



# **Americana Chinese International School**

227 Moo 2 Chiang Mai - Lampang Superhighway  
Tambol Nong-Phueng, Amphur Sarapee  
Chiang Mai, Thailand 50140  
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## **School Description**

### **ACS WASC Initial Visit Spring 2022**

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## ACS WASC INTERNATIONAL SCHOOL INITIAL VISIT REPORT

[This information will be used in addition to the original application data for the initial visit.  
Please complete and submit to ACS WASC through the Action Card on the [School Portal](#).]

### Part I: School Information

Today's Date: December 1, 2021

School:	<u>Americana Chinese International School</u>		
Address:	<u>227 Chiang Mai - Lampang Superhighway, Chiang Mai, TH 50140</u>		
	Number and Street	City and State	Zip Code
Mailing Address (if different):	<u></u>		
	Number and Street	City, State, and Country	Zip Code
Telephone #:	<u>(+66) 052 - 135069</u>	Fax #:	<u></u>
Email Address:	<u>info@acis.ac.th</u>		
Website:	<u>acis.ac.th</u>		
Chief Administrator:	<u>Brittany Yandell</u>		
Enrollment:	<u>268</u>	Current Grade Span to be Reviewed:	<u>PreSchool - Grade 7</u>

## Part II: School Profile

***Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the visiting committee in their report to the Commission. This brief overview will assist Commissioners in understanding the basic information about the school.***

Americana Chinese International School is located in Chiang Mai, Thailand. Chiang Mai is one of the largest cities in Thailand, located in the northern mountainous province that also shares its name. It is a hub for international residents, with expat communities from several Asian, American, and European regions. Among the ACIS community, our parent population is composed primarily of families of either Thai, or Chinese nationality. We have several minority pockets of other Southeast Asian nationalities, including Burmese, as well as other Asian nationalities - predominantly Korean. Many of our families also have mixed nationalities, with one spouse being from North American, European, or Pacific countries while the other spouse is from Thailand or China. To facilitate adequate communication among our families' diversity we employ several staff members who are multilingual, speaking Thai, Chinese, and/or English.

Americana Chinese International School opened in August 2019 by Ajarn Amporn, along with her husband Ajarn Chugait. ACIS originated in response to the growing need of an increasing Chinese population within the Ambassador Education Group and greater Chiang Mai area, along with the requests of parents seeking to enroll their children in an American project-based education system while also incorporating the demand for Chinese language learning. Our school's current population by grade level (including students who will join in the January for the start of our Spring Semester) is as follows:

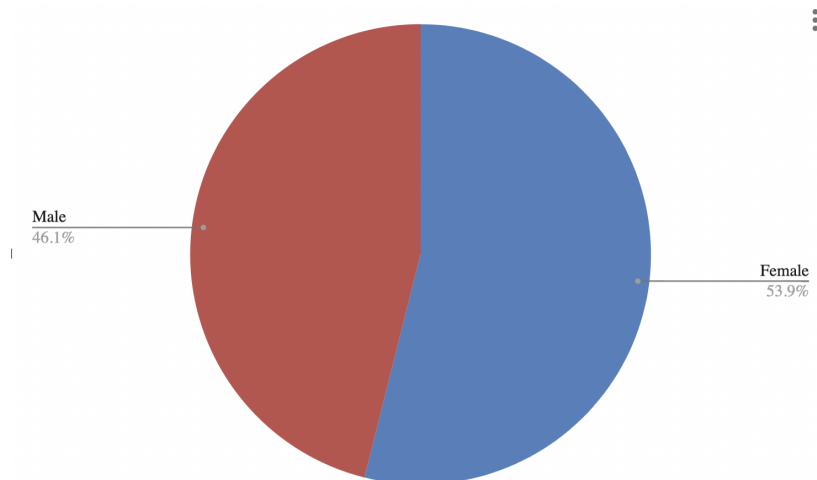
Student Enrollment by Grade Level	
Pre-School (PreK)	16
Kindergarten 1 (K1)	31
Kindergarten 2 (K2)	35
Kindergarten 3 (K3)	23
Grade 1 (G1)	41
Grade 2 (G2)	23

Grade 3 (G3)	30
Grade 4 (G4)	21
Grade 5 (G5)	22
Grade 6 (G6)	16
Grade 7 (G7)	10
Total Student Population	268

***Provide demographic information regarding the students, including the following:***

- *Grade levels*
- *Gender*
- *Ethnicity or nationality*
- *Predominate primary languages other than English*
- *Number of English language learners*
- *Special populations*
- *Mobility of students*

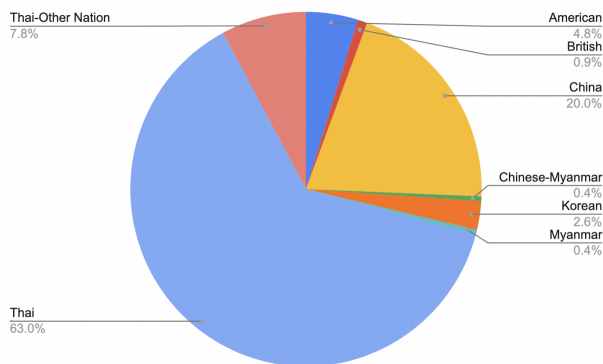
ACIS students range from grades Preschool through Grade 7, with the future plan to include up to Grade 12. Currently our student population is divided by gender as 46.1% male and 53.9% female.



Regarding nationality, our student population consists primarily of Thai, Chinese, American, Korean, and mixed-nationality students. Thai students account for approximately 63% of the population with Chinese contributing almost 20%. This makes a total of 83% falling into one of those categories and the remaining 17% divided between American (~4.8%), Korean (~2.6%), and various other student nationalities. The other nationalities include British, Burmese

(Myanmar) and mixed-nationality students who account for approximately 9.6% of the total population.

The home language breakdown reflects the diversity of nationalities of our students. This means that the predominant languages spoken at home are Thai and Chinese. Bear in mind that the home language data is self-reported during the application process which means that it is likely to have some errors and gaps.



ACIS Students by Nationality (11/22/2021)		
Nationality	Total	Percent
American	11	4.78%
British	2	0.87%
China	46	20.00%
Chinese-Myanmar	1	0.43%
Korean	6	2.61%
Myanmar	1	0.43%
Thai	145	63.04%
Thai-Other Nation*	18	7.83%
Thai-American	4	1.74%
Thai-Australian	1	0.43%
Thai-Belgian	3	1.30%
Thai-British	2	0.87%
Thai-Chinese	2	0.87%
Thai-Hungarian	1	0.43%
Thai-Malaysian	1	0.43%
Thai-New Zealand	1	0.43%
Thai-Singaporean	2	0.87%
Thai-Taiwanese	1	0.43%
Total	230	

#### Renaissance Star 360 Test Performance

The Star 360 Enterprise assessments package was purchased and implemented at the end of March 2018 as a tool for evaluating students' performance relative to their American peers as

well as their attainment of Common Core skills. Our admissions policy was then updated to include testing prior to enrollment for new students. Testing (benchmarks) are otherwise scheduled at specific times throughout the school year to monitor progress. A typical school year should look something like the following:

Date	Test	Timeframe
August	Benchmark Assessment	Year Start
October	Mid-Semester 1	Progress Report: Semester 1
December	End Semester 1	Report Card: Semester 1
March	Mid-Semester 2	Progress Report: Semester 2
June	End Semester 2	Report Card: Semester 2

#### Data

Being a new school, we do not yet have three years of archival data to submit for this section. Our achievement data only covers back to the schools opening in August of 2019.

***Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?***

ACIS' uniqueness rests in our unique passion for both STEM and Chinese language. Both subjects personify our school's mission:

"We provide students with an intellectual and creative center for project-based learning in a world that increasingly demands better-designed products, communication and organization to meet ever-changing social needs."

When the concept for ACIS was originally founded, these two subject areas were uniquely missing from neighboring international schools. These competing schools may offer either STEM - related after school programs, or various STEM - related courses such as robotics or coding. These schools supported 1-2 of the various STEM fields but offered no courses naturally built into students' schedules nor courses that seemed to provide STEM content on the level of a true exploratory or "specials" class, such as art or music. Our school provides STEM 2x per week, built into every schedule from K3 - G7. Students will continue taking a basic STEM class throughout their education at ACIS as we continue increasing the grade levels we offer.

Furthermore, competing international schools do not seem to offer the intense focus on Chinese language that is provided at ACIS. As our goal is Chinese language proficiency and the

opportunity to study for Chinese universities, balanced with English as the primary language of focus, we concluded that the best way to achieve our goal was to add a daily class period to our scheduling system for Chinese language. This action allows us to maintain the importance of English language learning, while promoting Chinese language proficiency as well.

## **Part III: Criteria**

### **Category A: Organization of Student Learning**

#### **A1. School Purpose Criterion**

*State the school's statement of purpose.*

ACIS prepares students to succeed in a rapidly changing society, thereby making the world a better place. We want our students to develop the skills and competencies essential for success and leadership in the 21st Century. We provide students with an intellectual and creative center for project-based learning in a world that increasingly demands better-designed products, communication and organization to meet ever-changing social needs. By fusing American academic standards, Chinese drive, intelligence and innovation with Thai culture, tolerance and love, we foster an environment in which children are well prepared for the progressive changing global world. We provide comprehensive English education with a strong focus on character building skills to prepare our students with the necessary critical thinking skills needed to thrive in our diverse world. Our motto is **SPARK inspiration!**

*State the schoolwide learner outcomes and the observable indicators for each one. Summarize how they were developed and are understood at this stage of development by the stakeholders and related to the current and future learning needs of the students and the school's core values, beliefs, vision and mission.*

In accordance with our school mascot, the Phoenix Flames, ACIS uses the acronym "SPARK" to showcase our Expected Schoolwide Learning Results (ESLRs). SPARK showcases the goals we have for all ACIS students to be:

Self-directed learners who:

- Acquire a deeper knowledge through active exploration of real-world challenges and problems.
- Find appropriate solutions as an individual or in collaboration with others.
- Demonstrate effective listening skills by responding to questions, participating in discussions, and following instructions.

Projected-based learners who:

- Think, speak, and write clearly in English and Chinese.
- Identify and solve problems by applying critical thinking skills and mathematical reasoning.
- Connect classroom learning to its applications in the outside world.

**Active learners who:**

- Access, analyze, synthesize, and apply information to solve problems, express insights, and present ideas accurately and creatively.
- Actively pursue knowledge through a variety of resources incorporating the use of technology.
- Use technology as a tool to research, organize, evaluate, and communicate information.

**Responsible and independent citizens who:**

- Exhibit personal and academic integrity.
- Embrace and celebrate diversity.
- Show honesty, ethics, and responsibility towards themselves and others.

**Knowledgeable learners and problem solvers who:**

- Use effective questioning and reflection to advance and evaluate learning.
- Exercise sound reasoning and understanding to analyze problems and reach solutions.
- Demonstrate a commitment to learning as a life-long process.

The development of our schoolwide learner outcomes came when the parents, administrators and school board members gathered for a strategic planning meeting, prior to the school's opening. We were brainstorming the school's motto, in conjunction with our school's mission when one of our members shouted "Spark!". It was almost perfect until our founder added "inspiration" to the other member's idea. "Spark Inspiration" told our community that ACIS was different, that we had passion we wanted to share. Our passion for independent thought, critical thinking, problem-solving, collaboration, and producing global learners was all brought together by the motto "Spark Inspiration", and the SPARK quickly and naturally became our indicators for student success of our school's unique recipe for learning.

***Explain the school's process for involving representatives of the entire school community in defining the global competencies and the development / refinement of the school's core values, beliefs, vision and mission.***

At ACIS, we want to ensure that our students are life-long learners. Therefore, our mission focuses on preparing students to be 21st Century Learners for their entire lives. We believe that educated learners of the 21<sup>st</sup> century will have a strong and healthy self-concept and see themselves as autonomous, cooperative, respectful and productive lifetime learners. They will be self-disciplined, intuitive, self-motivated and pro-social towards others and wise in their personal choices. They will be able to work and live harmoniously with others and the environment and interact in a manner that is flexible, healthy, purposeful and creative. The educated persons of the 21<sup>st</sup> century understand that life existence is interconnected and interdependent and will see

themselves as integral members of a diverse community. They will have developed a broad knowledge base and acquired skills that will allow them to be constructive, successful, and contributing members of society.

21<sup>st</sup> century Learners need to:

- Have a strong understanding in core areas of math, reading, writing, and science
- Be able to understand and use computers and adapt to new technologies as they become available
- Appreciate the fine and performing arts
- Be knowledgeable of western and world cultures both present and historic
- Be able to work collaboratively with others
- Be a complex and creative thinker
- Be a problem – solver and in independent decision-maker
- Be a lifelong learner, capable of using existing knowledge and skills and capable of learning new skills when necessary
- Understand that every action has an impact and will recognize the impact of his or her behavior on others and the environment
- Be self-assured, articulate, accepting of diversity, compassionate and use common sense.

Americana Chinese International School educational program is based upon the understanding that learning best occurs:

- In an environment that values and builds on students' prior knowledge and engages students actively in a rigorous curriculum that is student-centered, inquiry based and humanistic;
- When students are encouraged to construct meaning through question, problem solving and discovery;
- When children feel safe, cared about, and encouraged to explore new ideas;
- As a result of positive attitudes, a supportive environment, and high expectations from teachers and parents;
- When parents participate in school and are taught how to help their students with their schoolwork;
- When teachers are highly qualified, motivated, and love their work;
- In small classes and through curriculum that is exiting, challenging, and inquiry-based;
- When students are invited to apply their knowledge and encouraged to look at all sides of issues;
- When differentiated instruction is utilized; and
- Where children are valued for who they are and what they bring to the class

### **Teachers' Responsibilities**

The responsibilities of the teacher are to:

1. Provide a classroom environment that offers each child the freedom to learn;
2. Make learning an active process that engages and involves children in an environment that is activity-directed, and teacher facilitated;
3. Have ongoing communication with students and/or parents, promoting the three-way partnership in the learning process;

4. Interact with stakeholders in a respectful way and cooperative manner; and
5. Provide an individually personalized learning plan for each child's progress, while maintaining that the student is unique and that the purpose of evaluation is to strengthen learning.

Our school's vision and mission are located on our website. The Expected Schoolwide Learner Results (ESLRs) which are closely tied to our vision statements are posted in every classroom. Communication with parents is maintained primarily through Class Dojo, email, LINE. Parents receive mid-term progress reports every October and March, as well as official grade reports every December and June. We are currently working to provide parents with the ability to access grades and attendance online at any time through our Student Information System, called Rediker Plus Portals. The staff explains the results of various assessments such as STAR Reading, STAR Math, classroom assessments to both parents and students.

Currently, ACIS has developed the culture of routinely reviewing student assessment data as an important means to refining ACIS' vision to fit students' needs. Data is assessed by teachers and admin 4 times throughout the school year for academic grade reporting. The use of STAR 360 benchmark testing, and other teacher – based assessment records help us to determine what services to consider implementing or taking away. Review of all available data helps us to recommend Individual Learning Plans for students struggling in specific areas. It is our goal to increase the frequency with which this data is being review and in what ways we should use it.

We consistently rely on the opinions of our stakeholders to guide our decision - making, and set our goals in various areas. We recognize that all members of our ACIS community are vital to our school's success, and that everyone here has a passion and reason for choosing our school especially. Therefore, we frequently host small group parent meetings, gather opinions through staff polls and surveys, talk with individuals and host various other meetings to gather opinions, creative solutions, and brainstorm ideas. More organized and routine groups who meet throughout the year include:

- Senior Management Team through weekly meetings
- Executive Leadership Team through monthly meetings
- Parent / Teacher Group through monthly meetings
- Faculty and Staff through department meetings on Fridays and virtual Professional Learning Communities

Through these various teams, groups and meetings ACIS provides continuous opportunities for input and refinement of our school's values, beliefs, and goals.

#### **Supporting Evidence and Documentation:**

- ACIS Schoolwide Learner Outcomes, containing:
  - ACIS Vision
  - ACIS Mission Statement
  - ACIS ESLRs

- Self - evaluation on academic program's ability to implement ESLRs into curriculum
- PLC Sample: 21st Century Learners @ACIS

#### **Achievements:**

- The Vision, Mission and ESLRs of ACIS unify the campus around common themes that guide what they are doing.
- ACIS routinely uses data to drive instruction.
- ACIS utilizes several platforms for communication.

#### **Areas for Improvement:**

- While ACIS routinely uses data to drive instruction (more of an individual focus), we need to further expand these sessions and ask ourselves, what is the data telling us schoolwide.
- While ACIS uses several platforms for communication, it should consider streamlining communication and expanding the use of Engage.

## **A2. Governance Criterion**

*Describe the operational procedures of the governing authority (or board).*

#### **Governing Board**

ACIS's Governing Board is known as our Executive Leadership Team (hereafter referred to as the ELT) and is governed by written policies that provide oversight and decision-making authority without micromanaging the day-to-day activities of the students and staff.

The Governing Board, or ELT, is composed of thirteen members. All members are employed by ACIS. The Board meets regularly - at least once a month, informally - and every other month formally, with a written agenda. In addition to our Executive Leadership Team, there is an Executive Governing School Board which has additional members, a parent representative, Ms. Mathurada Chaithongkhum and community leaders in education among the Thai national government. The Executive Leadership Team oversees the daily operations of ACIS, while the Executive Governing School Board meets with Thailand's Ministry of Education and U.S. Consulate when requested.

#### **Executive Leadership Team Members:**

Kiattipat (Patrick) Garmolgomut, School Licensee

Amporn Garmolgomut, Founder

Chugait Garmolgomut, Founder

Laddaporn (Linda) Garmolgomut, International Relations

Tina Ellingsworth, Superintendent

Heather Ivey, Public Relations Manager

Brittany Yandell, Principal

Stephen O'Driscoll, I.T/Marketing Manager, Financial Advisor

Joshua Sherman, HR Director

Somkit Buarawong, School Director

Prasert Pattananant, Operations Manager

Kantmani Lertmongkoltham, Admissions Director

### **Procedures for selecting the Governing Board**

The process is to appoint the Executive Staff to the Governing Board. There have been discussions regarding adopting a more Western structure; however, that is something that is a few years away. As a new International School, we feel it is important to develop our Policies and Procedures as well as develop our school community before trying to elect members.

### **Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes**

ACIS's Governing Board listens to staff, students, and parents. They read, research, monitor school progress, analyze information, carefully consider recommendations, ask great questions, and are very supportive. Currently, they invite administrators, and various committee chairs to give reports or make presentations at board meetings. Next year, the Board plans to invite students, staff and PTO to make presentations.

They also visit the campus while school is in session and for special school events. While the board members are actively involved in the school, the administrators and staff are given a degree of latitude on how to implement the mission and vision based on the school's particular strengths and unique staffing qualities and student needs, thereby fostering a spirit of innovation and empowering staff to make day-to-day decisions to help all students achieve.

### **Responsibility of the Governing Board**

The Board is fully responsible for the operation and fiscal affairs of the school, including but not limited to the following tasks:

- Hire, supervise, evaluate, discipline and dismiss the Executive Staff of the school.
- Hire, promote, discipline and dismiss all employees of the school after consideration of a recommendation by the Executive Staff.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies. Approve and monitor the school's annual budget and budget revisions.
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with school laws consistent with the mission of the school.
- Contract with an auditor to produce a financial audit according to generally accepted accounting practices, according to Thailand's regulations and laws.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school-related programs.
- Engage in strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve curriculum amendments as necessary and submit material revisions as necessary to the Ministry of Education.

- Approve fiscal audits and performance reports.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

### **Governing Board's Involvement in the Review and Refinement**

Monitoring and refinement of the School's Action Plan start at the beginning of each school year and is an ongoing process. Testing results and benchmarks are communicated to the faculty on a regular and timely basis. The school's planning process is collaborative and there is input by staff, parents and students.

Next year, ACIS will create a School Site Council, who will help review achievement data and modify the Action Plan. They will suggest resources to academically support those students who are not meeting grade level proficiency targets.

ACIS is in the process of purchasing NWEA Map testing. Additionally, we have draft Individual Learning Plans which will be for every student. Finally, all staff will receive professional development and be required to create Data Binders to help further refine our review of student data.

### **Governing Board Goals**

- I. Governance and Organizational Leadership: The school and the governing board are organized to support the school's mission and vision supporting the achievement of high standards by all students.
- II. Educational Performance: The school provides a rigorous educational program for all students that is based on state content standards and delivered in a supportive and positive learning environment.
- III. Fiscal Operations and Internal Controls: The school is financially viable organization that is operated in compliance with all applicable requirements, and sound fiscal practices for the purpose of supporting high student achievement.
- IV. Fidelity to Ministry: The school implements all of its operations in accord with its approved Curriculum.

### **Professional Staff and Governing Board**

ACIS has developed frequent interim standards-based assessments (common assessments) that are administered to students to identify those who need immediate intervention and to assess the degree to which students are learning the standards.

ACIS has implemented school-wide common assessments. These assessments ensure that teachers provide all students with instruction driven by rigorous standards, which prepares them to meet grade level requirements.

ACIS's systematic interventions include effective instruction, providing test-taking strategies, alignment of curriculum to standards, development and implementation of common assessments, subsequent adjustment of curriculum and re-teaching based on common assessment data, retakes of assessments to demonstrate later mastery, tutorials at the end of each class period, after school tutoring, parent-teacher conferences and peer counseling.

ACIS is currently developing: SSTs and IEPs. Thailand has not yet fully embraced a Western standard when it comes to students with disabilities. ACIS has taken the necessary steps to ensure our current students with special needs are getting the best possible experience as it related to education, social and emotional factors. ACIS's long-term goals is to have a fully functional Special Education department.

