avoid accessing inappropriate or unauthorized websites, applications, or content while on the school network.
- I will not attempt to bypass network security measures.

Caring: I show empathy, compassion, and respect towards the needs and feelings of others.

- I will contribute positively to online communities.
- I will be responsible with all the digital devices I use in all locations.
- I will not participate in cyberbullying and will report cyberbullying if I see it.
- I will only print when it is absolutely necessary.

Courageous: I explore new roles, ideas, and strategies and I am brave and articulate in defending my beliefs.

- I will be open to using technology to enhance my learning.
- I will be open to sharing my creations with others in online communities.
- I will remind others of the RUP agreements when needed.

Balanced: I understand the importance of intellectual, physical, and emotional balance to achieve personal well-being.

- I will use technology only during the designated times set by my school.
- I will communicate with my parents about how I use technology.
- I will find a balance in my daily life collaborating with others in person and online.

Reflective: I give thoughtful consideration to my own learning and experiences.

- I will reflect on my limitations as a technology user and pursue learning formally and informally to improve as a technology user.
- I will use AI thoughtfully and in alignment with the school's Academic Integrity Policy.
- I will reflect on how I can meet the agreements put forth in this Responsible Use Agreement.

Consequences

- Failure to comply with the responsible use agreement may result in disciplinary actions, including verbal warnings, written reprimands, or loss of technology privileges.
- Repeated or severe violations may lead to immediate disciplinary actions, including suspension or expulsion.

PC Digital Devices Guidelines

Our goal at APISP is to ensure that we create and sustain an environment for our students to be happy, life-long learners. To accomplish this goal, we aim to minimize the amount of outside distractions to our instructional program and school day.

APISP requires that the following steps are taken to ensure the equity and safety of all children:

- Students are not permitted to communicate with others (inside or outside of the school) on any device during school hours 8:00-3:30 or during any after school activity unless given explicit permission by APISP staff/administration. In any situation where a family member needs to get information from their child or teacher, we ask that the family directly contact the school Office so we can appropriately manage communication during the school day so as not to disrupt student learning
- APISP staff has the responsibility to keep learning free from distraction and safe. Teachers will provide students with specific directions about which websites to be on and which apps to use during the school day. At any point, if a device becomes a distraction or a safety concern any APISP staff has the responsibility to hold that device or to ask a child to secure it in his/her backpack. All devices held by a staff member will be returned to the child's parent/guardian by the end of the day.
- **APISP Administration reserves the right to prohibit or restrict any device that becomes a distraction from learning or a safety concern at any point in time.** Administration will contact the family and set up a meeting to discuss the concern.
- If you wish for your child to have a personal digital device during school hours, please see the school administration and complete the personal digital device form as found in the appendix.

Educational Digital Device types

- **School iPads:** iPads are available for students and teachers to use in their classrooms from Nursery through G6.
- **School Chromebooks:** In K3 through G2, students will have access to the school-wide set of Chromebooks. Teachers check out Chromebooks for their lessons as needed.
- **Personal Chromebooks:** Each student in G3 through G6 will receive their own Chromebook. It is the student's responsibility to make sure that his/her Chromebook is brought to school everyday in order for classroom instruction to take place. Students must bring the Chromebook to school **fully charged**.
- The school does not take any responsibility for loss or damage of Chromebooks. The Chromebook is the personal property of each student.
 - New G3-G6 parents must attend **one** Chromebook introduction meeting before students may take the Chromebook home.

Toddle

Toddle is our Learning and Student Management System at APIS. There are separate apps available on both iOS and Android for Educators, Students, and Families. A student uses Toddle to access learning experiences and document their learning journey. **A family's responsibility is to download the Family Toddle app, connect to their student, and use it as the main portal for communicating with their child's teacher(s) and the school.** All announcements from the school, progress reports, and teacher messages will be sent out through Toddle. Families can also view what their student posts to their portfolio and interact with the post by liking or commenting on it to continue the learning process outside of the school walls.

APISP Early Years (N-K3) Technology Position statement

Technology* in an Early Years classroom at APIS is viewed as another tool to support the meaning making process within the play-based classroom. It is not used in place of high-quality adult-child interactions and activities. Technology tools are useful in intentional, developmentally appropriate, and responsive ways. In order to meaningfully integrate technology, educators work alongside children to actively explore different types of technology, incorporate technology in different learning centers in authentic ways, and emphasize creation and exploration with technology.

*In Early Years at APIS, technology is defined as digital tools and media resources available within the various learning environments.

Technology Definitions

- **Cyberbullying:** The act of using technology, internet platforms, or digital communication tools to harass, intimidate, or harm others repeatedly. This includes but is not limited to sending threatening messages, spreading rumors, or posting hurtful content.
- **Data Protection:** The measures and practices in place to safeguard personal and sensitive information from unauthorized access, use, or disclosure. At a school level, these are determined by the Personal Data Protection Act of Thailand (PDPA).
- **Digital Citizenship:** The responsible and ethical use of technology, the internet, and social media, including behaviors, rights, and responsibilities that contribute to a positive digital community.
- **Email:** In this policy 'email' means all forms of electronic communication, including, for example, webmail, instant message and web forums. Use of the school's internet and email resources, whether onsite, using wireless or via remote desktop will imply acceptance of the conditions of use described in this policy. APIS email accounts are those that fall under the @apis.ac.th domain.
- **Internet:** For the purposes of this document the 'Internet' is defined as: any service that transmits or uses information over computer networks.
- **Personal Devices:** Refers to privately-owned electronic devices brought onto school premises by students or staff members. This includes smartphones, tablets, laptops, smartwatches, and other similar devices.
- **Plagiarism:** The act of using someone else's work, ideas, or content without giving proper credit or acknowledgement, presenting it as one's own.
- **Social Media:** Online platforms and websites that enable users to create, share, and interact with content, information, and other users. Examples include but are not limited to Facebook, Twitter, Instagram, Snapchat, and TikTok.
- **Technology:** Refers to electronic devices, tools, systems, software, and networks used for educational, instructional, administrative, or communication purposes within the school setting.

