

# **American Pacific International School**



## **Main Campus Family Handbook**

### **2024-2025**

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.

# Table of Contents

• Message from the Main Campus Principal	1
• The APIS Philosophy, The APIS Mission, The APIS Vision, The APIS Values	2
• Expected Student Learning Requirements (ESLRs)	3
• Parent and School Communication	4
• Contact Details - Leadership and Administration	5
• 2024-2025 School Calendar	6
• Parent Support Group (PSG)	7
• School Week	8
• Student Dress Codes	9
• Celebrating Internationalism	10
• Personal Belongings	11
• Transportation	11
• Residential Program	11
<b>1. Information about APIS Curriculum</b>	
• IBO – Learner Profile	12
<b>Primary Curriculum</b>	
• Grade 5 and Grade 6 Program of Learning	13
• IB Primary Years Program (PYP)	13
<b>Secondary Curriculum</b>	
• IB Middle Years Program (MYP)	16
• Grades 11 & 12 - WASC-Accredited and IB Diploma Programme (DP)	20
<b>APIS English Academy (EA)</b>	24
<b>English Language Learning (ELL) Support</b>	24
<b>Distance Learning</b>	25
<b>Hybrid Learning</b>	25
<b>Other Curriculum Items</b>	
• Attendance Expectations	25
• External Assessments	26
• Homework Policy	27
<b>2. Student Expectations</b>	
• School Rules	29
• Behavior on School Transportation	30
• Bullying & Harassment	30
• Disciplinary Procedures	32
• Drug-Free Campus	33
• Substance Abuse	33
• Property – School/Personal	34
• Relationships	34
• Religion	35
• Dangerous Items	35
• Academic Integrity Policy	35
<b>3. Student Services</b>	
• Counseling Services	39
• University and Career Counseling	39
• School Bank	39
• Snack Shop	39
• School Transcripts	40
• Written Reports/Learning Updates	40

#### **4. Student Activities**

• After School Activities	41
• Field Trips	41
• Classrooms Without Walls	41
• Service Learning Principled Action	42
• Day Students Staying on the Main Campus	42
• Eligibility for Sports/Extra-curricular Activities - CMAC	42
• Sports	43
• Sports Etiquette	43
• Student Council	44

#### **5. Health & Safety**

• Air Pollution Procedures	45
• Infectious Disease	46
• Medical Emergencies	46
• Medical Matters	47
• Motor Vehicle Policy	47
• Safety – Bikes & Skateboards	48
• Swimming Pool Supervision	48
• Emergency Procedures	50
• Evacuation Diagram	51

#### **6. Main Campus Student Responsible Technology Use Policy**

• Policy	52
• Consequences	53
• MC Student Digital Device Guidelines	54
• Toddle	56
• Definitions	57

# **Message from the Main Campus Principal**

Dear Main Campus (MC) Students and Families,

It is with enthusiasm that I welcome both new and returning students and their families to the 2024-2025 academic year at MC APIS.

We have a vibrant and eventful year ahead, filled with diverse learning opportunities, celebrations, cultural events, parent meetings, and much more. To stay updated on all the activities and events taking place at the Main Campus, please regularly consult Toddle, the school calendar, and the Friday Newsletter.

For a successful and enriching academic year, it is essential that both students and families familiarize themselves with the important information and guidelines provided in the MC Family Handbook. After reviewing the MC Family Handbook, please feel free to reach out to your children's classroom teachers or advisors with any questions. Additionally, our leadership team is always available to assist with any concerns that may arise.

Regular attendance during the school term is critical to your child's educational experience. Therefore, please be mindful to refer to the school calendar when planning vacations. Aligning your holiday plans with school breaks ensures that your child does not miss vital classroom experiences and learning opportunities.

Once again, welcome to the 2024-2025 academic year. I look forward to meeting as many of you as possible and working together to help all our students reach their fullest potential. I wish all our students, staff, and the entire APIS community a fulfilling and successful year ahead. Thank you for your continued support.

Warm regards,

Mr. Shaun Henriksen  
Main Campus Principal

# **The APIS Philosophy**

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

Students are encouraged to strive for excellence and to develop a life-long enthusiasm for learning to enable them to adapt to the changing demands of the modern world. The school fosters self-discipline, independence, responsibility, good manners and respect for others.

Students participate in community service projects, sharing their energy and special talents while developing awareness, empathy and the ability to work cooperatively.

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

## **The APIS Mission**

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

## **The APIS Vision**

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

## **The APIS Values**

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

**Diversity:** Acceptance and appreciation of people and their beliefs

**Responsibility:** Accountability for actions towards others; committed to  
treating all with respect and integrity

**Balance:** In body, mind, and character

# Expected Student Learning Requirements (ESLRs)

## APIS graduates are expected to be:

### Thinkers:

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

### Communicators:

- communicate effectively in English
- understand and express ideas and information confidently in more than one language
- work cooperatively effectively and collaborate with others willingly
- acquire and routinely demonstrate ICT skills and use new technologies as they become available.

### Inquirers:

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

### Knowledgeable:

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

### Reflective:

- give thoughtful consideration to their own learning and experience
- assess and understand their strengths, weaknesses and limitations in order to support their learning and personal development.

### Principled:

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

### Open-minded:

- show understanding and appreciation of their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities
- accustomed to seeking and evaluating a range of points of view.

### Caring:

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

### Courageous:

- approach unfamiliar situations and uncertainties with confidence, courage and forethought
- have the independence of spirit to explore new roles, ideas and strategies
- are brave in explaining and defending their own beliefs.

### Balanced:

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

# Parent and School Communication

## Newsletters

The school publishes different newsletters circulated through the school community and accessible on the school website:

The *Weekly News* is a brief update on past and upcoming events in the school. It is sent out via email and Toddle at the end of each school week.

Regular updates for all of our IB programs are provided via email and Toddle. The school website is also used for regular updates.

## Website

The APIS website can be found at [www.apis.ac.th](http://www.apis.ac.th) and contains information about both campuses, teaching & learning across the different programs, policies, and other information including the weekly food menu, and useful links.

## Parent Contact Information

Please notify the Admissions Office of any change in address, telephone numbers, or social media contact information.

To contact the Admissions Office refer to the contact information provided below.

## Parent Communication

- We welcome parents to contact the school reception at any time during the normal school day from 7.30am-5.00pm, or any time by email.
- Parents are encouraged to discuss class/subject questions or concerns with the teacher, prior to contacting administration.
- The Principal can organize meetings for teachers with parents and arrange translators to be available to facilitate communications.
- APIS official communication channel is via Toddle.

# Contact Details - Leadership and Administration

## American Pacific International School (Main Campus)

158/1 Moo 3 Hangdong-Samoeng Road, Banpong, Hangdong, Chiang Mai 50230 THAILAND

### Reception

Telephone: 053-365303, 053-365305, 094-6318778, 089-5546205

Fax: 053-365304

Admissions: [admissions@apis.ac.th](mailto:admissions@apis.ac.th)

School Website: [www.apis.ac.th](http://www.apis.ac.th)

### Head of School - Ms. Stacey Gailey

APIS 053-365303/5 (ext.1011)

Mobile 081-9610336

Email [stacey.gailey@apis.ac.th](mailto:stacey.gailey@apis.ac.th)

### MC Deputy School Director - Aj. Arunee Lorrungsilp

APIS 053-365303/5 (ext.1018)

Email [arunee.l@apis.ac.th](mailto:arunee.l@apis.ac.th)

### MC Principal – Mr. Shaun Henriksen

APIS 053-365303/5 (ext.1010)

Email [shaun.henriksen@apis.ac.th](mailto:shaun.henriksen@apis.ac.th)

### DP Coordinator - Miss Alisa Cooper

APIS 053-365303/5

Email [alisa.cooper@apis.ac.th](mailto:alisa.cooper@apis.ac.th)

### MYP and ELL Coordinator - Ms. Stefanie Ammirata

APIS 053-365303/5

Email [stefanie.ammirata@apis.ac.th](mailto:stefanie.ammirata@apis.ac.th)

### PYP Coordinator – Ms. Shivani McAinsh

APIS 053-365303/5 (ext.1064)

Email [pypc@apis.ac.th](mailto:pypc@apis.ac.th)

### MC Counselor – Mr. Seth Rogers

APIS 053-365 303/5 (ext. 1025)

Email [seth.rogers@apis.ac.th](mailto:seth.rogers@apis.ac.th)

### Athletics Director – Mr. Jasur Rakhmanov

APIS 053-365303/5

Email [athletics@apis.ac.th](mailto:athletics@apis.ac.th)

### Personal Assistant to Head of School - Ms. Kwanchanok Boonsuk (Ms. Jang)

APIS 053-365303/5 (ext. 1003)

Mobile 091-071-9963

Email [kwanchanok@apis.ac.th](mailto:kwanchanok@apis.ac.th)

### Personal Assistant to School Director – Ms. Phakawaran Phosing (Ms. Ao)

APIS 053-365303/5 (ext. 1007)

Mobile 098-1634232

Email [phakawaran@apis.ac.th](mailto:phakawaran@apis.ac.th)

### Admissions Manager - Mr. Zhouxia Wang (Mr. Jeffrey)

APIS 053-365303/5 (ext. 1012)

Mobile 081-950-7791

Email: [jeffrey@apis.ac.th](mailto:jeffrey@apis.ac.th)

### Senior Administrative Manager - Vilai Palalit (Khun Kim)

APIS 053-365303/5 (ext. 1009)

Mobile 081-885-5137

Email [vilai@apis.ac.th](mailto:vilai@apis.ac.th)



# 2024 - 2025 School Year Calendar



## American Pacific International School | 2024-2025 Calendar



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### After School Activities (ASA)

Season 1: 27 AUG 2024 – 30 OCT 2024 (8-10 OCT 2024 – No ASA)

Season 2: 12 NOV 2024 – 6 FEB 2025

(16-19 DEC 2024 and 14-17 JAN 2025 – No ASA)

Season 3: 25 FEB 2024 - 22 MAY 2025

(18-20 MAR 2025 and 22-24 APR 2025 – No ASA)

**"This calendar is subject to change"**

Semester 1: 86.5 days - Semester 2: 95.5 days (Total: 182 Days)

(Including Conference Days, International Fair, and Thai Day)

Updated on 31 July 2024

# **Parent Support Group (PSG)**

## **What is the PSG?**

The American Pacific International School Parent Support Group provides an opportunity for parents to learn about our school programs and become active in the school community.

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

## **Who can be a part of the PSG?**

The PSG is an inclusive group that welcomes parents and adult family members who are interested in supporting our students. Every parent at APIS is invited to be a member of the Parent Support Group.

The PSG will:

- Offer support to families new to the area
- Provide resources for parents
- Participate in parent education
- Contribute to community events
- Discuss academic issues
- Coordinate volunteering opportunities for parents
- Represent PSG as requested at family or community events

One of the most important functions of the group is to provide social interaction for parents from different parts of the school community, bringing nationalities together.

