

WICHAI WITTAYA ENGLISH PROGRAM



SECONDARY SECTION

STUDENT & PARENT HANDBOOK

2015

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Welcome from the President

Dear Students,

Welcome to the new school year at Marmara School. This new school year means a new beginning, and some changes. The team at the school is caring, competent, dedicated and willing to assist you, and we are all excited about this coming school year. We are all working very hard to provide the best possible learning environment for our students. We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone involved: students, parents, and staff. The mission of the school is to create a partnership between these three. Each of us is responsible for doing his or her part to make our school a place where we can all strive together in harmony.

Marmara School is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that is conducive to learning. Our faculty and staff look forward to sharing their academic expertise and organising special programs and extracurricular activities. We encourage you to get to know the school, its programs, activities, and routine. Become an active participant in our school and get involved through classes, clubs and activities.

This handbook is an overview of our school's goals, services and rules. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parents/children, and let it serve as a guide for your effective involvement in all areas of the school. It has been written to provide everybody with the information that will make your academic year purposeful and rewarding in every aspect. Keep this handbook at hand, as you are going to use this information throughout the school year.

On the behalf of the entire school staff and community, I extend my best wishes for a great school year.

Sincerely,

Mr. Metin Askan

President of Wichai Wittaya English Program

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

In order to achieve our mission, every member of the school community must respect the rights of others to learn. This means creating an environment that is physically, emotionally and intellectually safe, as well as orderly and conducive to learning. The information in this handbook provides the guidelines for all our behaviour and attitudes that will create a positive environment in which each student, parent, and teacher can contribute and learn. Hence this “Student and Parent Handbook” is written to and for you.

This handbook may be modified by the school after reasonable notice to the parents and students of any changes.

Philosophy:

”English Fluency, Academic Excellence, Moral Enrichment”

The Description of Our Philosophy:

English Fluency: To provide an education that will apply communication skills using the English language throughout their learning.

Academic Excellence: To provide our students with quality educational services and opportunities that will enable them to become successful and active learners who enjoy learning.

Moral Enrichment: To enrich and challenge excellence in physical and moral development.

Vision:

The Education Management Vision of the School over the next 10 years is to develop successful students within Thai society. The combination of international knowledge and Thai education will give students an opportunity and the potential to lead a successful life. This style of education will enable the students to develop high standards of moral and ethical behaviour, self-esteem and the traditions and culture relevant to Thai society.

Mission:

We strive to achieve this vision by ensuring an inviting school climate, which nurtures positive self-esteem and creates rewarding, challenging, meaningful learning relevant to everyday living.

In order to fulfil our Mission, the school is committed to:

- Reforming the school Organization Structures to comply with the National Education Act Reform
- Developing technological teaching aids including databases, and training teachers to use aids and equipment appropriate for current best practice education and learning processes.
- Encouraging all individuals to be interested in learning as a lifelong process, fostering a cooperative relationship between the school and the community.
- Providing a safe, clean, good and caring environment, which maximizes learning potential.
- Providing high quality educational opportunities using a student-centred learning approach as is recommended for supporting best practice education.
- Supporting students learning English by creating a comfortable environment which emphasizes the correct usage of the English language, enabling students to develop themselves at their own pace and helping them to fulfil their potential.
- Organizing various activities to maintain the full development of school personnel in all aspects, i.e., physical and psychological health, morality, a desirable way of life, preservation of traditional culture, national resources, and environment.

Objectives:

- ✓ To maintain the school administration processing unit.
- ✓ To ensure the school provides quality technological teaching aids suitable for classroom instruction.
- ✓ To encourage both students and personnel to be lifelong learners. To ensure that they meet a high standard of capability and trustworthiness expected by their society.
- ✓ To ensure the school maintains a clean, safe and secure environment, as well as provides a learning system that allows students to focus on their education and moral enrichment.

- ✓ To monitor students throughout their studies, thus ensuring regular assessment of academic progress, and in turn providing the opportunity to maintain a high standard of learning.
- ✓ To encourage students to use the English language throughout the 4 main skill areas (reading, writing, speaking and listening) efficiently.
- ✓ To maintain high moral standards throughout the school community; ensure they have respect for themselves and others; maintain a positive outlook on life; develop a healthy physical appearance and psychology whilst taking an active role in social and environmental issues.

1.3 School Curriculum

Marmara School provides an English Program education for students from Kindergarten 1 to Mathayom 6 (Grade 12) in accordance with the Maths/Science stream in our Mattayom Section. We incorporate Thailand’s National Curriculum designed by the Ministry of Education. We accept both boys and girls to study in our English program.

1. Kindergarten Section (K1 – K3)
2. Ages between : 3-6 Years
3. Primary Section (P1 – P6)
Ages between: 6-12 Years
4. Secondary Section (M1 – M6)
Ages between: 12-18 Years

Curriculum Policy of the School

Education in our kindergarten aims to develop the students in 4 areas: physiology, mood, society, and intelligence. These aims will be achieved through learning by experience. The atmosphere of learning in both English and Thai languages is in a lovely, warm surrounding, which enhances their morality, helps them concentrate in their work and develops reading and a healthy attitude towards nature, the environment and Thai philosophy.

Education in Primary Level 1 aims at continuing to support students’ learning, as well as taking note of their interests and responses. It emphasizes the development of a quality life in society. Students are able to expand their essential reading and writing abilities, to be able to analyze, think creatively and communicate in both English and Thai languages with aesthetics and morality.

Education in Primary Level 2 aims at supporting the whole education content as covered in the curriculum. It builds the essentials of the English and Thai languages and Mathematics in preparation for the higher levels. It is supported by activities attached to the curriculum, and teaches students how to find knowledge from its source by using English and Thai languages. It is

concerned with development of the whole body concentrating on good physical and mental health and high morality of the students.

Education in Level 3 aims at supporting learning processes by discovering students' abilities, aptitudes, and interests by using English and Thai language media. It helps students to develop basic learning processes, balancing life in knowledge, thinking, ability, personality, goodness, and responsibility for themselves and for society. It helps them to choose and use information gathered through appropriate instructional technologies. It emphasizes Thai wisdom, morality, respect for themselves and society, and being understanding and tolerant to other cultures.

Education in Level 4 aims at applying academic, social and technologically related knowledge, abilities and skills through using efficient English and Thai languages. Students are able to access information using instructional technologies properly, and are able to choose and pursue a university education according to their desires. They are aware of their rights and responsibilities to society and they can understand and accept other cultures. Students will want to continue their studies and will be determined to develop themselves and their society. It emphasizes conserving Thai wisdom and morality.

Chapter 2 Curriculum

2.1 Kindergarten Curriculum Management

The curriculum (available in the section) emphasizes developmentally appropriate practice for young children. It provides, through an integrated approach, for all areas of their development: physical, socio-emotional and intellectual. Kindergarten teachers and parents may find this curriculum to be a valuable resource because it includes approaches to instruction that accommodate the diverse learning needs of young children.

2.2 Objectives of the Kindergarten

The Kindergarten program curriculum aims to develop children physically, emotionally, mentally, socially and intellectually. It also aims to provide a strong foundation upon which students can grow to become active participants in lifelong learning.

2.3 Characteristics by Ages

Characteristics by Ages refers to the abilities or natural development in each age level. Teachers should understand 3-5 year-old child characteristics when considering experiential learning management in each level. The learning and teaching should correspond to individual differences. The development pace might be fast or slow in each age level. It is, however, a continuous process. During this time of development, parents must take an active part along with teachers. The important Characteristics by ages are shown as follow;

3 year-old child

Physical development

- jumps up and stays in place
- catches the ball with hands and body
- walks up the stairs by alternating their legs
- draws circles following examples
- cuts with scissors by using one hand

Emotional and mental development

- express their feelings
- express themselves when being praised and shows satisfaction
- fear of being separated from close people reduces

Social development

- eats by themselves
- plays with friends with their own toys
- acts in role-play
- waits for people or to get something

Intellectual development

- sorts out same and different things
- tells his/her own name
- asks for help when in need
- makes conversation/ tells story in short sentences
- shows interest in tales or stories
- sings, reads poems, tales and rhymes and imitates acts
- uses the question word 'What'
- creates their work by themselves
- develops curiosity of their surroundings

4 year-old child

Physical development

- jumps on one leg and stays in place
- catches the ball with 2 hands
- walks up and down by alternating their legs
- draws quadrilateral shape following examples
- cuts paper following a line

Emotional and mental development

- expresses their mood according to their situation
- praises his/her own work and that of others
- challenges adults

Social development

- gets dressed and goes to the restroom by themselves
- plays with his/her friends
- waits in queue
- shares things with others
- keeps toys in their correct place

Intellectual development

- classifies things by using 5 basic senses
- tells their first name and last name
- solves some problems by themselves with teachers help
- makes conversation / tells a story using more details
- creates work by themselves in more detail
- uses the question word 'Why'

5 year-old child

Physical development

- jumps forward on one leg
- catches the ball bounced from the ground with 2 hands
- walks up and down stairs easily by alternating their legs
- draws triangle following examples
- cuts paper following a curved lines
- uses motor skills appropriately such as doing buttons up, tie shoes laces
- straightens up their body appropriately

Emotional and mental development

- expresses their mood according to their situation
- praises their own work and that of others
- being aware of their surrounding

Social development

- does daily routine jobs by themselves
- plays or works with friends
- shows respect by 'Wai'
- says 'Thank you' when they receive things
- develops a sense of responsibility

Intellectual development

- identifies and categorizes things based on smell, color, taste and shape
- tells their name, surname and age
- tries to find solving method by themselves
- creates their work by themselves in more detail and creativity
- uses the question words 'Why or How'
- understands about abstract things
- counts up to 20

2.3.1 Learning

Substances Learning Period

Children spend 1-3 school years in the Kindergarten program depending on the age they start learning in the school.