Expectations

APISP School Agreements

**At APISP we RESPECT:
Ourselves
Others
Learning
School Community
Environment**

We Can shorten our School Agreements for the students by sharing:

Be Safe
Be Responsible
Be Respectful

Students have the responsibility to respect themselves. This means:

- Using appropriate language (this includes not swearing in any language) and using an appropriately respectful tone when addressing others
- Dressing appropriately for school when on campus, or on school trips and at school events
- Doing assigned classwork that is expected of them in a timely fashion

Students have the responsibility to respect others. This means:

- Treating others (including teachers, students, staff, parents, visitors) as they themselves would like to be treated
- Respecting our host culture and the many different cultures that make up APISP
- Being on time for scheduled classes as well as school events
- Resolving conflicts in a calm, rational way and knowing when to ask for help to resolve conflict

Students have the responsibility to respect the learning process. This means:

- Arriving at classes with all necessary materials and being ready to learn
- Doing all assigned homework in a timely manner
- Behaving positively in class
- Participating constructively in class
- Displaying academic honesty; avoiding plagiarism
- Meeting deadlines
- Using English in English taught classes

Students have the responsibility to respect the school environment/community. This means:

- Cleaning up after themselves in the dining hall, school grounds, classroom, and on school trips
- Respecting school property
- Preserving school resources as much as possible
- Supporting and encouraging other students
- Asking permission before taking any materials or items that don't belong to them

Students have the responsibility to respect the larger environment/community. At the very least, this includes:

- Showing care and respect for all members of our community
- Helping others when possible; developing a generosity of spirit towards others
- Conserving natural resources.

Bullying & Harassment

APISP does not tolerate bullying behaviors by anyone in our community. Our shared aim is to be a caring and safe community where individual differences are respected and consequences for this behavior will be handled by teachers and administration swiftly and appropriately.

Definition of Bullying: Bullying is unwanted, aggressive behavior by one person or a group of people that involves a real or perceived power imbalance and deliberately causes physical, emotional, or psychological harm to another person or persons over a period of time.

Bullying behaviors may include: harmful physical contact, hitting or shoving, verbal assaults, name-calling, and social isolation or manipulation. Students are expected to understand the student code of conduct, which can be found in the Parent and Student Handbooks.

In summary, actions such as intimidating, harassing, or bullying another student through words or actions are strictly prohibited. Staff who witness any act of bullying should take immediate action by stopping the behaviors and immediately report incidents of bullying to the respective School Administrator.

Each incident will be investigated by the designated Administrator and support team as well as communicated to the students parent or guardian. This policy applies to students on school grounds, while traveling to and from school on school provided transportation or a school-sponsored activity. To ensure a bullying free environment and a healthy learning environment, APIS makes efforts to educate students through the Counseling program, awareness campaigns, and personal counseling with students. Staff are expected to remain vigilant and report issues immediately as they arise.

Student Code of Conduct guidelines:

- Any student who engages or participates in bullying will be subject to disciplinary action, which includes suspension, (if deemed to be a danger to other community members)
- Students are expected to report incidents of bullying to the administration, counselor, or teacher/teacher assistant
- Reports of bullying will be kept confidential and the sharing of information will be discussed with the parties making the report unless there is an issue of immediate physical harm or danger

Playground Agreements

Rules for Safe and Caring Play

Our teachers and TAs reinforce the following rules for safe and caring play:

- Students play in the correct areas
- Children use equipment correctly
- Children use friendly words to each other
- Children may not run in the corridors
- Students tidy up the toys at the end of break or play time
- Students will keep their hands and feet to themselves

Rainy and Smoky Play Days for G.1-G.6

On rainy or smoky days play for will be moved indoors:

- **Arrival:** Gym, Auditorium, Multipurpose room
- **Morning Play:** Gym and Multipurpose Room
- **Afternoon Recess:** Gym, Auditorium, Multipurpose room or Library
- **Dismissal:** Canteen

Sunny Days

All children must wear sun hats when playing in the direct sun. Drinking water is available and students are required to bring their own water bottle. Parents can provide sunscreen at their discretion.

UVA Hat Rule:

- If the students are going to play on the play field during recess, they **MUST** wear a hat!

Progressive Discipline

Disciplinary procedures will be progressive in nature. The following steps will be utilized to address identified inappropriate behaviors. The severity of the behavior will determine which level of intervention the student will enter. Procedures are designed to promote positive behavior with emphasis on clear expectations.

