

Primary School

Student-Parent Handbook

2024-25

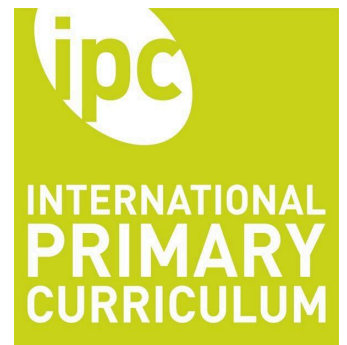


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1. Introduction to Lanna International School

Lanna International School Thailand was founded in 1993 to serve all families in the Thai and international communities of Chiang Mai who desired a non-sectarian, international education for their children. From the beginning, Lanna has encouraged applications from students of diverse cultural, linguistic and spiritual backgrounds.

Today, LANNA's students in Foundation Years through to Year 13 represent a wide variety of nationalities and cultural backgrounds. LANNA believes that the diversity of its student body is one of its greatest strengths, supporting the school's mission to prepare its students to be responsible world citizens.

Welcome from the Head of School

Dear Parents and students;

Sawadee Krub.

Firstly a special LANNA welcome to our new families to the LANNA community. Lanna International School is commonly referred to as LANNA so when you see this in future readings you can relate it to the school.

To our returning families a warm and grateful embrace to welcome you back and continue your journey as part of the LANNA community.

Some of you have been part of this community for a long while and I look forward to joining you all on our LANNA journey together. Others, like me, are new and excited to join such a strong school in Chiang Mai.

This Parent/Student Handbook is a valuable resource for both parent and the student as it provides initial information on almost everything that happens at LANNA.

Please take time to read through the booklet. We have made it electronic only this year in line with our beliefs towards sustainability and the fact that these booklets contain many items that may change in time so electronically we can adjust as required and resend to you all.

Our 30 year LANNA history is filled with many accomplishments and amazing stories. I look forward to continuing these accomplishments with you all during the 24/25 Academic Year. May it be a year of rising above the challenges of the pandemic and give our students opportunities to blossom.

I look forward to meeting you over time on campus.

Thank you

Rob Stewart

Head of School

Welcome from the Deputy Head of School and Primary Principal

On behalf of the staff, children and parents, I would like to welcome you to Lanna International School. As a member of our community, you are joining a team committed to our school motto of 'Academic

Excellence. Caring Community.'

Lanna International School has been educating the local community since 1993 and was founded by Paul DeMuth and Khun Surin. Sadly, Paul passed away before the opening of Lanna International School, yet Khun Surin and her family have worked tirelessly to build the school and it's reputation over the years.

The school has grown quickly and in 2018 Primary moved into the Hang Dong campus. Currently we have 458 students from 17 different nationalities in Primary with 24 classes 3 classes in Year 1, (4 in Year 2-4) 3 classes in year 5-6, 1 split Year 5/6 class and 2 AEP classes. We are growing our staff to over 64 members in the Primary department and over 180 across the three different departments (Early Years, Primary and Secondary) It is an exciting time to be joining the school as we continue to be ONE SCHOOL, ONE CAMPUS! We welcome you wholeheartedly to our school. Integral to our success is our dedication to teaching and learning and our motto of 'Academic Excellence, Caring Community'

I hope you will find in this community kindred spirits who share your desire to gain new knowledge and ideas, and who will support you to develop your skills and pursue learning that interests you. Above all, I wish you every success and hope, like me, you will find Lanna International School an inspiring place to grow, live and learn.

With best wishes



Sarah Reynolds
Deputy Head and EY/Primary Principal
dphos@lannaist.ac.th

A sense of Belonging

We understand that transitioning to a new school can be both exciting and daunting for your child, which is why we strive to create a warm and welcoming environment here at Lanna International School. We believe that fostering a sense of belonging is crucial in helping your child settle into their new educational journey smoothly.

Before your child even sets foot on campus, we make sure to extend a warm welcome to you and your family through a comprehensive welcome email. This email contains important information such as your child's new teacher, assistant teacher, class name, and location. Additionally, we provide details about your child's house colour, ensuring they feel a part of our school community from the very beginning.

On the first day of school, we make it a priority to assist new students in finding their way around campus. Our staff members are readily available to help identify and direct new students and their families, making the transition process as seamless as possible.

Furthermore, your child's class teacher will personally reach out to you, providing pertinent information and answering any questions or concerns you may have. To further support your child's integration, we assign them a 'buddy'—a friendly peer who will assist them in navigating the school environment and making new friends.

At the end of your child's first week, their class teacher will send a message home, complete with photos of your child settling in and participating in various activities. This not only keeps you informed about your child's progress but also assures you of their positive adjustment to their new surroundings.

Communication between school and home is essential, which is why our class teachers make it a point to regularly communicate with parents both in person and through email. We believe that by working together in partnership, we can provide the best possible support for your child's learning journey.

Thank you for entrusting us with your child's education. We look forward to embarking on this exciting journey together and ensuring that your child feels valued, supported, and a true sense of belonging at Lanna International School.

School Year Outline Calendar

To see our complete and current calendar of events visit: <https://www.lannaist.ac.th/calendar>

Lanna International School: Calendar of Holidays 2024-25						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Aug				1 Leadership Team Return	2	
	5 Induction (new staff)	6 Induction (new staff)	7 Orientation (all staff)	8 Orientation (all staff)	9 Parent Meetings (all staff)	
	12 HM Queen's Birthday Observed	13 Term starts for students	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
Sep	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19 Student Half Day	20	
	23	24	25	26	27	
	30					
Oct		1	2	3	4	
	7	8	9	10	11	
	14 Rama IX Memorial day observed	15	16	17	18	
	21	22	23 Chulalongkorn Memorial Day	24	25	
	28	29	30	31		
Nov	4	5	6	7	8	
	11	12 Student Half Day	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
Dec	2	3	4	5 Father's Day	6	
	9	10 Constitution Day	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
Jan			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22 Student Half Day	23	24	
	27	28	29	30	31	
Feb	3	4	5	6	7	
	10	11	12 Makha Bucha Day	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
Mar	3	4	5	6	7 School closed - CMCS PD	
	10	11 Student Half Day	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					
Apr		1	2	3	4	
	7 Chakri Day Observed	8	9	10	11	
	14 Songkran Festival	15 Songkran Festival	16 Songkran Festival	17	18	
	21	22	23	24	25	
	28	29	30			
May				1	2	
	5 Coronation Day Observed	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
Jun	2	3 Queen Suthida's Birthday	4	5	6	
	9	10	11	12 Parent Meetings (all divisions)	13 Teacher Work Day (all staff)	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

The School Day

LANNA's school day begins promptly at 07:55.

Our school day begins at 07:55 with the raising of the national flag and the singing of the national anthem. Primary students line up near the flagpole.

Primary School Day (Years 1 to 6):

Years 1 and 2		Years 3 to 6	
07:00-07:45	Optional Breakfast club	07:00-07:45	Optional Breakfast Club
07.30-07:50	Entry	07.30-07:50	Entry
07:55 – 08.05	Flag & Registration	07.55 – 08.05	Flag & Registration
08.05–08.25	GGR/Circle Time	08.05–08.25	GGR/Circle Time
08:25 –09:05	Lesson 1	08:25-09:05	Lesson 1
09.05 – 09:45	Lesson 2	09.05 – 09:45	Lesson 2
09:45 –10:05	Morning Break	09:45 –10:25	Lesson 3
10:05 – 10:45	Lesson 3	10:25 –10:45	Morning Break
10:45 – 11:25	Lesson 4	10:45 – 11:25	Lesson 4
11:25 – 12.05	Lunch Break	11:25 – 12.05	Lesson 5
12:05– 12.45	Lesson 5	12:05– 12.45	Lunch Break
12:45 – 13:30	Lesson 6	12:45 – 13:30	Lesson 6
13:30 –14:10	Lesson 7	13:30 –14:10	Lesson 7
14:10 –14:50	Lesson 8	14:10 –14:50	Lesson 8
14:50 –15:00	Pack up prep/Storytime	14:50 –15:00	Pack up prep/Storytime
15:00	EXIT	15:00	EXIT

Lanna International School Staff

Licensee

Ms Surin Demuth
surinsooksawat@lannaist.ac.th

Head of School

Mr Rob Stewart
hos@@lannaist.ac.th

Finance and Accounting Manager

Mr Robert Vickers
abm@lannaist.ac.th

School Manager/COO

Ms Pitchayakorn Arkarayodhin (Dear)
coo@lannaist.ac.th

Deputy Head of School

Ms Sarah Reynolds
dphos@lannaist.ac.th

School Director (Acting)

Khun Surin
director@lannaist.ac.th

Secondary Principal

Mr Kevin Pugh
secondary@lannaist.ac.th

Operations & Finance, Accounting

Senior HR Specialist

Ms Sofia
hr@lannaist.ac.th

General HR & Admin Officer

Ms Boe
generaladmin@lannaist.ac.th

Foreign Affair (Staff Visas)