## **English Language Use at MC**

### **Principles**

English is the primary form of communication:

- In all classrooms except when another language is being taught
- For all activities and sports, in the library, on official school outings, and on the playground during directed activities
- When students and/or staff are in mixed language-speaker groups ('The Courtesy Rule')
- When students interact with all teachers and staff during school hours and while conducting official school business
- All staff will be expected to use English during school hours when interacting with students, except in non-English language classes.

Other languages may be used:

- When students are in their own rooms if all members of the group share the same first language
- During breaks and recess
- In non-English language classes and cultural activities if another language is more appropriate

# The School Week

All students at the Main Campus attend classes on a 6-day cycle. In this format, a day from 1-6 is assigned to each day of the week. Weekends and holidays are not counted in the assigned days.

## Sample Elementary School (Grades 5-6) Daily Schedule

8:30	School Starts
10:00-10:15	Morning Break
12:00-12:30	Lunch
12:30-1:00	Lunch Break
3:30	End of School and Snack

## Secondary (Grades 7-12) Daily Schedule

Time	Class	Minutes
8:30 - 9:20	Period 1	50 minutes
9:25 - 10:15	Period 2	50 minutes
10:15 - 10:30	Break	15 minutes
10:35 - 11:00	Advisory	25 minutes
11:05 - 11:55	Period 3	50 minutes
12:00 - 12:50	Period 4 (PYP/DP lunch)	50 minutes
12:50 - 1:40	Period 5 (MYP lunch)	50 minutes
1:45 - 2:35	Period 6	50 minutes
2:40 - 3:30	Period 7	50 minutes

## Bus Dismissal and After School Activities (ASA's) Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
	Activities Sports	Activities Sports	Activities Sports	
<b>Bus Home 3:30</b>	<b>Bus Home 4:30</b>	<b>Bus Home 4:30</b>	<b>Bus Home 4:30</b>	<b>Bus Home 3:30</b>

# Student Dress Codes

## Statement of Purpose

- To present APIS students to the wider community in an appropriate manner
- To provide an educational environment where financial disparities between students as reflected in clothing is minimized
- To prepare students for future roles in the professional workplace
- To reduce the cost of school clothing
- To make students feel equal to their peers in terms of appearance
- To encourage students to take pride in their school

## Permissible uniform

### Boys

- White button down cotton shirt (short or long-sleeved which may be rolled up) with APIS logo
- White polo shirt with APIS logo
- Khaki trousers, **hemmed at the ankle** and fitted around the waist (no skinny pants)
- Khaki knee-length shorts (Quarter 4 for Secondary)
- No logos or print to be seen under the school shirt

### Girls

- White button down cotton shirt with the APIS logo
- White polo shirt with APIS logo
- Knee length plaid skirt or skort sold by the school, **no more than 5 cm above the knee**
- No logos or print to be seen under the school shirt

## Boys & Girls PE Uniforms

**On days that students have PE, they may wear the following PE uniform to school or change into PE clothes before PE class.**

- Blue PE top (APIS team shirts and T-shirts from APIS activities are also allowed)
- Blue shorts with APIS logo (blue or black shorts are also allowed) no more than 5 cm above the knee
- Sneakers suitable for activity
- Swimsuits during swimming session - rash guards are required for boys and girls

## Footwear

**Black, White, Gray, Brown or Navy Blue (solid color) sneakers or shoes.** No sandals, flip flops, or open-toed shoes. **For formal events, students must wear close toed shoes.**

## Jewelry

- Facial jewelry - discreet and only one piercing
- Studded earrings only one pair (one in each ear)
- Hoop or small spacer earrings must be no bigger than a 1 Baht coin – (one in each ear)

## Hair

- Conservative, neat and tidy
- Hair that is dyed an unnatural color e.g. pink/blue, Unusual cuts and Mohawk styles are not allowed.

## PLEASE NOTE

### Prohibited dress code during school hours

- Jeans (except on dress-down days)
- Body piercing other than earrings
- Visible tattoos
- Spiked or studded bracelets / belts and rings
- Revealing or see-through clothing
- Inappropriate dress, t-shirts with logos and accessories promoting prohibited materials, activities or language such as racism, alcohol and drugs including tobacco

### Dress Down Day Dress Code

- Shorts or skirts need to be no more than 5 cm above the knee
- Shoulders need to be covered at all times
- No midriffs showing (bellies)
- No see-through or revealing clothing
- Sandals are allowed, but no flip flops
- Appropriate designs on T-Shirts (no bad words, marijuana leaves, alcohol companies, etc.)
- No pajamas (unless it is Spirit Day - Pajama Day)
- All clothing must cover undergarments

### Winter Uniform

The following pieces of clothing, in addition to our normal uniform, are acceptable to keep warm in the winter:

- Girls can wear leggings under their skirts of one plain color, either dark blue, dark grey or black
- Girls can also wear the school approved khaki pants
- Students must take off hats and hoods while indoors

## Celebrating Internationalism at APIS

APIS is a diverse international, educational setting where you will find people from a very wide range of international backgrounds. This environment allows students and faculty to broaden their cultural awareness and develop better understanding of each other. In the application of the communicator, open-minded, and caring attributes of the IB Profile, our community also explores international mindedness on a deeper scale. These attributes are explored in and outside of the classroom, by all of the members of our community.

Once a year, we celebrate our diversity and international understanding through food, clothing, music and games from all over the world. Our **International Fair** is a time where parents, students, and teachers are invited to set up booths where they can celebrate their different national cultures. This event is a wonderful community occasion. The atmosphere is friendly and people have a great time sharing information and learning from each other.

At other times it may take the form of a concert where our community performs a range of international acts from around the world. The evening would also include an international supper with a range of dishes from around the world.

## **Personal Belongings**

While APIS takes all precautions to ensure the health, safety, and security of students at school, personal belongings are the responsibility of the student who brings such items to school. Belongings must not be left at the Ping Pong area, or other open areas of the school. **The school will not accept responsibility for loss or damage to students' personal belongings.**

## **Transportation**

The school provides transportation in the morning and after school for day students. Please ask or call the MC office Reception for information about routes, times and cost.

## **Residential Program**

American Pacific International School on-campus residence is for international students in grades 5-12. We are a small facility and this allows residential advisors to develop close relationships with students as they navigate their way through their pre-teen and teenage years and pursue their educational goals at American Pacific International School.

The residential facilities consist of two residential houses, Sakthong House for boys and Inthanon House for girls. Within the school grounds is a soccer field, basketball courts, tennis courts and a swimming pool. Each residence has a residential advisor's apartment, which helps create a family environment. The residences contain a kitchen, common room and bedrooms with shared bathroom facilities. Wireless internet service is available for residential students.

# 1. Information about the APIS Curriculum

## The International Baccalaureate® (IB) Learner Profile

The PYP defines the characteristics of students who are aware of and sensitive to the experiences of others. These create a profile of the PYP student, which helps teachers and students to establish goals, plan units of inquiry, and assess performance. IB students are encouraged to be:

<b>Inquirers</b>	Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
<b>Communicators</b>	They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
<b>Courageous</b>	They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
<b>Knowledgeable</b>	They have spent time in school exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.
<b>Principled</b>	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
<b>Caring</b>	They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
<b>Open-minded</b>	They respect the views, values and traditions of other individuals and cultures, and they are accustomed to seeking and considering a range of points of view.
<b>Well-balanced</b>	They understand the importance of physical and mental balance and personal well-being.
<b>Reflective</b>	They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

# Grade 5 and Grade 6 Program of Learning

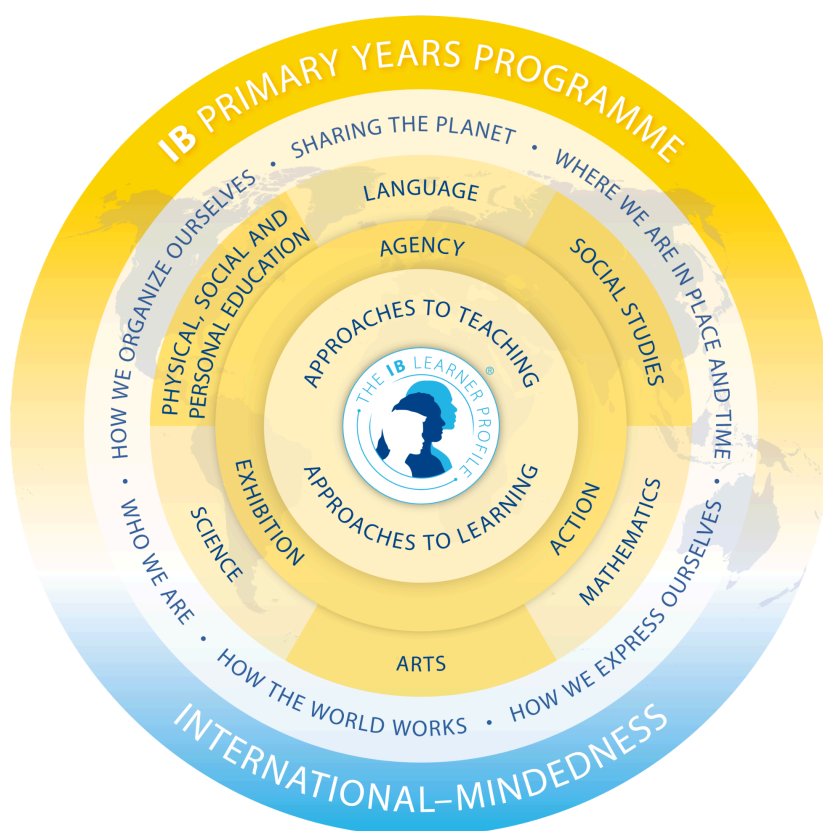
## International Baccalaureate Primary Years Program (PYP) at APIS

APIS was accredited by the IBO to offer the PYP program in 2008. In evaluation visits by the IBO in April 2017 and February 2022, APIS acquired a full five-year Authorization.

### The PYP Curriculum Framework

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

The framework is illustrated by this model:



- Comprises a framework of trans-disciplinary themes that have global significance. These themes are:
  - Who we are
  - Where we are in place and time
  - How we express ourselves
  - How the world works
  - How we organize ourselves
  - Sharing the planet
- Seeks to develop behaviors and attributes listed in the student learner profile: Inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, balanced and reflective



- Explores the concepts that structure children's inquiry including: form, function, causation, change, connection, perspective, responsibility and reflection
- Develops the Approaches to Learning (ATL) skills of communication, social, research, self-management and thinking skills that enable that child to connect life at school with life at home and in the world
- Scope and sequence curriculum content in six subject groups

### **The program aims to:**

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

### **Subjects in the PYP**

**Language Arts/ELL:** The language arts and ELL programs integrate the skills of listening, speaking, reading, and writing in English. To develop a lifelong desire for reading, students are provided with meaningful activities and learning experiences that include quality children's literature. As the teachers guide them through the writing process, children learn to use writing to express their thoughts, ideas and feelings and to use writing as a tool for learning. Students have many and varied opportunities to practice speaking and listening to English and developing these areas.