Person Responsible	Intervention	Student Behavior
Level 1		
Staff	<ul style="list-style-type: none"> • Conference with the classroom Teacher 	Student Misconduct: <ul style="list-style-type: none"> • Student does not follow a school and/or classroom rule
Level 2		
Staff Principal/ School Director	The follow will occur: <ul style="list-style-type: none"> • Parent notification Other options to be considered: <ul style="list-style-type: none"> • Loss of privileges • Loss of ASA privilege • Reflection sheet/apology letter, written essay, identify school rules • Temporary removal from classroom • Mediation/conflict resolution 	Student Misconduct: <ul style="list-style-type: none"> • Student repeatedly does not follow a school and/or classroom rule

Person Responsible	Intervention	Student Behavior
Level 3		
<p>Staff</p> <p>Principal/ School Director</p>	<p>The follow will occur:</p> <ul style="list-style-type: none"> ● Parent notification ● Loss of privileges ● Reflection sheet/apology letter, written essay, identify school rules <p>Other options to be considered:</p> <ul style="list-style-type: none"> ● Behavior contract ● Removal from classroom ● Mediation/conflict resolution ● Referral to building counselor ● Community Service 	<p>Student enters at a Level 3 when involved in:</p> <ul style="list-style-type: none"> ● Fighting – physical aggression/hitting ● Continued disruptive behaviors ● Insubordination – repeatedly not following teacher directions ● Profanity – inappropriate language ● Threats or intimidating acts ● Theft
Level 4		
<p>Staff</p> <p>Principal</p> <p>Director</p> <p>Head of School</p>	<p>The following will occur:</p> <ul style="list-style-type: none"> ● Parent notification ● Parent/student conference with building principal ● Loss of privileges ● Reflection sheet/apology letter ● Involvement of administration, school counselor and/or Director <p>Other options to be considered</p> <ul style="list-style-type: none"> ● Behavior contract ● Mediation/conflict resolution ● Short term suspension (1-5 days) ● Payment of damages ● Community Service 	<p>Student enters at a level 4 when involved in:</p> <ul style="list-style-type: none"> ● Fighting – repeated physical aggression/hitting ● Extreme disruptive behavior ● Insubordination – repeatedly not following teacher directions/school rules ● Profanity – repeated use of inappropriate language ● Threats or intimidating acts ● Theft – chronic/repeated ● Vandalism – deliberate damage to school property ● Possession and/or use of illegal property – alcohol, tobacco, guns, knives, etc.

Person Responsible	Intervention	Student Behavior
Level 5		
Staff Principal School Director Head of School School Board	The same as level 4 plus the addition of: <ul style="list-style-type: none"> • Short term suspension Other options to be considered: <ul style="list-style-type: none"> • Long term suspension (more than 5 days) • Principal/Director may permanently remove the student from school. 	Student enters at a level 5 when involved in: <ul style="list-style-type: none"> • Fighting – unwarranted physical assault • Repeated threats or intimidating acts • Possession, use or distribution of illegal property – alcohol, tobacco, weapons, etc...

Safeguarding

APISP is committed to creating a safe and happy environment for children to learn. A child should be able to go to school and feel safe so that they can achieve their full potential.

What the School Must Do to Safeguard:

Education professionals work to ensure this safety by educating students about threats to safety, developing clear and utilized pathways of communication for students, education professionals and community members, and by educating students and the community about strategies and knowledge for community safeguarding.

1. All staff members are to attend Safeguarding training.
2. The School has 2 designated senior leads and a child protection officer for Safeguarding:

<p>Please report to:</p> <p>School Safeguarding Leaders:</p> <p>Aj. Ladda Ahmad-Mahidi (Primary School Director)</p> <p>Ms. Stephanie Dracz (Primary School Principal)</p>
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Child protection Officer:

Primary School Counselor

3. We care, listen, and work closely with parents if we feel we are concerned about your child.
4. APISP will develop and maintain student protection procedures for faculty and staff to address the prevention, reporting, and investigation if there are any concerns of child abuse.
5. We will help your child to learn about keeping themselves safe. Lessons in School include protective behaviors, E-Safety, anti-bullying, relationships, and self-awareness. As a part of the lessons children will be told what to do if they feel worried.

If you require any further information on Safeguarding please contact the school office or Designated person. For further detailed information and resources on safeguarding reporting, policy, procedures, and support please consult the APIS Policy manual @ www.apis.ac.th

School Bus and Van Expectations

Students are expected to:

- Be on time for the bus – please do not keep other people waiting
- Wear seat belts at all times
- Stay seated while the bus is moving
- Keep hands, feet and objects inside vehicle
- Keep noise to a minimum – no yelling or shouting
- Listen to and follow the directions of the bus monitor
- Leave the bus in an orderly fashion – no pushing or shoving

If a Student chooses not to meet expectations:

- The student will be warned
- After the third warning the student will be moved and/or referred to the Elementary or Secondary Principal for further consequences
- In the case of a referral, the principals will document the instance on the student record and inform the parents leading to the implementation of the school behavior policy process.
- Students who consistently fail to meet expectations may be refused service.

Weapons Policy

No weapons of any kind are permitted on the American Pacific International School (Primary) Campus. This includes guns, knives, explosive materials including firecrackers, or any items made to expressly look like weapons (toys). Students found with any such weapons will have the items removed and will face a serious level disciplinary action.

Programme of Learning



International Baccalaureate Primary Years Program (PYP)

APIS was accredited by the IBO to offer the PYP program in 2008. In an evaluation visit by the IBO in April 2022, APIS/APISP was granted a full five Year Authorization. We will be participating in a self-study in preparation for an evaluation visit in the 1st semester of the 2028 school year.

The International Baccalaureate Primary Years Program (IB PYP): The IB PYP does not prescribe to one pedagogy – it provides a flexible framework that responds to local requirements and interests that enables access to what is shared and what is different in different people’s experiences.

The PYP Curriculum Framework

Taught in over 109 countries around the world, the PYP curriculum framework is uniquely adaptable to state and national standards. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas.

The framework is illustrated by this model:



- **Agency:** PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others.
- **The Learner:** is the foundation of our approach to learning and teaching. Children inquire, question, wonder and theorize about themselves, others and the world around them. They are keen observers and explorers. Through their experiences and interactions, they naturally develop intricate, multi-layered perceptions and understandings. Throughout the PYP, a student is an agent for their own and others’ learning through the concept of learner agency.
- **Learning and teaching:** our framework is transdisciplinary, it transgresses subjects. It begins and ends with a problem, an issue or a theme. Students’ interests and questions

form the heart of transdisciplinary learning. It is a curriculum-organizing approach where human commonalities rise to the top without regard for subject boundaries. Subjects become an instrument/tool/resource to explore a theme, problem or concept in depth.