Ms Poy
visaofficer@lannaist.ac.th

Student Service (visa)

Ms Baitong
reception@lannaist.ac.th

Admissions, MKT and Commu Manager Admissions

Ms Anna
programmmanager@lannaist.ac.th

Head Maintenance

Mr Kay
maintenance@lannaist.ac.th

Account Receivable

Ms Jah
accounts.ar@lannaist.ac.th

School Nurse

Ms Mong
mongkakanot@lannaist.ac.th

Student Service (Registrar)

Ms Nokk
registrar@lannaist.ac.th

Admissions

Ms Jeab, Ms Grace
admissions@lannaist.ac.th

IT Manager

Mr Nick
technology@lannaist.ac.th

Account Payable

Ms Mint
accounts.ap@lannaist.ac.th

School Nurse

Ms Pam
pamcholprasertsuk@lannaist.ac.th

Events and ASAs Coordinator

Ms Feli
events@lannaist.ac.th

Communications and Community

Ms SarahAnne, Ms Yada
communications@lannaist.ac.th

IT Support

Mr Arm, Mr James
it@lannaist.ac.th

Purchasing/Inventory/Transportation

Ms Nim
purchase@lannaist.ac.th

Librarians

Ms Duyen, Ms Orn, Ms Geege

EY and Primary Leadership and Subject Coordinators**Deputy Head of School and Primary Principal**

Ms Sarah Reynolds
dphos@lannaist.ac.th

IPC Coordinator

Mr John Kenyon
johnkenyon@lannaist.ac.th

School Counsellor

Ms Naw
counsellor@lannaist.ac.th

Deputy Head of Learning and Welfare

Mr Justin Byers
primarydp@lannaist.ac.th

English Coordinator

Mr Hugh Williams
hughwilliams@lannaist.ac.th

STEAM lead teacher

Ms Jacqui Jonker
jacquelinejonker@lannaist.ac.th

Deputy Head of Curriculum and Learning

Ms Cynthia Alves
earlyyearsdp@lannaist.ac.th

Mathematics Coordinator

Mr Brian Wallace
brianwallace@lannaist.ac.th

Primary Classroom Teachers**Year 1**

Mango class

Mr Philip (**Year Group Leader**)
philiplabuschagne@lannaist.ac.th

Ms Bee (Assistant Teacher)
beenorach@lannaist.ac.th

Year 1

Dragon Fruit Class

Ms Rachel
rachelhowells@lannaist.ac.th

Ms Awe (Assistant Teacher)
awesansrichai@lannaist.ac.th

Year 1

Pineapple Class

Mr Marc
marcross@lannaist.ac.th

Ms Nam (Assistant Teacher)
namaunprasert@lannaist.ac.th

Year 2

Jasmine Class

Ms Corin (**Year Group Leader**)
corinhall@lannaist.ac.th

Ms Sar (Assistant Teacher)
sarmarsella@lannaist.ac.th

Year 2

Lotus Class

Ms Agatha
agathaso@lannaist.ac.th

Ms Noi (Assistant Teacher)
noitungyai@lannaist.ac.th

Year 2

Hibiscus Class

Mr Warrie
warrieitch@lannaist.ac.th

Ms Prae (Assistant Teacher)
praeroongruangwongse@lannaist.ac.th

Year 2

Orchid Class

Mr Mark
markgoode@lannaist.ac.th

Mr Tarm (Assistant Teacher)
tarpitakrasd@lannaist.ac.th

Year 3

Elephant Class

Ms Sascha (**Year Group Leader**)
saschasingh@lannaist.ac.th

Ms Anoma (Assistant Teacher)
anomasinghachot@lannaist.ac.th

Year 3

Cobra Class	Ms Claire claireshriver@lannaist.ac.th	Ms Amanda (Assistant Teacher) poomasingsamanun@lannaist.ac.th
Year 3 Cobra Class	Mr Gavin gavinparrish@lannaist.ac.th	Ms Air (Assistant Teacher) airthiritsara@lannaist.ac.th
Year 3 Turtles Class	Mr Calvin calvinmurphy@lannaist.ac.th	Ms Yupin (Assistant Teacher) yupinlaoser@lannaist.ac.th
Year 4 Doi Chiang Dao Class	Mr Pedr (Year Group Leader) pedrfawkes@lannaist.ac.th	Mr Bank (Assistant Teacher) bankintrarasarn@lannaist.ac.th
Year 4 Doi Suthep Class	Ms Tara taraspencer@lannaist.ac.th	Mr Bank (Assistant Teacher) bankintrarasarn@lannaist.ac.th
Year 4 Doi Nang Non	Ms Jorden jordenroberts@lannaist.ac.th	Ms Jim (Assistant Teacher) jimklaewklar@lannaist.ac.th
Year 4 Doi Inthanon Class	Mr Hugh hughwilliams@lannaist.ac.th	Ms Jim (Assistant Teacher) jimklaewklar@lannaist.ac.th
Year 5 Bamboo Class	Mr Craig (Year Group Leader) craigmarsh@lannaist.ac.th	Ms Praew praewroongruangwongse@lannaist.ac.th
Year 5 Palm Tree Class	Ms Lia liawinfield@lannaist.ac.th	Ms Praew (Assistant Teacher) praewroongruangwongse@lannaist.ac.th
Year 5 Teak Class	Mr Andy andrewrushton@lannaist.ac.th	Ms Milk (Assistant Teacher) milknualfun@lannaist.ac.th
Year 5/6 Banyan Class	Mr Nathan nathanbutler@lannaist.ac.th	Ms Milk (Assistant Teacher) milknualfun@lannaist.ac.th
Year 6 Samui Class	Mr John (Year Group Leader) johnkenyon@lannaist.ac.th	Ms Pui (Assistant Teacher) puisunthonpong@lannaist.ac.th
Year 6 Lanta Class	Ms Hannah hannahfielding@lannaist.ac.th	Ms Beebee (Assistant Teacher) beejiraphrapa@lannaist.ac.th
Year 6 Tao Class	Mr Brian brianwallace@lannaist.ac.th	Ms Beebee (Assistant Teacher) beejiraphrapa@lannaist.ac.th
Year 3/4 AEP Pangolin Class	Ms Kate katewilson@lannaist.ac.th	Ms Baishar (Assistant Teacher) baisharkumtan@lannaist.ac.th
Year 5/6 AEP Rainbow Tree Class	Ms Amanda amandataylor@lannaist.ac.th	Ms Baishar (Assistant Teacher) baisharkumtan@lannaist.ac.th

Primary Specialist Teachers

Student Support Coordinator
Mr Simon Stearn
simonstearn@lannaist.ac.th

English Support Teacher
Ms Anna Bejshovcova
annabejshovcovar@lannaist.ac.th

English Support Teacher
Ms Victoria Needham
victoria.needham@lannaist.ac.th

Primary SENCO
Ms Gina Sanares
ginasanares@lannaist.ac.th

PE Teacher
Mr Mackenzie Sissine
mackenziesissine@lannaist.ac.th

PE Teacher
Ms Shannon Brown
shannonbrown@lannaist.ac.th

Thai Language and Culture
Ms Khim
khimjompang@lannaist.ac.th

Drama Teacher

Mr Greg Saunders
gregsaunders@lannaist.ac.th

Chinese Teacher

Mr Ken Rong
kenrong@lannaist.ac.th

Music Teacher (EY and KS1)

Ms Zata Najjat
zatanajjat@lannaist.ac.th

Thai Language and Culture
Ms Gof
goffongmala@lannaist.ac.th

French Teacher

Mr Jean Marc
jeanmarc@lannaist.ac.th

Art Teacher (EY and KS1)

Ms Paige Gould
paigegould@lannaist.ac.th

Music Teacher

Mr Ben McCarr
benmccarr@lannaist.ac.th

Thai Language and Culture
Ms Oui
ouipotiteng@lannaist.ac.th

Chinese Teacher

Ms Zhao
shuangmeizhao@lannaist.ac.th

Art Teacher

Ms Emma Willes
emmawilles@lannaist.ac.th

Librarian

Ms Duyen Bui
duyenbui@lannaist.ac.th

Note: Qualifications and biographies for all teaching staff can be found at:

<https://www.lannaist.ac.th/about-us/meet-the-staff-lanna-international-school/>

2. Learning at LANNA

Vision Statement

We aim to provide academic excellence within a caring community

Mission Statement

We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens.

Schoolwide Learning Outcomes

LANNA's "Schoolwide Learning Outcomes" are cross-curricular learning outcomes which are pertinent to all classes taught at Lanna.

In every class at LANNA, our students will be:

EXPLORERS & LEARNERS

- I can think about different ways to solve problems, make decisions and learn things
- I can work by myself and with others



- I can use different books and the computer to help me learn
- I enjoy learning and doing different activities with friends from different countries at Lanna.