### **Process of Board's Evaluation/Monitoring Procedures**

The governing board helps to create evaluation and monitoring procedures for the school. Annually, administration presents to the board an analysis of the measurable objectives achieved by the school. These objectives include benchmark scores. The board also reviews ACIS's Action Plan, which includes: achievement results, strategies for improving those results, and any modifications to previous plans for improvement.

The fiscal health of ACIS comes under regular review by the Board. As an International School ACIS's budget is based on tuition. However, ACIS is 1 of 6 school's developed by our school owners. This network of school's ensures ACIS's continued fiscal solvency. The school's owners are local Chiang Mai residents who have been operating school's for over 30 years.

### **Complaint and conflict Resolution Procedures**

Uniform Complaint Procedures can be found in the Staff Handbook and the Student Handbook/Planner. Additionally, a Parent Concern form can be found on the school web site under Parent Resources. If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee.

### **STAFF INTERNAL COMPLAINT REVIEW**

*The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or Board of Directors to express their work-related concerns.*

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

### **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee:

1. The complainant will bring the matter to the attention of the Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director, the complainant may file his or her complaint in a signed writing to the Board of the School, who may conduct a fact-finding mission or authorize a third-party investigator on behalf of the Board. The Board or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director or Staff Liaison or Board (if the complaint concerns the Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

### **Conclusions**

The Board plays an integral role in our school. Many members are longtime and/or lifetime Chiang Mai residents.

Board members have been involved with the community for many years and have sent their children to schools in the area. This gives members a unique perspective, allowing them to interact with the school not only as administrative personnel, but also as parents and community members who are directly impacted by the Board's own decisions and policies.

The Board works closely with the Director and Principal, in making sure that all students receive a quality education. They follow all mandated procedures carefully and have built a strong, trusting relationship within the community.

The Board's policies and procedures support our focus on the Areas for Improvement sections identified in our Initial Description process. ACIS is dedicated to equity, access and excellence. A quality standards driven instructional program that is consistently delivered ensures that circumstances of language proficiency, or disability are not barriers to learning.

### **Supporting Evidence and Documentation:**

- Curriculum
- Sample ELT Agendas & Minutes

- ACIS Governing Board Policies
- ACIS KPI Standards

#### **Achievements:**

- Administration and the Board have a cohesive working relationship.
- ACIS's Board has developed policies, goals and a clear evaluation process to ensure they remain effective.
- ACIS has a website and Facebook page which are regularly updated and used to inform parents and community members about the schools' purpose.

#### **Areas for Improvement:**

- ACIS's Governing Board consists of employees, it should have a balance of community members.
- The Governing Board would benefit from training and professional development.
- ACIS Governing Board minutes reflect a lack of data presentations and ESLR reviews. While these were initially a focus, the school has not recently communicated student achievement data to the Governing Board and School Community.

### **A3. School Leadership Criterion**

#### **School Director: Somkit Buarawong**

##### Education

- BA in Humanities
- Master's Degree in Educational Administration

##### Licenses / Certificates Earned

- Teaching License (Thailand)
- Educational Administrator License (Thailand)

##### Experiences

- 20 years teaching experience (Subject: Thai language) in various schools around northern Thailand
- 10 years Assistant Director / Manager & Thai Language and Culture department head for Chiang Mai International School
- 3 years as Director/Manager of Christian German School Chiang Mai
- 1 year as Director/Manager of Singapore International School, Chiang Mai
- 3 years as Director/Manager for Americana Chinese International School

**Principal: Brittany Yandell**Education

- Bachelors in History Education

Licenses/Certificates Earned

- Teaching Certificate (Georgia, USA)
- Teaching License (Thailand)

Experience

- 9 years of full time classroom teaching experience serving as Grades 9 - 12 social studies teacher / department head in Tallulah Falls, GA at Tallulah Falls School
- 1 year of full time classroom teaching experience, serving as Grade 5 homeroom teacher in Chiang Mai, TH at Unity Concord International School
- 1 year of school administration experience serving as Vice Principal in Chiang Mai, TH at Unity Concord International School
- 2 years of school administration experience serving as Principal in Chiang Mai, TH at Americana Chinese International School

**Human Resources Director: Joshua Sherman**Education

- M.Ed. Curriculum and Instruction
- M.Ed. Secondary Social Studies Education
- B.A. Sociology

Licenses/Certificates Earned

- Teaching License (Pennsylvania, USA)
  - Social Studies & ELA

Experience

- 3 years of classroom teaching in Pennsylvania & Thailand (Secondary level)
- 2 years serving as Athletic Director in Chiang Mai, Thailand
- 1 year serving as Curriculum Coach in Chiang Mai, Thailand
- 2 years serving as Human Resources Director in Chiang Mai, Thailand

***Explain the processes and procedures for involving and encouraging staff in shared communication, collaboration, responsibility, and accountability to focus on student learning and teaching in a global environment.***

First, in order to develop the readily-available resources for teachers to use throughout the year and to share with one another, ACIS adopted a cloud-based digital storage of accumulated resources at the onset of its first in operation, 2019-2020 via Microsoft Onedrive. In our 3rd academic school year we switched our staff communication, online learning platform and digital storage to Google Suite for Education. Currently, we have multiple shared drives for teacher resources including the following:

- Language - specific drives for sharing resources for Chinese and Thai languages
- After-School tutoring resources
- Kindergarten - specific resources
- General teaching resources
- Throughout the year, teachers are subject to routine, unannounced walk-through observations. These observations are intended to last approximately 10-15 minutes and focus on a variety of different criteria, including:
  - Student and teacher activities as the beginning of the observation
  - Level of student engagement
  - Classroom management strategies and techniques used in class
  - Degree of academic planning, teaching methods and teacher strategies.
- Along with routine observations, teachers are required to pass a formal, yearly evaluation that focuses on the following criteria:
  - Lesson preparation and planning
  - Classroom Environment
  - Teacher Instruction
  - Professional Responsibilities

Teachers are given access to both observations and evaluations through a shared folder with the school principal and human resources officer to promote transparency, communication and continual improvement.

Apart from routine observation and evaluation, and adequate resource storage and availability, we have been working on developing our sense of project management and task delegation. We recognize that the most effective way to ensure progress is through empowerment of staff members to organize and lead various projects. For example, one of our staff members, Mr. Chang Chaiwong is in charge of campus activities. He routinely coordinates with various volunteer teachers, and other staff members to carry out activities and events for our students' growth and development. Mr. Chaiwong is empowered to select teams, develop budgets for each activity or project and to follow through on completion. He is not a senior administrator but we rely on him to manage projects accordingly and to fulfill given deadlines.

Similar task forces, projects, and team have been assembled and empowered to tackle key issues regarding ACIS and its development, including:

- COVID-19 Safety Committee (2020 - present)
- Curriculum Development Committee (2020 - 2021)
- Reading Committee (2020-2021)
- Media Committee (April 2021)
- Registration Team (August 2021 - Present)

Each committee has been tasked with an issue, concern, or improvement to focus their attention on. Time and again, many of our best and simplest solutions have not come from our senior administrators but rather from our staff committees and teams. They supply boots-on-the-ground perspectives and insight that are vital to mission success.

At ACIS, we recognize that professional development is essential for our students' success. PLCs have been implemented for the 2021-2022 school year to provide convenient methods of communication and sharing thoughts and ideas on various topics relating to our school's needs. Our most recent activity among teacher PLC groups was to discuss effective strategies for increasing student participation during Live online meetings. One of the most effective results of the virtual PLC communities has been that teacher answers and discussions are tailored, by default organization, to suit specific teacher needs. For example, when posed with the question: "What can we do, as educators, to encourage our students to speak up during online class meetings?" the responses were naturally tailored to our different PLC departments:

- Kindergarten
- Elementary
- Middle School
- Specials
- Languages

Teachers felt much more support and freedom to think creatively knowing they were within their own communities, rather than a joint faculty meeting.

- Staff involvement in student activities

***Explain the school's defined leadership responsibilities for child safety and duty of care.***

### **Leadership Commitment to Accountability**

The administration team meets on a regular basis (weekly) to discuss student achievement. The administration and teaching staff meet on a regular basis to discuss student achievement. At the beginning of the year, the teams meet to review the scores of the STAR 360 results from the previous years and determine areas of focus for individual classrooms, grade levels and the whole school.

Grade-level teams have also created standards-based benchmarks, and these scores are also discussed in teams to help determine areas that need to be addressed. The ACIS staff believes that assessments should drive instruction and that discussing academic scores in collaborative groups helps student achievement.

Beginning in 2022, the grade-level data teams will review all past assessments and report cards located in the student record (Engage), including, but not limited to the special education file, SST file and assessment file. Each teacher will do a thorough Student Review, which will be evidenced by their Student Review Sheets located in their Data Binders (2022 goal).

### **School Plan Correlated to Student Learning**

Student achievement/ data is collected, reported and analyzed on a regular schedule: benchmarks, STAR testing, curriculum unit and chapter assessments and accelerated reading

data. This data is used to make decisions about student services such as tutoring programs. Star 360 data is also used for students when deciding upon student participation in advanced math and ELA programs. Beginning in 2020-21 ACIS implemented the Response to Learning Tiered Model.

### **Safe, Clean, and Orderly Environment**

ACIS employs many policies and fully utilizes all available resources to ensure a safe, clean, and orderly place that nurtures learning.

Daily, our teachers ensure the safety of all students as soon as the gates open at 7:30am. The teachers supervise students playing and ensure the safety of students and their families in the parking lot and drop offline.

Once school begins at 8:00 am/8:30 am, the school gates are closed and locked. This ensures that all school visitors sign in with the security gate or front office. Throughout the day the student safety is monitored by security guards. Our teaching assistants supervise student recesses and lunches from 9:15am-2:30pm. Since they are on campus and monitoring different zones, they are also able to ensure that students are being safe and responsible when taking bathroom breaks or visiting other areas of campus. All our security guards, teachers and teaching assistants receive annual training on playground safety and how to look for signs of bullying.

Copies of the emergency preparedness plans and emergency response maps are in each classroom and teachers are directed to discuss them with students. Maps are also posted throughout campus for use during evacuations and emergencies. ACIS also participates in emergency disaster drills to ensure that all students are familiar and comfortable with our emergency procedures.

Custodians deep clean and make general repairs during summer months. General everyday upkeep includes student workers, and daily custodial services. We have two custodians per floor that maintain our campus by keeping it safe and clean. Students pitch in to keep the campus free from litter. Students who are responsible and pitch in by picking up trash without being asked are randomly rewarded with character counts certificates.

At the beginning of the school year, students are provided with the school guidelines for student behavior. These are presented to the students in their student handbooks. Teachers also introduce the students to their classroom expectations within the first weeks of school.

Our school wide expectations are presented to the students during morning assembly. SPARK posters are also posted in the cafeteria, around the playground, near the restrooms and in the classrooms. The posters clearly show the students what it means to be Safe, On Task, Always Respectful and Responsible around the campus. The posters also provide the students with pictures of how the different areas should look when the students are being responsible and picking up the areas properly.

### **Technology and Safety**

The future our children will live in depends on their ability to use technology. ACIS is providing students with access to and experience with cutting-edge technology. Each student has daily access to technology and receives instruction in the appropriate use of this technology.

While ACIS regularly updates blocking software to limit access to inappropriate resources and information, it is impossible to restrict access to all controversial materials. Student work is also monitored. Students are to follow all rules and regulations governing technology and Internet conduct. Any violations of these rules and regulations will result in disciplinary action. Students are responsible for their use of technology and technological resources and must sign an Acceptable Use Agreement annually.

Computers and the Internet are found in every classroom and the Computer Labs of the school. Students use computers for school projects and research. Teachers help students learn to use computers and the Internet properly, so they will be prepared for the future. ACIS will work to protect students from any dangerous or inappropriate material found on the Internet. It is the student's job to use the computer properly and responsibly.

#### Personal Responsibility:

- Students are expected to know that the computer must be used correctly.
- Students are expected to know that school rules must be followed on the computer network.
- Students are expected to know that if anything is not right or makes me uncomfortable, "I will tell the person in charge."
- If a student finds something that is not appropriate on the Internet, they are expected to leave it right away and tell an adult.

Students are expected to understand that all the rules described in the discipline matrix apply when they are using the computer and/or the Internet.

Acceptable Use: Students are expected to understand that computers should be used for learning, research and creating classroom projects. The purpose of using the Internet in our school is to support research and education by providing access to unique resources and the opportunity for collaborative work. Transmission of any material in violation of school policy or any Thailand regulation is prohibited. This includes, but is not limited to: copyrighted material; threatening or obscene material; or material protected by trade secrets.

- If a student copies anything from the Internet or software program and pastes it into their project, they are to give credit to the author.
- Students are expected to follow the rules of the network.
- Students are expected not to try to buy, sell or advertise anything on the school network.
- Students are expected to understand that the computer belongs to the school and are not to change the way the computer desktop looks or works.
- Students are expected not to download any commercial software from the Internet.

Network Etiquette and Privacy: Students are expected to abide by the generally accepted rules of network etiquette. The following are not permitted: sending or displaying offensive messages

or pictures; using obscene language; accessing personal e-mail; harassing, insulting or attacking others; sharing confidential information (name, personal address, phone number); damaging computers, computer systems or computer networks; violating copyright laws; using others' passwords; trespassing in others' folders, work or files; intentionally wasting limited resources; employing the network for commercial purposes; downloading of files; and purchasing of items, materials, goods, etc.

Services: ACIS has no control over the Internet. Teachers and staff will work with students to protect them from inappropriate material on the Internet. They will also teach students how to save and protect their work so that they are successful computer-users.

Vandalism: Will result in the cancellation of privileges. Vandalism is defined as any malicious attempts to harm or destroy data of another user, Internet, or any of the networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing online materials without permission.

Privileges: Using the computer network is a privilege students must earn and keep. If students don't use the computer correctly, students will face disciplinary action and their parents/guardians will be notified.

Security: Security on any computer system is a high priority, especially when the system involves many users. If a student feels they can identify a security problem on the Internet, they must notify the teacher/administrator in charge. Students shall not use another student's log in. Attempts to logon to the Internet as anyone but themselves may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Updating: With the rapidly changing nature of technology and information resources, it may be necessary to update and/or modify this Acceptable Use Policy (AUP). Each user will be required to review and sign this policy annually. All users are responsible for notifying the designated system administrator or any ACIS staff member of changes in personal information that may compromise the integrity of the user's Acceptable Use Policy.

Digital Citizenship: Access to ACIS-provided materials and technologies from any location will be subject to ACIS discipline guidelines and procedures.

ACIS makes no warranties of any kind, whether expressed or implied, for the service it is providing. ACIS will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. ACIS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

### **High Expectations/Concern for Students**

Our school uses Character Counts to take a proactive approach to student behaviors which is more conducive to creating a caring environment. It also creates many opportunities for positive individual reinforcement which helps to create a caring environment. We are working now to implement Positive Behavior Intervention Support (PBIS).

Upon review of our current behavior expectations and character development model, *Character Counts!*, we have determined that with our students' schedules and the reality that they are with multiple teachers and staff members throughout the day. This reality has opened the door for inconsistencies in expected student behavior. Therefore, in correlation with PBIS, we have plans to implement S.O.A.R. This acronym stands for Safe, On Task, Always Respectful and Responsible. We will teach these expectations along with the 6 pillars of Character Counts to encourage our students to be (TRRFCC) Trustworthy, Respectful, Responsible, Fair, Caring and Good Citizens. Each month we focus on a different *Character Counts!* pillar and what it means to be a student with TRRFCC character.

Throughout the campus S.O.A.R. expectations will be posted as an anchor to help all students to remember the expectations. We expect classrooms to adapt versions of the S.O.A.R. posters to fit individual teachers' classroom rules. These variations include S.O.A.R. expectations for the reading and computer centers. The common language and format will help reinforce what the school's expectations are for all students in the classroom as well as around the campus.

### **Student Recognition**

Students in all grade levels are recognized routinely for striving to achieve our school's ESLRs, positive character and behavior, general improvement, and improved communication through the SPARK Student Awards program. Approximately each month, teachers elect students who exhibit the following characteristics for recognition:

1. Most Improved
2. Best Communicator
3. Good Citizen
4. SPARK (awarded by specials & language teachers to the student who best exhibits our ESLRs)

We have a wide variety of online programs that allow students to work on their individual needs. This allows students to access the curriculum in variety of ways and at their own pace. Students are recognized for their achievements in a variety of programs during the semester awards ceremony. These programs allow students to work at their own pace while mastering curriculum-based standards. Our recognizing and encourages student achievement growth and achievement in a variety of programs. This helps to create a positive environment in which all students are capable of achieving the rigorous standards.

### **Atmosphere of Trust, Respect, and Professionalism**

ACIS is characterized by an academic culture that values professionalism, trust, collegiality and high expectations for all students. ACIS takes pride in providing a safe and secure learning environment while engaging the students in rigorous academic content. Our staff consistently engages in ongoing collaboration and dialogue to strive for the best instructional practices for our students as exemplified by our school's department meetings and professional development training. Our teachers collaborate each week with their grade level teams to discuss grade/subject specific content with colleagues and make necessary changes in planning, lesson execution and assessment. Department meetings give the teachers the opportunity to come together as a collective group by grade level to share and discuss a range of topics from content specific instructional practices or school logistics. The entire ACIS staff meets collectively at least once a month, led by administration to discuss a range of topics from professional development, school logistics, and upcoming events on the school calendar.

### **School's Facilities and Overall Condition**

Our facility is 4 years old and in excellent condition. As for the cleanliness of our facilities, the custodial team deserves praise. They work hard to maintain our classrooms, offices, restrooms and other areas. The custodians carry out many duties on the campus including cleaning up the trash after breakfast and lunch.

### **Conclusions**

Students are regularly assessed using STAR 360 and curriculum assessments. Students have opportunities throughout the day to receive tutoring by their teachers as well as the ability to enroll in after school tutoring.

ACIS's philosophy involves students, parents and staff working together to meet the school's expectations.

In the future, the Board will invite staff and students to participate in board meetings to explain their involvement in such things as: academic tournaments, spelling bees, geography bees, sports and Junior Olympics. Board members currently attend these school functions whenever possible.

ACIS faculty and staff work together to provide a safe, clean and orderly place where learning can happen. Teachers work together to produce quality learning programs. Administrators support instruction and assist with student matters. All staff contribute to an overall positive environment where students feel welcome.

Providing students with a positive learning environment where they feel safe, happy and able to grow will encourage them to pursue college and career goals. This type of environment will also make it more possible for students to get the support they need when things are difficult – academically, socially and emotionally.

### **Supporting Evidence and Documentation:**

- ACIS ILP template
- Sample PLC Conversation
- Teacher Committees from 2020-2021 school year

- Faculty Portal Overview (Google Shared Drive)
- Informal Observation document
- Formal Yearly Evaluation for teachers
- Project Management PD agenda and Excel file example
- Professional Development Sample 1
- Professional Development Sample 2
- Star Reading Report sample
- Star Math Report Sample
- Teacher Recommendation Form (pink & blue)
- Student Handbook
  - See pg. 20 for Acceptable Use Policy
- Duty Schedule Instruction and Sample
- Emergency Preparedness Plan
  - Evacuation Plan - Roles
  - Evacuation Maps
- ESLR Posters
- SPARK certificates & assemblies

### **Achievements:**

- Enthusiasm for trying new methods to encourage staff participation
- Faculty involvement in activities and long-term planning through various committees
- Faculty volunteer sign-ups for school events 2021-2022
- Faculty virtual PLCs 2021-2022
- ACIS's leadership has developed a comprehensive schoolwide action plan with identified measures of success that show the impact on student learning.
- ACIS's leadership team has developed programs to address the ELL population.
- ACIS has a Parent/Student handbook, clear rules regarding discipline.
- ACIS has a well-developed School Safety Plan, and supervision plan.
- ACIS's facilities include libraries, computer labs and nurses' rooms which are functional, clean, safe and support the instructional program in a healthy setting.

### **Areas for Improvement:**

- Our teachers need stronger accountability to adhere to our educational policies and procedures. We are considering promoting a few of our current faculty members to lead teacher or department head status. This would create stronger administrative communication regarding policies and expectations.
- ACIS is working to collect student data, the school must work towards staff collaboration regarding the regular review of such data.
- While ACIS is using Engage to produce report cards and transcripts, ACIS must fully utilize Engage and open the Parent Portal.

## A4. Staff Criterion

### Foreign Staff (all non-Thai staff) [as of November 10th, 2021]

Administration: 2

Classroom Teachers: 29

Teaching Assistants: 2

### 2021-2022 Foreign Teaching Staff List

Administration	
Brittany Yandell	Principal
Joshua Sherman	Human Resources Director
Middle School	
Ryan Vess	5-7 English
James Bates	5-7 Social Studies & Math
Rukfa Nuanual (Mek)*	5-7 Science
Elementary	
Daniel Kollasch	G4A
Thomas Lane	G3A
Peter Howarth	G3B
Olivio Cruz	G2
Summer Murillo	G1A
Angela Fan	G1B
Sean Kerr	K3
Kindergarten	
Cherry Tillet	K2A
Mina Tzenova	K2B
Sharyn McDonald	K1A
Izel Faber	K1B
Kailah Searle-Scott	PK
Specials	
Anthony Luongo	PE
Jason Grammer	PE
Premi Koshy	Art
Greg Janick	Music
Ryan Yandell	STEM

Ermanno Starita	Computer & Coding (K3-G7)
Jesse Kus	ESL
<b>Foreign Language</b>	
Xia Ying (Apple)	Chinese (G1-G7 Native)
Jin Yang (Sunny)	Chinese (G1-G7 Native)
Xingyi Qu (Anne)	Chinese (G1-G7 CFL)
Handong Zhang (Peter)	Chinese (G1-G7 CFL)
Biwen Qu (Pipo)	Chinese (G1-G7 CFL)
Lifang Zhang (Dory)	Chinese (K2-K3)
Xiaoyan Zhang (Hannah)	Chinese (K2-K3)
Tao Meng (Topy)	Chinese (PK-K1)
<b>Teaching Assistants</b>	
Ben Carlos Torres	PE TA
Lifei Nie (Sophie)	Homeroom TA

*\*Thai National teaching within the Foreign Teacher department*

### **Qualifications of Staff**

Teachers at ACIS are required to hold a BA degree. In Thailand, possession of a BA degree and one year of teaching experience makes them eligible for a Thai Teaching License. These documents are maintained and audited by the school office. Candidates interested in teaching at ACIS must possess the following:

Bachelor's degree (master's degree preferred)

Eligibility to obtain a Thai Teaching license or willingness to attain eligibility

Police Scan from home country and Thailand

Tuberculosis Screening

Syphilis Test

HIV test

ACIS maintains clear employment policies and practices related to qualification requirements by providing detailed job descriptions online and giving print outs of policies and requirements for employment upon hiring via a handbook for which all staff sign upon hiring. Our procedures are established to ensure that staff members are qualified based on education, training, preparation including background checks, evaluations, prior employment, collegiate transcripts and any additional qualifications.