**Mathematics:** The math curriculum is designed to give students a solid background in mathematical concepts, skills, and applications. Applying mathematics to daily life situations enables students to acquire high-level thinking skills. Aside from problem solving and math applications, the other skills developed in the program are: estimation and approximation; computation; geometry; measurement; reading, interpreting, and constructing graphs and charts; and the use of manipulatives, calculators, and computers.

**Science:** The science program is built on the belief that science should nurture children's natural curiosity so that they can develop confidence to ask questions and to seek answers based on evidence and independent thinking. Science should lead children to explore and investigate their world by using a hands-on approach and a variety of instructional materials. The topics of the program are: Life Science, Earth Science, Physical Science, and Health Science and some of the science processes emphasized are investigating, hypothesizing, experimenting, classifying, and making generalizations.

**Social Studies:** The program is an expanded and outward look at nations, countries, and continents that culminates in the different regions of the world and global issues. Geography, such as map and globe skills, and history are incorporated. The international nature of the student body presents a wonderful opportunity to help students understand and appreciate other cultures while maintaining an awareness of their own unique heritage.

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

- **Visual Arts:** The art program applies the integration of content and skills from four disciplines: creating, understanding, judging and appreciating art. Students are exposed and given the opportunity to use a variety of media and materials for creativity and self-expression. The elements - line, shape, color, texture, space and value, and principles - balance, unity, emphasis and rhythm of art, are integrated into the subject areas of drawing and painting, printing, paper construction, sculpture, clay modeling and crafts. Students' works are exhibited from time to time.
- **Performing Arts - Music:** Creative activities provide students with another venue for expressing their thoughts and feelings. Music enables students to communicate in ways that go beyond their oral language abilities. Drama explores how we express ourselves physically and vocally. Dance explores how we express ourselves through movement.
- **Personal, Social and Physical Education (PSPE):** PSPE has three strands - Identity, Active Living and Interactions. The physical education program includes activities such as swimming, rhythmic activities, fundamental motor skills, age appropriate basic skill development for various sports and lead-up games to provide a foundation of sound motor development. Concepts are introduced to help each child develop a positive attitude towards physical activity and a healthy lifestyle.

All grade levels have physical education classes two days per cycle.

### **Additional Language Learning Opportunities**

**Thai:** Thai nationals have age appropriate Thai language and culture classes. Foreign students will have at least one Thai Language and Culture (TLC) lesson per week.

**Chinese:** Students in Grades 5 and 6 can take Chinese as their foreign language option if they are not Thai nationals. Foreign students take one period of Thai per week and four periods of Chinese.

*Resource materials, Programs of Inquiry, sample planners and other curriculum documents are available from the PYP Curriculum Coordinator on the Main Boarding Campus. If you would like to explore the IB World, the IBO website is [www.ibo.org](http://www.ibo.org)*

# Middle Years Programme (MYP)

APIS was accredited by the IBO to offer the MYP in 2018. After the first evaluation visit in February 2023, APIS acquired a full five-year Authorization.

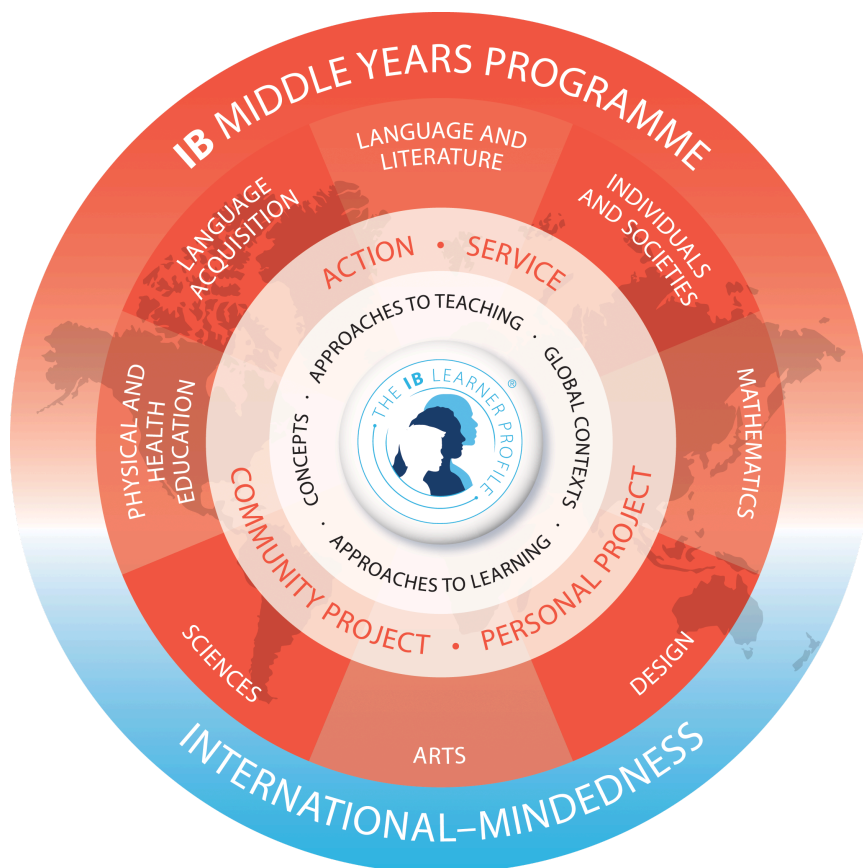
## APIS MYP philosophy

APIS, verified as an IB MYP school in June of 2018, focuses on an interdisciplinary model of education for grades 7-10. Students learn through an educational experience that encompasses subject specific knowledge, conceptual understanding, skills and attitudes. Furthermore, the academic side of the MYP is supported by an advisory program that promotes social and emotional well-being. Students are guided towards developing a certainty of their own worth and respect for others' cultures, beliefs and values. Thus, APIS is preparing learners to be successful, caring and principled participants of our globalized community.

APIS MYP teachers collaborate to plan a balanced, integrated and interdisciplinary program of study. The teachers facilitate learning through an inquiry-based approach emphasizing creative, critical thinking and problem-solving skills.

## Curriculum Model

The following image displays the MYP Curriculum Model (from, *Principles into Practice*, IBO, 2014, pg. 5-6):



In the programme model for the MYP, **the learners are in the center**, highlighting our student-centered approach to education.

**The first ring**, around the student at the center, describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to learning (ATL) demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching emphasizing MYP pedagogy, including collaborative learning through Inquiry.
- Concepts highlighting a concept-driven curriculum.
- Global contexts showing how learning best takes place in context.

**The second ring** describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in grade 10 with the Personal Project, an authentic and meaningful demonstration of student's learning.

**The third ring** describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.
- Once per year, two or more subjects collaborate to offer Interdisciplinary units. Through these units students explore global and local issues through the lenses of two disciplines.

APIS aims to implement the MYP program through a balanced subject offering, which, aside from Thai and Chinese language classes, focuses on English as the Language of Instruction.

## **MYP Academic Offerings**

### **Curriculum Areas of Study**

**Arts:** The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context. Through development of the imagination, students can become more empathetic and compassionate, they can enrich their cultural lives and discover new ways to contribute actively both to their own communities and to the world. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work. In grade 7 and 8, students take both visual arts and music courses. In grade 9 and grade 10, students select visual arts or music based on their readiness, preferences and future endeavors.

**Design:** MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of design. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

**Individuals and Societies (Social Studies):** The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject

group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments. The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material.

**Language Acquisition:** The aims of MYP language acquisition are to encourage and enable students to: gain proficiency in an additional language while supporting maintenance of their home/personal language and cultural heritage. Therefore, the MYP at APIS offers this subject in three languages:

- Thai Language Acquisition classes for non-Thai students,
- Spanish Language Acquisition classes for non-Spanish students,
- English Language Acquisition for any student who requires developing the communication skills necessary for further English language learning, and for study, work and leisure in a range of contexts. Students who develop substantial English proficiency in this subject will be placed in English Language and Literature.

**Language and Literature:** MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in reading, writing, listening, speaking and language, both independently and with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

At APIS we offer Language and Literature in three languages: English Language and Literature, for all students who are not in Language Acquisition class; Chinese Language and Literature, for Chinese citizens; and Thai Language and Literature for Thai citizens.

- **Note:** all our MYP students attend an English language class; depending on their proficiency level it can be Language Acquisition or Language and Literature.

**Mathematics:** The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. In grade 9 and grade 10, students attend standard or extended mathematics courses based on their readiness, preferences and future endeavors. Core mathematics aims to provide a sound knowledge of basic mathematical principles. Extended mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study. Both courses promote inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

**Physical and Health Education:** Physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Through physical and health education classes students stay active, learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills.

**Science:** With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. At APIS students from Grade 7 to Grade 10 explore scientific principles and

issues through Integrated Sciences. This approach allows an interdisciplinary understanding of real-life issues.

**Personal Project:** At APIS, in grade 10, students must complete this year-long process. The MYP personal project is a student-centered and age-appropriate practical exploration through a cycle of inquiry, action and reflection, which allows students to consolidate their learning throughout the programme. The personal nature of the project is important: the project allows students to explore an area that motivates and interests them. With the guidance of a teacher supervisor, students choose what they want to focus on—which can be an existing or a new interest—choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and demonstrate consolidation of their learning in the MYP. The project culminates in an exhibition where students celebrate their learning by sharing with the community their journey.

### MYP Course Offerings by Grade Level

	Grade level			
	7	8	9	10
Thai Language and Literature	X	X	X	X
Thai Language Acquisition	X	X	X	X
Spanish Language Acquisition	X	X	X	X
English Language and Literature	X	X	X	X
English Language Acquisition	X	X	X	X
Chinese Language and Literature	X	X	X	X
Mathematics	X	X		
Mathematics Core and Extended			X	X
Integrated Science	X	X	X	X
Individuals and Societies (Social Studies)	X	X	X	X
Thai Language and Culture (non-Thai students only)	X	X	X	X
Design	X	X	X	
Visual Arts	X	X	Art or Music	Art or Music
Music	X	X	Art or Music	Art or Music
Physical and Health Education	X	X	X	X
Personal Project				X

# **Grades 11 & 12 - WASC-Accredited and Diploma Programme (DP) Courses**

APIS was accredited by the IBO to offer the DP in 2020. The first DP cohort graduated in June 2022.