GLOBAL CITIZENS

- We value all people in our world while honouring different cultures and talents.
- Everyone in the world needs to work together to make it a great place.
- Our place is an amazing place, we need to take care of it and make sure it stays that way.



CONFIDENT & HEALTHY INDIVIDUALS

- Be confident! You're great! Believe that! You have talent! Remember that! Don't forget to tell others they are great too!
- Be an individual. Always tell the truth, think for yourself. Remember to be nice to others too.
- Eat healthy food – It's brain food!
- Sleep well, play sports, get lots of exercise and drink water.



Recognition & Accreditation

Lanna International School Thailand is licensed by the Thai Ministry of Education and is fully accredited by The Western Association of Schools and Colleges (WASC) for Pre-nursery through to Year 13. Accreditation requires continual self-evaluation, frequent reports, and periodic external review.

WASC is an American accreditation organisation responsible for accrediting international schools in Asia, as well as schools in California and Hawaii.

Accreditation is affirmation by professional peer evaluators that:

- a school is what it says it is,
- the school does what it does in accordance with criteria set by the academic community, and the school is committed to continuous improvement.

The Thai Ministry of Education has certified that our Year 2 is the equivalent of Thai Prathom 1 with comparable increments throughout the different levels up to Year 13. A student graduating from LANNA will receive upon application to the Thai Ministry of Education a certificate indicating that his/her diploma is the equivalent of a student graduating from a Thai school.

LANNA has been a registered Cambridge Assessment International Education centre since 2005. LANNA is also a member of the East Asia Regional Council of Overseas Schools (EARCOS).

3. Curriculum and Programmes

LANNA is a centre for the Cambridge Primary programme (CP) and International Primary Curriculum (IPC). LANNA's Primary curriculum aims to support the social and intellectual development of each individual student, and to prepare LANNA's students for further study whether they return to their home countries or continue in LANNA's secondary school.

LANNA's Primary teachers develop activities supporting a wide range of individual learning styles. Students learn while working together and while studying independently. Students learn while engaged in poetry activities, while reading in rhythm and through music. Students learn as they create dioramas and masks, through treasure hunts and through experiments. Lanna's students prepare and give speeches and oral reports, write stories, create maps, posters and graphs. Students develop research skills and gain a sense of self-reliance as they become able to independently seek out information.

Cambridge Primary Programme

The Cambridge Primary (CP) programme from University of Cambridge Assessment International Education (CAIE) develops English, Mathematics and Science skills in young children across the world. It has been fully adopted at Lanna and gives our students excellent preparation for Secondary education.

Designed for children aged 5 – 11, CP provides learning objectives for each year of our student's Primary education. Its step-by-step programme of learning takes children from the start of Primary education to completion; before they move on to Secondary education.

CP helps both teachers and parents gain a greater understanding of individual students' abilities. We use the CP Progression Tests to assess students throughout the year. These tests provide information to analyse students' achievements, strengths and weaknesses, and give teachers invaluable information to help guide education in the following years.

CP is flexible and fits in well alongside the English National Curriculum. It offers us expert guidance on how to develop our curriculum and how best to prepare our teaching to maximise students' learning.

Further information about this and any other of the programmes offered by CAIE may be found on its website www.cambridgeinternational.org/

International Primary Curriculum (IPC)

The school will continue to implement the use of the **International Primary Curriculum** or **IPC** to support the Cambridge Curriculum from Years 1 to 6.

The curriculum is brain and research based using multiple intelligence and various learning theories. It not only covers curriculum, but also personal development and promotes international mindedness. The curriculum focuses on Geography, Art, Science, History, Music and Technology.

The International Primary Curriculum is a curriculum that is being used in over 1000 schools in 65 countries around the world. It was launched in 2000 having taken three years to create by a group of leading experts in children's learning from around the world.

The goal of the IPC is for children to focus on a combination of academic, personal and international learning. We want children to enjoy their learning; develop enquiring minds, develop the personal qualities they need to be good citizens of the world, and develop a sense of their own nationality and culture, at the same time developing a profound respect for the nationalities and cultures of others. Most of all, we want children to develop all the skills they will need in order to confidently face the world of tomorrow.

Children learn through a series of IPC units of work. Each unit of work has a theme that today's children find interesting and relevant. Examples of these themes include Treasure, Chocolate, Go with the Flow, and Black Gold. Each unit of work lasts on average between four and eight weeks and children learn many of their subjects through this one common theme so that their learning has meaning to them.

Linking subjects means that children can make lots of connections with their learning. We now know that the more connections that the brain can make, the better a child can learn.

The IPC is not just topic learning. Although the learning is based around a theme, the learning that the children do within that theme has very distinct outcomes to ensure that children are learning exactly what they need to learn.

The IPC focuses children's learning on a combination of knowledge, skills and understanding. No one can properly predict the nature of work and life opportunities that will be available for today's primary age children by the time they are adults. Many of the jobs they will have don't yet exist; especially in the fields of ICT, Technology and Science. So the IPC focuses on a skills-based approach, developing adaptable and resilient globally-minded learners, prepared for the fast-changing world that they'll be living and working in.

Importantly the IPC has a strong element of internationalism built into each unit of work. As a school we have defined Internationalism as

"At Lanna International School, we see 'International Mindedness' as a lifelong process that will allow our students to become people whose lives will benefit the world. International Mindedness means knowing and understanding that you are a part of a vast global community and actively wanting to engage with and learn about the people and places within our planet. Internationally Minded people show care and empathy for others, are aware of and celebrate the differences between cultures and also know right from wrong! They are life-long learners who seek to make the world a better place for everyone."

The IPC has been designed for children of all abilities and all learning styles, and encourages learning in groups as well as individual learning.

In order that parents know what their child is learning, they are sent a letter at the beginning of each IPC unit which outlines what learning will be covered and how parents can help continue that learning at home if they choose.

The continued development of the IPC today ensures that children are learning a current and highly relevant curriculum based on the very latest research into the brain and children's learning.

English Support

Students with a low level of English are eligible to receive English Support. Students and parents are expected to make all efforts necessary for the students to develop good English skills. For new students, initial testing will recommend placement in either English Support or mainstream English classes. This placement is reviewed periodically.

Students may be referred to the English Support programme by a teacher. After a student has been referred to the English Support programme, an English Support teacher consults with the classroom teacher.

Students with low levels of English will be enrolled in an intensive English programme which will replace the learning of an additional language e.g. Thai, French and Chinese. This will be run by the Whole School English Support Coordinator, Primary English Support Teachers, and Class Teachers. Children will be part of this programme until it is determined that the child is able to function independently in their class. Please contact Mr Simon if you have concerns about your child's English level.

Learning Support

Lanna International School recognises that each student is unique. All admissions to Lanna International School are provisional under a 90-day probation period. Parents are encouraged to disclose essential information related to their child's learning upon enrolling at LANNA. This way, the school can determine early on the kind of support services that need to be employed to help the child best access the curriculum. Students have different learning styles and abilities. LANNA offers learning support to students who require extra help and attention to be successful in the classroom. The Learning Support Coordinator works collaboratively with teachers and the school counsellor to identify students with extra learning needs and to plan appropriate programmes to meet their needs.

LANNA's Learning Support aim is to ensure that all children have access to a broad and balanced curriculum offering differentiation, continuity and progression. We have a responsibility to develop all children to their potential and provide for their needs.

Learning Support (LS) oversees all services pertaining to support for:

- students with learning difficulties (academic, social or emotional)
- students requiring extension (Gifted and Talented)
- students requiring ES (English Support)
- students with recognised special educational needs (SEN)

Learning support can be in the form of in-class, pull-out support to work out on a specific skill, one-on-one, small group instruction and monitoring. Parents are strongly encouraged to take an active role in the planning and implementation of learning support for their children. Learning support

At Lanna International School we teach all of our children in our mainstream classrooms. However, we do accept a limited number of applications from parents who have children with mild special educational needs. These additional needs may include: learning difficulties; language and communication delay; children with social or emotional problems or children with gaps in their learning due to moving around different school systems. As we are not a barrier-free school we have limited facilities and provision to support children with physical disabilities.

Admission for students with additional learning needs is done on a case-by-case basis and determined by the belief in our ability to provide a meaningful education for them. To ensure that the school can provide the appropriate support for students with learning needs, we can only offer limited space for each year level. We may not accept students with emotional and/or behavioural disorders that may substantially disrupt learning.

Please contact our Primary Learning Support Coordinator, Ms Gina, if you have concerns about your child's progress in school. It is also important to discuss your concerns with your child's teachers initially as they will be able to answer questions about the student's progress in class.

Home Learning

At LANNA, home learning:

- reinforces and extends what has been taught;
- links the school and home and provides an opportunity for parents to become involved with the school work of their children;
- is recorded by the students in their homework diary;
- is evaluated in a timely fashion, and is not used as a form of punishment.