Learning substance mediates how to arrange activities to support children to develop physically, emotionally, mentally, socially and intellectually in order to become decent citizens. Learning substances include knowledge, skills and processes, characteristics or norms, morality and ethics. The scope of knowledge for 3-5 year old children is about themselves, surrounding people and places, the environment that they can relate to or interact with in their daily life, and be interested in. Children grasp ideas more easily and more effectively and maintain their interest in school when they have an education program that is integrated - one that enables them to connect their learning to their own lives and the world around them, and that helps them develop knowledge and skills in one area that are relevant in other areas. We should lead them to have a good attitude and good feeling with themselves and others, a love for learning, for nature, and the environment.

Teachers may use learning substances to apply an integrated unit plan, or to be able to use various methods which correspond to the philosophy and principles of the program. These are divided into following 2 sections

2.3.2 Important experiences

Important experiences are certainly required to enable children to develop physically, emotionally, mentally, socially and intellectually. These experiences will help them **be skilful in knowledge** by interacting with objects and surrounding people and also in their **morals and ethics**.

Important experiences for supporting physical development:

a) To balance and develop their major muscles

- Movement by staying in place and moving to other places
- Movement by carrying things
- Playing in the playground

b) To develop their minor muscles

- Playing instruments
- Drawing and colouring
- Making things with clay, Plasticise, sticks, disposable materials etc.
- Making models and dismantling them

c) To Take care health

- Taking care of their health

d) To keep safe

- Keeping themselves and others safe through their daily life

Important experiences for supporting emotional and mental development:

a) Music

- Reacting to music
- Playing simple music instruments by striking or drumming
- Singing

b) Aesthetics

- Admiration and creation
- Sharing humorous stories or funny events

c) Playing

- Free play
- Individual and team play
- Indoor and outdoor play

d) Morality and Ethics

- Conducting themselves through moral, ethical and religious precepts

Important experiences for supporting social development; Social Learning:

- Doing daily routines by themselves
- Playing and working with other people
- Planning, making decisions, and performing
- Taking the opportunity to fulfil their feelings and needs, and expressing an interest in themselves and others
- Sharing opinions and respecting the opinions of others
- Solving problems in play
- Conducting themselves according to Thai culture

Important experiences for supporting intelligence development:

a) Thinking

- To know things by seeing, listening, touching, tasting, and smelling
- Imitation of actions and sounds
- Connecting pictures, photos, and patterns with real things or places
- To know and express ideas by manipulating materials, toys and products
- Creative thinking through manipulation of materials etc.

b) Usage of language

- Expressing their feelings using language
- Talking with others about their own experiences, or talking about themselves
- Explaining about things, events, and the relation of things
- Listening to stories, poems and rhymes
- Writing and drawing in various styles depending on their experiences, which are communicated to them by written pictures, letters, symbols or their names
- Reading in various styles depending on their experiences which are communicated to them by seeing pictures, symbols, or by listening to an interesting story

c) Observation, Classification and Comparison

- Surveying and explaining the similarity or differences between things
- Matching, classifying and grouping things
- Comparison of long/short, rough/smooth etc.
- Placing things in order
- Approximating things
- Setting hypothesis
- Searching
- Using or explaining things by using various methods

d) Numbers

- Comparing numbers in terms of being greater or smaller than, or equal to
- Counting
- Matching one to one
- Increasing or decreasing of numbers or amounts

e) Relative Dimension (Area/ Distance)

- Connecting, separating, containing and pouring out
- Observing things and places in various aspects
- Explaining about the relative positions of things
- Explaining about the direction of movement of people or things
- Communicating relative dimension by drawing, photos and pictures

f) Time

- Starting and stopping an action on a signal
- Time comparison such as morning, evening, yesterday, tomorrow etc.
- Ordering chronological events
- Observing the seasonal changes

2.3.3 Learning substances

The main resource for a child's learning is from their environment. Teachers can make modifications according to their age, needs, and interests or be flexible in context depending on their experiences and environment in life. Learning substances for a 3-5 year-old child are as follows:

Understanding themselves: they have to know their name, surname, shape, appearances, and parts of body. Likewise, they have to know how to clean and protect themselves, how to eat nutritious meals, how to play or work alone or with others, as well as how to express their opinions, feelings and how to display good manners.

Understanding people and places around them: they should get the chance to know about their family, school community, people who they are close with, or those they interact with in their daily life.

Understanding the nature around them: they should know about living things and non-living things including natural changes such as seasons, daytime, night time etc.

Understanding their surroundings: they should know the colour, size, shape, weight, and surface of objects, utensils or toys, and vehicles they use in their daily lives.

2.3.4 Experiential learning management

Experiential learning management for 3-5 year-old children is provided as integrated activities management. This is accomplished by playing, and is not learned in each subject. This way they can learn from experiences directly. In so doing they will gain more skills, morality, and ethics in terms of intelligence development. These are shown as follows:

The principles of experiential learning management

- To arrange playing and learning experiences in line with developing continually
- To emphasize the child to be centred, respond to their needs, interest, individual differences and the frame of their surrounding

- To arrange their development using processes and products
- To evaluate their development continually and to manage experiential learning
- To request that their family and community cooperate with the school for the child's development

Guidelines for experiential learning management

- To arrange experiences that correspond to psychological development that is suitable for their age, maturity, and development level in order to fully develop their potential.
- To arrange experiences that correspond to the patterns of learning for 3-5 year old children by learning to use their 5 basic senses, by moving, surveying, playing, observing, searching, doing experiments and solving problems by themselves.
- To arrange experiences which are integrated with skills and learning substances.
- To arrange experiences in which children can begin to think, plan, decide, do experiments and present their work with advice from the teacher. Teachers are helpers and should give confidence to the children.
- To arrange experiences in which children can interact with other friends and adults in a good, warm environment for learning, and learn how to work in collaboration with others
- To arrange experiences in which children can interact with several materials and learning sources in their life
- To continuously arrange experiences which teach children good habits and skills in daily life and to be able to insert morality and ethics in experiential learning management.
- To arrange experiences to enable children to adapt to unexpected situations.
- Parents and the community should cooperate with the school to arrange some experiences including planning, supporting learning materials, attending activities and evaluating development
- To provide school database records by collecting data about individual child development and learning, then use the database for developing and doing classroom research

2.3.5 Daily routine management

The various daily activities that a 3-5 year-old child can be provided in terms of activities for helping teachers and children know what, when, and how to do activities each day. The principles of daily activities arrangement are stated as follows:

The principles of daily activities arrangement

- Setting the period of time for arranging daily activities as appropriate for their age
- Activities with using thought in small or big groups should not be continued over 20 minutes
- Playing freely either with classroom materials or outside for 40 – 60 minutes.
- Activities should be balanced between inside and outside activities, usage of major and minor muscles, individual and small/big group activities, activities which can be started by children or teachers, and activities which use more or less energy. However, we have to arrange exercise activities alternated with non-exercise activities in order to not tire the children.

The frame of daily activities, or the selection of activities should be covered by the following:

- **Main part of muscle development** should be used in order to develop the strength of main muscles, movement, and activity for the moving body. Therefore we should arrange outdoor activities, playing in the playground or dancing
- **Minor part of muscles development** should be used in order to develop the strength of minor muscles and coordination between hands and eyes. Therefore we should arrange playing activities by using touchable equipment, doing puzzles, getting dressed by themselves, using a spoon and fork, using colouring tools such as crayons, scissors, brushes and clay etc.
- **Emotional, mental development as well as morality and ethical practices** should be used in order to make children feel good about themselves or others. They need to be self confident, disciplined, responsible, honest, safe, generous and polite. In addition, we have to motivate them to conduct themselves in accordance with Thai culture and religion. Therefore play activities should be arranged to help them practice morality and ethics.
- **Social behaviour development** should be used in order to teach them to have good manners, display suitable expressions, live with others happily, help themselves in their daily routine, love reading,

and be mindful of their own and others' safety. We should instruct them in their daily activities, such as eating, sleeping, using the toilet, washing, playing with others, conducting themselves by the rules, and keeping things tidy and in the correct place, etc.

- **Thought process development** should be used in order to develop their ability to understand concepts, observe, classify, compare, categorize, chronicle, and solve problems. We should discuss or debate and invite experts to teach. We need to search sources of data, experiment, go sightseeing, cook, and arrange play appropriate to their age. They need to practice problem solving in their daily lives and take part in individual and small/ big group activities
- **Language development** should be used in order to give them the chance to use language to communicate feelings, thoughts, and their understanding of their experiences. We should arrange various language activities in a good environment for learning, and develop a love for reading. Those close to them should be good role models in this regard. We have to consider the principles of language activities management according to their age
- **Imagination and the promotion of creative thinking** should be used in order to develop their creative thinking, to enable them to express their feelings and to appreciate the beauty of things in their environment. We need to use art and music to stimulate their imagination, invent things freely, act in role-play, play in water, play with sand, and make things from sticks and solid shapes.

2.3.6 Development evaluation

3 to 5 year old children are evaluated in terms of their physical, emotional, mental, and social and intelligence development. This evaluation needs to be a continuous process and takes note of the routine activities for children. Results will be used to improve and plan activities which support each child's development through the curriculum. Development evaluation should be considered with the following principles:

- To evaluate all of their development and use the results for further development of the child
- To evaluate individually and continually throughout the year
- The evaluation conditions should be the same as they experience daily
- To evaluate systematically, plan, and to select tools as well as record for evidence

-Evaluation needs to take place in real conditions using various methods and use several data sources, not only through testing. The appropriate evaluation method for a 3-5 year-old child may include observation, behaviour records, conversations, interviewing, and analyzation of data from their portfolio.

