

American Pacific International School



Policy & Procedure Handbook

2025-2026

An outstanding place for living and learning



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*= policy required by the International Baccalaureate

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

All Policies were reviewed and updated between March-June 2025.

APIS Mission

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

APIS Vision

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

APIS Values

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

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

Diversity - Acceptance and appreciation of people and their beliefs

Balance - In mind, body and character

APIS Goals 2020-2026

Growing Students:

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

Growing Staff:

- Respond to climate concerns as they arise.

Connecting with Community:

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

Building Residential Life:

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

Supporting Programs:

- Continue to focus on teaching and learning that reflects the IB philosophy (specifically Approaches To Teaching).
- Provide time and resources to support a successful DP Evaluation visit.

Leveraging Technology:

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

APIS Academic Integrity Policy

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

Policy 1a:

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

Policy 1b:

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

Policy 1c:

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

Appendix A: Procedures

The school Principal at each campus will annually designate staff to ensure that every year students are fully apprised of their obligations regarding being academically honest and the consequences for their failure to do so. The School Senior Leadership team will ensure that the Academic Integrity Policy is communicated to all stakeholders on Toddle and the School Website. 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 administration before any consequence is considered or administered.

Appendix B: Definitions of Key Terms and Infractions related to Academic Misconduct

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

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

A. Plagiarism

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

APIS identifies three types of plagiarism:

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

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

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

B. The Use of Tutors

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

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

C. Collusion

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

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

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

D. Unfair Gain

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

Examples of unfair gain can include:

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

E. Use of Assistive Technology (AI)

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

AI in learning and teaching

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

- The teacher has seen the student develop the work over a period of time— coursework is not designed to be completed in a single evening. - This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently—to give 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.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

Teachers are in the best position to determine a student's capabilities and recognize when a piece of work does not align with their usual performance. If there are doubts about the authenticity of a student's work, the teacher should discuss the submission with the student to assess their understanding. If concerns remain, the student will be required to complete the assignment under supervision.

Students are not permitted to create written work in one language and then translate it to be submitted in another language.

F. Academic Malpractice or Misconduct during Examinations and Assessments

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

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

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

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

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

Consequences of Academic Misconduct

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

Consequences for Academic misconduct may include the following:

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

- Expulsion from APIS

For repeated offences of academic misconduct the consequences will be handled on a case by case basis 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.)

Additionally, if integrity issues are identified from the IB, the IB policy supersedes any APIS policy. Refer to the [penalty matrices in the ibo Academic integrity policy](#).

APPENDIX C: IB EXAMINATIONS

(IB Academic Integrity Policy - 2025)

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

Using the matrix of penalties (p.27-28)

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

Retaking examinations or resubmitting coursework

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

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

Additional sanctions

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

1. Change in registration category

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

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

2. Permanent disqualification from current and/or different programmes

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

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

APPENDIX D: SCHOOL MALADMINISTRATION

APIS defines school maladministration as an action by the School or an individual formally associated with the School that infringes on school rules and regulations, and potentially threatens the integrity of examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination. APIS will adhere to the Academic Integrity document published by the IBO (2023).

Categories of school maladministration

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

Procedures for dealing with policy breaches

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

All external investigations will be handled in accordance with the IB

APPENDIX E: STAKEHOLDER RESPONSIBILITIES

Students' responsibilities include:

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

Teachers' responsibilities include:

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

Programme Coordinators' responsibilities include:

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

Parent/Guardians' responsibilities include:

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

Senior Leadership Team's responsibilities include:

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

Bibliography

Academic integrity policy (March 2025). International Baccalaureate Organisation.

Evaluating 13 scenarios of AI in student coursework (2024): International Baccalaureate Organisation.

From principles to practice. (2022). International Baccalaureate Organisation.

APIS Access and Inclusion Policy

At APIS, we are committed to creating an inclusive and supportive environment for all accepted students. Teachers will make appropriate and reasonable adjustments to the APIS learning program and tailor their instructional strategies to address each student's unique needs. This may involve providing accommodations for mild learning, language, social, emotional, or physical challenges. All such modifications and accommodations will be carried out in alignment with IB program requirements as well as all applicable Thai laws.

Procedure:

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

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

Differentiation- defined

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

Differentiated teaching may involve using collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, and differing formats and modes of exploring and presenting knowledge and understanding made available to the students. Students are given equal opportunities to learn through multiple means of representation, action and expression, and engagement, (adapted from *IB Learning Diversity and Inclusion (2022)*).

Accommodations- Defined

Accommodations are adjustments made to the learning environment to ensure a student has equitable access to teaching and learning. Goals for learning are not altered when accommodations are put in place.

Some examples of accommodations are:

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

Modifications defined

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

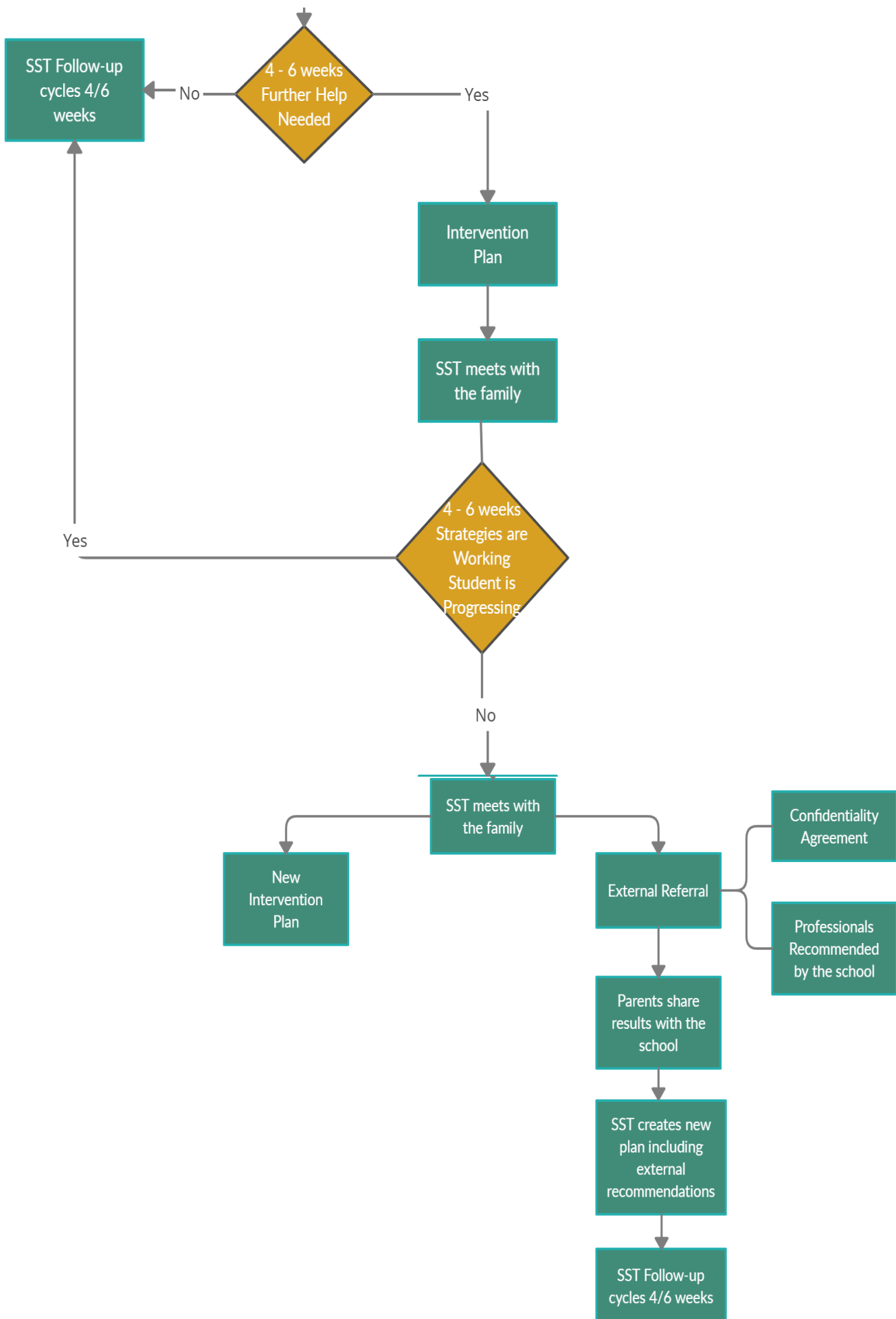
Modifications help to reduce the overall cognitive demands of the task and enable students to consistently produce greater quality of work within limited/altered curriculum goals.

Modifications could reflect one or more of the following:

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

Appendix A

Student Support Team Process - Internal & External



Appendix B: IB Expectations

Access and Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access and Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Access and Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community (IB Access and Inclusion (2022), Pg. 1).

Arrangements/Accommodations that require Authorization (DP ONLY)

4.1 Access to modification in the presentation of the examination

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

- Access to modified papers and examination papers as determined by the ILP.
- Changes to the print on examination papers
- Printing on coloured paper
- Access to electronic (PDF) examination
- Modified papers (supplementary points)

4.2 Access to additional time

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

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

4.3 Access to writing

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

- Graphic Organizers

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

4.4 Access to reading

Reader

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

- Reading Software
- Examination Pen

4.5 Access to speech and communication

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

- Augmentative Communication Device

4.6 Access to practical assistance

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

4.7 Access to Calculators

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

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

4.8 Access to extensions to deadlines

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

4.9 Access to deferral of external assessment

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

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

4.10 Additional opportunities to retake exams

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

4.11 Access to alternative venues

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

4.12 Access to reasonable adjustments

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

Access for Additional Language Learners

At APIS - a score of 4 or less on the WIDA Model test will be used to determine if a student is eligible for access to adjustments in testing.

- Access for additional language learners does not apply to oral or written examinations in studies in language and literature and language acquisition. An exception to this is classical languages in the language acquisition group, where the response language must be in English, Spanish or French.
- Access for additional language learners can apply to oral or written examinations in individuals and societies, sciences, mathematics, the arts and the DP core components.
- Additional language learners who have been authorized inclusive access arrangements will be eligible for the bilingual diploma or certificate.
- For anticipated and retake candidates, requests for inclusive access arrangements as an additional language learner must be submitted every session.
- Extra Time for Written Examinations
As an additional language learner, a candidate may be authorized 25% extra time for written examinations.
- Extra Time for Oral Examinations
As an additional language learner, a candidate may be authorized 25% extra time for oral examinations.

- Reader/Reading Software

As an additional language learner, a candidate may be authorized the use of a reader or reading software if there is evidence of a score from a standardized language test that indicates a language level that is below the level defined as linguistically competent in reading

- Word Processor with Spell Check

As an additional language learner, a candidate may be authorized to use a word processor with spell check if there is no request for additional time and there is evidence of a score from a standardized language test that indicates a language level that is below competent in writing

Appendix C: Responsibility

Admissions will:

- Collect all relevant documents and distribute as needed.
- Review all documentation prior to admissions testing.
- As needed, communicate the Access and Inclusion Policy with prospective families.
- Value individual students and honor confidentiality.

Teachers will:

- Practice differentiation in the classroom and document differentiation in their planners.
- Refer students to the SST when initial classroom differentiation is not successful.
- Collect data relevant for student success.
- Follow the referral process.
- Support and implement the recommendations made by the SST.
- Value individual students and honor confidentiality.
- Understand guidelines for accommodations and modifications for IB examinations.

Students will:

- Participate to the best of their ability.
- Ask for clarification and help when needed.
- Take responsibility for their own learning.
- Honor confidentiality.

Parents will:

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

Counselors will:

- Serve as a member of the SST
- Provide a list of available professionals for outsourced referrals.
- Serve as a liaison between school, parents and external evaluator (for social/emotional concerns)
- Keep up to date records of all meetings and communication
- Support intervention plans as needed

- Observe students with emotional/social needs
- Value individual students and honor confidentiality

Student Support Coordinator will:

- Coordinate the SST Meetings
- Collect data as needed
- Observe the student in the learning environment
- Provide a list of available professionals for outsourced referrals.
- Design individualized learning plans (ILP)
- Provide intervention sessions with students
- Share the plans with SST, Teachers and families, to include follow up
- Serve as a liaison between school, parents and external evaluator (for academic concerns)
- Liaise with the IBO Coordinators (PYP, MYP and DP) to ensure accommodations are accepted by the IB.
- Keep up to date records of all meetings and communication.
- Value individual students and honor confidentiality.

Programme Coordinators will:

- Be familiar with and communicate the various Accommodations/Modifications to the IBO based on the requirements as noted in IB documentation for examinations
- Collaborate with the SST Coordinator to ensure the accommodations of the ILP are being implemented
- Value individual students and honor confidentiality
- Serve as a member of the SST as needed

The Student Support Team (SST) will:

- Regularly include Head of School, School Directors, Principals, and Counselors
- Teachers, Coordinators and Residential staff will be invited to participate in SST as needed
- In consultation with the concerned teacher(s), decide on the appropriate curriculum accommodations and modifications for a student with a learning need
- Design the individualized learning plan or the intervention plan (behavior) to include goals and progress monitoring
- Involve parents in the process
- Collaborate with teachers on recommendations and strategies to support learning
- Follow up on referred students to determine next steps

SLT (within the capacity of the school) will:

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

Appendix D: Learner Variability

Learner Variability

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

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

Students may need an individualized Learning Plan with accommodations and modifications due to learning challenges such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavioral challenges
- Physical and sensory challenges
- Medical and mental health difficulties, including temporary medical conditions
- Additional language learning.

APPENDIX E: Access Arrangements

Access arrangements are changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student to work around them

Recommendation List

Accommodations: changes to how a student is taught or presented materials. Goals for learning are not altered. Examples: copies of materials, preferential seating, different space for testing.

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

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

Academic Supports:

Modifications (Classroom):

- Provide system for transitions
- Teach study skills
- Teach sequencing skills
- Teach visual imagery
- Teach memory strategies
- Teach semantic mapping
- Increase active participation
- Teacher circulates around the room
- Provide visual prompts (board/desk)
- Provide immediate feedback
 - (self-correcting seat work)
- Point out similarities to previous learning/work
- Use frequent review of key concepts
- Adjust pitch/ tone
- Use small group instruction
- Use individualized instruction
- Translucent colored plastic over work
- Change skill/task
- Daily small group with teacher
- Reduce length of assignments
- Use manipulatives

Modifications (Assessment):

- Answers to be dictated (scribe)
- Additional time
- Audio record lessons for playback
- Reduction of answer choices on multiple choice questions
- Modify testing mode (oral or open book/note) or the setting
- Translucent colored plastic
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Testing Adaptations are used, such as lowering the reading level of the test

- Provide simple written, verbal, and picture instructions
- Teach to current level of ability (use easier materials)
- Use of alternative books or materials on the topic being studied
- Film or video supplements in place of reading text
- Allow outlining, instead of writing for an essay or major project
- Modified workload or length of assignments/tests
- Grading is subject to different standards than general education, Assignments are changed using lower level reading levels, worksheets and simplified vocabulary.