## **Pathways to Graduation**

Students at APIS have three pathways to graduation:

### **1. APIS WASC-Accredited high school diploma**

### **2. APIS WASC-Accredited high school diploma + IB DP Courses**

In addition to their APIS diploma, students can choose to sit for selection of IB exams. This is a good option for students who may not be ready for the rigor of the full DP Programme but would like to challenge themselves in some of their courses..

Although students would not earn an IB Diploma, they would get an IB certificate that lists their scores on the specific subjects they register for.

### **3. APIS WASC-Accredited high school diploma + IB DP Full Diploma**

This is the most rigorous study option at APIS. Students will earn an APIS diploma and they will also earn the credentials of an IB Diploma Graduate.

## **APIS DP Philosophy**

The Diploma Program at APIS provides a caring and supportive pre-University program where students can grow and explore the developing academic and social skills needed for university success and the world beyond.

By supporting the academic, social, behavioral, physical and emotional development of our students we can ensure they develop a certainty of their own worth and respect for others and their beliefs.

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

(Diploma Program: From Principles into Practice, pg. 5)



## **Courses Offered at APIS (For Grade 11 and 12 Students)**

The above IBDP Framework Model looks to offer a “broad and balanced curriculum” (IBO, 2015, pg. 5) to students for a period of two consecutive academic years. There are five levels in this model, starting with the outer wheel which includes the name of the program and the mission-driven term: International-mindedness.

The second level demonstrates the six subject area groups that are available to IBDP students. For academic purposes, these six groups are defined as follows:

- Group 1 - Studies in Language and Literature
- Group 2 - Language Acquisition
- Group 3 - Individuals and Societies
- Group 4 - Sciences
- Group 5 - Mathematics
- Group 6 - The Arts

## **IBDP Reporting**

### **Achievement Grades**

Achievement grades are calculated based on the classwork assigned during the semester. Formative and summative assessments given by the teacher will contribute to the semester grade. All grade 11 and 12 students, regardless of their diploma status, receive scores based on the IB Grade Descriptors (1-7 scale) for each individual IB course. Teachers may differentiate their assessment categories and/or mark schemes for students who are not registered in IB courses.

### **Predicted grades**

Predicted grades take into account the overall knowledge of each student including academic achievement, performance on mock exams, and internal assessments. Predicted grades are reported only to the Diploma Programme Coordinator (DPC)



**DP1**

- Available at the end of the school year upon request or as needed for university applications - sent directly to the University requesting, not given to students.

**DP2**

- End of Quarter 1
- End of Semester 1
- End of Quarter 3
- Available upon request as needed for university applications - sent directly to the University requesting, not given to students.

**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.

- Refer to the [APIS Academic Integrity policy](#) for procedures when academic integrity is compromised during the Assessing and Reporting process.

## **GPA Conversion**

At APIS, IB MYP G9 and G10, and DP G11 and G12 scores can be converted to a 4.0 scale and letter grade. We will use these conversions for University application/Official transcripts ONLY upon written request from universities (documentation must be provided). Students who drop DP courses at any point, will only be eligible to receive High School Course credits for both grades 11 and 12.

Group 1	Group 2	Group 3
English Language & Literature - SL or HL Chinese L&L - SL or HL Thai L&L - SL or HL	English Language Acquisition - SL or HL Japanese Language Acquisition - Ab Initio or SL Spanish Language Acquisition - Ab Initio or SL	Business Management - SL or HL
Group 4	Group 5	Group 6
Biology - SL or HL Chemistry - SL or HL Physics - SL or HL	Math Approaches & Analysis - SL or HL Math Applications & Interpretations - SL or HL	Visual Arts - SL or HL
Interdisciplinary Course - Counts as Group 3 or 4		The Core
Environmental Systems and Societies - SL		TOK Extended Essay CAS

All Grade 11 & 12 courses are based on the IB DP curriculum. For a full course and program description, students and parents should consult the DP Handbook. Students will be measured against those learning outcomes. Assessments may be modified for APIS High School Diploma students.

## **Thai MOE Requirements for Non-Thai Students**

\*All non-Thai High School students at APIS undertake the 2-year Thai Language and Culture course as part of their educational program to fulfill Ministry of Education and APIS Graduation requirements unless they can demonstrate they have previously completed the Ministry of Education requirements.

## **APIS High School Diploma Requirements**

APIS Diploma Graduation requires a minimum of 24 credits in Grades 9-12 with at least a grade of 2 [All high school courses are year long and students earn 0.5 credits for each semester]. High School students must also demonstrate 18 months of continual engagement in CAS.

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

- 4 credits in English (all students are required to be enrolled in an English course for every semester).
- 3 credits in Mathematics
- 3 credits in Science
- 3 credits in Social Studies
- 4 credits in Thai (for Thai Nationals) OR 2 credits in World Languages + TLC
  - Thai nationals must complete the required Thai Language course every year.

- Students take courses in a language other than their native language. Two years of Thai satisfies this requirement for non-nationals.
- 2 credits in Creative & Performing Arts
- 2 credits in PE
- 3 credits in Electives for Thai Nationals and 5 credits in Electives for Non Thai Nationals.

## **APIS English Academy (EA)**

### **Introduction**

The objective of the English Academy is to help new students with a low level of English who are unable to access the PYP or MYP curriculum. The aim of the program is to help students achieve the necessary English proficiency level required to enter their respective IB PYP or MYP grades after 1 or 2 semesters in the program.

It's encouraged for the EA students to live on campus as residential students. When living in the school the students are exposed to the English language more frequently than if they go home every day. They also socialize with other students from different nationalities, other teachers, and go to activities outside school. Students also participate in After School Activities (ASA) and Study Hall where they receive the support of other teachers while doing their homework and/or studying.

### **Process and Content**

As part of the admissions process to determine if placement in the EA is necessary, the student will take a WIDA test to define their English proficiency.

During the year, EA students will be tested again. This test will take place toward the end of the school year, in Quarter 3 or Quarter 4. The purpose of the test will be to help decide whether a student is ready to exit the program. During the year additional assessments are given to determine if the students are ready to exit the program.

### **WIDA Can Do Descriptors**

The Can Do Descriptors describe what learners can do with language across different content areas and are used to help guide instruction within the English Academy Program.

[Grades 4-5](#)

[Grades 6-8](#)

The content is arranged in 6 units studied throughout the year. At the end of each unit, the students do an oral presentation about a theme previously chosen. These presentations can include research, preparing posters and slides. This helps them improve their organization skills, teaches them how to conduct research as well as how to create mind maps, posters and slides. These organization and technology skills will all be used in their future IB PYP and MYP subjects.

## **English Language Learning (ELL) Support**

Support in English Language Learning is vital to the academic and social success of APIS students whose first language is not English. We believe that students need confidence in English if they are to make progress academically. We help them to build this confidence with small classes that target the development of the four key language skills - reading, writing, speaking and listening.

PYP students who will benefit from ELL services will receive in-class support from an ELL specialist, and also intensive instruction if they are beginning-early readers.

MYP students with early to developing English language proficiencies will join a MYP English Language Acquisition class, and receive ELL support through scaffolded lessons and assessments in all other classes.

Generally, students who are admitted to the DP will have developed some proficiency in the English language. When a high school student needs extra English language support, the school will provide additional support sessions during Independent Study periods.

For more detailed information on ELL support services, please refer to the [ELL Guide](#).

## **Distance Learning**

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

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

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

## **Hybrid Learning**

When hybrid learning becomes necessary due to emergency conditions as determined by the school, hybrid learning will be made available upon school's approval. Students participating in hybrid learning will be required to attend morning meetings and complete assigned daily activities.

Hybrid learning will consist of the following:

1. Independent Toddler activities to be completed remotely by student
2. Meetings such as: Advisory, Conferencing, and ELL support

Standardized assessments may require postponement or alternative arrangement.

## **Attendance Expectations**

### **Attendance Policy and Expectations**

- Attendance to all classes at APIS is mandatory
- Residential students may be excused from classes by the Principal, Residential Director, or the Nurse
- Parents of day students are requested to call before 8:30 am if their child will be late or absent. All absences require email from the parent unless a telephone call has confirmed the absence
- Students must be in attendance for at least half the day to be eligible to participate in extracurricular activities on that day

- Students who are part of inter-school teams must be present in all classes on the day of an inter-school game.

Frequent absences and tardiness seriously affect academic progress. To procure academic success at APIS, students will be allowed a maximum of 8 absences per semester. If a student is absent beyond 8 days per semester, school administration will consider the case to make decisions concerning earned, or lost, credits. The school requests that parents and students thoughtfully consider the effects of absences other than for medical or family emergencies. Families are discouraged from taking students out of school prior to a school break or during the normal school day. If such an absence is unavoidable, parents should notify APIS Reception a minimum of two weeks in advance and make appropriate arrangements with the individual subject teachers for missed work. Please note that the school's assessment program continues to the last day of each quarter and absences may affect a student's assessment and grading. Students are expected to remain on campus until the last day of each term.

## **Absence Procedures**

If your child is unable to attend school, please inform APIS Reception by emailing the specific reasons for the absence to our admissions officer at [admissions@apis.ac.th](mailto:admissions@apis.ac.th).

Absences may be excused due to family emergencies, religious observations, medical procedures that cannot be scheduled before or after school, military service commitments, inclement weather emergencies, natural disasters or other reasonable circumstances.

Excess absences will be dealt with on a case by case basis.

## **Make-up Work for Absences**

Make-up work for an illness or a school approved absence is the responsibility of the student. Students must contact each of their teachers upon return to school. In cases of extended illness, the student should ask his or her advisor for help in establishing a make-up schedule.

## **Tardiness**

It is expected that students will be on time for all scheduled classes and school activities. School begins promptly at 8.30am and the individual class start times are published in this Handbook. Any student who reports to school after 8.30am or arrives late to individual classes will have their attendance marked as "late". Allowance will be made for buses that are delayed. Students that arrive in their own transportation are required to pass by Building A for a late slip.

## **External Assessments**

### **DP External Examinations**

These examinations take place every year for the Grade 12, DP2 students in May of their graduation year. The examinations are sent to the school and proctored on site. After the examinations are completed, they are sent to the IB for grading. The purpose of the DP External Examinations are for the IB to award our students a final grade for their respective courses. Moreover, these grades comprise a high percentage of a DP candidate's final score.

### **NWEA – MAP Testing**

MAP (Measure of Academic Progress) assessments are used to measure your student's progress or growth in school. The scale used to measure your child's progress is called the RIT scale

(Rasch unit). The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your child's academic growth from year to year. These computerized tests are adaptive and offered in *Reading*, *Language Usage*, and *Mathematics*. When taking a MAP® test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level. Testing results will be shared with parents, but will have no impact on the students' grades. APIS will use this informative data to help make more informed decisions about teaching and learning.

## **NWEA - Fluency Testing**

MAP® Reading Fluency™ is an online, adaptive assessment that efficiently measures oral reading fluency, comprehension, and foundational skills. MAP Fluency quickly and accurately assess pre-K–8 readers.