- **Learning Community:** To foster international-mindedness, the learning community extends to the whole IB community and views the world as the broadest context for learning. It is inclusive of everyone involved in the life of the school: students and their families, all school staff members and other important adults in the students' lives. By situating learning within local and global communities, outcomes are considered from individual and collective perspectives, highlighting the interdependence of everyone and everything

Comprises a framework of transdisciplinary themes that have global significance. These themes are:

- Who we are
 - Where we are in place and time
 - How we express ourselves
 - How the world works
 - How we organize ourselves
 - Sharing the planet
- Seeks to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
 - Develop attributes listed in the student learner profile: Inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, balanced and reflective.
 - Explores the concepts that structure children's inquiry including: form, function, causation, change, connection, perspective and responsibility.
 - Develop a range of interrelated approaches to learning (ATL) that are transferable across contexts. These skills support purposeful inquiry and set the foundations for lifelong learning. ATL are: communication, social, research, self-management and thinking skills that enable that child to connect life at school with life at home and in the world.
 - Scope and sequence curriculum content in six subject groups

The Program Aims to:

- Develop citizens of the world with international mindedness.
- Build and reinforce students' sense of identity and cultural awareness.
- Foster students' recognition and development of universal human values
- Stimulate curiosity and inquiry
- Equip students with the skills to learn to acquire knowledge individually and collaboratively and to be able to utilize these skills
- Provide international content while responding to local requirements and interests
- Encourage diversity and pedagogical approaches
- Provide appropriate forms of assessment and international benchmarking
- Develop lifelong learners

Subjects group:

English Language Arts/ELL: English Language Arts and ELL programs integrate the skills of listening, speaking, reading, and writing, viewing and presenting in English. To develop a lifelong desire for reading, students are provided with meaningful activities and learning

experiences that include quality children's literature. As the teacher guides them through the writing process, students learn to use writing to express their thoughts, ideas and feelings and to use writing as a tool for learning. Students have many and varied opportunities across the curriculum to practice speaking and listening in English to develop these areas.

Mathematics: The math curriculum is designed to give students a solid background in mathematical concepts, skills, and applications. Applying mathematics to daily life situations enables them to acquire high-level thinking skills. Math is taught as both a stand alone and integrated within the Units of Inquiry.

Science: Is taught within the Units of Inquiry. Science should lead students to explore and investigate their world by using a hands-on approach and a variety of learning engagements. The topics of the program are: Life Science, Earth Science, Physical Science, and Health Science. These strands are taught by using the scientific method and inquiring into questions and various phenomena.

Social Studies: Is taught within the Units for Inquiry and focuses on people in relation to the family and the various communities they belong to. An expanded and more outward look at nations, countries, and continents occurs in the middle grades, culminating in the different regions of the world and global issues.

Special Subject Areas: A wide variety of special programs are included in the elementary school curriculum. These programs help to broaden the students' interests and develop their skills in other areas in order to ensure full personal growth and development. Special subject areas also allow students to show understanding in a variety of ways.

Visual Art: The Art program applies the integration of content and skills from four disciplines: creating, understanding, judging and appreciating art. Children are exposed and given the opportunity to use a variety of media and materials for creativity and self-expression. The elements - line, shape, color, texture, space and value, and principles - balance, unity, emphasis and rhythm of art, are integrated into the subject areas of drawing and painting, printing, paper construction, sculpture, clay modeling and crafts. Children's work is exhibited from time to time.

Information and Communication Technology (ICT): ICT is integrated with subject content at the elementary level. Teachers have access to iPads and Chromebooks to use within the classroom. Students from G3 to G6 will have their own Chromebook.

Performing Arts: Creative activities provide students with another venue for expressing their thoughts and feelings. Music enables students to communicate in ways that go beyond their oral language abilities. Drama explores how we express ourselves physically and vocally. Dance explores how we express ourselves through movement.

Personal, Social and Physical Education (PSPE): PSPE has three strands- Identity, Active Living and Interactions. The physical education program includes activities such as swimming, rhythmic activities, fundamental motor skills, age appropriate basic skill development for various sports and lead-up games to provide a foundation of sound motor development. Concepts are introduced to help each child develop a positive attitude towards physical activity and a healthy lifestyle.

Additional Language Learning Opportunities:

Thai: Thai nationals have age appropriate Thai Language and Culture classes that follow the curriculum specific for International Schools from N - Gr. 6. Foreign students will have at least one Thai Language and Culture lesson per week for K1 - G.6

Mandarin: Students in K3 - G6 can take Mandarin as their foreign language option if they are not Thai nationals. Foreign students must take one period of Thai per week and four periods of Mandarin.

Early Years:

Early Years 3 to 6 yrs old. (K1 to K3)

The power of play will become the primary vehicle for inquiry, supporting thoughtful and intentional opportunities for child-initiated play, hands-on learning, and the co-construction of learning between teachers and young learners. Through play and exploration, students will learn to inquire as they build and test theories to help make sense of the world around them.

Resource materials, Programs of Inquiry, sample planners and other curriculum documents are available from the PYP Curriculum Coordinator. If you would like to explore the IB World, the IBO website is www.ibo.org

Exhibition

A full exhibition occurs towards the end of the year for all Grade 6th students, The PYP Exhibition is a powerful demonstration of the students agency. Students will inquire about an issue of their interest, and demonstrate their capability of taking meaningful action and the development of skills and attributes. Their inquiry process will be done individually and with peers and guided by a mentor.