Accommodations (Classroom):

- Give preferential seating
- Provide frequent breaks
- Provide place for quiet thinking
- Maintain consistent schedule
- Write assignments in daily log
- Use manipulative materials during lesson time
- Highlight/underline material
- Use peer tutor/partner
- Repeat directions
- One-on-one with teacher at beginning of independent work
- Computerized spell-check support
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Highlight key directions
- Use of calculator or word processor
- Extra credit option
- Materials are adapted; texts are simplified by modifying the content areas—simplifying vocabulary, concepts and principles.
- Have a buddy take notes for the student
- Get a copy of teacher notes

Accommodations (Assessment):

Give preferential seating

- Provide frequent breaks
- Provide place for quiet thinking
- Pace long-term projects
- Preview test procedures
- Simplified test wording; rephrased test questions and/or directions'
- Test in alternative site
- Provide study guides prior to tests with answers

- Highlight key directions
- Modified time demands
- Accept short answers

Differentiation:

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

Social Supports:

Modifications:

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

Accommodations:

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

Emotional Supports:

Modifications:

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

Accommodations:

- Post class rules (pictures & words)
- Post daily schedule (pictures & words)
- Counseling Corner
- Sensory Bottles, optical illusions, tracing sheets
- Feelings chart with pictures and words
- Small group counseling support
- Individual counseling support

- Regular check-ins with student to monitor where they are at
- Role play communication of emotions
- Buddy system
- Emotional reflection journal
- Model an array of emotions in an appropriate way

Differentiation:

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

Behavioral Supports:

Accommodations:

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

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

Differentiation:

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

Appendix F

American Pacific International School **Student Support Team** **Individual Learning Plan**

Student's name:		Grade:
Date of Birth:		Age:
Teacher(s) Referring:	Initial Referral Date:	ILP Start Date:
Reason for Referral:		
Student Support Team: •		Subject(s) Requiring Support: •

Eligibility/ Areas of Qualification (Information Provider):

Medication:

STRENGTHS:

-

AREAS OF CONCERN (Based on IQ Evaluation <DATE>)

-

AREAS OF CONCERN (Based on teacher observations and feedback)

-

Objectives:

-

Long Term Goals:

-

Recommendations from Cognitive Testing:

-

Classroom Accommodations for ALL subjects:

-

Assessment Accommodations:

-

Curriculum Modifications:

-

Assessment/Grading Modifications:

-

Out of class support:

-

Home support:

-

Meetings:

-

Signatures:

Dates: _____

Name: _____

Dates: _____

Name: _____

Dates: _____

Name: _____

Dates: _____

Name: _____

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IBDP Assessment Procedures, B5.1, 2020: International Baccalaureate Organisation

Access and Inclusion Policy (2022): International Baccalaureate Organisation.

From principles into practice. (2020). UK: International Baccalaureate Organisation.

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APIS Admissions Policy

At APIS, we admit students from all backgrounds who want an Internationally accredited education, taught through the English Language. APIS will make admissions decisions based on information provided to determine if students are able to access the curriculum in English within the capacity of available school resources.

Procedures:

Application requirements

The following documents are required to complete the application:

	Non-refundable Application Fee
	Completed Application Form
	Copy of student's birth certificate
	Copy of Thai ID/passports: student and parents (original must be available)
	Copy of Visa/Residence Permit: student and parents (original must be available)
	Official school report from last two school years in English, or verifiable English translation (Grade3 - Gr.12) Grade 9-12 applications must also provide high school transcripts
	3 passport pictures
	Copy of current immunization record
	Letter of Recommendation from an educator in the applicant's previous school speaking to the student's learning potential, behavior, and degree of parental support, and where applicable, the student's overall potential for success in a college preparatory high school program (if requested).

Submitting the application constitutes agreement with the following:

1. The parent or guardian and student admitted will abide by the school's established policies and procedures.
2. The parent or guardian understands and agrees that ELL, academic and/or diagnostic testing may be administered to the student to plan or enhance his/her educational program once he/she is registered and enrolled.
3. The parent or guardian agrees to pay all fees and tuition according to APIS policy.
4. The parent or guardian agrees to inform APIS if any circumstance or information described in the application form changes.
5. The parent or guardian understands that APIS may contact the student's previous schools in order to obtain information- relevant to the student's application.
6. The parent or guardian understands that APIS transports students to an international medical care facility for emergency medical situations.
8. APIS will support the immigration and banking process for families moving to Thailand for educational purposes with a certified letter of enrollment only.
9. If a family is successful in obtaining an overseas ED visa, with the assistance from APIS paperwork, APIS is required to communicate with the immigration office to immediately cancel the visa when a family decides to leave the country or move to a different school.

Primary/PYP

- Students may enter the Elementary School at APIS up to and including the first semester of Grade 3, regardless of the level of the student's proficiency in English.
- Students entering from the second semester of Grade 3 should at least have a level of English language ability that would qualify for the English language program. If not, consideration would be given for admissions to the English Academy.
- If the student's home language is not English, they should be able to demonstrate that they are proficient in their home language at their grade level, as determined by required documentation.

English Academy

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

MYP

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

DP/Grade 11 and 12

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

Application Process

The admissions procedures for students wishing to enter Pre-Nursery to Grade 1 involve the submission of the following:

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

The admissions procedures for students wishing to enter Grade 2 to Grade 12 involve the submission of the following:

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

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

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

Admission decisions

Admissions decisions will be based on a completed application which will be communicated during the application process:

- Probationary status for students who are not able to submit the previous 2 years worth of official school records (Grade 2 and above)
- Grade and Subject placement
- Credit acceptance (Grade 9 - 12)
- English Language Learning program needs that require additional fees
- Seat availability (wait lists)
- Siblings - will be considered as a unit - cross-campus Admission teams will come together prior to acceptance.
- Students may be accepted on a conditional basis, based on behavior, neurodiverse needs that may be beyond the school's ability to support.
- Full disclosure of any medical or cognitive diagnosis/concerns not disclosed may result in dismissal from school.

Withdrawal:

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

Refunds:

1. Withdrawal

- Application, Entrance and Deposit Fees are non-refundable.
- No refund for tuition, residential, transportation or meal fees if a student has attended any part of the semester.
- If fees are paid annually, then a portion of tuition (less deposit), residential, transportation and meal fees will be refunded if a student decides to withdraw before the start of a semester and has provided written notice of intention to withdraw at least 30 days before the start of the semester.

2. Sickness

- Partial tuition refund will be considered if the student must withdraw from the school for serious health reasons that affect the student. The original reliable medical sickness certificate from the certified hospital with a proper reason explaining the symptoms and medical treatments should be provided to the school. Such requests will be evaluated on a case by case basis.

Appendix A:

PYP Classroom/Student ratios:

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

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

Appendix B:

Age Guidelines:

As determined by previous school experience, every effort will be made to place students with their age appropriate grade level, to avoid social/emotional concerns.

Academic Year 2025-2026		
Grade	Age	Date of Birth
Pre-Nursery	18 Months	1 January 2024
Nursery	2	1 Sept. 2022 - 30 August 2023
K1	3	1 Sept. 2021 - 30 August 2022
K2	4	1 Sept. 2020 - 30 August 2021
K3	5	1 Sept. 2019 - 30 August 2020
Grade 1	6	1 Sept. 2018 - 30 August 2019
Grade 2	7	1 Sept. 2017 - 30 August 2018
Grade 3	8	1 Sept. 2016 - 30 August 2017
Grade 4	9	1 Sept. 2015 - 30 August 2016
Grade 5	10	1 Sept. 2014 - 30 August 2015
Grade 6	11	1 Sept. 2013 - 30 August 2014
Grade 7	12	1 Sept. 2012 - 30 August 2013
Grade 8	13	1 Sept. 2011 - 30 August 2012
Grade 9	14	1 Sept. 2010 - 30 August 2011
Grade 10	15	1 Sept. 2009 - 30 August 2010
DP1/G11	16	1 Sept. 2008 - 30 August 2009
DP2/G12	17	1 Sept. 2007 - 30 August 2008

Appendix C:

Parent/Student Visa process (applying from overseas):

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

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

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

1. Complete the Student Application form and submit it to the school admissions officer.
2. Necessary documents to be attached (2 full sets):
 - a. Photocopy of birth certificate (the translated copy notarized by a

license office will be needed at Chiang Mai immigration office for one year visa extension)

- b. A photocopy of student and parent passports and visa if the students are already in Thailand
- c. 3 individual passport size photographs of student and parents
- d. Application fee, entrance fee and deposit to be paid with the application (the deposit is non-refundable if the parents cancel the application)

3. The school will prepare:

- a. A visa change request letter from the school
- b. A copy of school license
- c. A copy of school manager license
- d. A copy of school director license
- e. A copy of school director's identity and administrator license

4. The student visa application is available strictly to students only

5. Make sure that the current visa of the applicant needs to have at least 21 days before expired date

6. The parents will submit all applications and required documents to the Chiangmai immigration.

7. The immigration officer will stamp the date to get a Non-Ed stamp and the parents have to be aware of the scheduled date to avoid any complications.

8. Once the application is stamped, the applicant will get a 90 day Non-Ed visa within a month.

9. 30 days prior to the visa expiration date, the parents contact the school office for another set of supporting documents for a one year visa. Please direct to the school office at least one week prior to the appointment date with the immigration. This will be processed only when all payment is completed. Travel outside of Thailand during this time period will require a re-entry permit to avoid the process starting from zero.

10. If parents decide to change schools, the APIS visa will automatically be invalid with immigration. Parents must inform the school at least 1 month prior to any change.

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

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APIS parent handbook (2024). American Pacific International School

Approaches to Teaching in the Middle Years Programme, 2022, UK; International Baccalaureate Organization

APIS Assessment Policy

At American Pacific International School we strive to provide clarity for assessment, evaluation, and reporting within the IB program. This includes establishing shared beliefs and frameworks for assessment, defining who is involved in the process, outlining how assessments are delivered, identifying when assessments and reporting occur, and articulating clear learning targets. By doing so, we aim to ensure a coherent, consistent, and transparent approach to evaluating and communicating student progress and achievement.

At APIS, we believe that:

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

Appendix A: Procedures

Types of Assessment at APIS

Formative assessment

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

Summative assessment

Summative assessment is a formal assessment *of* learning. They are a way for students to demonstrate what they know, understand and can do, in authentic contexts.

Summative assessment marks the completion of a Unit of Study, a reporting period, or readiness to progress to the next stage of learning.

IBDP Assessments

Internally assessed IB work is graded internally by our teachers. These include oral presentations, commentaries, laboratory work, investigations, and performances. All APIS teachers who teach an IB course receive IB training and specific training on how to use the IB criteria. Internally assessed IB work is then moderated by IBO to assure reliability. Teachers oversee some IB assessment as students produce the work, but external

examiners, selected by the IBO outside of the school, assess it. These include, for example, the internal assessments (IAs), Extended Essays, Theory of Knowledge essays. The May examinations, for Year 2 IB students, are externally assessed and form the greatest portion of the assessment score for each subject.

External Assessments

Both MAP (Growth & Fluency) and WIDA assessments are administered annually to students for the purpose of placement and/or improved instruction. Measures of Academic Progress, or MAP Growth is administered to students in Grades 1-11. MAP tests are computer-based, cross-grade, adaptive assessments that track growth and achievement in Math, Reading, and Language Usage, and are linked to Common Core Standards. WIDA MODEL Online is an English language proficiency assessment for students in grades 1-12. At APIS we administer this test for our English Language Learners to help determine their needs within the ELL program. MAP Fluency is administered to students in Grades K3-8 to measure their oral reading fluency, comprehension and foundational skills (phonetics).

Appendix B: Characteristics of Effective Assessment

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, products, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feed forward:** It provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.
- **Skill based:** they are designed to measure students' individual skills and understanding, ensuring they can demonstrate their learning without reliance on AI-generated content. They prioritize critical thinking, problem-solving, and hands-on application of knowledge.

Appendix C: The 4 dimensions of assessment

as defined by the IBO (Assessment Principles & Practices - 2024):

Monitoring learning

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

Documenting learning

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

Measuring learning

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

Reporting learning

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

Appendix D: Roles & Responsibilities:

Students will:

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

- Partnering with teachers to design their learning goals and success criteria.
- Being able to self-assess and discuss their progress towards achieving learning goals.
- Selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals.
- Developing the metacognitive skills to reflect on their learning and to plan next steps.
- Drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.
- Being active participants responsible for their own learning and assessment; for example, seeking and acting upon feedback, setting and meeting goals and deadlines.
- Ensure they have a clear understanding of what and how they are being assessed.
- Follow the established guidelines for internal/external complaints.

Teachers will:

- Partner with students to design their learning goals and success criteria.
- Support students to become assessment capable.
- Use data and evidence to inform planning and teaching strategies.
- Understand the purpose of assessment.
- Select a variety of appropriate tools and strategies for their subject/grade level.
- Communicate to ensure students have an understanding of what and how they are being assessed.
- Collaborate to design, differentiate and moderate assessments, analyze results and plan next steps.
- Give effective feedback and communicate the learning process.
- Document assessment data for all students.
- Share evidence and data with students and the learning community.
- Reflect on evidence and data to improve their own practice.
- Plan multiple opportunities for success.
- Support student reflection through modeling.
- Inform students of the internal/external complaints procedures from grades 4 - 12.

Programme Coordinators will:

- Ensure programme requirements are being met.
- Work collaboratively with teachers to support/train them in the assessment expectations.
- Ensure teachers continually review and reflect on their assessment practices.
- Ensure a common approach to recording, interpreting, and reporting data.
- Find ways to ensure communication of the Assessment Policy to the school community.
- Support the teachers and students in understanding the internal/external complaint procedures, including posting outside of designated office space.

Senior Leadership Team will:

- Provide time for teachers to plan and prepare tasks and assessments which include; time within departments, across subject areas and both within and between grade levels.
- Ensure students, teachers and parents are all part of the assessment and reporting process.
- Lead, coordinate and collaborate in the assessment practices of the school.
- Ensure communication of the Assessment Policy to the school community.
- Oversee the process for the internal/external complaints and facilitate review of any internal complaints.
- Refer any internal appeals to the APIS Board of Directors for final decision making.

Parents will:

- Be active participants in assessment practices.
- Support their individual child's growth.
- Help to create a balanced home life.
- Take opportunities to reinforce school learning.
- Communicate constructively with their child and their child's teachers.
- Understand and follow the established guidelines for internal/external complaints.

Appendix E: Assessment and Reporting in the PYP

General Information

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

What Do We Assess:

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

Assessment in the Early Years

Early years teachers use authentic assessments by observing how students monitor and adjust their own behavior, especially at play, in order to:

- Build a clear picture of the student and their interests.
- Identify what and how the student is thinking and learning.
- Assess the effectiveness of the learning environment on the student's learning.
- Plan learning engagements for individuals and small groups.

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

How we report:

Learning Updates

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

Parent /Teacher Conferences

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

Student-Led Conferences

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

The PYP Exhibition

Grade 6 is a special year in the Primary Years Program (PYP). Students in Grade 6 engage in a collaborative, transdisciplinary inquiry process, known as the Exhibition, under the guidance of

their teachers and mentors for one unit within the academic year. The Exhibition is the culmination of the PYP. Students are involved in synthesizing the essential elements of the PYP, and sharing them with the whole school community. Students are given flexibility in their choice of real-life issues or problems to be explored and investigated during the Exhibition, and demonstrate how to take action as a result of their learning.

Portfolios

The portfolio is used as an ongoing assessment tool and a record of learning that documents a single child's development over the school year. In Pre-Nursery - Grade 6, the digital platform Toddle is used to house digital work samples. Students and teachers select items of work that provide evidence of the learning process. All portfolios must meet the APIS Portfolio Requirements (P.40 in the APIS Staff Handbook) which outline the types and quality of work that must be included and provides more detail for teachers about the function of portfolios in our school.