### **Maximum Use of Staff Expertise**

The school process is to assign staff members and provide appropriate orientation for all assignments including teacher trainings, mentor teachers, professional development days, administrative evaluations, staff meetings, and availability of other staff and administrators to

answer questions for any assignment given.

### **Defining and Understanding Practices/Relationships**

The school has clear written policies, charts, and handbooks, which define responsibilities, operational practices, and decision-making processes, and relationships of leadership and staff are clearly outlined for all staff in the handbook (link provided below) that each staff member is given at the beginning of every year.

### **Internal Communication and Planning**

The school has effective existing structures for internal communication, planning and resolving differences through email, staff meetings, staff mailboxes, and utilization of administration if further action is required. The processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs include mentoring, collaboration and feedback.

### **Staff Actions/Accountability to Support Learning**

All staff (including administration) are responsible for maintaining professional standards at all times. As administrators observe in classrooms or work settings, they have the responsibility to identify any concerns related to the professional standards. All foreign and Thai teachers, classified and administrative staff at ACIS are formally evaluated in writing once every year.

### **Evaluation of Existing Processes**

The leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning by yearly updating the handbook and routines and procedures manual, meeting with parents who may have concerns, implementing new strategies, and regularly reporting to the school board about overall student progress. Staff regularly communicates (bi-weekly) with each other and parents (weekly newsletters) about successful student learning.

Because we are regularly communicating and trying to adapt to different student needs, we are able to identify critical learner needs quickly so we can get additional needed support for these learners.

### **Support of Professional Development**

ACIS faculty and administration have mandatory staff development days written into their contract each year. The majority of staff development activities are focused on increasing student learning, proficiency of standards, supporting language learners, differentiation and discipline.

Leadership and staff are supported through various types of professional development opportunities. Schoolwide technology training in the use of online gradebooks, report cards and teacher websites are offered on a regular basis.

We have started programs such as: *Character Counts!*, PLCs, a mentor teacher program for new teachers, and PBIS and are working to train staff. Staff members are encouraged to attend professional workshops and conferences to grow professionally. New teachers, experienced teachers, administrators and support staff are all encouraged to participate in workshops

sponsored by ISAT.

Effective and on-going professional development has the potential to boost success for all students as teachers stay up-to-date, sharp and focused on what helps students all learn in their classes.

### **Additional Online Instructional Prompt**

The Administration provides staff with emails and shared Google Drive folders including relevant information for teacher evaluations and data received from testing used by staff to implement necessary student modifications to curriculum.

In addition, online communication provides parents access to the website with daily schedules, newsletters and staff contact information.

### **Conclusions**

100% of ACIS teachers are qualified and meet all Thailand employment laws. They are well prepared to meet the diverse needs of our student body. ACIS has focused all professional development in the last year on the needs of our most academically at-risk students through our Action Plan. We will continue to address the critical needs of all students to improve literacy skills, and to ensure that they are fully prepared for college, when the time comes.

There is a need to provide ongoing professional development to ensure that the new technology at our site is optimally utilized to improve student achievement. There is a further need to provide professional development in the areas of Advanced Placement curriculum.

It is a challenge to develop curriculum and assessments which address significant language gaps and to also provide instruction which improves achievement. The individual student is the focus of ACIS. The staff provides many avenues for students to acquire content to process information, and to develop products. The administration supports ongoing professional development in the areas of differentiated instruction to improve student achievement, and in the future, “Response to Intervention” (RTI) to identify and help struggling learners on an individual basis.

Future PD will include:

- (1) developing standards-based targets and summative common assessments; which, will align to expected learning outcomes.
- (2) Teachers who teach the same grades will develop common formative assessments.

### **Student/Teacher Ratio**

Breakdown of Student/Teacher Ratio by Grade Level

Grade Level	Students	Teachers	Student/Teacher Ratio
PK	9	1	9:1
K1	22	2	11:1
K2	27	2	13.5:1
K3	24	1	24:1
G1	35	2	17.5:1
G2	20	1	20:1
G3	27	2	13.5:1
G4	21	1	21:1
G5	21	3	21:1
G6	16	3	16:1
G7	8	3	8:1

***Describe responsibilities of regularly employed instructional assistants.***

ACIS employs full time Teacher's Assistants (hereafter referred to as "TAs", assigned to specific homeroom classes. We utilize 2 TAs in each PreK - K2 class, for safety purposes. This helps us ensure we have 1 adult for every 6-7 students, as our maximum class sizes in kindergarten are 20 students. For K3 - G7 we utilize 1 TA in every homeroom. Currently G5 - G7 each have 1 homeroom per grade level. As we expand and increase the number of classes per grade level in middle school we plan to utilize 1 TA per grade level to aid primarily with parent communication. By removing the full time dependency that students have on a TA, they further develop their individual sense and style of responsibility and organization.

The primary responsibility of our TAs is student welfare. The carrying out of this responsibility is different based on the grade level. In kindergarten, TAs assist in preparing snacks, meals, bedding, bathroom assistance, classroom management and personalize parent communication from time to time. These tasks are carried out under the leadership of the homeroom teacher, who determines the classroom management style (rules, consequences and rewards), daily routines, lesson planning, preparation, and execution, and assessments. Similarly, elementary and middle school TAs follow students to specials classes to ensure students arrive to each class promptly with appropriate materials, help communicate homework reminders and help carry out classroom management expectations.

Teacher / TA Partnership	<ul style="list-style-type: none"> <li>★ Applicable for homeroom classes &amp; select specials classes</li> <li>★ Teacher Responsibilities: <ul style="list-style-type: none"> <li>○ Academic planning and lesson execution</li> <li>○ Assessments &amp; grading</li> <li>○ Classroom Management &amp; culture</li> <li>○ Parent Communication through Google Classroom, Engage, email</li> </ul> </li> <li>★ TA Responsibilities: <ul style="list-style-type: none"> <li>○ Student welfare</li> <li>○ Academic lesson support</li> <li>○ Classroom Management support</li> <li>○ Parent Communication support through LINE as needed</li> <li>○ Classroom culture &amp; routine support</li> </ul> </li> </ul>
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**Supporting Evidence and Documentation:**

- Homeroom & Subject schedules
- Teacher Expectations ASY 2021-2022
- ACIS Employee Handbook
- ACIS Salary Schedule

#### **Achievements:**

- ACIS has been able to employ TA's for all homeroom classes, as well as one TA per Middle School cohort.
- ACIS is able to provide additional emotional support with TA's.
- ACIS is able to bridge communication gaps with Thai families with TA's.

#### **Areas for Improvement:**

- ACIS has highly qualified TAs. This staff receives PD from the Thai side, but would benefit from the PD classroom teachers receive.
- TA's are all qualified teachers and therefore underutilized in the classroom setting.

### **A5. School Improvement Process Criterion**

*Describe stakeholder involvement in the development and implementation of the schoolwide action plan for improvement. Comment on what data or factors determined the schoolwide action plan sections.*

#### **Stakeholder Involvement**

ACIS has developed a Schoolwide action plan that aligns objectives and goals, which focus on academic needs. ACIS ESLRs align very well to expectations for students who are expected to employ 21<sup>st</sup> century skills; however, more attention to professional development is required. As ACIS is a new International School, we must work to develop a professional development plan that fits with our needs. This action plan has been crafted and developed with input from our own staff, administration, and parent community through the implementation of our Parent Teacher Group. This body of parent supporters meets routinely to develop ways in which to support our school, its vision and mission, and of course our students.

Developing the action plan to move our school forward in a direction of improving academic needs has forced us to narrow its focus to instruction, assessment, student achievement, and student supports. Implementing the rigorous CCSS is forcing ACIS to examine and modify instruction and assessment. Although ACIS teachers have engaged in some professional development training, the need for more refined and consistent collaboration opportunities and training related to the Common Core State Standards and future MAP testing is needed.

The work done within this action plan therefore is focused on improving instruction, assessment, and student achievement as we increase student and staff understanding of CCSS, school ESLRs, and ACIS's mission statement.

That mission is to educate and inspire each student to succeed and meet the challenges of the future through innovative programs and curriculum within a supportive, nurturing environment. At ACIS we encourage our students to become respectful learners who achieve growth in all

areas, are successful citizens who are civic minded, and are hands on problem solvers.

The basis for the goals listed in the ACIS Schoolwide Action Plan were originally posed via a series of staff meetings, organized into voluntary focus groups throughout October - December 2019, in the first year of the school's operation. Senior administration used WASC criteria as a basis for our focus groups and gave ALL staff an opportunity to sign up for one of the following topics:

1. Organization of student learning
2. Curriculum, Instruction, and Assessment
3. Support for Student social-emotional and academic growth
4. School Culture, Environment & community Involvement

Using their input as a foundation, senior administrators sought buy-in from our parent community to refine the topics into actionable goals. Finally, these goals were taken before the school board for formal approval.

***Indicate how the schoolwide action plan is monitored to determine if satisfactory progress is being made in meeting the plan's goals and its impact on student learning.***

Our action plan is monitored quarterly by our senior management team for progress updates and updated by the SMT leader. It is reviewed yearly by our Executive Leadership Team as well as by our School Board to ensure that adequate progress is being made. This is actually an exciting year for our action plan as the end of this school year is the conclusion of our 3-year plan. Our progress will be analyzed, new focus groups will be formed and new goals will be created.

***Attach a copy of the current schoolwide action plan.***

### **ACIS 3-Year Development Plan 2019-2022**

**School Philosophy:** Prepare students to succeed in a rapidly changing society, thereby making the world a better place. We will ensure that our students develop the skills and competencies essential for success and leadership in the 21st century.

**Vision / Mission:** Provide students with an intellectual and creative center for project-based learning in a world that increasingly demands better-designed objects, communication and organization to meet ever-changing social needs. By fusing American academic standards, Chinese drive, intelligence, and innovation with Thai culture, tolerance, and love we will foster an environment in which children are well prepared for the progressive changing global world.

**Motto:** **SPARK** inspiration!

Goals:

1. Develop a character program at ACIS that promotes our unique identity.
2. Strengthen students' communication skills in English and Chinese languages, focuses on verbal, reading and writing skills.
3. Provide a reading program that sufficiently manages, encourages, and progresses the diverse learning stages of our student body.

4. Modify current ACIS curriculum to suit the unique needs of ACIS student body in terms of cultural awareness, English language support and comprehensive grade transition.
5. Establish a parent support group within the school whose purpose is the betterment of the school, and support of teaching practices and activities.

**Goal #1: Develop a character program at ACIS that promotes our unique identity.**

Plan Steps	Time Frame for Completion	Personnel Responsible	Resources	Achievement Indicators	Progress Report
1. Adopt an established and credible character development system	3 years	Senior Administration Team	<i>Character Counts!</i> Program <i>August 2020</i>  Signage and certificates from ACIS media team	1. Routine information issued regarding good character.  2. Student participation in program	Proprietary program adopted and implements <i>August 2019</i>  Routine awards given each month <i>Updated October 2019</i>  Teacher and student participation slowed down <i>March 2020</i>  New program ( <i>Character Counts</i> ) adopted and implemented <i>August 2020</i>
2. Teacher committee to routinely monitor and evaluate program success	Immediate	Academics department	Classroom space and routinely allocated time	1. Routine meetings and meeting minutes shared  2. Recommendations are brought forth, each semester, regarding program improvement	Character Development committee meets on Fridays, approx. 3x per month <i>January 2021</i>  Recommendations made from teacher committee to re-organize morning assembly for more student involvement <i>February 2021</i>
3. Student	1 year	Senior	Classroom space	1. Routine	Student

committee to routinely monitor and evaluate success		Administration Team	and routinely allocated time  Teacher sponsor	meetings and meeting minutes shared  2.Recommendations are brought forth, each semester, regarding program improvement	committee development in progress <i>Incomplete</i>
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**Goal #2: Strengthen students' communication skills in English and Chinese languages, focusing on verbal, reading and writing skills.**

Plan Steps	Time Frame for Completion	Personnel Responsible	Resources	Achievement Indicators	Progress Report
1.Implement standards and expectations for student-to-student and student-to-staff communication.	1 year	Senior Administration Team	Policy documents  Cloud drive or portal access to digital versions of policy documents	1.Students and teachers routinely communicate in English throughout the school day, and in Chinese during Chinese class.  2.Policy documentation is available to all stakeholder for review	“English Only” policy developed and published on pg. 3 of our <i>Student Handbook</i>  “Best Communicator” award issued monthly to encourage English language among students (per homeroom class)
2.Develop friendly competition between students and classes to encourage language development	1 year	Senior Administration Team  Faculty	Appropriate budget for activities  Committee and project organization	1.Student awards are routinely given  2.Faculty recommendations for improvement	“Reading & English Program” committee created <i>November 2020</i>  2.A reading contest established February 2020, winners to be announced on March 2nd, World Reading Day <i>January 2020</i>

3.Implement routine assessment of students' language progress	Immediate	Senior Administration Team	Data tracking programs for English and Chinese	1.Routine benchmark testing for English, scores available to families  2.Establishment and routine data tracking of progression in Chinese through HSK testing	1.Star 360 data tracking for English language purchased and implemented 4-5 times each year <i>August 2019</i> 2.Routine issuance of benchmark testing to families, along with training sessions to ensure families understand how to interpret the tests <i>March 2020</i> 3.Hosted first HSK test for Chinese language <i>November 2020</i>
4.Establish routine curriculum development methods to reflect student's needs (in language development and other areas)	1 year	Senior Administration Team	Committee and project organization  Standards of assessment and evaluation created	1. Committees meet each semester to evaluate and recommend improvements	Curriculum development committee established; recommendations set to be issued April 2021 <i>November 2020</i>

**Goal #3: Provide a reading program that sufficiently manages, encourages, and progresses the diverse learning stages of our student body.**

Plan Steps	Time Frame for Completion	Personnel Responsible	Resources	Achievement Indicators	Progress Reports
1.Acquire a supportive reading program that fits the diverse needs of ACIS students	3 months	Academics department	If program is digital, computers with WIFI to maximize the benefits of the	Implementation of program, including successful launch	1.MyON online reading program purchased for ACIS <i>July 2020</i>

			<p>system.</p> <p>Scheduled time throughout the school week for students to utilize the program.</p> <p>Appropriate budget in order to purchase a program for the full needs of the school.</p>		<p>2.Adequate time has been built in to the homeroom schedules in order to support MyON reading program participation among students <i>August 2020</i></p> <p>3.MyON added to student log in browser better access at home while learning online. <i>October 2020</i></p> <p>4.Parent training on the use of MyON at home. <i>November 2020</i></p>
2.Student participation in reading program	1 year	Academics Department	<p>1.A rewards system (based on academic achievement on report card, or otherwise profitable) that will encourage participation outside of classroom.</p> <p>2.Teaching staff assigned to monitor student progress, whether it be individual homeroom teachers, librarian, etc.</p>	<p>Acquisition of adequate testing data.</p> <p>Student participation in various competitions and awards, based on MyON reading program.</p>	<p>1.A teacher-led committee has been created to help ensure that the reading program is supported in the classrooms. <i>November 2020</i></p> <p>2.A reading contest has been established for February, winners to be announced on March 2nd, World Reading Day <i>January 2020</i></p>
3.Develop a routine system of data management and analysis of reading data	3 months	Academics Department	An assessment system to monitor progress (DRA, STAR 360, etc)	Appropriate documentation utilized and saved for easy tracking	<p>STAR 360 assessment data used for monitor student reading progress. <i>August 2019</i></p> <p>Reading Committee</p>

					recommended searching for an alternative assessment source that provides stronger assessment data in reading <i>April 2021</i>
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**Goal #4: Modify current ACIS curriculum to suit the unique needs of ACIS student body in terms of cultural awareness, English language support and comprehensive grade transition.**

Plan Steps	Time Frame for Completion	Personnel Responsible	Resources	Achievement Indicators	Progress Reports
1.Assessment of student body ability and needs	3 years	Academics department	Committee and project organization  Standards of assessment	1.Curriculum evaluated, subject by subject for improvement  2.Recommendations considered and applied by senior administration	Curriculum development committee established; recommendations set to be issued in April 2021 <i>November 2020</i>  Curriculum development committee issued several recommendations including math manipulatives, adjusting social studies curriculum, and further developing ESL program to help with students' reading scores <i>August 2021</i>
2.Academic records and assessments are used at the end of the year to promote students to the next consecutive grade level.	1 year	Academic Department	Data tracking system  Faculty meeting organization and criteria for meeting established	1.Faculty issue quarterly academic reports to families, with professional opinions and recommendations regarding any	Plus Portals implemented as the school's SIS for academic reporting and student tracking <i>August 2019</i>  "Pinks and

				<p>issues or praise for student performance.</p> <p>2.Faculty meet, cross-grade level, to share academic reports, student recommendations and curricular evaluations to ensure appropriate grade transition for students.</p>	<p>Blues” implemented and issued to provide student data and information for next ASY <i>June 2019</i></p> <p>Engage SIS purchased to replace Plus Portals in order to provide better data tracking. <i>July 2021</i></p> <p>Quarterly faculty meetings for student progress evaluation <i>October 2021</i></p>
3.Develop academic tracks, or programs, to support student language needs; with appropriate entry and exit criteria	2 years	Academic Department	1.Additional teaching and/or administrative staff	<p>1.Students tested during admissions process to determine academic track</p> <p>2.Tracks available for students with struggling language needs</p> <p>3.Academic support built into the school day to help students</p>	<p>ESL program implemented, with quarterly reporting and entry/exit criteria evaluated each semester <i>August 2019</i></p> <p>Study Hall built into weekly academic schedules to provide avenue to address individual student needs <i>August 2019</i></p> <p>Study Hall replaced with MyON reading class to ensure reading development in grades 1-6 <i>August 2020</i></p> <p>“Remedial English” class</p>

					<p>and “Advanced Chinese” classes added to schedules to better serve the wide array of student language needs <i>January 2021</i></p> <p>Academic support, Public Speaking, and Writing workshop classes added to schedule for English support <i>August 2021</i></p> <p>Specific academic tracks for students with English language needs across all core subjects <i>In progress</i></p>
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**Goal #5: Establish a parent support group within the school whose purpose is the betterment of the school and support of teaching practices and activities.**

Plan Steps	Time Frame for Completion	Personnel Responsible	Resources	Achievement Indicators	Progress Reports
1.Establish core leadership among parents	Immediate	Senior Administration Team	Communication Structure	1.PTG leadership committee with routine communication habits	1.PTG-C created, with communication channels and monthly meetings <i>July 2020</i>
2.Develop support group vision and mission, and routinely scheduled meetings	3 months	Senior Administration Team and PTG-C (Parent/Teacher Group Committee)	Committee structure and location	1.Development by the PTG-C, with school senior admin collaboration	1.PTG vision and missions established, and introduced to entire parent community <i>August 2020</i>
3.Implement communication	3 months	Senior Administration	Committee structure and	1.Routine communication	Local chat group created

tools for group members		Team and PTG-C (Parent / Teacher Group Committee)	location	between members	for members and information dispersal. <i>August 2020</i>
4.Implementation of group-led and sponsored activities that support the school's vision and mission	1 year	Senior Administration Team and PTG-C (Parent / Teacher Group Committee)	Group facility and communication structure	Parent-sponsored activities for students and school development	1.Parent volunteers helped lead our annual Mid-Autumn festival, running several education and cultural booths for our students. <i>October 2020</i>

### Supporting Evidence and Documentation:

- ACIS 3-Year Action Plan 2019-2022
- Action Plan Focus Group sign ups
- Focus Group meeting notes from staff meetings regarding the formation of action goals.
- Professional Development Sample 1
- Professional Development Sample 2
- Star Reading score sample
- Star Math score sample

### Achievements:

- We adopted the ***Character Counts!*** Character development program along with monthly certificate awards to promote positive behavior and a temporary character development committee to continue analyzing the progress.
- We implemented a digital reading program, called *MyON*, that is capable of use at home and at school. This reading program works in conjunction with our benchmark testing program to provide strong evidence on reading skills.
- We implemented an Academic Support class for grades 5 - 7, which meets 3x per week. This class provides an opportunity for students to refocus on key vocabulary from multiple subjects such as Science, note-taking skills (fueled by teacher collaboration).
- We incorporated the following classes into our weekly schedule to support English language development:
  - Writing workshop K3 - G7, 45 minutes to 1 ½ hours per week based on grade level
  - Public Speaking K3 - G7 45 minutes every week
  - Academic Support G5 - G7 1 ½ hours per week to further develop academic vocabulary, note-taking, and presentation skills.