The learning community participates actively in the PYP Exhibition and it is a requirement to successfully complete Grade 6.

Conferences

APISP conducts conferences two times a year: Parent-Teacher Conferences at the end of Quarter 1, and Student-Led Conferences during Quarter 3.

Parent-Teacher Conferences (Quarter 1)

Parent/Teachers Conferences occur at the end of the 1st quarter. In these conferences, families spend time talking through each child's progress with the various class teachers. We believe that a strong partnership between the home and school will help children succeed. Translation services are available by signing up prior to the day of conferences.

Student-Led Conferences (Quarter 3)

We believe that student involvement in the conferences makes learning active, provides opportunities for students to evaluate their performance, and encourages students to accept responsibility for their learning. Having students take charge of the conference makes them more accountable for what they are learning. In addition, this form of conferencing creates a partnership between the home and the school that is hard to get in any other way. Both research and experience have demonstrated that student-led conferences offer many benefits including the following:

- Stronger sense of accountability among students
- Stronger sense of pride in achievement among students
- More productive student-teacher relationships
- Development of leadership skills among students
- Greater parental participation in conferences

Prior to the conference, students will collect work that reflects what they have learned. Students will be taught how to select work samples and how to evaluate their work to determine their strengths and weaknesses. This work will usually be assembled in a digital portfolio for Pre-Nursery to Grade 6. All hard copy of work will be sent home with students.

A block of time is scheduled for the adult and child. The student will lead the parent and/or guardian around the room teaching, explaining, commenting on successes and challenges they experienced in this area.

Homework Policy

At APISP, we believe that the setting of homework can serve the following purposes:

- To improve and practice skills and to enhance understanding
- As a learning bridge between lessons
- To assess understanding
- To teach responsible work habits
- As an opportunity for kids to work independently
- To enable students to find their level with a particular assignment – differentiated by outcome
- To involve parents in children’s learning.

Homework Expectations for PYP Students

Daily reading routine (every night and including weekends):

- **Pre-Nursery - K3:** 20-30 minutes
- **G.1- G4:** 30 minutes
- **G5-G6:** 35-40 minutes

- Depending on reading and English level; teachers, families, guardians and students can work together to design an appropriate daily reading routine which can include:
 - Reading books in mother-tongue
 - Family members reading aloud to children
 - Children reading aloud to family members
 - Children reading independently
 - Children listening to reading from online or audio books
 - Any combination of the above

Library

The library is open Mondays through Friday from 8:00 – 4:00 pm. Students may only be in the library if supervised by school personnel. Students attend a library class every week taught by the APIS Librarian.

Please make sure your student has a reusable cloth “library bag” for library book use only. Please label the outside of the bag with the student name. You may purchase a bag from the school office or bring one from home. Some books are oddly shaped and students love to check out heavy books so please take that into consideration if you decide to bring your own bag.

Borrowing:

- Nursery - K1 – 1 book per week
- K2/K3 – 3 books per week
- G1-G6 – up to 5 books per week
- Parents are allowed to check out up to 5 books for up to 2 weeks. Books to be returned can be left in the ‘Returns’ basket on the borrowing desk. Students with overdue books will not be allowed to borrow until their overdue books are returned.

Lost/Damaged Books

Lost or damaged books will be the responsibility of the student who has the item checked out according to the library program. If a book is damaged beyond repair a replacement must be arranged. If the same book cannot be sourced, the cost of a new book similar to the damaged book will be assessed to each student. If there are questions about a library fine please contact the librarian.

Donated Library Materials

Donated materials must be in good condition and fill a need. The librarian will let you know if your donations can be used in the school. If not they will be returned to you or suggested as a donation somewhere with a greater need.

MAP Testing

Measures of Academic Progress, or MAP Tests, are external assessments administered annually to students in Grades 1-12. MAP tests are computer-based, cross-grade, adaptive assessments that track growth and achievement in Math, Reading, Language Usage and are linked to Common Core Standards. K3 - Grade 8 Students are also given the MAP Reading Fluency exam which is an adaptive test to assess students foundational English skills. Results from MAP tests provide teachers with a range of detailed information, showing what a student has mastered, is still developing, and is ready to learn next, so that they can create both individual and class goals, and tailor instruction accordingly.

- Each campus has an assessment coordinator (usually the Principal)
- Testing occurs during Q1 and Q4 and optionally during Q3 as determined by need/campus
- If a student misses the testing window, they will have to wait until the next testing period
- Students should be enrolled at APIS for at least 2 weeks prior to the testing window
- Results are distributed annually to parents with the end of year reports

Portfolios

The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time. It may also be used to document student action and tools for assessment and reporting purposes. Portfolio entries document both the process of learning and the product, including images and evidence of students in the process of constructing meaning.

We use Toddle for all portfolios for students in Pre-Nursery - Grade 6. Toddle is a digital student portfolio that gives our Nursery-G6 students an audience for their work. Each child has their own portfolio where they can document their learning in a safe and engaging way.

Students add posts to their portfolio. Student posts showcase the creative projects they've been working on in the classroom. This could include photos, artwork, videos, activities, notes, projects they've created in other apps, and more. The sky's the limit!

Teachers are notified when students add posts and can choose to approve work before it shows up in student portfolio. Teachers also have the ability to post student work and provide feedback. Families are notified when there are new posts in their child/ren's portfolio. They can view posts and add likes and comments.

Benefits of Toddle

Students take ownership and pride in their learning, and they can show what they know through pictures, video, voice recording, text, and more!