2.4 Kindergarten Curriculum Structure

Grade	Time / Min / Week			Time / Min / Term		
	KG.1	KG.2	KG.3	KG.1	KG.2	KG.3
Games	20	30	30	400	600	600
Circle time	30	30	30	600	600	600
Creative Activity	20	20	20	400	400	400
Song and Dance	40	30	30	800	600	600
Total	110	110	110	2200	2200	2200
Special activities or Free time	60	55	50	1200	1100	1000
Playground and Sport Activity	15	20	25	300	400	500

2.5 Primary Curriculum Management

Wichai Wittaya (Bilingual) School's Primary Section has been following a Bilingual Program since 2001 with the aim of enhancing English language skills of students. English is the most important international language. The bilingual programme is intended to enable students to adapt what they learn in class to their daily lives and to continue their education successfully in the future. The Content and Curriculum Structure of the school is in accordance with the curriculum issued by the Ministry of Education, and incorporates successful curricula from overseas to ensure that the students are able to communicate effectively in English as well as speak the Thai language fluently and behave in harmony with Thai culture.

There are 10 subject groups taught in the Primary Section. The following are taught in English by native English speaking teachers: English, Mathematics, Science and Computer subjects. Thai teachers teach Social-Studies, Religion and Culture, Vocational Education, Art-Music-Dance, Physical Education, Supplementary Mathematics, Supplementary Science and Learner Development Activities (Boy Scout and Clubs). A wide range of clubs are available both in Thai and English, depending on students' skills and interests.

Teaching Management of Level 1(Primary Grade 1-3): Students in this level are taught by two permanent homeroom teachers: one native English speaking teacher and one Thai teacher. Art, Music-Dance, Vocational Education, Computer,

and Physical Education are taught by special subject teachers. Foreign teachers in these grades teach English, Mathematics, Science and Health Education to their own classes.

Teaching Management of Level 2 (Primary Grade 4-6): Students in this level are taught by subject specialists in every subject. As students move toward the secondary program, they develop advanced analytical skills and creative thinking ability.

PRIMARY SECTION CURRICULUM STRUCTURE

Subject / Activity	ป.1	ป.2	ป.3	ป.4	ป.5	ป.6
Main Subjects						
Thai	240	240	240	200	200	200
Mathematics	120	120	120	160	160	160
Science	120	120	120	120	120	120
Social	60	60	60	60	60	60
History	20	20	20	20	20	20
Health and Physical Education	80	80	80	80	80	80
Art	80	80	80	80	80	80
Occupation and Technology	80	80	80	80	80	80
English	360	360	360	360	360	360
Grand Total	1160	1160	1160	1160	1160	1160
Student Development						
Guidance and Homeroom	40	40	40	40	40	40
Club	40	40	40	40	40	40
Scout	40	40	40	40	40	40
Chinese				40	40	40
Social Services	10	10	10	10	10	10
Total	130	130	130	170	170	170
Additional Subject						
Supp. Mathematics	120	120	120	80	80	80
Supp. Science	80	80	80	80	80	80
Additional Subject Total	200	200	200	160	160	160
Grand Total	1490	1490	1490	1490	1490	1490

	Subject	Periods/ year		100%		Periods/ week		Period (min)
		P.1-3	P.4-6	P.1-3	P.4-6	P.1-3	P.4-6	
1	Thai	240	200	70.73%	70.73%	6	5	45
2	Mathematics	120	160			3	4	
3	Science	120	120			3	3	
4	Social Religion and culture	60	60			1.5	1.5	
5	History	20	20			0.5	0.5	
6	HPE/PE	80	80			2	2	
7	Art	80	80			2	2	
8	Career and Technology	80	80			2	2	
9	English	360	360			9	9	
Total		1160	1160			29	29	

Extra Content:

No.	Subject	Periods/ year		100%		Periods/ week		Period (min)
		P.1-3	P.4-6	P.1-3	P.4-6	P.1-3	P.4-6	
1	Sup. Math	120	80	12.20%	9.77%	3	2	45
2	Sup. Sci	80	80			2	2	
Total		200	160			5	4	

Community Development Activity

No	Subject	Periods/ year		100%		Periods/ week		Period (min)
		P.1-3	P.4-6	P.1-3	P.4-6	P.1-3	P.4-6	
1	Boy scout	40	40	17.10%	19.51%	1	1	45
2	Club	40	40			1	1	
3	Guidance/Homeroom	200	200			-	-	
4	Chinese	-	40			-	1	
Total		280	320	-	-	2	3	
Grand Total		1,640	1,640	100	100	36	36	

2.7 Teaching Program

Subject	P.1 Period	P.2 Period	P.3 Period	P.4 Period	P.5 Period	P.6 Period
1. Math	3	3	3	3	3	3
2. English	9	9	9	9	9	9
3. Science	3	3	3	3	3	3
4. Computer	1	1	1	1	1	1
5. Music/Dance	1	1	1	1	1	1
6. Art	1	1	1	1	1	1
7. P.E.	1	1	1	1	1	1
8. Thai	6	6	6	5	5	5
9. Math (Th)	3	3	3	3	3	3
10.Science(Th)	3	3	3	3	3	3
11.Social Religion and culture	1	1	1	1	1	1
12.History	1	1	1	1	1	1
13.Chinese	-	-	-	1	1	1
14.Scout	1	1	1	1	1	1
15Vocation	1	1	1	1	1	1
16.Club	1	1	1	1	1	1
Total	36	36	36	36	36	36

2.8 Secondary Curriculum Management CURRICULUM

- Marmara Schools provide education for students from Nursery to Mathayom 6 (Grade 12).
- Nursery 1 year, Kg 3 years and primary 6 years, 6 years in secondary section need to be completed.
- There are 4 levels in primary and secondary, 3 years each.
- Marmara Schools are English Program Schools.
- Marmara Schools follow Mathematics and Science Program
- Marmara Schools incorporate the National Curriculum designed by the Ministry of Education of Thailand.
- All subject curricula are revised by related departments annually.

2.8.1 ASSESSMENT PROCEDURES

There are a number of different types of assessment procedures used at Marmara Schools. They include:

2.8.1.1 Analysis of student performance, e.g.

Participation in class
Practical activities
Presentations

2.8.1.1 Analysis of written work, e.g.

Research reports
Assignments
Case studies
Essays
Records of practical
Map work
Comprehension exercises
Bookwork

Tests, e.g.

Written and oral class tests
Quizzes
Formal examinations

Students' work, attitudes, co-operation, promptness with assignments is under continual assessment, and formal reporting to parents takes place two times per semester (see ASESSMENT REPORTS). If parents are concerned about their children's attitude, progress, achievement, etc. arrangements can be made for special interviews to discuss this at any time.

2.8.2.HOMEWORK POLICY

Homework is an essential part of our successful educational program at Marmara Schools. Doing homework will help you develop many valuable skills such as good study habits, time management, responsibility and perseverance.

1. Each student must write his or her homework in their notebook on a daily basis.
2. Homework and study-times are essential tools for students to develop their current potential.
3. Student must arrange their books based on their daily schedule.
4. The amount of homework a child may have on any given day will vary depending upon the nature of the assignment such as the amount of work the child completes in school that day or the speed at which the child completes his/her work at home.

Notice: If you or your parents have questions about the given homework, the teacher of such class can be contacted.

2.8.3 EXAMINATIONS PROCEDURES

Marmara Schools' testing program is intended to assist teachers and administrators in a systematic evaluation of the academic programs, to diagnose students' strengths and weaknesses, and to aid in revision of the curriculum and planning of instruction.

In addition to routine testing and other measures of achievement, students at certain grade levels will take the standardized tests according to Marmara Schools Testing Program and Government Tests prepared by the Ministry of Education of Thailand

Marmara Schools Testing Program standard exams prepared by our experienced teachers vary from English examinations to exams for University Preparation. At the beginning of each academic year, examinations are announced by the schools.

2.8.4 Performance Rating

2.8.5 IC: (Incomplete Subject)

If the student gets less than 50 (a zero grade) from any subject, the student will take retest from that subject. If the student passes the given retest, his/her grade will be increased to 50; student cannot receive more than 50.

* In level 3 (Mathayom 1, 2 and 3); grades are given yearly; However, if student gets less than 50 in the semester, he/she should take retest.

Procedure and fees of retest are announced by schools.

2.8.6 Thinking Reading and Understanding Criteria

Students will get an evaluation in reading, thinking-analyzing and writing according to the schools and the Ministry of Education's standards. Students will know their level of knowledge and improve their current knowledge to further levels.

Quality Point Value	Grade Point Value	
80 - 100	4	Excellent
75 – 79	3.5	Very Good
70 – 74	3	Good
65 – 69	2.5	Fair
60 – 64	2	Satisfactory
55 – 59	1.5	Improved
50 – 54	1	Passed
0 – 49	0	Failed (In Complete)

2.8.7 Academic Awards

The primary goal of the Academic Awards is to celebrate students for their exceptional academic success. Academic awards also encourage and motivate students to be more successful both in school and their further lives.

Marmara Schools grant Achievement and Excellence awards to its successful

students at the end of each semester based on the following grades:

* Students who have a GPA of 3.40 and over and at least 2 in all subjects will be eligible for the Certificate of Achievement

* Students who have a GPA of 3.79 and over and at least 2 in all subjects will be eligible for the Certificate of Excellence.

* If a student fails one or more subject, he/she won't be eligible for academic awards.

* If a student receives any suspension, he/she won't be eligible for academic awards.