Home learning is an important aspect of the educational process. Teachers plan home learning to develop successful and independent learning behaviours. We would like the support of parents in ensuring that students complete the tasks assigned to them. Students who persistently fail to complete these tasks are not meeting the school's expectations and are not abiding by its code of conduct. The amount of student time expected for home learning shall be in accordance with the age, year and developmental level of the student.

Home learning is set, as appropriate, fitting closely with learning carried out in school. As such there may be no set days for home learning and amounts set may vary from week to week.

Years 2-4 can expect 15-30 minutes home learning 3/ 4 times per week and Years 5 & 6 can expect 30 - 45 minutes 4/5 times per week.

Online Learning Programme

If at all possible, we want to have our regular school days on our campus. At times, however, events beyond our control may force a closure of the school. For situations such as these, we have put in place school-wide protocols which will allow students to continue their learning virtually.

Online Learning at Lanna Primary International School is designed to ensure continuity and continued progress toward established learning targets for all of our students, and to minimise future calendar disruptions. In keeping with Lanna International School's mission and vision to provide exceptional education, Online Learning experiences are developed to be robust and meaningful.

Online Learning days will count as student contact days; students are simply learning in a different location. If conditions necessitating school closure persist for an extensive period of time, then we would have further conversations about operating virtually.

Student learning will be clearly communicated and include, as appropriate: lesson objectives (linked to learning levels/"I Can" statements), new learning (what is new information, how it will be communicated), opportunities to interact/engage with learning (how students will learn, practice, extend, apply new information or skills, and demonstrate their learning), and an assessment or feedback component (how teachers will provide feedback on student learning).

Teachers will do their best to provide all required resources in an online format. If the school facilities are open, parents may be able to retrieve student materials (instruments, textbooks) if appropriate.

While Online Learning is not constructed to require synchronous participation, teachers and specialists will be available to support students and answer questions, and may design some synchronous activities in which students may choose to participate.

All students are expected to participate in Online learning. We recognise that heightened self-direction is an element of Online learning and expect that the learning activities planned in any given subject area or class will require no more than the time designated for that subject or class during the school day. Students are expected to demonstrate their learning (**K/S/U**) as indicated by the teacher(s). This may include, but is not limited to, making comments on a Google Document, completion of a blog post, or submission of an assignment or activity.

Distance Learning Programme

Lanna's Distance Learning operates during times when families are, for a variety of reasons, unable to attend school for face-to-face learning. This programme would **not** run whilst online learning is in operation. Our Distance Learning programme consists of project-based learning through the posting of slides or videos or tasks after each full school day. Students, not attending face-to-face learning, are expected to access the Distance Learning Programme through their Google Classroom. As the school would be open for face-to-face learning, learning is posted on a student's Google Classroom after the school finishes for all students. Teachers will post one English, one Mathematics per day and IPC tasks throughout the week. Specialists post one task per week for our distance learning students to complete.

4. Student Support Services

There are a range of services at LANNA, aimed to support students' classroom learning.

Student Support Services Vision:

Every student at Lanna International School Thailand will be supported in order to fulfil their own potential.

Counselling

The Counselling Support Service is for students who are experiencing emotional difficulties or problems that fall outside day to day classroom provision or Special Educational Needs provision.

The aim of the school counselling services is to help students have more effective education and socialisation within the school community. Possible counselling topics are coping with changes, transitions, self-esteem, friendship and relationship issues, study skills, stress management, fears or worries, academic pressure, conflict resolution, social skills, adjustment to school or culture, etc. These

services are available at no cost. However, these services are not intended as a substitute for medication, psychological counselling or diagnosis, which are not the responsibility of the school.

Onward referrals are made in situations that cannot be dealt with within our school system. These are made to appropriate agencies including external counselling services, social services and local hospitals. All referrals would be made in conjunction with the student, Head of School, Counsellor and parents/guardians.

Primary School referrals can be made by teaching staff, the Head of School, Primary Principal, parents, or self referrals. The goal of the counselling support service for secondary students is to address and restore the well-being and emotional health of the student; parental/guardian involvement is therefore at the discretion of the Counsellor and/or the Head of School.

The Counsellor in consultation with the Divisional Principals will agree when parental consent will be sought for a pupil to access counselling. Parent consent will be sought when it is thought to be in the best interest of the student. Children aged 14 and above are not required by the BACP (British Association for Counselling and Psychotherapy) to seek consent for counselling from their parents.

Counselling Support Sessions are confidential between the Head of School, School Principal, Counsellor and student. The only exception to this is where it is felt to be a serious threat of danger to the student or others. This policy is in keeping with general counselling good practice.

Counselling sessions are offered on a six session basis which usually take place once per week for a duration of 30 to 40 minutes. This is done with the view to extend for a further four sessions if it is felt to be beneficial to the student.

Learning Support

Lanna International School recognises that each student is unique. Students have different learning styles and abilities. LANNA offers learning support to students who require extra help and attention to be successful in the classroom. The Primary Learning Enrichment Coordinator works collaboratively with teachers and the school counsellor to identify students with extra learning needs and to plan appropriate programmes to meet their needs. Learning support can be in the form of in-class, pull-out support to work out on a specific skill, one-on-one, small group instruction and monitoring. Parents are strongly encouraged to take an active role in the planning and implementation of learning support for their children. For details of LANNA's Learning Support programme see the Student Support Services Handbook.

English Support

Students entering the school with a low level of English are eligible to receive English Support. During the admissions process, initial testing may recommend placement in one or more of the following small-group programmes: Intensive English Support (IES) or After School English Teaching (ASET).

The aim of both programmes is to provide support in English language learning to enable pupils to be able to cope with the school's curriculum independently. Class numbers are kept small to enable targeted, intensive support.

Intensive English Support comprises 4 lessons per week. Lessons take place during the school day, during modern foreign language time. Intensive English Support therefore takes the place of either Thai, Chinese or French. Intensive English Support is our main program for English Support, and for some pupils, this will be sufficient in advancing their English skills.

Some students, however, will need even further support; these pupils will be enrolled in ASET in addition to Intensive English Support. ASET comprises of 2 lessons per week. Lessons take place after school, on a Tuesday and Thursday from 15:20 to 16:20.

Placement in Intensive English Support and ASET is reviewed on a semester basis, and parents will receive reports on progress. Pupils will be part of the programmes until it is determined that the child is able to cope with the demands of the school curriculum independently.

Please, in the first instance, contact your child's homeroom teacher if you have concerns about their English level.

5.School Library Service

The Library Service Mission:

The purpose of the School Library Service is to provide a wide range of books and multimedia resources that will support teaching and learning throughout the school; to create environments in which students can think critically and creatively, obtain and evaluate information for academic and personal use; to promote a culture of lifelong learning and Reading for Pleasure within the LANNA school community.

The Library Service

The Library Service has two libraries and four members of staff. In the Primary Library there is one full time Library Assistant and one full time Librarian. In the Secondary Library there is one full time Library Assistant. The Head of Library Services is a qualified, chartered and experienced school librarian from the UK and oversees both libraries, splitting her time between the two sites.

Primary Library

The Primary Library is a purpose built and designed space that is spacious and flexible. Moveable shelving means that furniture can be moved to adapt to different situations. There is a non-fiction collection to support teaching and learning and also to reflect students' interests. The fiction books are split into different collections; Picture Books, Easy Readers, Junior Fiction and Primary Graphic Novels. Students in Y1 and Y2 are allowed to borrow one library book each, students in Y3, Y4, are allowed three books. Y5 and Y6 are allowed five library books at a time.

Each Primary class is scheduled one library session per week in their timetable, in consultation with the Head of Library Services, so that library staff can be available to facilitate the library session and support Reading for Pleasure.

Students can access the Primary Library during break and lunch times to read, exchange books or take part in quiet activities such as drawing or board games. On Mondays, from 3pm to 3.50pm and Fridays, from 3pm to 3.50pm, the Primary Library is open for parents to come with their children to read and/or select books.

Lost or Damaged Library Books and Equipment

We understand that library books sometimes get damaged or lost, however, please take care of library resources, as if this happens we will charge you for the replacement cost, in order to maintain our carefully and professionally curated book collections.

If a book has been damaged, please return it to the library so that we can order a replacement and remove the damaged book from the student's account and our records.

If a book has been lost, please inform Library staff. We can provide a picture of the book to students who can't find their library book - this sometimes helps when looking for it! If you have searched and still haven't found the book, please let library staff know so that we can start the process according to the policy.

Once a book has been declared lost or damaged and library staff have been informed, a cost for replacement will be calculated and the Finance Department will issue an invoice for that cost to parents.

All students and parents should return the books directly to either the Primary Library or Secondary Library. Administration and Finance Office staff are required to direct students and parents to the Library when books are being returned. The respective offices will not be accepting book returns unless the Library is closed or not staffed.