- Includes families in the learning process by providing easy access, immediate updates, built in translation tools, and an opportunity to comment on their child's school work.
- Safe online platform for students to share their work – the classroom teacher approves all student posts before they are shared, and families can only see work posted in their child's portfolio.
- Helps capture the learning process, encourages students to reflect on their understanding, and helps develop 21st century skills.

Promotion/Retention of Students

Progress through the grade levels of the school is a matter of achievement in the basic skills as well as age, maturity and social/emotional development. Teachers appraise students in all these areas. Acceleration and retention are very rare events and are only used in extreme cases, following ongoing conversations with teachers, principal, counselor, parents and other outside influences. The Principal and School Director will consult with the parents on an ongoing basis if the team is considering the possibility of acceleration or retention of a student.

Reporting

Learning Updates

Mid-semester reports will summarize progress made directly linked to evidence from the student's work.

Semester Reports

Formal written reports are issued twice a year for Nursery to Grade 6. Pre-Nursery will receive one Semester report because they begin school in January. The report is one element in the process of communicating with parents about their child's progress, and Teachers will provide comments on areas of success and next steps in learning. Reports will be issued at the end of each semester through the Toddle platform.

Elementary School students are evaluated in their reports in the following way:

Academic Quality Descriptors			
4 Exceeding Expectations	3 Meeting Expectations	2 Working Towards Expectations	1 Working Below Expectations
Exceeds standard for year-end grade level expectations Independently applies learning to other subject areas Independently uses questioning strategies appropriately Independently uses a variety of problem solving strategies	Consistently meets the standard for year-end grade level expectations Applies learning to other subject areas Uses questioning strategies consistently Utilizes problem solving strategies	Is beginning to show ability to meet the standard for year-end grade level expectations Applies learning to other subject areas with support Uses questioning strategies with support Beginning to utilize problem solving strategies	Working below expectations for grade level Struggles to apply learning in other subject areas Rarely uses questioning strategies appropriately Rarely utilizes problem solving strategies
Effort Puts forth exceptional effort needed to meet grade level expectations	Effort Consistently puts forth the effort needed to meet grade level expectations	Effort Beginning to put forth the effort needed to meet grade level expectations	Effort Rarely puts forth effort needed to meet grade level expectations

The following table shows when the school provides formal feedback to parents on student progress:

Grade Levels	End of Quarter 1	End of Quarter 2	End of Quarter 3	End of Quarter 4
Nursery - Grade 6	Learning Update Parent Conferences	Progress Report Parent Interviews if requested	Learning Update Student-Led Conferences	Progress Report Parent Interviews if requested

Please note - Hard copies of reports will cost 200 baht per copy.

Health and Safety

There is a nurse on duty at all times during school hours.

Nursing Staff Qualifications and Expectations

APISP employs full time nursing staff. A minimum of 1 registered nurse (RN) and 1 nursing assistant (NA).

RN Qualification:

- Nursing License (from an accredited University)
- Experience in working with school aged children

Overall Role:

The nurse position at APIS is responsible to work in partnership with the School to create an environment that promotes healthy living, as well as responding to the needs of individual students. Maintains an environment of confidentiality and works collaboratively with the Nurse's Aide in planning, implementing, coordinating and evaluating school health services.

Administering Medication:

- Medication will not be administered without written or verbal consent by a parent or guardian
- Medication has to be prescribed by a doctor – copy of the prescription has to be attached and will be kept by the nurse. Medication will not be administered without a current prescription.
- The written request for the administration of medication has to be signed by parents and will be kept by the nurse
- Medication is expected be given to the nurse by parents in person in original packaging with label on and clear dosage of medication to be administered. If the student takes the bus parents/guardians can communicate with the school by email and send the prescription in a sealed plastic bag that will be given/delivered to the nurse.
- If there is new medication to be added, a new consent form has to be provided.
- The medication will be returned to parents after two (2) weeks unless the student is on life-long or long-term medications.
- The nurse will call parents to verify medications received if brought in by students.
- No form of medication is to be taken by students on his/her own within the school premises.
- All medication must be taken in the presence of a nurse.
- The school shall not be liable should any over-dosage or undesirable effects of medications occur after a child consumed medications on his/her own

Air Quality

Building administration will monitor the air quality and will inform staff of appropriate next steps as outlined in the APIS air quality rubric.

The air quality at APIS can be monitored on the Air Visual App or at:

www.airvisual.com

Main Campus Station (Hourly Reading): APIS Main

Primary Campus Station (Hourly Reading): APIS Primary 288

APIS Air Pollution Procedures

- AirVisual in the Current Reading Mode - will be the one source we use for campus indication of AQI.
- The Building Administration will monitor the air quality and will inform staff of appropriate next steps as outlined.
- For Field Trips/CWW & Events we will use the hourly readings for safety purposes.