2.8.8 Reinforcement Courses

- Reinforcement course is mandatory for students who need extra studying and learning time to catch up with the standards of a particular subject.
- According to the Result of 1st Assessment report, reinforcement courses for Mathematics, Science and English subjects are opened for students. According to the necessities, reinforcement courses may be opened for other subjects as well.
- Students, who results in getting less than 50 or average in midterm, may be invited to reinforcement course. The students can take a course from one lesson or more according to his/her success.
- Subject teachers may select students who will join reinforcement courses.
- Attendance is a homogeneous for reinforcement courses.
- Parents should fill out acceptance form for courses.
- The course fee will be announced to parents during the regular school semester.
- Reinforcement courses will be given after school or on Saturdays. Schedule of the courses will be announced by the school.
- Students' performances in reinforcement courses will have a positive effect on their school subjects.

2.8.9 Enrichment Course

- Enrichment courses are designed for students who are better than average. These courses can be provided not only by teacher but also student request.
- Students' attendance is mandatory.
- Parents should fill enrolment form for courses.
- Enrichment courses will be given on after school or Saturdays. The parents will be informed upon the school schedule by the school.

Objectives of enrichment courses

Students should (be) / prepared:

- Motivated to learn new topics
- Challenged to learn advance topics
- Study for special examinations such as Entrance Examinations, International examinations (TOEFL, IESTL, SAT etc.)

2.8.10 GIFTED and TALENTED STUDENTS PROGRAMS

'Gifted and Talented students' means that a child or a youth who performs or shows the potential for performing a remarkably high level of accomplishment when compared to others of the same age and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

Programs mainly designed for gifted and talented students. In Marmara Schools, students are learning advanced topics compared to their classmates. These programs accept students after a selection exam / observing candidate's progress by subject teachers and/ or program coordinator. According to number of students, Marmara schools offer different courses in different fields such as Mathematics, Physics, Chemistry, Biology, Astronomy, Information Technology, English or Art and Music. Selected students are followed not only by school teachers but also professionals who are invited to teach. Details of the offered programs are announced by the schools during the academic year.

- 1. Mathematics**
- 2. Physics**
- 3. Chemistry**
- 4. Biology**
- 5. English**
- 6. Computer**

2.8.11 Summer Course

Marmara schools prepare a big variety of courses, camps and trips for students according to their needs and interests.

Summer activities may differ in each grade. Schools will announce their summer time activities and their regulations during the academic year.

Some of summer time activities and their target groups are mentioned below:

- * Intensive English Course for new students
- * University Entrance Preparation Courses for Grades 11 and 12
- * English Reinforcement Courses for some Level 2 and Level 3 students
 - * Science Olympiad Camps for some Level 2 and Level 3 students
 - * Trips and camps will be arranged according to request and needs.

For all summer time activities , you will be expected to follow these rules:

- You must wear your school uniform unless otherwise specified.

- You must abide by Marmara Schools codes of student conduct .
- No money will be refunded if a student does not participate in the planned activity without a confirmed excuse.
- Attendance is necessary for mandatory courses unless your parents/guardian ask for permission in person.

Lower Secondary section time study structure

Subject	Lower Secondary Section / Hrs (units) per Term		
1. Main Subjects	M1	M2	M3
Thai	80(2.0)	80(2.0)	80(2.0)
Mathematics	80(2.0)	80(2.0)	80(2.0)
Science	80(2.0)	80(2.0)	80(2.0)
Social and Religion			
▫ History	20(0.5)	20(0.5)	20(0.5)
▫ Religion and Moral			
▫ Duty of population and Culture			
▫ Economic	40(1.0)	40(1.0)	40(1.0)
▫ Geography			
HPE	40(1.0)	40(1.0)	40(1.0)
Art	20(0.5)	20(0.5)	20(0.5)
Occupation and Technology	60(1.5)	60(1.5)	60(1.5)
English Main	120(3.0)	120(3.0)	120(3.0)
Total Main subject time	540 (14.5)	540 (14.5)	540 (14.5)
2. Additional Subject	M1	M2	M3
- English Reading	60(1.5)	60(1.5)	60(1.5)
- Sup Math	40(1.0)	40(1.0)	40(1.0)
- Sup Sci	40(1.0)	40(1.0)	40(1.0)
Total Additional subject time	140(3.5)	140(3.5)	140(3.5)
3. Student Development	M1	M2	M3
▫ Guidance	20	20	20
▫ Homeroom	20	20	20
▫ Turkish	40	40	40
▫ Student Activity			
- Boy Scout	20	20	20
- Club	20	20	20
▫ Social Service Activity	Restore in each subjects and activities		
Total student development activity	120	120	120
Total	800	800	800

CURRICULUM STRUCTURE OF SECONDARY SECTION

Level 2 / Mattayom 1						
Subject Name	Unit	Subject Code Thai		Subject Code English		Period/ Term
Main Subjects						
		1 st Term	2 nd Term	1 st Term	2 nd Term	
Thai	2	ท21101	ท21102	THA21101	THA21102	80
Social, Culture	1	ศ21101	ศ21102	SOC21101	SOC21102	40
Religion	0.5	ศ21105	ศ21106	SOC21105	SOC21106	20
History	0.5	ศ21103	ศ21104	SOC21103	SOC21104	20
Mathematics	2	ค21101	ค21102	MTH21101	MTH21102	80
Science	2	ว21101	ว21102	SCI21101	SCI21102	80
Occupation	0.5	จ21101	จ21102	OCT21101	OCT21102	20
Technology	1	จ21103	จ21104	OCT21103	OCT21104	40
Health & Physical Education	1	พ21101	พ21102	HPE21101	HPE21102	40
English Main	3	อ21101	อ21102	ENG21101	ENG21102	120
Art	0.5	ศ21101	ศ21102	ART21101	ART21102	20
Additional Subjects						
English Reading	1.5	อ21201	อ21202	ENG21201	ENG21202	60
Sup. Math	1	ค21201	ค21202	MTH21201	MTH21202	40
Sup. Science	1	ว21201	ว21202	SCI21201	SCI21202	40
Student Development Activity						
Club	-	21903		ACT21903		20
Boy Scout	-	21905		ACT21905		20
Guidance	-	21902		ACT21902		20
Elective Subjects						
Turkish	-	ต21201	ต21202	TK21201	TK21202	40
TOTAL	17.5					820

Level 2 / Mattayom 2						
Subject Name	Unit	Subject Code Thai		Subject Code English		Period/ Term
Main Subjects						
		1 st Term	2 nd Term	1 st Term	2 nd Term	
Thai	2	ท22101	ท22102	THA22101	THA22102	80
Social, Culture	1	ศ22101	ศ22102	SOC22101	SOC22102	40
Religion	0.5	ศ22105	ศ22106	SOC22105	SOC22106	20
History	0.5	ศ22103	ศ22104	SOC22103	SOC22104	20
Mathematics	2	ค22101	ค22102	MTH22101	MTH22102	80
Science	2	ว22101	ว22102	SCI22101	SCI22102	80
Occupation	0.5	ง22101	ง22102	OCT22101	OCT22102	20
Technology	1	ง22103	ง22104	OCT22103	OCT22104	40
Health & Physical Education	1	พ22101	พ22102	HPE22101	HPE22102	40
English Main	3	อ22101	อ22102	ENG22101	ENG22102	120
Art	0.5	ศ22101	ศ22102	ART22101	ART22102	20
Additional Subjects						
English Reading	1.5	อ22201	อ22202	ENG22201	ENG22202	60
Sup. Math	1	ค22201	ค22202	MTH22201	MTH22202	40
Sup. Science	1	ว22201	ว22202	SCI22201	SCI22202	40
Student Development Activity						
Club	-	22903		ACT22903		20
Boy Scout	-	22905		ACT22905		20
Guidance	-	22902		ACT22902		20
Elective Subjects						
Turkish	-	ท22201	ท22202	TK22201	TK22202	40
TOTAL	17.5					820

Level 2 / Mattayom 3						
Subject Name	Unit	Subject Code Thai		Subject Code English		Period/ Term
Main Subjects						
		1 st Term	2 nd Term	1 st Term	2 nd Term	
Thai	2	ท23101	ท23102	THA23101	THA23102	80
Social, Culture	1	ศ23101	ศ23102	SOC23101	SOC23102	40
Religion	0.5	ศ23105	ศ23106	SOC23105	SOC23106	20
History	0.5	ศ23103	ศ23104	SOC23103	SOC23104	20
Mathematics	2	ค23101	ค23102	MTH23101	MTH23102	80
Science	2	ว23101	ว23102	SCI23101	SCI23102	80
Occupation	0.5	จ23101	จ23102	OCT23101	OCT23102	20
Technology	1	จ23103	จ23104	OCT23103	OCT23104	40
Health & Physical Education	1	พ23101	พ23102	HPE23101	HPE23102	40
English Main	3	อ23101	อ23102	ENG23101	ENG23102	120
Art	0.5	ศ23101	ศ23102	ART23101	ART23102	20
Additional Subjects						
English Reading	1.5	อ23201	อ23202	ENG23201	ENG23202	60
Sup. Math	1	ค23201	ค23202	MTH23201	MTH23202	40
Sup. Science	1	ว23201	ว23202	SCI23201	SCI23202	40
Student Development Activity						
Club	-	23903		ACT23903		20
Boy Scout	-	23905		ACT23905		20
Guidance	-	23902		ACT23902		20
Elective Subjects						
Turkish	-	ต23201	ต23202	TK23201	TK23202	40
TOTAL	17.5					820