### **Areas for Improvement:**

- Improve the Chinese Language department structure to include a well-trained department head. This individual will head up the efforts to promote and ensure department members are following necessary requirements and expectations
- Focus more efforts on teacher training with the Chinese Language department, focusing on differentiation, assessment feedback and classroom management techniques.
- Further development of our curriculum and support programs (Goal #4). We are currently considering, based on recent assessment data, implementing the following:
  - Reading Intervention
  - Chinese language support, stronger assessment tracking
  - Multi-tiered or tracked English support program for older students with English language needs.
- Increase student involvement in terms of stakeholder opinion for certain criteria, such as character development.
- ACIS must find a way to schedule PD more regularly.
- While many teachers participate in professional development, there is no clear, overall strategy for ensuring that teachers are growing professionally through ongoing education.
- ACIS has many new teachers that are being underutilized because there has not been time to train them.

## **A6. Adequate and Sufficient Resources and Resource Management Criterion**

***Attach a copy of the school's annual budget detailing personnel, facility, and educational material costs. Does the school have sources of income other than tuition? Explain.***

The School Budget has been attached to the supporting documentation folder . The school has additional income from the sales of additional services such as tutoring and ESL as well as the sale of uniforms and clubs' fees. See attachments for further clarification.

***Are scholarships available? If so, describe.***

The school provides scholarships to missionary families, 50% off tuition, as well as children of teachers- 50%.

***What percent of the school's operating costs comes from student tuition?*** 100%

***Describe the school's policy on tuition refunds. How is this information communicated to students and the school community?***

Our policy is "No Refunds" However, there have been extenuating circumstances such as: military deployment, or medical emergency. In these rare instances, a refund of the amount left, tuition only (semester) was refunded. The no-refund policy is printed on their invoice and receipt, which they sign when they enroll.

***What percent of the school's yearly budget is spent on salaries and benefits?***

35,403,905 THB

***What dollar amount is budgeted (current year) for textbooks and instructional materials per student?*** 10,000 THB per student

***What percent of the annual school budget is required to be placed on reserve?*** 3%

***State the school's policy on financial audits and indicate how frequently audits occur?***

### **Purpose**

The audit committee is appointed by the board of directors to assist the board of directors in fulfilling its fiduciary oversight responsibilities for financial reporting, risk management, internal controls, internal audit, compliance, the special investigations and whistleblower process, and other responsibilities.

### **Structure**

The audit committee will consist of two to five members with the majority of the members selected from the Board of Directors, and one may be selected from outside the organization. The Board or its nominating committee will appoint committee members and the committee chair. The Board should attempt to appoint committee members who are knowledgeable and experienced in financial matters, including the review of financial statements.

**Meetings**

The audit committee will meet as often as it determines is appropriate, but not less frequently than quarterly. All committee members are expected to attend each meeting, in person or via tele- or videoconference, with a minimum of two required for a quorum. The committee periodically will hold individual meetings with management, the internal auditor and the external auditor (if necessary). The audit committee may invite any officer or employee of the school, the external auditor, outside counsel, or others to attend meetings and provide pertinent information. Meeting agendas will be prepared by the Chief Audit Executive or other appointed person and provided in advance to members, along with appropriate briefing materials. Minutes will be kept by a member of the audit committee or a person designated by the audit committee such as the Executive Assistant.

**Authority**

The audit committee has authority to conduct or authorize examinations into any matters within its scope of responsibility. All parties are directed by the Board to cooperate with the Committee's requests.

**Responsibilities**

The audit committee will carry out the following responsibilities:

**Financial Reporting:**

- Obtain information and/or training to enhance the committee members' expertise in financial reporting standards and processes so the committee may adequately oversee financial reporting.
- Review significant accounting and reporting issues,
- Review with management, the external auditors if necessary, and the internal auditors the results of an external audit (if completed), significant adjustments or revisions to the financial statements, including attestation on the effectiveness of the internal control structure and procedures for financial reporting and any difficulties encountered.
- Review the annual financial statements, consider whether they are complete, consistent with information known to the Committee, and reflect appropriate accounting principles.
- Review with management all matters required to be communicated to the Committee under generally accepted auditing standards.
- Review the responsiveness and timeliness of management's actions to address findings and recommendations resulting from the financial statement audit or internal audits.

**Risk Management**

- Obtain information and/or training to enhance the Committee's understanding of organization and its related risk management processes.
- Review the adequacy of the organization's policy on risk management.
- Review the effectiveness of the organization's system for assessing, monitoring, and controlling significant risks or exposures.
- Review management's reports on risks and related risk mitigations.
- Hire outside experts and consultants in risk management, as necessary, subject to full board approval.

**Internal Control**

- Obtain information and/or training to enhance the Committee's understanding of the organization's system of internal control.
- Consider the effectiveness of the organization's internal control system, including information technology security and control.
- Review internal audit findings and recommendations, together with management's responses.

**Internal Audit**

- Obtain information and/or training to enhance the Committee 's understanding of the internal audit function.
- Periodically review and approve the Internal Audit Division.
- Concur in the appointment, replacement, or dismissal of the Chief Audit Executive.
- Review the performance of the CAE and the internal audit function annually.
- Review and confirm, through organizational structure and/or by other means, the independence of the internal audit function annually.
- Review with management and the CAE, objectives, plans, activities, and organizational structure of the internal audit function.
- Review and approve the risk-based internal audit annual plan.
- Review internal audit reports provided to the audit committee.
- Review the responsiveness and timeliness of management's follow-up activities pertaining to any reported findings and recommendation.
- Bring to the attention of the Board any internal audit issues the Committee determines significant and appropriate for consideration by the Board.
- On a regular basis, meet separately with the CAE to discuss any matters the committee or internal audit believes should be discussed privately (subject to open meeting laws).

**Compliance**

Review the effectiveness of the organization's system for monitoring compliance with laws and regulations, contracts, and policies and the results of management's investigation and follow-up (including disciplinary action) of any instances of noncompliance.

Obtain updates from management and organization legal counsel regarding compliance matters, as needed.

**Special Investigations and Whistleblower Process**

Ensure the creation and maintenance of an appropriate whistleblower mechanism for reporting any fraud, noncompliance, and/or inappropriate activities.

**Other Responsibilities**

- Report at least annually to the Board of Directors the Committee activities, audit issues, and related recommendations.
- Confirm annually all responsibilities outlined in this policy have been carried out. Review and assess periodically the adequacy of the Committee, request Board approval for proposed changes, and ensure appropriate disclosure as may be required by law or regulation.

- Evaluate the Committee's performance and report the results of the evaluation to the Board annually.
- Provide an open avenue of communication between the internal auditors, external auditors (if necessary), management and the Board.
- Avoid conflicts of interest, paying strict attention to board matters.

***Explain the process and procedures for allocation to support the school's purpose, schoolwide learner outcomes and student learning, including English language acquisition.***

Since we are a new developing school, the initial capital investment is support for the school's purpose, schoolwide learning outcomes and student learning. We have invested in Star 360 to effectively test our students. We plan to make further investments in achievement software, MAP testing 2022-2023. We have purchased Accelerated Reader and are currently labeling books and training our staff. If AR is successful, we will then invest in Accelerated Math. We also have myON a comprehensive online library students can access from school or home.

On English Language Acquisition, we have increased the staff budget for English support and ESL due to the current needs of our students based on academic performance. This allocation is fluid until the school is further developed i.e. the main body of students has been with us on a long-term basis. As an International School we will always have new students arriving in each grade but as the school ages our student population from PK will grow with us and not need such intensive ESL support.

The allocation of funds for the school's purpose, schoolwide learning outcomes and student learning will remain high and fluid over the coming years.

**Supporting Evidence and Documentation:**

- Budget document
- ESL placement test
- ESL course information
- Governing Board policies

**Achievements:**

- The school has developed an adequate financial base to give reasonable assurance of continued financial stability.
- Resources are sufficient to support anticipated growth; multi-year planning is in place to ensure continued viability.
- The school has procedures in place for ensuring a well-qualified staff, adequate facilities and instructional materials.
- There is correlation between the school's resource allocations and the schoolwide learner outcomes.

- There are written policies for acquiring and maintaining adequate instructional materials, textbooks, technology and laboratory materials.
- The school has developed a multi-year fiscal plan to focus on the goal of student learner outcomes and achievement.
- Governing authorities are involved with the Ministry of Education about the short- and long-term financial needs.
- Stakeholders are involved in the future planning of the school.

#### **Areas for Improvement:**

- More attention to professional development in long-range planning.
- Create an adoption cycle to mirror new adoptions from the US Common Core books.
- Create a line item for continued investment into the library.
- Create a line item for guidance counselors and additional funds to support college trips.
- Create a School Site Council to help with stakeholder involvement in the future planning of the school.

### **A7. Ongoing Resource Planning, Implementing, and Monitoring Criterion**

*Describe the long-range plans that are in place for the future development and sustainability of the school, such as financial development, new or remodeled buildings, additional curricular and co-curricular offerings, etc.*

ACIS started as a PreK - G5 school and we plan to house PreK - G12 eventually. We continue growing by at least 1 grade level each year. As we continue growing steadily year to year, ACIS has built a second classroom building suitable for middle school and high school students. It has 3 floors, with 18 standard-sized classrooms occupying the 2nd and 3rd floor levels. A science lab, STEM lab, computer lab, library, nurse's office and two small suites of administrative offices are housed on the first floor. This building was built with the expressed intention of developing a Middle School and high school program. It has officially been approved by all necessary government agencies and will be operational by January 2022.

While we anticipate that our second building will suit our short-term needs, our long-term goal is the acquisition of approximately 80 acres of land behind our current campus. This land would give the school an opportunity to further differentiate the various age ranges of our students by separating them into different areas around campus. The expansion in available classrooms, buildings and lands will provide additional opportunities to develop and strengthen our academic programs and provide for future program growth and tracks.

In support of our vision of fostering global learners, we plan to offer specific educational tracks for students once they enter high school. These tracks will include:

1. A **STEM Track** that will prepare students who choose it with elective courses in engineering, robotics, mechanics, and more. These courses will be based on recommendations from technical university or collegiate programs, giving our students

an opportunity to prepare better for their future careers. Students would elect to take these courses, alongside their required courses according to our curriculum. These courses will cover introductory topics in mechanical engineering, coding, robotics,

2. A **Chinese Language Track** that will support students who plan to attend university in China. This program will focus on more literary-intensive courses in Chinese language, upper-level HSK testing, and other collegiate requirements. These courses will cover Chinese literature, history, HSK test preparation, community - volunteering and more.
3. A **Business Track** that will support leadership development, entrepreneurial thought and community involvement for students seeking to contribute to local and global economies. These courses will cover introductory topics in business management, finance, accounting, leadership community - volunteering and more.

### ***How are stakeholders informed of the present and future resource needs of the school?***

Parents pay a Capital Improvement fee (10,000 THB) every year, which helps cover expenses of growth and future renovations. Parents routinely attend PTG meetings and also speak directly to the School founder and Senior Administrators regarding resources they need to see or want to have for their children. Our parents are vocal and passionate about providing feedback on current and potential resources our school provides. For example, we had several families who wanted additional resources for encouraging reading in English both on campus and at school. Therefore, we brought the request to our Executive Leadership Team, which includes senior administrators for both ACIS and UCIS. We discussed the need together and purchased an online reading program, myON, to provide the resources to all our families.

Parents are heavily invested in the continued improvements we make at ACIS. We strive to meet the needs and requests of the parents and students while ensuring our students are globally educated and ready for college.

### **Supporting Evidence and Documentation:**

- Building B images
- Tuition Fee summary page

### **Achievements:**

- ACIS has developed strong relationships key stakeholders who routinely supply advice and creative solutions to current concerns
- ACIS has developed formal and routine communication channels with stakeholders to elicit opinions, and provide opportunities to voice concerns, including:
  - Parent-Teacher Group
  - Surveys
  - Coffee with the Principal meetings
  - Faculty meetings

- ACIS has developed governing bodies, in the form of an Executive Leadership Team and a Senior Management Team to oversee concerns and suggestions and drive forward improvements

#### **Areas for Improvement:**

- ACIS needs further teambuilding between its administrative teams (ELT and SMT) in order to implement improvements more effectively.
- ACIS needs more enthusiasm from its Parent Teacher Group, because while its members are faithful to support the needs of the school, participation is still low.

## **Category B: Curriculum, Instruction, and Assessment**

### **B1. What Students Learn Criterion**

*Provide the current policies regarding course completion, credits, grading policies, homework, use of technology, etc.*

ACIS utilizes a comprehensive Student Handbook, in conjunction with our Governing Board Policies, KPI standards, and other documentation to provide strong academic policies regarding items listed above: course completion, grading policies, homework, and more.

According to our Student Handbook, course completion and grade level promotion is reviewed yearly at the conclusion of the academic school year. It is based on student attendance throughout the current school year being reviewed, age-appropriateness of the student and completion of course work assigned. Any student who willfully wishes to accelerate the the next grade level prior to this review date must adhere to the following, taken from our Student Handbook, pg. 4-6:

#### **“Academic Acceleration**

Assignment to a higher-grade level will occur only after careful assessment of the student’s ability, intellectual growth, emotional development, social competence, and academic achievement. Any change in a student’s grade level must be in the student’s best interest. In some unique cases, parents/guardians may seek grade level advancement for a student in grades K3-G7. The needs of each individual student are of utmost importance and must be met in the most effective manner possible; therefore, grades K3-G7 level acceleration will be considered when compliance with all of the following criteria is completed: receipt of written request to the Principal from the parent/guardian requesting their student “advance” a grade. The Principal should receive this written request no later than the end of the first semester; recommendation from the current grade level teacher as to in-class/grade performance in core subjects (Language Arts, and Mathematics). The developmental readiness of the student will be confirmed by in-class observation and external testing; review of available norm-referenced tests to determine academic ability with the proposed grade level placement as determined by Curriculum Assessments and Benchmark testing and the discretion of the Principal; current grade level norm referenced test

(pre and post), and the post test for the grade level to be “skipped”; the school may contact a psychologist or counselor who may perform an emotional and social readiness evaluation of the student’s ability to deal with issues and students in the proposed grade placement; conference with the Principal and parent/guardian; and the academic placement will be made by the Principal prior to the start of school, and formally communicated to the parents/guardians via letter to their home address. A student may be accelerated if he or she meets all of the following requirements (scores are for end of the year exams of the grade being skipped):

1. Reading Assessment 90%
2. Math Assessment 90%
3. Other materials such as social maturity, observation records and student work
4. A school district representative recommends acceleration of the student
5. A parent of guardian approves acceleration of the student
6. STAR Reading score: (grade level being skipped +.9)
7. STAR Math score: (grade level being skipped +.9)”

### **Academic Performance Standards**

Students are expected to perform to California Common Core grade level standards.

If a student receives a grade lower than 50% on any given assessment, the teacher will reteach and reassess the student.

A 90%-100%	The student consistently demonstrates mastery of the grade level standards. With relative ease, the student grasps, applies and extends processes and skills for the grade level. At or above grade level expectations.
B 80%-89%	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level expectations.
C 70%-79%	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply concepts and skills for their grade level. Approaching achievement of grade level standards.
D 60%-69%	The student is not meeting grade level standards and is working below grade level. Limited achievement of grade level expectations.
F 59%-below	The student is not meeting grade level standards and is working far below grade level. Limited achievement of grade level expectations. The student is not working to his or her potential.

### **Academic Honesty/Plagiarism**

To be successful in school, all students are expected to do their own work. In the event a student or group of students plagiarizes on an assignment or test, consequences will be imposed. ACIS defines plagiarism as the practice of taking someone else's work or ideas and passing them off as one's own. Using this definition, plagiarism includes, but is not necessarily limited to, taking someone else’s work from a written text, online source, or from a peer’s work. Please refer to the consequences below when a student is found to be guilty of academic dishonesty/plagiarism:

First incident: student(s) involved receive a warning and the teacher calls the parents/guardians.

Second incident: student(s) receives a zero (0) on the assignment or test, parents/guardians are called, the teacher writes a disciplinary referral for the incident.

Third incident: student(s) face possibility of suspension and may be recommended for expulsion according to the guidelines in the zero-tolerance policy.

### **Homework**

Homework is an integral part of the education program at ACIS. It is an extension of the classroom lessons and should directly relate to class work. Homework reinforces skills and concepts that are taught and helps develop good study skills and habits. It also informs parents/guardians what is being taught in the classroom.

Homework is typically issued to students in grades K3 – G7. Its frequency is based on students' grade level. For example, K3 should receive homework approx. 1- 2 times per week. G4 – G7 classes should receive homework each day in at least 2 subjects. Homework, no matter what grade level, should be completed in approx. 15 minutes per subject (this statistic is contingent on individual student English proficiency).

Please contact your student's teacher(s) for missed homework assignments during absences via email or note. Office staff and administration does not have information regarding missed assignments. You can also check online with the teacher's website.

Students who do not complete homework may be assigned recess or lunch detention by their teacher on a daily basis.

### **Kindergarten 3 Graduation/Promotion Requirements**

In order to participate in the graduation ceremony, the following requirements must be met:

- Academic: Students must be recommended for graduation/promotion by the classroom teacher(s).
- Behavior: Students must not receive more than two (2) out of school suspensions during the year. Any expulsion or pending expulsion will mean an automatic loss of promotion privileges.

### **Progress Reports**

Progress reports are generated halfway through each semester to advise the parent of their student's progress. This gives the student the opportunity to improve his/her grade before the report card is issued. Other progress reports may be sent home in addition to this progress report. Parent/teacher conferences are scheduled two times per year. Progress reports will be distributed at mandatory parent/teacher conferences. If a parent/guardian is unable to attend the scheduled conference, they should contact the school to make alternate arrangements with their

child's teacher. Parents/guardians may schedule times to meet with teachers on a regular basis to discuss their student's progress, and they are encouraged to do so.

### **Report Cards**

Parents of Pre-K through Grade 7 will collect report cards from the school digitally via a shared Google Drive folder, and will also have access through their SIS Parent Portal.

### **Benchmark Tests (STAR 360)**

The school utilizes benchmark testing to track a student's progress related to Mathematics and Reading proficiency. Scores will be reported to each student's family, in writing, throughout the school year. The school invites parents/guardians to contact appropriate school personnel for further explanation or information regarding how the parent or guardian can best assist the school and the student in improving the student's performance on these tests.

### **Students with Disabilities**

Students learn in a variety of ways with most students learning effectively in a traditional school setting. Students with disabilities may be eligible to receive special services. These services are based on assessment and determined by the SST team, which includes the student's parent. Some special services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. Such services may include support, instruction and accommodations in the general education program or may be provided in other settings. However, should the school staff not be able to accommodate a student with disabilities the parents will be required to provide a 1:1 aid for their student at an additional cost. Additionally, students who are consistently causing class disruptions or have consistent behavior issues, will be required to have an aid at the parent's expense.

Parents of school age children who suspect their child may have a disability and who may need special education services should contact the Administrator.

### **Academic Requirements to Participate in School Athletics**

Students must have a 2.0 GPA with no D's from the previous grading period. Students must attend the entire school day of a game day. Only verified doctor or dentist appointments are acceptable excuses. Students must abide by all mandatory check-ins for eligibility. This check-in will be held by the coach or coaches and verified by the Director of Athletics. Check-ins consist of a review of a student's grades to ensure they meet GPA and other grade-related requirements.

Students who have grades below the GPA requirement or who have less than a 60% in any particular class will be temporarily suspended from athletics and required to attend tutoring until

they have fulfilled all academic requirements for participation; even while suspended, students must attend all meetings and competitions unless directed to attend academic mediation.

### **Independent Study Contracts**

Independent Study Contracts allow students to complete their class work and homework assignments away from the school campus while not being considered absent during these days. The following conditions must be met to participate in the short-term independent study: The minimum number of days of participation is 5 (five) and the maximum is 20 (twenty). If the student is absent after 20 days, he/she may be dropped from school rolls. The parent must complete the application request 3 school days prior to the planned leave. The Principal must approve the request. The student and parent must sign the appropriate form and pick up assignments before independent study begins. Assigned work must be completed and returned the day the student returns or designated day of return, whichever comes first. If the assigned work is not returned on time, the student will not receive credit.

### **Independent Study Contract for Military Families**

ACIS may grant up to five days of excused absences for military-connected students whose parents are unable to have their child attend school due to mandatory military obligations. The conditions under which the school may approve excused absences are: (1) the absence is pre approved; (2) the student is in good standing; (3) the student has a prior record of good attendance.

### **Clubs/Organizations Requirements**

Students are encouraged to participate in the various extracurricular activities approved by the principal and sponsored, supervised or directed by faculty members. Students or teachers interested in chartering a new student organization should first discuss proposed goals with the principal. Charter of a club or similar organization requires principal approval of bylaws, sponsorship by a faculty member, and establishment of a regular schedule of meetings to be held at the school. An established organization's charter may be revoked for lack of a faculty sponsor, failure to hold regularly scheduled meetings, or failure to abide by club bylaws and school policy. Please refer to campus websites for additional information and updates as well as the list of clubs and organizations available for membership.

### **Attendance**

School attendance is vital to students' achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Every student is expected to attend school on a daily basis, unless there is a valid justification for his or her absence. Do not allow your child to have "parent permitted trancies." They may include the following: personal business, car problems, no clean clothes and rain.

### Attendance Matters!

- When students attend school, they get better grades, score better on standardized tests and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance while they attend ACIS, so they are prepared for the future.
- Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.

### Parents Influence Attendance - Get Involved!

- Parents and guardians are responsible for ensuring that their children go to school and arrive on time.
- Make every effort to plan family vacations for non-school days only.
- Make every effort to schedule non-emergency medical and dental appointments after school hours.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or email address.
- Communicate often with your child's teachers regarding attendance.
- Gain access to "Parent Portal" and monitor your child(ren)'s attendance records. Ask your school Student Information System Administrator about the "Parent Portal".
- Make your school aware of any problems that may be causing your child to miss school.

