

American Pacific International School



Policy & Procedure Handbook

2023-2024

An outstanding place for living and learning



-Updated on 7 October, 2021

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*= policy required by the International Baccalaureate

All Policies were reviewed and updated in March 2023.

APIS Mission

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

APIS Vision

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

APIS Values

Community - Working together to create an environment that supports one and all
Responsibility - Accountability for our actions towards others; committed to treating all with respect and integrity
Diversity - Acceptance and appreciation of people and their beliefs
Balance - In mind, body and character

APIS Goals 2020-2026

(updated 2023)

Growing Students: focusing on Assessment, English Language Learners, and Resources.

Growing Staff: Improving staff retention and professional growth that best support student learning.

Connecting with Community: purposeful communication with our stakeholders and greater community.

Building Residential Life: Build upon the quality program that results in additional enrollment.

Supporting Programs: focused on the needs for delivering the PYP, MYP and DP.

Leveraging Technology: To clarify/support the the use of technology across the curriculum

APIS Academic Integrity Policy

At APIS, students will be given an opportunity to learn from an error in academic honesty as evidenced by our progressive discipline procedures.

Policy 1a:

The APIS leadership teams will generate and publish an academic integrity policy that is consistent with the school Mission, Vision, and discipline code, as well as with the requirements of the IB Organization. The school Senior Leadership Team or their designees are responsible for ensuring that the procedures to administer this policy are consistently followed and all that relevant stakeholders are apprised of the requirements in a timely manner, including having the right to due process when accused of any infraction.

Policy 1b:

Students at APIS will always practice academic honesty by turning in their own work, working alone on all assignments unless otherwise directed by their instructor, following rules provided for all assignments and examinations, not resubmitting previous work they have done, taking credit only for their own work, and avoiding dishonesty in interactions with peers and faculty.

Policy 1c:

For formal IBO Diploma Programme examinations and assessments, APIS will adhere to the guides and regulations set forth by the IB.

Procedures:

The school Principal at each campus will annually designate staff to ensure that every year students are fully apprised of their obligations regarding being academically honest and the consequences for their failure to do so. The School Senior Leadership team will ensure that the Academic Integrity Policy is communicated to all stakeholders in Thai, English, Mandarin and Japanese. Discipline related to the administration of the Academic Integrity policy will be consistent with current IB requirements.

Due Process:

Every student accused of academic dishonesty has the right to present their perspective to the school authorities before any consequence is considered or administered.

Definitions of Key Terms and Infractions related to Academic Misconduct:

Academic misconduct is broadly defined by the IB and APIS as “deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of the assessment. It also includes any act that potentially threatens the integrity of the assessment given (before, during or after completion)”.

Below are common forms of Academic Misconduct which will be sanctioned within school policy. These will be reviewed with students at the start of each year and reinforced as needed each semester.

A. Plagiarism

Plagiarism is defined as using another person’s words, pictures, charts, or ideas without properly giving that person credit. What someone publishes in a book or a website is their intellectual property, and using it improperly is theft. At APIS students are taught how to use other people’s thoughts in order to strengthen their own ideas, not to substitute for their own. They learn how to develop their own ideas by using other people’s work in a proper way.

APIS identifies three types of plagiarism:

1. Directly copying significant amounts of material without proper citation. This includes cutting and pasting from websites and copying directly from a book.
2. Using large segments (sentences or even phrases) of uncited, copied wording mixed in with your own words.
3. Overly depending on sources’ phrasing in a way not allowed by the assignment, such as rewriting a paragraph in basically your own words but clearly only using the ideas and structure of the source you are reading.

Examples of plagiarism include (but are not limited to) the following:

- Copying answers to math homework from a friend
- Copying and pasting material off the Internet and using it in a speech or essay
- Having a tutor/friend rewrite parts of your work
- Having someone else build a model or paint something for art class
- Copying a complete dance sequence from music videos in PE class
- Pasting pictures in your research work without citing the original source for art
- Using pre-written essay banks or file sharing websites

B. The Use of Tutors

While some students may receive the assistance of external tutors to help with homework and assignments, ALL work submitted by students for assessment MUST be the authentic work of the student and not that of the tutor.

APIS teachers cannot be hired as tutors (receiving payment) for students who are currently enrolled in their classes or at the same grade level (Primary). Staff can give support to all students during assigned study hall or after school activities.

C. Collusion

Collusion is defined as intentionally supporting the academically dishonest behavior of another student.

Examples of collusion include (not limited to) the following:

- Giving a student your assignment for the purpose of copying
- Telling a student what material appears on a test
- Submitting work completed for previous assignments
- Sharing work between siblings in different year levels
- Hiding the truth from a teacher when you know someone is cheating

D. Unfair Gain

Unfair gain refers to any behaviour that affords a student an unfair advantage or that affects the results of another individual.

Examples of unfair gain can include:

- Falsifying CAS (Creativity, Activity, Service) records
- Presenting the same work for different assessment components
- Unauthorized use of resources (ie. calculators, on-line resources, phones)

E. Use of Assistive Technology (AI)

Work produced by artificial intelligence tools (even only in part) will not be considered as a student's own—it must be credited in the body of the text and appropriately referenced in the bibliography.

The below four points highlight what is expected when a teacher confirms that a students' work is their own:

- They have seen the student develop the work over a period of time. IB coursework is not designed to be completed in a single evening. This is probably the best approach to ensure that the work belongs to the student, and it will also encourage best practice in writing the coursework.
- The student can explain their work sufficiently, providing confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- When comparing the quality of the final piece of work, it is in line with what they would expect the student to be able to produce.

F. Academic Malpractice or Misconduct during Examinations and Assessments

Academic malpractice or misconduct is defined as irregularities which take place in the exam room or classroom.

Some examples of malpractice include (but are not limited to) the following:

- Passing any information from one to another during a test/examination
- Copying from other students or colluding with them
- Using a prohibited aid such as a calculator or notes
- Not turning up to the exam/test without prior notice to the teacher or school
- Working longer than the time permitted for the test/examination

Some examples of misconduct include (but are not limited to) the following:

- Refusing to follow instructions
- Disturbing other students
- Misbehaviour or rudeness of any kind
- Turning up late to a test or exam without the knowledge of the teacher

Consequences of Academic Misconduct

In the event of a student being academically dishonest, the level and frequency of the violation, the importance of the assignment, and the intention of the student are all things that will come under consideration by the relevant teacher(s), coordinators, and administrators when determining the developmentally appropriate process and consequences.

Consequences for Academic misconduct may include (but are not limited to) the following:

- Counseling and/or attending an Academic Honesty Support Workshop
- Parent notification (e.g. phone call, progress report, conference)
- No grade recorded for the assignment in question
- Withdrawal from activities and events
- Loss of course credit
- Redo of the task under teacher supervision
- A note on the student's permanent record/transcript
- Suspension from school
- Expulsion from APIS

For repeated offences of academic misconduct the consequences will be handled on a case by case basis and will be formally documented/communicated at the discretion of the administration.

From the outset, it should be known by all students that if they are expelled from any examination or testing situation for academic misconduct, their test/exam paper will be canceled and no grade awarded. This also applies when, after the examination, academic misconduct is found to have occurred during the examination.

Please note that if universities or colleges ask APIS for information regarding suspensions or other disciplinary actions, APIS will inform the inquiring institution(s) of the violation. The student may also be suspended or removed from elected or appointed leadership positions for the current school year (Student Council, etc.)

APPENDIX A: IB EXAMINATIONS

(IB Academic Integrity Policy - 2019)

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components. The IB may investigate issues which could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

Using the [matrix of penalties \(p.32\)](#)

The table of penalties detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct. For example, if a student plagiarizes less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- retake in six months, depending on subject availability
- retake in 12 months
- no retake allowed, but award of grades in subjects not affected by the incident.

Additional sanctions

In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

1. Change in registration category

There is no opportunity for Middle Years Programme (MYP) students to change registration category, and that in these instances the IB will not award the MYP certificate even if the student otherwise meets the requirements.

For Diploma Programme (DP) students this would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

2. Permanent disqualification from current and/or different programmes

MYP students—no grade awarded in any subject; no retake session allowed and barred from enrolling in the DP.

DP students—no grade awarded in any subject and no retake session allowed.

APPENDIX B: SCHOOL MALADMINISTRATION

APIS defines school maladministration as an action by the School or an individual formally associated with the School that infringes on school rules and regulations, and potentially threatens the integrity of examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination. APIS will adhere to the Academic Integrity document published by the IBO (2019).

Categories of school maladministration

- Completion of coursework
- Conduct during examination
- Undermining the integrity of assessments

Procedures for dealing with policy breaches

- When a breach of expectations is suspected, an investigation will take place and report to be completed internally.
- Confirmed maladministration will be reported to the IB using official IB templates.
- Possible school maladministration is reported based on the leveled penalty matrix as noted in IB documentation.

All external investigations will be handled in accordance with the IB

APPENDIX C: STAKEHOLDER RESPONSIBILITIES

Students' responsibilities include:

- having a full understanding of school policies
- responding appropriately to acts of student academic misconduct by reporting them to their teachers and/or programme coordinators
- responding to acts of school maladministration by reporting them to their teachers and/or programme coordinators
- completing all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- giving credit to used sources in all work submitted for assessment in written and oral materials and/or artistic products
- abstaining from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstaining from giving undue assistance to peers in the completion of their work
- showing a responsible use of the internet and associated social media platforms.

Teachers' responsibilities include:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- share the academic integrity policy with students at the initial planning stages for end of programme projects (PYP - Exhibition, MYP - Personal Project, DP - Extended Essay, TOK, internal and external assessments)
- planning a manageable workload so students can allocate time effectively to produce work according to expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessments
- utilize the school approved plagiarism platform
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

Programme Coordinators responsibilities include:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents/guardians have a copy, read and are aware of the school's academic integrity policy and the programme relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Parent/Guardians' responsibilities include:

- understanding what constitutes student academic misconduct and its consequences
- understanding what constitutes school maladministration and its consequences
- reporting any potential cases of student misconduct or school maladministration to the school's administration and/or the IB
- submitting only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstaining from giving or obtaining non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites

Senior Leadership Team's responsibilities include:

- fostering an environment and inspiring members in a community where academic integrity is understood and valued
- leading, informing, coordinating and collaborating in the Academic Integrity practices of the school including a plan for review and updates
- finding ways to ensure communication of the Academic Integrity Policy to the school community, including building common understanding of consequences for those that engage in misconduct and school maladministration
- ensuring that students, teachers and administrators are held accountable, according to the school's policies, when involved in an academic misconduct incident or school maladministration
- immediately notify the IB in the breach of security regarding storage of the IB materials or the conduct of the exams
- supporting the IB in any investigation into possible school maladministration, following guidance provided by the IB
- approve resources necessary to carry out investigations for potential academic misconduct

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APIS Access and Inclusion Policy

The APIS Access and Inclusion policy aims to inform all stakeholders of our procedures and provisions for student success.

ACCESS AND INCLUSION POLICY:

Policy:

Teachers will make reasonable and appropriate modifications and accommodations to the APIS learning program and differentiate their methods of instruction so as to maximize the learning of the students in their care. Such differentiation will provide support for mild learning, language, social, emotional, or physical needs of students. All modifications and accommodations will be made consistent to the requirements of the IB programme.

Procedure:

The admissions team is charged to ensure that students who are accepted at APIS are capable of successfully accessing the APIS (IB) learning program without the need for exceptional support (personnel, material, or expertise) that APIS does not have. This would include students who require individualized learning plans, personal assistants, intensive counseling, intensive supervision (for behavior or well being), physical accommodations (ramps, elevators or the like) or intensive medical supervision.

Teachers will differentiate instruction and make accommodations/modifications in their classes to meet assessed student learning needs.

Differentiation- defined

Differentiation is a process of identifying and implementing the most effective strategies for achieving individualized learning goals.

Differentiated teaching may involve using collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, and differing formats and modes of exploring and presenting knowledge and understanding made available to the students. Students are given equal opportunities to learn through multiple means of representation, action and expression, and engagement, (adapted from *IB Learning Diversity and Inclusion (2016)*, pg. 10).

Accommodations- Defined

Accommodations are changes to the way a student is expected to learn or how he/she is assessed. Goals for learning are not altered when accommodations are put in place.

Some examples of accommodations are:

- Instructional methods and materials – copies of lesson notes, use visual aids along with verbal instructions, provide concrete materials to learn about math, use a calculator, etc.
- Assignments and assessments – use a word processor, use a scribe to support students, different areas/rooms to do a test, time extensions, break longer assignments into parts, etc.
- Learning environment – area away from distraction, different room to complete work, change grouping to suit needs, etc.
- Special communication systems – text-to-speech software to help students read, use of a laptop/typewriter, etc.
- Time demands and scheduling –time extensions, organizers to help keep up with deadlines and assignments, etc.

Modifications defined

Modifications are changes to what a student is expected to learn. These are primarily adaptations to the curriculum or course content, which may alter grade level expectations. Modifications are only utilized based on decisions made during the Student Support Team process

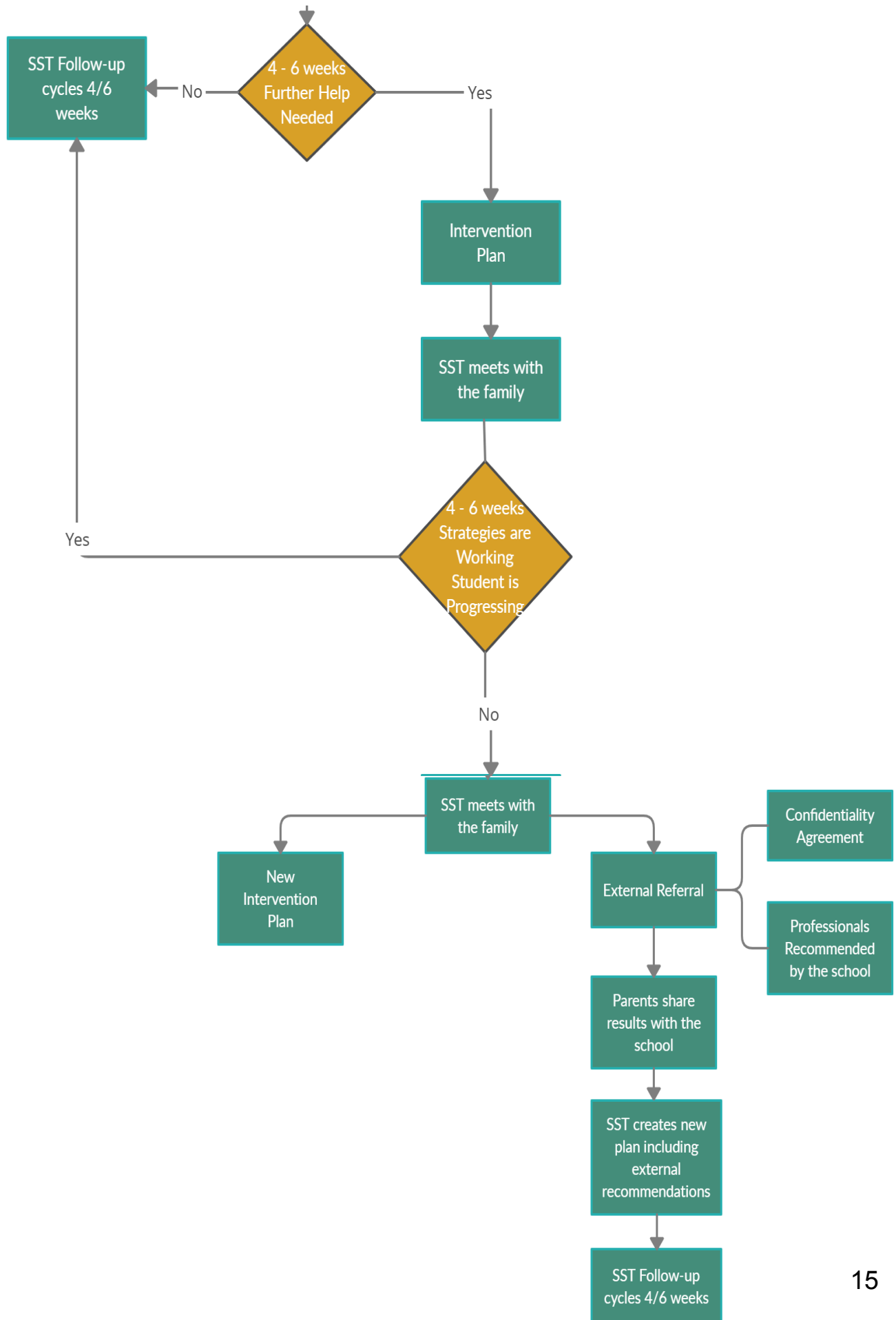
Modifications help to reduce the overall cognitive demands of the task and enable students to consistently produce greater quality of work within limited/altered curriculum goals.