AQ/ Classification	Description	School Procedures	Communication
0 - 50 Good	Air quality is considered satisfactory, and air pollution poses little or no risk	<ul style="list-style-type: none"> • No Restrictions 	None
51 - 100 Moderate	Air quality is acceptable; however, for some pollutants there may be a moderate health concern for a very small number of people.	<ul style="list-style-type: none"> • No Restrictions 	None
101 - 150 Unhealthy for Sensitive Groups	People with lung disease, older adults and children are at a greater risk from exposure.	<ul style="list-style-type: none"> • ALL Students - make indoor space available • Staff - Teachers monitor students with pre-existing conditions. 	None
151 - 200 Unhealthy	Everyone may begin to experience some adverse health effects, and members of sensitive groups may experience more serious effects.	<ul style="list-style-type: none"> • Masks MUST be worn outdoors • ALL Students - Indoors, limit outdoor exposure & Outdoor ASA moved indoors. Field Trips & CMAC events Canceled. School events proceed with caution. • Staff - Teachers keep sensitive groups inactive, minimize heavy physical activity, limit outdoor exposure 	<p>Procedures Reminder posted on School Website</p> <p>Parents of canceled event participants notified</p>
201 - 300 Very Unhealthy	This triggers a health alert signifying that everyone may experience more serious health effects.	<ul style="list-style-type: none"> • Masks MUST be worn outdoors • ALL Students - Stay indoors and limit activity levels. CMAC/Events canceled, lunch and snack are provided in the classroom(@ Primary - decision by 9:00 AM) • PC - ALL ASA Canceled (decision made by 12:00) • MC - ALL ASA indoors, • Local Staff - Staff doing any labor outside MUST wear an N95 face mask. 	<p>Procedures Reminder posted on School Website,</p> <p>Inform community of canceled activities /events</p>
300 & over Hazardous	This triggers a health warning of emergency conditions. The entire population is more likely to be affected.	<p>School may be canceled decisions will be made before the day starts (by 5 AM. No mid-day closures).</p> <ul style="list-style-type: none"> • ALL Students - No Movement, Stay in the current room, Teachers will travel if possible. All events and activities are canceled. • Staff - Staff MUST wear N95 face masks when traveling outside of the classroom. 	<p>Procedures Reminder posted on School Website</p> <p>Inform community of canceled activities /events</p>

*The descriptors are taken from the US Environmental Protection Agency (EPA) classifications.

Updated: Tuesday, 30 January, 2024- 10:30 am

Emergency Procedures & Evacuation Plans:

Emergency drills will be practiced during each quarter so that students are familiar with each procedure.

1. Fire -

Fire alarm (evacuation)

1. Listen to the teacher
2. Leave the classroom in single file, put on shoes and walk quietly
3. Turn off the lights, air conditioning unit and shut the door
4. Follow the posted evacuation route, if unsure go to the nearest safe exit.
5. Go to assigned area in the parking lot (unless your teacher tells you otherwise)
 - a. Please supervise students and help them stay in line and stay quiet during this time.
6. Once in your designated area, the teacher will hold up a colored card to indicate that all students are accounted for.
7. Do not go back into the building until you hear "all clear"

If you are on the playground, line up with the teacher on duty and follow the nearest exit route.

2. Earthquake -

Alarm Sounds:
earthquake alarm
evacuation alarm

When hearing the Earthquake alarm immediately get under your desk or table and wait for the motion or alarm to stop

If you are in a room with no tables, go against the wall and cover your head.

If you are on the playground go to the center of the play area, away from the building and cover your head

When the earthquake alarm stops and you hear the evacuation alarm, leave the classroom in single file and walk quietly

Turn off the lights, air conditioning and shut the door (to indicate that the room is all clear)

Follow the posted evacuation route, if unsure, go to the nearest safe exit

Go to your designated area in the soccer field (unless your teacher tells you otherwise)

Once in your designated area, the teacher will hold up a colored card to indicate that this class is accounted for.

Do not go back into the building until you hear "all clear"

3. Lockdown -

If there is danger or an intruder on the school grounds, the lock down procedure will be announced on the speakers, "Ms. Green is on campus."

When hearing the announcement:

Cover the windows

Turn off lights

Lock doors

Move children to be hidden from sight

Keep low and quiet

If you are outside the classroom, get yourself and the students to the nearest safe location & follow the same procedures

Wait in the classroom until you hear the all clear announcement from the Director or Principal.

1. Outbreak Lockdown:

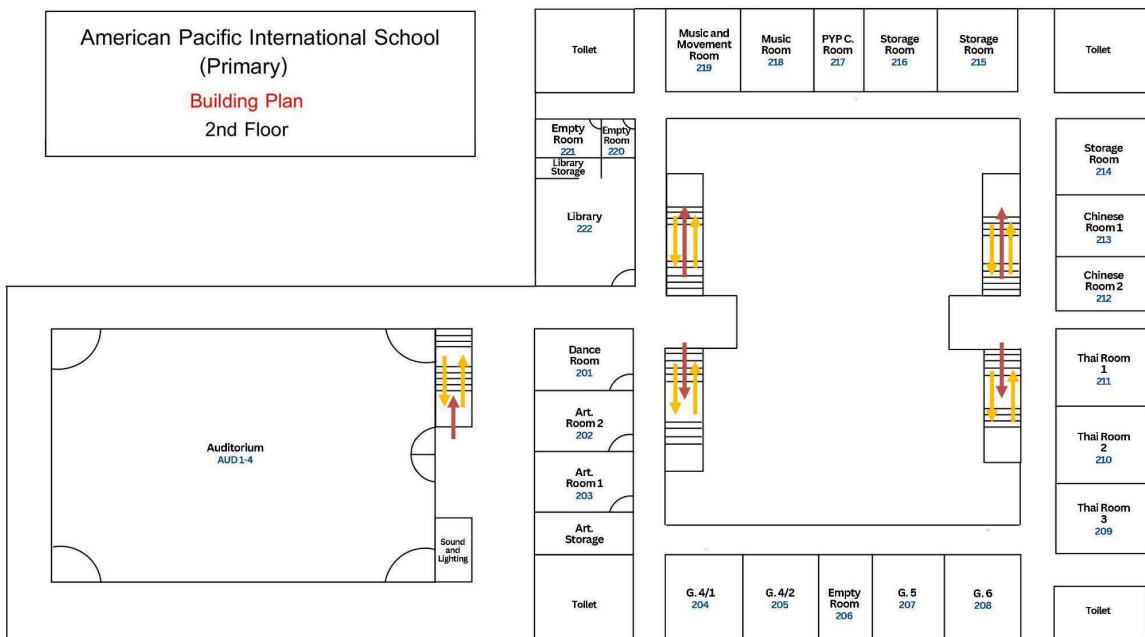
Once there is a case found during the day at school :

Step 1 : The infected student is removed from the class and kept in isolation.