Portfolios (Elementary)

The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time. It may also be used to document student action or used as a tool for assessment and reporting purposes. Portfolio entries document both the process of learning and the product, including images and evidence of students in the process of constructing meaning. Portfolios are a combined effort of Teacher posted materials AND Student selected items. **Pre-Nursery & Nursery will produce a physical portfolio that is sent home in June. K1 - Gr. 6 will post evidence of learning on Toddle.**

Portfolio Requirements (Elementary)

The portfolio in the International Baccalaureate (IB) serves as a dynamic tool to demonstrate the development of students' knowledge, conceptual understanding, transdisciplinary skills, attitudes, and the attributes of the IB learner profile over time. It offers a comprehensive record of student progress, capturing both the learning process and the final products. Portfolios may also showcase student action and serve as a tool for formative and summative assessment, as well as for reporting. Entries include a combination of teacher-curated materials and student-selected work, with reflection that documents the active process of constructing meaning and reflecting on learning experiences through various forms of evidence, such as images and reflections.

Pre-Nursery - Gr. 6 are expected to post evidence of daily learning experiences on Toddle using the portfolio folder.

On Toddle, teachers are to create the following folders in the Portfolio AND tags in the Assignments (formally Class Stream):

(Here is a [screen recording](#) to show you how to do this)

EY: Pre-Nursery to K3:

- Separate UOI folders labeled like this: UOI 1: Name of UOI (Who we are, etc)
- Math
- Literacy
- Thai (K3 Language)
- Music and Movement
- Student Folder
- Class Events
- Library

Classroom Teacher G1-G6:

- Separate UOI folders labeled like this: UOI 1: Name of UOI (Who we are, etc)
- Math
- Literacy
- Languages (ELL/Thai/Chinese)
- Art
- Music
- PE
- Student Folder
- Class Events
- Library

Pre-Nursery to K3: Teacher will create a digital portfolio that showcases student learning using tagged items from Toddle and work completed in class. This portfolio will include photos, pictures, and classroom activities that demonstrate student progress over time.

Classroom Teacher and TA	Specialists (including all language teachers)	Students
Teachers to tag all pictures to the appropriate folders	Step 1: Per unit, teachers must be tagging multiple pieces of work/photos in the specialist specific folder.	As students are able and with adult support, they can help choose the work (as listed in Teacher and Specialist columns) and add a student reflection.
1 piece of work per UOI	Step 2: Teachers need to choose 1 post per unit from the Specialist folder to share to the "Student Folder" ***Teachers should choose posts for the student folder that is individualized and highlights what this particular student did or learned.	
1 Literacy piece of work per UOI		
1 Math piece of work per UOI		
1 sample of work to demonstrate the Learner Profile		
If students take any action during a unit, it must be tagged in the specific unit folder		

Grades 1 to 6: Teachers will create a digital portfolio showcasing student learning through tagged items from Toddle and classwork. The portfolio will include photos, artwork, and classroom activities that highlight student progress over time. Students will select items from their folders to showcase their learning throughout the year, reflecting on the pieces they've chosen. During Student-Led Conferences, students will share these selected pieces and reflections with their family members.

- If students choose assignments, teachers need to tag to the student folder.
- If students want to post something that is a hard copy they can upload work directly to the

student folder.

- Teachers need to find time for students to choose and reflect on work that will be put into the student folder at the end of each unit.

Classroom Teacher and TA	Specialists (including all language teachers)	Students
Tagging all work and photos to the appropriate folder. (So that students have a variety from each folder to select from) <ul style="list-style-type: none"> Must be included: <ul style="list-style-type: none"> Pre - Post writing pieces for genre taught Pre - Posts that show the writing process Post test for math units taught Reading - skills and strategies taught throughout the unit UOI activities and tasks 	Per unit, teachers must be tagging multiple pieces of work/photos in the specialist specific folder.	Students choose 1 piece of work with a student reflection for each unit.
Loading photos from field trips, guest speakers, experiences and tagging them in the events folder.		1 piece of math work for each unit with a student reflection
One assessment task and assessment rubric per UOI		1 piece of written work from the writing genre focus per unit with student reflection
A minimum of 1 sample of work per student to demonstrate ATL's and/or Learner Profile		Student reflection of any field trips or guest speakers.
If students take any action during a unit, it must be tagged in the specific unit folder.		select 1 piece of work from each specialist per unit with a reflection.
		If/when the student receives a learner profile award, include a photo and student reflection.
		A reflection and photo evidence of any action that has been taken during a unit.

Semester Reports

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

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

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

Reports for Students Enrolling/Leaving Mid-quarter

- Students enrolling mid-quarter must be in regular attendance for a minimum of 6 weeks of that term before being eligible to receive a progress report.
- Students leaving the school mid-quarter, must have been in regular attendance for a minimum of 6 weeks of that term to be eligible to receive a progress report.

Please note: Reports are delivered electronically. If families require a hard copy, an administration fee of 200 Baht per copy will be assessed.

Appendix F: Assessment and Reporting in the MYP

General Information

- Each subject in the MYP is assessed against four learning objectives, defining what the student will be able to accomplish as a result of studying the subject.
- All teachers assess students against the prescribed *Subject Specific Learning Criteria (to include “Best Fit” grading practices)*.
- Summative assessment tasks are criterion related, with teachers using their professional judgment, guided by the mandated criteria, to award an achievement level.
- The overall level of achievement is based on multiple assessment tasks.
- Each criterion is assessed with a level from 0 to 8.
- To determine an achievement level, one starts at the lowest level and moves to the next level once all of the strands have been met:
 - The level descriptors for each band describe a range of student performance in the various strands of each objective.
 - At the lowest levels, student achievement in each of the strands will be minimal.
 - As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.
- Teachers develop rigorous summative assessment tasks to ensure that the highest level of the learning criteria is achievable.
- The learning criteria are presented to students in advance of an assessment task to ensure transparency.
- Students take responsibility by assessing their work against task-specific clarifications for summative tasks.
- An achievement level on the report card represents that student’s current level of understanding, it is not an average score of multiple tasks, rather a Best-Fit grade.
- An overall IB Grade is calculated by adding the 4 criterion levels together to get a score out of 32. This score is converted to a level from 1 to 7 based on the boundaries provided by the IBO (see table below).
- Grade 9 and 10 earn credits toward their APIS diploma requirements (See Appendix for credit requirements).
- Grade 10 students must enroll in the "Guided Study" Personal Project class. The course is graded on a Pass/Fail basis, with students earning 0.5 credit per semester. To receive a passing grade, students must successfully complete all sections of the Personal Project Report, achieve a score of 3 or higher on the report, and present their project at the Personal Project Exhibition.

Standardization

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

Year Level Learning Criteria

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

Parent /Teacher Conferences

Parent/Teachers Conferences occur at the end of Quarter 1 and Quarter 3. In these conferences, families spend time talking through each child's progress with the various class teachers.

The MYP 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. 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.

The Personal Project reports are initially assessed by the project supervisor and a committee. Samples are then requested by the IB for external moderation. Students are required to receive a minimum of an internally standardized score of 3 to receive credit and the IB MYP Certificate.

Written Reports

- Quarter 1: progress update (October)
- Semester 1: full report (December)

The semester 1 grade is a reflection of the Best-Fit score for Quarter 1 and Quarter 2.

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

The semester 2 grade is a reflection of the Best-Fit score for the entire year.

Adhering to Deadlines

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

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

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

- The student will be given an opportunity to make up the assessment at mutually agreed upon time.
- Confirm absence with parents or by submission of a doctor's note.
- If there is a pattern of absence, parents will be contacted for a meeting.
- This will be handled on a case by case basis.

Extensions

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

Reports for Students Enrolling/Leaving Mid-quarter

- Students enrolling mid-quarter must be in regular attendance for a minimum of 6 weeks of that term before being eligible to receive a progress report.
- Students leaving the school mid-quarter, must have been in regular attendance for a minimum of 6 weeks of that term to be eligible to receive a progress report.
- In Grades 9-10, credits will be assessed on a case by case basis depending on the student's arrival date.
- Each student's situation will be looked at carefully to determine options for gaining credit by the end of the relevant school year.

IB MYP Grades

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

Grade	Boundaries	Descriptor
7	28-32	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	24-27	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	19-23	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

4	15-18	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	10-14	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	6-9	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	1-5	Minimal achievement in terms of the objectives.

Please note: Reports are delivered electronically. If families require a hard copy, an administration fee of 200 Baht per copy will be assessed.

Appendix G : Assessment and Reporting in the Diploma Programme (DP)/Grade 11 and 12

General Information

APIS offers three diploma options:

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

All three diploma options require all students to earn the required amount of credits from Grades 9 - 12 (see appendix H).

GPA's are not part of the assessment process at APIS and will only be calculated for the purpose of the Thailand Ministry of Education and specialized college/university applications (when required by the specific University and confirmed with the college counselor).

External IB Assessments

Final IBO external assessments are set and marked annually by the International Baccalaureate Organization (IBO). These assessments play a crucial role in the evaluation of student performance. Teachers work closely with external assessment guides to prepare students for these exams, ensuring alignment with IB standards and expectations.

Internal IB Assessments

IBO Internal assessments are integral components of the IB Diploma Programme. Internal assessments are designed by the IBO but administered and scored by our teachers and subsequently moderated by the IB to ensure consistency and fairness.

Teacher-Designed Internal Assessments

To monitor student progress throughout the programme, teachers implement both formative and summative assessments at regular intervals. These teacher-designed assessments are tailored to track and support student learning, providing timely feedback and identifying areas for improvement. This continuous assessment approach ensures that students are prepared for both the internal and external IBO assessments.

Adhering to Deadlines

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

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

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

- The student will be given an opportunity to make up the assessment at mutually agreed upon time.
- Confirm absence with parents or by submission of a doctor's note.
- If there is a pattern of absence, parents will be contacted for a meeting.
- This will be handled on a case by case basis.

Extensions

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

When students require an extension on a major IB assessment (such as an internal assessment), students must submit an extension request form to the coordinator a minimum of one week prior to the due date. The coordinator, in consultation with the teacher and student, will then determine a new deadline.

Achievement Grades:

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

Grading for APIS Diploma IBDP descriptors are linked here . APIS grading is based on SL descriptors		Grading for IB Diploma IBDP descriptors are linked here .	
G.11	G.12	DP1	DP2
Grades will be aligned to the appropriate descriptors to reflect student achievement each semester. - In Quarter 1, the learning update will have a comment about student progress.	Grades will be aligned to the appropriate descriptors to reflect student achievement each semester. - In all 4 Quarters, the learning update will have both a comment and a grade.	Grades in the first year of the program will be aligned to the appropriate descriptors to reflect student achievement thus far in their course. - In Quarter 1, the learning update will have a comment about	Grades in the second year of the program will continue to be aligned to the appropriate descriptors to reflect student achievement. For each reporting period in DP2, the grade reported should be the best reflection of the anticipated DP2 final

<ul style="list-style-type: none"> - In Quarters 2, 3, and 4, the learning updates/reports will include both a grade & comment. - Q1 → A minimum of 3 formal assessments will be assigned and the grades will be used to help determine the end of semester grade (Q2). - Q2 → A minimum of 3 formal assessments will be assigned and graded, in addition to the Quarter 1 assessments, to determine the final semester grade. - Q3 → A minimum of 3 formal assessments will be assigned and the grades will be used to help determine both the quarter and the end of semester grade (Q4). - Q4 → A minimum of 3 formal assessments will be assigned and the grades will be used to help 	<ul style="list-style-type: none"> - Q1 → A minimum of 3 formal assessments will be assigned and the grades will be used to help determine the end of semester grade (Q2). - Q2 → A minimum of 3 formal assessments will be assigned and graded, in addition to the Quarter 1 assessments, to determine the final semester grade. - Q3 → A minimum of 3 formal assessments will be assigned and the grades will be used to help determine both the quarter and the end of semester grade (Q4). - Q4 → A minimum of 3 formal assessments will be assigned and the grades will be used to help determine the end of year/ semester grade (Q4). 	<p>student progress.</p> <ul style="list-style-type: none"> - In Quarters 2, 3, and 4, the learning updates/reports will include both a grade & comment. - Q1 → A minimum of 3 formal assessments will be assigned and the grades will be used to help determine the end of semester grade (Q2). - Q2 → A minimum of 3 formal assessments will be assigned and graded, in addition to the Quarter 1 assessments, to determine the final semester grade. - Q3 → A minimum of 3 formal assessments will be assigned and the grades will be used to help determine both the quarter and the end of semester grade (Q4). - Q4 → A minimum of 3 formal assessments will be assigned and 	<p>grade for that subject based on accumulated evidence to date.</p> <p>In all 4 Quarters, the learning update will have both a comment and a grade.</p> <ul style="list-style-type: none"> - Q1 → A minimum of 3 formal assessments will be assigned and the grades will be used to determine the end of quarter grade AND predicted grade. • The Q1 grade should be an accumulation of the assessments and the anticipated final DP2 grade. - Q2 → A minimum of 3 formal assessments will be assigned and graded, in addition to the Quarter 1 assessments, to determine the final semester grade and predicted grade. - In Q3 (semester 2), grades are awarded based on data from the summative assessments, Mock Exams, and internal assessments. - In Q4 (semester
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determine the end of year/ semester grade (Q4).		<p>the grades will be used to help determine the end of year/ semester grade (Q4).</p> <ul style="list-style-type: none"> - The final end of year grade for DP1 will be an accumulation of all content covered throughout the academic year, as well as the anticipated final DP2 grade. 	2), any updated grades are based on data from summative assessments, Mock Exams, and internal assessments.
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Standardization:

- Teachers using the same *Assessment Criteria* (such as Language and Literature, Language Acquisition) will meet once at the start of the year and once in the middle of the year to establish common understandings of the criteria against which they evaluate each student.
- Teachers of the same subject meet once at the start of the year and once in the middle of the year to establish a common understanding of the criteria against which they evaluate each student.
- For all DP internal assessments, internal moderation/quality checks are used to ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive. For courses where there is only one subject teacher at the school, the coordinator and teacher will access the DP Thailand network (or other IB networks as required) to find an outside partner teacher for standardization whenever possible. All work sent to another school must first be anonymized.
- The document [Inter-School Standardization](#) outlines the process for standardizing work with teachers from other schools.

Predicted grades

- Only available upon request and will be sent directly to the requesting university or platform.

School Transcripts

- For families with outstanding school fees, reports and transcripts will be withheld until all fees have been paid in full.

For students in Grade 11 and 12, 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. **Please note additional copies of transcripts will incur an administration fee of 200 Baht per copy.** Transcript requests will be processed within 5 school days from when school is in session not from when requested (ex.holiday/vacation). .

All transcript requests should be sent to: admissions@apis.ac.th

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 (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).
 - Candidates can submit additional requests directly using the Transcript request form available on the IB public website (rrs.ibo.org).
 - Please note that a fee will be charged for any additional requests.

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.

All GPA conversion requests should be sent to: admissions@apis.ac.th

Written Reports

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

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

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.
N	Non-submission

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

IB DP Examination

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

Reports for students enrolling or leaving mid-year

In DP1 and DP2 / Grades 11 and 12:

- Students enrolling mid-quarter must be in regular attendance for a minimum of 6 weeks of that term before being eligible to receive a progress report.
- Students enrolling after the first mid-semester break will receive a progress report, not a full report.
- Students enrolling at the beginning of the second semester will receive a full report.
- Credits will be assessed on a case-by-case basis, depending on the student's arrival date. Each student's situation will be looked at carefully to determine options for gaining credit by the end of the relevant year.
- Credits will be assessed on a case-by-case basis depending on the student's arrival date.
- Each student's situation will be looked at carefully to determine options for gaining credit by the end of the relevant school year.
- Students leaving the school mid-quarter must have been in regular attendance for a minimum of 6 weeks of that term to be eligible to receive a progress report.

Earning the IB Diploma

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7 points. A candidate can only receive an IB Diploma if the following conditions are met.

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

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

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

Appendix H: APIS High School Diploma Requirements

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

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

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

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

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APIS Child Safeguarding Policy

"International Schools have a moral as well as legal duty to safeguard the welfare of our students, as well as those children using our facilities or involved with our programs". -

From AISA Child Protection Handbook (2016).