Upper Secondary Section Study Time Table

Subject	Upper Secondary Section / Hrs (units) per Term		
• Main Subjects	M4	M5	M6
Thai	40(1.0)	40(1.0)	60(1.5)
Mathematics	80(2.0)	80(2.0)	80(2.0)
Science			
Physics and Astronomy	80(2.0)	80(2.0)	80(2.0)
Chemistry and Earth Science	60(1.5)	60(1.5)	60(1.5)
Biology and Life Science	40(1.0)	40(1.0)	40(1.0)
Social and Religion			
• History	20(0.5)	20(0.5)	20(0.5)
• Religion and Morals			
• Duty of population and Culture	40(1.0)	40(1.0)	40(1.0)
• Economic			
• Geography			
HPE	40(1.0)	40(1.0)	40(1.0)
Art	20(0.5)	20(0.5)	20(0.5)
Occupation and Technology	40(1.0)	40(1.0)	40(1.0)
English Main			
	100(2.5)	100(2.5)	120(3.0)
Total Main subject time	560 (14.0)	560 (14.0)	600 (15.0)
• Additional Subject	M4	M5	M6
• English Reading	60(1.5)	60(1.5)	-
• Sup Math	40(1.0)	40(1.0)	40(1.0)
• Sup Phys	40(1.0)	40(1.0)	40(1.0)
• Sup Chem	40(1.0)	40(1.0)	40(1.0)
• Sup Bio	40(1.0)	40(1.0)	40(1.0)
Total Additional subject time	220(5.5)	220(5.5)	160(4.0)
Student Development	M4	M5	M6
Guidance/Homeroom	20	20	20
Club	20	20	-
Social Service Activity	Restore in each subject and activity		
Total student development activity	40	40	20
Total	820	820	780

CURRICULUM STRUCTURE OF SECONDARY SECTION

Level 3 / Mattayom 4 Term 1

Subject Name	Unit	Subject Code Thai	Subject Code English	Period/ Term
Main Subjects				
Thai	1	ท31101	THA31101	40
Social, Culture	0.5	ศ31101	SOC31101	20
Religion	0.5	ศ31105	SOC31105	20
History	0.5	ศ31103	SOC31103	20
Mathematics	2	ค31101	MATH31101	80
Science (Physics)	2	จ31101	SCI31101	80
Science(Chemistry)	1.5	จ31121	SCI31121	60
Science(Biology)	1	จ31141	SCI31141	40
Occupation & Technology	1	ง31103	VOC31103	40
Health & Physical Education	1	พ31101	HPE31101	40
English Main	2.5	อ31101	ENG31101	100
Art/Music/Dance	0.5	ค31101	ART31101	20
Additional Subjects				
Entrance Math	1	ค31201	MATH31201	40
Entrance Physics	1	จ31201	SCI31201	40
Entrance Chemistry	1	จ31221	SCI31221	40
Entrance Biology	1	จ31241	SCI31241	40
English Reading	1.5	อ31201	ENG31201	60
Student Development Activity				
Club	-	31903	ACT31903	20
Guidance	-	31902	ACT31902	20
TOTAL	19.5			820

Level 3 / Mattayom 4 Term 2

Subject Name	Unit	Subject Code	Subject Code	Period/ Term
		Thai	English	
Main Subjects				
Thai	1	ท31102	THA31102	40
Social, Culture	0.5	ศ31102	SOC31102	20
Religion	0.5	ศ31106	SOC31106	20
History	0.5	ศ31104	SOC31104	20
Mathematics	2	ค31102	MATH31102	80
Science (Physics)	2	จ31102	SCI31102	80
Science(Chemistry)	1.5	จ31122	SCI31122	60
Science(Biology)	1	จ31142	SCI31142	40
Occupation & Technology	1	ง31104	VOC31104	40
Health & Physical Education	1	พ31102	HPE31102	40
English Main	2.5	อ31102	ENG31102	100
Art/Music/Dance	0.5	ศ31102	ART31102	20
Additional Subjects				
Entrance Math	1	ค31202	MATH31202	40
Entrance Physics	1	จ31202	SCI31202	40
Entrance Chemistry	1	จ31222	SCI31222	40
Entrance Biology	1	จ31242	SCI31242	40
English Reading	1.5	อ31202	ENG31202	60
Student Development Activity				
Club	-	31903	ACT31903	20
Guidance	-	31902	ACT31902	20
TOTAL	19.5			820

Level 3 / Mattayom 5 Term 1

Subject Name	Unit	Subject Code Thai	Subject Code English	Period/ Term
Main Subjects				
Thai	1	ท32101	THA32101	40
Social, Culture	0.5	ศ32101	SOC32101	20
Religion	0.5	ศ32105	SOC32105	20
History	0.5	ศ32103	SOC32103	20
Mathematics	2	ค32101	MATH32101	80
Science (Physics)	2	จ32101	SCI32101	80
Science(Chemistry)	1.5	จ32121	SCI32121	60
Science(Biology)	1	จ32141	SCI32141	40
Occupation & Technology	1	ง32103	VOC32103	40
Health & Physical Education	1	พ32101	HPE32101	40
English Main	2.5	อ32101	ENG32101	100
Art/Music/Dance	0.5	ศ32101	ART32101	20
Additional Subjects				
Entrance Math	1	ค32201	MATH32201	40
Entrance Physics	1	จ32201	SCI32201	40
Entrance Chemistry	1	จ32221	SCI32221	40
Entrance Biology	1	จ32241	SCI32241	40
English Reading	1.5	อ32201	ENG32201	60
Student Development Activity				
Club	-	32903	ACT32903	20
Guidance	-	32902	ACT32902	20
TOTAL	19.5			820

Level 3 / Mattayom 5 Term 2

Subject Name	Unit	Subject Code Thai	Subject Code English	Period/ Term
Main Subjects				
Thai	1	ท32102	THA32102	40
Social, Culture	0.5	ศ32102	SOC32102	20
Religion	0.5	ศ32106	SOC32106	20
History	0.5	ศ32104	SOC32104	20
Mathematics	2	ค32102	MATH32102	80
Science (Physics)	2	ว32102	SCI32102	80
Science(Chemistry)	1.5	ว32122	SCI32122	60
Science(Biology)	1	ว32142	SCI32142	40
Occupation & Technology	1	ง32104	VOC32104	40
Health & Physical Education	1	พ32102	HPE32102	40
English Main	2.5	อ32102	ENG31102	100
Art/Music/Dance	0.5	ศ32102	ART31102	20
Additional Subjects				
Entrance Math	1	ค32202	MATH31202	40
Entrance Physics	1	ว32202	SCI31202	40
Entrance Chemistry	1	ว32222	SCI31222	40
Entrance Biology	1	ว32242	SCI31242	40
English Reading	1.5	อ32202	ENG31202	60
Student Development Activity				
Club	-	32903	ACT31903	20
Guidance	-	32902	ACT32902	20
TOTAL	19.5			820

Level 3 / Mattayom 6 Term 1

Subject Name	Unit	Subject Code Thai	Subject Code English	Period/ Term
Main Subjects				
Thai	1.5	ท33101	THA33101	60
Social, Culture	1.5	ศ33101	SOC33101	60
Religion	0.5	ศ33105	SOC33105	20
History	0.5	ศ33103	SOC33103	20
Mathematics	2	ค33101	MATH33101	80
Science (Physics)	2	ว33101	SCI33101	80
Science(Chemistry)	1.5	ว33121	SCI33121	60
Science(Biology)	1	ว33141	SCI33141	40
Occupation & Technology	1	ง33103	VOC33103	40
Health & Physical Education	1	พ33101	HPE33101	40
English Main	3	อ33101	ENG33101	120
Art/Music/Dance	0.5	ค33101	ART33101	20
Additional Subjects				
Entrance Math	1	ค33201	MATH32201	40
Entrance Physics	1	ว33201	SCI33201	40
Entrance Chemistry	1	ว33221	SCI33221	40
Entrance Biology	1	ว33241	SCI33241	40
Student Development Activity				
Guidance	-	33902	ACT33902	20
TOTAL	19.5			820

Level 3 / Mattayom 6 Term 2

Subject Name	Unit	Subject Code Thai	Subject Code English	Period/ Term
Main Subjects				
Thai	1	ท33102	THA33102	60
Social, Culture	0.5	ศ33102	SOC33102	60
Religion	0.5	ศ33106	SOC33106	20
History	0.5	ศ33104	SOC33104	20
Mathematics	2	ค33102	MATH33102	80
Science (Physics)	2	จ33102	SCI33102	80
Science(Chemistry)	1.5	จ33122	SCI33122	60
Science(Biology)	1	จ33142	SCI33142	40
Occupation & Technology	1	ง33104	VOC33104	40
Health & Physical Education	1	พ33102	HPE33102	40
English Main	3	อ33102	ENG33102	120
Art/Music/Dance	0.5	ศ33102	ART33102	20
Additional Subjects				
Entrance Math	1	33202	MATH33202	40
Entrance Physics	1	33202	SCI33202	40
Entrance Chemistry	1	33222	SCI33222	40
Entrance Biology	1	33242	SCI33242	40
Student Development Activity				
Guidance	-	33902	ACT33902	20
TOTAL	19.5			820

Chapter 3

Rules and Regulation for Wichai Wittaya English Program

3.1 STUDENT'S RIGHTS AND RESPONSIBILITIES/SCHOOL RULES.

Student's Rights

- ✓ To feel safe in the school environment.
- ✓ To take full advantage of learning opportunities.
- ✓ To work in an environment free from disruption and chaos.
- ✓ To have a healthy environment that is smoke, alcohol, and drug free.
- ✓ To use school resources and facilities for self-improvement under appropriate supervision.
- ✓ To expect courtesy, fairness, and respect from all members of the community.
- ✓ To be informed of all expectations and responsibilities.
- ✓ To be involved in a variety of school activities;

Student's Responsibilities:

- ✓ To be caring and honest.
- ✓ To do his or her best to learn and master all he or she can.
- ✓ To respect the school rules, regulations and policies.
- ✓ To be sure that personal expression does not interfere with the rights of others.
- ✓ To follow country law and school policies concerning substance abuse.
- ✓ To respect and protect the personal and property rights of others and of the school.
- ✓ To treat all members of the community with full respect, fairness, and courtesy.
- ✓ To abide by all the expectations of the school and its community.
- ✓ To follow the prescribed guidelines for participation in school activities.