Step 2: The infected class is sealed and bubbled to reduce the chance of infection spreading. Students and teachers will remain in the classroom, not traveling for specialist classes, lunch or recess. Food and water will be sent into the classroom.

Step 3: The remaining classrooms, students and staff will continue to social distance and wear masks for the whole time, hand washing and sanitizing regularly

Step 4: Any close contacts with the infected student will need to follow the procedures as written in the Health Matrix.



General Medical Procedure Information:

- Children in EY-G3 must be escorted to and from the nurse's office by an adult. They may not go alone or be accompanied by other students.
- Students in G4-6 may visit the nurse alone for minor issues after being given permission by the teacher.
- If a staff member needs support bringing a child to the office they may directly call or message the director, principal, nurse, or main office.
- APISP will keep daily and monthly records of any nurse visit through an electronic infirmary register that will be saved on Google Drive.
- In any situation where the director, principal, and/or school nurse is unavailable please contact the school medical and leadership designees (assigned each year by the director).

Tier 1 - Routine Medical Procedure:

This includes mild student illness and minor injuries.

- After treatment, the school nurse sends the classroom teacher an email with a summary *-student name, reason for treatment, was the family contacted, other remarks.*
- School nurse updates the electronic infirmary register.
- Classroom teachers make sure families know that their child went to the nurse through a discussion at dismissal, email or Toddle message.

Tier 2- Medical Procedures for Physical Injuries or Visible Illness:

This includes any of the following:

- An incident where a child was physically hurt - even if the injury is not visible at the time.
- A situation involving the head or back
- Any sickness when the child is visibly ill (e.g. fever, vomiting, pink eye, open sores or blisters, tick or bed bug bites, etc).
- If an adult cannot escort the child to the nurse because he/she is watching another student, that adult must directly message any of the following staff: director, principal, nurse, front office.
- Administration contacts family
- School nurse informs the classroom teacher and TAs
- The adult who escorted the child to the nurse's office and nurse must complete the APISP Child Injury Report or Sick form.

Tier 3 - Critical or Medical Emergency Procedures:

This is any incident where a child is critically injured or seriously ill and needs immediate medical attention.

- The adult with child calls or messages the director, the principal, the nurse, and/or the front office to support at the scene. The child is not to be moved.
- The director and nurse will make hospital arrangements at Chiangmai Ram or Chiang Mai Klaimor
- The director will contact families.
- The principal will inform the teacher or other necessary staff members.
- The adult who witnesses the event completes the APISP Child Injury Report

Infectious Diseases

The school office must be informed immediately of any type of communicable diseases (conjunctivitis, chicken pox, lice, impetigo, measles, mumps, Covid-19, diarrhea and bad cough etc.) so that parents of other children in the class may be notified.

1. If a student or staff member reports to the nurses' station showing symptoms that **may** indicate a serious infectious disease, they will be sent immediately to hospital for a consultation and further diagnosis. The student or staff member will immediately be given a mask to wear to prevent any disease being communicated through the air or through saliva.

School transport will be made available as soon as possible. Until the student or staff member has been transported to the hospital, they should be kept in the nurse's station.

2. If a student reports to hospital with symptoms indicating a serious infectious disease, it is the responsibility of the family to report this to the school as quickly as possible. If a staff member reports to hospital with symptoms indicating a serious infectious disease, he/she should report this health concern directly to the School Director/Principal.

3. After visiting the hospital, if the student or staff member is not admitted, until the disease has been diagnosed:

- Students should be kept at home
- Staff members should remain at home.

4 Every effort should be made to keep the student or staff member isolated from the school community until the disease has been diagnosed satisfactorily and it is clear how the disease is spread and how long the patient is infectious.

5. Once the diagnosis has been given, the School Director/Principal will inform the community in writing of the health risk caused by this infectious disease and take further action. It may be appropriate to give an earlier warning to the community in the case of a disease not being diagnosed in a timely manner.

Swimming Pool Guidelines

Students may never use the pool unless it is supervised by an appropriately trained faculty member.

- 1. Students must be supervised while swimming.**
- 2. Staff members should ensure that students follow the rules of the pool including:**
 - Showering before swimming
 - Waiting for staff member to tell them when to go in
 - Not running
 - Not rough-housing in the pool
 - Getting out immediately when they are asked
 - Picking up and putting away all equipment before leaving
- 3. When there are 1-10 students swimming - At least 2 staff members must be on duty.**
 - One staff member - This staff member must be standing at the edge of the pool during the entire swimming session. They must scan and observe entire pool area paying careful attention and counting students every couple of minutes
 - Staff member will have a safety ring accessible during the entire duty time
 - If students misbehave and/or are unsafe (including play fighting) staff members should have students sit out for a designated length of time.
 - K3 and under must be accompanied by additional adults in the pool with the students.
- 4. When there are 11-20 students swimming - At least two staff members must be on duty**
 - Two staff members - These staff members must be standing at the edge of the pool during the entire swimming session. They must scan and observe entire pool area paying careful attention and counting students every couple of minutes
 - Staff member will have a safety ring accessible during the entire duty time
 - If students misbehave and/or are unsafe (including play fighting) staff member should have students sit out for a designated length of time
 - K3 and under must be accompanied by additional adults in the pool with the students.
- 5. If rain starts, which threatens thunder, or if there is thunder or lightning, students must immediately exit the pool.**



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