Safeguarding Purpose

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

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

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

Anti-Bullying

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

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

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

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

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

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

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

Physical intervention guidelines

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

Technology and Internet Safety

Technology and Internet Safety Policy at APIS aims to ensure that students and community members are aware of the risks and possible dangers of internet usage. Members of the community are expected to apply sensible decision making and critical thinking with regards to searching for information and making posts on social media. Additionally, members are expected to be aware of the issues of cyberbullying and internet security, and practice good digital citizenship. As part of the Child Protection and Safeguarding Policy, sections of the Student Conduct Code and Staff Conduct Code are fully applicable and enforced in this section. The school realizes that internet and social media usage often occur outside of school hours. However, members are expected to comply to the best of their ability while recognizing the rights and feelings of those they meet via an online platform while keeping themselves safe from harm. The school regularly teaches Digital Citizenship Units to educate students, while dealing with Technology and Internet Safety issues that may arise through counseling support. In cases of bullying, the school utilizes a disciplinary process to encourage reflection, growth, and personal development. It is everyone's responsibility to maintain a safe environment that is conducive to learning. The school encourages its members to report issues of Technology and Internet Safety issues relating to harm to the school principal and counseling staff. The following guidelines apply to all community members: 1. Cyber bullying includes the following activities:

- Posting harmful/hurtful messages on social networking sites about another member of the community
- Spreading rumors online
- Sending harmful/hurtful messages via instant messaging, text, or email 2.

Acceptable internet during school hours occur according to the following conditions:

- During school hours, web browsers are to be used for educational and research purposes. Under no circumstances are members of the community allowed to access inappropriate material.
- Never share passwords or usernames with other members of the community
- Using prescribed platforms such as Google Classroom, Seesaw, or research databases is encouraged and, in some cases, mandatory.
- Never attempt to access another member's username or password.

- Be fully aware of online plagiarism and do collaborative work online through shared documents only when instructed by the teacher and follow classroom guidelines.
- Always use appropriate language.
- Always be respectful with using posts on social media and be a good representative of the community
- The school may ask students to remove certain posts from social media if they could potentially warn self or others even if posts occur off school hours.

Safeguarding and the Physical Environment

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

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

Intimate Care

- Intimate care encompasses areas of personal care, which most people usually carry out for themselves, but some children are unable to do so because of their youth or special needs. Children's dignity will be preserved and, as high a level of privacy, choice, and control as possible, will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. As a basic principle, children will be supported to be as independent as possible/appropriate. This may mean, for example, giving the child responsibility for washing/cleaning themselves.
- All children who require care are always treated respectfully; the child's welfare and personal dignity is of utmost importance.
- Appropriate and clean toilet and diaper changing facilities for all children are provided.
- Paper towels are available for drying hands.
- As far as possible the child's key teacher/assistant/support will change their diaper.

- Staff must wear disposable gloves while changing a diaper (aprons optional). Staff wear items of protective clothing when dealing with toileting accidents as appropriate.
- Wet or lightly soiled pants are placed in sealed plastic bags and sent home. Soiled underwear should not be washed in the bathroom sinks or toilet areas.
- Soiled diapers are to be double wrapped and disposed of in an allocated separate safe trash receptacle.
- The changing area is to be cleaned with the cleaning spray and wipes after use.
- Staff must wash hands or use hand gel after removing gloves.
- Children are assisted when getting dressed/undressed by our own Early Years staff in a classroom or in the bathrooms, away from the view of other visitors or adults in the school.
- Supplies of fresh clothes are easily at hand when getting changed, so that the child is not left unattended while the clothes are being found.
- Appropriate use of toilets is promoted and emphasizes the following points: Find an empty toilet/changing space as designated; Follow an established sequence; Be aware of hygiene issues; Be aware of personal safety; Be aware of personal dignity.
- Staff must not be alone with students when providing intimate care.
- For students in K2 and above, adults will ask the child before providing assistance.

Abuse and Neglect

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

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

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

Definitions of Terms of Abuse

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

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

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

Physical Abuse:

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as: cutting and suicide ideation)

Signs of physical abuse:

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

Emotional Abuse:

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

Signs of emotional abuse:

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder

- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention seeking behavior
- Persistent tiredness
- Lying

Sexual Abuse:

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse:

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

Sexual Exploitation:

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

Examples of sexual exploitation:

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

Sexual Exploitation includes:

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

Neglect:

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

Some indicators of neglect:

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

Commercial Exploitation:

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

CSEC occurs through a variety of methods including:

- interfamilial pimping,
- street prostitution,
- pornography,
- stripping,
- erotic/nude massage,
- escort services,
- private parties,
- gang-based prostitution,
- forms of Internet-based exploitation,

- forced marriage,
- child trafficking,
- possession and distribution of child pornography

Inappropriate Child to Child Behaviors:

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

A child's sexual behavior can be a problem if it is out of the ordinary for his or her stage of development, interferes with age appropriate interests and activities, involves other children in a way that is upsetting, takes advantage of children who are younger, or involves pressure or force.

Behaviors to look for:

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

Long Term Impact of Abuse

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

Long term impact of child abuse:

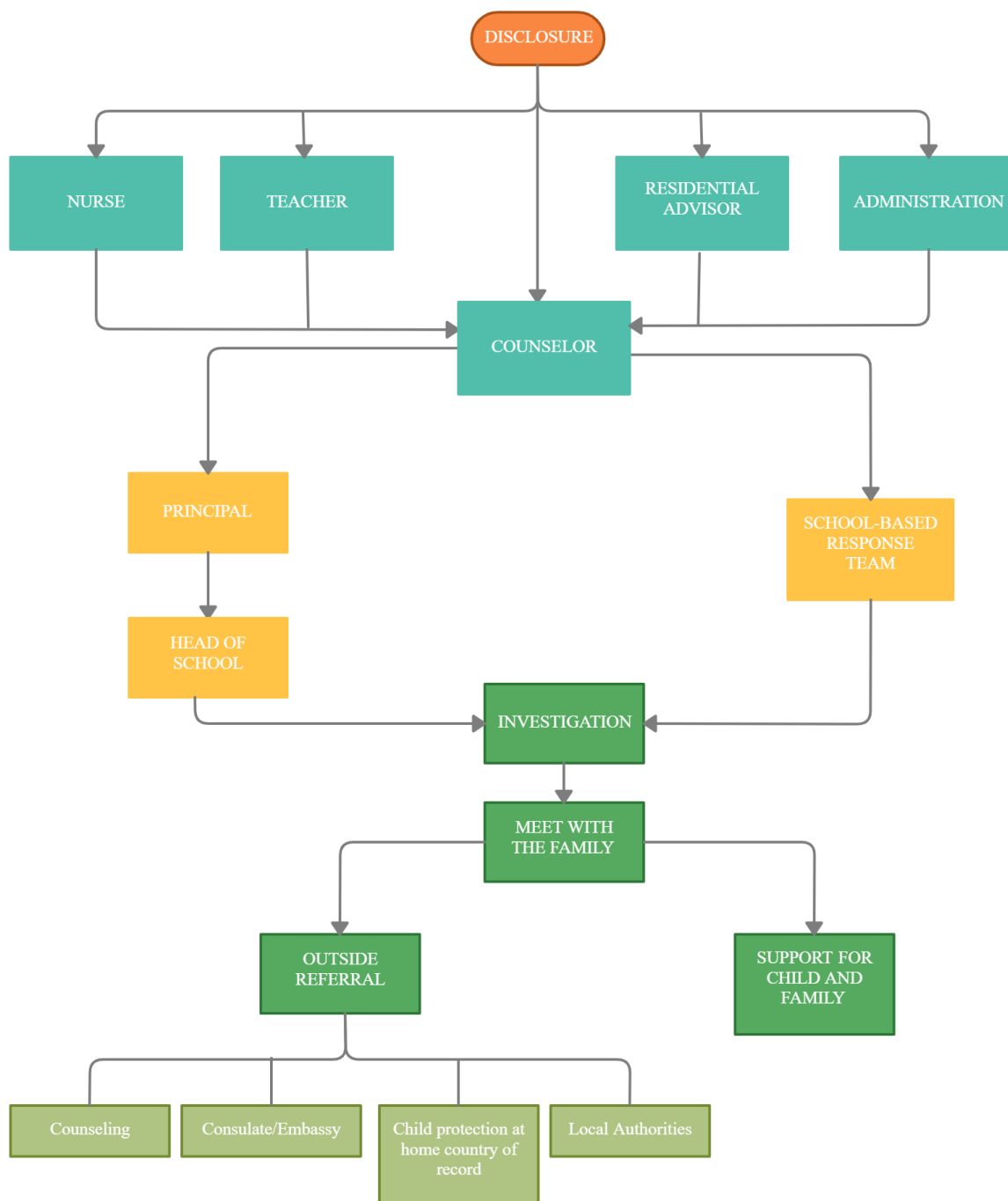
- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for self
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, prone to addiction
- Inability to express love/or accept love
- Inability to lead family, constant health problems
- Prone to mental health problems

- Low self-esteem, depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behavior (e.g., suicide attempts)

Reporting

1. APIS will maintain and review Student Protection Procedures for faculty and staff to address the prevention, reporting, and investigation of child abuse.
2. All APIS employees **must immediately report** suspected incidences of child abuse or neglect whenever there is reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. APIS employees must report to the Head of School, School Administrators, or Counselor any suspected abuse or neglect either in or out of school.
3. Reporting and follow-up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. If abuse or neglect has occurred, the school will assess the need for medical attention or intervention to safeguard the safety of the child, and develop a follow-up plan. Furthermore, cases of suspected child abuse or neglect will be reported in accordance with Thai law.
4. **Information related to the suspected abuse or neglect is strictly confidential and shall be shared only with those with a need to know within the school.** Information related to the suspected abuse or neglect shall not be disclosed to the public or made known to the public, advertised or disseminated by means of the media or any other kind of information technology in any manner whatsoever. Violation of confidentiality laws may result in criminal liability.
5. Staff who serve on Student Support Team Meetings are expected to keep all information in the strictest of confidence. By signing off on the Child Protection Policy and attending training, you agree to these terms.
6. In the case of a staff member reported as an alleged offender, APIS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child as the highest priority.

Abuse & Neglect - Reporting Flow Chart



Roles & Responsibilities of Staff Members

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

School-Based Response Team

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

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

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

Outside Agencies for Referral:

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

Risk Assessment & Mitigation

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

Safe Recruitment

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

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

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

Our Safer Recruitment processes aims to

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

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

Education & Training

Students:

Child safety education teaches children about:

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

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

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

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

Curriculum Overview

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

High School Curriculum Overview:

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

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

Staff Training

Orientation

- Review of Policy

January Professional Development:

- Review of Policy and procedures

Every 2 years - Certification required: Childsafeguarding.com

On Going

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

Differentiated PD

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

School sponsored - (Off site) Activities

Definitions

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

Excursions are activities organised by the school where the students:

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

Responsibility

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

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

Supervision

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

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

Staff student ratios for overnight trips are as follows:

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

Field Trips and Excursions

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

Please refer to the Risk Assessment Checklist (Field Trips)

Camps and overnight stays :

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

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

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

Home Stays

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

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

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

Events, functions, performances

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

Parents/Volunteers

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

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

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

Restrooms, Showers & Changing

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

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

The following should always be considered:

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

Monitoring & Review

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

Appendix A: GUIDELINES FOR RESPONDING TO A CHILD'S DISCLOSURE

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

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

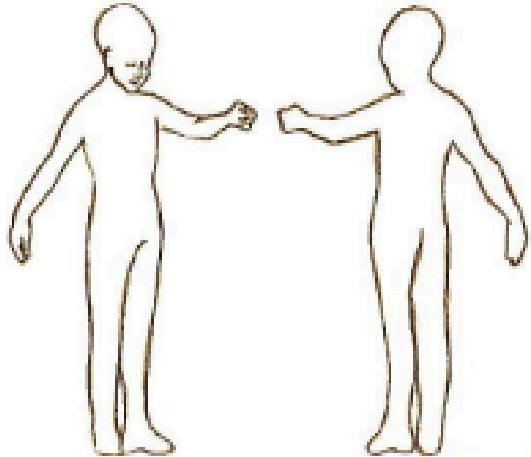
Appendix B: Forms

Student Disclosure Form

To Be Completed by Person Disclosed To, or Counselor:

Name and role of person completing form:	Name and role of person child first disclosed to:	Date of disclosure:
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Child's Name:	Grade:	Date of Birth:	Gender:
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Description of disclosure (only include objective statements, quotes, facts and details): _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	If applicable, mark areas of concern: 
--	--

To Be Completed by Counselor:

Counselor Notes: _____ _____ _____ _____ _____ _____ _____

School-Based Response Team Initial Meeting

Meeting Minutes and Next Steps: _____ _____ _____ _____ _____ _____ _____ _____ _____	Date:
--	-------

Name

Signature

Title

Risk Assessment Checklist (Field Trips)

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

Risk Assessment Checklist (Camps and overnight stays)

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

Bibliography

ACS-WASC Focus on Learning, 2017 edition

AISA - Child Protection Handbook, 2016 edition

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

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

PREM International School Child Protection Agreement, 2017

NIST - Child Safeguarding Policy, 2019

Kids in the Know - Canadian Curriculum, 2018

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

Hug Project of Thailand - website (Facebook)

This policy was drafted by the APIS Child Protection Task Force during the 2018-2019 school year, with input and review from the APIS community. This document is to be available in staff handbooks and student parent handbooks from 2019-20.

APIS Language Policy

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

APIS will endeavor to support its community when possible by:

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

Appendix A: Procedures

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

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

Principles of Language Learning

- English is the primary language of instruction at APIS, with exceptions in world language classrooms.
- English is the common spoken language in the classroom, hallways, playgrounds, dorms and at school-sponsored events.
- The language policy allows for students to inquire in their home/personal language to assist with understanding, inclusion and multilingualism.
- Language instruction is integrated in all aspects of the curriculum.
- Where the conventions of communication are unique in a given subject (i.e., lab report, literary essay, letter), the appropriate scaffolding must be in place to encourage students to succeed.
- Students learn best when they are actively involved in listening, speaking, reading and writing.
- Teachers will differentiate tasks and expectations to suit students' language levels.
- Results from various assessments (e.g. MAP and WIDA, and classroom assessments) may be used to determine the effectiveness of our language program, and provide teachers with a focus for future student needs.
- Students are placed in the language program that best meets their needs.

Language Development in the PYP

- Students will be exposed to multiple, authentic opportunities to learn language, learn about language and learn through language, first through English, and then through Thai or Chinese language (as determined by the language levels/choice/requirement).
- Students needing support in English language development will be provided differentiated levels of instruction, which may include English Language Learning ([ELL services](#)) from Grade K3- Grade 6.
- A multiliteracy approach is used for language instruction across all grade levels.

Language Development in the MYP

- Depending on their English levels, students are required to study [English Language Acquisition](#) or English Language and Literature.
- All students are required to study a second language in every year of the MYP: Thai, Chinese, or Spanish as applicable.
- Thai students are required by the Ministry of Education to study Thai Language and Literature.
- Progression from Language Acquisition to Language and Literature is set out in Appendix

Language Development in DP/Grade 11 and 12

- Students who are full DP Candidates will study two languages in each year, one of which must be a Group 1 Language and Literature course.
- DP Course students and Grade 11 and 12 students must study 2 languages from either group 1 or group 2.
- One of the Language courses must be an English course.
- Language placement for DP candidates will be determined by the IB document: [DP language courses: overview and placement guidance](#).
- Ab Initio SL courses are available in some languages for students that would like to explore a new language option of Group 2.
- On a case by case basis, students may apply for a School Supported, Self-Taught language and literature course as feasible and as approved by the DPC/Principal/Head of School at the cost of the family.