Modifications could reflect one or more of the following:

- A reduction in content or concepts to be taught/learned
- Altered assignments (e.g. reduction in the amount produced or concepts addressed)
- Alternate assessments in conjunction with altered rubrics

Appendix A

Student Support Team Process - Internal & External



Appendix B

IB Expectations

Access and Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access and Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Access and Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community (IB Learning Diversity and Inclusion (2016), Pg. 1).

Arrangements/Accommodations that require Authorization (DP ONLY)

4.1 Access to modification in the presentation of the examination

Candidates with visual challenges or specific learning challenges may require modified presentation of the examinations. Candidates with total vision impairment may also need questions adapted for accessibility (without changing the learning outcome).

- Access to modified papers and examination papers in Braille
- Changes to the print on examination papers
- Printing on coloured paper
- Access to electronic (PDF) examination
- Modified papers (supplementary points)

4.2 Access to additional time

Where there is a learning challenge such as reading or writing challenges, the eligibility criteria for additional time is based on the standard scores from psychological documentation. Standard scores are required on one or more cognitive processing measures that affect speed of working (for example, working memory, processing speed, phonological or visual processing, long-term retrieval, short-term retrieval, visual/motor coordination, and so on) or reading (reading fluency and/or reading comprehension) and/or writing (writing fluency and/or written expression).

The amount of additional time is dependent on the severity of the challenge.

4.3 Access to writing

Candidates may require access arrangements to provide written responses. Difficulties in writing may arise due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention challenges or other psychological or medical challenges.

- Graphic Organizers
- Scribe
- Word Processor
- Word Processor with spell checker
- Word Recognition software
- Transcriptions

4.4 Access to reading

Reader

Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issues that may affect vision.

- Reading Software
- Examination Pen

4.5 Access to speech and communication

While additional time for the oral examinations or a communicator to convey the oral instructions of an invigilator may be the only access required for some candidates with speech and hearing challenges, others may need further inclusive access arrangements. These include the use of sign language or augmentative communication devices.

- Sign Language Interpreter
- Augmentative Communication Device

4.6 Access to practical assistance

A candidate with a physical, sensory or medical challenge may require access to a practical assistant for tasks that require physical manipulation or movement.

4.7 Access to Calculators

A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication and division) as an access arrangement in subjects requiring mathematics calculations (as decided by the IB) where a calculator is otherwise not allowed in the examination.

It is a breach of regulations if the candidate is found in possession of a calculator other than a four-function calculator unless specified for that particular examination.

4.8 Access to extensions to deadlines

To be eligible to use extensions to deadlines as an inclusive access arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work (or marks to the IB in the case of internally assessed work).

4.9 Access to deferral of external assessment

Deferral of one or more subjects to the next or future examination session may be possible for a candidate if:

- their study has been greatly affected during the programme
- deferral gives better access to the IB programme as it allows them to complete the requirements over a longer period.

4.10 Additional opportunities to retake exams

A candidate may participate in a maximum of three examination sessions to successfully attain their IB qualification. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

4.11 Access to alternative venues

Although it is more likely to be applied to emergency situations (and hence managed under adverse circumstances rather than the access and inclusion policy), alternative venues for examinations may be one of the measures used especially for a candidate with temporary medical conditions.

4.12 Access to reasonable adjustments

Reasonable adjustments are changes or additional conditions to the assessment process which may not be covered in the standard list of inclusive access arrangements. They are unique to a candidate based on their requirements.

Access for Additional Language Learners

- Access for additional language learners does not apply to oral or written examinations in studies in language and literature and language acquisition. An exception to this is classical languages in the language acquisition group, where the response language must be in English, Spanish or French.
- Access for additional language learners can apply to oral or written examinations in individuals and societies, sciences, mathematics, the arts and the DP core components.
- Additional language learners who have been authorized inclusive access arrangements will be eligible for the bilingual diploma or certificate.
- For anticipated and retake candidates, requests for inclusive access arrangements as an additional language learner must be submitted every session.
- Extra Time for Written Examinations

As an additional language learner, a candidate may be authorized 25% extra time for written examinations.

- Extra Time for Oral Examinations
As an additional language learner, a candidate may be authorized 25% extra time for oral examinations.
- Reader/Reading Software
As an additional language learner, a candidate may be authorized the use of a reader or reading software if there is evidence of a score from a standardized language test that indicates a language level that is below the level defined as linguistically competent in reading
- Word Processor with Spell Check
As an additional language learner, a candidate may be authorized to use a word processor with spell check if there is no request for additional time and there is evidence of a score from a standardized language test that indicates a language level that is below competent in writing

Appendix C

Responsibility

Admissions will:

- collect all relevant documents and distribute as needed.
- communicate the policy with prospective families.
- value individual students and honor confidentiality.

Teachers will:

- practice differentiation in the classroom and document differentiation in their planners.
- refer students to the SST classroom when differentiation is not successful (appendix 3)
- collect data relevant to student success.
- follow the referral process.
- support and implement the recommendations made by the SST.
- value individual students and honor confidentiality.
- Understand guidelines for accommodations and modifications for IB examinations

Students will:

- participate to the best of their ability.
- ask for clarification and help when needed.
- take responsibility for their own learning.
- honor confidentiality.

Parents will:

- be open and share all information including evaluations, reports, IEPs and school records
- stay informed of their child's progress.
- inform the School if they have concerns about their child's progress.
- communicate with the appropriate administrator during the SST process. This will help us to determine if/how we can best meet the academic, social and emotional needs of your child.
- collaborate and follow through with recommendations from the SST process.
- Value individual students and honor confidentiality.

Counselors will:

- Serve as a member of the SST.
- provide a list of available professionals for outsourced referrals (Appendix 4).
- serve as a liaison between school, parents and external evaluator (for social/emotional concerns)
- support intervention plans as needed

- observe students with emotional/social needs
- value individual students and honor confidentiality

Programme Coordinators will:

- Be familiar with and communicate the various Accommodations/Modifications to the IBO based on the requirements as noted in IB documentation for examinations
- Value individual students and honor confidentiality
- serve as a member of the SST as needed

The Student Support Team (SST) will:

- Include School Directors, Principals, Counselor - Teachers, Coordinators and Residential staff as needed.
- in consultation with the concerned teacher(s), decide on the appropriate curriculum modifications for a student with a learning need.
- Design intervention plans
- involve parents in the process.
- collaborate with teachers on recommendations and strategies to support learning.
- follow up on referred students to determine next steps.
- keep up to date records of all meetings and communication.

SLT will:

- provide resources to provide access to curriculum for students and staff.
- provide necessary professional development in the areas of learner variability.
- communicate the policy to all stakeholders.
- value individual students and honor confidentiality.

Appendix D

Learner Variability

Learner Variability

When students are accepted with mild known learning disabilities, accompanying documentation will be shared with administrators and teachers. The needed support and strategies will be immediately implemented and monitored annually.

When a student is accepted and learning differences are discovered at a later date, the concerned staff will consult with colleagues, parents, Counselor, Intervention and Administration. The concerned teacher will attempt various strategies while collecting the necessary data to track learning. If it is determined after 2 to 3 weeks, that the strategies used are not successful, the referral process will be initiated.

Candidates may need access arrangements due to learning support requirements such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioral challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions
- additional language learning.

APPENDIX E

Accommodations, Modifications and Differentiation

Recommendation List

Accommodations: changes to the **way** a student is expected to learn or how they are assessed. Goals for learning are not altered. Examples: copies of lessons, preferential seating, different space for testing.

Modifications: changes to **what** a student is expected to learn. May alter the grade level expectations. Examples: reduction of content to be taught, altered assignments.

Differentiation: identifying the most effective strategies that best support individual students in achieving their learning goals.

Academic Supports:

Modifications:

- Provide system for transition
- Allow extra time
- Teach study skills
- Teach sequencing skills
- Teach visual imagery
- Teach memory strategies
- Teach semantic mapping
- Increase active participation
- Teacher circulates around the room
- Provide visual prompts (board/desk)
- Provide immediate feedback (self-correcting seat work)
- Point out similarities to previous learning/work
- Use frequent review of key concepts
- Adjust pitch/ tone
- Use small group instruction
- Use individualized instruction
- Answers to be dictated
- Additional time
- Audio record lessons for playback ability
- Provide simple written, verbal, and picture instructions
- Translucent colored plastic over work
- Reduction of answer choices on multiple choice questions

- Change skill/task
- Modify testing mode (oral or open book/note) or the setting
- Daily small group with teacher
- Use manipulatives on assessments
- Teach to current level of ability (use easier materials)
- Use of alternative books or materials on the topic being studied
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)

Accommodations:

- Give preferential seating
- Provide frequent breaks
- Provide place for quiet thinking
- Maintain consistent schedule
- Write assignments in daily log
- Use manipulative materials during lesson time
- Highlight/underline material
- Use peer tutor/partner
- Repeat directions
- Reduce length of assignments
- One-on-one with teacher at beginning of independent work
- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Accept short answers
- Provide study guides prior to tests with answers
- Highlight key directions
- Test in alternative site
- Use of calculator or word processor
- Extra credit option
- Pace long-term projects
- Preview test procedures
- Simplified test wording; rephrased test questions and/or directions'

- Materials are adapted; texts are simplified by modifying the content areas—simplifying vocabulary, concepts and principles.
- Grading is subject to different standards than general education, Assignments are changed using lower level reading levels, worksheets and simplified vocabulary.
- Testing Adaptations are used, such as lowering the reading level of the test
- Have a buddy take notes for the student
- Get a copy of teacher notes

Differentiation:

- Provide a variety of choices for an assignment to appeal to a variety of learning styles

Social Supports:

Modifications:

- Teach with a calm voice
- Always give choices
- Teach peers how to be helpful

Accommodations:

- Preferential seating/ grouping
- Change in learning environment (away from distractions)
- Participating in counseling small group
- Participating in individual counseling
- Individualized incentive chart
- Teacher stands near student during lesson
- Allow all responses to be written
- Noise canceling headphones
- Teach decision making skills

Emotional Supports:

Modifications:

- Teach self-regulation
- Teach how to respond to others emotions

Accommodations:

- Post class rules (pictures & words)
- Post daily schedule (pictures & words)
- Counseling Corner
- Sensory Bottles, optical illusions, tracing sheets

- Feelings chart with pictures and words
- Small group counseling support
- Individual counseling support
- Regular check-ins with student to monitor where they are at
- Role play communication of emotions
- Buddy system
- Emotional reflection journal
- Model an array of emotions in an appropriate way

Differentiation:

- Give students choice in how they share/ express their emotions

Behavioral Supports:

Accommodations:

- Post class rules (pictures & words)
- Post daily schedule (pictures & words)
- Teach expected behavior
- Increase student success rate
- Learn to organize signs of stress
- Give non verbal cues to discontinue behavior
- Reinforce positive behavior (4:1)
- Ignore negative behaviors
- Use mild, consistent consequences
- Set goals with student
- Use key students for reinforcement of target student
- Use group/individual counseling
- Teach student to attend to advance organizers at beginning of lesson
- Provide opportunity to role play
- Use proactive behavior management strategies
- Use school wide reinforcement with target students
- Breaks between tasks
- Earned breaks
- Cue expected behavior
- Daily feedback to student (1 on 1)
- Have contingency plans
- Use de-escalation strategies
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework

- Have parent sign behavior chart
- Chart progress and maintain data through weekly observations
- Regularly reminding student about the rules for interrupting and encouraging him or her to put a hand up to contribute to discussions
- Teaching student to stop and think before raising a hand in class
- Using a reward system so that students can earn privileges for behaving well
- Keeping instructions brief and clear
- Breaking down complex tasks into manageable subtasks
- Providing cues and prompts whenever student forgets the steps in the sequence
- Use an alarm to help with time management
- Give student jobs/ tasks
- Use ticket system

Differentiation:

- Give students choice in how they want to be redirected
- Stuffed animal buddy
- Touch (slime, soft samples, stress ball, etc.)
- Scent jars
- Stuffed animal
- Sound

Appendix F

American Pacific International School Student Support Team Individual Plan

Student's name:		Grade:
Date of Birth:		Age:
IP from:	IP to:	Date of Placement:
Specialist:		Support:

Piaget's stages of Cognitive Development		
Stage	Age Range	Description
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloging. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed,
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

Stages of Moral Development		
Level/Stage	Age	Description
Level I		
Stage 1	1 - 5	Avoid pain and punishment. Morality is based on obedience to authority.
Stage 2	5 - 10	Self-serving stage. The only concern is to fulfill one's wants.
Level II		
Stage 3	8 - 16	Conventional-normal stage. Try to please others by fitting in.
Stage 4	16 and up	Conventional-norm stage. Adopt rules, laws, customs, and social expectations.

STRENGTHS:

AREAS OF CONCERN:

IN CLASS ACCOMMODATIONS:

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APIS Admissions Policy

At APIS, we will admit students from all backgrounds, who value community, diversity, responsibility and balance, while striving to be global citizens and happy, life-long learners.

Admission decisions/process

The admissions team at APIS will admit students who want an International, English Language education and will make the admissions decisions based on submitted application documents which will be communicated during the acceptance process:

- Probationary status for students who are not able to submit the previous 2 years worth of official school records
- Grade and Subject placement
- Credit acceptance
- English Language Learning program needs that require additional fees
- Seat availability (wait lists)
- Full disclosure of any medical or cognitive diagnosis/concerns not disclosed may result in dismissal from school.
- Siblings - will be considered as a unit - cross-campus Admission teams will come together prior to acceptance.

Withdrawal:

If parents wish to withdraw their child from APIS/APISP, a written request (withdrawal form) is to be provided to the Head of School, Director, or Principal one month prior to the leaving day. Reports and leaving certificates will be issued to families only after all financial obligations have been completed.

Refunds:

1. Withdrawal

- Deposit Fees are non-refundable.
- A refund may be considered for either semester paid for and not yet begun. Provided the school receives 30 days notice in advance.
- No refund for tuition, residential, transportation or meal fees if a student has attended for any part of the semester
- If fees are paid annually, then 100% refund of tuition, residential, transportation or meal fees is allowed if a student decides to withdraw before the start of a semester and has provided written notice of intention to withdraw to the relevant School Administrator at least 30 days before the

start of the semester.

2. Sickness

- Partial tuition refund will be considered if the student must withdraw from the school for serious health reasons. The original reliable medical sickness certificate from the certified hospital with a proper reason explaining the symptoms and medical treatments should be provided to school. Such requests will be evaluated on a case by case basis by the Accounting Department of the school in consultation with the Head of School or relevant school administrator

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Procedures

Application requirements

The following documents are required to complete the application/proceed with enrollment:

- Non-refundable Application Fee
- Completed Application Form
- Copy of student's birth certificate
- Copy of Thai ID/passports: student and parents (original must be available)
- Copy of Visa/Residence Permit: student and parents (original must be available)
- Official school report from last two school years in English, or verifiable English translation (K3 - Gr.12)
Grade 9-12 applications must also provide high school transcripts
- 3 passport pictures
- Copy of current immunization record
- Letter of Recommendation from an educator in the applicant's previous school speaking to the student's learning potential, behavior, and degree of parental support, and where applicable, the student's overall potential for success in a college preparatory high school program (if requested).