MAP® Reading Fluency™ enables teachers to efficiently measure oral reading fluency with an online, adaptive benchmark and progress monitoring assessment. Aligned to the science of reading, the test measures foundational skills, literal comprehension, and fluency—all with one 20-minute benchmark assessment. Group testing and automatic scoring return valuable time to teachers. Streamlined universal and dyslexia screening identifies students with possible risk factors for reading difficulty, including dyslexia.

## **TOEFL/IELTS**

If you are not a native speaker of English, most universities and colleges will require a demonstration of English language proficiency. Historically, the TOEFL was generally required by schools in the US whereas the IELTS was required by those in the UK and Australia. These days, many schools will accept either test but it is important to do your research before investing in these exams. Both are quite expensive (about 200 USD) and are given most Saturday and Sunday mornings in Chiang Mai. Advance registration online is necessary. For more information, go to: [www.ets.org/toefl](http://www.ets.org/toefl) or [www.britishcouncil.org](http://www.britishcouncil.org)

## **Homework Policy**

**At APIS, we believe that the assigning of homework is used for the following purposes:**

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

### **Homework Expectations for Grade 5&6 PYP Students**

Daily reading routine (every night and including weekends): 35-40 minutes

Depending on reading and English level; teachers, families, guardians and students can work together to design an appropriate daily routine which can include:

- Reading books in mother-tongue
- Family members reading aloud to children
- Children reading aloud to family members
- Children reading independently
- Children listening to reading from online or audio books
- Vocabulary word practice
- Spelling word practice
- Handwriting
- Math practice
- Creative or journal writing
- Any combination of the above

### **Homework Expectations for MYP G7-G10 Homework Experiences**

Students should plan for a minimum of 70 minutes of homework per day to properly prepare for classes. In total, these experiences should take:

- 70 minutes per day for G7
- 80 minutes per day for G8
- 90 minutes per day for G9
- 100 minutes per day for G10

Below is a suggested list of additional homework experiences:

- Habitual reading
- Vocabulary word practice
- Math practice
- Creative or journal writing
- Research
- Student-selected learning experiences or inquiry-based projects
- Other

### **Homework Expectations for DP Homework Experiences:**

Students should plan for a minimum of 90 minutes of homework per day to properly prepare for classes.

The time allotted to homework experiences in the DP varies according to the student, their DP course load and the time of year. For example, students will dedicate more time for certain subjects during their Internal Assessment deadlines. Overall, the rigor of the program demands dedicated time outside of school hours

- Students should plan for additional time to complete expected CAS, EE and TOK assignments/Projects.
- Below is a suggested list of additional homework experiences:
  - Habitual assigned reading
  - Vocabulary word practice
  - Math practice
  - Creative or journal writing
  - Formal essay writing
  - Research
  - Student-selected learning experiences or inquiry-based projects
  - Test Prep

## 2. Student Expectations

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

**Students have the responsibility to respect themselves. This means:**

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

**Students have the responsibility to respect others. This means:**

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

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

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

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

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

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

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



# Behavior on School Transportation

## Students are expected to:

- Be on time for the bus/van – the bus/van will not wait
- Wear seat belts at all times
- Stay seated while the bus is moving
- Keep hands, feet and objects inside vehicle
- Keep noise to a minimum – no yelling or shouting
- Sit where they choose – there is no assigned seating, first come, first served (the bus monitor may, however, move students on the bus)
- Listen to and follow the directions of the bus monitor
- Leave the bus in an orderly fashion – no pushing or shoving

**\*Repeated student behavioral disruptions on school transportation will have consequences on our progressive discipline matrix. School administration will decide on the level of progressive discipline, based on the severity of the behavior.**

## Bullying & Harassment

APIS does not tolerate bullying (including cyberbullying - [see Responsible Technology Use Policy section](#)) behaviors by anyone in our community. Our shared aim is to be a caring and safe community where individual differences are respected. We would like all members of the APIS community to recognize bullying as unacceptable, anti-social behavior and actively work together to challenge it. We all want to work for an empowered student body that stands up for what is right and to eradicate bullying in all its forms at APIS.

<https://www.stopbullying.gov/bullying/what-is-bullying>

### Definition of Bullying

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

- Being hit, kicked, pinched, spat at, or threatened
- Being called names, or receiving verbal abuse, insults or obscene/suggestive remarks in such a way as intended to ridicule, humiliate, or intimidate
- Receiving hurtful remarks about one's sexual orientation, religion, race, color, age, disability, economic class, personal appearance, or personal qualities
- Receiving derogatory notes or phone calls,
- Receiving malicious text messages or emails or being victimized on social web-pages
- Being the victim of rumors or malicious gossip
- Having one's personal property deliberately removed, damaged or destroyed
- Being excluded or ostracized socially
- Receiving unwanted physical attention

### Warning Signs for Bullying

These are some indicators for adults in the APIS community to note that may indicate that bullying is taking place:

- A student undergoes a sudden change in behavior, e.g. uncharacteristic withdrawal, moodiness, tearfulness, depression, secretiveness
- A student stops communicating with you and is reluctant to offer reasons for this

- A student keeps apparently losing items of clothing, property or schoolwork, or these items become 'damaged' or 'lost'
- A student grades deteriorate relatively quickly; they become withdrawn and unresponsive in class
- A student is reluctant to attend school
- A student is experiencing sleep problems or nightmares
- A student sustains frequent injuries – bruises or cuts
- A student repeatedly skips class or runs away from school
- A student exhibits increased levels of anger or aggression
- A student complains of regular headaches, stomach aches or reports feeling unwell so that they skip class to go to the nurses' office
- A student's use of the internet or their mobile phone greatly increases

## **How to respond to bullying at APIS**

1. If a staff member witnesses bullying behavior, or receives information about such behavior, they report to the Principal/School Director and school counselor immediately.
2. The Principal/School Director and/or counselor will discuss the incident with all those involved immediately. These discussions may warrant students being called out of class. The Principal/School Director and/or counselor will share what is being written up with both the student being bullied and the student doing the bullying. Depending on the nature of the bullying, the Principal/School Director may involve parents at an early stage. The school counselor, the advisors and residential staff of the students concerned should also be kept informed.
3. If no further incidents are reported, the Principal/School Director will put copies of the record and follow-up in the files of both students.
4. If there is evidence of further bullying or provocation, the Principal/School Director may take all or some of the following steps:
  - a. Teaching and learning program for the specific student
  - b. Connection with the Student Support Team
  - c. Arrange to meet with the parents of those involved, if they have not been spoken with at an earlier stage
  - d. Consider further behavior sanctions to combat the bullying behavior
  - e. Refer the case to the Head of School for further action.

# Disciplinary Procedures

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

Person Responsible	Intervention	Student Behavior
<b>Level 1</b>		
Classroom Teacher and Teachers Advisors	<ul style="list-style-type: none"> <li>Conference with the classroom Teacher</li> <li>include school counselor as needed</li> </ul>	Student Misconduct: <ul style="list-style-type: none"> <li>Student does not follow a school and/or classroom rule</li> <li>Student does not follow the Responsible Use Policy</li> </ul>
<b>Level 2</b>		
Classroom Teacher and Teachers Advisors Counselor Principal/School Director	The following can occur: <ul style="list-style-type: none"> <li>referral to the counselor</li> <li>Parent notification</li> </ul> Other options to be considered: <ul style="list-style-type: none"> <li>Reflection sheet/apology</li> <li>Mediation/conflict resolution</li> </ul>	Student Misconduct: <ul style="list-style-type: none"> <li>Student <b>repeatedly</b> does not follow a school and/or classroom rule</li> <li>Student <b>repeatedly</b> does not follow the Responsible Use Policy</li> </ul>
<b>Level 3</b>		
Teachers Advisors Principal/School Director	The following will occur: <ul style="list-style-type: none"> <li>Parent notification</li> <li>Include school counselor as needed</li> </ul> Other options to be considered: <ul style="list-style-type: none"> <li>Reflection sheet/apology</li> <li>Mediation/conflict resolution</li> <li>Behavior contract</li> <li>Classroom alternatives</li> <li>Referral to building counselor</li> <li>Community Service</li> </ul>	Student enters at a Level 3 when involved in: <ul style="list-style-type: none"> <li>Bullying</li> <li>Fighting – physical aggression/hitting</li> <li>Continued disruptive behaviors</li> <li>Insubordination – not following teacher directions</li> <li>Profanity – inappropriate language</li> <li>Threats or intimidating acts</li> <li>Theft</li> <li>Student <b>repeatedly</b> does not follow the Responsible Use Policy</li> </ul>
<b>Level 4</b>		
Teachers Advisors Principal School Director Head of School	The following will occur: <ul style="list-style-type: none"> <li>Parent notification</li> <li>Parent/student conference with building Principal and School Director</li> <li>Include school counselor as needed</li> </ul> Other options to be considered: <ul style="list-style-type: none"> <li>Logical consequences</li> </ul>	Student enters at a level 4 when involved in; <ul style="list-style-type: none"> <li>Bullying</li> <li>Fighting – repeated physical aggression/hitting</li> <li>Extreme disruptive behavior</li> <li>Insubordination – repeatedly not following teacher directions/school rules</li> <li>Profanity – repeated use of inappropriate language</li> <li>Threats or intimidating acts</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflection sheet/apology</li> <li>• Mediation/conflict resolution</li> <li>• Behavior contract</li> <li>• Classroom alternatives</li> <li>• Referral to building counselor</li> <li>• Short term suspension (1-5 days)</li> <li>• Payment of damages</li> <li>• Community Service</li> </ul>	<ul style="list-style-type: none"> <li>• Theft – chronic/repeated</li> <li>• Vandalism – deliberate damage to school property</li> <li>• Possession and/or use of illegal property – alcohol, tobacco, guns, knives, drugs, etc.</li> <li>• Student <b><u>repeatedly</u></b> does not follow the Responsible Use Policy</li> </ul>
<b>Level 5</b>		
Teachers Advisors Principal School Director Head of School School Board	The same as level 4 plus the addition of: <ul style="list-style-type: none"> <li>• Short term suspension</li> <li>• Include school counselor as needed</li> </ul> Other options to be considered: <ul style="list-style-type: none"> <li>• Long term suspension (more than 5 days)</li> <li>• Principal/Director may invoke the previously signed contract.</li> </ul>	Student enters at a level 5 when involved in: <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Fighting – unwarranted physical assault</li> <li>• Repeated threats or intimidating acts</li> <li>• Possession, use or distribution of illegal property – alcohol, tobacco, weapons, drugs, etc...</li> <li>• Student <b><u>repeatedly</u></b> does not follow the Responsible Use Policy</li> </ul>

- Students can be held responsible for the damage that occurs to the school and other student property and/or equipment through acts of negligence, misuse, or vandalism.
- A charge will be assessed for the cost of repairs or replacement from the student or parent's account.