### Attendance Recognition Program

Individual attendance accolades will be awarded to students with perfect attendance throughout the school year.

### **Students on Campus Before/After School**

Students are not allowed on campus before 7:30 a.m. unless requested by a teacher or due to other accommodations approved by administration. Once on campus, students are not allowed to leave without permission. Students arriving after class has begun must report to the Admissions Office for a tardy slip to prevent from being marked absent. School officially ends at 3:35 p.m. for PK-K3 and 3:45 p.m. for grades G1-G7 students (all students K1-Grade 7 have optional clubs from 3:45-4:45 offered Monday, Tuesday, Wednesday and Thursday). This optional club has an additional fee per semester, per club. There are no clubs on Fridays to support staff meetings, professional development training and PLCs. There is no school-provided supervision after 3:45 pm on Monday and Friday. Students are to leave campus directly after school, unless they are staying for an authorized activity. If students are staying for an activity they are to remain with their teacher until they are released to the activity. All activities end by roughly 4:45 pm. All students must be picked up by 5:00 p.m.

**Absence**

School personnel may require satisfactory explanation from the parent/guardian of a student or a medical professional, either in person or by written note, whenever the student is absent for a portion or all of a school day or tardy.

**Absences- Excused**

A student shall be excused from school when the absence is:

- Due to his or her illness (note from parent),
- Due to quarantine under the direction of a Doctor,
- For the purpose of having medical, dental, optometric or chiropractic services rendered (physician's note required); and
- For the purpose of attending the funeral service of a member of his or her immediate family.

A physician's note is required for all absences 3 or more continuous days. Without this, the absences will be considered UNEXCUSED. After 10 EXCUSED absences, a physician's note will be required for each subsequent absence.

A student who has an excused absence from school for any of the reasons listed above shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a student is absent shall determine what assignments the student shall make up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

**Absences - Unexcused**

Any absence for reasons other than listed as "excused absences" are deemed "unexcused".

**Absences for Religious Purposes**

Students who are members of religions that observe religious holidays that fall on school days may be excused from school by making prior arrangements, as specified by the school Principal and with written parental/guardian request.

**Absences and Make-Up work**

It is the responsibility of the student to request make-up work from the teacher and to return it on the day it is due. Please contact teachers via email for make-up work.

Students are responsible for making up work covered or assigned during his/her excused absence. All make-up work should be assigned no later than the day the student returns from the absence. Teachers have been given the authority to determine adjustments to due dates and

submission requirements for assignments, assessments, and other classwork that was missed during absences.

#### **40 Day Rule (80% Requirement)**

In order for a student to successfully promote to the next grade level, they are required to attend 80% of the year. Students who have missed more than 40 days fall below this, and therefore: *are not* eligible to be promoted. These students *must* repeat the grade.

#### **Make-up Classes for Excessive Absences**

In order to assist in making up classes missed due to excessive absences, the school provides alternative ways for students to make up work or regain credit due to absences, this is an extra cost. Missed classes will be made up hour-for-hour. A student may also attend tutorials, if approved by the Principal in advance, to make up 50% of their hours owed.

#### **Tardy Policy**

ACIS has a tardy policy. All students in Grades G1-G7 arriving at school after 8:30 a.m. and all students in grades PK-K3 arriving at school after 9:15 am will be counted as tardy. If a student accumulates a total of three tardies, a note will be sent home to the parent. \*\*Continued tardiness will result in after school detention for students in grades G1-G7.

There is no excused tardy- UNLESS, a physician's note with the start date, return to school date and reason for tardiness is submitted to administration.

#### **Technology Use**

ACIS utilizes the following technology use policy, referenced from our Student Handbook, pg. 18:

Electronic Devices/Cell Phones/SMART Devices/MP3 Players/ Electronic Portable Games

#### **Policy PK-Grade 7**

Electronic Devices/Cell Phones/SMART devices/MP3 Players/ Electronic Portable Games etc. may not be used and must be stored in a backpack during school hours, while on school grounds, between the hours of 7:30 am- 4:45 pm. Students MAY NOT use their phones on campus before school, during breaks, passing periods, lunch (on campus) or after school. Students are encouraged to speak with their friends face-to-face rather than by text message.

Repeat offenses will result in further disciplinary consequences and a parent will be required to obtain the confiscated electronic device from the Principal. The student assumes all responsibility for any electronic devices brought to school. Americana Chinese International School is not responsible for lost/stolen items.

ACIS will not investigate stolen cell phones or other electronic devices. ACIS will not pay for phones that are lost, stolen, or misplaced by staff members after confiscation. All risks associated with the possession of electronic devices is the sole responsibility of the device's owner.

### **Acceptable Use Policy & Digital Portfolios**

The future our children will live in depends on their ability to use technology. ACIS is providing students with access to and experience with cutting-edge technology. Each student has daily access to technology and receives instruction in the appropriate use of this technology. While ACIS regularly updates blocking software to limit access to inappropriate resources and information, it is impossible to restrict access to all controversial materials. Student work is also monitored. Students are to follow all rules and regulations governing technology and Internet conduct. Any violations of these rules and regulations will result in disciplinary action. Students are responsible for their use of technology and technological resources and must sign an Acceptable Use Agreement annually.

Computers and the Internet are found in every classroom and the school's computer lab. Some homeroom classes utilize computers regularly and thus students have been given permission to bring their own devices to school. Students use computers for school projects and research. Teachers help students learn to use computers and the Internet properly, so they will be prepared for the future. ACIS will work to protect students from any dangerous or inappropriate material found on the Internet. It is the student's job to use the computer properly and responsibly.

Personal Responsibility: Students are expected to know that the computer must be used correctly.

- Students are expected to know that school rules must be followed on the computer network.
- Students are expected to know that if anything is not right or makes me uncomfortable, I will tell the person in charge.
- If a student finds something that is not appropriate on the Internet, they are expected to leave it right away and tell an adult.
- Students are expected to understand that all the rules described in the discipline matrix apply when they are using the computer and/or the Internet.

Acceptable Use: Students are expected to understand that computers should be used for learning, research and creating classroom projects. The purpose of using the Internet in our school is to support research and education by providing access to unique resources and the opportunity for collaborative work. Transmission of any material in violation of school policy or any Thai regulation is prohibited. This includes but is not limited to: copyrighted material; threatening or obscene material; or material protected by trade secrets.

- If a student copies anything from the Internet or software program and pastes it into their project, they are to give credit to the author.

- Students are expected to follow the rules of the network.
- Students are expected not to try to buy, sell or advertise anything on the school network.
- Students are expected to understand that the computer belongs to the school and are not to change the way the computer desktop looks or works.
- Students are expected not to download any commercial software from the Internet.

**Network Etiquette and Privacy:** Students are expected to abide by the generally accepted rules of network etiquette. The following are not permitted: sending or displaying offensive messages or pictures; using obscene language; accessing personal email; harassing, insulting or attacking others; sharing confidential information (name, personal address, phone number); damaging computers, computer systems or computer networks; violating copyright laws; using others' passwords; trespassing in others' folders, work or files; intentionally wasting limited resources; employing the network for commercial purposes; downloading of files; and purchasing of items, materials, goods, etc.

**Services:** ACIS has no control over the Internet. Teachers and staff will work with students to protect them from inappropriate material on the Internet. They will also teach students how to save and protect their work so that they are successful computer-users.

**Vandalism:** Vandalism will result in the cancellation of privileges. Vandalism is defined as any malicious attempts to harm or destroy data of another user, Internet, or any of the networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing online materials without permission.

**Privileges:** Using the computer network is a privilege students' must earn and keep. If students don't use the computer correctly, students will face disciplinary action and their parents/guardians will be notified.

**Security:** Security on any computer system is a high priority, especially when the system involves many users. If a student feels they can identify a security problem on the Internet, they must notify the teacher/administrator in charge. Students shall not use another student's log in. Attempts to logon to the Internet as anyone but themselves may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

**Updating:** With the rapidly changing nature of technology and information resources, it may be necessary to update and/or modify this Acceptable Use Policy (AUP). Each user will be required to review and sign this policy annually. All users are responsible for notifying the designated

system administrator or any ACIS staff member of changes in personal information that may compromise the integrity of the user's Acceptable Use Policy.

**Digital Citizenship:** Access to ACIS-provided materials and technologies from any location will be subject to ACIS discipline guidelines and procedures.

ACIS makes no warranties of any kind, whether expressed or implied, for the service it is providing. ACIS will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. ACIS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

For a complete description of all our academic - based policies, please review our complete Student Handbook.

*Attach a list of each of the classes offered under such major headings as English, Technology, Mathematics, Science, Social Studies, Music, Art, Physical Education, special career - oriented classes, etc.*

Pre-Kindergarten – Kindergarten 2 classes*			
All subjects encompassed		<u>World of Wonders</u> , published by McGraw-Hill	
Kindergarten 3 – Grade 7 classes (divided by subject)			
Subject	Details*	Frequency (Weekly)**	Sequential Documented Curriculum: written, international, and comprehensive?
English Language Arts	Textbook: <u>Reading Street</u> , published by Pearson	8-9 periods weekly, depending on grade level. Classes covering the following major components: speaking, reading comprehension, phonics, writing	Yes
Math	Textbook: <u>Envision</u> , published by Pearson	5 periods weekly	Yes
Science	Textbook:	5 periods weekly (3 periods weekly for K3)	Yes

	Science Dimensions, published by Houghton Mifflin Harcourt		
Social Studies	Textbook: <u>Impact</u> , published by McGraw-Hill	2-3 periods weekly, depending on grade level	Yes
Health	Textbook: <u>Health and Fitness</u> , published by McGraw-Hill	1 period weekly	Yes
Art	Academic content standards for visual and performing arts, adopted from the California State Board of Education and Schoolwide Learner Outcomes	2 periods weekly	Yes
Music	Academic content standards for visual and performing arts, adopted from the California State Board of Education and Schoolwide Learner Outcomes	1 period weekly	Yes
STEM	Academic content standards are proprietary and based on NGSS, ACIS Schoolwide Learner Outcomes and ACIS 21st Century Skills goals	2 periods weekly	Yes
Computer Science	Academic content standards are supplemented with support from	2 periods weekly	Yes
Physical Education	Academic content standards are adopted from California State Board of Education and ACIS Schoolwide Learner Outcomes	2 periods weekly	Yes
Academic Support	This course is applicable to grades 5-7	2 periods weekly	

	only. Content includes academic vocabulary support, note-taking, essay-writing, and general organizational habits for student success. Academic content standards are based on individual education plans for each student		No, progress maintained through the use of individual learning plans tailored per student
<i>Chinese Language (divided by grade level)</i>			
PreKindergarten – K2	Proprietary resource materials, developed by ACIS Chinese language department to transition kindergarten – aged students to K3 – G6 textbook materials and curriculum expectations	5 periods weekly	yes
K3 – G7 Chinese National students	Textbook: <u>语文</u> , Vol 1 – 3, published by 温儒敏	5 periods weekly	yes
K3 – G4 Non-Chinese students	Textbook: <u>My First Chinese Reader</u> , Vol 1 – 4, published by <i>Better Chinese</i>	5 periods weekly	yes
G5 - G7 Non-Chinese students	Textbook: <u>Discovering Chinese</u> , Vol 1 - 3 published by <i>Better Chinese</i>	5 periods weekly	yes

*\*All textbook materials come from reputable US textbook companies and fully support the California State Common Core standards, Next Gen science standards, and National Council for Social Studies standards.*

*\*\*For more information on course frequency, please review our weekly class schedules, organized by homeroom class.*

### ***Graduation requirements***

Graduation requirements / Post-graduation plans are not applicable to our school as we only service through Grade 7 currently.

***Comment on the status of a well-developed written international curriculum that has embedded global perspectives and the degree to which this is reflected in the taught***

*curriculum. Comment on the process for curriculum discussion, use of research, development and review/revision.*

### **Current Educational Research and Thinking**

ACIS follows a curriculum that emphasizes direct instruction, guided practice, and student interactive or project-based methods for teaching and learning. All texts are state adopted, approved, and aligned to the California Common Core State Standards (CA CCSS) and reviewed/recommended by a committee composed of teachers, administrators, paraprofessionals prior to adoption by our School Board.

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively. The instructional materials contain strategies and tools for continually measuring student achievement.

Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding. Assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through monitoring is another component of the approved, adopted programs.

The program materials provide teachers with the necessary content and pedagogical tools to ensure universal and equitable access to high-quality curriculum and instruction for all students, so they can meet or exceed the expectations as described in the CA CCSS.

Instructional materials provide access to the standards-based curriculum for all students including English Learners, advanced learners, students below grade level in academic skills, and students with disabilities. The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS.

Formal and Informal assessments are used along with teacher observations in making recommendations for math class placement.

ACIS has a computer lab with 26 computers.

Beginning in pre- kindergarten (PK) and continuing through first grade, when students are emergent or beginning readers, instruction focuses on phonemic awareness and phonics instruction not only using the Journey's program, but also through the supplemental teacher created Phonics programs.

### **Congruence**

ACIS's compliance with content standards, college and career readiness guidelines, and their alignment with schoolwide learner outcomes is very strong. Teachers are required to use Common Core State Standards when they are planning their lessons. Teachers use several

assessment programs designed to collect empirical evidence of progress toward these standards. Star Math, Accelerated Math, and Star Reading through Renaissance Place are used to assess and monitor their progress toward state and local standards.

Next year a new program, Northwest Evaluation Association –Measure of Academic Performance (NWEA –MAP), is being phased in to assess students’ progress toward Common Core standards and assure congruence between the concepts being taught.

College and career readiness is a focus of the Middle School. ACIS Middle School teachers teach metacognitive skills and organizational skills to prepare students for the high school environment, the college environment, and ultimately careers. These skills include reliability, punctuality, organization, planning, studying, presenting, and academic and personal honesty.

### **Curricular Development, Evaluation, and Revisions**

Prior to the purchase of the curriculum resources, our school ordered sample kits from various suppliers. Teachers were given the opportunity to use the kits upon meeting within grade-levels to discuss experiences. In addition, a committee was also formed from the mixed grade level groups to compile data and reports from teacher findings. Sample kits were also put on display for parents/guardians, and they were given time to provide their input on the curriculum. Ultimately, information from all reporting groups was made available to the Board of Directors prior to purchase.

### **Rigorous, Relevant, Coherent Curriculum**

The curriculum selected continues to meet and exceed learning goals for our multi learning styles and types.

### **Articulation and Follow-up Studies**

ACIS collaborates between their own divisions, Primary PK-K2, Elementary K3-5 and Middle School 6-7.

ACIS’s three divisions, work closely together to serve student needs and ease the transition between self-contained and single-subject classrooms.

This year we plan to host the first annual open house day for Grade 4 students during the last week in school. We plan to use this opportunity to discuss the procedures, expectations, and the middle school environment. The day includes an observation of a lesson, an introduction to each teacher, and a copy of the middle school teachers’ syllabi.

***Comment on the degree to which the written and taught international curriculum results in student achievement of the school’s purpose and the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.***

The purpose of ACIS, its mission & vision, speaks to the importance of global competency and the necessity for 21st Century Skills within our curriculum. We understand the direct need for our school’s purpose to go hand-in-hand with our global competencies. Our purpose of preparing students to be a part of a global community, to communicate effectively, to create and lead in their communities is contingent on their development of global competencies. We have a

curriculum development process that ensures that each year we tailor our curriculum to meet the needs of our students in order for them to best develop and succeed in achieving our school's desired outcomes. We further promote the use of certain teaching styles and we have incorporated specific courses into our students' scheduling to better infuse our mission/vision/global competencies, and ESLRs into our curriculum.

### **Teaching Styles**

Among the teaching styles promoted at ACIS are:

- Project-based learning
- Hands - on learning
- Collaboration
- Cooperative learning
- Whole brain teaching method

Each of these styles uniquely emphasizes elements of our school's purpose and desired outcomes and are described at length with examples of implementation in section B3. How Students Learn: Student-Centered Instruction criterion.

### **Mandatory Courses**

Apart from our school's philosophy and encouraged teaching styles, we also incorporate specific courses into our students' yearly academic schedule that support our vision / mission, global competencies, and schoolwide learner outcomes. Our emphasis on Chinese and STEM as unique and mandatory courses shape student exposure to challenging curriculum and help highlight the significance of global communication, collaboration, and teamwork. Our students from PreK - Grade 7 all take a mandatory Chinese Class each day, which emphasizes core principles of language acquisition - speaking, listening, reading, writing, and cultural awareness. Our STEM course emphasizes skills development in:

1. Teamwork
2. Ability to follow complex instructions
3. Concept sketching and plan creativity and development
4. Understanding of basic functions of systems through analysis of components

Both courses, along with the rest of our courses emphasize our schoolwide learner outcomes of self-directed learning, project-based learners, active learners, responsible & independent learners, and knowledgeable learners.

***Explain how the school's curriculum with supporting instructional practices and other activities facilitate access and success for all students.***

### **Accessibility of All Students to Curriculum**

For students who are struggling beyond the support in the general education whole group setting, differentiated small group instruction is offered in mathematics and language arts. For English

Language Arts, not only are leveled readers utilized, but leveled independent practice is used daily. In math, after a formal assessment (Quick Check), differentiated instruction (intervention, on-level, and advanced) is offered within the classroom. Also, ACIS offers after school tutoring in ELA and Math for struggling students who need extra support.

Benchmarks and Star Reading and Star Math results are used for placement into the after-school tutoring program. Students with special needs receive accommodations despite ACIS not having a full-scale special education program. Special needs students are often supported by instructional aides in the classroom in order to meet the standards and help these students achieve the school wide learner outcomes. Also, teachers may use Universal Design Learning lesson plans that take into account every student's needs, thus ensuring access to content (curriculum) through multiple means of action, expression, and engagement.

### **Integration Among Disciplines**

There is integration among disciplines throughout the learning day. For example, elementary teachers use the Research and Inquiry component from our reading program to integrate disciplines. Social studies, science, and/or art are integrated and connected to the weekly essential question. Students work collaboratively and participate in shared research, and projects. Also, elementary teachers use graphic organizers (Venn diagrams, Thinking Maps) not only in Language Arts, but across disciplines. For example, a double bubble map is equally effective when used to compare and contrast two plant specimens grown in two different environments in science, as it is as effective when used to compare and contrast the settings of two literature texts. Our science curriculum integrates art and music, social studies, language arts/writing, and math. Science lessons include math mini lessons or links that connect science to mathematics and to students' lives. Directed Inquiry science lessons often use math to measure or represent scientific data (bar graphs, line plots). In mathematics, each daily lesson has several instances where writing is integrated. Each lesson has a journal question where students write a math story directly related to the lesson's learning objective. Often, students must not only answer a math word problem, but explain how they solved the problem using SMPs.

### ***Explain the current process for the collaboration of administrators and teachers to examine and review curricular design in order to refine curricular lessons, units and/or courses.***

In order to facilitate this, cross-curricular planning time is built into the school year quarterly through assessment data review by department. Teachers meet with administrators via the following teaching departments:

- Kindergarten
- Elementary
- Middle School

Teachers have been trained in common practices to norm approaches across subject areas for group work, and Standards Based Grading in order to norm the use of rubrics and grading categories. All teaching staff were trained in PBIS. Training in using Engage and Google to support student access to content and equitable grading practices.

Each year, ACIS holds an onboarding workshop for incoming staff that covers school philosophies and core practices using the ACIS Google drive and the Staff Handbook which includes links to common unit and lesson planning templates that were developed to emphasize project based learning and interdisciplinary curriculum.

#### **Supporting Evidence and Documentation:**

- ACIS Student Handbook
- ACIS Curriculum Grades PreK-6
- ACIS Curriculum Grades 7-12
- ACIS Chinese Course Syllabi
- ACIS STEM Course Syllabus
- ACIS Weekly Schedules (*organized by homeroom class*)

#### **Achievements:**

- ACIS has created the curriculum for a unique Chinese language program, approved for use by the Thai Ministry of Education.
- ACIS has developed the framework for a truly unique STEM curriculum, with established units of study, standards to address, and via assessment methods.
- ACIS has policies and procedures for major elements of its academic program, from behavior expectations, attendance, participation in class, etc.
- ACIS has strong expectations among teaching staff for unit and yearly planning, assessments, and identifying students who need additional support.

#### **Areas for Improvements:**

- While ACIS has an established curriculum for our Chinese language program, it needs further refinement to better suit the needs of ACIS students and our school's vision & mission.
- ACIS needs to formalize its curriculum for STEM, in order to further develop and tailor it for our future STEM tracks and classes in high school.
- ACIS needs to explore creative solutions to stints of online learning to further support student needs.

### **B2. How Students Learn: Student Engagement Criterion**

***Comment on the degree to which all students are involved in challenging and relevant learning to achieve the desired outcomes: school wide learner outcomes, global competencies, academic standards and major student learner needs.***

Student engagement and student work in mathematics and English language arts reflect standards-based curriculum that targets school wide learner outcomes. Math lessons are highly interactive and varied (pair/share, SMART boards, total physical response, etc.). They are designed to tap into the students' learning styles so that all students can be engaged. Students from K3 to 8<sup>th</sup> grade read a wide variety of non-fiction and fiction. ACIS utilizes standards-aligned textbooks (Reading/Writing Workshop and Literature Anthology) at each

grade level. Student interactions with the texts are challenging and engaging. During differentiated small group instruction, on level and beyond level students are challenged with specific vocabulary and complex sentence structures. Also, students have access to their teachers' classroom library, which offers a wide range of books, during silent sustained reading times.