Submitting the application constitutes agreement with the following:

1. The parent or guardian and student admitted will abide by the school's established policies and procedures.
2. The parent or guardian understands and agrees that ELL, academic and/or diagnostic testing may be administered to the student to plan or enhance his/her educational program once he/she is registered and enrolled.
3. The parent or guardian agrees to pay all fees and tuition according to APIS policy.
4. The parent or guardian agrees to inform APIS if any circumstance or information described in the application form changes.

5. The parent or guardian understands that APIS may contact the student's previous schools in order to obtain information- relevant to the student's application.
6. The parent or guardian understands that APIS transports students to an international medical care facility for emergency medical situations.
8. APIS will support the immigration and banking process for families moving to Thailand for educational purposes with a certified letter of enrollment only.
9. If a family is successful in obtaining an overseas ED visa, with the assistance from APIS paperwork, APIS is required to communicate with the immigration office to immediately cancel the visa when a family decides to leave the country or move to a different school.

Primary/Elementary

- Students may enter the Elementary School at APIS up to and including the first semester of Grade 5, regardless of the level of the student's proficiency in English.
- Students entering from the second semester of Grade 5 should at least have a level of English language ability that would qualify for the English language program. If not, consideration would be given for admissions to the English Academy.
- If the student's home language is not English, they should be able to demonstrate that they are proficient in their home language at their grade level, as determined by required documentation.
- Transfers between campuses will be handled on a case by case basis.

English Academy

- Students between 9-13 years old who do not meet the minimum English language requirement for PYP or MYP will be given the option to enroll for 1 year in this intensive English language course.

MYP

- In Grades 7-10, admissions requires that students are capable (in accordance with the International Baccalaureate) of listening, reading, speaking, and writing in English in order to benefit from our academic programs.
- If the student's home language is not English, they should be able to demonstrate that they are proficient in their home language at their grade level, as determined by required documentation.

Grade 11 and 12

- Grades 11 and 12 are geared toward preparing students for college/university and career. Therefore, students seeking enrollment should demonstrate English language and academic proficiency appropriate for success within the APIS program.
- Students will receive support from the Principal, DPC and School Counselor to determine their course of study.
- Students applying for Grade 11 and 12 admissions will be considered on a case by case basis, pending their previous school attendance and/or MYP or DP School enrollment, must have met specific subject prerequisites.

Application Process

The admissions procedures for students wishing to enter Nursery to Grade 2 involve the submission of the following:

1. Completed application form and application fee payment
2. Supporting documents
3. Face to face interview with family and child if within Thailand, online interviews to be used if family is not within Thailand.
4. Screening assessment required (K3- Grade 2)
5. Reports for the current and previous year of study (from K3 - Gr.2)
6. Students entering K1 should be toilet trained

The admissions procedures for students wishing to enter Grade 3 to Grade 12 involve the submission of the following;

1. Completed application form and application fee payment
2. Reports for the current and previous year of study (High School must submit all reports from Gr. 9 and beyond)
3. Face to face interview with family and child if within Thailand, online interviews to be used if family is not within Thailand.
4. Relevant test and examination results
5. In person admissions test for Language and Math upon arrival

Based on the above, all students are screened to determine native language abilities. Admissions testing is required and will be administered on site/online (case by case). The Admissions Team will make an assessment based on the admissions interview results.

Students who apply for admission to APIS/APISP should possess the attitudes and ability to fully access and benefit from the curriculum and programs. Final admission decisions will be made at the discretion of relevant Senior Leadership Team Members/Board of Directors as determined by the Head of School.

Withdrawal procedure:

When you withdraw your child from APIS/APISP, it is required to inform the school, so that:

- The school has time to transfer or cancel the visas,
- Teachers have time to properly assess your child's most recent learning experiences
- Your child has adequate time to prepare their farewell to their peers.

Appendix:

Student ratios:

Sections will only be added when the number students exceeds the cap and a qualified teacher can be hired

	Recommen ded Class limit size	TA per class	
Pre-Nursery	12	2	Minimum number - 5 paying to open a class. Beyond 10 - additional Nanny provided
Nursery	15	2	beyond 12 - additional Nanny provided Up to 3 PN students can be accepted to N if Nursery has less than 12 and the students are independently walking and eating.
K1	18	1	Beyond 15 - additional TA provided.
K2	18	1	
K3	18	1	
1	20	1	
2	20	1	
3	20	1	
4	25	1	Minimum 8/10 students for a TA to be assigned
5	25	1	Minimum 8/10 students for a TA to be assigned
6	25	1	Minimum 8/10 students for a TA to be assigned

Age Guidelines

Academic Year 2023 - 2024		
Grade	Age	Date of Birth
Pre-Nursery	18 Months	
Nursery	2	1 Sept.2020 - 30 August 2021
K1	3	1 Sept.2019 - 30 August 2020
K2	4	1 Sept.2018 - 30 August 2019
K3	5	1 Sept.2017 - 30 August 2018
Grade 1	6	1 Sept.2016 - 30 August 2017
Grade 2	7	1 Sept.2015 - 30 August 2016
Grade 3	8	1 Sept.2014 - 30 August 2015
Grade 4	9	1 Sept.2013 - 30 August 2014
Grade 5	10	1 Sept.2012 - 30 August 2013
Grade 6	11	1 Sept.2011 - 30 August 2012
Grade 7	12	1 Sept.2010 - 30 August 2011
Grade 8	13	1 Sept.2009 - 30 August 2010
Grade 9	14	1 Sept.2008 - 30 August 2009
Grade 10	15	1 Sept.2007 - 30 August 2008
DP1	16	1 Sept.2006 - 30 August 2007
DP2	17	1 Sept.2005 - 30 August 2006

Parent/Student Visa process (when applying from overseas):

1. Complete the Student Application form
2. Necessary documents to be attached
 - a. A photocopy of birth certificate (the translated copy notarized by a license office will be needed at Chiangmai immigration office for one year visa extension)
 - b. A photocopy of student and parent passports (for overseas enrollment)
 - c. 3 individual passport size photographs of student and parents
 - d. Application fee, entrance fee and deposit to be paid with the application (the deposit is non-refundable if the parents cancel the application)
3. The school will prepare
 - a. An acceptance letter
 - b. Student's account statement
 - c. School letters addressed to Thai Embassy or Consulate (if the student is outside Thailand)
 - d. A copy of school license
 - e. A copy of school manager license
 - f. A copy of school director license
 - g. A copy of school director's identity and administrator license
4. The parent then submits items from point 3 to the Thai Embassy or Consulate outside Thailand to get a 90 Day Non - ED visa for the student and Non - O visa for one parent. (Parent's/Guardian visa can only be applied for from overseas - Student tourist visa can be transformed within Thailand)
5. After getting the 90 day visa, parents need to open a bank account in Thailand with a 500,000 baht balance for 1 month for extending a year visa with the assistance of a school request letter. For the following year's visa extension, parents need to have a 500,000 baht balance for 90 days in the account prior to the visa extension day.
6. Before the expiration of this 90 day visa, the school will prepare an additional set of documents (including students progress reports as certified by the school) for the Chiang Mai Immigration Office for a year visa. This will be processed only when all payment is completed.
7. If in any case, the parents decide to change schools, this visa will expire immediately. Inform the school 1 month prior to the change.

Note: The school reserves the right to issue the necessary documents to facilitate the visa process for students who enroll on a full time basis.

Parent/Student Visa process (when applying from within Thailand):

1. Complete the Student Application form and submit it to the school admissions officer.
2. Necessary documents to be attached (2 full sets):
 - a. Photocopy of birth certificate (the translated copy notarized by a license office will be needed at Chiangmai immigration office for one year visa extension)

- b. A photocopy of student and parent passports and visa if the students are already in Thailand
 - c. 3 individual passport size photographs of student and parents
 - d. Application fee, entrance fee and deposit to be paid with the application (the deposit is non-refundable if the parents cancel the application)
3. The school will prepare:
- a. A visa change request letter from the school
 - b. A copy of school license
 - c. A copy of school manager license
 - d. A copy of school director license
 - e. A copy of school director's identity and administrator license
4. The student visa application is available strictly to students only
5. Make sure that the current visa of the applicant needs to have at least 21 days before expired date
6. The parents will submit all application and required documents to the Chiangmai immigration.
7. The immigration officer will stamp the date to get Non-Ed stamp and the parents have to be aware of the scheduled date to avoid any complications.
8. Once the application is stamped, the applicant will get a 90 day Non-Ed visa within a month.
9. Before the expiration date, the parents contact the school office for another set of supporting documents for a one year visa. Please direct to the school office at least one week prior to the appointment date with the immigration. This will be processed only when all payment is completed.
10. If in any case, the parents decide to change schools, this visa will expire automatically. So please make sure to inform the school 1 month prior to the change.

Note: The school reserves the right to issue the necessary documents to facilitate the visa process for students who enroll on a full time basis.

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APIS Assessment Policy

"Assessment at APIS will be based on the school's adopted curriculum standards. Assessment will be consistent with IB requirements and be authentic, informative, personalized and, where possible, collaborative-involving all stakeholders. Our assessment practices will reflect the mission and vision of the school in its international context and be communicated clearly and consistently to all relevant stakeholders. Assessment results will be used by all teachers for formative and summative purposes."

The purpose of this policy is to provide clarity for assessment, evaluation, and reporting within the IB program at American Pacific International School including beliefs and frameworks of assessment, who is involved, how assessment is delivered, when assessments/reporting occur and what are the learning targets.

At APIS, we believe that:

- Students and teachers will use feedback to improve learning, teaching and assessment.
- The school will use non-competitive assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.
- The school will administer assessment consistently, fairly, inclusively and transparently.
- Students will be provided opportunities to consolidate their learning through assessment

Procedures

Types of Assessment at APIS

Formative assessment

Formative assessment is on-going assessment *for* learning that provides teachers and students with insights into development of knowledge, understanding, skills and attitudes. Through a variety of methods, regular assessment will be used during the teaching and learning process to inform teachers and students about how learning is developing. Formative assessment and teaching are directly linked and provide feedback that is actually used to adapt the teaching and learning strategies to meet the learner's needs.

Summative assessment

Summative assessment is a formal assessment *of* learning. They are a way for students to demonstrate what they know, understand and can do, in authentic contexts. Summative assessment marks the completion of a Unit of Study, a reporting period, or

readiness to progress to the next stage of learning.

IBDP Assessments

Internally assessed IB work is graded internally by our teachers. These include oral presentations, commentaries, laboratory work, investigations, and performances. All APIS teachers who teach an IB course receive IB training and specific training on how to use the IB criteria. Internally assessed IB work is then moderated by IBO to assure reliability. Teachers oversee some IB assessment as students produce the work, but external examiners, selected by the IBO outside of the school, assess it. These include, for example, the internal assessments (IAs), Extended Essays, Theory of Knowledge essays. The May examinations, for Year 2 IB students, are externally assessed and form the greatest portion of the assessment score for each subject.

External Assessments

Both WIDA and MAP assessments are administered annually to students for the purpose of improved instruction. Measures of Academic Progress, or MAP Tests, are administered to students in Grades 2-11 (Grade 12 is optional) . MAP tests are computer-based, cross-grade, adaptive assessments that track growth and achievement in Math, Reading, and Language Usage, and are linked to Common Core Standards. WIDA MODEL Online is an English language proficiency assessment for students in grades 1-12. At APIS we administer this test for our English Language Learners to help determine their needs within the ELL program.

Characteristics of Effective Assessment

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, products, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.

The 4 dimensions of assessment as defined by the IBO:

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning

The documentation of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Measuring learning

The measure of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Reporting learning

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme.

Who has responsibilities in the Assessment Process:

Students’ responsibilities include:

Students develop assessment capability when teachers provide them with multiple supported experiences in reflecting on their learning and how to make improvements. Using specific language to describe, discuss and evaluate learning, students demonstrate their assessment capability by:

- partnering with teachers to design their learning goals and success criteria
- being able to self-assess and discuss their progress towards achieving learning goals
- selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- developing the metacognitive skills to reflect on their learning and to plan next steps
- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.
- Being active participants responsible for their own learning and assessment; for example, seeking and acting upon feedback, setting and meeting goals and deadlines.
- Follow the established guidelines for internal/external complaints.

Teachers' responsibilities include:

- Support for students to become assessment capable.
- Using data and evidence to inform planning and teaching strategies
- Understanding the purpose of assessment and selecting appropriate tools and strategies.
- Collaborating to design and moderate assessments, analyze results and plan next steps.
- Giving effective feedback and communicating the learning process.
- Documentation of assessment data for all students
- Sharing evidence and data with students and the learning community.
- Reflecting on evidence and data to improve own practice
- Planning multiple opportunities for success
- Support for student reflection through modeling
- Informing students of the internal/external complaints procedures, including posting the infographic from the appendix in the complaint policy.

Programme Coordinators responsibilities include:

- Working collaboratively with teachers to support/train them in the assessment expectations.
- Ensuring teachers continually review and reflect on their assessment practices.
- Ensuring a common approach to recording, interpreting, and reporting data.
- Finding ways to ensure communication of the Assessment Policy to the school community.
- Support the teachers and students in understanding the internal/external complaint procedures.

Senior Leadership Team's responsibilities include:

- Providing time for teachers to plan and prepare tasks and assessments which include; time within departments, across subject areas and both within and between grade levels.
- Ensuring students, teachers and parents are all part of the assessment and reporting process.
- Leading, coordinating and collaborating in the assessment practices of the school.
- Finding ways to ensure communication of the Assessment Policy to the school community.
- Oversee the process for the internal/external complaints and facilitate review of any internal complaints.

Parents' responsibilities include:

- Being active participants in assessment practices.
- Supporting their individual child's growth.
- Helping to create a balanced home life.
- Taking opportunities to reinforce school learning.
- Communicating constructively with their child and their child's teachers.
- Understand and follow the established guidelines for internal/external complaints.

Assessment and Reporting in the PYP

General Information

The purpose of assessment is to inform teaching and learning. APIS/APISP assess progress frequently in order to encourage each student to improve their performance, or focus on areas of learning requiring their special attention. Assessment is an ongoing process of learning. When everyone stays informed about a student's performance, then the student, parents, and teachers can all work together to help the student achieve his or her potential.

What Do We Assess:

Common Core State Standards serve as the guide for teaching, learning and assessing. ATLs and Conceptual understandings are also used to determine student progress toward grade level progress.

Assessment in the Early Years

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices. Teachers share these observations with students and parents.

How Do we Report:

Parent /Teacher Conferences

Parent/Teachers Conferences occur at the end of the Quarter 1. In these conferences, families spend time talking through each child's progress with the various class teachers.

Learning Updates

Mid-semester reports will summarize progress made directly linked to evidence from the student's work. Learning updates are sent home at the end of Quarter 1 and the end of Quarter 3.

Student-Led Conferences

Student-Led Conferences take place during Semester 2, and are a review of the work that has happened during the school year. Students use their mother tongue to lead their families through various activities in the classroom and share their learning portfolio, to demonstrate their personal and academic growth. Student-Led Conferences conclude with a family reflection.

The PYP Exhibition

Grade 6 is a special year in the Primary Years Program (PYP). Students in Grade 6 engage in a collaborative, transdisciplinary inquiry process, known as the Exhibition, under the guidance of their teachers and mentors. The Exhibition is the culmination of the PYP. Students are involved in synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the IB Learner Profiles they have been developing throughout their engagement with the program. Students are given

flexibility in their choice of real-life issues or problems to be explored and investigated during the Exhibition, and demonstrate how to take action as a result of their learning.