## Drug-Free Campus

APIS is a drug abuse free campus. We will not tolerate the abuse of drugs, including amphetamines, diet pills, smoking, drug paraphernalia, or alcohol. If we become concerned about a student's well-being in this respect, we will require the student to take a drug test through the school clinic. Parents will always be informed about all results and in case of a positive result, the school's behavior policy protocols will be implemented. Following a positive test a Student Welfare Committee will be formed to support the student including Counseling and a full medical evaluation will be part of the action.

## Cigarettes, Drugs, Alcohol and Addictive Substances Abuse

In accordance with Thai law, students under the age of 18 must not buy or consume cigarettes or alcohol and therefore, use of these products by under age students is also abuse.

Possession, using, supplying, or selling substances of abuse on or off the APIS campus is not acceptable or allowed. This includes cigarettes, vapes, drugs, alcohol, and all other forms of addictive substances.

The school will approach such infractions with a three-step approach involving education, discipline, and community service.

## **Procedure**

If a student is suspected of substance abuse the following steps will be taken:

- Student's room will be searched
- Student and his/her belongings will be searched
- Substances of abuse and related paraphernalia will be confiscated
- If a student is suspected of drug use, the student will be separated from other students and sent immediately for a drug test
- The student will be referred to the Principal for disciplinary action
- The Principal will follow the disciplinary process outlined in the student/Family and Faculty Handbooks. This will include convening a Student Welfare Committee to recommend disciplinary, educational and community service actions for the student
- The results of a case of substance abuse may include: In-school reflection, community service, parent conference, student-school contract, substance abuse education and counseling, required enrollment in a drug rehabilitation program and may also result in reviewing the student's APIS enrolment status.

## **APIS is a Smoke Free Campus**

The school recognizes the serious health risk posed by smoking as well as its both psychologically and physically addictive nature. In response to the health risks, the Thai government has made smoking on school grounds illegal, with large fines given to both the person caught smoking and the school where the incident occurs. An additional concern of the school is that younger students who observe the older students that they respect smoking are given the faulty message that the behavior is acceptable. Given all these reasons, along with the indisputable life threatening health concerns for the students, smoking is banned at APIS.

## **Property - School/Personal**

Students can be held responsible for the damage that occurs to the school and other student property and/or equipment through acts of negligence, misuse, or vandalism. A charge will be assessed for the cost of repairs or replacement from the student or parent's account.

## **Relationships**

APIS encourages wholesome relationships. Students are encouraged to socialize naturally in school activities. **Public displays of affection are not allowed.**

### **Public Displays of Affection (PDA)**

As an international school, American Pacific International School has many cultures that coexist. Therefore, it is important for students to demonstrate behavior in their interpersonal relationships that is acceptable to people of various cultural and religious backgrounds and beliefs. If the behaviors below are displayed, teachers should approach students with tact and politely ask them to stop. For more support, teachers should speak with the classroom teacher or advisor.

- Public displays of romantic affection on campus, on school transportation, and at school-sponsored activities, regardless of sexual orientation, are not acceptable.
- Examples of unacceptable displays of romantic affection include, but are not limited to: kissing, hugging, intimate body contact, and other prolonged touching.
- Students are expected to show good taste and conduct themselves respectfully at all times.
- Possible discipline may be incurred.

## **Religion**

APIS is a secular school. We welcome students from all religious backgrounds. We hope our students will respect and be interested in all dimensions of human religious experience. The school will do what it can to help students continue practicing their own religions including arranging transportation to services and festivals. We encourage the observance of important religious holidays and respect dietary restrictions. Please inform the administration if your child requires special attention.

## **Dangerous Items**

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

## **Academic Integrity**

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

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. 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.

## **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

### **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.

### **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

### **Unfair Gain**

Unfair gain refers to any behavior 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)

## **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 student's 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.

## **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
- Misbehavior 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 offenses 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.)

## **3. Student Services**

### **Counseling Services**

The goal of the counseling services at APIS is to support the school's mission to educate the whole child by focusing on 3 aspects of a student's life: social and emotional development, academic skills and the Universities and careers of students. In particular, the School Counselor is available to assist students and bridge them back into the classroom while helping others with their general well being. The School Counselor plays an important role in supporting students in their behavioral needs. Counseling is provided individually and in groups. The School Counselor is available as a source of information for parents, providing guidance on issues related to child and adolescent development, parenting and the student's school experience. When students or families require support that extends beyond the means of APIS staff, or when parents request it, the School Counselor provides parents with referral information regarding professional services in the Chiang Mai community.

### **University and Career Counseling**

Exploring university and career options is an important part of the APIS experience. Students will begin discussing university and career aspirations beginning in grade 9. In Grade 11, the University counselor will make themselves available for detailed discussions on what universities would be the best fit for the student. The University Counselor gives students the tools to empower students to research "best fit" universities and colleges. Our University Counselor provides extensive assistance to students in test and application procedures for university entrance.

### **School Bank - Residential Students Only**

Students or their parents may deposit money with the school business office. This money will be credited to each student in an individual deposit/withdrawal account. Students may then withdraw money from staff at Building A. On special occasions, students may withdraw money on request. Student accounts may be replenished via cash, money transfer, or written permission to transfer money from student miscellaneous to student bank accounts.

Parents are asked not to send their children to school with large amounts of cash, and residential students are asked not to keep large amounts of cash in their rooms. Students should not request to borrow money from teachers or other students. Students should also not lend money to other students.

Any student may request to access their miscellaneous account funds should a special need arise that is confirmed by parent consent.

### **Snack Shop**

The Main Campus Snack Shop, located in the canteen, will be open 2 days per week, during lunch hours, for students to purchase additional snacks or drinks. Days to be decided.

## School Transcripts

For the grades 11 & 12 students, up to 6 total sets of transcripts from APIS 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. **Additional copies of transcripts will incur an administration fee of 150 Baht per copy.** Grades 9 & 10 students will be charged 150 baht per copy when they request a transcript. Transcript requests will be processed within 5 school days when school is in session - not from when requested (ex.holiday/vacation).

### **IB Diploma Programme Transcripts:**

Transcripts from the IB can be requested and sent directly to the Diploma Programme Coordinator at APIS up until 1 June of each academic year. After that, families must make requests directly with the International Baccalaureate ([www.rrs.ibo.org](http://www.rrs.ibo.org))

- A maximum of six institutions worldwide can be selected on the request form, regardless of whether the results are sent in electronic or paper format.
- Of these six, no more than three institutions can be selected from Canada and the USA (of these three, only one for the USA).
- For any additional requests, contact the IB using the link "Issue of results to universities" found under "Contact us" on IBIS.
- Candidates can submit additional requests directly using the Transcript request form available on the IB public website ([www.rrs.ibo.org](http://www.rrs.ibo.org)).
- Please note that a fee will be charged for any additional requests.
- Candidates can submit additional requests directly using the Transcript request form available on the IB public website.

***If you have further questions or any unique requests (legalization of documents) please work directly with the Diploma Coordinator.***

### **GPA Conversion**

At APIS, IB MYP G9 and G10, and DP G11 and G12 scores can be converted to a 4.0 scale and letter grade. We will use these conversions for university applications or official transcripts ONLY upon written request from universities (documentation from universities must be provided). Students who drop DP courses at any point, will only be eligible to receive High School Course credits for both grades 11 and 12.

## Written Reports/Learning Updates

Formal written reports/learning updates are issued four times a year and are issued on the last day of the reporting period for that quarter. The written report/learning update is one element in the process of communicating with parents about their child's progress. Teachers comment on areas of success and next steps of learning. Information from the reports will be used for the calculation of credits.

## 4. Student Activities

### After School Activities

APIS After School Activities Program (ASA) provides opportunities for students in the English Academy, Grades 5 and 6, and Grades 7 to 12 to develop their skills and interests beyond the academic classroom. Our aim is for students to have exposure to a variety of experiences while having fun in a safe environment and provide a balance for developing healthy lifestyle skills. Our ASA program is both recreational and competitive and designed to keep the attention and the interest of students. The program is designed for children to experience a multicultural environment while developing the IB learner profile, problem-solving skills, and teamwork.

APIS students are encouraged to join a variety of activities in a given year.

At APIS we cater to students' interest with activities in the following categories:

- Physical
- Artistic
- Academic
- Critical Thinking
- Cultural

Our activities program at MC is optional for all day students and offerings vary during the week. We send home a list and a description of activities on offer in a season at the start of the current season so that students and parents can make informed decisions. APIS manages three Seasons of activities throughout the school year. These activities are led by our teaching staff founded on our school Mission, Vision, and Values.

### Field Trips

Learning outside the classroom and relating the real world to classroom learning is an important part of a child's education. APIS students may go on field trips as part of their educational experience. A permission slip must be signed by parents and returned to the teacher for field trips taken by students. Parents will be informed of field trips one week in advance.

### Classroom Without Walls (CWW)

At APIS, we encourage students to be courageous, inquirers, thinkers, communicators, open-minded, caring, principled, and well-balanced individuals both inside and outside of the classroom. To achieve these goals, we have developed a *Classroom Without Walls* (CWW) program for Grades 5-11 students, closely linked to the content, skills, and contexts of the curriculum.

CWW experiences for elementary students stay close to home. They are organized mostly as day trips. As students reach higher grade levels, the program allows them to become more independent by participating in overnight excursions. Elementary trips can occur several times a year based on PYP POI requirements.

Secondary excursions are set in a week, and take place at different times of the year. During this week, students meet many interesting people, engage in team building exercises, develop leadership skills and undertake community service projects. CWW programs in the MYP are established within the curriculum needs of Approaches to Learning (ATL).

Safety is the most important aspect on all trips. We collaborate with professional, reputable organizations, experienced in student centered learning programs and projects. The organizations also have updated training and certificates in risk management. CWW may undergo cancellations, changes in destination, time period, and activities to ensure our community's safety. **All MC students are required to participate in CWW.**

## **Service Learning Principled Action**

All students at APIS are involved in community service projects and community service plays a key part in student life at APIS. We offer community service based projects to the whole school such as mural painting, environmental groups, English teaching, sport coaching, and many more during after school activities. The aim is to help students understand and experience making a positive contribution to their school and wider community.

The students at APIS are committed to helping the APIS and broader community. Residential students are involved throughout the week in projects such as helping younger students with their reading, teaching English to adults outside school, sports coaching, organized games, gardening projects, and visiting orphanages.

Younger students are encouraged to become caring and responsible members of society while older students have the responsibility of sharing skills, experience and knowledge in return.

Participation and success completion in the Creativity, Activity, and Service (CAS) program is a requirement for Graduation.

While APIS does not count community service hours, High School students (Grade 9-12) are required to engage in Principled Action activities. The program is monitored and supported by the Service Learning Coordinator who is responsible for the approval of student initiatives throughout the school year, most importantly, those stemming from Service Learning Days.