Payments should be made directly to Finance (at either the Finance Office, Primary Campus or at Office 2, Secondary Campus), not to Library staff or Homeroom teachers.

Donations of books from parents, although welcome, are not an acceptable alternative to paying the cost of replacing a lost or damaged book.

6. Sports, Trips and Activities

After School Activities (ASAs)

LANNA offers a rich variety of after-school activities for all Primary students each day which are paid activities. Activities provide students the opportunity to interact with teachers and students from other years in the school. Our After School Activities programme (ASAs) - high quality activities that offer new and exciting additional opportunities for LANNA Primary students.

Sports Events

Sports activities for Primary School students are scheduled during most of the school year. LANNA's extensive sports programmes support student connectedness by developing a sense of community among the players and LANNA's families. Our sports programmes also connect our students with the communities of other international schools in the Chiang Mai area. LANNA is a member of the Chiang Mai Athletic Conference (CMAC) and takes part in a wide variety of sport/athletic competitions with other international schools. Training takes place during activity time and in other additional scheduled afternoons. Games and tournaments are announced by the PE department.

Field Trips

Each year a considerable number of field trips are organised for LANNA students. These trips are planned to support curricular learning and LANNA's school-wide learning outcomes. Parent volunteers sometimes assist with these field trips, as well as with other special events. Parents/Guardians must sign a permission slip for all of these activities - **failure to do this will mean the student will not be allowed to go on the trip**. Students on field trips out in the community are representing our school and should be dressed in school uniform and behave appropriately.

7. School Organisation

The School Year

The school year is divided into two semesters (August - January and January - June). All students receive three reports per year: one interim report in October, a mid-semester report in February and an end of year report in June.

School Management

LANNA is a proprietary school owned by Canadian International Education Organisation (CIEO) along with the original owner, Khun Surin.

The Head of School has been delegated the responsibility for day-to-day operation of the school. The Head of School consults with the School Director and other members of the leadership team on educational matters. The leadership team is made up of the Head of School, the School Manager/Chief

Operating Officer (COO), the School Director, the Licensee, Early Years, Primary and Secondary School Principals.

On management issues, the Head of School consults with the School Manager/COO, Finance Manager, School Director, Licensee, and the Chairman of the Executive Board. The Executive Board consists of representatives of the school administration, the Parent Teacher Organisation, the teaching faculty, the Owners (CIEO), and the community.

House System

At LANNA, each student and faculty member is placed into one of four groups (or Houses). Each House includes students from all year groups. Students elect House Captains from Year 6 at the beginning of each academic year.

LANNA's House system promotes a sense of identity and positive school spirit, provides a structure for cooperation across the years, and facilitates internal competition of all kinds. The four Houses are **Aphrodite** (Red), **Athena** (Blue), **Artemis** (Green) and **Apollo** (Yellow). House meetings and House activities are scheduled throughout the year.

Awards, in the form of merits, are given for good work and effort. Awards earn House Points which are accumulated over the year. The House trophy is awarded to the winning House at the awards assembly held in June. The trophy is named the 'Brett Lessing Cup' in memory of a former teacher at the school who passed away suddenly in 2015.

Students are required to buy at least two House T-shirts, from the school, in their House colour. The shirts are to be worn during physical education lessons and House events.

Student Council

LANNA's Primary Student Council provides leadership opportunities and fosters student responsibility. Participation in the Student Council is open to students from Year 4 to Year 6. The Council is made up of a representative from each year, elected by his/her peers, and a president elected by all students in Years 4 to 13.

The Student Council has the responsibility of improving the quality of student interaction, morale and social life. It also communicates the needs of the student body to the faculty and administration. The Student Council, in conjunction with the faculty advisor, plans events and programmes that would be of interest to the students and the school community. Student Council activities have included community service projects as well as social events.

8. Admission and Placement

Admission of Students

All admissions to Lanna International School are provisional. After a 90 day probationary period, the admission becomes final. Factors considered in making admissions to Lanna International School include age, previous schooling, English language proficiency, educational achievement, ability of the school to offer an appropriate educational programme and provide any additional support required.

Parents are required, as part of the admissions process, to provide official documentation including transcripts, report cards and test scores from their child’s previous school(s). If previous school records are submitted in a language other than English, they must be accompanied by an official English translation. The Head of School may delay or deny admission if such documentation is not provided.

Entrance testing and interviews are by arrangement with our admissions team. Tests vary in length according to the Year level a student is applying for and may use the GL CAT4 and NGRT assessments.

Parents are encouraged to inform the school of any academic problems a child might be experiencing in their current school. The school will accept students with learning difficulties if it is felt that we can provide an appropriate programme for that student. In some cases this may mean additional help through our Student Support Services. Where this applies parents are required to agree to meet the costs of this additional support as a condition of acceptance.

Normal ages for admittance to LANNA Year Groups are:

UK ‘Year Group’ (as used at LANNA)	Age range at time of entry (at September 1st)	USA ‘Grade’ equivalent
Pre Nursery	2 to 3	Pre K
Nursery	3 to 4	K1
Reception	4 to 5	K2
1	5 to 6	K3
2	6 to 7	1
3	7 to 8	2
4	8 to 9	3
5	9 to 10	4
6	10 to 11	5

Lanna International School reserves the right to refuse admission to any student if space is not available, or for educational reasons. Admission and placement of students is the responsibility of the Head of School. Notification of placement/non placement, along with any conditions of placement, are usually made to the applicant’s family, by email, one to two days after admissions testing.

Class Placement of Students

At the end of the school year, the classes for the next academic year are considered. LANNA Primary School does not academically stream students into year group classes. All classes are balanced as best as possible in academic abilities, nationality and gender. The allocation of students to these classes is determined by teachers and the Primary Principal. Placements are made to ensure all students are able to be exposed to as much of an ideal educational environment as possible. Factors considered by teachers and the Primary Principal include academic abilities, personalities, gender, nationality, and student friendship and interactions (both positive and negative).

Although we appreciate parent opinions about the best placement for your child, parents cannot choose the class allocation of their child. Your support in understanding our placements is appreciated.

LANNA reserves the right to reassign a student at any time if it is felt that the initial placement was inappropriate. Parents will be informed prior to the reassignment.

9. Communication

Every attempt is made to keep parents informed about all important school related issues. This is almost exclusively via email, so it is vital that all parents provide the school with a valid email address and monitor that address for the many school emails that will be received. Some communications may come through more traditional means such as hard-copy letters home or through the child's home learning diary.

Home learning Diaries (Planners)

All primary students are provided with home learning diaries for recording assignments as instructed by their teachers. Parents are asked to review these on a weekly basis. Teachers may include notes to parents in the home learning diaries, and parents are encouraged to use the home learning diary to communicate with teachers. Maintaining the home learning diary is a good lesson in responsibility for LANNA's students, as well as a tool for good communication for all students, teachers and parents. Staff will also communicate with parents through email and through their Google Classroom.

Reporting to Parents

This year, all primary students at LANNA will receive three report cards during the year; one interim report in October, a mid-semester report in February and an end of year report in June.

Parent-Teacher-Student interviews are held, following each report. Parents are encouraged to come to those meetings. If the date is inconvenient, parents can contact teachers to reschedule the meetings.

Students whose parents are in arrears in respect to school fees will not receive reports or any official documentation until the fees have been paid.

Communication/Complaints Policy for Parents

Lanna International School takes any complaints or concerns that parents may have very seriously. Parents are encouraged to mention these to the teachers at school as early as possible to enable the school to address an issue before it may become more serious.

Lanna International School will ensure:

- That parents wishing to raise a concern know how to do so,
- Respond to concerns within a reasonable time and in a courteous manner,
- Take action where appropriate.

How should a parent raise a concern and what happens next?

If a parent has a concern or complaint, it should be raised in the first instance with the child's classroom teacher. This can be in the form of a letter, an email or by requesting a meeting. We would ask that all communications are conducted in a non-aggressive and courteous manner. This pertains to teaching and non-teaching staff in equal measure.

If a parent is not satisfied with the response of the classroom teacher, or feels the matter is sufficiently sensitive or serious, they should contact the Deputy Head of Primary, Mr Justin. A classroom teacher may also immediately refer the issue to Mr Justin, should they feel the issue raised with them is outside of their scope to resolve.

Should a parent feel that their concern has not been satisfactorily dealt with by the Deputy Head of Primary then they should refer the issue to the Primary Principal, Ms Sarah. Should a parent feel that their concern has not been satisfactorily dealt with by Ms Sarah, the matter may then be referred to the Head of School, Mr Rob and/or the School Director, Arjan Aoy. Should the matter remain unresolved it may, as a final stage, be referred to the school's Executive Board.

In many circumstances, the person contacted will need to discuss the issue with one or more colleagues and consider further information. Every effort will be made to resolve the issue in a timely manner.

Confidentiality

Parental concerns or complaints will be treated with respect and in a confidential manner. It is the school's policy that parent complaints will not adversely reflect on their children in any way. Anonymous complaints will not be pursued.