Portfolios

The portfolio is used as an ongoing assessment tool and a record of learning that documents a single child's development over the school year. In Pre-Nursery - Grade 6, the digital platform Seesaw is used to create digital portfolios. Students and teachers select items of work that provide evidence of the learning process. All portfolios must meet the APIS Portfolio Requirements which outline the types and quality of work that must be included and provides more detail for teachers about the function of portfolios in our school.

Written Reports

Formal written reports are issued twice a year for Pre-Nursery to Grade 6. The report is one element in the process of communicating with parents about their child's progress, and Teachers will provide comments on areas of success and next steps in learning. Reports will be issued at the end of each semester. Report formatting will be reviewed in alignment with the curriculum review cycle.

Elementary School students are assessed and achievement is shared in the following way:

Academic Quality Descriptors			
4 Exceeding Expectations	3 Meeting Expectations	2 Working Towards Expectations	1 Working Below Expectations
<ul style="list-style-type: none"> Exceeds standard for year-end grade level expectations Independently applies learning to other subject areas Independently uses questioning strategies appropriately Independently uses a variety of problem solving strategies 	<ul style="list-style-type: none"> Consistently meets the standard for year-end grade level expectations Applies learning to other subject areas Uses questioning strategies consistently Utilizes problem solving strategies 	<ul style="list-style-type: none"> Is beginning to show ability to meet the standard for year-end grade level expectations Applies learning to other subject areas with support Uses questioning strategies with support Beginning to utilize problem solving strategies 	<ul style="list-style-type: none"> Working below expectations for grade level Struggles to apply learning in other subject areas Rarely uses questioning strategies appropriately Rarely utilizes problem solving strategies
Effort Puts forth exceptional effort needed to meet grade level expectations	Effort Consistently puts forth the effort needed to meet grade level expectations	Effort Beginning to put forth the effort needed to meet grade level expectations	Effort Rarely puts forth effort needed to meet grade level expectations

When Do We Report (PYP):

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

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

Please note additional copies of written reports will incur an administration fee of 100 Baht per copy.

Assessment and Reporting in the MYP

General Points

- Each subject in the MYP is assessed against four learning objectives (Appendix 4), defining what the student will be able to accomplish as a result of studying the subject
- All teachers assess students against the prescribed *Subject Specific Learning Criteria*
- Summative assessment task are criterion related, with teachers using their professional judgement, guided by the mandated criteria, to award an achievement level
- The overall level of achievement is based on multiple assessment tasks
- Each criterion is assessed with a level from 0 to 8
- To determine an achievement level, one starts at the lowest level and moves to the next level once all of the strands have been met:
 - The level descriptors for each band describe a range of student performance in the various strands of each objective.
 - At the lowest levels, student achievement in each of the strands will be minimal.
 - As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.
- Teachers develop rigorous summative assessment tasks to ensure that the highest level of the learning criteria is achievable
- The learning criteria are presented to students in advance of an assessment task to ensure transparency
- Students take responsibility by assessing their work against task specific clarifications for summative tasks
- An achievement level on the report card represents that student's current level of understanding, it is not an average score of multiple tasks
- An overall IB Grade is calculated by adding the 4 criterion levels together to get a score out of 32. This score is converted to a level from 1 to 7 based on the boundaries provided by the IBO (see table below)

- Grade 9 and 10 earn credits toward their APIS diploma requirements (See Appendix for credit requirements)

Standardization

- Teachers using the same *Learning Criteria* (such as Language and Literature, Language Acquisition, and the Arts) will meet once at the start of the year and once in the middle of the year to establish common understandings of the criteria against which they evaluate each student.
- Teachers of the same subject meet once at the start of the year and once in the middle of the year to establish a common understanding of the criteria against which they evaluate each student.

Year Level Learning Criteria

- Grade 7 is assessed against the MYP Year 1 Learning Criteria.
- Grade 8 is assessed against the MYP Year 3 Learning Criteria.
- Grade 9 is assessed against the MYP Year 5 Learning Criteria.
- Grade 10 is assessed against the MYP Year 5 Learning Criteria.

Parent /Teacher Conferences

Parent/Teachers Conferences occur at the end of the Quarter 1. In these conferences, families spend time talking through each child's progress with the various class teachers.

The MYP Personal Project

The Personal Project itself is the culminating event of the Middle Years Programme. It is a long term individual research based project for Grade 10 students. It aims to develop the student's personal interests and talents. The project assesses self-management, research, communication, critical and creative thinking, and collaboration skills, and is designed to connect subject specific content, understandings, and skills with personal experience, and to develop their own interests for lifelong learning.

The Personal Projects are initially assessed by the project supervisor and are then internally standardized by committee. Samples are then requested by the IB for external moderation. In order to be promoted to the DP, students are required to receive a minimum of an internally standardized score of 3. If internal scores are not in agreement with IB moderated scores, student status will be considered on a case by case basis.

APIS MYP Certificate

The APIS MYP Certificate of commendation is awarded to those students in Grade 10 who:

- Attain a level of achievement of 3 or above in all subjects or a total of 21 points
- Attain a level of achievement of 3 or above in the personal project
- Attain a level of achievement of 3 or above in one interdisciplinary unit
- Meet the APIS expectations for Service as Action.

Written Reports

- Quarter 1: progress report (October)
- Semester 1: full report (December)
- Quarter 3: progress update(March)
- Semester 2: full report (June)

Portfolios

The portfolio is used as an ongoing platform for:

- Students to showcase their academic development over the year through formative and summative assessment tasks
- Students to reflect on their learning
- Students to take responsibility for their own learning by evaluating the quality of their work
- Students to set academic and learning goals

Adhering to Deadlines

APIS is committed to developing the skills, values and attitudes that will lead our students to becoming self-reliant citizens, who take responsibility for their own actions. As a community we recognise and value the importance of organising our time effectively to ensure we meet deadlines in the following manner:

- Teachers will publish summative assessment task sheets and due dates for assignments to be submitted via Toddle - no fewer than 7 days in advance.
- Students will be in attendance or submit their assignments complete on or before the deadline
- Teachers will return assessments, complete with achievement level(s) and feedback, no later than 7 days after the due date

In the event a student is absent on the assessment date:

- The student will need to submit digital versions of the task as evidence (photographs of written work, etc)
- submit a doctors note
- confirm absence with parents
- This will be handled on a case by case basis

In the event nothing is submitted:

- The student's grade will be determined after consideration of summative assessment samples
- If the missing task leaves insufficient data to determine a level of achievement, **a conference between student, teacher, coordinator and parent/guardian will take place.**

Extensions

Extensions may be granted to students in special circumstances, such as an extended absence from school due to illness or bereavement, only after consultation between teacher, coordinator and parent/guardian.

Reports for Students Enrolling Mid-Year

In Grades 7-8, students enrolling:

- After the first mid-semester break will receive a progress report, not a full report.
- At the beginning of the second semester will receive a full report.
- Between the start of a semester and the mid-semester break will receive an amended report.

In Grades 9-10, students enrolling:

- After the first mid-semester break will receive a progress report, not a full report.
- At the beginning of the second semester will receive a full report.
- Between the start of a semester and the mid-semester break will receive an

amended report.

- Credits will be assessed on a case by case basis depending on the student's arrival date.
- Each student's situation will be looked at carefully to determine options for gaining credit by the end of the relevant school year.

IB MYP Grades

The students overall IB Grade is calculated by adding the four criterion levels together, and converting the total to a level based on the boundaries provided by the IB as shown below:

Grade	Boundaries	Descriptor
7	28-32	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	24-27	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	19-23	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	15-18	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	10-14	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	6-9	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	1-5	Minimal achievement in terms of the objectives.

Assessment and Reporting in the DP

APIS will offer three diploma options upon completion of Grade 12: An IB Diploma, A general APIS diploma with IB certificates, and a general APIS diploma.

There are three options for students in Grades 11 and 12:

1. Full Diploma Programme Students
2. Course Students (officially enrolled in at least 1 Diploma Programme Course and will complete all IB assessments in that course)
3. General APIS diploma students (not enrolled in any IB Diploma courses or taking IB Diploma assessments)

All three diploma options require that all students earn the required amount of credits between Grades 9 - 12. (See Appendix).

GPA's are calculated for the purpose of the Thailand Ministry of Education and specialized college/university applications. They are not part of the active assessment processes in the school. If students request the need to have a GPA in their transcripts, they will contact the Counselor.

In the DP, formal summative assessment is defined as assessment directly contributing to the final diploma qualification. External assessments are set each year by the IB to be completed in the second year of the DP Programme and are scored by the IB. Teachers work closely with external assessment guides in order to prepare DP students for the exams. These assessments typically include, but are not limited to essays, structured problems, short, data, and text response questions as well as case study questions.

Internal assessments are given throughout both years and are determined by coursework, projects, fieldwork, practical work, and oral presentations. They can also include multiple choice, essays, and short answer assessments that adhere to IB coursework. Internal assessments are scored by APIS teachers and moderated by the IB.

The principles, practices and challenges involved in formal diploma assessment are considered in detail in Diploma Programme assessment.

In the APIS DP, assessment is mainly designed for the purpose of giving each student a summative score.

Achievement Grades:

Achievement grades are calculated by formative and summative assessments given by the teacher during each semester. Everyone, regardless of their diploma status receives scores based on the IB Grade Descriptors (1-7 scale) and the mark schemes for each individual IB course.

Predicted grades

Predicted grades take into account the overall knowledge of each student including academic achievement, performance on mock exams, internal assessments. Predicted grades are given to students by the way of reports and transcripts in order to aid in their university applications.

Predicted grades are reported:

DP1

- End of year

DP2

- End of Semester 1
- End of Quarter 3
- End of Semester 2
- Available upon request as needed for university applications

Transcripts

Transcripts are produced as required to provide a summative report on achievement levels for students moving to different institutions, e.g. transferring school, going to university, beginning work. They will be accompanied by documentation explaining the school's achievement levels and their equivalents as necessary. Please note additional copies of transcripts will incur an administration fee of 100 Baht per copy.

Written Reports

Formal written reports are issued four times a year for students in Grade 11 (DP1) and Grade 12 (DP2). The report is one element in the process of communicating with parents about their child's progress. Teachers comment on areas of success and next steps in learning. Information from the reports will be used for the calculation of credits.

IB DP Grades

Academic performance is evaluated through various assessments, which are ongoing. These may include tests, quizzes, homework, class participation, project work and oral presentations. The student's overall internal IB Grade is calculated by the assessment objectives.

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

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

- The IB grades will take the published IBO marking system into consideration for each subject taught for internal grading purposes.
- Refer to the APIS Academic Integrity policy for procedures when academic integrity is compromised during the Assessing and Reporting process.

GPAX Conversion Table (Ministry of Education)

Grading Level	High School Courses Yrs 12 and 13	GPA	IB Standard Level Yrs 12 and 13	GPA	IB Higher Level Yrs 12 and 13	GPA
Excellent	7	4.00	7	4.00	7	4.00
Very Good	6	3.75	6	4.00	6	4.00
Good	5	3.50	5	3.75	5	4.00
Satisfactory	4	2.75	4	3.00	4	3.25
Needs Improvement	3	2.00	3	2.25	3	2.50
Weak	2	1.00	2	1.25	2	1.50
Very Weak	1	0	1	0	1	0
No Grade Awarded	N	0	N	0	N	0

(Table provided by the Ministry of Education)

At APIS IB MYP and DP scores are converted to a 4.0 scale and letter grade for the purposes of the Thailand Ministry of Education, or any other special needs that may arise.

IB DP Examination

- Students registered for DP External Examinations will sit for exams in May Session of their culminating year as determined by the IB
- Mock exams are administered prior to the external examination dates in February
- APIS will follow the formal IBDP Assessment Procedures for external examinations, especially by following specified timelines for requests for testing accommodations and modifications.

Reports for students enrolling mid-year

In DP1 and DP2 enrolling:

- After the first mid-semester break will receive a progress report, not a full report.
- At the beginning of the second semester will receive a full report.
- Between the start of a semester and the mid-semester break, will receive an amended report.
- Credits will be assessed on a case by case, depending on the student's arrival date. Each student's situation will be looked at carefully to determine options for gaining credit by the end of the relevant year.

Earning the IB Diploma

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7 points. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects, completes both the Theory of Knowledge class and the extended essay with at least a D grade, and shows growth in each of the seven (7) CAS Learning Outcomes can be awarded an IB Diploma provided none of the following failing conditions exist:

- A grade of 2 in any HL subject
- A grade 1 in any SL subject
- Two or more grade 2s in SL subjects
- Two or more grade 3s in HL with a grade of 2 at SL
- Four or more grade 3 subjects
- Each grade 3 in an HL subject is not compensated by a grade 5 or above in another HL subject

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the extended essay contribute to the overall score, which awards up to 3 bonus points based on the candidate's combined performance.

Those students who do not satisfy the entire set of requirements for an IB Diploma, or who elect to take fewer than six subjects, are eligible to receive a certificate for successful completion of each examination.

Appendix

APIS High School Diploma Requirements

APIS Diploma Graduation requires a minimum of 24 credits in Grades 9-12. All high school courses are year long and students earn 0.5 credits for each semester.

All High School students must also complete MYP Service as Action and DP CAS requirements.

High school students must complete prescribed course credits in seven areas of learning:

English:		<i>(4 credits)</i>	All students are required to be enrolled in an English course for every semester.
Social Studies:		<i>(3 credits)</i>	
Mathematics:		<i>(3 credits)</i>	
Science:		<i>(3 credits)</i>	
Languages Thai	<i>Either</i>	<i>(4 credits for Thai Nationals)</i>	Thai nationals must complete the required Thai Language course every year.
Languages: Thai (LA), Japanese, Chinese:	<i>Or</i>	<i>(2 credits)</i>	Students take courses in a language other than their native language. Two years of Thai satisfies this requirement for non-nationals.
	<i>Thai Language and Culture Studies</i>	<i>MoE credit only</i>	Non-Thai nationals are required to take two consecutive courses (equivalent of 1 period per week) of Thai Language and Culture (TLC) if they have not completed the MoE requirements by the end of Middle School.
Creative and Performing Arts:		<i>(2 credits)</i>	All students are required to have two credits within the creative or performing arts.
P.E.:		<i>(2 credits)</i>	All students are required to have two credits of Physical Education.
Electives		<i>(3 for Thai Nationals/5 credits for Non Thai Nationals)</i>	Made up of any available combination of courses listed above.
Minimum of 24 Credits for APIS Graduation			

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APIS Child Safeguarding Policy

"International Schools have a moral as well as legal duty to safeguard the welfare of our students, as well as those children using our facilities or involved with our programs". -
From AISA Child Protection Handbook (2016).

Safeguarding Purpose

APIS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, copies of this policy will be distributed annually to all parents, staff, and students. APIS is committed to providing training for all staff and has implemented hiring practices to ensure the safety of children. This policy will be reviewed regularly for compliance and effectiveness.

At APIS we strive to keep our students and community safe by:

- Employing rigorous recruitment procedures for all staff to check their suitability to work at APIS.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Training all staff in basic Child Protection awareness.
- Ensuring that all staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse.
- Establishing a safe environment free of abuse, bullying, and physical dangers in which children can learn and develop with care, respect, and communication.
- Providing regular adult supervision on campus, on the buses and at school sponsored events.
- Adopting child protection practices through procedures and a code of conduct for staff, volunteers, and visitors.
- Developing and implementing an effective social media / e-safety policy and related procedures.
- Providing effective management for all staff and contractors through supervision, support, and training.
- Sharing information about child protection and good practice with students, parents, staff outside providers, interns, volunteers, and visitors.
- Sharing concerns with outside agencies who need to be involved; and inform those concerned.
- Respecting the confidentiality of an individual who makes a report.

Anti-Bullying

APIS does not tolerate bullying behaviors by anyone in our community. Our shared aim is to be a caring and safe community where individual differences are respected and

consequences for this behavior will be handled by administration swiftly and appropriately.