SCHOOL RULES and PROCEDURES

- General Student Behavior

Besides respecting yourself, (your body, your mind, your possessions, your surroundings), it is important that you show respect for others (Director, teachers, school staff, students, parents, adults, friends, etc.). This includes:

1. Offering help and guidance to visitors to the school.
2. Paying respect to other people.
3. Extending due courtesy to all visitors to the classroom.
4. Taking hat off when speaking to elders.
5. Displaying good manners in your contact with the helpers in the canteen.
6. Carry out instructions given by staff in a courteous manner.
7. No throwing or projecting of any missiles of any kind.
8. No spitting at any time.
9. Respecting other's property.
10. Not interfering with or removing any property belonging to others.
11. Bins are provided for litter. Therefore, do not drop litter around the grounds, and if you come across any, pick it up and put it in a bin.
12. Students are to wipe their feet at the entry mats in wet weather.
13. Report, at once, to the nearest teacher any accident or damage involving yourself or other students.

You may not bring to school

1. Any pocket knives, sheath knives or metal rulers.
2. BB style pistols/guns.
3. Any magazines and audio/visual materials not relating to school work.
4. Comic books.
5. Illegal substances of any kind, or offensive material (violent or pornographic).
6. Infrared hand controllers of any type (including write-watch type devices).
7. Mobile phones (dormitory students may bring their phones but they should keep them turned off).
8. Large sums of money and valuables.
9. Radios, tape players, tapes, beepers, CD players, MP 3 players, MP 4 players, I-POD, Palm and other similar kinds of electronic devices.
10. Notebook computers, (if you want to use for a subject, you need to get permission from assigned teacher).
11. Playing cards, any other toys or small handhold computer type games, virtual pets etc.
12. Matches, lighters etc.
13. Chewing gum

14. School will not be responsible for items being lost/stolen at school. Students are expected to take care of their belongings.
15. Prohibited items may be confiscated by any member of staff and passed to the Administration for safe keeping. Confiscated items might be returned to the parent or in some cases to the students.

Playground Rules

Students are only allowed to play in the arranged places. Within the designated playground areas, students must:

1. Respect teachers on duty and follow instructions.
2. Keep the play areas clean at all times. Put rubbish in the bin.
3. Play safely and report any problems.
4. Treat others as you want to be treated.
5. Speak respectfully.
6. Allow others to play games and join in.
7. Respect the property of others and hand in any lost property to the teacher on duty.
8. Walk promptly to the classroom when hearing the bell.
9. Do not play outside when raining.
10. Do not play during the examination time(s).
11. Do not play with skateboards.

DAMAGE TO SCHOOL PROPERTY

Students who accidentally damage school property must report to the Head of Section or Classroom Teacher. If the damage (e.g. a broken window) results from careless behaviour, students will be expected to pay the cost of repairs. Unreported damage will result in disciplinary action being taken.

Attendance Regulation

In order to achieve the goals and objectives of the curriculum, regular attendance by students is mandatory.

The school is normally in session for 40 weeks of the year.

- Once a student is enrolled into the school, the Director / Administration and Teachers will insist on regular attendance. Neither the school, nor any of its employees are, however, responsible for ensuring actual attendance. This is the responsibility of the student's parent(s)/guardian(s).

- Students in grades Kindergarten through grade 12 who miss 20 or more days of the school year, whether excused or unexcused, and who have not satisfactorily

completed the required work, may be considered for retention. Certification of absence by a doctor may be an exception. However, satisfactory completion of required work is still required.

ABSENCE/TARDINESS/LATE ARRIVAL-EARLY DEPARTURE

TARDINESS

In the Schools, there are two types of tardiness: School tardiness and class tardiness.

The Schools tardy policy has been developed to emphasize the importance of each student being in the classroom for the entire subject period, as well as arriving on time to school every day. Learning the responsibility of getting to class on time is an integral part of the schools standard of excellence, which helps prepare students for success in the future.

In our school, instructional time is viewed a precious resource. Consequently, we view chronic tardiness as a serious problem. Thank you for your support in ensuring students make maximum use of their class time and learn how to be punctual.

A. Being late for School

School begins at 7:45 a.m. with the morning assembly. Beginning the day promptly is important and demonstrates commitment to success. Students who come late to school must report to their designated room to get a late slip from a designated staff member. Being late for school is inexcusable, even when the parents bring the student(s) to school. Oversleeping, traffic problems, etc. are all inexcusable. Lateness may be excused by a school official, only under the following circumstances:

1. Illness of the student.
2. Student has a doctor/ dentist appointment.

A note from a parent or a professional note from a doctor/dentist will be required to verify the above.

B. Being late for Class.

A student will be counted as being late for missing any or part of the first five – fifteen (5- 15) minutes of class. Students who come late to class must report to their designated room to get a late slip from a designated staff member. After fifteen (15) minutes, the student shall be considered as absent from the lesson.

Tardiness is not acceptable. To minimize the number of late instances, and to maintain a high quality of education, the School has the right to substitute an alternative disciplinary intervention for repeated offenders.

CHAPTER 4

Discipline Section

4.1 STUDENT CONDUCT AND DISCIPLINE REGULATIONS AND STUDENTS PUNISHMENT (2005)

According to 6th and 65th sections of the Protecting Children Law, the Education Ministry set the students punishment regulations in 2003 as the following:

1. This regulation is called “ Regulation of Students Punishment 2005”
2. This regulation has been imposed and implemented since the government gazette’s notice.
3. The regulation of Students Punishment 2000 is cancelled.
4. ‘Administrators’ mean the Principal and Director of the school.
‘Misbehave’ means the student who breaks school/ministry rules.
‘Punishment’ means punishing students who misbehave.
5. There are four (4) levels of punishment.
 - The first offence: Warning.
 - The second offence: Making the Parole.
 - The third offence: Deduction of the discipline point(s).
 - The fourth offence: Engage activities to improve behavior.
6. The school is not allowed to punish the students with violent (harmful) methods. The level of offence and the student’s age should be considered.
The objective of delivering student punishment is to improve the student’s behavior and ensure that they appreciate a sense of guilt.
The Administrator can decide punishment is appropriate.
7. Warning(s) will be used for light offences.
8. Making the parole will be administered when a student breaks the school rule(s). The Administrator will consider what appropriate action to take.
Making the parole should be in writing and parents informed of the students offences.
9. Deduction of discipline marks depends on each school, however it should be written as evidence.
10. Activities to improve behavior will be used for the student, who needs to improve his/her behavior.
11. The Education Ministry Deputy watches over this regulation.

4.2 Marmara Schools' Regulation on Student Discipline 2003. Updated 2008

As part of the Marmara school policy, the students must concentrate on their studies; have moral values and creative thinking. Therefore, the 2008 regulations were imposed to control student's behavior according to the regulations of the Ministry of Education of Thailand, as prepared in 2005.

1. This regulation is called "Regulation of Marmara: students' punishment 2008."
2. This regulation has been imposed and implemented since May 20th 2008.
3. 'Students' mean Marmara students.
4. 'Teachers' mean Marmara teachers.
5. The 'Student Affair Committee' means: student affairs and advisory teachers in Marmara School.
6. 'Punishment' means to apply appropriate measures to the offence committed by the student who breaks the school rule(s) according to the Education Ministry punishment regulations dated 2003.
7. 'Discipline Point' refers to the 100 points allocated for behavior, to each student, when they enrol at the school.
8. All teachers seeing students break the rules must inform the Student Affair Committee at once.
9. The student's points for consideration:
 - Every student begins with 100 points that shows his/her discipline mark for 3 years.
 - Every Student has a Discipline card to record his/her discipline points.
10. Punishment System and Discipline Point Reduction:
 - 10.1 Punishments for Light Offences:
 1. First offence: Warning
 2. Second offence: Deduction of 5 points.
 3. Third offence: Deduction of 5 points.
 4. Fourth offence: Repeat the above.

Light Offences:

Light offences include:

1. Being late for three times for school (morning ceremony).

2. Absent more than 1 day without being excused.
3. Wearing inappropriate uniform
4. Fashionable hairstyles and hair colors.
5. Wearing jewelry and/or accessories.
6. Eating and drinking in the classroom, corridors and other places where eating is forbidden.
7. Leaving paper/trash on the floor.
8. Rude, inappropriate behavior.
9. Not being responsible to do their duty (day work).
10. Not turning in assigned work/homework.
11. Bringing cartoon books into class.
12. Playing and making a noise within the school building.
13. Being 5 minutes late for class.
14. Drawing/writing on the wall/board/desk without permission.
15. Not respecting other people.
16. Inappropriate drawing/writing on notebooks and textbooks.
17. Bringing electronic devices into school such as MP3, MP4 etc.
18. Setting off safety alarms without reason.
19. Other incidents similar to the above.

10.2 Punishments for Minor Offences:

1. First offence: Warning.
2. Second offence: Deduction of 10 points from his/her discipline points.
3. Third offence: Deduction of 10 points from his/her discipline points.
4. Fourth offence: Repeat the above.

Minor Offences:

1. Leaving the classroom or the school without permission.
2. Going out at midnight (24:00-4:00) without parent permission.
3. Not following the school uniform regulations.
4. Lack of cooperation.
5. Being disrespectful to the teacher.
6. Being rude or showing inappropriate behavior outside of the school.
7. Playing computer games in a game shop in school hours or when wearing the school uniform.
8. Absences without reason/notice.
9. Disturbing the school atmosphere.
10. Fighting.
11. Persecuting other students.

12. Having Tattoo(s).
13. Bringing pornographic books/media and dangerous tools into school.
14. Cheat or do not follow exam regulations.
15. Adulterous behavior.
16. Bringing electronic devices into school such as MP3, MP4 players etc.
17. Other incidents similar to the above.