Student Complaints, Concerns and Counselling Procedures

The principles which apply to parental complaints also apply to the concerns from students. Teachers at Lanna International School believe that pupils should be able to raise concerns with any member of staff with whom they feel comfortable. The teachers and staff at Lanna International School are determined to ensure that all students can turn to them with any problem.

Parent - Teacher Organisation (PTO)

There is a very active Parent Teacher Organisation at Lanna International School. The PTO seeks to build a strong LANNA community, to foster goodwill among its members, to sponsor social events, and to organise special events to raise funds for the school. The PTO wishes to support the school in any way possible. There are three general meetings each year. PTO meetings are announced in advance and parents and teachers are encouraged to attend.

Should you wish to contact the PTO you may in the first instance email the president (ptopresident@lannaist.ac.th) or come along to one of the many PTO events and talk to other members.

Parent Engagement Events

Throughout the year, students and teachers attend Parent Engagement Events which include activities from within the school and from outside the school. These could be events such as assemblies, Open House Events, Entry/Exit Points and presentations, awards and achievement recognitions are also acknowledged during events. Proper conduct and decorum is expected at all assemblies. Parents will be invited to attend in advance whenever appropriate to their child.

10. Awards

Awards

Each month Primary teachers recognise one student in each year as *Standout Student of the Month*. These students receive a certificate at the monthly Primary assembly.

One student from the Primary School is to receive the *DeMuth Citizenship Award*. This award is given to a Year 6 student who has demonstrated model citizenship during their time in the Primary School in accordance with our Schoolwide Learning Outcomes. This is presented in the Year 6 Moving-On final assembly.

Each Year Primary teacher, in conjunction with the PE teachers, selects one student from the Primary School to receive the *Primary School Boy Athlete* and the *Primary School Girl Athlete* Awards. These are also presented in the Year 6 Moving-On final assembly.

The Brett Lessing Cup is presented to the House Captains of the winning house over the entire year.

Schoolwide Learning Outcomes 'SLO' Awards

At Lanna International School we believe that praise is a powerful way of promoting achievement as well as community spirit and cooperation. The purpose of the 'SLO' Award Scheme is to encourage pupils to produce high quality work and to contribute to the school community. Good work is measured against the student's own ability in the judgement of the member of staff. A SLO point' can be given to a student:

- If they make a special effort to contribute to the school community.
- If they produce an individual piece of work truly deserving of recognition (in relation to the student's ability/past performance).
- If they have shown significant and sustained improvement in your subject area
- Demonstrated an attribute of our Schoolwide Learning Outcomes

Teachers award SLO points. SLO point awards are handed to the homeroom teacher by the student, and are then recorded on the log sheet displayed in the homeroom by the homeroom teacher.

11. Attendance and Absences

Attendance

Good attendance is of prime importance for the educational development of the student. A student should never be absent unless absolutely necessary. Missed instruction, discussion and group interaction can never be totally made up. The school's instructional programme is based on the assumption that students will attend school on a regular basis.

Absence Notification

When a student is absent from school, it is the responsibility of a parent/guardian to inform the school by telephone or email before 8:00am. Please use **(053) 806-230 or 806-231** to report their absence, or email **registration@lannaist.ac.th**.

Should a child be absent from school for a sickness that is transferable, it is important that this information is shared with us. This is to ensure our school nurse is informed and decisions regarding the health and safety of other children that may have come in contact with this child can be made. Appropriate communication of any health risk will be provided to parents by the school.

Please also note that the Thai Ministry of Education (MoE) has a minimum requirement for students to attend at least **80%** of school days (around **140** days) to ensure optimal learning and progress. If your child falls behind this 80% minimum requirement, they jeopardise being promoted to their next year level.

Absence from Physical Education

If a student is unable to participate in physical education (PE) for a medical reason, a note from a parent is required. Without a note the class grade will be lowered. Long-term absence from PE requires a medical certificate.

Lateness/Tardiness to Class or School

Students are expected to be at school and in class on time. Lateness is extremely disruptive to class lessons. It is discourteous to both the teacher and fellow students. Students arriving at school late must report to the office, they will be recorded as tardy (with time of arrival).

Students arriving at school late should contact those teachers whom they did not meet that morning to collect assignments and make up for missed work.

A pattern of excessive tardiness will be viewed as a serious discipline problem and disciplinary action will be taken (monitoring, detention, conference). Parents will be informed by the Head of School/ Secondary Principal should this occur.

Primary students are expected to be present for the flag and national anthem when the bell rings at 7:55am. Not arriving by registration time at 8:00am will be recorded as a late (tardy) attendance.

Students who become ill during the school day should report to the nurse, who will contact the Deputy Head and Primary Principal and the parents should the student need to return home.

Leaving Campus

Primary Students are not permitted to leave the school campus without parental supervision. Parents wishing to have their children leave school early must give the school a note stating the time of the student's departure or the arrival time of the parents. Parents should sign the students out with our office at the time of departure.

After the 'end of the school day' supervision is provided only for school related activities. Only those students participating in after-school activities should be on campus during activity times; other students

should leave campus at the end of the school day. Punctual collection of students at the end of the school day and at the end of after-school activities is greatly appreciated.

End of the School Day Collection Procedures

Lanna International School has an on-going commitment to the safety of our primary school students in accordance with our child protection and school policies.

Parents picking up their children will be required to present their parent ID lanyards to the member of staff on duty at the main gate when collecting them from the school. Students in Nursery to Year 6 will not be permitted to leave the school grounds unless they are accompanied by an adult who is in possession of their parent ID lanyard.

Year 1, 2 and 3 students are collected from the cafeteria.

Year 4, 5 and 6 students are collected from the playground under the shaded dome.

Primary students not collected 20 minutes after dismissal times must be collected from the designated late collection area which is the Primary front Gate entrance.

Once a child has been signed out, the child cannot be left on campus unsupervised. Parents are requested to please clear the school campus as soon as possible. Children/parents are not permitted on the campus or to play on the playground or football field after 15:20

12. Code of Conduct

Student Code of Conduct

Students will be held accountable for any behaviour which is destructive to the physical plant, impedes the right of other students to pursue their education, has a negative impact on the moral and social climate of the school or causes physical harm to other students. Behaviour which violates any of these principles will be dealt with clearly, justly and without exception.

A student who is behaving in an inappropriate manner will be reprimanded. If the student persists with poor behaviour, the student will be referred to the Primary Principal and/or the Head of School.

If a student is unable or unwilling to abide by the behaviour code established by Lanna International School, his/her place in the school becomes questionable and suspension or a recommendation to parents to withdraw the student may occur.

All students are expected to:

- respect others;
- respect school property and the property of others;
- complete assignments as assigned by the teachers;
- be prepared with appropriate books and materials;
- behave in a quiet and orderly manner when moving around the school buildings;
- respect community standards regarding displays of affection;
- respond courteously when talking with fellow students, faculty, staff members and visitors;

- obey the established rules of the school;
- respect the laws and customs of the Kingdom of Thailand, and
- be a positive representative of Lanna International School in the community.

Students are expected to show respect for their own and others' right to learn at all times. Primary students are not allowed to have mobile phones at school. Should it be absolutely necessary for a primary student to have such a device, parents should advise the home-room teacher accordingly. Phones should be given to the homeroom teacher for safe keeping and will be returned at the end of the school day. The school does not accept any responsibility for the loss or theft of mobile phones at school.

Skates and skateboards are not permitted at Lanna. Students should not eat in the classroom or chew gum. Smoking and the consumption of alcohol by students is not permitted at LANNA International School or any school related event, regardless of a student's age; this includes all events organised by the PTO.

Bringing the school into disrepute through untoward behaviour outside the school (consumption of alcohol, substance abuse or rowdy behaviour) will be construed as grounds for disciplinary action.

The school would like to remind us all that motorcycle helmets should be worn at all times by staff, parents and children travelling to and from school and any school function. Please!

Playground Behaviour

A safe campus environment for everyone must be maintained in the playground during play times. Students are expected to adhere to the rules and direction of teachers to ensure this. Ball-games may only be played in the designated areas during the designated times. Unacceptable behaviour in the playground includes rough role play games/play fighting, name calling, hitting, punching, kicking, swearing, spoiling somebody else's game, rudeness to staff, answering back, verbal abuse and spitting. Climbing on anything other than specifically designed climbing apparatus is strictly forbidden.

Safeguarding Children - Code of Conduct for Parents

LANNA's philosophy is based upon valuing each individual member of the school community. We believe that considerate behaviour and courtesy to others are essential for the success of a child and with the help of this they form relationships in and out of school, to later succeed in life. It is the purpose of this policy to provide guidelines to all parents and guardians about expected conduct, so that we can work together to ensure a positive and safe environment for all. We will continue to welcome and encourage parents and guardians to participate fully in the life of our school.