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

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

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

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

The few Code of Conduct guidelines below, however, are expected to be followed by students:

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

Physical intervention guidelines

Staff should always aim to avoid physical contact during an immediate intervention. However, APIS reserves the right for a staff member to get in between physical altercations for safety reasons. Physical intervention is allowed in cases where necessary, for the benefit of the student, i.e., students need to be pulled apart from each other to prevent harm. Staff will try to handle such incidences with extreme care. Strong physical contact, i.e., grabbing or holding down a student should be avoided. The staff member,

in these cases, shall consider student safety to be the most important issue regardless of the nature of the incident.

Technology and Internet Safety

Technology and Internet Safety Policy at APIS aims to ensure that students and community members are aware of the risks and possible dangers of internet usage. Members of the community are expected to apply sensible decision making and critical thinking with regards to searching for information and making posts on social media. Additionally, members are expected to be aware of the issues of cyberbullying and internet security, and practice good digital citizenship. As part of the Child Protection and Safeguarding Policy, sections of the Student Conduct Code and Staff Conduct Code are fully applicable and enforced in this section. The school realizes that internet and social media usage often occur outside of school hours. However, members are expected to comply to the best of their ability while recognizing the rights and feelings of those they meet via an online platform while keeping themselves safe from harm. The school regularly teaches Digital Citizenship Units to educate students, while dealing with Technology and Internet Safety issues that may arise through counseling support. In cases of bullying, the school utilizes a disciplinary process to encourage reflection, growth, and personal development. It is everyone's responsibility to maintain a safe environment that is conducive to learning. The school encourages its members to report issues of Technology and Internet Safety issues relating to harm to the school principal and counseling staff. The following guidelines apply to all community members:

1. Cyber bullying includes the following activities:
 - Posting harmful/hurtful messages on social networking sites about another member of the community
 - Spreading rumors online
 - Sending harmful/hurtful messages via instant messaging, text, or email
2. Acceptable internet during school hours occur according to the following conditions:
 - During school hours, web browsers are to be used for educational and research purposes. Under no circumstances are members of the community allowed to access inappropriate material.
 - Never share passwords or usernames with other members of the community
 - Using prescribed platforms such as Google Classroom, Seesaw, or research databases is encouraged and, in some cases, mandatory.
 - Never attempt to access another member's username or password.
 - Be fully aware of online plagiarism and do collaborative work online through shared documents only when instructed by the teacher and follow classroom guidelines.
 - Always use appropriate language.
 - Always be respectful with using posts on social media and be a good representative of the community
 - The school may ask students to remove certain posts from social media if they could potentially warn self or others even if posts occur off school hours.

Safeguarding and the Physical Environment

The school environment must be maintained and supervised as a safe place for students.

- Doors should have clear glass windows; any film or blinds must still allow occupants to be visible from outside the room.
- Adult bathrooms are available. Adults must not use the same bathrooms as students. In cases where it is necessary to enter a student allocated bathroom, such as to attend to a behavioral or health and safety issue, leave the door open and announce your reason for entering the space as a warning to other students using the bathroom. Where possible in such situations avoid being alone. (We understand with very young children, staff will be assisting with children's toileting and intimate care needs. (In this case, please refer to the Intimate care section of this policy).
- If staff are in a one-to-one situation with students in a room, ensure the door remains open or move to a more public space where possible/appropriate. Children generally work with staff in open communal areas. Staff working in rooms on their own with a child leave the door open (for confidentiality purposes, counselors/administrators are the exception).
- Playground areas clearly bounded – boundaries regularly checked. Members of staff on duty in the playground need to place themselves to be able to see the entire space.
- Security systems in place to monitor visitors to the school.

Intimate Care

- Intimate care encompasses areas of personal care, which most people usually carry out for themselves, but some children are unable to do so because of their youth or special needs. Children's dignity will be preserved and, as high a level of privacy, choice, and control as possible, will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. As a basic principle, children will be supported to be as independent as possible/appropriate. This may mean, for example, giving the child responsibility for washing/cleaning themselves.
- All children who require care are always treated respectfully; the child's welfare and personal dignity is of utmost importance.
- Appropriate and clean toilet and diaper changing facilities for all children are provided.
- Paper towels are available for drying hands.
- As far as possible the child's key teacher/assistant/support will change their diaper.
- Staff must wear disposable gloves while changing a diaper (aprons optional). Staff wear items of protective clothing when dealing with toileting accidents as appropriate.
- Wet or lightly soiled pants are placed in sealed plastic bags and sent home. Soiled underwear should not be washed in the bathroom sinks or toilet areas.
- Soiled diapers are to be double wrapped and disposed of in an allocated separate safe trash receptacle.
- The changing area is to be cleaned with the cleaning spray and wipes after use.
- Staff must wash hands or use hand gel after removing gloves.

- Children are assisted when getting dressed/undressed by our own Early Years staff in a classroom or in the bathrooms, away from the view of other visitors or adults in the school.
- Supplies of fresh clothes are easily at hand when getting changed, so that the child is not left unattended while the clothes are being found.
- Appropriate use of toilets is promoted and emphasizes the following points: Find an empty toilet/changing space as designated; Follow an established sequence; Be aware of hygiene issues; Be aware of personal safety; Be aware of personal dignity.
- Staff must not be alone with students when providing intimate care.
- For students in K2 and above, adults will ask the child before providing assistance.

Abuse and Neglect

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional and spiritual development. American Pacific International School (APIS) endorses the UN Convention on the Rights of the Child, of which our host country, Thailand is a signatory.

All staff employed at APIS are required to report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that the child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective of this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the local authorities, local healthcare providers, appropriate employer, to the respective consulate or child protection agency in the home country.

In the case of a staff member reported as an alleged offender, APIS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority. Investigations of staff may also be conducted in partnership with local authorities and the employee's home country consulate.

Definitions of Terms of Abuse

For the purposes of this document and compliance with Thai Law, "Child" means a person under eighteen years of age.

Child Protection: Concerns include suspected, alleged, self-disclosed or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

Child Abuse: According to the World Health Organization, child abuse constitutes, "all forms of physical and or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Physical Abuse:

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical

harm to a child. (These symptoms could also indicate harm to self, such as: cutting and suicide ideation)

Signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive behavior
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

Emotional Abuse:

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Signs of emotional abuse:

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention seeking behavior
- Persistent tiredness
- Lying

Sexual Abuse:

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include

non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse:

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- STDs
- Fear of people or places
- Regressive behaviors, bed wetting or stranger anxiety
- Excessive masturbation/sexually provocative
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seems physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behavior or language

Sexual Exploitation:

Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, threatening or profiting monetarily, socially or politically from the sexual exploitation of another.

Examples of sexual exploitation:

Sexual assault (defined as "any unwanted or forced sexual act committed without consent") or threat thereof. Sexual assault can occur either against a person's will, by force or coercion, or when a person is incapable of giving consent, such as when they are under duress, under the influence of drugs or alcohol.

Sexual Exploitation includes:

- actual physical aggression, including but not limited to: rape, forcible sodomy, forcible oral copulation, sexual assault with an object, sexual battery, forcible fondling (e.g., unwanted touching or kissing);
- threats of physical aggression;
- emotional coercion; and/or psychological blackmailing.
- Unwanted touching of a sexual nature
- Demanding sex in any context
- Making sex a condition for assistance
- Forcing sex, forcing someone to have sex with anyone
- Forcing a person to engage in prostitution or pornography
- Refusing to use safe sex practices
- Videotaping or photographing sexual acts and posting it without permission
- Alleging or threatening to allege that anyone already has a history of prostitution on legal papers

Neglect:

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Some indicators of neglect:

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Failure to grow
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing

Commercial Exploitation:

Commercial sexual exploitation of children (CSEC) is violence against children. CSEC is sexual abuse or exploitation of a minor, 18 and under, for "payment" or promise of money, goods or services to the child or a third person(s).

CSEC occurs through a variety of methods including:

- interfamilial pimping,
- street prostitution,
- pornography,
- stripping,
- erotic/nude massage,
- escort services,
- private parties,
- gang-based prostitution,
- forms of Internet-based exploitation,
- forced marriage,
- child trafficking,
- possession and distribution of child pornography

Inappropriate Child to Child Behaviors:

Children develop sexually, just as they develop physically, emotionally and socially. Even young children have sexual feelings and may engage in sexual behavior (such as touching their sex parts or saying inappropriate words). Sexual behavior can be a problem when it is developmentally inappropriate or involves other children. It is always a problem if it involves pressuring or forcing other children. It can also be a problem if the family does not consider the behavior normal or acceptable.

A child's sexual behavior can be a problem if it is out of the ordinary for his or her stage of development, interferes with age appropriate interests and activities, involves other

children in a way that is upsetting, takes advantage of children who are younger, or involves pressure or force.

Behaviors to look for:

- Behaviors that are public, disruptive and continue in spite of efforts to stop them, or bother or hurt other children are most likely to require professional help.
- Excessive preoccupation with sexual words, sexual body parts and sexual activity, especially when seen in school-age or older children.
- Repeated display of sexual body parts in public, especially when seen in school-age or older children.
- Persistent, secretive sex play with other children after being told not to.
- Putting objects in sexual body parts. Imitating or trying to have sexual intercourse with toys, pets or other children, especially in preschool or school age children.
- Doing sexual things with much younger children or children who are emotionally or socially at a much younger stage of development.
- Pressuring or forcing others into sexual activity of any kind.

Long Term Impact of Abuse

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long term child abuse and lifetime health and wellbeing, especially if the children do not get appropriate support to help them cope with the trauma.

Long term impact of child abuse:

- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for self
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, prone to addiction
- Inability to express love/or accept love
- Inability to lead family, constant health problems
- Prone to mental health problems
- Low self-esteem, depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behavior (e.g., suicide attempts)

Reporting

1. APIS will maintain and review Student Protection Procedures for faculty and staff to address the prevention, reporting, and investigation of child abuse.

2. All APIS employees must immediately report suspected incidences of child abuse or neglect whenever there is reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. APIS employees must report to the Head of School, School Administrators, or Counselor any suspected abuse or neglect either in or out of school.

3. Reporting and follow-up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. If abuse or neglect has occurred the school will assess the need for medical attention or intervention to safeguard the safety of the child, and develop a follow-up plan. Furthermore, cases of suspected child abuse or neglect will be reported in accordance with Thai law.

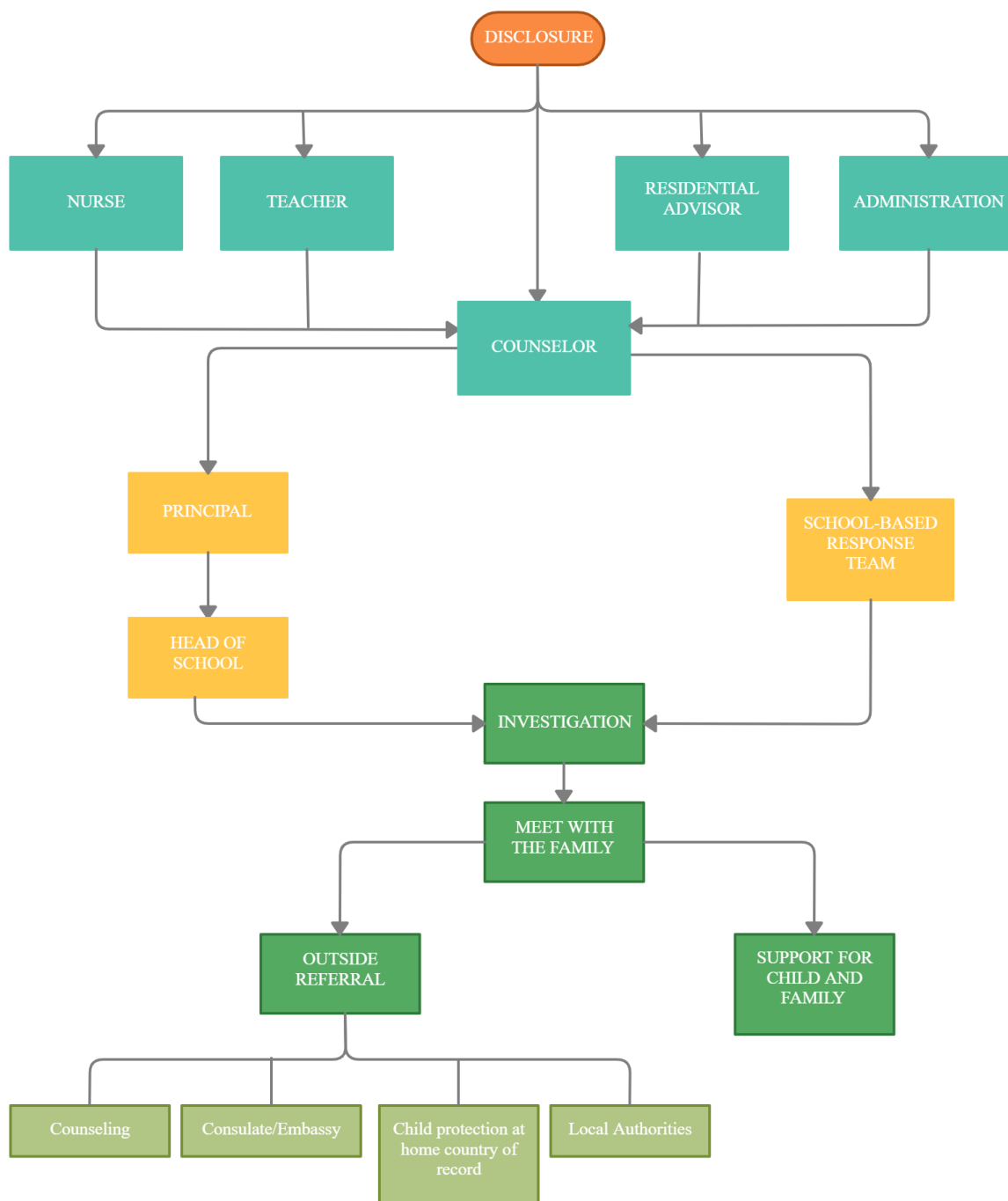
4. Information related to the suspected abuse or neglect is strictly confidential and shall be shared only with those with a need to know within the school.

Information related to the suspected abuse or neglect shall not be disclosed to the public or made known to the public, advertised or disseminated by means of the media or any other kind of information technology in any manner whatsoever. Violation of confidentiality laws may result in criminal liability.

5. Staff who serve on Student Support Team Meetings are expected to keep all information in the strictest of confidence. By signing off on the Child Protection Policy and attending training, you agree to these terms.

6. In the case of a staff member reported as an alleged offender, APIS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child as the highest priority.

Abuse & Neglect - Reporting Flow Chart



Roles & Responsibilities of Staff Members

Person who has been disclosed to	<ul style="list-style-type: none"> • Report to the school counselor, fill out documentation. If the disclosure is about a staff member, report directly to the Head of School.
Counselor	<ul style="list-style-type: none"> • Point person for disclosure/communication • Head of School-Based Response Team • Informs Principal • Determines how investigation will unfold and the roles everyone will play • Initiates need for family contact • Provides support
Principal	<ul style="list-style-type: none"> • Confirm that staff has completed child protection training • Informs Head of School of disclosure • Attend School-Based Response Team meetings • Assist in investigation needs assigned by Counselor
School Director	<ul style="list-style-type: none"> • Main contact for informing authorities • Family contact • Attend School-Based Response Team meetings
Head of School	<ul style="list-style-type: none"> • Inform and remain in communication with Board of Directors • Attend School-Based Response Team meetings as needed • Investigate as needed • Report to outside agencies as needed
Child's Teacher/Advisor:	<ul style="list-style-type: none"> • Attend School-Based Response Team meetings as needed • Provide support for student • Assist in investigation needs assigned by Counselor
Nurse	<ul style="list-style-type: none"> • Provide medical background/data to the School-Based Response Team as needed
Residential Director	<ul style="list-style-type: none"> • Attend School-Based Response Team meetings as needed • Assist with investigation needs assigned by Counselor • Provide background information as needed • Support for the student as needed
Other Administration Members	<ul style="list-style-type: none"> • Translation needs • Family contact
Board of Directors	<ul style="list-style-type: none"> • Support for the reporting process

School-Based Response Team

Who: School Counselor (point of contact/team leader), Principal, Head of School, School Director, Child's Teacher (if needed), Residential Director (if needed), Nurse (if needed)

Objectives: gather information, interpret and evaluate information, and determine next steps and support for the child and family.