***Comment on the extent to which students understand the standards and expected performance levels for each area of study to manage, demonstrate, and monitor their own learning and progress toward the desired outcomes.***

ACIS teachers assure that the basis for which students' grade, growth and performance levels are determined is fair and accurate. All curriculum is planned in alignment with CCCC standards and teachers use a standards-aligned approach to grading in order to ensure the effectiveness and impact of instruction on students. As a school, ACIS will be using the results for learner outcomes to determine areas of success and potential areas of growth. We will adjust systems and procedures based on this quantitative and qualitative data to determine options for adjustments and to prioritize any needed supports to implement. We will evaluate this year to look at the impact and effectiveness of the current systems and procedures, and will use that data and student needs to inform adjustments. Students and parents also have access to our ACIS Grading Handbook which outlines the expectations for each class. Finally, students are part of the grading process and help create rubrics and monitor their own learning and progress.

***Comment on the extent that students demonstrate high-level learning, including critical and creative thinking, problem-solving, knowledge attainment, and transfer and application of knowledge and skills.***

Teachers give formative assessments and process quizzes. In all subjects, assessment strategies include formative assessments and summative assessments for mastery of content standards. Assessments are given in a variety of formats to allow for equity of access for demonstrating mastery. These assessments include written traditional tests for skills, problem-based tests for problem-based, critical and creative thinking, verbal assessments, project-based assessment for skills accuracy and critical thinking. A variety of formative assessments to monitor student progress are used including exit tickets to target the key concept or learning outcome for each lesson. These are submitted by students and reviewed and commented on by teachers to guide the students to learning outcome success.

In all classes, students work in groups, participate in rich projects, and have integrated cross-curricular projects. Students have access to content through a variety of strategies, including video, individual research, direct instruction, partner investigation, discovery lessons, direct experience investigation and student choice.

***Comment on the degree to which there are well-integrated age-appropriate opportunities for all students to develop flexible, effective, and culturally - sensitive ways to express their ideas, opinions, and perceptions within the classroom and beyond.***

In English, students are supported by being supported while they develop an understanding of the clear expectations around learning standards, daily learning objectives, directions for assignments, being given samples of quality work.. Students are supported with time management, and through access to posted and electronic calendars with deadlines. Students are able to access all slides and notes online. Students are asked to reflect almost daily on their learning process and on content understanding. The process of reflection allows students to set realistic goals. The text represents a diverse group of author's, time periods, and genres (poetry, autobiography, fiction, nonfiction). ACIS has a strong focus on Chinese, so that it is also integrated within all subjects and because we are in Thailand, we make sure we find ways to effectively deliver materials that imbed the Thai perspective. ACIS has a diverse student population and celebrates these cultures throughout our curriculums.

Social Studies and History students have multiple levels of challenge on most assignments. All levels are rigorous, but reflect different amounts of scaffolding.

All math teachers differentiate in terms of skills and conceptual understanding, and communicating mathematics. For example, students create learning posters in teams (the rubric), then present the posters to their peers. Rubrics include a mix of content delivery, critical thinking, mathematical standards and content standards. This ensures understanding of content for our ELL population.

Science differentiates through levels of facilitation, while PE adapts for student needs, scaffolding, facilitating and supporting appropriate meaningful levels.

All teachers work together to modify content delivery and demonstration of mastery, most teachers allowing for different modalities, different levels of demonstrated mastery and student choice (ex. research project topics) to support special education students and our ELL population.

**Supporting Evidence and Documentation:**

- Grading handbook
- Sample Pacing Guides
- Sample Unit Plans
- Sample student work
- Sample PLC conversations

**Achievements:**

- Professional Learning Communities have been implemented to aid in discussion, encouragement and collaboration on developing our school's hallmark teaching methods and strategies.
- Teachers are encouraged to explore teaching strategies to best impact their students.

**Areas for Improvements:**

- ACIS needs to review project-based learning as a teaching method with teachers through continued professional development.

**B3. How Students Learn: Student-Centered Instruction Criterion**

*Indicate the types of instructional strategies that are used by teachers to effectively engage students in learning, including critical and creative thinking, problem solving, knowledge attainment and application skills.*

ACIS utilizes the following teaching strategies, among others, to deliver instruction and facilitate student learning, in accordance with our vision/mission as well as our schoolwide learner outcomes and global competencies:

- Project-based learning
- Hands-on learning
- Collaboration
- Cooperative learning
- Whole Brain teaching method

**Project-Based Learning**

One of the first items addressed by our governing board before ACIS first opened its door, was to decide on the teaching methods and philosophies that would help us achieve our vision and mission. Chief among them were project-based learning, a general emphasis on collaboration, creative and critical thinking, and hands-on learning in kindergarten. We immediately worked to establish a clear understanding of the fundamental practices of project-based learning also known as PBL) by attending workshops and passing that knowledge on to our teachers through professional development sessions. Furthermore, we began our first school year with a high expectation that all teachers would plan out 2 of their teaching units using the project-based learning method. Unfortunately, the introduction of COVID-19 as a pandemic caused us to re-evaluate the use of project-based learning (PBL) as a safe teaching method.

PBL requires intensive collaboration and communication among students. It requires the teacher to facilitate student learning rather than lead it. Our current model of online learning is not yet conducive to the point of mandating this teaching style. However we still encourage it, support teachers through resource allocation in order to implement it in their units of study and have

plans to host follow - up training sessions on the teaching method through professional development.

In lieu of needing to limit our required focus on PBL as a fundamental teaching method (due to COVID-19 and various stints of online learning), we strive to implement various aspects of this teaching method in various formats: hands-on learning, student self-assessments, collaborative models such as think, pair, share and more. These various teaching methods support our curriculum standards as well as our vision & mission by requiring students to think critically and independently and communicate their ideas with team mates and peers. We reiterate these teaching methods using Professional Learning Communities where questions regarding our teaching styles, vision / mission, 21st Century Learning Skills, are routinely asked and teachers are required to engage in conversations together regarding these topics, ultimately discussing ways they will continue or experiment in incorporating methods and ideas into their unit plans.

### **Hands-On Learning**

This teaching strategy is emphasized among our PreK - Kindergarten 2 classes in order to promote our ESLRs and global competencies in creativity, communication, problem-solving and self-directed learning. Our teachers infuse their curriculum with specific hands-on activities, imaginative play and sensory stations that require students to think through and categorize various experiences. Through this broad-ranging teaching style, teachers can introduce various social-emotional skills, fine and gross motor skills, communication skills, phonological and phonemic awareness skills and more.

As an example, please review the following screenshots taken from one of our K2 teachers. In this lesson, students are learning about sensory input. Our teachers introduce the concept / skill, and apply a hands-on learning activity to expand on the concept. This method requires creativity, independent and critical thinking from the students, while providing an assessment opportunity regarding gross and fine motor skills.

K2 Unit Plan, image #1

<b>Objective(s)</b> <b>I CAN / SWBAT Statement(s)</b>	Students will learn to identify their sense of sound and describe sensory input.  Students will learn to express preferences based on sensory input.
<b>Activities aligned to Objective(s) and I CAN Statement(s)</b>	Make Sound Jars/Bottles  What other things can make sounds at your home?
<b>Instructional Strategies</b>	Intro: Discuss the 5 senses and what they are. Play the 5 Senses Song and ask students to name them.  Main: Ask students what are some things they hear using their ears.  Read the "What's That I Hear?" book on Epic Books - let's look at all the things we experience with our

K2 Unit Plan, image #2

	sense of hearing.  Conclusion: Explain and demonstrate the "Sound Jars/Bottles" Project
<b>Materials/ Resources</b>	Bottles/jars or small containers Various items like rice, beans, cotton balls, etc. to fill them up and make sounds.  Various household objects.
<b>Standards (California State Standards)</b>	SOC.EM.DEV - 4 COM.S. - 2, 8, 5 G.MO.S. - 3 OR.LAN.S. - 1, 3, 6 MUS - 2
<b>Assessments</b>	Participation

A copy of the full unit plan for this activity can be found in our supporting documents.

### Other Teaching Methods and styles

Our teachers routinely employ collaboration, cooperative learning, Whole Brain and more in their daily lesson plans. Collaboration takes many forms, from team work on classroom assignments, introductory conversations such as Think, Pair, Share, class projects, and more. Teachers employ these teaching strategies upon reflection and analysis of student needs throughout their units as they plan future units.

***Provide examples of resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and the community.***

ACIS offers a wide array of classes and programs to meet the curricular and extracurricular needs of all students. Students have access to a standards-based curriculum rooted in current research. A student-centered master schedule, PLC time and common instructional strategies/lessons, and formative assessments are ways ACIS is trying to raise student achievement on summative assessments. There are a variety of curricular and extracurricular programs and ample community support that extends learning beyond the classroom.

ACIS teachers use a variety of differentiated instructional strategies to engage students in learning and ensure they work towards achieving the ESLRs. The use of common instructional strategies is increasing. Teachers provide multi modal instruction to ensure all students can access the curriculum. Students are able to show mastery of learning and higher-level thinking in multiple ways. Learning is extended beyond the classroom with community partnerships and support. The gap in achievement of our ESL students and native English students is an instructional growth area.

STEM class is further used as a teaching strategy to reinforce science concepts taught in the mainstream classroom. One of the major benefits, and reasons for us to incorporate mandatory STEM lessons, was to provide alternative teaching strategies along with specialized resources that simply did not fit into the confines of the time and curriculum constraints of science class. We use a variety of teaching strategies such as Socratic Method, Sketch/Plan, Product creation through exposure to STEM-related units of study to encourage critical thinking, problem - solving, and collaborative team work.

During the 2020-2021 school year, we were given a resource for reading development called MyON. This resource was a godsend as it was a *digital* reading resource that was directly linked and supported by our Renaissance STAR 360 testing program. MyON has provided us with an excellent digital library of books for our students to use to develop their reading skills. We have added a special class period to our weekly schedules for G1 - G7 to utilize our school computer lab for this reading time. Students log in to unique student accounts, and are prompted with a tailored list of books, selected by the program to match their current reading level (their Zone of Proximal Development). Students read through a selected book, take the quiz at the end of the book, and their scores feed into the program, increasing their reading score along with their updated STAR 360 test scores. Further online resources we utilize to enhance student learning include:

- Brain Pop!
- Reading A to-Z
- Khan Academy

***Particularly, for schools where English is not the only language of instruction, explain what portion of any learning is in English, bilingually, or another language.***

The English, Chinese and Thai departments place emphasis on being trilingual. ACIS values the rich linguistic and cultural assets of our students, and communicates that the mastery of another world language in addition to English is an important skill that is advantageous in a world that is becoming ever more globalized.

### **Breakdown of Instructional Minutes**

While we provide mandatory lessons in our students' weekly schedule for English, as well as Chinese and Thai, many parents often want to know more about the relationship between these three languages and how much exposure students receive with each language. This is best demonstrated in a breakdown of instruction minutes per week.

Total instructional minutes per week: 1800		
Language	Minutes per week	Average per week
Chinese	225	12.50%
Thai	180	10%
English	1395	77.50%

These figures are based on our weekly schedules and demonstrate that while we want our students to have exposure and to gradually gain fluency in both Thai and Chinese, ACIS' primary language focus is English.

### **Effects of a Multilingual Program**

In our third year of operation, we are to a point where we are able to quantify various points of data into meaningful information that will help us to best balance the long-term goals we have for our students. We have focused intensely for the past 2 years to strengthen various elements of our Chinese language program, such as reliable assessment data. We are looking forward to having meaningful data by the end of this school year in the form of multiple HSK standardized Chinese language exams in order to demonstrate to our stakeholders the success that being in a multilingual environment has provided.

***Describe and evaluate the types of professional development and coaching currently in place that help to enhance the instructional repertoires of teachers. Particularly, comment on the impact on student learning at this stage of development.***

ACIS staff use a variety of strategies and resources, including technology, texts, systems of engagement and interaction, and ways to check for understanding. ACIS teachers participate in a variety of professional development and site-specific development.

Staff is continuing to be supported by IT in technology trainings. Grades are posted in Engage and are meant to inform students of their progress and are updated every two weeks. Google also provides a platform for students to receive work, manage deadlines and missing work, and access curriculum. Site based instruction is provided on an ongoing basis as items are noted as needs or opportunities to grow. Site technology updates are given at each weekly staff meeting.

ACIS provides teacher choice ongoing professional development (PD) regularly. Several days a year are set aside for all district PD across a variety of interests in standards, practices, and technology. Staff receives and engages in site-based PD at extended staff meetings. Staff PDs this year have included grading policies from the perspective of Standards-Referenced Grading, student engagement and relevance of using data to drive instruction.

Some teachers also pursue continuing education in the content area individually as well as meeting with colleagues from our sister schools to discuss what is current and relevant. ACIS has a culture of sharing with each other, including across curricular areas and to inform integrated, shared, cross-curricular projects.

***Comment on strategies used to determine student understanding of the standards/expected performance levels for each area of study.***

One of the components of common lessons is a clear common learning objective for students. The objective for students is derived from the standards. Standards are posted and communicated verbally and rubrics are attached to assignments. ACIS lesson plans include a common agenda format that includes: the date, standards, objective, ESLR, and an agenda that includes things like opening activity, essential question, guided instruction and reflection. This expectation has been communicated with all faculty to ensure the best possible instructional outcomes. The rubric highlights the skills that students are attempting to master. In each common formative assessment rubrics are used to measure mastery of skills, and to identify areas where students need additional help. An essential question for the lesson or unit is posted. Some teachers write on the board, others project on a screen depending on teacher style. Common rubrics are used by most teachers on common formative and summative assessments. ACIS will continue to develop in this area as each PLC works to unpack the new standards and enhance their understanding of the expectations of the CCCC.

Classroom observations revealed that teachers use a variety of instructional and student engagement strategies. Common instruction strategies used are: think, pair, share, anticipatory sets, a variety of strategies that check for understanding, chunking, text annotations, and note-taking. Teachers also use strategies such as KWL charts, random student selection, round robin, attention signals, exit slips, and community builders. In addition, teachers use instructional technology in the delivery of the curriculum using PowerPoints, podcasts, music, teacher-generated websites, online resources, platforms, and websites such as YouTube, TedTalks, KaHoot, BrainPop, and in-class technology. Finally, all teachers have access to online versions of their textbooks which provide an abundance of additional support, videos, ESL lessons and more.

**Supporting Evidence and Documentation:**

- STEM Course Syllabus
- MyON Parent Presentation
- Homeroom schedules for confirmation of
  - MyON classes
  - Percentage of instructional minutes spent in Thai & Chinese language classes
- Professional Development Samples

**Achievements:**

- ACIS has established an environment where teachers are supported and encouraged to try new teaching methods.
- ACIS has purposefully arranged professional development trainings to expose teachers to new and vetted teaching methods.

- ACIS has maintained a primary emphasis on English as its main focus of study and balanced its focus on Thai and Chinese appropriately. It has communicated this most effectively to parents and the community through our weekly schedules.

#### **Areas for Improvements:**

- ACIS must focus more intently on further professional development for teachers and administrative support for ensuring that teaching methods used support our school's vision & mission.

#### **B4. How Assessment is Used: Reporting and Accountability Processes Criterion**

*Explain the school's current school wide assessment process to collect, disaggregate, analyze and monitor student progress on achieving the school wide learner outcomes and the academic standards.*

##### **Academic Standards**

Teachers have met on an ongoing basis to address concerns regarding student achievement. The staff has committed to staying after school to provide intervention for these students. Staff also met to discuss standards-based grading and the impact of assigning zeros for students who have not completed their work or shown mastery and what other ways they can assess students and avoid the zero. There has been a strong collaboration between all teachers who are analyzing the course scope and sequence in order to make changes to ensure student success. Parents are also contacted regarding student progress to attempt to leverage as much support for the student as possible.

Data is collected using STAR 360 summary reports, Engage (SIS) reports on formative and summative assessments in order to analyze student achievement and need. Teachers meet quarterly in grade level cohorts with administration to analyze and develop strategies for student support.

##### **Schoolwide Learner Outcomes**

Admittedly, we are still in the beginning stages of meaningfully analyzing our assessment data in terms of achieving our schoolwide learner outcomes. We have made English language acquisition and the balance in our other language learning our primary focus in terms of data analysis. We look forward to being able to better incorporate our ESLRs into our data analysis throughout the remainder of this academic school year, with a formal plan developed for stronger emphasis with the incoming 2022-2023 academic school year.

*Explain how the school determines the basis of students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.*

Grades are determined by teachers based on student performance on assessments and student classwork and homework. The Engage gradebook is divided into categories, with some teachers

and courses using weighted categories and others using non-weighted categories. In some subject areas each teacher determines their grading procedures, and in other areas there is coordination between teachers of the same course or within the same department. While departments may take different approaches to weighted grades, courses and grades are aligned to content standards, and teachers reliably assess student progress towards mastery of content standards, as well as literacy and other applicable standards/frameworks. For more specific information, please review our Grading Policy and Procedure Manual.

Departments and PLCs collaborate to create common formative and summative assessments in all areas. For the past 2 years there has been a consistent and significant increase in standards-based instruction, common lessons, instructional strategies, and formative assessments in all departments; this has been accomplished through ongoing PLC work.

PLCs/departments are at different levels of effectiveness in analyzing student work and are working to enhance their practices to calibrate student work samples. Next year we plan to include closer collaboration to create consistent grading policies across departments, comparing workload in comparable courses. Many teachers have found that giving students the opportunity to retake quizzes and tests, or re-write essays has yielded positive results in assessment and mastery.

***Provide examples of how the school uses assessments results to make changes in the program, professional development activities, and resource allocations demonstrating a results-driven continuous process.***

ACIS uses assessment results to identify data points indicating needed action to improve the achievement of all students. Data leads to implementation which occurs across the whole staff, department, and cross-curricular team work.

Each quarter teachers review assessment results and make suggestions for staff PD. This data is also used to determine needed student services, including tutoring, social-emotional or academic supports and programs. This data is also used to support requests for funding of these programs as indicators of need and priority.

***Particularly, for schools where English is not the only language of instruction, evaluate how assessment results related to English language proficiency in terms of reading, writing, listening, and speaking are part of the modification of learning and teaching and for the allocation of resources.***

While Chinese and Thai are taught as required additional languages, they have been added to our program as an isolated, additional class period. This helps us ensure that English remains our primary and only major language of instruction.

Total instructional minutes per week: 1800		
Language	Minutes per week	Average per week
Chinese	225	12.50%
Thai	180	10%
English	1395	77.50%

*Explain the process to inform the board, parents, and other stakeholders about student progress towards achieving the academic standards and the schoolwide learner outcomes that include global competencies.*

At ACIS, the professional staff is well prepared to support the use of formative and summative classroom assessment to guide, modify and adjust instruction.

Teachers also communicate with parents about student achievement and, by inputting grades into Engage bimonthly, the parents will be able access formative assessment results in order to intervene with students before grades are final, by next semester.

### **Reporting Students Data and Progress to Parents**

ACIS has two semesters. During the midpoint of each semester, a mandatory parent-teacher conference is conducted. At this time teachers notify parents in writing of their student's progress. This is also the time teachers go over benchmark data and various assessments from their curriculums.

### **Conclusions**

All students at ACIS have access to a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards as well as college and career readiness. Access to a research-based curriculum coupled with effective teaching methodology have contributed to the progress of students on several different assessments across a wide range of individual needs: English Language Learners, children with disabilities and gifted and talented students.

### **Supporting Evidence and Documentation:**

- ACIS Web Site
- PBL workshop agenda
- Pacing Guides
- Teacher weekly lesson plans
- Student Work Samples
- School Schedule
- Formal Evaluation Schedule
- Formal Teacher Evaluation Template
- Pacing Guides Samples
- Unit Plan Samples
- Report Cards

- STAR 360 Report samples
- ESL lesson plans
- Grading Policy & Procedure Manual

#### **Achievements:**

- ACIS implemented various data assessment programs such as STAR 360, student portfolios, writing workshops, etc in order to collect various data points to monitor student progress.
- ACIS has provided strong support and resources into our language programs in order to build our student's abilities to effectively communicate in a trilingual manner

#### **Areas for Improvements:**

- ACIS needs to focus more intently on analyzing the achievement of our schoolwide learner outcomes through assessment data.
- ACIS needs to refine its data collection methods to ensure the best data available for analysis
- ACIS should promote faculty members into leadership roles to better delegate the responsibility of data collection and analysis and allow for more opportunity to effectively analyze data and plan for next step interventions.

### **B5. How Assessment is used: Continuous Assessment by Students and Teachers Criterion**

*List the various means by which student learning is assessed, based on content standards and the schoolwide learner outcomes.*

At the department/classroom level, both formative and summative assessments are another way to measure growth and achievement. The modes of assessment differ between subjects and there is a shift to more authentic assessments with synthesis, analysis and real-world applications. School benchmarks also provide teachers with valuable information regarding student achievement of standards and the ESLRs. Project-based learning in some disciplines is another basis by which students' grades, growth, and performance levels are determined particularly in STEM.

- Summative assessments
- Formative assessments
- STAR 360

***Particularly, for schools where English is not the only language of instruction, explain how English proficiency is assessed regularly within all grade levels and courses.***

We have worked hard to implement various courses throughout our weekly schedule to allow structured time to meaningfully engage and assess the progress of our various elements of English language. We further incorporate performances and demonstrations into our school calendar to promote the use of English language on campus and reward its development among our students. These various opportunities can be notated below as:

- Within weekly class schedules:
  - Writing Workshop
  - Public Speaking
  - Reading / Phonics
  - Spelling tests
- Public demonstrations/performances
  - Performances
  - Oral Presentations

Please note that in the 2 ½ years of our school's opening, we have been forced into 6 separate stints of online learning, each stint lasting 8 days - to 1 month. Our ability to host demonstrations has been effectively hampered by the constraints the Thai government has placed on schools in order to remain open.