Should you, as a parent, have any issue with another child, please do not directly approach the child or their parents. All such grievances should be brought to the attention of a homeroom teacher in the immediate instance, who will address the issue with you in a constructive manner.

Policy Guidelines:

As a school, we place great emphasis on respect for students, parents and the school staff and also expect the same from parents. The school expects high standards of behaviour from parents and guardians within and in the immediate proximity of the school's premises as they are the role models for their children.

The purpose of these guidelines is to provide the expectations regarding the conduct of all parents, carers and visitors connected to our school.

Behaviour that will not be tolerated:

- Disruptive behaviour which interferes or impacts negatively upon the school's normal operation or activities anywhere on the school premises.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening, in any way, a member of staff, visitor, fellow parent/guardian or child.
- Damaging or destroying school property.
- Sending inappropriate, abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments about the school or any student, parent, staff member or governors of the school.
- Defamatory, offensive or derogatory comments regarding the school or any of the students/parents/staff/governors at the school on Facebook or other sites.
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise him/her because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, taking illegal drugs or the consumption of alcohol on school premises. (Alcohol may only be consumed during authorised events).
- Pets, other than guide dogs, being brought on to the school premises unless permission has been granted.
- Taking photographs of children other than at school events to which parents/guardians have been invited
- Displaying and distributing online photographs of other LANNA children without parental permission.

Should **any** of the above occur on LANNA premises or in connection with the school, it may be necessary to take action by considering banning the offending adult from the premises, and from attending school-related events.

We are committed to resolving difficulties in a constructive manner, through open and positive dialogue. However, we understand that everyday misunderstandings can cause frustrations and have a negative impact on our relationships. Please follow the procedures outlined in the 'Communication/Complaints Policy for Parents' section of this handbook should an issue arise.

It is important for parents and guardians to make sure any persons collecting their children are aware of this policy.

Thank you for abiding by these guidelines. Together we can create a positive and uplifting environment not only for the students but also for all who work and visit our school.

Interrogations and Searches

Interrogations:

- **By a person from outside the school:** The school administration will make every reasonable attempt to notify parents prior to permitting any person from outside the school – including law enforcement officials – to question or detain a student. Two witnesses – parent(s) and school officials - should be present during such interrogations.
- **By school personnel:** Teachers may interrogate a group of students immediately after an event, such as something going missing. Administration will normally be called in prior to individual questioning. In this event no one will be allowed to enter or leave the room where the event occurred until after administration has arrived and questioning is complete.

Searches:

- **Of school property:** A search of school property, that is things owned by the school and thus includes lockers, desks drawers, baskets, classrooms, locker rooms and playgrounds, may be made at the discretion of the Head of School if a reasonable suspicion arises that stolen items or items considered illegal, disruptive, or a general nuisance to the educational process are being kept at school. Lockers, desk drawers and other storage areas used by students will be emptied at the end of a school year as a matter of routine.
- **Of a student's person:** A student's a person, including a student's bag, will only be searched if there are **clear indications** that the student has stolen property, drugs, narcotics, weapons, explosives or other dangerous contraband in his/her possession. Such searches will be made in the presence of two adults of the same sex as the person being searched. A report will be made to the parents.

Computer/Internet Use Policy and Standards

Students use the internet at school in order to learn. Students may use the internet at school if they agree to use it correctly. Parents need to give their permission before students are able to use the internet at school. Using the internet is a privilege not a right.

Teachers and staff at school look at what students do on the internet in order to keep the system working. What students do on the internet is not private. At school, teachers supervise what students do on the internet in order to keep students safe. When students are not in school, families supervise what students see and hear on television, telephone, films, radio and other places.

It is important that all students use the computers carefully and correctly. The following are not allowed.

- Using bad language
- Teasing or hurting others
- Damaging computers
- Using another student's password or ID
- Wasting time and resources
- Using or copying another student's work without his or her permission
- use of any instant messaging programmes (e.g. MSN Messenger, Yahoo Messenger, etc) or social networking sites (e.g. Facebook, hi5, MySpace, etc.)

If students do any of these things they will not be able to use the computers at LANNA.

If a student chooses to not meet the standards set-out above the following procedures will be followed:

The student will be sent to the Deputy Head of school and Primary Principal. Depending on the seriousness of the problem the Principal will either:

- give the student a warning about appropriate use of computers, clarify the rules, and record their name, or
- remove the student's right to use school computers for a fixed period of time (and then let the rest of the school staff know about this).

On the second occasion that a student chooses not to follow these standards and is sent to the Principal, a student's right to use school computers will be removed for the rest of the school year, at a minimum.

School Email Use

LANNA email accounts are provided for some classes for school use. Users should not compose, send, or attach defamatory, abusive, inaccurate, threatening, offensive or illegal messages/files. Note that the system is NOT PRIVATE and the management are able to access all school accounts should the need arise.

Group email addresses are used by staff at LANNA to facilitate easy sharing of information with specific groups of staff and/or students. Students should not be using group email addresses (e.g. a whole year group email address) without specific permission from a teacher to do so - these are generally intended for staff use only.

School Bus Policy

This policy has been developed in order to ensure that students, parents/guardians and any other persons concerned with the safe operation of the bus system are aware of Lanna International School Thailand's commitment to ensuring a safe and adequate school transport service.

Bus Service General Rules for Students:

- Be ready, and wait on time in a position at the designated location where you are visible to the bus driver.
- Upon entering the bus, take a seat immediately, fasten seat belts and remain seated while the bus is moving. Do not move around the bus while it is in motion.
- The bus driver's/supervisor's instructions are final. The bus will not start until all students are sitting quietly with their seat belts on. Students must obey the instructions of the driver/teacher at all times.
- No part of the person should extend out of any bus window or door.
- Students must be courteous to fellow passengers: talk quietly using an 'inside' voice; eating and/or drinking on the bus is not permitted; public displays of affection are not appropriate; bus aisles must be kept clear at all times.
- Students must respect the property of the transport company, and any safety equipment on the bus is not to be tampered with or removed from the bus. Students causing damage to the bus will be held liable for any repairs.
- The bus driver will stop the bus if any of these rules are not being followed, and the bus will not start again until the students follow them correctly.

In the event of inappropriate behaviour on a school bus:

- A report will be given to the School Management.
- Disciplinary action may be imposed on the student at the discretion of the School Management and may include temporary suspension or loss of bus service (without refund).

- A letter informing the parents/guardians of the incident and any disciplinary action, if any, will be provided to the parent/guardian.

Bus Service General Responsibilities for Parents/Guardians:

- Please ensure that the person responsible for picking up and collecting students at the drop-off/pick-up points are on time. Bus drivers have been instructed to leave/stop at the scheduled times.
- If your child is not returning home on the bus in the afternoon it is necessary that parents inform the school staff in Office 1.
- The school must be informed of any changes of home address or contact details.
- Report in writing to the school any concern in relation to the transportation service.
- The bus service is for paying LANNA students only.
- Any changes to a student's transport arrangements, whether temporary or permanent must be notified to the school's Registrar in writing. A telephone call to the school or to the bus driver requesting any change to the bus route or timetable such as but not limited to, different drop off time, change of drop of location, or any other change is not acceptable.
- Parents/guardians are responsible for payment for repair of any wilful damage caused to buses by their children.
- Payment of the transportation fee represents the purchase of a return seat in the school bus for the entire school semester and is non-refundable.

School Uniform

The school uniform is designed to provide a sense of school identity while recognising climatic and cultural restrictions. ***Parental support of the school uniform policy is greatly appreciated.***

Uniform for students in Y1 to Y11:

Students in Years 1 to 11 are to wear the regular school uniform. This expectation will be strictly enforced by the teaching faculty and administration.

Students are expected to come to school dressed in their uniforms and to maintain a well-groomed appearance. Provocative or unusual hairstyles or colours are not considered appropriate for a school setting. Students arriving at school not properly dressed may not be allowed to attend class and may be asked to return home, or parents may be called to bring the proper dress to school.

School uniforms may be purchased from the school office. If you prefer to have uniforms made, please purchase the fabric from the school. The school will give you a pattern for the uniform. The school's fabric must be used, and the pattern must be followed.

The LANNA uniform includes warm black hoodies with the school logo that may be worn during periods of colder weather, both around school and in the classrooms. These are available to purchase from the school office. No other outer clothing should be worn in classrooms or around the school, except in the case of foul weather when an outer coat can be worn outside. Hoodies and other jackets **should not** be worn in hotter months.

During colder months, students are permitted to wear black (plain) leggings beneath their school uniforms or black (plain) tights/long socks. Any student who wears multicoloured/patterned leggings to school will be asked to remove them in school.

Shoes should be trainers, sandals, sneakers or dress shoes worn with socks. No flip-flops or high-heeled shoes are allowed. For science classes, shoes or trainers that completely cover the foot are essential for reasons of safety in the laboratory.