Timeline: initial investigation meeting to occur within 24 hours of disclosure and the investigation procedures will be determined by the School-Based Response Team.

Outside Agencies for Referral:

1. The Hug Project Thailand: <http://www.hugproject.org>; contact person-Boom Mosby
2. Chiangmai Child Protection Attorney Center And the Central Family Institute: contact number - 053112559 - 60
3. Childline - Saidek hotline 1387 (24 hours)
4. Thai Social Services (TSS) hotline 1300 : oscc1300.m@m-society.go.th (24 hours)

Risk Assessment & Mitigation

- APIS will conduct risk assessment for all appropriate events/activities involving children and for programs/projects that involve children and develop strategies to minimize risk. Assessment Form is in the appendix.
- APIS will make an assessment of the safeguarding practices of partner organizations prior to engagement.
 - Organizations and volunteers from the organizations must be approved by the acting principal.
 - Background checks will be conducted for any persons wishing to partner with APIS. If they have a background check from their organization, a copy must be provided.
 - People must fill out a contact form that is kept on file with their name, contact to their organization, and their relationship to the organization. They must also provide a copy of their ID or Passport
 - When arriving on campus, an ID or passport will be provided and a visitors badge given.
 - Copies of all organization and volunteer information will be kept by HR.
- APIS will ensure that there is a separation of shared properties and usage for both campuses to be clearly identified on school maps.

Safe Recruitment

APIS will employ safe recruiting practices to ensure the suitability of prospective employees to work with children, including after school instructors and volunteers and temporary camp staff.

- a. Background checks must be conducted for all contracted APIS employees and will be kept on file with Human Resources.
- b. Background checks will be part of the hiring process for new employees.
- c. Applicants for APIS positions (and current employees) will agree in writing with the terms of this policy as part of the contracting process.
- d. Checking evidence of identity and the authenticity of qualifications, requesting self-declarations about previous convictions, and a minimum requirement of at least two references are carried out in all cases in question.
- e. If a background check is returned with questionable results, APIS will review and determine 1 of 3 possible placements:
 1. Permanent Disqualification (not able to employ)
 2. Presumptive Disqualification (more investigation is needed)
 3. Discretionary Disqualification (infraction is minor and hiring can happen)

The safe recruitment of all school employees is the first step to safeguarding and promoting the welfare of children in education. This recruitment screening process includes all school professionals providing services to the school including but not limited to outside consultants, contractors, substitute teachers, activity providers, and all volunteers in schools. At APIS we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

Our Safer Recruitment processes aims to

1. Deter potential abusers by setting high standards of practice and recruitment.
 2. Reject inappropriate candidates at the application and interview stages.
 3. Prevent abuse to children by developing robust policies and agreeing on safe practice.
- We ensure that at least one member of staff on every recruitment panel has undertaken training in Safer Recruitment and that:

- Up to date police and child safety records, and official background checks from a teacher's country of origin and previous country of employment, have been received, reviewed, and verified by the school.
- We have three references, one of which must be from the current employer.
- During this process contact with references should be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.
- All new staff will also be subject to medical health and safety verification checks.
- All new Staff will receive Safeguarding Policy training, read, and sign the Child Safeguarding Policy and Professional Code of Conduct.

Education & Training

Students:

Child safety education teaches children about:

- Empowerment and protection
- Providing a standard measurement of what constitutes as risk
- Building children's capacity of how to cope with risk
- Encouraging children to disclose unhealthy situations and incidents (e.g., boundary-breaking behavior, abuse situations) to adults
- Privacy values and the need to develop healthy trusting relationships
- The importance of being trustworthy custodians of their friends' information

APIS refers to Kids in the Know: Child Safety curriculum for implementation/ adaptation for use at school. The Curriculum lessons are organized into K-G8, and High School G9 - G12 lessons. The Kids in the Know program includes the following:

- Deals equally with sexual exploitation and personal safety
- Incorporates personal safety with consideration of use of technology
- Addresses self/ peer exploitation in context of cyberbullying
- Includes components for home and school
- Includes lessons that are evidence based and outcome focused
- Available for individual grades K through grade 8
- Offers online training on the issue of personal safety, child sexual abuse and how to effectively implement the Kids in the Know curriculum

At each grade level there are a number of concepts that are suggested for exploration. The nature of these conceptual understanding is developmental and spiraling in that with each year the level of depth and understanding increases. Each lesson focuses on a developmentally appropriate exploration of a concept.

Curriculum Overview

	Topics to be covered					
K3- G1	Okay/ Not Okay Behavior	Public vs. Private Behavior	Going to an Adult for Help	Trusting Your Instincts	Labeling Feelings	Keep and Speak Secrets
G2	Okay/ Not Okay Behavior	Keep and Speak Secrets	Emotions	Going to Adults for help		
G3	Zoe and Molly Online Safety: Public and Private information	Emotions	Healthy and Unhealthy Friendships	Keep vs. Speak Secrets	Going to Adults for help	
G4	Zoe and Molly Online Safety: Public and Private information	Common Lures	Emotions	Healthy and Unhealthy Friendships	Going to Adults for help	
G5	Creating Safe Profiles	Common Lures	Healthy and Unhealthy Friendships	Going to Adults for help	Emotions	
G6	Online Risks	Emotions	Common Lures	Healthy Relationships	How to Get Help	
G7	Smartphone Safety	Picture Permanence	Boundaries	How to Get Out of Uncomfortable Situations	Healthy Relationships	Emotions
G8	Smartphone Safety	Picture Permanence	Boundaries	Healthy Relationships	Emotions	

High School Curriculum Overview:

The high school curriculum is an online based program that allows for flexibility in implementation during advisory or counseling time. There are 6 main concepts that are focused on during the high school period including:

- Social media
- High risk behaviors
- Healthy dating relationships
- Emotions
- Boundaries
- Consent

Staff Training

Orientation - Childsafeguarding.com

On Going

- Curriculum
 - What's being taught
- Event Planning
 - Differentiated by need

Differentiated PD

- Board
- Administrators
- External providers
- Parents
- Support staff
- Substitute teachers

School sponsored - (Off site) Activities

Definitions

Education outside the classroom can be defined as those experiences that are well planned and organized by the school for the purpose of enhancing learning. These may include school trips, excursions, outings, camps, home stays, events and activities

Excursions are activities organised by the school where the students:

- are taken out of the school grounds (for example, a camp, day excursion, school sports);Camps are excursions involving at least one night's accommodation. Local excursions are excursions to locations within walking distance of the school.
- undertake adventure activities, regardless of whether or not they occur outside the school grounds;
- Attend school 'sleep-overs' on school grounds.
- Are accommodated in another person's home

Responsibility

The head of school, principal, and director are responsible for the conduct of all excursions and must ensure:

- excursions are planned, approved and conducted in accordance with the APIS Child Protection Policy
- an online notification of school activity form is completed at least three weeks prior to the activity
- compliance with the Safety Guidelines for Education Outdoors

Supervision

Staff student ratios for day trips (including sporting teams that travel) are as follows:

- PYP: minimum one adult per ten students
- MYP/DP minimum one adult per fifteen students

Staff student ratios for overnight trips are as follows:

- PYP: minimum one adult per ten students
- MYP/DP minimum one adult per fifteen students
- There also needs to be at least one male and one female supervisor present

Field Trips and Excursions

Child safeguarding expectations apply for APIS staff, volunteers and external providers during field trips and residential trips. Any staff working directly with students in a field trip or residential setting must understand the expectations prior to the visit.

Please refer to the Risk Assessment Checklist (Field Trips)

Camps and overnight stays :

Camps mean overnight accommodation in permanent buildings, e.g. hotels, special centers or campgrounds, with facilities such as toilets, kitchen and/or dormitory accommodation. Camps create opportunities for extended and relaxed contact with students/children, during which supervisors might observe physical or emotional signs that suggest possible physical, sexual or emotional abuse or neglect. Supervisors may observe inappropriate behavior between adults and students. In these situations the inappropriate behavior must be raised with the adult concerned so that the behavior stops. The actions taken need to be documented and the Head of School, Principal or Director must be informed. The Head of School, Principal or Director will decide whether or not the matter needs to be referred. Supervisors should carry the required handbook in preparation for any disclosure.

Sleepovers (On campus) are overnight activities on the school premises in which students participate in various curriculum activities which can include the introduction of outdoor education programs, team building, fund-raising and school exchanges. Sleepovers include overnight stays inside the school or in tents within the school boundary. This also includes 'stay back till dark' activities. Same procedures as for Camps.

Please refer to the Risk Assessment Checklist (Camps and overnight stays)

Home Stays

Home Stays provide individual student accommodation when students visit another school for a cultural or sporting visit, exchange or Classroom Without Walls trips. The host school and the host family generally have responsibility for accommodation and activities out of school. It is the responsibility of the school to ensure the host families that provide accommodation for students provide a safe environment for students to live in and pose no risk to their safety. Schools must try to match students by age, sex and cultural groupings. Participating students should understand that they may encounter different social and cultural practices. While an appreciation of these might enhance social and multicultural awareness, students should feel free to ask the teacher-in-charge for help to change accommodation, if they find themselves in an uncomfortable situation.

Most of the risk assessment for camps and overnight stays and residential will apply and additionally:

- There will be an agreement with the partner school, organization or third party provider about an appropriate means of background/disclosure checking of hosts;
- Host families will be provided with APIS expectations and guidelines, and contact details of APIS staff;
- There will be daily contact between school staff and pupils, with time in the homestay minimized if possible, and students will be prepared with guidelines to enable them to have realistic expectations and to feel confident to contact staff if they are concerned; and
- When the above are not possible, a full discussion and risk assessment to ensure the safety of students should be conducted specific to the context.

Events, functions, performances

Occasions involving large crowds on school grounds, parks or on the streets including sporting fixtures. Staff need to be clearly identifiable so a student concerned for their safety can find them easily. Staff must be monitoring all students, not just their own class. APIS has no control over who may be in the crowd so staff must be extra vigilant toward interactions between students and adults and peers not known to the school or staff members. Event risk management checklist

Parents/Volunteers

If parents are being used as supervisors they need to be checked for their suitability for such a position and complete a Child Protection Declaration. When parents come as observers it is still the school staff responsibility to monitor their interaction with students. Anyone who has not had a police check should never be left in sole charge of participants.

The supervisor is to provide support and advice to assist parents/volunteers to properly assess the potential risks to children. Among the potential risks is harm to children from inappropriate conduct by adults or peers that is abusive in any way.

The guidelines on child protection in education to be made available to all parents and volunteers.

Restrooms, Showers & Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations, and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment. Staff therefore need to be vigilant about their own behavior, ensure they follow agreed guidelines and be mindful of the needs of the students.

With very young children, staff will be assisting with children's toileting and intimate care needs. In this case please refer to the Intimate Care procedures mentioned earlier.

The following should always be considered:

- Staff should avoid any physical contact when students are in a state of undress.
- Staff should avoid any visually intrusive behavior when they are in changing rooms.
- It is acceptable for same-sex staff to indirectly supervise when groups are changing.
- Sensitive students should be offered the opportunity to change privately.
- Staff should only shower and change in staff-designated changing spaces.

Monitoring & Review

- APIS Child Safeguarding Policy will be reviewed in accordance with our policy review cycle
- New staff that come in at the beginning of the year will go through the safeguarding modules during new staff orientation
- New Staff that come in during the year:
 - are required to go through an orientation before they can enter the classroom. They will need to meet with the Counselor and Principal; during this time they will go over the safeguarding modules and take the corresponding quizzes.
- Returning staff will be required to take an overview course at the start of each school year.

Appendix

GUIDELINES FOR RESPONDING TO A CHILD'S DISCLOSURE

- Do not let a child swear you to secrecy before telling you something. You may need to report, which the child may view as breaking their trust.
- If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions.
- Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.
- Don't pressure for a great amount of detail.
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.
- Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close.
- Do not make promises to the child that things will get better.
- Do not confront the abuser.
- If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting your school-based Support Team or the Community-based Multidisciplinary Team. Do not take the child home with you!
- Respect the child's confidence. Share with the Child Protection Team, but limit information from and with other staff.
- Explain to the child that you must tell someone else to get help.
- Try to let the child know that someone else also will need to talk with him/her and explain why
- Empower the student by allowing the child a part in the process as much as possible.

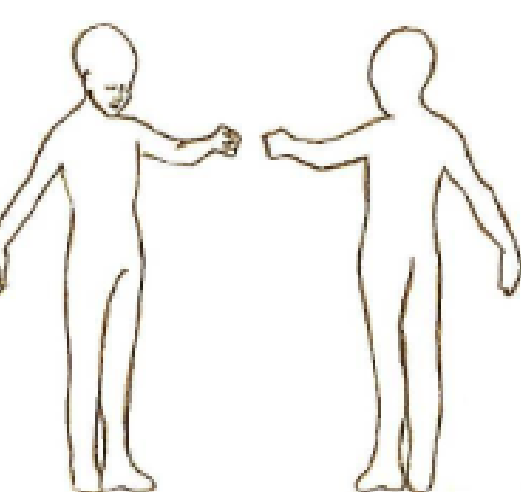
Please note: teachers are not investigators. Your role is to listen and respond to disclosures in order to determine the next step for students to get the help they need. When appropriate, a request for an investigation must be completed.

Student Disclosure Form

To Be Completed by Person Disclosed To, or Counselor:

Name and role of person completing form:	Name and role of person child first disclosed to:	Date of disclosure:
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Child's Name:	Grade:	Date of Birth:	Gender:
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<p>Description of disclosure (only include objective statements, quotes, facts and details):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>If applicable, mark areas of concern:</p> 
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To Be Completed by Counselor:

Counselor Notes:

School-Based Response Team Initial Meeting

<p><i>Meeting Minutes and Next Steps:</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Date:</p>
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Name

Signature

The

Risk Assessment Checklist (Field Trips)

	Yes	No
More than one adult present for out-of-school activities, unless otherwise agreed with senior leaders in the school.		
Staff are aware of the risks in any activity and the recommended steps to manage them.		
All students have parental consent to the activity, and all requirements from APIS and the Ministry of Education must be fulfilled.		
Students are fully prepared for the trip expectations and expectations for specific activities.		
Emergency arrangements and no-go areas are explained clearly to students and adults		
A re-group point and time is established, and contact numbers for staff mobiles (or relay arrangements via the school number) are communicated		
Non-APIS staff understand the responses to difficult situations, with an emphasis on informing APIS staff immediately.		
When using a centre, an agreement is established in advance about the school's guidelines on behavior, health and safety, and child protection, including no photos. If another group is using the centre, this also applies to them.		
The roles and responsibilities of school staff and providers in relation to all aspects of the trip are agreed upon.		
If possible a local contact such as the police, consulate or embassy (which may include the government liaison in a partner school) is established before the visit.		
Staff have a system in place to monitor students even in time which is allocated for recreation or is not directly supervised.		
Note : Random student drop offs should have prior approval.		