10.3 Punishments for Major Offences:

1. First offence: Warning.
2. Second offence: Deduction of 20 points from his/her discipline marks.
3. Third offence: Deduction of 10 points from his/her discipline points and parent s contacted.
4. Fourth offence: Present the offense to the Board Committee for to consideration.

Major Offences:

1. Gambling
2. Fighting and/or initiating fighting.
3. Smoking, using drugs and alcohol.
4. Promiscuous behavior.
5. Forge handwriting of the school or government documents.
6. Go to night club without parents permission.
7. Being disrespectful to teachers/staff or using inappropriate language.
8. Harass other students.
9. 5-day absences without appropriate reason/notice.
10. Intention to harm others.
11. Not asking for permission to take something from another person.
12. Play with dangerous toys such as pocket knives, cap-guns, etc.
13. Destroy school property.
14. Other incidents similar above.

10.4 Punishments for harmful Offences: Deduction of 50 points.

Harmful Incidents:

1. Criminal.
2. Promiscuity.
3. Having any kind of weapon in the school.
4. Fighting.
5. Being 7 days absent without reason.
6. Stealing/possession of stolen property.
7. Use/Selling drugs such as heroin, amphetamine, etc.
8. Rudeness.
9. Destroying public property or school property.
10. Being lewd with another person.
11. Instigating a group do something dishonestly.
12. Other incidents similar above.

10.5 Teachers who can punish:

1. Light Offences: All teachers.
2. Minor Offences: Head of section.
3. Major Offences: Administrators.
4. Harmful Offences: Administrators.
5. The action(s) that will result in the student being expelled from school:
Administrative School Committee.

10.6 The teacher has to punish the student step by step and report about the punishment to the student affairs or relevant department.

10.7 Students who have been deducted 40 points will have their parents informed. The parents must sign a parole form.

10.8 Students who have been deducted 80 points will be reported to the student affairs who will inform the administration to impose a suspension of 7 days. Parents will be informed and must sign the suspension document.

10.9 Students who have been suspended must not commit a similar/another offence. If he/she does, the student affairs will send him/her to the office for discipline.

10.10 A student who has been punished with the previous regulation (number 10.9) but still continues to commit offences and was deducted 100 points, will be sent to the office or the Dean of Discipline for expulsion.

10.11 Before point deduction, the student has to sign the form and inform the parents about this situation.

10.12 The school is the last decision maker.

10.13 The Administrator can decide what punishment to use.

11. These regulations apply to all activities within the school.

Issued on May 20, 2008

**Mr. Zafer Kahraman
President of Marmara School**

4.12 School Uniform and Personal Appearance

Uniform for Primary student

Boys

Hair Style: According to the Education Ministry Regulations, they need to have a hair style short at the back, but long on top

The length of the hair from the middle of the head should not be longer than 4 cm.

No sideburns or hair that can not be combed.

Shirt: White shirts with short sleeves (not tight, fashion).

Student ID and School abbreviations must be written on the chest on the right hand side.

Name and Surname must be written over the pocket on the left hand side.

All of them must be written in red and English capital letters.

Pants: Grey short pants, knee length, and have the pocket on the side of the pants.

No back pocket.

Socks: White socks only.

Shoes: Traditional black school shoes (leather-capable of being polished).

Sportshoes: White sneakers only.

Belt: Black belt with school buckle: properly fitting.

PE Uniform: School sport uniform.

Girls:

Hair Style: Short hair should not be longer than her chin. The length of your hair cut must not exceed your ears. Long hairs should be plait and tied back with the black rubberband and white ribbon. If the length is not enough for plaiting, you can make two tufts of hair on the side.

Shirt: White Plain collar shirt with long sleeves (properly fitting)
Student ID and School abbreviation must be written at bosom on the right hand side.

Name and Surname must be written over the pocket on the left hand side.

All of them must be written with the red colour and English capital letters.

Skirts: Checkered in red/ blue. Must be midcalf length.
Grade 1-4 has the band place upon the shoulder.
Grade 5-6 don't have that band.

Belt: Grade 5-6 has black belt with school buckle (sold at school)

Bow: Same colour with skirt (sold at school)

G1-4: The length of bow is 55cm. and width 1.5 cm. Place it under the collar and cross it on the first button.

G5-6: The end of bow is 1.25 inches width. The middle will narrow.
Bow wide 0.75 inches and length 2 inches.

Bind it like a bow and use a brooch pins adjoin line button first collar.

Socks: White socks (must be worn all times)

Shoes: Tradition black school shoes(leather-capable of being polished)

Sportshoes: White sneakers (not fashion)

PE Uniform: School sport uniform

Scout uniform:

1) Boys and Girls Scout Uniform for G.1-G.3:

- Blue hat and the edge with red (Scout sign on the front of head)
- Stick the sign of "Jong Tam Dee" (Do goodness) on the left chest.
- Stick the School's name sign on the right sleeve.
- The scarf follows the school rules.

Special requirements of sign:

- The color sign of each group.
- The sign of number's group.
- The cloth's color stripe.

- The Special sign.
- The star of annually.

2) Scout Uniform for G.4 -G.6

For Boys Scout Uniforms

Hat: follows the scout's hat.

Shirt: Khaki's shirt (brown color), have shoulder stapes, two pockets. The student's name and last name should be written in English with black thread on the white stripe and stick it over the left pocket.

Trouser: Short trouser over the knee approximately 5 cm. with two side pockets.

Scarf: following the school rules.

Scout's belt: brown with a scout logo buckle.

Socks: Long socks with light brown color. When the students wear he should roll the edge of the socks under the knee.

Shoes: Canvas shoes must be dark with laces.

For Girl Scout Uniforms

Hat: It is a dark green hat, with the Girl Scout logo on the front of the hat.

Shirt: Dark green, short sleeved shirt.

Skirt: Dark green skirt with two flounces both of front and back side.

Scarf: Follows the school rules.

Belt: Black leather with a Girl Scout sign buckle.

Socks: White socks

Shoes: Black leather shoes.

Uniform for Secondary students

Boys in G7-G9

Hair style: It should be short in back but long on top, the side and the rear , length should not exceed 1 cm. Hair length on tops should not exceed 4 cm. No hair gel/spray/wax/mousse is permitted.

Shirt: Pure white color with a stand-up collar, short sleeved shirt.

The first name and surname should be written with red block letters on the left hand side pocket and the size of letters should be 0.5 cm. School abbreviation and students' ID must be written at bosom on the right hand side and the size of school abbreviation should be 1.5 cm. The size of students' ID should be 1 cm and written in Arabic Numerals. At the left hand side of collar must be written one dot with blue color which has diameter = 3 mm. All of them must be written with red colour and English capital letters. There are school brooch pins with school logo.

Pants:Blue , knee lenght shorts with two side pockets [no back pockets].

Belt: Black leather belt with the school sign buckle. (Sold at the school shop)

Shoes: Black leather or counvass black shoes with laces (no fashion) cover the heel.

Socks:Only white socks (no fashionable).

PE Uniform: Follows the school design.

Scout Uniform:

1. Khaki's shirt (Khaki is dark brown color), has the stripe on the right and left shoulder and has the pocket on the right and left chest. Over the left pocket, name and surname should be written in Thai on the red background by using gold color of thread. The length of background cloth is same as pocket and the width is 2 cm. The size of letters is 5 mm.
2. The pants are also dark brown color and the design is same as school uniform.
3. Red bailey hat with a scout sign on the left side.
4. The scarf follows the school rules.
5. The scout stripe (In-Ta-Noo)
6. Brown Belt with a buckle which has a tiger picture.
7. Brown socks

8. Red tassels (use them with socks)
9. Dark brown shoes.
10. The wood stick like axial, the length of stick should be same as your shoulder.
11. Nylon 1 meter in length.
12. School name arms
13. Mong-Klai sign should be stickled over the left pocket
14. Stick the World Scout's sign on the middle of the left pocket.

Boys in G10-G12

Hair style: The style is short in back but long on top, the side and the rear , length should not exceed 1 cm. Hair length should not exceed 4 cm. on tops. No hair gel/spray/wax/mousse is permitted.

Shirt: Pure white color with stand-up collar, short sleeved shirt. The first name and surname should be written with red block letters over the pocket on the left hand side and the size of letters should be 0.5 cm. School abbreviation and students' ID must be written at bosom on the right hand side and the size of school abbreviation is 1.5 cm. The size of students' ID is 1 cm and should be written in Arabic Numerals. At the left hand side of collar must be written one dot with blue color which has diameter = 3 mm. All of them must be written with red colour and English capital letters. There are school brooch pins with school logo.

Pants: Blue , knee length shorts with two side pockets [no back pockets].

Belt: Black leather belt with the school sign buckle. (Sold at the school shop)

Footwear: Shoes: Black leather or counvass black shoes with laces (no fashion) cover the heel.

Socks: Only white socks (no fashion).

PE Uniform: Follows the school design.

Girls in G7-G9

Hair style: long hair , length of hair has to be the same length , knit 2 braids, use plastic black band , hair at the front of the face will be held neat and tidy by using a black hairpin, or tied with a white bow (no fashionable haircuts or fringes).

Shirt: White Plain collar, long sleeved shirt (properly fitting)

Student ID and School abbreviation must be written at bosom on the right hand side. And over the school abbreviation, pin the school brooch. Name and Surname must be written over the pocket on the left hand side.

All of them must be written with red colour and English capital letters. At the left hand side of collar must be written one red dot in order to show their level.

Skirt: Checkered in red/ blue. Must be below knee length.

Belt: Black belt with school buckle (sold at school)

Bow: Same colour as skirt (sold at school)

The end of bow is 1.25 inches in width. Bow wide is 0.75 inches and length is 2 inches.