The wearing of excessive or valuable jewellery or watches is discouraged. Please note that SMART watches are not permitted to be worn during school time. Lanna International School Thailand accepts no responsibility for any jewellery or other items (for example, mobile phones) brought to school by students.

The wearing of nail varnish is discouraged as well as any hair extensions or hair accessories outside of items that compliment the school uniform.

During periods of high temperatures, children must wear a hat when playing outside. Hats and caps may not be worn indoors.

PE Uniform

The Physical Education (PE) uniform for both boys and girls consists of the House shirt, the school black PE shorts, and athletic shoes (or trainers). Students may wear a hat during PE. For some activities, students may need special PE clothes or equipment, for example, swimwear, towels, and swimming goggles. During periods of colder weather, students are permitted to wear long black jogging pants with their PE shorts underneath.

Students who play in school representative futsal/football teams are required to provide their own shin pads. This is a CMAC regulation and players without this protective equipment will not be allowed to take the field.

Students in Years 5 & 6 change into their PE uniforms before their PE class and change back into the school uniform after the class.

If students do not have their PE uniform, they may not be allowed to participate in PE that day. This may negatively affect their report grades for PE.

Basic Student Equipment

The following lists are for equipment that should be taken to EVERY LESSON, although, of course, it won't always be needed.

For normal classroom based lessons: pen, pencil, sharpener, ruler (30cm clear plastic is best), eraser, home learning diary, appropriate textbook and notebook for the subject.

For Art classes: personal sketchbook

Guns and Weapons (including toys/replicas)

No guns, replica guns, or other weapons (either real, replicas, or toys) should be brought to school at any time. This includes toy weapons at themed dress-up days.

Disciplinary Actions

Because the school should be a safe place where students can reach their full potential and because each individual has the right to be supported, rules and regulations have been set out.

In accepting admission to the school, each student and parent has, in effect, made an agreement to abide by the school rules. Each family will receive a copy of the student handbook so that they know what is expected of them (it is also available to download at any time from our school website). Not abiding by those rules will have certain consequences.

The steps in disciplining a student (not necessarily followed through as a sequence), taken by a member of staff or administrator are:

- **Verbal warning:** The teacher can give a warning to the student and alert the homeroom teacher and the Deputy Head and Primary Principal. They will discuss the issue with the student.
- **Detention:** Supervised detention can be held during lunchtime. The student will complete work set by a member of staff.
- **Classroom Monitoring:** The Deputy Head of School and Primary Principal will issue daily monitoring sheets to the student for a fixed period of time; often a week or more. Each teacher will grade and sign the form at the end of every class, giving grades for both behaviour and quality of work. At the end of each day the student takes the monitoring sheet home to be signed by the parent/guardian and then meets with the Deputy Head of School and Primary Principal the following morning to discuss progress and obtain a new monitoring sheet (if appropriate).
- **Conference with Head of School/ Deputy Head of School and Primary Principal/ Parents:** After repeated warnings and/or detentions, a student may be referred by the Principal for further disciplinary action. Parents will be asked to come to the school for a conference and a contract may be worked out between the student and the school. Parents will also need to sign the contract. Serious offences such as vandalism, substance abuse, fighting, etc. will automatically be referred to the Principal for disciplinary action.
- **Suspension:** For serious issues, or after failing to live up to the contract, a student may be suspended. The in-school suspension means that we expect the student to be in school but he/she will not be permitted to attend any classes or social events. Out of school suspension means the student can not attend classes or return to the school premises for any reason during that period. On returning to school at the end of a suspension period, a student can be readmitted only after discussion between the parents, student, and Principal.
- **Withdrawal from school:** The school can recommend complete withdrawal from LANNA for the most serious offences, or in the case of students failing to respond to suspensions or academic probationary measures. When withdrawal is recommended, parents will be called to a conference so that full details of the situation can be given.

13. Student Protection, Safety and Health (Safety in School)

Child Protection at LANNA; Creating The Right Atmosphere

LANNA School is a learning environment. It is now well documented beyond dispute that learning takes place best in an environment where children feel safe, supported and secure.

All adults at LANNA School work hard to create this atmosphere by:

- Treating children with respect and dignity.
- Maintaining a stable, consistent, safe and predictable environment.
- Enforcing rules, boundaries and regulations consistently and fairly.
- Intervening if we believe a child is being abused or in danger of abuse.

In 1994 Thailand signed an agreement with the United Nations about the rights of children, (Convention of Rights of the Child, 1989) this document makes clear a range of basic needs that every child has a right to. These include:

- A right to a family life
- A right to privacy
- A right to some form of help or support if something bad has happened to them
- A right to be involved in decisions about what happens to them
- A right to be protected from all forms of abuse.

It is a requirement for all LANNA School staff to report any child abuse concerns.

At LANNA School we do not:

- Hit children as a form of punishment or believe that anybody else should do so.
- Act in a way that is cruel or humiliating towards children.
- Ask children to do anything unsafe.
- Ridicule and demean children.
- Deliberately make them feel anguish or fear

Photography of Students at School

Lanna International School fully recognises the Convention of the Rights of the Child, Thailand's Child Protection Act (2003) and its responsibilities for child protection.

School Marketing Opportunities

The school will use photographs of children in its marketing materials such as brochures, advertisements, school website and social networks such as Facebook. No image of a child will be used should we not have signed consent from the parents or guardians of these children. This consent is built into our 'Application Process' and is reversible at any time should parents wish their children not to be used for school marketing purposes.

Photography on the School Campus

Photographs of children by any person not part of the school's staff is not allowed other than at special school events where parents have been invited to attend such as assemblies, fancy dress parades, Thai cultural events and PTO events.

Parent & Staff Responsibilities

In accordance with the school's Child Protection and Safeguarding Policy, parents and staff are asked not to use photos of children for distribution via the internet without their permission. This includes social networks such as Facebook. This is obviously difficult for the school to manage and consequently we ask all parents and staff to adhere to and be a responsible supporter of our policies.

Parents have every right to publish photographs of their own children, but please remember that some parents are not comfortable with photographs of their children being distributed online by other parents.

School Nurse

The Primary school employs one full time nurse (Nurse Lucy). Should your child require medicine during the school day, please consult the nurse, **not** the classroom teacher. Please ensure that the name and year group of the student and the dosage of any medication are clearly stated. Medication is only administered to a student after permission from the parent is given. We request that you do not send your child to school if the student has a fever. In the case of contagious diseases, for example chicken pox, influenza, hand foot and mouth students should stay at home for a week unless they have been given a medical certificate from a doctor to say that they are well enough to return to school.

Lanna International Primary School adheres to the strict guidelines and protocols issued by OPEC and ISAT regarding limiting the spread of COVID-19. As such, we have guidelines during periods of forced closure with our online distance learning programme and with reopening of the Primary Campus. These are working documents which are shared with our parent community to keep them informed of the safety measures we take to ensure our campus is in compliance with the guidelines and to ensure the safety of our students and staff.

The school should be informed of any medical ailments, allergies, or changes in medical circumstances so that we will be able to act in the appropriate manner in the case of an emergency. Parents should inform the nurse if their child has asthma or any allergies. Students with asthma should have the appropriate inhaler.

Visitors in Classrooms

Teachers may invite parents or other visitors to participate in special classroom events and activities. However, as a matter of policy and safety, the school does not permit visitors in the classroom or school premises unless they have been invited by the teacher. Should a parent wish to observe a classroom lesson, he or she should speak with the Head of School.

Emergency Drills

Emergency drills are held regularly during the year. Some are announced in advance, some are surprise drills. Emergency instructions are posted in each classroom and all staff are familiar with exit routes and location of fire equipment. All staff are trained in First Aid and Fire prevention as part of our Orientation week at the Primary Campus.

Duties and Supervision

All staff members have assigned duties when students are not in class. Staff commence these duties at 07.30 and complete them at dismissal time. These duties are for the purpose of ensuring that the students are supervised and safe during the school day. We do not provide any supervision on the campus before 7.30 or after 15.30.

Parents must remain with their children should you arrive at school before 07.30.

14. Students Transferring Schools

Students Transferring from LANNA

When a student leaves Lanna International School, he/she has to make sure all books and materials are returned to the library/teacher, and all the bills have been paid. The cost of replacement of lost or damaged books will be deducted from the book deposit. This cost will include relevant taxes, transportation and handling costs, and will therefore be significantly more than the simple purchase cost of the book from the UK or other country from which the book is obtained.

A leaving certificate and/or an academic transcript are prepared. A minimum notice of two weeks is requested. Reports at the end of grading periods can, on written request, be mailed to a forwarding address.

Lanna International School Thailand

166 Moo 10, Baan Waen, Hang Dong,

Chiang Mai 50230, Thailand

Tel: (052) 000 838

Visit our website: www.lannaist.ac.th

Facebook: www.facebook.com/lannaist

E-mail: info@lannaist.ac.th