Risk Assessment Checklist (Camps and overnight stays)

	Yes	No
The teacher in charge has experience in conducting student camps along with experience in supervising students in out of school hour's situations		
An accompanying staff member has first aide training/experience		
The correct ratio for the activity is established		
The area/location has been carefully selected with consideration for the environment with reference to emergency action procedures.		
Communication, transportation and other emergency action protocols are planned, in place and operable.		
Medical: Updated health care information, restrictions, special needs etc. has been communicated to staff on a need to know basis.		
Mixed gender student/child groups have mixed gender leadership.		
Site facilities have been checked for safety, privacy and security		
Check sleeping accommodation. Where adults sleeping areas are shared with students the proximity between beds is as wide as possible		
The sleeping arrangements and the rationale behind them are clearly explained to parents in the briefings and information prior to departure		

Bibliography

ACS-WASC Focus on Learning, 2017 edition

AISA - Child Protection Handbook, 2016 edition

Boarding Schools Association - Supporting Victims of Abuse - 2017 (PDF)

Child Protection Act: B.E. 2546 - unofficial translation of Thai Law (2003)

PREM International School Child Protection Agreement, 2017

NIST - Child Safeguarding Policy, 2019

Kids in the Know - Canadian Curriculum, 2018

ISAT Webinar - Child Protection - From the British Consulate - 2021

Hug Project of Thailand - website (Facebook)

APIS Language Policy

APIS acknowledges that English is the primary language of instruction. English will be honored, as well as home/personal language, mother tongue, host country and additional languages.

APIS will endeavor to support its community when possible by:

- Offering a variety of language classes, including English Language Learning services.
- Investigating the possibility of offering other language classes
- Offering multiple language resources through the Library
- Using Literacy to invite the student into new ways of making meaning and exploring the world through language
- Follow International Baccalaureate requirements as outlined in the [language policy guide](#).
- APIS will follow host country language and culture requirements from beginner through native speakers as required by the Ministry of Education for International Schools.
- Establishing graduation requirements by ensuring students are enrolled in English Language classes every academic year.
- Aligning with the other APIS policies.

Procedure

In order to support our community, APIS will endeavor to:

- Arrange for translation services.
- Put parents in touch with outside agencies, and help families make home/personal language connections within the school community.

Principles of Language Learning

- English is the primary language of instruction at APIS, with exceptions in world language classrooms.
- English is the common spoken language in the classroom, hallways, playgrounds, dorms and at school-sponsored events.
- The language policy allows for students to inquire in their home/personal language to assist with understanding, inclusion and multilingualism.
- Language instruction is integrated in all aspects of the curriculum.
- Where the conventions of communication are unique in a given subject (i.e., lab report, literary essay, letter), the appropriate scaffolding must be in place to encourage students to succeed.
- Students learn best when they are actively involved in listening, speaking, reading and writing.

- Teachers will differentiate tasks and expectations to suit students' language levels.
- Results from various assessments (e.g. MAP and WIDA, Fountas & Pinnell and classroom assessments) may be used to determine the effectiveness of our language program, and provide teachers with a focus for future needs.
- Students are placed in the language program that best meets their needs.

Language Development in the PYP

- Students will be exposed to multiple, authentic opportunities to learn language, learn about language and learn through language.
- Students needing support in English language acquisition will be provided appropriate levels of instruction, which may include English Language Learning (ELL) services from Grade 1- Grade 6.
- A multiliteracy approach is used for language instruction across all grade levels.

Language Development in the MYP

- All students will study two languages in every year of the MYP.
- Progression from Language Acquisition to Language and Literature is set out in Appendix 1

Language Development in Grade 11 and 12

- All students will study two languages in each year, one of which must be a Group 1 Language and Literature course.
- One of the Language courses must be an English course.
- Language placement will be determined by the current IB Guide.
- Ab Initio SL courses are available for students that would like to explore a new language option of Group 2.
- Students can participate in a school supported, self-taught home/personal language program as feasible and as approved by the DPC/Head of School.

English Language Learning (ELL) Services

ELL services aim to provide English language learners with the knowledge and skills needed to become successful in both social and academic contexts, so that they can reach their potential, and become successful global citizens.

Specific information regarding programme level procedures can be found in the ELL Handbook.

Appendix 1

APIS Language Profile

Home/Personal Language (Multilingual approach):

For the purposes of this document, Home/Personal Language will refer to the primary language spoken in the home. Maintenance of the Home/Personal Language is encouraged, valued and supported at APIS. We recognize that continuing to develop the student's home/personal language and literacy skills in their language supports the development of their English language skills.

Parents are encouraged to be involved in various learning experiences that support and promote the maintenance of their home/personal language. Some examples of participation are; engaging in the Units of Inquiry, reading and sharing information with the classes, and participating in various school events.

Through the offering of Thai, Chinese, and English Language and Literature in the DP, APIS aims to maintain home/personal language development at the forefront for our students.

MYP Language Acquisition

	EMERGENT		CAPABLE		PROFICIENT	
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English LA	Not offered at APIS as set out in Admission and Language Policies	WIDA: Level 2, Beginning Students may have some, but not most Level 3 skills	WIDA: Level 3, Developing Students may have some, but not most Level 4 skills	WIDA: Level 4, Expanding Students are nearing the stage when ELA is not necessary, in accordance with our Language Policy	Students are placed in the English Language and Literature class with teacher support, in accordance with our Language Policy	Students have been placed into the English Language and Literature Class.
Thai LA	Thai LA follows the MOE standards as set out in the Standards of Thai Language, Thai Culture and History Competency	Thai LA follows the MOE standards as set out in the Standards of Thai Language, Thai Culture and History Competency	Thai LA follows the MOE standards as set out in the Standards of Thai Language, Thai Culture and History Competency	There are currently no students in this level at APIS.	Students are placed in the Thai Language and Literature class with teacher support, in accordance with our Language Policy	Students are placed into the Thai Language and Literature Class.
Other LA	Follows the Thai LA curriculum in most cases	Follows the Thai LA curriculum in most cases	Follows the Thai LA curriculum in most cases	Follows the Thai LA curriculum in most cases	Students are placed in the Language and Literature	Students have been placed into the Language and

					class with teacher support, in accordance with our Language Policy	Literature Class, in accordance with our Language Policy
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Thai Language, Thai Culture & Thai History Curriculum in International Schools

Excerpted from Thai Language, Thai Culture and Thai History Curriculum for International Schools. (by Special policy school department, Office of Private Education Commission, Ministry of Education) pages 1-2

*Ministry of Education by Curriculum Development Department Committee had circulated a regulation about Thai language and Thai culture taught in international Schools around Thailand: it was stated that every school had to instruct Thai language and Thai Culture to students (year 2000) as **a core course 1 period/week for students from Grade 1 – 8 and as an elective course for students in Grade 9 – 12. The students who move from abroad to study in Thailand in Grade 9 – 12 must learn Thai language and Thai Culture 1 period/week for at least 2 years.** This regulation includes Early years to High School.*

All Thai students will have to learn Thai language, Thai culture and Thai History at least 5 periods/week from K3 - Grade 12.

- *Beginning from Class of 2025 - Thai national students (with their parents permission) may enroll in the language program of choice.*

Roles & Responsibilities

Students will:

- be aware of the APIS language offerings.
- take an active role in language learning.
- make good use of APIS resources to support language acquisition.
- do their best to develop an additional language, if appropriate.
- seek help when they need it as it relates to language support.
- meet the MOE requirement to learn the language and culture of the host country.
- understand that English is the primary form of communication across the campus and in the Residential Life Program.

Teachers will:

- be aware of and follow the APIS Language Policy.
- understand that they are responsible for language learning at APIS
- explicitly teach the vocabulary and language conventions of their subject.
- model effective communication.

- help students find appropriate language resources to support language acquisition.
- differentiate for students' language needs; in planning, teaching and assessing student work.
- provide timely and effective feedback about language development to the students and their parents.
- be involved in the process for students transitioning out of ELL services.
- build up resources and other materials in the languages offered at the school as well as the home/personal language used by students in attendance (Librarian).

Parents/Guardians will:

- be aware of the APIS Language Offerings.
- provide and support opportunities for their child to maintain their home/personal language.
- provide a range of appropriate English and home/personal language texts for their children at home.
- monitor their child's progress and communicate concerns through the classroom or ELL teacher.

Programme Coordinators will:

- use English as the primary language when creating documents for school publications and have the documents translated when needed.
- ensure consistency across all sections of the school in the delivery of language instruction, assessment and reporting.
- participate in the regular review of the language policy.
- support teachers with professional development opportunities encouraging them to keep abreast of current practices in the teaching of English as an additional language.

Senior Leadership Team (SLT) will:

- use English as the primary language when creating documents for school publications and have the documents translated when needed.
- provide adequate resources and staffing for the School's language programs.
- ensure consistency across all sections of the school in the delivery of language instruction, assessment and reporting.
- initiate a regular review of the language policy.
- ensure that teachers are supported with professional development opportunities to keep abreast of current practices in the teaching of English as an additional language.

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PDPA Policy for APIS

As of 1 May, 2021, APIS will follow the Personal Data Protection Act - PDPA of Thailand. We will ensure that it is consistent with any changes in legal or regulatory requirements to protect the privacy of students, staff, parents, community members and visitors.

Purpose

The purpose of this document (Personal Data Protection Act - PDPA) is to inform you of American Pacific International School's (referred to as APIS, us, we or our") policies on data collection, usage, disclosure, processing and protection, which are subject to the Thailand Personal Data Protection Act 2019 and to inform you of your rights regarding the collection, use, processing and disclosure of Personal Data (as defined below).

APIS respects the privacy of its students, parents, staff, community members and visitors to its website and campus. Personal data is collected by APIS for the purpose of supporting the operations of the school. All collection, use, disclosure, or processing of data is undertaken in compliance with Thailand's Personal Data Protection Act 2019 ("PDPA"). Personal data may be used by APIS before, during or after a student's enrollment with the school.

The following information sets out how APIS will use and protect the information you provided to us.

Definitions

1. **Staff** are individuals employed by APIS in any capacity on both campuses, including full-time and part-time employees. This excludes contracted companies and individuals (ASA providers).
2. **Students** are current, prospective or past students enrolled at APIS.
3. **Parents/Guardians** are current, prospective or past parents, and/or legal guardians, of a student or students at APIS.
4. **Alumni** are APIS graduates.
5. **Associates** are individuals or organizations that are affiliated but not employed by APIS.
6. **Third parties** are individuals or organizations that are not affiliated with or employed by APIS.

7. **Personal Data: means any information relating to a Person, which enables the identification of such a Person, whether directly or indirectly, but not including the information of the deceased.** Constituting the full legal name, personal address, personal contact information, school records of an individual and any sensitive information. It does not include identification numbers, names of staff, or titles and business contact information of staff.
8. **Consent** means that you give permission/allow for the collection, use, disclosure, transfer and processing of Personal Data, subject to the terms and conditions of this Data Protection Policy.

Procedures

Consent

In line with the US Department of Education's Family Educational Rights and Privacy Act (FERPA) and the General Data Protection Regulation (GDPR) of the European Union along with the Personal Data Protection Act (PDPA) from Thailand, APIS will not disclose the personal information of a student/staff without their consent (parents will give consent for students under the age of 18). This excludes non-identifiable disclosure of academic records for the purposes of accreditation, academic research, statistical analysis, and disclosure under subpoena by Thai law.

As indicated in the APIS enrollment and consent documents, APIS reserves the right to use photographs and other visual media containing the images of APIS parents, students and alumni in online and print media.

- Instances of online media include, but are not limited to, the APIS website, social media channels such as Facebook, news sites that publish APIS press releases, and third parties which have been granted permission by APIS for the purposes of promotion of education-related content.
- Instances of print media include, but are not limited to, school brochures and flyers, the school magazine, advertisements, newspapers and magazines that publish APIS press releases, and third parties which have been granted permission by APIS for the purposes of promotion of education-related content.
- In cases in which published media, whether in online or print form, utilizes extensive interviews with students, further consent will be sought from the parents of those students.

You may, at any time, withdraw your consent for the collection, use, disclosure, transfer and/or processing of Personal Data in accordance with the procedure set out within this PDPA policy.

Data collection

Types of information collected:

- Personal details and demographic information (name, contact details, gender, nationality etc.) when registering your child with us for enrolment, signing up for activities, for services, applications to other schools, seeking employment or submitting an enquiry via the website or other channels etc
- Responses to surveys for research purposes to improve our services
- Text, images and film from school-related activities, and enquiries and comments via the APIS School website, Seesaw Portfolios and various APIS social media outlets
- Health information (height, weight, blood type, allergies and immunizations)
- Biometric (finger prints)

Purpose of data collection:

- Maintain regular communication channels for updating student progress and disseminating information regarding school programmes to you in a timely manner
- Administration, statistical analysis and intervention in the event of medical or pastoral counselling requirements
- Review strategic plans, academic policies and guidelines
- Management of security and risk
- Provide education services, track progression of students and evaluate student's suitability for a course
- Market research
- Internal and external audits
- Regulatory reporting and compliance
- Analysis of information to improve and develop the School website
- Comply with Child Safeguarding requirements
- Provide a safe learning environment
- To protect the health of the students and employees we serve
- to monitor (where appropriate) the responsible and safe use of IT and communication systems
- to support and develop our employees in the performance of their duties
- for financial planning to help in the future planning and resource investment purposes
- to meet our statutory reporting requirements to the education and other authorities
- to ensure campus security including video surveillance
- to maintain relationships with alumni and the extended APIS community
- to respond to requests from former employees, parents and students for information related to their time at APIS

Special Categories of Data

Photographs and Videos

Photographs and videos are a key medium through which to record and share everyday life at APIS to the parents, students, employees, alumni, the extended APIS community, prospective families and the general public. APIS uses such media for promotional purposes, including but not limited to: the APIS website, printed publications, electronic newsletters and APIS social media. Photographs and video are also generated for educational purposes (records of lessons, field trips, sports, events, staff professional development) by faculty and students and play an important role in the delivery of our teaching and learning programme. As members of the APIS community, parents, students, employees and alumni may be photographed or filmed and these photographs or film used for promotional or educational purposes.

Photographs or videos used for promotional purposes will not identify individuals by their full name. If individuals are identified by name then this will only be done with prior consent.

CCTV

We collect information in the form of camera footage via our CCTV-systems to ensure the safety and security of students and staff. We retain these CCTV images for 25 days after which they are deleted, unless we need to retain the images for further investigation or law enforcement purposes.

Cookies & Tracking

APIS utilizes Google Analytics in tracking visitors to the APIS website. This information is not used to identify personal information, nor is it used for any purpose other than improvement of the website based on identifiable trends. Cookies – small pieces of information stored on your computer to indicate sites that you have visited – are used only in conjunction with Google Analytics for the purpose of enhancing the APIS website. These cookies are not used to gather personal information about visitors, and no other visitor tracking is conducted. Additional information about Google Analytics and privacy is available on the [Google Support website](#).

Cross Border Transfers

APIS will obtain permission from the parents or legal guardians of a student prior to sharing data internationally. The school will also work to ensure that the transfer of any personal data to a receiving third party is done so with adequate levels of protection (no less than the standard set under the PDPA of Thailand)

Confidentiality

Authorised personnel within APIS and appointed data intermediaries will be able to access the information you provide to us. We may also share the information collected with third parties (Ministry of Education, ONESQA, Local authorities, travel providers). We would only do so with your express agreement and consent and will always ensure that your information used is in accordance with the terms of this Privacy Policy. Unless required or permitted to do so by law, we will not otherwise share, sell or distribute any of the information you provide to us without your consent.

More specifically, this includes the following categories of recipients:

- Schools, colleges or universities that the students attend after leaving our school; Other international schools (for the purposes of trips, sports and/or activities)
- Medical or social service organisations
- Providers of information systems that are necessary for us to deliver the admissions, administration, teaching and learning, pastoral care, and child protection services;
- Providers of IT hosting and maintenance services for the purposes of assessment;
- Government organisations, police, health and social care (where we are required to do so by law, or where we have obtained your consent to do so).