***Summarize how teachers select appropriate assessment strategies based on the desired student learning.***

ACIS is addressing identified student learning needs through consistent, data-driven PLC work around improving instruction; professional development aligned to the common-core has led to an increase in common instructional practices and assessments schoolwide. PLC teams have been provided with significant time to address the learning needs of students.

***Explain how teachers use multiple types of student assessment data, including student work, to make changes and decisions about learning and teaching approaches in the classroom and continued professional learning.***

Observation of students working and examination of student work indicate that students are increasingly involved in challenging and relevant learning in all subject areas to achieve the ESLRs.

Teachers analyze student work to inform instruction for best practices. Most PLCs are in the developing stages of examining student work in a formal manner and calibrating assessment tools such as rubrics. At Instructional Leadership Team meetings, there is a round-robin style check-in, where lead teachers in each content area report as to where their department is in terms of pacing plan, common planning, common assessment, etc.

The consistent examination of student work in PLCs, to inform instruction, is another way to measure the effects of PD. In examining student work departments and PLCs are at different levels of effectiveness ranging from beginning, to proficient, with all departments working to enhance their protocols for analyzing and reviewing student work.

Samples:

- Formative / summative assessments
- STAR 360 data
- Rubrics

***Explain the current processes to provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.***

At Coffee with the Principal, parents are provided feedback regarding student performance levels and growth towards achieving learning targets and ESLRs. Through observing the students at work, teachers assess student understanding, keep students on task by encouraging and giving personalized feedback. Student assignments include rubrics, these rubrics encourage teachers to give meaningful feedback.

During parent teacher conferences, teacher and parents meet and teachers present the student assessments, rubrics and provide reflections based on student work, progress towards content mastery and make suggestions for areas of focus. We further provide feedback through homework feedback, progress reports, semester report cards. We host 2 formal conference events each year for parents to come in and receive full progress updates on their child's progress. This year, with the advent of a Middle School cohort, we have implemented Individual Learning Plans for each of our middle school students in order to support their preparation for high school courses.

#### **Supporting Evidence and Documentation:**

- Images of performances
- Assessment Samples
- Progress Report/Report Card Sample
- ILP template
- Portfolio samples

#### **Achievements:**

- ACIS has developed meaningful, personalized, and detailed academic reports for parents
- ACIS has maintained an open door policy with parents regarding meeting with teachers to receive real-time progress updates on academic progress

#### **Areas for Improvements:**

- ACIS should further refine its data collection and presentation to parents by focusing more attention on standardizing our portfolios in order to give better, more intimate data progress on students.

## **Category C: Support for Student Social-Emotional and Academic Growth**

### **C1. Student Social-Emotional and Academic Support Criterion**

*Comment on the school's academic and social-emotional counseling and guidance services that are available to students, including referral services. Include how the school supports students in becoming proficient in the English language.*

As a small school we have the opportunity to support our students uniquely on an individual level. We utilize Individual Learning Plans to communicate effectively with parents and students specific areas of improvement. When it is brought to our attention that a student may be struggling with emotional or behavior needs beyond what the school is equipped to support we refer parents to local organizations such as Kidz Plus, where students may be properly diagnosed. While we are not actually equipped to admit students with severe disabilities though we pride ourselves in helping any student we are fortunate enough to work with. We provide programs such as ESL for those students who qualify and private tutoring for any student who would like 1-on-1 support with particular subjects and skills. Finally, we have included Academic Support classes for middle school students, in which students receive 1-on-1 and small group opportunities to develop skills they may be struggling with.

In the future, we plan to further support student development through Social-Emotional Learning Curriculum. This program is intended to help prepare students for personal well being, effective group work, and the demands of the workplace. As part of this program students will receive direct instruction on topics such as active listening, self awareness, decision making, relationship skills and social awareness. Students will be asked to undertake group challenges or initiatives. Ultimately the aim of SEL is for students to build a sense of community with each other and their mentor so that they have a consistent personalized support system at ACIS.

*Comment further on the effectiveness of the schoolwide and personalized approaches to learning implemented by leadership and staff so that ALL students progress in achieving the desired outcomes.*

In partnership with the school leadership, staff and teachers at ACIS have supported implementation of several helpful tools to support personalized learning and access to the curriculum. The administration has supported the need to provide extended time for testing when needed. The IT office has supported technology by providing training for Google, Brain Pop, STAR, Accelerated Reader, Engage and MyOn. Many teachers use a visual timer at all times during class to support students with focus and time management in class.

***Describe co-curricular activities that are available to students, including local and/or global actions and service opportunities.***

ACIS has an after-program applicable for students who wish to develop specific skills and enjoy fun and engaging camaraderie with peers and faculty. This after-school program provides access to clubs such as :

- Story & Craft Club
- Cooking Club
- Board Games Club
- STEM Builders Club
- Reading Club
- Coding Club
- Athletics program

At this time, ACIS is not yet involved in any formal organization, local or global, to maintain consistent community service throughout the school. Instead, we host informal community service programs. Currently, teachers, students and parents suggest different community projects in the PTG and the school leadership introduces the initiative to the school community. Now that we have older students, we would like this to be a student led group in 2022-2023. Community Service projects we have engaged in so far have included:

- Hope Home Donation Drive
- World Vision
- Thanksgiving food donation to orphanage
- Thankful at Christmas donation

***Comment on the means to determine the overall level of student participation and the effectiveness of the processes for evaluating student involvement.***

Students have a wide array of curricular and co-curricular activities available. Activities are directly linked to, and support the academic standards and ESLRs.

The school is extremely effective at monitoring student involvement in co-curricular activities that are academic in nature. All activities are recorded on the Events Calendar. Administrators work together with faculty to ensure that the program is supporting students. Student voice is important; therefore, the principal constantly communicates with faculty to ensure that student voices and involvement is present in the school. Efforts to increase student involvement are ongoing.

***Comment on the extent to which students have the opportunity to deepen personal and community connections that are meaningful and relevant within a culture of student safety and well-being.***

We encourage students to participate in our various community service projects. As we see young students who are struggling to develop their sense of self and community we often partner them up with older ACIS students who have demonstrated a strong sense of responsibility and willingness. Our goal with student partners is to check in with one another, form bonds of friendship, and in some cases spend dedicated time with each other. We rolled out this model school wide with our latest Literacy Week activity, in October 202. Older classes were partnered with younger classes for the week. During that time, older students read to younger students, some students read to entire classes and in doing so students received an opportunity to bond with others outside their grade level. We found this extremely important, as our current COVID-19 requirements have limited the amount of socialization we are allowed to promote among students.

In the future we hope to expand on the Big Brother/Big Sister model to foster stronger bonds and social-emotional support among our students. We also look forward to the guidance of licensed Counselor to help us implement appropriate programs for student well-being.

**Supporting Evidence and Documentation:**

- Social-Emotional lesson samples
- ESL sample unit plan and Pacing Guide, web page
- ILP samples
- After-School Program
- Community Service project images & stats

**Achievements:**

- ACIS has led its own initiatives for community service and involvement, giving students an opportunity to volunteer for leadership and involvement
- ACIS has developed a functioning after-school program that supports students whose parents are not able to pick them up immediately following school
- ACIS has been granted admittance into the local school athletics league and hope, called CMAC. We look forward to boosting our students' access to athletic competition, and character development

**Areas for Improvement:**

- ACIS needs an experienced and credentialed guidance counselor for our students to support their personal growth and development academically and social-emotionally.

## **Category D: School Culture, Child Protection, and Parent/Community Involvement**

### **D1. School Environment Criterion**

*Indicate the modes available for a collaborative culture of mutual respect, equity, caring, concern for students, faculty, staff, parents and the community in an environment that honors individual and cultural differences.*

Collaboration and mutual respect for individual and cultural differences are very important areas of focus for ACIS. This is most notable firstly in our school's vision of infusing elements of American, Thai, and Chinese culture throughout our academic program. On a daily basis, our school environment promotes collaboration and cultural respect through our daily curriculum, from California's Common Core standards. For example, our students (from PreK - G7) all have social studies activities embedded in their yearly academic curriculum to develop their sense of citizenship and respect for cultural differences. Their English lessons are steeped with readings and experiences from nationalities all across the world. We further enhance this through the activities and events on campus.

Our school's yearly calendar emphasizes cultural celebrations from the major nationalities represented at our school:

- American
- Thai
- Chinese

We celebrate holidays such as Chinese National Day, Mid - Autumn festival, Loy Kratong, Songkran, Thanksgiving, Christmas, and International Day. Our PTG (Parent - Teacher Group) is involved in carrying out these activities by volunteering their talents/skills through interactive booth demonstrations, donations, preparation, etc.

*Comment on the degree to which these modes support student social-emotional well-being to strengthen positive relationships and emotional connections in the learning process and help develop a range of skills for school and life.*

The current methods used by ACIS to provide a school environment of mutual respect, collaboration, and empathy are adequate however there is room for improvement. The lingering effects of the COVID-19 pandemic have hindered continual focus on some of the elements, including collaboration as students have spent numerous stints of approx. 1 month through online learning. While online, we strove to maintain certain aspects of our school's cultural and citizen focus through virtual celebration of major holidays such as augmenting our daily schedule for

Loy Kratong to allow all students ample time to meet with their Thai teacher and classmates to celebrate this Thai ethnic holiday. Furthermore, we have continued our character development program with monthly SPARK awards issued to students for improved communication with peers in English language, best displays of citizenship, etc. When we are online, these awards have been issued via video format. Admittedly, however, they still lack consistency.

As the reality of COVID-19's lingering effects on education are becoming more apparent, ACIS needs to further develop its methods of infusing our curriculum with the elements of school environment we hold to through our school's vision and mission. They work well hand-in-hand currently, however there is plenty of room still for improvement and strengthening.

***Comment on the effectiveness of the school's policies and procedures to continually ensure a safe, clean and orderly environment that nurtures learning, including effective operating procedures for internet safety.***

The school's governing board has worked tirelessly to develop effective policies to safe-guard our students and to provide a safe and orderly environment that nurtures, protects, and guides our students towards appropriate behavior among peers, adults, and family.

### **Board Policies & Comprehensive School Safety Plan**

This document is the most broad-ranging set of policies at ACIS in terms of community safety. Within it are policies that address the following:

- Child Abuse
- Sexual Harassment
- Safety on school - sponsored trips
- Student release
- Student illness and medication policy
- Weapons on campus
- Promoting positive school climate

Further policies are laid out addressing curriculum development, personnel sick leave, air quality and more.

### **Student Handbook**

Our Student Handbook is the School's approach to communicate our policies, relative to students and parents, in a comprehensive format. It is accessible on our website at <https://www.acis.ac.th/student-handbook> and is reviewed with parents at the beginning of each school year during our annual Parent Orientation event. It is reviewed and updated every July by our governing Board to ensure that our policies are up-to-date and remain functional.

## **Data Protection Plan**

ACIS Data Protection Plan was reinvisioned due to the recent laws passed by the Thai government concerning personal data. According to page 3 of this policy:

“Americana Chinese International School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR).

The school may, from time to time, be required to share personal information about its staff or pupils with other organizations, mainly the Ministry of Education, another branch of the Thai Government, other schools and educational bodies, and possibly a foreign consulate or embassy.

This policy is in place to ensure all stakeholders are aware of their responsibilities and outlines how the school complies with the following core principles of the GDPR.

Organizational methods for keeping data secure are imperative, and Americana Chinese International School believes that it is good practice to keep clear practical policies, backed up by written procedures.”

Its policies include the principles and accountability structure within the policy, explanation of the Data Protection Officer, lawful means of processing personal data, the rights of all parties within the legal framework of the General Data Protection Regulation (Thai law), and more.

## **COVID-19 policy**

Our COVID-19 Safety policy delivers clarity regarding specific methods of disinfecting different areas of the school, promoting social distance, protocols regarding outbreaks within campus, and confirmed positive cases within the general ACIS community. It describes our methods of disinfection, including the use of UVC light disinfection, and regulations for students (for example, students’ requirement to bring individual water bottles from home).

### ***Describe the school’s facilities and their overall condition.***

Within ACIS’ spirit of continuous growth and innovation, we are just about to inaugurate a New Building which is coming to add to the first building already in operation. This new building will host students from Grade 7 to Grade 12.

Therefore, ACIS can now provide education to students from Pre-Kindergarten to Grade 12 using the American Common Core CA curriculum.

ACIS’ campus is located on a piece of land of 1.43 ha. adjacent to the Chiang Mai – Lamphun Superhighway and is composed of the following buildings and facilities (*see attached Plot Plan*):

#### **1.Academic Building 1 (*see attached drawing*)**

This rectangular shape building can host up to 500 students from Pre-K to Grade 6 with a total useful area of 1,920 sq. mt. on 3 floors, distributed as follows:

- 1 Classroom of 56 sq. mt. for Pre-K
- 2 Classrooms of 56 sq. mt. for Grade K1
- 2 Classrooms of 56 sq. mt. for Grade K2
- 1 Classroom of 56 sq. mt. for Grade K3
- 2 Classrooms of 56 sq. mt. for Grade 1
- 1 Classroom of 56 sq. mt. for Grade 2
- 2 Classrooms of 56 sq. mt. for Grade 3
- 1 Classroom of 56 sq. mt. for Grade 4
- 3 Classrooms of 56 sq. mt. for Grades 5-6 (Science, Math, Social)
- 1 Classroom of 56 sq. mt. for Library
- 1 Classroom of 25 sq. mt. for Language Lab.
- 1 Classroom of 56 sq. mt. for Chinese Language
- 4 Classrooms of 56 sq. mt. for activities (Library, Art, Music and Computer)
- 2 Rooms totaling 40 sq. mt. for Nurse
- 12 Rooms totaling 180 sq. mt. for Offices
- 6 Rest Rooms of 15 sq. mt. each (3 Men + 3 Women)

## **2. Cafeteria/Grand Hall** *(see attached drawing)*

This large room with no columns and 6 mt. height offers a total useful area of 400 sq. mt. which is being used as the cafeteria for daily lunch service and alternatively can be used as a Grand Hall for all kinds of events, celebrations and gatherings.

This large area can host up to 250 students for Cafeteria purposes and up to 400 people for seated events.

## **3. Academic Building 2** *(see attached drawing)*

This newly inaugurated innovative L- shape building can host up to 625 students from Grade 7 to Grade 12 with a total useful area of 2,500 sq. mt. on 3 floors, distributed as follows:

- 1 Classroom of 48 sq. mt. for Grade 7
- 1 Classroom of 48 sq. mt. for Grade 8
- 1 Classroom of 48 sq. mt. for Grade 9
- 1 Classroom of 48 sq. mt. for Grade 10
- 1 Classroom of 48 sq. mt. for Grade 11
- 1 Classroom of 48 sq. mt. for Grade 12
- 3 Classrooms of 48 sq. mt. for Thai Language
- 4 Classrooms of 48 sq. mt. for Chinese Language
- 4 Classrooms of 48 sq. mt. for activities (Music, Art, ESL(2))
- 3 Classrooms of 72 sq. mt. for special activities (STEM, Science Lab, Computer)
- 1 Classroom of 72 sq. mt. for Library.
- 1 Room of 48 sq. mt. for Teachers' Room
- 1 Room of 35 sq. mt. for Nurse
- 6 Rooms totaling 100 sq. mt. for Offices
- 6 Rest Rooms of 15 sq. mt. each (3 Men + 3 Women)

#### **4. Kitchen Area**

An area of 65 sq. mt. is occupied by the kitchen to serve the main cafeteria as well as the Coffee Shop next door.

#### **5. Coffee Shop**

This shop has an area of 65 sq. mt. and offers food and beverages for the school staff as well as for visitors.

#### **6. Playground Areas**

ACIS' campus includes 2 outdoor playground areas totaling 1,235 sq. mt. for the daily use of the students (see Plot Plan). The campus also offers 1 indoor playground of 160 sq. mt. for younger students during rainy days.

#### **7. MultiSports Covered Court**

This is a large covered area of 700 sq. mt. hosting a standard size basketball court of 28.00x15.00 mt. that can be used as a covered playground or host all kinds of sports events or competitions as well as PE teaching grounds.

#### **8. Swimming Pools**

ACIS' campus can also offer a small size swimming pool of 25.00x8.00 mt. with depths of 120 mt. & 130 mt. mt. allowing swimming teaching and practice for students.

Adjacent to the main pool, ACIS also provides a mini-pool of 7.00x7.00 mt, with depths of 0.30 mt. & 0.65 mt. for the use of kindergarten younger students.

The swimming pool comes with adjacent necessary locker rooms, shower areas and toilets to cater for the needs of this facility.

#### **9. Soccer Field**

A large piece of land of 3,500 sq. mt. allows ACIS to offer a big size natural grass Soccer Field of 62.00x40.00 for football or soccer practice, sports events, outdoor celebrations and social gatherings.

#### **10. Parking Lot**

ACIS' can offer 2,000 sq. mt. of outdoor vehicles parking area divided into 2 parking lots of 750 and 1,250 sq. mt. allowing to park up to 50 cars and up to 45 motorbikes.

***Attach a copy of the written health, internet, safety, and emergency policies and procedures that are in place.***

All of these policies can be found throughout the following documents:

1. ACIS Health Policy
2. ACIS Student Handbook (houses our Acceptable Use policy)
3. ACIS Board Policies & Comprehensive School Safety Plan
4. ACIS Emergency Preparedness Plan

**Supporting Evidence and Documentation:**

- ACIS Plot Plan
- ACIS Rooms Layout
- ACIS new building images
- ACIS Yearly Calendar
- ACIS website for information on activities on campus: [acis.ac.th](http://acis.ac.th)
- ACIS Data Protection Plan
- ACIS Board Policies & Comprehensive School Safety Plan
- ACIS Student Handbook
- ACIS COVID-19 Safety Policies

**Achievements:**

- ACIS has effective policies in place to address major incidents and promote a safe learning environment.
- ACIS acted quickly to ensure we had policies in place to address the safety threat posed by COVID-19.
- ACIS developed a Student Handbook that providing all-encompassing information for students and families regarding student behavior expectations, effective methods for parent involvement, expectations and support for interaction between parents and staff, mainstays within our academic program and pathways for growth and success as an ACIS Phoenix Flame (the mascot for ACIS and the adopted nickname for our general student body).

**Areas for Improvement:**

- ACIS must develop and embed stronger methods of celebrating cultural differences and infusing collaboration into our curriculum, despite necessary stents of online learning, caused by COVID-19 and other emergency situations that might prevent us from learning on campus in the future.
- ACIS needs to get students more involved in the planning and preparation of cultural activities on campus.
- ACIS needs to increase its presence in the local Chiang Mai community through service projects, in order to encourage our students and provide a vehicle through which they can connect with their local community's culture.

## **D2. Child Protection Criterion**

*Provide the school's definition of child abuse, including physical, emotional, or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.*

*Provide pertinent explanation of the school's protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips, and student exchanges. Include the process for regular review of these policies. This includes information about developed structured procedures for reporting suspected or disclosed maltreatment or abuse and the policies for identifying actions to be taken, including appropriate authorities.*

The Governing Board recognizes the school's responsibility to educate students about the danger of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The school's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Thai Director and Principal shall seek to incorporate community resources into the school's child abuse prevention programs. To the extent feasible, the Thai Director and Principal shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

The Board recognizes that child abuse has severe consequences and that the school has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Thai Director and Principal shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and School administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Thai Director and Principal shall provide training regarding the reporting duties of mandated reporters.

Training will be provided through National Online Safety; all teachers and staff are considered mandated reporters.

## **CHILD ABUSE REPORTING PROCEDURES**

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation.
3. Neglect of a child.
4. Emotional Abuse.
5. Commercial Exploitation.
6. Inappropriate child to child behaviors.

ACIS follows the definitions as described within the Guidelines for Creating a Child Protection Policy for International Schools Association of Thailand (ISAT, 2011).

## **PHYSICAL ABUSE**

Physical abuse is violence directed towards children, i.e. hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms off or deliberately causes ill health to a child whom they are looking after.

## **SEXUAL ABUSE**

Child sexual abuse is a form of child abuse in which an adult or older/bigger child or adolescent uses a child for sexual stimulation. Forms of child sexual abuse include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact against a child, physical contact with the child's genitals (except in certain non-sexual contexts such as a medical exam), viewing of the child's genitalia for the purpose of sexual gratification, or using a child to produce child pornography.

Forcing or enticing a child or young person 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 or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **NEGLECT**

Child neglect is usually defined as:

- Failure of a person responsible for a child's care and upbringing to safeguard the child's emotional and physical health and general well-being
- Acts of commission, harm to a child may or may not be the intended consequence
- A serious form of maltreatment
- The persistent failure to meet a child's basic physical and/or psychological needs resulting in serious impairment of health and/or development.

Types of Neglect:

Failure to provide

- Physical neglect
- Emotional neglect
- Medical/dental neglect
- Educational neglect

Failure to supervise

- Inadequate supervision
- Exposure to violent environments
- Frequent accidents

Failure to protect

- If a child is in a situation that calls for protection, failure to provide such protection is a form of neglect.

## **EMOTIONAL ABUSE**

Child emotional or psychological abuse, also referred to as mental abuse, is a form of abuse characterized by a person subjecting or exposing a child to behaviour that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder. Such abuse is often associated with situations of power imbalance or dependence.

The impact of continual emotional maltreatment is cumulative, serious and long term. Emotional abuse impairs the child's psychological and emotional development with a potentially life-long influence on any capacity to form successful relationships. For instance, child victims often form poor relationships with their own children.