## **Day Students Staying on the Main Campus**

Day students who are invited to stay overnight in the residences will be charged a sum of THB 1,150 per night, which will be charged to the student's miscellaneous account. This cost covers:

- Dinner and breakfast in the dining hall
- Accommodation and supervision in the residences overnight

Students/Families should make their request directly to the School Director (MC). The School Director will have the student/family complete a miscellaneous form to cover the prescribed cost. This form needs to be co-signed by a parent or guardian.

Any day student who stays for dinner without being accommodated overnight will be charged THB170 through their miscellaneous account. Students who stay for dinner to attend **special evening events** on the MC will also be required to pay THB 170 for their meal.

## **Eligibility for Sports/Extra-curricular Activities - CMAC**

APIS believes in the development of the whole student. Students are held to high academic standards, and are encouraged to participate in athletic competition, and cultural activities. The eligibility policy encourages students to fulfill their academic responsibilities by receiving

academic support as well as allows students to participate in the enriching experience of extra-curricular activities.

Students may be ineligible to participate in an after-school activity if they have performed poorly in their classes. They may also be assigned to an academic support class during after-school activities. Elementary students experiencing academic challenges will be supported in the classroom.

The MC Principal will monitor academic progress by regularly requesting information from coaches and teachers. The MC Principal's final decision regarding eligibility will be based on consultation with the student, the student's advisor, teachers and coaches. If the student is making satisfactory progress in all courses identified at risk, then the student may again become eligible to participate in extracurricular activities. A student may request a review of their eligibility status during the monitoring/review cycle. All cases will be treated individually.

## Sports

Many different sports are taught within our Physical Education curriculum and offered through our activities program. Our teams are competitive at the intra-school and inter-school levels. Students must be in good academic and behavioral standing to participate in athletic activities and sports teams.

APIS competes with other international schools through the Chiang Mai Athletics Conference (CMAC). Currently CMAC operates three distinct seasons during which teams compete in tournaments and one-off matches in various individual and team sports and games.

## Sports Etiquette

### Practices

#### **Players are expected to:**

- Attend, be on time and be prepared for all practices
- Follow directions of coaches
- Work hard in all aspects of the practice
- Work as a member of a team
- Exhibit good sportsmanship at all times.

### Games

#### **Players are expected to:**

- Be on time
- Be dressed and ready to play at appointed time
- Follow directions of coaches and officials
- Exhibit good sportsmanship (this includes accepting calls that go against the team)
- Shake hands with opposing team after the game regardless of the outcome
- **Be present in all classes the day of a game. If a student needs to be in the nurse's office for one or more periods on the day of a game, it is assumed that the student is not well enough to play and will not be allowed in the game**
- Not deliberately foul anyone; that is, fouls committed with intent to cause bodily harm to an opponent in a match. If you are caught committing a flagrant foul, you will be removed from the game and will be benched for the following game. If it happens again after this, you will receive a discipline report.

## **Student Council**

The function of the APIS Student Council is:

- To be a voice of the students
- To provide a means of communication between the student body, the faculty and administration
- To plan student activities which will promote the welfare of the school
- To promote school spirit.

The APIS Student Council, including the English Academy and Grades 5-12, follow a constitution and lists the responsibilities of council members. The Constitution is formally reviewed and accepted by the new Student Council for each academic year.

## **5. Health & Safety**

Leading up to, and during the smoky season, pollution levels are monitored regularly throughout the day. Information from the APIS MC Airvisual pollution monitor is shared with staff, parents and the community via the AirVisual app and website:

<https://www.airvisual.com/thailand/chiang-mai>.

### **Reducing Student Exposure to Air Pollution**

Decisions for reducing exposure to air pollution will be based on individual student risk. Students at highest risk (including students with respiratory diseases, and sports and activities that require heavy exertion for extended periods of time) will be protected. The following chart shows measures to be taken according to the AQI levels. These levels are monitored hourly on the AirVisual app.

## APIS Air Pollution Procedures

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

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

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

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



## Infectious Diseases

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

1. If a student or staff member reports to the nurses' station showing symptoms that **may** indicate a serious infectious disease, they will be sent immediately to hospital for a consultation and further diagnosis. The student or staff member will immediately be given a mask to wear to prevent any disease being communicated through the air or through saliva. School transport will be made available as soon as possible. Until the student or staff member has been transported to the hospital, they should be kept in the nurse's station.
2. If a student reports to hospital with symptoms indicating a serious infectious disease, it is the responsibility of the family to report this to the school as quickly as possible. If a staff member reports to hospital with symptoms indicating a serious infectious disease, he/she should report this health concern directly to the School Director/Principal.
3. After visiting the hospital, if the student or staff member is not admitted, until the disease has been diagnosed:
  - students should be kept at home
  - staff members should remain at home
4. Every effort should be made to keep the student or staff member isolated from the school community until the disease has been diagnosed satisfactorily and it is clear how the disease is spread and how long the patient is infectious.
5. Once the diagnosis has been given, the School Director/Principal will inform the community in writing of the health risk caused by this infectious disease and take further action. It may be appropriate to give an earlier warning to the community in the case of a disease not being diagnosed in a timely manner.

## Medical Emergencies

Medical emergencies can occur at any time without warning. As a school, we have a responsibility to respond to medical emergencies with appropriate intervention and management.

**In the event of a medical emergency, immediate care and attention is given to the injured party:**

- When an injured party is discovered, assess the situation and immediately contact the school nurse on duty. Stay with the victim, following basic first aid procedures until the nurse arrives (see attached first aid procedures).
- Once the nurse arrives, (if during the school day), notify the Director, Principal and/or Head of School. If during the evening or on the weekend, notify the residential life coordinator and the Director, the Head of School or SLT member on duty.
- Once the nurse has assessed the situation and it is determined that the student needs further medical attention, it is the Director's or the Head of School's responsibility to contact the parents to see that the parent is informed and can give treatment directions.

- In the event that a parent can not be reached, the Director, Head of School or Residential Director will make the judgment about seeking immediate medical attention.
- The injured or ill victim should only be transported in a private vehicle if the first aid provider has determined that it is safe to do so.
- **Victims with head or neck injuries should only be moved or transported by emergency medical technicians.**
- Before transporting a victim to the hospital, all efforts should be made to ensure that the accompanying nurse has the student file.
- Once at the hospital, one person should serve as the main source of communication with all parties. The school director or the Head of School will serve as the only communication resource with the parents if they are not able to be present.
- If an overnight hospital stay is required, one designated adult staff member will spend the night at the hospital with the APIS residential student if needed. Other students will not be allowed to stay at the hospital.

## Medical Matters

A child who does not feel well should be kept at home and the school notified. Teachers send children who become ill or are injured during the school day to the Infirmary. If children are so ill they cannot continue to attend classes, they are kept in the Infirmary and parents are contacted to pick them up.

The school office must be informed immediately of any type of communicable diseases (conjunctivitis, chicken pox, lice, impetigo, measles, mumps, diarrhea and bad cough etc.) so that parents of other children in the class may be notified. For further information, please read our 'Protocol on Infectious Diseases' in the Health and Safety section of this handbook.

In the case of an accident, the school will fill out an accident form and in the case of a serious accident the school will contact the parents immediately.

There is a nurse on duty at all times during school time at both campuses.

## Prescribed Medicines and Allergies

Parents are required to disclose all prescribed medications students are taking for medically declared concerns. **If your child is required to take regular, or short-term medicines, these must be identified and dispensed through the school clinic.** If your child suffers from any allergy complaints, these should be identified and the clinic informed.

In order for the nurse to administer medication to your child during the day, please send the medicine in a sealed container or bag with the child's name and dosage clearly written. It is helpful to speak with the school nurse about this medication so that she is fully informed.

## Motor Vehicle Policy

School policy follows the current laws of Thailand. Our first priority is to ensure the safety and security of all our students.

## **Motorcycles**

- Students who are 15 years or above (minimum age in Thailand) may ride a motorcycle to and from school as long as the bike has an engine size of no more than 110cc
- Students who are 18 years or above may ride a motorcycle to and from school with an engine size of more than 110cc
- All students riding a motorcycle must wear a helmet at all times
- All students riding a motorcycle must have a parental permission slip to use this vehicle, appropriate motor vehicle insurance and proof of a legal driving license. The parents' permission slip, a copy of the insurance document and the driving license should be provided to the Thai Director of the Main Boarding Campus
- All students should apply to the Director of the MC for a parking space
- Any student who rides a motorcycle must not carry any passengers

## **Cars**

- Students are not allowed to drive cars to school.

*If a student rides a motorcycle to school without satisfying the above requirements, the School will call home to inform parents that their son or daughter is breaking the law and should not be permitted to use a motorbike until they satisfy all school rules. In certain circumstances, the school will require the student to hand over the key to the motorbike in the best interests of their safety. Repeated breaking of school rules on cars and motorbikes will result in more serious disciplinary steps being taken.*

## **Safety Matters for Bicycles, Skateboards & Roller Blades**

Bicycles, skateboards, and rollerblades are allowed on campus roadways if students have a safety helmet and parental/school permission. These items are not allowed to be used in school hallways, classrooms, social spaces, or lawns.

## **Swimming Pool Supervision**

Special regulations govern the use of the pool. **No student may ever use the pool unless it is supervised by a faculty member.**

- 1. Students must be supervised while swimming.**
- 2. Staff members should ensure that students follow the rules of the pool including:**
  - Shower first before getting into the pool
  - No Running, Rough Play or Pushing
  - No Diving
  - No Food, Beverage or Glass containers in the pool area
  - No Skateboards, Bikes or Scooters allowed in the pool area
  - You are responsible for your own belongings
  - No swimming if there is lightning and thunder
- 3. When there are 1-10 students swimming – At least one staff member must be on duty:**
  - One staff member – This staff member must be standing at the edge of the pool during the entire swimming session. They must scan and observe entire pool area paying careful attention and counting students every couple of minutes

- If students misbehave and/or are unsafe (including play fighting), staff members should have students sit out for a designated length of time.
4. **When there are 11-20 students swimming – At least two staff members must be on duty:**
- One staff member – This staff member must be standing at the edge of the pool during the entire swimming session. They must scan and observe entire pool area paying careful attention and counting students every couple of minutes
  - Staff member will have a safety ring next to him/her during entire duty time
  - If students misbehave and/or are unsafe (including play fighting), staff member should have students sit out for a designated length of time
  - Other staff members can swim with students. Two staff members can shift off standing on the edge of the pool.
5. **If rain starts, which threatens thunder, students must immediately come out of the pool.**

# Emergency Procedures

## Fire

**If you see a fire, pull the nearest alarm!**

*When you hear the fire alarm (bell ringing):*

1. Listen to the teacher.
2. Leave the classroom in single file and **walk quietly**.
3. Turn off the lights, air conditioning unit, and shut the door (to indicate that the room is all clear).
4. Follow the posted evacuation route. If unsure, go to the nearest safe exit.
5. Go to the designated area on the **soccer field** (unless your teacher tells you otherwise).
6. Once at the designated area, the grade level advisor/residential advisor will hold up a green colored card to indicate that the class is accounted for. If there is a missing person, the advisor/residential advisor will hold up the red colored card.
7. Do not go back into the building until you hear **“all clear”** from the Principal or Director.