Rights / Access

The rights which you may have under applicable data protection legislation are:

- Right to be informed – be informed of how we are processing your Personal Data
- Right of access – right to request access to information about you that we hold. (Note that certain data is exempt from the right to access - including information that identifies other individuals or any confidential reference given for the purpose of the education, or employment of an individual)
- Right to correction – have your data corrected if it is inaccurate or incomplete
- Right to be forgotten – allows you to be able to request the erasure of personal data in some circumstances (when it is no longer needed for the purpose for which it was collected or you have withdrawn your consent). The right to erasure is not an absolute right and the school reserves the right to maintain needed data (discipline for a student or employee).
- Right to restrict processing – the right to request the restriction of your personal data in certain circumstances (for example, where you have told us the data is inaccurate and we are in the process of verification)
- Right to data portability – allows you to receive personal data that you have provided us in a structured, commonly used machine readable format. It also allows you the right to request us to transmit this data to another controller.
- Right to object – allows you, in certain circumstances, to object to the processing of your personal data.

- Right to withdraw consent - You may at any time withdraw any consent already given, or deemed to have been given under the PDPA, for any purpose when giving reasonable notice to APIS.

On withdrawal of consent, APIS shall stop (and inform it's data intermediaries and agents to cease) collecting, using or disclosing the Personal Data.

Please contact the Data Protection Officer at the contact details provided if you wish to make:

- a) an access request for access to your Personal Data or information about the ways in which we use or disclose your Personal Data; or
- b) a correction request to correct any of your Personal Data.

Please note that a reasonable fee may be charged for an access request. If so, we will inform you of the fee before processing your request. We will respond to your access request as soon as reasonably possible. If we are unable to respond to your access request within 30 days after receiving the request, we shall inform you in writing within 30 days of the time by which we will be able to respond to your access request.

We will respond to your correction request as soon as practicable from the time the correction request is made. If we are unable to respond to your access request within 30 days after receiving the request, we shall inform you in writing within 30 days of the time by which we will be able to correct the Personal Data. We will send the corrected Personal Data to every other organization to which the Personal Data was disclosed by APIS within a year before the date the correction was made if needed.

APIS shall protect Personal Data in possession or under its control by making reasonable security arrangements to prevent unauthorized access, collection, use, disclosure, copying, modification, disposal or similar risks. You should be aware, however, that no method of transmission over the internet or method of electronic storage is completely secure. While security cannot be guaranteed, we strive to protect the security of your Personal Data and are constantly reviewing and enhancing our information security measures.

APIS does not assume responsibility for any unauthorized use of your Personal Data by third parties, which are wholly attributable to factors beyond our control.

APIS shall take reasonable and appropriate measures to keep your Personal Data accurate, complete and updated.

APIS shall take reasonable effort to destroy or anonymize documents containing Personal Data, or remove the means by which the Personal Data can be associated with particular individuals, as soon as it is reasonable to assume that:

- a) The purpose for which the Personal Data was collected is no longer being served by retention of the Personal Data; and
- b) retention is no longer necessary for legal or business purposes.

Inquiries

The School may from time to time update the Personal Data Protection Policy in line with legal or practice developments. If you have any questions, please contact our School's Data Protection Officer at pdpa@apis.th

Appendix 1

AUTHORIZATION FOR EXCHANGE OF INFORMATION

I, _____, authorize **American Pacific International School**
(Name of Parent/Guardian)

to exchange information about _____
(Name and Date of Birth of Student)

With: _____
(Name of school/provider)

regarding school records, health records and other types of services being provided; the student's social and emotional functioning and academic performance; and any medical issues pertaining to mental health. This exchange of information is for the purpose of planning and evaluation, and the comprehensive sharing of educational information.

I understand that this authorization expires one year from the date it was signed, unless revoked in writing prior to its expiration date. Please sign below if you agree to the information provided above.

(Parent/Guardian Signature)

(Date)

(Parent/Guardian Email)

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ISAT 034/2021: Presentations at Introduction to PDPA for International School Seminar
ISAT PD Slides - 8 March, 2021

APIS Formal Complaints **Procedure** (Internal/External)

At American Pacific International School (APIS), we honor our accountability with all stakeholders. We endeavour to listen to what parents and stakeholders are saying and to work in partnership to receive feedback and resolve any problems or concerns. APIS recognises that a student's education will be enhanced by the unconditional support of parents and the appropriate accessibility to its Staff, Programme Coordinators and Senior Leadership Team.

This procedure has been created to assist all Students, Parents/Guardians at American Pacific International School when there is dissatisfaction with a service provided. To ensure the complaints process is effective, the following principles are applied throughout the complaints process and provide a framework for communication between all stakeholders, American Pacific International School and the IB staff (IBO, 2017, p.1).

In compliance with the IB procedure, American Pacific International School will strive to maintain the following practices:

- Fairness- We aim to have a fair complaints procedure that ensures everyone is treated equally.
- Courtesy- All communication in relation to the procedure should be based on mutual respect, trust and courtesy.
- Accessibility- We aim to have a complaints procedure that is easy to understand, easy to access and well-publicized.
- Timeliness- We aim to ensure that all complaints are dealt with in a timely manner.
- Effectiveness- The complaints procedure is monitored and reviewed to ensure it continues to be effective.
- Attentiveness- You will be given the opportunity to file your complaint and can be assured that APIS and IB will listen.

Feedback procedure

It is important for us to understand what our stakeholders perceive as our strengths and likewise what recommendations for improvement to our service they would like to see take place.

This can be achieved in the following ways:

- Email or verbal conversation with our school administration.
- Email or verbal conversation with the relevant staff member.
- Feedback via the generic school email address found on our website.

When it is felt that an issue is more pressing than simple feedback and formal complaint is deemed necessary, then the Complaints Procedure outlined in this policy should be followed. For more details about proper channels for communication, please reference the Parent/Student Handbook.

Formal Complaints for American Pacific International School (Internal)

If it has not been possible to resolve your issue informally and you want to submit a formal complaint, the following outlines how to submit your complaint to American Pacific International School.

Complaints should be submitted in writing to the email address: complaints@apis.ac.th

- Please provide as much information as possible about the nature of your complaint and the departments or services involved.

Specifically, you must supply us with the following:

- Your name, a contact address and telephone number or email address to allow us to contact you with regards to the complaint.
- If you are a student (or legal guardian of a student), the name and student ID)
- If you are an employee, your ID or passport number
- The service and/or department your complaint relates to.
- The details of your complaint including any previous attempts to resolve the matter and copies of all relevant documentation.

Complaints procedure

As an educational establishment, there are different categories of service which may warrant complaints. To ensure that the right person deals with the right complaint it is important to outline the different categories as per the list below. Complaints can be received formally in writing addressed to the relevant person. All complaints should be dealt with within 5 working days. Where a complaint is considered more complex and requires additional time for investigation, the lead investigator should inform the complainant in writing (either via email or letter) with a realistic timeline.

Students' learning and teaching, behaviour, emotional wellbeing or support:

Pending the type of complaint, the complaint may involve the following:

- Class Teacher
- Programme Coordinator/Counselor/Learning Support
- Campus Principal/School Director
- Head of School for investigation and feedback and potential final resolution

Operations/Facilities/External Services

Pending the type of complaint, the complaint may involve the following:

- School Director
- Head of School

A member of Staff

Pending the type of complaint, the complaint may involve the following:

- Campus Principal/School Director
- Head of School

A Member of the Senior Leadership Team

Pending the type of complaint, the complaint may involve the following:

- Head of School
- Board of Directors

For more information about the Internal APIS Complaints procedure, please refer to the infographic in the Appendix.

Formal Complaints for the International Baccalaureate Organization (External)

Scope of the Procedure for IB

What this procedure covers:

- Anyone who has directly accessed the IB's services, and has concerns about those services, can make a complaint to the IB which, in most cases, will result in a formal response. To maximize the chances of a quick resolution, we ask that you submit your complaint within a period of 3 months following the incident. The IB is committed to handle it sensitively and efficiently in line with the principles of our procedure as listed above.

What this procedure does not cover:

Please be aware that there are some matters that cannot be dealt with under this procedure because the IB has no legal right to do so or because there already is a separate procedure in place. The matters that cannot be dealt with are:

- Complaints regarding decisions made by an IB World School

IB World Schools are entirely independent from the IB and are solely responsible for the implementation and quality of teaching of the programmes. The IB has no jurisdiction over decisions made by the IB World Schools, as set forth in the General Regulations. As a result, the IB does not resolve complaints by students, their legal guardians or teachers regarding decisions which fall within the remit of the IB World Schools.

If you wish to make a complaint regarding such decisions you will need to contact the IB World School and, where they exist, you should follow the internal complaints procedures set out by the relevant IB World School.

Although we cannot treat such matters as a complaint under this policy, where matters regarding the implementation of IB programmes by an IB World School are brought to the attention of the Customer Service team, they will be passed onto the appropriate team for their information. When appropriate, matters may be raised or passed onto the school in question.

Where concerns are raised about improper practices occurring within IB schools, the IB's whistleblowing policy may be applicable: refer to whistleblowing policy. It is important

for anyone who wishes to report concerns regarding improper practices to first review the whistleblowing policy.

- Requests for the re-marking of Diploma Programme, Career-related Programme or Middle Years Programme work; appeals against examination results or other assessment decisions
- There is a separate procedure to deal with re-marking of Diploma Programme, Career-related Programme and Middle Years Programme work. All requests for the re-marking of work or appeals against examination results or other assessment decisions must follow the procedures outlined in the handbook of procedures for coordinators and the General Regulations. Requests for remarking must be initiated by the IB Coordinator, who also registers candidates for retakes and will assist with any assessment issues. Candidates or their legal guardians should contact the IB Coordinator in their school.
- Decisions relating to candidacy or the authorization of IB World Schools;
- Other issues the IB may deem does not fall within its mandate to investigate or make a determination on.

Complaints should be submitted in writing to the email address: complaints@ibo.org

Please provide as much information as possible about the nature of your complaint and the departments or services involved. Specifically, you must supply The IB with the following:

- Your name, a contact address and telephone number or email address to allow the IB to contact you with regards to the complaint.
- If you are an IB student (or legal guardian of an IB student), the name and code of the IB World School which you attend or have attended.
- If you are an IB Educator, your person and your role(s).
- The service and/or department your complaint relates to.
- The details of your complaint including any previous attempts to resolve the matter and copies of all relevant documentation (where available).

The Customer Service team will acknowledge receipt of your complaint within three business days and will forward your complaint to the appropriate head of department, director or chief officer. The head of department, director or chief officer will oversee an investigation of the matter, and you may be contacted for further information if this is necessary. The head, director or chief officer will aim to respond to you with his or her conclusions within fifteen business days of receipt of the complaint from the Customer Service team. Where more time is required you will be notified, with an estimate of the timeline for receiving a final response. The IB reserves the right to cease corresponding with a complainant if their correspondence is, in our reasonable opinion, frivolous, vexatious, abusive or if the matter has reached a conclusion within the framework of the formal complaint process.

External Whistleblowing Policy From the IBO

Whistleblowing is a term used when an individual raises a genuine concern about suspected malpractice or wrongdoing and/or the covering up of malpractice or wrongdoing. Whistleblowing is different from raising a grievance. Its aim is to prevent harm to others or to an organization; it is not to provide redress to you for a complaint you may have.

The IB takes whistleblowing very seriously. This policy describes how whistleblowing is distinct from both complaints and employment disputes or grievances that an individual may have. It also explains how you can raise your concern with the IB under this policy and how the IB will handle this concern.

What types of disclosures can be submitted under this policy?

This policy applies to disclosures relating to improper practices occurring within the IB or an IB World School. Improper practices can include, but are not limited to, academic misconduct, maladministration, dangerous or illegal activities or the deliberate concealment of these practices.

When your disclosure relates to decisions made by an IB World School, discussing your concerns with the IB World School administration is the appropriate course of action. If you have exhausted all options of redress at school level and remain concerned by the response provided by the IB World School, a report may be submitted in writing to whistleblowing@ibo.org

Finally, because the aim of the whistleblowing is to prevent harm to others or to the IB, you must reasonably believe that the disclosure of the information is in the best interest of the community.

What types of disclosures are not covered by this policy?

IB World Schools are wholly responsible for the implementation of the IB's educational programmes and for the quality of teaching and learning. The IB provides a curriculum and assessment framework that is used by IB World Schools. IB World Schools are independent organizations and are responsible to their governing bodies for administrative matters, including policies related to admissions, faculty, and students.

For the purpose of this document, the term "IB World Schools" shall include IB authorized schools as well as IB candidate schools. "Academic misconduct" is an action by a student that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of the assessment or completion of the examination."

"Maladministration" is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the

completion of the assessment or completion of the examination.”

Also, IB World Schools are solely responsible for any employment dispute that may arise and the IB cannot, in any way, be involved. The IB evaluates authorized schools to provide IB programmes based on IB standards and practices every five years to ensure that they continue to meet IB standards. Although we cannot treat such matters as a disclosure under this policy, where matters regarding the implementation of IB programmes by an IB World School are brought to the attention of the IB, they will be passed onto the appropriate team for their information. When appropriate, matters may be raised or passed onto the IB World school in question.

If you have concerns about assessment decisions, please refer to the Assessment section of the General Regulations document for the relevant programme in the IB resource library.

How should a whistleblowing disclosure be submitted? Should your disclosure relate to improper practices occurring within the IB, a report should be submitted in writing to whistleblowing@ibo.org

Should your disclosure relate to decisions made by an IB World School, you have exhausted all options of redress at school level and remain concerned by the response provided by the IB World School, a report may be submitted in writing to whistleblowing@ibo.org

What action will the IB take?

The IB will acknowledge receipt of the disclosure within 3 business days. If necessary, your disclosure may be forwarded to the relevant department for further review. The IB may contact you to request additional information that may be required for this review. Please note that for privacy reasons, the IB will not provide the whistleblower with information relating to the steps taken by the IB or any outcomes resulting from the disclosure and subsequent investigations.

The IB will consider each disclosure of information sensitively and carefully, and decide upon an appropriate course of action. The IB will look into anonymous whistleblowing disclosures. However, it may not always be possible to investigate or substantiate such disclosures. The IB may not always treat disclosures received as whistleblowing. It may be more appropriate to treat the disclosure as feedback. There may also be occasions where it is not appropriate for the IB to investigate under the circumstances, for example if the disclosure falls outside of the IB’s remit. In this case, the IB may recommend another course of action for the whistleblower to take.

Confidentiality of disclosure

As much as possible, the IB will treat any information provided in a sensitive and confidential way. Every effort will be made to keep the identity of the whistleblower confidential, however, the IB may be required to disclose this information under certain

circumstances, including to the relevant IB World Schools where appropriate. You should also recognize that you may be identifiable by others due to the nature or circumstances of the disclosure.

APPENDIX:

** This information will be strategically posted where students have access.*



**AMERICAN PACIFIC
INTERNATIONAL SCHOOL**

FORMAL

COMPLAINTS PROCEDURES

DIFFERENT CATEGORIES OF SERVICE

WRITE TO THE EMAIL BELOW ABOUT YOUR COMPLAINT:



COMPLAINTS@APIS.AC.TH

Learning and Teaching, Behavior, Emotional Wellbeing or Support

- Class Teacher
- Programme Coordinator/Counselor/
- Learning Support
- Campus Principal/School Director
- Head of School for investigation and feedback and potential final resolution



Operations, Facilities, External Services

- School Director
- Head of School

A Member of Staff

- Campus Principal/School Director
- Head of School



A Member of the Senior Leadership Team

- Head of School
- Board of Directors

**COMPLAINTS ARE RESOLVED WITHIN 5 WORKING DAYS,
OR AS INFORMED IN WRITING BY THE SCHOOL**



WHAT YOU NEED TO INCLUDE

- ✓ Student Name
- ✓ Student ID
- ✓ Category of Service
- ✓ Details



■ ● ▲ Email Sample

Hello APIS,

My name is Jaycee. I am in grade 4. My student number is 888888.

I have a complaint about a Member of Staff. Last week, I was told that.....

Thank you,

Jaycee

**COMPLAINTS ARE RESOLVED WITHIN 5 WORKING DAYS,
OR AS INFORMED IN WRITING BY THE SCHOOL**

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