Appendix B: English Language Learning (ELL) Services

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

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

English Academy:

- Students between 9 -13 years old who do not meet the minimum English language requirement for PYP or MYP will be offered enrollment for 1 year in this intensive English language course. Day and Residential options are available.
- 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 academic year, additional assessments are given to determine if the students are ready to exit the program.

Appendix C: English Language Placement Guidelines:

Grade Level	Assessment Tool	Score Range	Placement Recommendation
K3 – Grade 1	W-APT (Paper-based)	Listening & Speaking < 19	ELL Support
		Reading < 13	ELL Support
		Writing < 14	ELL Support
		Inconsistent scores	Case-by-case review
Grade 2 – Grade 3 (Semester 1)	WIDA (Online)	1.0 – 4.5	Grade-level placement with ELL Support
Grade 3 (Semester 2) – Grade 8	WIDA (Online)	Less than 2.0	English Academy (EA) Placement
		2.0 – 4.5	Grade-level placement with ELL Support
		Above 4.5	Grade-level placement (No ELL Support)
Grade 9 – Grade 10	WIDA (Online)	Less than 2.0	Not accepted
		2.0 – 4.5	Grade-level placement with ELL Support
		Above 4.5	Grade-level placement (No ELL Support)
Grade 11 – Grade 12	WIDA (Online)	Less than 3.0	Not accepted
		3.0 – 4.0	Grade-level placement with ELL Support
		Above 4.0	Grade-level placement (No ELL Support)

Appendix D: APIS Language Profile

Home/Personal Language (Multilingual approach):

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

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

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

MYP Language Acquisition

	EMERGENT		CAPABLE		PROFICIENT	
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English LA	Not offered at APIS as set out in Admission and Language Policies	WIDA: Level 2, Beginning Students may have some, but missing most Level 3 skills	WIDA: Level 3, Developing Students may have some, but missing most Level 4 skills	WIDA: Level 4, Expanding Students are nearing the stage when ELA may not be necessary, in accordance with our Language Policy	Students may be placed in the English Language and Literature class upon consultation with ELL Coordinator, MYP Coordinator and subject teachers	Students may be placed in the English Language and Literature class upon consultation with ELL Coordinator, MYP Coordinator and subject teachers
Thai LA	Thai LA follows the MOE standards as set out in the Standards of Thai Language, Thai Culture and History Competency	Thai LA follows the MOE standards as set out in the Standards of Thai Language, Thai Culture and History Competency	Thai LA follows the MOE standards as set out in the Standards of Thai Language, Thai Culture and History Competency	Thai LA follows the MOE standards as set out in the Standards of Thai Language, Thai Culture and History Competency	Students may be placed in the Thai Language and Literature class with teacher support, in accordance with our Language Policy	Students are placed into the Thai Language and Literature Class.
Other LA	Follows the MYP Language phases	Follows the MYP Language phases	Follows the MYP Language phases	Follows the MYP Language phases	Follows the MYP Language phases	Follows the MYP Language phases

MYP English Language Acquisition Subject Description

The Middle Years Programme (MYP) English Language Acquisition course is designed for students who are learning English as an additional language. It aims to develop students' ability to understand and use English confidently for both academic and social purposes, while also fostering intercultural understanding in a multilingual environment.

This course supports students at various stages of English language development, from beginner to more advanced levels, and is organized into six phases. Instruction is differentiated according to each student's needs and proficiency level, ensuring a gradual and sustained progression in listening, speaking, reading, and writing.

Key aims of the course include:

- Building essential English vocabulary, grammar, and pronunciation
- Supporting students in developing effective communication for everyday and academic use
- Encouraging comprehension and analysis of written, spoken, and visual texts
- Promoting the use of English across subjects and in real-life situations
- Fostering an appreciation of language and culture through global perspectives

Students engage in inquiry-based learning and explore topics that are meaningful and relevant to their lives. They are supported in becoming independent language learners who can participate fully in the school community and access the wider curriculum.

Assessment in MYP English Language Acquisition is based on four criteria:

- Comprehending Spoken and Visual Text
- Comprehending Written and Visual Text
- Communicating in Response to Spoken, Written, and Visual Text
- Using Language in Spoken and Written Form

Please note: Students who exit the English Language Learners (ELL) programme do not automatically transition into MYP Language and Literature. Placement decisions are made based on a range of factors, including language proficiency, academic readiness, and teacher recommendations, to ensure that students are placed in the most supportive and appropriate learning environment for their continued development.

This subject plays a vital role in helping students become confident communicators in English and prepares them for further academic success within the MYP and beyond.

Appendix E: Thai Language, Thai Culture & Thai History Curriculum in International Schools

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

*Ministry of Education by Curriculum Development Department Committee had circulated a regulation about Thai language and Thai culture taught in international Schools around Thailand: it was stated that every school had to instruct Thai language and Thai Culture to students (year 2000) as **a core course***

- **1 period/week for students from K3 – 8 and**
- **as an elective course for students in Grade 9 – 12.**
- **The students who move from abroad to study in Thailand in Grade 9 – 12 must learn Thai language and Thai Culture 1 period/week for at least 2 years.** This regulation includes Early years to High School.

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

- *Beginning from Class of 2025 - DP1/G.11- Thai national students (with their parents permission) may enroll in the language program of choice.*

Appendix F: Roles & Responsibilities

Students will:

- Be aware of the APIS language offerings.
- Take an active role in language learning.
- Make good use of APIS resources to support language acquisition.
- Do their best to develop an additional language, if appropriate.
- Seek help when they need it as it relates to language support.
- Not create written work in one language and then translate it to be submitted in another language.
- Meet the MOE requirement to learn the language and culture of the host country.
- Understand that English is the primary form of communication across the campus and in the Residential Life Program.

Teachers will:

- Follow the APIS Language Policy.
- Be responsible for language learning at APIS regardless of subject taught.
- Explicitly teach the vocabulary and language conventions of their subject.
- Model effective communication.
- Help students find appropriate language resources to support language acquisition.
- Differentiate for students' language needs; in planning, teaching and assessing student work.
- Provide timely and effective feedback about language development to the students and their parents.
- Be involved in the process for students transitioning out of ELL services.
- Build up resources and other materials in the languages offered at the school as well as the home/personal language used by students in attendance (Librarian).

Parents/Guardians will:

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

Programme Coordinators will:

- Follow the APIS Language Policy
- Use English as the primary language when creating documents for school publications and have the documents translated when needed.
- Ensure consistency across all sections of the school in the delivery of language instruction, assessment and reporting.

- Participate in the regular review of the language policy.
- Support teachers with professional development opportunities encouraging them to keep abreast of current practices in the teaching of English as an additional language.

Senior Leadership Team (SLT) will:

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

Bibliography

DP language courses: overview and placement guidance (2021). International Baccalaureate Organisation.

Guide to school Evaluation: Middle years programme. (2023). International Baccalaureate Organisation.

Primary years, middle years and diploma program: Guidelines for developing a school language policy (2014). International Baccalaureate Organisation.

Primary Years Programme, Learning and teaching (2024) Language in the PYP International Baccalaureate Organization Ltd.

Thai Language, Thai Culture and Thai History. (2015) : Office of Private School Commission.

APIS PDPA Policy

Purpose

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

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

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

Definitions

1. **Administrators** are individuals employed by APIS and serve on the Senior Leadership Team.
2. **Staff** are individuals employed by APIS in any capacity on both campuses, including full-time and part-time employees. This excludes contracted companies and individuals (ASA providers).
3. **Students** are current, prospective or past students enrolled at APIS.
4. **Parents/Guardians** are current, prospective or past parents, and/or legal guardians, of a student or students at APIS.
5. **Alumni** are APIS graduates.
6. **Associates** are individuals or organizations that are affiliated but not employed by APIS.
7. **Third parties** are individuals or organizations that are not affiliated with or employed by APIS.
8. **Personal Data: means any information relating to a Person, which enables the identification of such a Person, whether directly or indirectly, but not including the information of the deceased.** Constituting the full legal name, personal address, personal contact information, school records of an individual and any sensitive information. It does not include identification numbers, names of staff, or titles and business contact information of staff.

9. **Consent** means that you give permission/allow for the collection, use, disclosure, transfer and processing of Personal Data, subject to the terms and conditions of this Data Protection Policy.

Procedures

Consent

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

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

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

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

Data collection

Types of information collected:

- Personal details and demographic information (name, contact details, gender, nationality etc.) when registering your child with us for enrolment, signing up for activities, for services, applications to other schools, seeking employment or submitting an enquiry via the website or other channels etc
- Responses to surveys for research purposes to improve our services

- Text, images and film from school-related activities, and enquiries and comments via the APIS School website, Toddle Portfolios and various APIS social media outlets
- Health information (height, weight, blood type, allergies and immunizations)
- Biometric (finger prints)

Purpose of data collection:

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

In the event of a data breach involving personal information held by American Pacific International School (APIS) or any of its third-party service providers, APIS is committed to responding promptly and transparently. We will make every reasonable effort to directly inform all affected individuals within **72 hours** of becoming aware of the breach, in accordance with applicable data protection laws and our commitment to safeguarding personal information.

Special Categories of Data

Photographs and Videos

Photographs and videos are a key medium through which to record and share everyday life at APIS to the parents, students, employees, alumni, the extended APIS community, prospective families and the general public. APIS uses such media for promotional purposes, including but not limited to: the APIS website, printed publications, electronic newsletters and APIS social media. Photographs and videos are also generated for educational purposes

(records of lessons, field trips, sports, events, staff professional development) by faculty and students and play an important role in the delivery of our teaching and learning programme. As members of the APIS community, parents, students, employees and alumni may be photographed or filmed and these photographs or films used for promotional or educational purposes.

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

CCTV

The CCTV system at the school serves as a crucial tool for enhancing security and safety measures within the premises, prioritizing the protection of students, staff, and visitors. The system is intended for administrative viewing rights only and will be used for monitoring and managing school-related activities. The system is designed to collect and process only essential personal data necessary for the specified purposes, including images of individuals and time-stamped footage related to security. Access to live and recorded footage is restricted to authorized APIS administrative personnel. To ensure data security, the school will implement appropriate technical and organizational measures, including password protection and restricted access to recorded footage. The CCTV data will be stored for a minimum of 25 days, in compliance with security requirements, and deleted thereafter.

The school emphasizes transparency by notifying individuals within the school community about the presence of CCTV cameras through clear signage. Additionally, this comprehensive CCTV policy will be communicated to parents, staff, and students so they understand the processing of personal data within the defined scope of the policy and that this personal data collection is a requirement for the safe functioning of the school. The school is committed to responsible data handling, ensuring that CCTV footage will not be shared with third parties unless mandated by law. Any sharing of CCTV data with law enforcement or other authorities will be documented and carried out in adherence to applicable laws.

Cookies & Tracking

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

Cross Border Transfers

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

Confidentiality

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

More specifically, this includes the following categories of recipients:

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

Rights / Access

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

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

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

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

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

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

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

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

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

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

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

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

Inquiries

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

Appendix A:

AUTHORIZATION FOR EXCHANGE OF INFORMATION

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

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

With: _____
(Name of school/provider)

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

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

(Parent/Guardian Signature)

(Date)

(Parent/Guardian Email)

Appendix B:

Student Personal Data Protection Act (PDPA)

American Pacific International School (APIS) needs to know your basic personal data and your child's personal and sensitive data (e.g. health data) so that we have updated information for your child (student) for each academic year.

Privacy Notice

Our complete PDPA - privacy policy can be found in the Policy Handbook on the [apis website](#) and also in Toddle. Everything you need to know about PDPA and our process for handling personal data.

Consent for Digital Media

Photographs or videos of children are occasionally used in school publications, websites and social media. We request your consent to use your child's image with the understanding that you can withdraw consent at any time. These are usually group photographs (e.g. sports teams, concerts, etc.) but may occasionally be individual photographs.

- For a School prospectus, consent can be withdrawn at any time and the images replaced at the next annual publication of the prospectus.
- For the School website, consent can be withdrawn at any time and the images replaced at the next annual review of the website.
- For the School managed social media accounts, consent can be withdrawn at any time and the images removed within 30 days.

Consent For Online Learning And Recording

As part of our commitment to providing the very best education for our students, we are developing our range of teaching and learning resources online so that we can supplement our students' learning experience with remote teaching inside secure virtual classrooms as needed.

In order to comply with data protection laws and the expectations of the school community, we need your consent to share information about your child with the third party service providers who supply the cloud based resources which support our online platform.

The service providers we will use for our online learning are:

Supplier: Google Classroom, Toddle, Zoom

Resource Provided: Access to lessons and resources to continue the learning process.

These service providers process the minimum amount of data about your child in order to facilitate remote teaching and online classrooms (e.g. name and school email address), and have assured us that they have appropriate safeguards in place to protect your child's personal data. APIS will remain the controller of your Child's personal and sensitive data.

Some lessons may be recorded in order to assist us with the assessment of students, and to help us plan and develop our curriculum. We expect all parties involved with the remote learning and appearing within the online classrooms to act responsibly at all times and to behave in a manner consistent with the school's code of conduct / policy. We will store any recordings securely for a period of 1 academic school year.

Personal Data Protection - Student Consent Form

Please indicate your consent for any of the following questions. It is entirely at your discretion whether to provide consent. Refusal to consent will simply mean that the student will not be photographed/video-recorded. You are able to withdraw your consent at any time by requesting the Withdrawal Form to change your preferences by emailing pdpa@apis.ac.th.

Name of Student: _____ Date of Birth: _____

Parent/Guardian Name: _____ Contact number: _____

Parent/Guardian email: _____

	Yes, I give my consent	No, I do not give consent
We may use photographs of your child for use in school displays and publications, including the yearbook (hard copy & Digital formats).		
We may use photographs/videos of your child for use on our school social media channels, website and marketing materials.		

You can withdraw your consent at any time by contacting our data protection officer at pdpa@apis.ac.th or by requesting a withdrawal form from the school.

Parent Signature: _____ Date: _____

Personal Data Protection - Staff Consent Form

American Pacific International School (APIS) needs to know your basic personal and sensitive data (e.g. health data) so that we have updated information as needed for contractual requirements (MOE, Immigration, MoPH, Local authorities, etc).

Privacy Notice

Our complete PDPA - privacy policy can be found here:

<https://www.apis.ac.th/wp-content/uploads/2021/08/Policy-Handbook.pdf> and contains information on our process for handling personal data.

Consent for Digital Media

Photographs or videos are occasionally used in school publications, websites and social media. We request your consent to do this and you can withdraw consent at any time. These are usually group photographs (e.g. sports teams, concerts, etc.) but may occasionally be individual photographs.

- For a School prospectus, consent can be withdrawn at any time and the images replaced at the next annual publication of the prospectus.
- For the School website, consent can be withdrawn at any time and the images replaced at the next annual review of the website.
- For the School managed social media accounts, consent can be withdrawn at any time and the images removed within 30 days.

Please indicate your consent for any of the following questions. It is entirely at your discretion whether to provide consent. Refusal to consent will simply mean that you will not be photographed/video-recorded. You are able to withdraw your consent at any time by requesting a withdrawal form from pdpa@apis.ac.th.

Staff Name: _____

	Yes, I give my consent	No, I do not give consent
We may use photographs of you for use in school displays and publications, including the yearbook (Hard copy & digital formats).		
We may use photographs/videos of you for use on our school social media channels, website and marketing materials.		