## Lockdown

*If there is danger or an intruder on the school grounds, the lockdown procedure alarm will sound (continuous ringing)*

**Wherever you are:**

1. Go immediately to the nearest room
2. Lock the doors
3. Close the curtains
4. Turn off all lights and audio equipment
5. Move the children away from windows and doors
6. Keep low and keep quiet
7. Turn mobile phones to silent

If you are outside of a classroom, **get to the nearest safe location** & follow the same procedures

**Wait in the classroom** until you hear the “all clear” announcement from the Director or Principal. Sometimes an intruder may set off the fire alarm to draw people out of their rooms. **DO NOT** leave the classroom until you hear the “all clear” announcement from the Director or Principal.

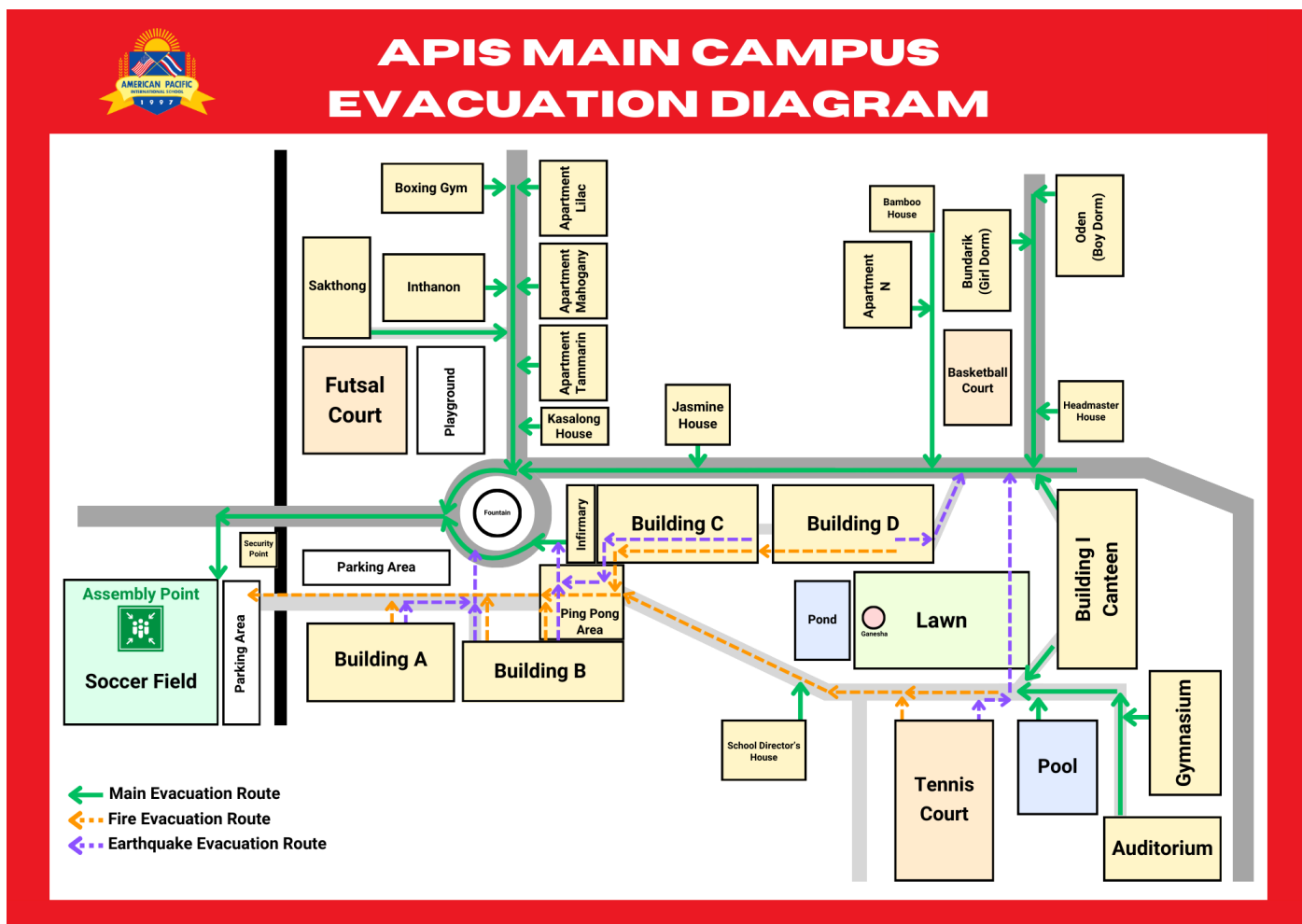
## Earthquake

*(When you hear the announcement or feel the earth move...)*

1. **Listen to the teacher and** immediately get under your desk or table and wait for the motion to stop
2. When it is determined by an adult to safely leave the room, leave the classroom in single file and **Walk quietly**
3. Turn off the lights, air conditioning and shut the door (to indicate that the room is all clear)

4. **Follow the posted evacuation route**, if unsure, go to the nearest safe exit
5. Go to your **designated area in the upper court area** (unless your teacher tells you otherwise)
6. Once in your designated area, the teacher/residential advisor will hold up a **colored card to indicate that this class is accounted for**.
7. **Do not go back into the building until you hear “all clear”** from the Director or Principal.

## APIS Main Campus Evacuation Diagram



## 6. Main Campus Student Responsible Use Policy

The American Pacific International School Responsible Use Policy outlines the expectations for the APIS community when using digital tools. Using the IB Learner Profile, the expectations for technology are written as essential agreements to be upheld by all members of the learning community. All students and parents need to sign that they have read and understood this policy at the beginning of every school year or upon enrollment. This agreement is found in the family handbook.

### Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Consequences

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



# MC Student Digital Device Guidelines

All planned learning experiences which require technology, must be conducted with student Chromebooks or accepted\* laptops or tablets. In grade levels where chromebooks are not being used, teachers will clearly communicate to students the purposes of their use for the class.

## PYP Educational Digital Device types

- Personal Chromebooks: Each student in G5, G6 and EA are required to purchase their own Chromebook through the school.
- It is the student's responsibility to make sure that his/her Chromebook is brought to school everyday in order for classroom instruction to take place.
- Students must bring the Chromebook to school fully charged.
- Classroom teachers do not have access to extra devices, and it will be up to the student to complete tasks and projects when they have access to their device.
- The school does not take any responsibility for loss or damage of Chromebooks.
- The Chromebook is the personal property of each student.

## MYP/DP/G11-12 Minimum required specifications

- The device should have a recent and supported operating system
- The device should have a processor (CPU) and RAM (memory) suitable for running educational software with a minimum of 4 GB RAM
- A screen size of 9 inches, that allows for comfortable viewing and interaction during educational activities and must have a functioning keyboard.
- The device should have sufficient battery life to last throughout the school day without requiring frequent recharging.

## Mobile Devices

Mobile devices are allowed in school under teacher permission and supervision. In the classroom, these devices should **only be used for educational purposes when permitted** by the teacher. Students **are not** permitted to use their mobile phones in class or use other devices for gaming. If devices become a distraction to teaching and learning, staff will confiscate the device.

APIS requires students to either leave their devices securely stored in their backpacks or in the designated boxes provided at the front of each class. Students may collect their phones from the box at the end of each lesson. This measure aims to minimize disruptions, allowing teachers to maintain an engaging and focused learning environment. The mobile phone is the personal property of each student and the school does not take any responsibility for loss or damage of mobile phones.

- **3rd time a device is confiscated:** The device will be returned to the student's parents at school during a conference with the MC Principal. Disciplinary action will also be taken (refer to the progressive discipline matrix).
- **Further confiscation of the student's device** will result in compulsory disciplinary action and adherence to the progressive discipline matrix.

# Artificial Intelligence Guidelines for Students

## Appropriate use:

- AI tools can be used for academic purposes, including research, problem-solving, and project development, but should not be used if a teacher explicitly states it should not be. If a student is concerned, they should ask their teacher for clarification.
- Students should not rely solely on AI tools to complete assignments. It is important to understand the material and complete assignments on their own, using AI tools as a supplement rather than a replacement for their own work.
- There may be times when a teacher gives permission to use an AI-based tool to generate answers to check work, improve writing, translate a passage, create a portion of a work, etc. This type of usage must first be approved by the teacher and should be cited properly.
- Students should be able to explain their work sufficiently regardless of if AI is used or not.

## Citing AI:

Plagiarism is forbidden, and this extends to misrepresenting the creator of student work. Ultimately, any work a student submits must be their own with proper attribution to any work or sources that are not your own.

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 based on your class' designated referencing style.

- [MLA Style - Generative AI](#)
- [APA Style - ChatGPT](#)
- [Chicago Style - Generative AI](#)

- The student must be 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.
- Failure to cite AI sources may result in consequences, as outlined in the school's academic integrity policy.

## Misuse Consequences:

Deliberate misuse or unethical use of AI tools will be subject to disciplinary action.

### 1st Time Offense:

The student will be required to redo the assignment or assessment without the use of AI assistance.

### 2nd Time Offense:

Parents or guardians will be informed of the second offense and asked to participate in a conference with the teacher and curriculum coordinator.

### Repeated Offenses:

If the student continues to misuse AI tools despite previous interventions, they may be required to complete future assessments or assignments under supervised conditions, such as in-class handwriting.

A note outlining the repeated violations may be added to the student's academic record.

### Consideration of IB:

The consequences outlined above take into account the IB level, emphasizing the importance of academic integrity in the context of the International Baccalaureate program.

Violations of academic integrity at the IB level may have serious consequences, potentially affecting the student's eligibility for the IB diploma.

**Note on University Acceptance:**

Repeated and severe violations of academic integrity, including unethical use of AI tools, can negatively impact a student's university application.

## **School Online Safety Measures**

**Firewall:** As part of our ongoing commitment to ensuring a safe and secure learning environment for our students, APIS has a firewall system to enhance the online safety of our students and staff. This firewall has been specifically designed to restrict access to inappropriate content and only permit access to educational websites that align with our curriculum. The primary goal is to create a safer online environment for our students, protecting them from potential risks and ensuring that their online activities are conducive to their learning experience.

**Wi-Fi Login:** To establish an extra layer of security and accountability, Students are provided with a username and password for our school Wi-Fi. Students should be instructed to keep their usernames and passwords confidential.

## **Toddle**

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

## Definitions:

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