Place it under the collar and cross it on the first button.

Socks: White socks (must be worn all times)

Shoes: Tradition black school shoes(leather-capable of being polished)

Sportshoes: White sneakers (not fashionable)

PE Uniform: School sport uniform

Note: not permitted wearing any kind of decorations , except watch.

Do not keep long nail and decorate nail color, and you can have only one hole at each ear.

Girls Scout Uniform:

1. Green Girl Scout uniform has the stripe (In-Ta-Noo) on the right and left shoulder and has the pocket on the right and left chest. Over the left pocket name and surname should be written in Thai on the red background by using gold color of thread. The length of background cloth is same as pocket and the width is 2 cm. The size of letters is 5 mm.
2. Green girl scout hat

3. The scarf follows the school rules.
4. The scout stripe (In-Ta-Noo) has the letter “ဂ.ဗျ.” in gold color.
5. Girl Scout belt
6. White socks
7. Black leather shoes
8. The wood stick like axial, the length of stick should be the same as your shoulder.
9. Nylon 1 meter in length.
10. School name arms

Girl in G.10-12

Hair style: long hair , the length of hair has to be the same length , make a pony tail by using plastic black band , hair at the front of the face will be held neat and tidy by using black hairpin, or tied with a white bow.(No fashionable haircuts or fringes)

Shirt: White Plain pancollar, long sleeved shirt (properly fitting)

Student ID and School abbreviation must be written at bosom on the right hand side. And over the school abbreviation pin the school brooch. Name and Surname must be written over the pocket on the left hand side.

All of them must be written with the red colour and English capital letters. At the left hand side of collar must be written one blue dot in order to show their level.

Skirt: Checkered in red/ blue. Must be below knee length.

Belt: Black belt with school buckle (sold at school)

Necktie: Readymade and same colour as skirt (sold at school)

Length is 10 inches, tie under the collar.

Socks: White socks (must be worn all times)

Shoes: Tradition black school shoes(leather-capable of being polished)

Sportshoes: White sneakers (not fashionable)

PE Uniform: School sport uniform

Note: Not permitted wearing any kind of decorations , except watch.

Do not keep long nail and decorate nail color, and you can have only one hole at each ear.

Chapter 5

Student Development

5.1 Student Development Job

The Student Development Job has the purpose of developing students in many ways and helping them to be better. We have to teach them about morals, ethics and how to be good students. We also help students to develop good behavior and to become a good person in society. Student Development always arranges activities which follow school policy.

■ The Purpose of the Student Development Section:

- To concern itself with students' behavior.
- To cooperate with the class teacher and the subject teacher.
- To cooperate with the disciplinary section and to give advice.
- To contact parents when there is a problem.

■ This Academic year our policy is the following:

- In the case that the student has a problem, he or she must do a memo through the Student Development section.
- The Student Development section will observe and try to change the student's behavior. If it doesn't improve we will send the student to the Disciplinary Section.

Activity in the Student Development section

- Alumni Clubs
- Students in M1 - M6 must attend club every Monday and Wednesday during period 9 Clubs may be chosen according to their interests and skills.
- Students must have at least 80% attendance, and pass the evaluation.
- In the case that the student wants to change clubs, he or she can do so after having attended the club for one week or less. After one week he or she may not change clubs.

Class Teachers

- Homeroom
- Taking care of class room, studying and cleaning.
- Behavior.

Exchange Students

- To give advice and guide students to study aboard with English teachers.
- To promote the exchange student program.

Fountain Club

- To support every project relating to the community and society within and outside of school.

University Promotion

- To promote furthering education at university.
- To guide students regarding studying at university.

Guidance

- To follow from the job calendar and section's project.
- To follow graduate students in each year.
- Health school promotion
- To give advice on furthering education.
- To support, give advice, give career guidance, and support emotionally and socially.

5.2 Boy scout – Girl scout

Students in M1 – M3 will attend camp for two days and one night in January every year, in order to teach responsibility, discipline and unity.

Camping and field trips are the part of the Boy Scout curriculum, so every student must attend except students who have health problems.

5.3 Activity inside and outside school

Students in M1 – M6 must attend activities. In the case that the student is unable to join, he or she must submit a letter from the parents. Students must attend activities at least 80% of the time.

The activity section hopes to get good cooperation from the parents.

ILLNESS INJURY ,AND MEDICATION POLICIES

Marmara Schools will have a school nurse or first-aid-trained employee available to discuss or assist with medical problems or concerns. If you are ill, you must make an appointment in advance with the nurse.

Please follow these three rules if you become ill or are injured during the school day.

1. Report to the nurse office. If the nurse is not available, you should report to the Main Office.

2. If you do not inform the office and simply miss class, it is an unexcused absence.

3. Do not leave the building without permission. Always report to the main office.

MEDICATION POLICIES

Medication should not be brought to school unless it is essential to the health of the student. If a student must take medicine at school, these procedures must be followed:

The medication administered by designated school personnel must be:

- sent directly from the pharmacy or physician's office;
- or brought to school by the student's parent/guardian.

The school must receive a Medication Administration Directions Form signed by the student's physician and parent/guardian.

* On the medication container, the following information must be clearly printed:

- Student's Name
- Name of the medication
- Dosage
- Time the medication must be taken.

* Bring in only the amount of medication that is needed for a school day.

* In case of prolonged need, send the amount for a clearly specified period such as one week or one month. Extra medication will not be sent home with a student.

* All medication will be kept in a secure location in the nurse office.

ALLERGIC CONDITIONS

Parents/Guardian will notify and meet with the school nurse/ assigned person regarding any allergic condition that may affect the students' welfare in the

school setting. Notification must be done as soon as school begins or the student is enrolled.

COMMUNICABLE OR CONTAGIOUS DISEASES

Parents of a student with a communicable or contagious disease are asked to telephone the related section so that other students who have been exposed to the disease can be alerted. A student who has certain diseases is not allowed to come to school while the disease is contagious. A student who has had a contagious disease may be asked to present a medical certificate when he\she returns to school.

CHRONIC MEDICAL CONDITIONALS OF STUDENTS

The parent of any student on a continuing regimen for a non-episodic condition shall inform the school Director / administration and identify the student's supervising physician. If necessary, and with parental written consent, there may be occasions when the school needs to communicate with the physician regarding possible effects on the student's behavior at school and special emergency procedures.

PARTICIPATION IN SPORTS AND MODIFICATION OF PHYSICAL ACTIVITY

When a student is requesting a waiver from participating in Physical Education classes and/or recess, parents are required to submit a written statement from their child's physician that states any activity restrictions with regard to participation in Physical Education classes and/or recess. The statement is expected to include a specific time frame for the activity restrictions.

TOBACCO, ALCOHOL AND DRUG-FREE POLICY

Marmara schools have a zero tolerance philosophy regarding tobacco, alcohol, illicit drugs and violence. The use of alcohol and illicit drugs is wrong and harmful.

CHANGE OF ADDRESS

Students who change their residence, mailing address or telephone number after enrolling should report the change promptly to the registrar's office in case of an emergency at school or home.

ANNOUNCEMENT ABOUT RESIGNING FROM THE SCHOOL

Subject: Resigning from the school

Wichai Wittaya School Board announced the regulations concerning resignation of the students from the school. The following rules must be taken into account while resigning from the school

1. Parents should fill in the request form in the information room or the section's office stating the reasons and completing the necessary part.
2. The request form must be filled before 30th of September for the first term.
3. The request form must be filled before 15th of April for the end of year.
4. In case the parent submits the form to the school after specified dates in Section (2) or (3), parent should pay the school fee concerning the upcoming term as the seat for the child granted afterwards.
5. Student's certificates will be distributed as in the regulations of the student handbook.

The announcement made on 1st of May, 2009

3. REGULATIONS regarding REQUESTING DOCUMENTS from the SCHOOL

- Parents have to fill out the requested form.
- Fill out the form completely and easy to read.
- Registration officer will submit to approve from the Executives and arrange all documents.
- Parents can receive documents in 7 days after they submit the form.
- Students photos must be black and white. Its size should be 1.5 inch and students must wear proper uniform and students' name must be written on the back side of photo.
- Students must wear proper uniform when they contact to school.
- Parents have to pay the fee for the requested documents.

Process to request for documents

1. Access 1

- Fill out the request form attached with 2 photos.
- In case of English documents, you need to fill out information in English.

2. Access 7

- Fill out the request form attached with 1 photo.
- In case of other forms that parents want the Executive to sign, please bring a blank form and officers will type it for you.

3. Access 4

4. Access 6 (Student Progress Report)

5. Access 9

- Parents have to contact.
- Fill out the form.
- Parents can receive documents in 7 days after they submit the form.

The fee of requesting documents

- | | |
|------------|----------|
| - Access 1 | |
| Thai | 50 Baht |
| English | 100 Baht |
| - Access 4 | 50 Baht |
| - Access 6 | 50 Baht |
| - Access 7 | |
| Thai | 20 Baht |
| English | 50 Baht |
| - Access 9 | 100 Baht |

4. SCHOOL HANDBOOK SIGNATURE FORM

This form confirms that you have read and discussed the information in this Handbook as a family. By doing this, you ensure that your child will have a successful school year. Thank you for your cooperation. Note: Please return the form until June 15. You may receive a reminder call or letter from the school if the

form is not returned. You need only to return one copy of the form for all of your children attending our school.

Please return the form to the section office or to your child’s class teacher or you may fax it to the school.

I have read all the rules and regulations in this handbook and have agreed and accepted all the conditions and consequences of my students’ behaviour in

Student’s Information		Section		
Name	Class (Grade)	Kindergarten	Primary	Secondary

the school.

Please print / write and sign Parent / Guardian name(s) below:

Date:

On the lines below, please **print** the name of each child and their grade level and **please check the correct section for your children.**