Signature: _____

Date: _____

Appendix C:

PDPA Withdrawal Form

You may withdraw your consent given for any or all purposes by completing the attached form and e-mailing it to PDPA@apis.ac.th. American Pacific International School will respect your decision to withdraw consent at any time and your request will be recognized within 30 school days.

I wish to withdraw my consent for the collection, use and disclosure of the personal information provided to the Data Protection Officer (DPO) for :

	I withdraw my consent for the following:
May we take photographs of your child for use in classroom/school displays?	
May we take photographs/videos of your child for use in school publications (with only first name used)?	
May we use photographs/videos of your child on our school social media channels (with only first name used)?	
May we use photographs/videos of your child on the school website (with only first name used)?	

Name: _____

Student Name: _____ Grade: _____

Signature: _____ Date: _____

*Requestor has to be the same person who gave the initial consent to the DPO to collect, use and disclose the personal data.

Bibliography

Thailand Personal Data Protection Act, B.E. 2562 (2019)

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

APIS Technology Policy

APIS uses technology responsibly to support all aspects of daily operations.

Technology at APIS:

APIS is dedicated to creating a technology-rich environment that prepares students for success in an increasingly interconnected and digital world. We believe that responsible and thoughtful use of technology is essential to fostering critical thinking, creativity, and global citizenship among our student body. The purpose of integrating technology into the curriculum is to enable students to communicate, collaborate, and create in ways that would not be possible otherwise. At APIS, we aim to use digital devices and tools to prepare our students for an increasingly digital and interconnected world. We believe that computational thinking is an essential skill for all students, and we recognize the importance of teaching them what it means to be responsible digital citizens who make healthy media choices. Therefore, it is critical for our school community to share clear expectations regarding digital device use and responsible behavior at school.

Early Years (PN-K3) Technology Position Statement:

In the Early Years classrooms, technology is an additional tool that supports meaningful learning within a play-based environment. Technology tools are chosen intentionally, used in developmentally appropriate ways, and applied responsively to children's needs and interests.

To integrate technology meaningfully, teachers work alongside children to explore a variety of technological tools, incorporate technology into various learning centers in authentic ways, and emphasize creativity and exploration.

This policy should be read in conjunction with the following:

- Responsible Use Agreement for Students (Appendix D)
- Academic Integrity Policy (Plagiarism and AI work policy)
- Safeguarding Policy
- PDPA Policy
- APIS Staff Electronic Devices Check-Out Form (Appendix C)

Technology Procedures

Student Responsible Use:

The American Pacific International School Responsible Use Agreements (Appendix D) 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. It is found in the student and family handbook.

PC Student Digital Devices Guidelines

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

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

PC Educational Digital Device Types

- **School PCs:** There are desktop computers in all classrooms and in the library for students to use for educational purposes.
- **School iPads:** iPads are available for students and teachers to use in their classrooms from Nursery through G6.
- **School Chromebooks:** In K3 through G2, students will have access to the school-wide set of Chromebooks. Teachers check out Chromebooks for their lessons as needed.
- **Personal Chromebooks:** Each student in G3 through G6 will receive their own Chromebook. It is the student's responsibility to make sure that his/her Chromebook is brought to school everyday in order for classroom instruction to take place. Students must bring the Chromebook to school **fully charged**.
- 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.
 - New G3-G6 parents must attend **one** Chromebook introduction meeting before students may take the Chromebook home.

MC Student Digital Device Guidelines

All planned learning experiences which require technology, must be conducted with student Chromebooks or accepted personal electronic devices. (see Appendix E) In grade levels where chromebooks are not being used, teachers will clearly communicate to students the purposes of their use for the class.

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. If devices become a distraction to teaching and learning, staff will confiscate the device.

Students will not be permitted to use their mobile phones in class or use other devices for gaming. Instead, we will require 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.

PYP, K3, and EA: Headphone requirements:

All students in grades K3-G6 and EA are required to purchase school-issued headphones from the school. These headphones are designed to be compatible with school devices, including iPads, Chromebooks, and instruments used in music class. *Students may not bring personal headphones or Bluetooth headphones/earbuds from home.* Students are required to leave their school headphones at school each night. School headphones will be sent home during summer break and expected to return when school resumes in August.

If a student's headphones are lost or broken, they will receive a replacement from the school office. The cost of a new pair will be charged to the student's miscellaneous account.

MYP & DP: Headphone and Bring Your Own Device (BYOD) Expectations:

All students in the MYP and DP programs are required to bring a personal electronic device (Laptop, MacBook, or Chromebook - no tablets) and a pair of headphones/earbuds to school every day. Students may request to purchase a pair of headphones from school; the cost will be charged to the student's miscellaneous account.

MYP/DP/G11-12 Minimum required specifications:

The device should have a recent and supported operating system.

1. The device should have a processor (CPU) and RAM (memory) suitable for running educational software with minimum required operating systems of Windows 10 or 11, or macOS (updated June 2025).
2. A screen size of 9 inches, that allows for comfortable viewing and interaction during educational activities and must have a functioning keyboard.

3. The device should have sufficient battery life to last throughout the school day without requiring frequent/constant recharging.

Wi-Fi & Firewall Requirements:

To maintain a safe, secure, and effective digital learning environment, APIS has implemented a firewall system and individual Wi-Fi login credentials for all staff and students.

Login Credentials

Each user receives a unique username and password to access the school's Wi-Fi and filtered internet. **These credentials are for individual use only.**

- Do not share your login information with others.
- Do not use your credentials on student or other non-personal devices.
- Misuse of login credentials compromises network security and may result in restricted access.

Firewall Protection

The APIS firewall enhances online safety by:

- Blocking inappropriate or non-educational content.
- Allowing access only to websites that support our curriculum.
- Promoting a secure and focused digital learning experience.

Student Access

PYP Homeroom Teachers and Assistants have access to student login information. If a student needs help accessing the network during a specialist class, please ask the TA to assist. MYP and DP Teachers have access to student login information. If a student needs help accessing the network, ask the teacher to assist.

Technical Support

If you experience any issues with Wi-Fi access, firewall restrictions, or login credentials, please contact the IT Department or Technology Integration Specialist for assistance.

Continuous Evaluation and Improvement:

- The school will regularly review and evaluate its technology policies and practices to adapt to evolving educational needs and technological advancements.
 - A Technology Committee with members from both campuses, the Integration Technology Specialist(s), and administrators will be established at the beginning of each school year to meet regularly, discuss new technology trends, and make recommendations for additions/adjustment in current policy to keep up with advancements.
- Feedback from students, parents, and educators will be actively sought to inform ongoing improvements to our technology integration strategies.

Device Cycling:

Once a year (July), a review and inventory of all school technology listed below to be completed in order to plan for the upcoming school year. Detailed inventories for all items with year purchased and notes from annual reviews to be kept up to date. (By System IT Technicians - Jack/Sam)

Artificial Intelligence (AI):

The American Pacific International School Artificial Intelligence Guidelines (Appendix F) outlines the expectations for the APIS community when using AI. As technology continues to play an increasingly integral role in education, APIS recognizes the growing impact of AI tools on student

learning. In response, the school aims to establish a unified, school-wide understanding of AI use. This guidance is intended to support both students and teachers in the ethical and responsible integration of AI within the academic environment—ensuring its use aligns with our educational goals, promotes student wellbeing, and upholds the core principles of academic integrity. (See Academic Integrity Policy)

Appendix A: 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, Toddle messaging, Google Chat, web forums, etc. 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.

Appendix B: Staff Responsible Use Agreement – 2025-2026

As a member of the APIS staff, you are provided with access to school-owned technology and digital systems to support student learning and professional responsibilities. Please read and agree to the following guidelines for responsible use:

1. General Expectations

- Use APIS technology and internet for professional, school-related purposes only.
- Do not access or share inappropriate or illegal content.
- Follow copyright rules and respect digital ownership.
- Maintain strong passwords and never share login information.

2. Internet & Network

- Avoid illegal downloads or hacking activities.
- Promote safe, respectful, and responsible use of the internet with students.
- Handle student and staff data carefully (see PDPA Policy).
- Report any cyberbullying or online concerns to school leadership.

3. Email Use

- Your APIS email is for school communication only—not for personal use.
- Check your school email daily and reply to parents within 24 hours.
- Be cautious with links and attachments; report suspicious emails.
- Do not use names in email subject lines unnecessarily.

4. Email Etiquette

Before sending any email, ask yourself:

- Is the tone professional and culturally appropriate?
- Is this issue better resolved face-to-face?
- Have I included the correct people in To, CC, or BCC?

All Staff emails should only be used for schoolwide professional communication, congratulations, or staff social events—and usually sent by SLT only.

5. Student Communication

- Only use approved platforms: Toddle, APIS email, or GChat (Grades 11/12 only).
- Do not share personal phone numbers, social media, or private email addresses with students.
- Maintain respectful, professional boundaries.

6. Parent Communication

- Use Toddle for regular communication.

- Do not use personal phone numbers or social media with parents.
- Follow specific campus communication guidelines in the Staff Handbook.

7. Social Media

- Do not post student names or photos on your personal social media.
- Represent the school positively at all times.
- Submit classroom content to social.media@apis.ac.th following guidelines.

8. Monitoring/Consequences

- The school may monitor internet and email use to ensure safe and appropriate behavior.
- 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 disciplinary actions, including suspension or termination of employment.

By signing below, I confirm that I have read, understood, and agree to follow the APIS Staff Responsible Use Agreement. I acknowledge that I will use school-issued technology responsibly and in accordance with the expectations outlined above and in the Staff Handbook.

Name (Print): _____

Signature: _____

Date: _____

Appendix C : APIS Staff Electronic Devices Check-Out Form

I understand that all laptop computers, electronic devices, equipment and/or accessories that APIS has provided to me are the property of the American Pacific International School.

I agree to all the terms in the **APIS Electronic Devices Procedures** and the **APIS Responsible Technology Use Agreement**.

I will not install any additional software or change the configuration of the equipment assigned to me in any way without prior consultation with an APIS Technology Integration Specialist or the Information Technology Department.

I will not allow any other individuals to use any laptop computer, electronic devices and/or related equipment and accessories that have been assigned to me by APIS.

I agree to return the equipment assigned to me by APIS in the same condition in which it was provided to me (excluding normal wear and tear) upon my departure from APIS.

I understand that I am personally and monetarily responsible for any damage to or loss of any laptop computer, electronic devices and/or related equipment and accessories assigned to me. If damage or loss of equipment occurs off school property I will pay the full cost of replacement. If damage or loss occurs due to negligence on school property I will pay the full cost of replacement.

I understand that a violation of the terms and conditions set forth in this agreement may result in the restriction and/or termination of my use of APIS laptop computers, equipment and/or accessories. I understand I am financially responsible for any damages or loss of the equipment assigned to me. I also understand any violation of the terms of this agreement may subject me to further disciplinary action up to and including termination of employment and/or other legal action.

APIS Campus ___PC ___MC Date _____

Staff Member _____ (Printed Name)

Staff Member _____ (Signature)

Telephone _____

Equipment/Item _____ Model _____ Serial # _____

Comments: (Overall condition when received by staff - scratched, dented, bent, missing keys, missing parts) _____

Principal/Supervisor Printed Name & Signature _____

Appendix D:

Student Responsible Use Agreement

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, and/or loss of technology privileges.
- Repeated or severe violations may lead to immediate disciplinary actions, including suspension or expulsion.
- If school technology is damaged because of carelessness, disciplinary measures may include warning letters, limited device privileges and/or partial/full replacement of the damaged device.

Appendix E

APISP Student Digital Device Permission Slip

Students must complete this form if they wish to bring a device from home.

Student's Name: _____

Grade: _____ Teacher: _____

Digital Device that he/she will bring to school: _____

Brand: _____

Color: _____

Reason for bringing device to school: _____

Parent Contact Number: _____

_____ I have read and agree to the APISP Digital Device Guidelines

Parent Name: _____

Parent Signature: _____

Appendix F: Artificial Intelligence Guidelines

Artificial Intelligence (AI)

AI in a school context means harnessing advanced computer systems to elevate educational experiences. This involves employing intelligent tutoring systems, automated grading platforms, personalized learning applications, and adaptive learning tools, all designed to cater to individual student needs. Students may engage with AI to receive tailored and interactive learning experiences. Additionally, students may explore generative AI applications, allowing them to creatively generate new content such as images, text, or projects, fostering innovation and expanding their capabilities.

Generative AI is a type of artificial intelligence that can autonomously create or generate new content, such as images, text, or other data, based on patterns and information it has learned from existing examples.

Procedures

Limitations of AI and Considerations:

- Students and Staff should be aware of the limitations of AI and recognize when human intuition, creativity, and critical thinking are essential.
- AI tools may produce unreliable or biased content and lack accurate citation capabilities. Use alternative sources like humans, trusted websites, and primary documents, verifying AI tool outputs.
- When consuming media, critically assess the source. Manipulated images, voices, videos, and text can deceive or cause harm.
- Exercise caution with private information provided to AI tools, as it may be collected for various purposes, including advertising or tracking. Avoid inputting sensitive or confidential data and media, including photos.

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.

Guidelines for Teachers:

Appropriate Use:

- AI tools can serve as effective teaching assistants by aiding in lesson plan design, generating topic-specific questions, providing feedback on student work, report writing and evaluating assignments. However, the teacher's expertise is crucial for assessing the tool's effectiveness, accuracy, and appropriateness. AI will not be solely responsible for grading.
- APIS expects faculty to use professional judgment, ensuring tools enhance student learning.

Assignment Design:

- Teachers should design assignments that require critical thinking, creativity, and personal insights, areas where AI may struggle to replace human capabilities.
- Teachers are encouraged to diversify assessment methods, crafting assignments that extend beyond written tasks. Emphasizing oral presentations, group projects, ethical decision-making scenarios, and practical applications, these assessments require critical thinking, creativity, and skills not easily replicated by AI.
- When comparing the quality of the final piece of work, teachers should ensure it is in line with what they would expect the student to be able to produce.

Educate on AI:

- Teachers should provide students with educational resources on AI, its capabilities, and limitations to foster a better understanding of when and how to use it.
- Teachers should educate themselves in AI if they are choosing to use it and understand how to get the most out of it. They should be able to maximize tool output by learning effective prompt crafting for optimal results.

Monitoring and Support:

- Monitor the use of AI tools during assignments and projects to ensure compliance with the school's policy.
- Offer guidance and support to students on the appropriate integration of AI into their academic work.
- Teachers should see students develop 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.

Appendix G: Social Media - Posting Guidelines

At APIS, social media is used as a way to share information about our school for users who are outside of our community as well as a resource for existing students and parents; by sharing relevant information that they might find helpful.

If you want to share an event or activity from your class/campus/school, please follow the following expectations for each post:

1. A short written description must accompany the photos, videos or pdf of documents
2. Avoid using full names of students or staff
3. Send all items via email to social.media@apis.ac.th

When sending photos:

- Photos must be in PNG or JPEG format (not HEIC).
- Good quality photos (not blurry).
- Ensure the photos show the students or the work created by students.
- Ensure that none of the Students/Staff who have “opted out” are present in any of the photos.
- If it is a special classroom lesson - no more than 10 quality photos.
- All School events- limit of 25 photos.
- Campus Specific events - up to 15 photos.

When sending videos:

- Videos must contain non-copyright, free music.
- Video must have the school logo at the beginning or the end.
- It needs to be filmed in Landscape mode, NOT portrait mode.



- Preferably, record in 1080p, NOT 720p or 4k.
- Videos should be of good quality, with clear transitions. Size does not matter, as they will be uploaded to our Youtube channel first and a link will be shared to other social media platforms.

When sending a poster:

- Preferably 1080 x 1080 pixels.
- Use the School branding color palette (refer to branding guidelines).

Calendar of assigned posting days:

- Monday = Residential
- Tuesday = PC
- Wednesday = MC
- Thursday = PC
- Friday = MC
- Saturday/Sunday = School/Events/Marketing

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AI Resources

- [ChatGPT and Beyond- How to Handle AI in Schools \(Commonsense Media\)](#)
- [How to Enact AI policy in your K12 Schools \(Edtech Magazine\)](#)
- [Statement from the IB about ChatGPT and AI in assessment and Education](#)
- [AI Report \(ed.gov - US Dept of Education\)](#)
- [Ethical guidelines on the use of artificial intelligence \(AI\) and data in teaching and learning for educators \(EU\)](#)
- [Developing Policy and Protocols for the use of Generative AI in K-12 Classrooms \(Oregon Schools\)](#)
- [Global Insight Policy Guidance AI Children \(UNICEF\)](#)
- [BRINGING AI TO SCHOOL: TIPS FOR SCHOOL LEADERS \(ISTE\)](#)
- [Classroom AI Projects Hands on Projects - A Guide for Elementary Teachers \(ISTE\)](#)
- [AI Guidance for Schools Toolkit](#)
- [Future of AI in Education \(Toddle\)](#)
- [Developing your Schools Vision for AI \(Toddle\)](#)

APIS Formal Complaints Procedure (Internal/External)

At American Pacific International School (APIS), we are committed to maintaining accountability to all stakeholders. We actively listen to parents and others in our community, work collaboratively to gather feedback, and address any concerns or issues that arise. APIS recognizes that a student's education is strengthened by the unwavering support of parents and by ensuring appropriate access to our staff, program coordinators, and Senior Leadership Team.

This procedure has been created to assist all Students, Parents/Guardians at American Pacific International School when there is dissatisfaction with an academic service provided. To ensure the complaints process is effective, the following principles are applied throughout the complaints process and provide a framework for communication between all stakeholders, American Pacific International School and the International Baccalaureate Organization (IBO). In compliance with IB procedures, American Pacific International School implements, communicates, and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges:

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

Feedback procedure

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

This can be achieved in the following ways:

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

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

Formal Complaints for American Pacific International School (Internal)

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

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

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

Specifically, you must supply us with the following:

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

Complaints procedure

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

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

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

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

Operations/Facilities/External Services

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

- School Director
- Head of School

A member of Staff

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

- Campus Principal/School Director
- Head of School

A Member of the Senior Leadership Team

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

- Head of School
- Board of Directors

If the individual is not satisfied with the outcome of the decision regarding the initial complaint, individuals can appeal.

Appeal Process

Submit Your Appeal

- If you are dissatisfied with the outcome of your complaint, you may file an appeal in writing (email or letter) within 5 working days of receiving the initial resolution.
- Clearly state why you are dissatisfied and include any new information or evidence.

Acknowledgment and Review

- You will receive a written acknowledgment of your appeal within 3 working days.
- A designated reviewer, who was not involved in the original decision, will assess the complaint and the reasons for appeal.

Investigation and Timeline

- A decision or an update will be provided within 5 working days after acknowledgment.
- If more time is needed for complex issues, you will be informed in writing of any extension and the reason.

Who Reviews the Appeal?

- If your original complaint was addressed by:
 - Class Teacher or Coordinator → Appeal to Principal/Director
 - Principal/Director → Appeal to Head of School
 - Head of School → Appeal to Board of Directors
 - Board of Directors → Final decision; no further internal appeal

Final Decision

- The final outcome will be communicated in writing.
- When the Board of Directors makes the decision, no further internal appeal is available.

Record Keeping

- All appeal documents and decisions are recorded for transparency and continuous improvement.

Formal Complaints for the International Baccalaureate Organization (External)

Scope of the Procedure for IB

What this procedure covers:

- how community members who directly access IB services can raise complaints or concerns with us
- the action we will take in response.

To increase the likelihood of an effective response, we need to be notified within **three months** of the event that led to the complaint taking place.

The IB does not accredit or manage schools. Schools hold direct relationships with students and their parents or guardians.

The following section explains when we are unable to consider complaints or concerns under this procedure, either because:

- they fall within the formal responsibility of an IB World School or other organization, or
- The services are governed by separate procedures.

What this procedure does not cover:

1. Complaints about decisions made by IB World Schools

The IB delivers its programmes through relationships with independent IB World Schools.

IB World Schools are responsible to their governing bodies for decisions relating to the implementation of the programmes they are authorized to offer. We regularly evaluate schools to ensure they continue to meet IB requirements.

The IB is unable to consider or resolve complaints raised by students, parents or guardians, or school employees in relation to services or decisions made by IB World Schools acting within their areas of responsibility. These include employment disputes between IB World Schools and their employees.

We ask schools to inform students and their parents and guardians about their internal complaints procedures.

When we are unable to consider concerns as complaints under this procedure, in situations where they relate to programme implementation decisions made by schools, we will advise the appropriate colleagues for information. When appropriate, matters may be raised with IB World Schools.

As far as possible, the IB will treat any information provided sensitively. However, in order to follow up on a concern, we may need to disclose information, including to the relevant IB World Schools, where appropriate.

The IB website includes information about how the IB handles feedback about schools we are unable to consider under the complaints procedure.

2. Requests for the re-marking of Diploma Programme, Career Programme or Middle Years Programme work; appeals against examination results or questions about other assessment decisions

Separate procedures govern requests for re-marking IB assessment material. These procedures are set out in the General Regulations applicable to IB programmes.

All requests for the re-marking of work, appeals against examination results or other assessment decisions must follow the procedures outlined in the assessment procedures available to IB World Schools. The relevant IB coordinator will be able to provide further information.

3. Decisions relating to candidacy or the authorization of IB World Schools.

4. Initial concerns about (i) the quality of Professional Development workshops or (ii) the completion or certificate eligibility requirements for Professional Development workshops. Separate procedures enable participants to raise initial concerns with us.

5. Concerns raised by IB Educators related to their contractor status and where separate contractual procedures apply.

6. Other matters the IB considers to be outside its mandate to investigate or is unable to make a determination upon.

Making a complaint:

Before submitting a complaint, check the section above to confirm we will be able to consider it using this procedure.

If you are already in contact with us concerning a request, we encourage you to attempt to resolve matters informally before submitting a formal complaint under this procedure. This action will not prevent you from making a formal complaint at a later stage.

The IB uses a **two-stage complaints process**. The section below explains how to submit a complaint if it has not been possible to resolve your issue informally.

[Link to make a formal complaint with the International Baccalaureate.](#)

External Whistleblowing Policy From the IBO

The IB values openness, integrity, probity, and accountability to the highest standards. The IB supports a speak-up culture and encourages reporting of any instances of suspected unethical, illegal, corrupt, fraudulent, or undesirable conduct involving the organization's activities in line with this policy. The IB provides protections and measures to individuals who make disclosures in relation to such conduct without fear of victimization and reprisal.

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

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

What can report Whistleblowing:

Anyone who has acquired information about breaches within Scope in a work-related context¹ (i.e., individuals with a current, former, or future working relationship with the IB) and who could suffer retaliation such as dismissal, suspension, demotion, and other forms of retaliation.

What types of disclosures can be submitted under this policy?

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

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

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

What types of disclosures are not covered by this policy?

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

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

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

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

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

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

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

What action will the IB take?

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

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

Confidentiality of disclosure

As much as possible, the IB will treat any information provided in a sensitive and confidential way. Every effort will be made to keep the identity of the whistleblower confidential, however, the IB may be required to disclose this information under certain circumstances, including to the relevant IB World Schools where appropriate. You should also recognize that you may be identifiable by others due to the nature or circumstances of the disclosure.

FORMAL COMPLAINTS PROCEDURES

DIFFERENT CATEGORIES OF SERVICE

WRITE TO THE EMAIL BELOW ABOUT YOUR COMPLAINT:

COMPLAINTS@APIS.AC.TH

Learning and Teaching, Behavior, Emotional Wellbeing or Support

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



Operations, Facilities, External Services

- School Director
- Head of School

A Member of Staff

- Campus Principal/School Director
- Head of School



A Member of the Senior Leadership Team

- Head of School
- Board of Directors

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



WHAT YOU NEED TO INCLUDE

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



■ ● ▲ Email Sample

Hello APIS,

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

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

Thank you,

Jaycee

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

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

Bibliography

Guide to Program Evaluation, (2020). International Baccalaureate Organisation.

The IB Complaints Procedure, (2025). International Baccalaureate Organisation.

The IB External Whistleblowing Policy, (2023). International Baccalaureate Organisation.

APIS IB Diploma Programme Academic Standing

Purpose and Overview

This policy defines “good academic standing” for students enrolled in the International Baccalaureate Diploma Programme (IB DP) at APIS. It distinguishes criteria for **Full IB Diploma candidates** and **IB Course candidates**, in alignment with IB expectations and school standards. IB regulations require that students be “*in good standing at the school at the time of the examinations*” and that they meet both the IB’s and the school’s academic requirements (to be found in the family handbook) to be eligible for IB assessment. Therefore, APIS has established clear academic performance thresholds and support measures to ensure all IB DP students remain on track. This policy also outlines a probation process and consequences for those who do not maintain good standing. The goal is to support student success in the IB DP while upholding the integrity of the programme for both students and faculty.

IB Diploma Programme Tracks at APIS

Full Diploma Candidates

Full Diploma candidates are students pursuing the complete IB Diploma. They take six IB subjects (usually 3 at Higher Level and 3 at Standard Level) and complete the DP core requirements: **Theory of Knowledge (TOK)**, the **Extended Essay (EE)**, and **Creativity, Activity, Service (CAS)**. These students aim to earn the IB Diploma, which is awarded by the IB upon meeting all requirements (including a minimum total of 24 points out of 45 on exams and completion of the core) ([Assessment FAQ - International Baccalaureate®](#)). Full Diploma students at APIS are expected to remain in good standing by meeting the academic criteria detailed in this policy in order to be eligible for the IB Diploma.

Course Candidates

Course candidates (sometimes called “Certificate” candidates) are students who choose to take **individual IB courses without pursuing the full diploma**. They may take anywhere from one to several IB subjects (as allowed by the school) and can even choose to participate in core elements like TOK, EE, or CAS on a case-by-case basis, but they are **not** attempting to earn the full IB Diploma. Instead, for each IB subject completed, the student will receive a grade from the IB (1 to 7) and an official **DP Course Results certificate** listing those results ([Assessment FAQ - International Baccalaureate®](#)).

Courses candidates at APIS typically work toward the school's standard graduation diploma while also earning IB certificates in the subjects they complete. They are held to high academic standards in their chosen IB subjects, though the full diploma requirements (such as the 24-point total and mandatory core completion) do not apply. APIS still expects Courses candidates to be in good academic standing in their IB classes.

*(**Note:** Both Full Diploma and Courses candidates are IB DP students at APIS and are subject to general IB policies (e.g. academic honesty, attendance, and completion of coursework). All IB students must adhere to IB deadlines and assessment requirements for the subjects/components they are enrolled in.)*

Criteria for Good Academic Standing

To be considered in “good standing” as an IB DP student at APIS, the following academic criteria must be met. These standards ensure that the student is on track to satisfy IB diploma or course requirements and to succeed in the programme. **Students who meet these criteria are considered in good standing; those who fall short may be placed on academic probation.**

Full Diploma Candidates – Good Standing Requirements:

Full Diploma candidates must fulfill all of the following academic criteria to remain in good standing:

- **Subject Performance:** Maintain satisfactory grades in all IB subjects. APIS defines satisfactory performance as **no grade lower than 2** on the IB 1–7 scale in any subject, with a strong recommendation that students maintain **scores of 4 or above** in each class. (Many universities consider a score of 4 as the minimum passing level for IB courses ([Assessment FAQ - International Baccalaureate®](#)), so a 4+ in each subject indicates competent understanding.) A single grade of 3 may be tolerated if other subjects are stronger, but **multiple scores of 2 or 1** in IB subjects will put a student **below good standing**. Such low scores signal that the student is at risk of not meeting IB Diploma conditions and will trigger an academic review.
- **Overall IB Score Threshold:** Attain a **predicted total score of at least 24 points (out of 45)** by the end of the programme. This mirrors the IB's minimum diploma passing score ([Assessment FAQ - International Baccalaureate®](#)). The DP Coordinator and subject teachers will track students' predicted IB scores through internal assessments and exams. A total below 24 suggests the student would not earn the IB Diploma if final exams were taken at that point. Falling below the 24-point threshold (or being on track for fewer than 24 points) means the student is not in good standing. *Example:* a student with six subjects averaging a score of 3 ($3 \times 6 = 18$ points) is well under the diploma minimum and would be flagged for intervention.

- **Core Component Completion:** Make satisfactory progress in **TOK, the Extended Essay, and CAS**. The IB Diploma **requires successful completion of all three core components** ([Assessment FAQ - International Baccalaureate®](#)). Thus, a Full Diploma student must:
 - **TOK:** Actively participate in the TOK course and obtain at least a passing grade (at minimum a *D* grade on the TOK essay/presentation, as per IB assessment). Failure to engage with TOK will ensure loss of IB Diploma eligibility.
 - **Extended Essay (EE):** Meet all internal deadlines for the EE (topic proposal, drafts, final essay) and produce work of passing standard (minimum *D* grade equivalent). An *E* on the Extended Essay is considered a failing condition for the diploma ([Assessment FAQ - International Baccalaureate®](#)). Students in good standing will have an EE supervisor's reports indicating the essay is on track and will have submitted all required drafts.
 - **CAS:** Consistently engage in CAS experiences and reflections as required, and be on track to **complete the CAS program** by the end of Grade 12. CAS is a **pass/fail requirement** – per IB rules, *non-completion of CAS disqualifies a student from receiving the diploma* ([Assessment FAQ - International Baccalaureate®](#)). To be in good standing, a student must regularly document CAS activities across all strands (creativity, activity, service) and have CAS coordinator approval of their progress. A student severely behind in CAS hours or reflections will be considered not in good standing.
- **Assessment Deadlines and Internal Assessments (IA):** Adhere to all **internal deadlines** for IB assessments and coursework (IAs, TOK essay, EE drafts, etc.). All IB DP subjects include Internal Assessments or coursework that must be completed and submitted to IB. A student in good standing **submits all required work on time** and demonstrates genuine effort on these assessments. Missing a major deadline or failing to submit an IA can put a student in immediate jeopardy, as the IB will not award a grade for a subject if any required component is missing (resulting in an “N” for that subject) ([Assessment FAQ - International Baccalaureate®](#)). Therefore, meeting every deadline and completing every assignment (including mock exams, orals, portfolios, etc.) is a condition of good standing. Extensions are granted only in exceptional circumstances as per IB/accredited guidelines; otherwise, late or missing work is unacceptable.
- **Academic Integrity:** Uphold academic honesty and ethical conduct in all coursework. While this falls under the Academic Integrity Policy, it intersects with standing: any incident of confirmed academic misconduct (cheating, plagiarism) in an IB course or on an official IB assessment can remove a student from good

standing **immediately**. (IB regulations require students to act ethically and avoid academic misconduct as part of maintaining good standing.) Serious misconduct may lead to separate disciplinary action and potential removal from the IB DP. In summary, a Full Diploma candidate must not only work hard but do so honestly to remain in good standing.

Course Candidates – Good Standing Requirements

Courses candidates (non-diploma) must meet a similar standard of academic performance within the more limited scope of their IB subjects. To be in good standing as a Courses candidate at APIS, a student should:

- **Maintain Passing Grades in IB Subjects:** Demonstrate satisfactory achievement in each IB course taken. As with full diploma students, **no score of 1 or 2** in any IB subject is acceptable. Courses candidates are expected to keep their grades at **3 or above**, aiming for 4 or higher as a sign of solid performance. If a Courses candidate is taking multiple IB subjects, each subject is considered individually (there is no 24-point total requirement since they are not pursuing the diploma). However, consistently low marks (3 or below) across the board or a drop to 2 or 1 in any class will place the student's standing in question and prompt intervention. Essentially, a Courses candidate must show they can handle the rigour of each IB class they are enrolled in.
- **Completion of Required Assessments:** Just like diploma students, Courses candidates must complete **all exams, internal assessments, and coursework** for their IB subjects on schedule. Failure to submit an IA or other required work in a course will result in no grade for that course from the IB ([Assessment FAQ - International Baccalaureate®](#)), defeating the purpose of taking the IB course. Therefore, meeting the class and IB deadlines for assignments (oral presentations, projects, lab reports, etc., depending on the subject) is mandatory. Good standing means the student has turned in all required work and is prepared for the IB exam or assessment in that subject.
- **TOK/EE/CAS (if Applicable):** Courses candidates are **not required by IB** to do TOK, EE, or CAS. However, **CAS is required by APIS as part of the graduation requirements and students** should demonstrate responsible engagement similar to full diploma students. This includes meeting any set deadlines and standards for that component. *Note:* Typically, APIS will not require a Courses candidate to write an Extended Essay or complete TOK unless it's part of a separate school expectation. However, if a Course student joins these activities, failing to participate appropriately (e.g. blowing off TOK or EE entirely) could be considered a breach of academic responsibility. In general, Course candidates are measured mainly by their performance in IB subjects, but they are expected to uphold the same values of intellectual curiosity and responsibility that the IB core embodies.

- **School Graduation Standards:** (Applicable only as context) Courses candidates must also meet APIS's general academic standards for earning an APIS high school diploma. This includes passing any required non-IB courses and earning the credits needed for graduation. While this falls outside the IB-specific standing, it is mentioned here because a Courses candidate who fails core graduation classes (or, say, English if not taken as IB) would be in academic trouble even if their IB classes are fine. Good academic standing for IB Courses candidates assumes the student is also in good standing for overall school requirements. (Faculty advisors will monitor both.

By adhering to the above criteria, Courses candidates demonstrate that they are benefiting from and coping with their IB classes. If a Courses candidate fails to meet these standards (for instance, starts failing an IB course), the school will intervene just as with a Diploma candidate, as described in the next section.

Probationary Process for Students Not in Good Standing

APIS has an **academic probation process** to support IB DP students who **fall out of good standing**. The intent is to provide a structured opportunity for improvement before more severe measures (like removing a student from the Full Diploma track or IB courses) are taken. Probation serves as a formal warning period during which the student must address academic deficiencies with help from the school. The process is as follows:

1. **Identification of Academic Concern:** At the end of each grading period (quarter, semester, or after any major IB assessment cycle), the DP Coordinator and IB teachers review each student's performance. If a Full Diploma student is found **not meeting one or more Good Standing criteria** – for example, dropping below 24 predicted points, scoring 2 in a subject, earning an "E" on an important TOK/EE milestone, or falling seriously behind in CAS – that student is flagged for academic concern. The same applies to Course candidates who may be **failing an IB course or showing inadequate progress**. Teachers will typically have issued prior warnings via report cards or conferences, but the formal identification means the issues are significant or persistent enough to endanger the student's IB success.
2. **Notification and Meeting:** Once a student is identified, the school will **formally notify the student and their parents/guardians in writing** that the student is not in good academic standing. The DP Coordinator (and possibly the homeroom teacher, counselor, or principal) will arrange a **meeting with the student and parents**. In this meeting, the academic concerns are discussed in detail, referencing the criteria that are not being met (e.g. low subject grades, missing work, etc.). The student is reminded of the **expectations for good standing** and the consequences if no improvement is seen. This meeting is collaborative in tone – the goal is to make sure the student understands the gravity of the situation but also feels supported. All parties (student, parents, teachers, coordinator) will have a chance to speak. The outcome of the meeting is that the student is **placed on**

Academic Probation officially, and this status is recorded.

3. **Probation Plan and Support:** At the start of the probation period, the DP Coordinator will work with the student, teachers, and counselor to develop an **Academic Improvement Plan**. This plan will clearly state what the student needs to achieve to regain good standing and by what deadline. For example: “bring Math SL grade up to at least a 4 by next report,” or “submit all outstanding IA drafts within four weeks,” or “raise total predicted score to 24+ by the end of the semester,” depending on the issues. The plan will outline **support mechanisms** to help the student meet these goals. Support mechanisms (which will be documented in writing for clarity) may include:
 - **Extra Help Sessions:** Mandatory tutoring or extra study sessions for the subjects in which the student is struggling. Teachers will be available on a regular schedule (e.g. twice a week after school) to provide targeted help.
 - **Mentoring/Check-ins:** Regular check-in meetings (weekly or biweekly) with the DP Coordinator or an assigned faculty mentor to monitor progress. In these brief meetings, the student might review their recent grades, discuss challenges, and adjust strategies.
 - **Counseling and Time Management Support:** If the issue involves workload management or personal issues, the school counselor may meet with the student to help with study skills, stress management, and organization techniques tailored for IB demands.
 - **Peer Tutoring or Study Groups:** If appropriate, the student may be paired with a high-achieving peer or placed in a study group for mutual support (for example, a study group for Physics if that is the subject of concern).
 - **Adjusted Deadlines or Workload:** In some cases, the faculty may agree on adjusted timelines for certain assignments (without compromising IB deadlines) to help the student catch up. The plan might break large tasks (like the EE) into smaller checkpoints to keep the student on track.
 - **Progress Reports to Parents:** During probation, parents will receive more frequent updates – for instance, a mid-term progress report or a brief weekly email summary – so they are aware of improvements or ongoing issues. Parental support at home (ensuring a good study environment, monitoring that the student uses their time effectively) is encouraged as part of the plan.
4. The probationary **plan is agreed upon by the student** (often they may be asked to sign an acknowledgement) so that they take ownership of their improvement. The tone is supportive: the school is essentially saying “*we believe you can recover*”

and meet these standards, and we will help you, but you must commit to these steps.”

5. **Duration of Probation:** Academic probation will **last for a defined period**, typically **one academic term** (for example, one quarter) or until the next major progress check. The exact duration is communicated clearly. During this time, the student is expected to show **significant improvement**. In most cases, a probation period might be around 6–10 weeks of focused effort before reevaluation. (If a student is put on probation near the end of the junior year, the probation might extend through summer with specific targets, or into the start of the senior year.) While on probation, the student remains in the IB Programme and continues as either a Diploma or Courses candidate, but everyone is aware that this is a trial period to determine if that status is sustainable. The student should treat this period seriously, as a last opportunity to fix issues while still aiming for their original IB goals.
6. **Evaluation and Outcome:** At the end of the probationary period, the IB faculty team and DP Coordinator will **review the student’s progress** against the improvement plan targets. They will consider updated grades, feedback from teachers, and the student’s effort and attitude during probation. One of two general outcomes will occur:
 - **Return to Good Standing:** If the student has met the required targets (e.g. raised grades to acceptable levels, caught up on TOK/EE work, etc.), they will be **taken off probation**. A meeting or written notice will confirm that the student is now in good standing again. The student will continue in the IB track (Full Diploma or Courses) as before. It’s possible a student might partially meet targets; the school will use discretion, but generally the student must convincingly demonstrate they are back on track for success. If so, congratulations are in order, and the student should continue utilizing support to maintain gains.
 - **Continued Concerns – Escalation:** If the student **fails to meet the probation conditions** and still falls short of the good standing criteria, the school will move to the consequences phase (detailed in the next section). In some cases, if there is some improvement but not enough, the school might extend probation *one more term* with adjusted goals – but usually, a clear lack of improvement will result in a change of the student’s IB status (e.g. removal from the Full Diploma track). The decision will be made by the DP Coordinator in consultation with the Secondary Principal and the teaching team, and it will be communicated to the student and parents in a formal meeting. The guiding principle is that a student should only continue in the rigorous IB Diploma track if evidence suggests they can successfully meet the IB requirements; otherwise, an alternative path is recommended for the student’s own benefit.

Throughout the probation process, the emphasis is on **support and communication**. The student is not left to struggle alone; however, they are expected to take responsibility for their improvement. Probation is essentially a second chance to fulfill commitments.

Consequences for Not Maintaining Good Standing

If a student on probation **does not sufficiently improve** to regain good standing, APIS will implement further actions to adjust the student's academic program. The exact consequence depends on the student's IB track (Full Diploma vs Courses) and the nature of the issues. The primary objective of these consequences is to ensure the student can still achieve an appropriate educational outcome (even if that means scaling back IB involvement) rather than continuing on an unsuitable path. Below are the possible outcomes:

1. Removal from Full Diploma Candidacy (Switch to Courses Track)

Applies to: IB Full Diploma candidates who, after intervention, are unable to meet the Diploma-level standards.

For a Full Diploma student who remains unable to maintain the required academic standing (for instance, their IB total is still well below 24 points, or they cannot manage the workload of six subjects plus core), the school may **remove the student from the Full Diploma Programme**. This means the student will **cease to be an IB Diploma candidate** and will be re-classified as an **IB Courses candidate** going forward. In practical terms:

- The student may **drop one or more IB subjects** to reduce their course load (often going from 6 subjects to 5 or 4, depending on what is appropriate). The choice of which subject(s) to drop will be made in consultation with the student, parents, and counselors, taking into account graduation requirements and the student's strengths/weaknesses. The dropped class might be replaced with a regular (non-IB) course if needed for the student to earn a high school credit.
- The student will **no longer be required to complete the TOK, EE, or CAS** components for the IB (if removal from full diploma occurs early enough in the programme). For example, they might be allowed to withdraw from the Extended Essay process and TOK course at the end of the semester. However, partial work completed (like a nearly finished EE) could be repurposed for an internal project or simply considered a learning experience. The student might be encouraged (but not required) to continue CAS activities for personal growth or for meeting any school service expectations.
- The student will then aim to **earn IB Course Results certificates** in the IB subjects they continue to take, instead of the IB Diploma. The IB will award a

certificate listing the scores for each subject completed (and any core element completed, if applicable) ([Assessment FAQ - International Baccalaureate®](#)). This is still a valuable achievement, especially if the student performs well in those individual courses.

This decision is typically made at a key transition point (such as the end of the first year of the DP or the start of the second year) because it requires adjusting the student's schedule and IB registration. If a student is removed from the full diploma track, the DP Coordinator will update the IB registration to "Course" status for that student — meaning they will be registered for subject exams but not as a diploma candidate. According to IB policy, students who do not meet all diploma requirements will receive the DP Course Results as a record of their work ([Assessment FAQ - International Baccalaureate®](#)).

2. Withdrawal from IB Courses

Applies to: IB Courses candidates who continue to underperform, or formerly Full Diploma students who, even after switching to the Courses track, still struggle academically in their IB classes.

If a student is already on the Courses track (or has been moved to it) and still fails to meet the academic expectations in their remaining IB subjects, the school may decide to **withdraw the student from one or more IB courses**. This is usually a last resort when it's clear that even with a reduced IB load and support, the student is not benefiting from the IB course(s) and is at high risk of failure. Withdrawal from an IB course means the student would **stop taking that IB class entirely**. The school will make arrangements to keep the student's schedule and graduation plan on track by one of the following:

- If the withdrawal is late in the program (for instance, mid-way through the second year, when it's impractical to join a new course), the school might set up an **independent study or tutorial** for credit, or adjust the student's credit requirements if possible. The aim is to prevent the student from losing their chance to graduate high school because of dropping an IB class. The specifics will depend on APIS's curriculum flexibility and will be handled by the academic counselors.
- In some cases, withdrawal might mean the student simply does not sit the IB exam for that subject, even if they finish the class for high school credit. The DP Coordinator can choose not to register the student for the IB exam if it's believed the student would not earn a usable score. The student might continue attending the class just to learn, but focus would be on passing the school's requirements rather than IB assessment. This scenario would be communicated clearly—essentially the student audits the remainder of IB course for learning,

without the pressure of the IB exam.

Withdrawal from IB courses is considered when a student's presence in the IB class is not leading to learning or is causing undue stress, and all support measures have been exhausted. For example, a Courses candidate failing two IB classes might be advised to drop one or both and instead concentrate on fewer subjects, possibly retaking them at a different level or in a different program. The decision is usually made by the school administration in consultation with the student and family, focusing on the student's best interest academically and emotionally. After withdrawal, the student would continue at APIS with a **modified schedule** that better suits their capabilities. They would still be eligible for the APIS diploma, just without those IB credentials.

3. Dismissal from the IB Programme

Applies to: Exceptional cases of consistently poor performance or other serious issues.

In very rare circumstances, if a student cannot meet the minimum academic expectations in any capacity and is also not meeting alternative arrangements, the school administration might consider a more drastic action such as **dismissal from the IB Programme entirely**. This could mean the student is asked to transfer out of APIS's IB Programme. This step would only be taken if the student has repeatedly been on probation and removed from multiple IB courses.

APIS's goal is to avoid this outcome by using the above measures first. In most cases, switching to Courses or withdrawing from IB classes will resolve the situation.

Note: All the above consequences are implemented with transparency and documentation. When a student is removed from the Full Diploma track or from IB courses, APIS will provide a written record of the decision, including the reasons (e.g. "Despite probation, the student's predicted IB score remains 19 points, and multiple IB teachers report insufficient progress; thus the student will not continue as a Diploma candidate"). The student's status is then updated in school records and (if applicable) with the IB organization. When a student is withdrawn from an IB course late in the programme, families would still be accountable to pay the exam registration fees if the deadlines have passed.

Communication and Guidance

This procedure is provided to all IB DP students, parents, and faculty at the start of the programme so that expectations are clear. “Good standing” is a term everyone should understand from the outset. The IB DP Coordinator and teachers will continuously remind and guide students regarding these standards (for example, issuing warnings if a student’s grades are slipping before it becomes a probation issue). Faculty will implement this policy consistently to ensure fairness – all students are held to the same published criteria.

If students or parents have questions about academic standing or the probation process, they are encouraged to contact the DP Coordinator for clarification. Likewise, if there are extenuating circumstances affecting a student’s performance (such as health issues), the student/parents should inform the school as early as possible – APIS will take such information into account and can make accommodations in line with IB guidelines.

Throughout the IB journey, maintaining good academic standing is a shared responsibility: **students must commit to their studies, and the school commits to support and high-quality instruction.** By clearly defining these criteria and procedures, APIS aims to uphold the integrity of the IB Diploma Programme and ensure that students who remain in the programme are *successfully prepared to meet IB’s requirements*. This proactive approach benefits everyone: students are more likely to earn their IB credentials, and faculty can focus on teaching a motivated, capable cohort of learners.

References:

- International Baccalaureate Organization. *General regulations: Diploma Programme*, Article 3.3 (IB candidates “must be in good standing at the school at the time of the examinations”) and Article 4.2 (candidates must have fulfilled the school’s academic requirements to register for IB exams).
- International Baccalaureate Organization. *Assessment FAQ* – IB Diploma is awarded for a minimum score of 24 points with all core requirements completed; students not pursuing the full diploma receive DP Course Results certificates ([Assessment FAQ - International Baccalaureate®](#)) ([Assessment FAQ - International Baccalaureate®](#)). This FAQ also notes that many universities regard a 4 as a minimum passing score for IB subjects ([Assessment FAQ - International Baccalaureate®](#)), informing our standards for subject grades.
- International Baccalaureate Organization. *Assessment FAQ* – Explanation that a grade of “N” (no grade) will be issued if a student does not meet all requirements for a subject, underlining the importance of submitting all IA/components



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