Types of Emotional Abuse

- Rejecting: refusing to acknowledge the child's worth and the legitimacy of their needs
- Isolating: cutting off the child from normal social experiences and contact with peers or adults
- Terrorizing: verbally assaulting the child, creating a climate of fear and bullying
- Ignoring: depriving the child of essential stimulation and emotional responsiveness
- Corrupting: socializing the child in an inappropriate manner, encouraging destructive and antisocial behavior

## **COMMERCIAL EXPLOITATION**

Commercial sexual exploitation of children (a person under age 18) is a commercial transaction that involves the sexual exploitation of a child, or person under the age of consent. CSEC involves a range of abuses, including but not limited to: the prostitution of children, child pornography, stripping, erotic massage, phone sex lines, internet-based exploitation, and early forced marriage. CSEC is sexual abuse or exploitation of a minor, 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:

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

## **INAPPROPRIATE CHILD TO CHILD BEHAVIORS**

Behavior can be described as challenging when it interferes with the rights of other children, interferes with the child’s learning and relationships with others including a child presenting as shy, withdrawn or excessively passive is inappropriate to the child’s age or developmental stage or background.

Behaviors to look for:

- hitting, slapping, pinching
- bullying
- isolating
- yelling
- humiliating or belittling a child
- negative labelling
- criticizing
- shaming
- making fun of or laughing at
- using sarcastic or cruel humor
- excessive use of negative language

Child abuse or neglect does not include:

1. A mutual affray between minors.
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; School police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

### **Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows, or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

## **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Social Services Welfare Office (Thai Director).

Social Services Welfare Office

PHONE # 053 3573 123

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **2. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare, and either send, fax, or electronically submit to the appropriate agency a written follow-up report.

### **Reports of suspected child abuse or neglect shall include, if known:**

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- B. The child's name and address, present location and, where applicable, school, grade, and class
- C. The names, addresses, and telephone numbers of the child's parents/guardians
- D. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

E. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

### 3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are required, to notify the Thai Director/ Foreign Thai Director and Principal as soon as possible after the initial telephone report to the appropriate agency.

The Thai Director shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may assist in completing and filing these forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

### **Training**

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

#### **Victim Interviews**

Whenever a representative of a government agency investigating suspected child abuse or neglect, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, Thai Director and Principal shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements set forth by the school.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Thai Director and Principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form. (School Form)

#### Parent/Guardian Complaints

Upon request, the Thai Director and Principal shall provide parents/guardians with a copy of the School's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies.

For parents/guardians whose primary language is other than English, an interpreter shall be provided.

To file a complaint against a School employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency.

The employee also is obligated pursuant to file a report himself/herself using the procedures described above for mandated reporters.

#### Notifications

The Thai Director and Principal shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations, and of their confidentiality rights. The School shall also provide these new employees with a copy of the Employee Handbook, which outlines these policies.

Before beginning employment, employees shall sign a statement indicating that they have knowledge of the reporting obligations and that they will comply with those provisions. The signed statements shall be retained by Human Resources.

The Thai Director/Foreign Principal shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immACIS shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the School for making a report.

***Explain how the school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it resides.***

ACIS is cognizant of the cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse. The following sites help provide guidance.

ChildLineThailand.org/website/ [info@childlinethailand.org](mailto:info@childlinethailand.org)  
[www.ThaiChildRights.org](http://www.ThaiChildRights.org)

The Hug Project Thailand: <http://www.hugproject.org>

Thai Social Services (TSS) hotline 1300 : [oscc1300.m@m-society.go.th](mailto:oscc1300.m@m-society.go.th)

#### **Supporting Evidence and Documentation:**

- Governing Board Policies

#### **Achievements:**

- ACIS has been able to network with ISAT and other community organizations to create a policy that is culturally sensitive while ensuring child safeguarding practices.
- The Thai Director and principal work together effectively to create child safeguarding policies.
- ACIS provides child safeguarding training to all staff.

**Areas for Improvement:**

- ACIS should create a separate handbook for Child safeguarding and also supplement the National Online Safety training program with presentations from the Hug Project and other community organizations.
- ACIS should create an easy to read flowchart of responsibility for handling any potential child safety concerns.

**D3. Parent/community Involvement Criterion*****Comment on the parent-teacher organization and its activities that connect the school with the larger community.***

At ACIS, we utilize a Parent-Teacher Group to provide our parents with organized opportunities to contribute positively to the school community, represent our school in the Chiang Mai community and provide insight on addressing concerns and general school development.

To promote the PTG and provide clarity regarding its structure, goals and basic information we have added an appendix to our Student Handbook, Pg. 22

“The ACIS Parent-Teacher Group (PTG) is a forum for sharing ideas and discussing solutions to help the school manage and overcome challenges. The group’s objectives are to promote communication between parents, teachers, and administrative staff; to promote cooperation between parents and the School Board; to promote understanding and good will between ACIS and the community at large; and to promote and actively support the educational programs of ACIS. Teachers, administrators, and parents / guardians of ACIS students **automatically** become members of the PTG when they join the school.

The main aims of the PTG are:

- To develop and maintain mutually positive relationships and communication between parents and the school.
- To share information, suggestions and advice, and provide feedback on the operations and programs of the school.
- To raise funds to support special school activities
- To support the school on special occasions
- To help promote and support the school mission, vision and values

All parents are invited to attend the PTG meetings, held on the first Monday of every month. By taking an active role in the school, and influencing policy, organizing events, offering time, resources and skills, not only will all the children benefit, the entire school community will grow, becoming stronger and more effective at the same time.”

The PTG at ACIS officially began in August 2020, with leadership selected by an interim committee. They were instrumental in raising funds to support various activities and events on our school calendar including our Christmas Program, Songkran celebration and our 8-week Reading Challenge. They provided valued opinions and suggestions regarding our school's handling of various emergency situations, related to COVID-19, and supported our school as representatives for various local committees. The president of our PTG even volunteered his services by leading a professional development seminar on project management and community communication.

***Indicate the school's use of community resources to support students through activities such as a globally - minded culture.***

At ACIS, we utilize community resources primarily through our faculty and community members with unique skills and opportunities to share with our students. Our Thai language department brings in members from local cultural programs to provide demonstrations and teach our students cultural elements such as cooking or Thai dance. In general, our faculty routinely bring in suggestions and recommendations of community members to volunteer to work with our students. Notable experiences have included:

- Frisbee golf demonstration
- Local authors
- Fire department demonstrations
- Parent volunteers to demonstrate Chinese calligraphy

***Comment on how the school educates and involves parents and community members in understanding the school's purpose and the desired outcomes: the schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.***

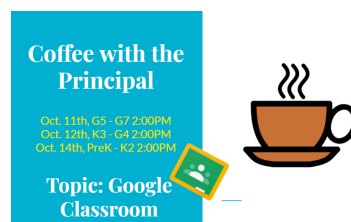
We want our parents and community to not only support our educational program, but to truly value it. We have learned that many of our parents chose ACIS because they appreciate the end result of what we want for our students, they value our school's vision and mission. However, many of our parents do not understand how western education methods guide students to achieve our vision and mission. Therefore, we have developed various expectations and methods of communication to aid in building this fundamental understanding.

We post as much information as we can about our official academic policies and procedures, health regulations, character development and more to our website. From here, it can be accessed to any one of our families and staff members who receive questions about our program. We have employed several office staff who focus specifically on parent relations, servicing our diverse family populations. When hiring members for our parent relations team, we strategically identify candidates who speak multiple languages (preferably Thai, Chinese, or English). We have also

hired a Family Liaison who communicates directly with any parent or family members and directs their questions or concerns to the appropriate department for expedient resolution.

We further host routine “Coffee with the Principal” meetings. Unlike PTG, these meetings are more informational and give our parents an opportunity to hear specific information on the various components and elements of our academic program. Topics include:

1. Educational technology
2. Specific programs, such as Reading Intervention and ESL
3. Assessments
4. Understanding academic reports such as STAR 360 diagnostic testing and semester report cards
5. HSK testing and Chinese Language Department
6. ACIS ESLRs and 21st Century Learning



***Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students and understanding of the desired outcomes.***

There are many different strategies that families can do to be active in their child/students learning process such as, helping at home, volunteering at school, planning their child's future, or participating in key decision making. This is particularly important as students reach Middle School and higher. ACIS encourages family involvement through large events such as our Christmas and other holiday - related and cultural programs, as well as various community outreach programs. These events encourage families to engage with the school in a lighthearted setting. Our school also encourages parent involvement in a variety of classroom activities. These opportunities for parental involvement are very effective in fostering positive relationships between our staff and our students' families.

Our school also encourages families to become involved through teaching/tutoring small groups of students in specific subject areas, leading small group activities in specific topics of expertise or interest, (ranging from art/music to engineering and beyond), shopping/gathering resources for the curriculum, joining the PTG or co-sponsoring a club with a teacher.

These relationships not only provide our student body with tangible prizes, they also promote the importance of education for our students' future endeavors and provide our school community an opportunity to support local businesses.

Our school has a very diverse student body which includes families that speak a variety of languages at home and students who have a range of special needs. We help our English Language Learners and their families feel supported at our school by incorporating cultural events into the curriculum. These events allow our students to learn more about the language and cultures of their peers. Some of the languages that are represented in our student body include: English, Thai, Chinese, Dutch, and Spanish.

Since ACIS is a relatively small school, we have clear and effective communication channels between general education teachers and students.

We communicate effectively with our ACIS families through our website, Facebook page, email messaging system, Google Classroom, direct messenger, and by Spring 2022 we will add Engage Parent Portal to that list. Additionally, our teachers send out weekly newsletters to provide an additional layer of information, tailored around academic content, upcoming school events, homework and more. This allows parents who have prohibitive work schedules to still stay involved with school activities.

Also, the ACIS community routinely participates in local and international service projects. Together, students, parents, teachers and staff are able to serve others, which enhances our reinforcement of some of our schoolwide learner outcomes and global competencies. Some of our school's community service projects have included:

1. Hope Home Donation Drive
2. World Vision
3. Adopt Meow
4. "Thankful at Christmas" donation drive for Vien Ping Children's Home
5. Thanksgiving Food donation to Chiang Mai Orphanage

When families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families. For these reasons, increasing family involvement in the education of their children is an important goal for schools.

***Comment on how parents have access to school personnel regarding all concerns.***

ACIS has an open-door policy for all parents, students and staff. From the school owner to every teacher. Parents are encouraged to come in and speak with a staff member whenever they have a question, comment or concern. We have found this to be a highly effective way of ensuring we meet the needs of all stakeholders as quickly as possible.

Within our admissions department is a team of staff members ready to provide personal one-on-one communication with parents who want to voice any concerns, suggestions, questions, etc. Any parent is welcomed to complete a "Parent Complaint Form" with our Family Liaison or any other member of our admissions team via telephone, email, direct message or in person. Our admissions team is primarily bilingual in either Thai, English or Chinese, providing us ample availability to address any concerns or questions that parents may have.

Finally, especially in matters involving academics, we encourage our parents to speak directly to our teachers. All of our students have a TA assigned to their homeroom, and our TAs are all bilingual, in English and Thai or English and Chinese in order to best facilitate direct and open communication between parents and teachers. Parents communicate with teachers via TAs, email

or in-person to address academic, social-emotional, or family - related concerns.

***Explain how the school regularly communicates with parents who are not English proficient.***

We have a deep appreciation for the many cultures that are represented in our school. We recognize that many of our families value the importance of English language development, even if they themselves are not proficient in English. Therefore, we provide a multitude of ways to support these parents, including but not limited to the following:

1. All official newsletters sent out by the school are translated into three different languages: English, Thai, and Chinese.
2. All members of our admissions department, which oversees parent and family relations, are bilingual in either English and Thai or English and Chinese to provide easy access to translators
3. When hosting parent conferences, individual or school wide, translators are made available and scheduled out in advance.
4. When hosting PTG meetings, Coffee with the Principal as well as any other organized communal gatherings, translators are scheduled in advance to provide ample communication aid.

***Comment on the school's use of community resources from the host country and beyond to support student learning.***

ACIS works closely with businesses and local industry, such as B2S throughout our Reading Challenge in Spring 2020. As a local bookstore, they provided us with prizes to give to students who met their personal reading goals throughout the 7-week challenge. We organize spirit nights with local businesses as well to promote our community and provide our students opportunities to bond and build relationships outside of school hours.

Through the many organizations we are connected to without the educational community of Thailand, our staff and students receive opportunities to attend professional development, trainings, and our students receive opportunities to participate in fields of interest. One such opportunity of note is the annual GoMech! Competition that challenges students, through engineering challenges and teamwork, to create mechanical systems with productive goals to achieve. Our school was invited to participate in this competition and while the event was eventually cancelled, due to COVID-19 safety concerns, it provided our students with an excellent opportunity to train and prepare to interact with the Thai and Southeast Asian STEM community.

**Supporting Evidence and Documentation:**

- Student Handbook
  - Reference to PTG
- Project Management meeting minutes and accompanying documentation
- Coffee with the Principal Newsletter

- Photos of volunteer experiences

#### **Achievements:**

- ACIS has conscientiously worked to develop community ties and provide experiences for students' cultural growth.
- ACIS has a school director with strong ties to the community that routinely provides the school with opportunities and ideas for future events.
- ACIS has developed an extensive communication network for parents to ensure that they have every opportunity available to communicate concerns. Our school founders make themselves available at all times for parent concerns, questions, and more.

#### **Areas for Improvement:**

- ACIS needs to develop its student counsel and provide more opportunities for student input on our relationship with the local community, community service and more.

## **Part IV: Admission Procedures and Records**

*What are the entrance requirements to the school? Include the levels of English required at the various grade levels for admission. This includes schools where English is not the only language of instruction.*

#### **Applicability**

This policy applies to all applicants to Americana Chinese International School and the administration of the School in charge of admissions.

#### **Policy Statements**

##### **Diversity**

The School strives to attract, enroll, and retain at our school the broadest spectrum of students and family's representative of the rich diversity existing in Chiang Mai.

##### **Tuition and Non-Discrimination**

The School charges tuition. The school will not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. However, the school is only equipped to provide services for students whose disabilities are not considered severe.

##### **Open Enrollment**

Admission is available to any student who wishes to attend the School. However, if the number of students who wish to attend the school exceeds the School's capacity, attendance, except for existing pupils of the School, shall be determined by a waiting list. Pupils currently attending the School shall be guaranteed placement for the subsequent year.

Preference in the waiting list shall be extended to the following in order of priority:

- a. Siblings of students currently enrolled in the school
- b. Children of staff and governing board members
- c. Entrance Exam Scores
- d. Minimum Age

Thai Law requires a child to be five years of age by the start of Kindergarten 3.

A student must be age 6 (or have completed one year of Kindergarten) to start 1st grade. A child enrolled in public or private Kindergarten may be deemed ready for first grade by the Board with the consent of a parent or guardian as long as the child is at least five years of age.

### **Immunizations**

Thailand does not require immunizations for school.

### **Physical Examinations**

Thailand does not require a physical examination to begin school.

### **Enrollment Cut-Off Dates**

There is no cutoff date to enter school during the year.

### ***Describe the admissions procedures used by the school.***

ACIS admissions procedure is as follows:

1. On an annual basis, the School will determine its maximum capacity and offered grade levels for student enrollment, if any.
2. An open enrollment period will be held annually, which is advertised within the school community so that all interested students may have an equal opportunity to apply for admission. A deadline for accepting applications will be clearly stated.
3. Enrollment forms will be sorted by grade and counted.
4. In the event that capacity is not met at a certain grade level, all students applying for enrollment into that grade will be enrolled and shall be considered an “existing student” for purposes of this procedure.
5. In the event that the number of enrollment applications exceeds capacity at any grade level:
  - a. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year.
  - b. Enrollment or waiting list confirmations will be mailed. Registration packets will also be mailed at this time and will consist of required information.
6. If completed registration information is not submitted by the date required in the Registration Packet the slot will be forfeited.
7. Waiting lists will be maintained for the current enrollment year only. Waiting lists will not carry over to the following year and those applicants on the waiting list must re-apply the following year. No priority can be given to former waiting list applicants for the following year.
8. Any enrollment forms applying for enrollment received after the open-enrollment deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for

enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a waiting list will be placed in the first position on a waiting list for that grade.

9. Once placed on a waiting list, a student will remain on the list until one of the following occurs:
  - a. The student is accepted into the School as space becomes available and enrolls in the School.
  - b. The parent/guardian requests that the student be removed from the waiting list.
  - c. The school year ends.
10. When a space becomes available in a grade level, the slot will be offered to the first name on the waiting list for that grade level if a waiting list exists for that grade level. The notification will be mailed to the address on the enrollment form and will consist of a written offer letter along with a response form for the parent to return to the School.
11. It is the parent's responsibility to update their contact information continuously with the School. The School shall not be responsible for failure to contact a waiting list parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:
  - a. Accept the available slot. The acceptance must be received by the School within three (3) days of the date of the offer letter in order for the acceptance to be valid.
  - b. Decline the available slot and be removed from the waiting list
  - c. Decline the available slot and be placed at the end of the waiting list.
  - d. If the School does not receive a response within three (3) days, the School will deem the Parent to have declined the available slot and remove the student from the waiting list.
12. Prior to admission, the following must occur:
  - a. If the child has not attended the School before, it is mandatory that the parents provide a birth certificate for the child.
  - b. Parents shall attend a parent orientation.
  - c. Registration packets must be submitted by the date required in the registration packet.
  - d. The registration packet shall include student records from schools the student has attended or is currently attending.
  - e. The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.
  - f. A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided.
  - g. A copy of any existing Individual Education Program (IEP) for the student shall be provided

*How are permanent Records/transcripts secured against fire, theft, etc.?*

Permanent records are stored in our Cloud based SIS program.

***If the school ever discontinues operation, where will permanent records/transcripts be transferred and permanently housed? How are parents and students informed of this plan?***

The records would be transferred electronically via Engage SIS system to the Thai Ministry of Education. Prior to that, families would be given hard copies and they will access via the Parent Portal.

**Supporting Evidence and Documentation:**

- Tuition Fee sheet
- Governing Board Policies
  - Reference to Admissions and Enrollment

**Achievements:**

- ACIS has a clearly defined admissions policy.
- ACIS has secured records and transcripts against fire and or theft.
- ACIS has a plan in place should the school discontinue operations.
- ACIS offers students additional ESL support.
- ACIS offers students additional opportunities for tutoring.

**Areas for improvement:**

- While the STAR test gives some ESL data, the school should look at assessment testing, such as the CA English Language Development Test (CELDT) test in the US for a more valid and reliable measure of how ESL students are progressing.

## **Part V: Major Achievements / Accomplishments**

**Achievements:**

- Administration and the ACIS Board have a cohesive working relationship.
- ACIS's Board has developed policies, goals and a clear evaluation process to ensure they remain effective.
- ACIS has a strong Human Resources department, organization chart, employee files, employee handbook, job descriptions, staff evaluation forms and salary schedule.
- The Vision, Mission and ESLRs of ACIS unify the campus around common themes that guide what we are doing.
- ACIS has a website and Facebook page which are regularly updated and used to inform parents and community members about the schools' purpose.
- ACIS has Parent/Student handbook, clear rules regarding discipline.
- ACIS has a well-developed School Safety Plan, and supervision plan.
- ACIS's leadership has developed a comprehensive schoolwide action plan with identified measures of success that show the impact on student learning.
- ACIS's leadership team has developed programs to address the ELL population.
- ACIS's stakeholders as well as the community have access to a published Annual Update.

- Teachers can grow professionally with the guidance of onsite mentorship.
- ACIS's facilities include libraries, computer labs and nurses' rooms which are functional, clean, safe and support the instructional program in a healthy setting.
- Parents are informed regularly regarding student work/performance via conferences, TA and teacher communications with parents, Google Classroom.
- The systems in place for allocating funds are effective.
- ACIS is financially stable and secure, despite the global pandemic.
- Ongoing monitoring of learning in the forms of STAR Reading and Math Benchmark Tests, curriculum grade level benchmark testing, and checking for understanding.
- Analyzing data at each grade level.
- Student awareness of current learning levels by knowing their current grades.
- Staff come together to help students succeed, ILP's.
- Teachers are using Benchmark Test results to drive instruction and identify critical learner's needs. Those students can request tutoring up to 5 day per week.
- ACIS offers a rigorous, standards-based curriculum and extra-curricular activities that motivate students to challenge themselves as learners and leaders.
- Struggling students and their parents receive valuable support through tutoring. This enables students to scaffold onto their current understanding and bridge the gap between performance and grade-level expectations, while taking pride in their progress.
- ACIS teachers successfully integrate multi-media and multi-modality learning into their classrooms with on-line access to the curriculum, performance tasks, field trips, guest lecturers, magazine subscriptions, manipulatives and a variety of other resources.
- ACIS provides many opportunities for students to be involved in activities beyond the classroom. These activities include clubs, sports, tutoring, service groups, cultural groups, global awareness groups and more.
- ACIS has established a process for educating parents on understanding that student achievement is based on the accomplishments of the schoolwide learner outcomes.
- Parents are active in the school and the roles, responsibilities and communication channels are clearly delineated.
- ACIS 's stakeholders take part in planning for the school's further development.
- Students have positive relationships with adults on campus. The generally positive atmosphere contributes overall to relatively low rates of major discipline issues like fights and encourages students to make the most of their PK-7 school experience.
- ACIS employs a variety of communication strategies to keep parents informed.
- ACIS has a clearly defined admissions policy.
- ACIS has secured records and transcripts against fire and or theft.
- ACIS offers students additional ESL support.
- ACIS offers students additional opportunities for tutoring.

**Areas for Focus: Summarize the list of major school needs, focusing on student achievement.**

- While ACIS has National Online Safety professional development and have had various trainings. ACIS must find a way to schedule PD more regularly.
- While many teachers participate in professional development, there is no clear, overall strategy for ensuring that teachers are growing professionally through ongoing education.
- ACIS has a many new teachers that are being underutilized because there has not been time to train them.
- While ACIS is working to collect student data, the school must work towards staff collaboration regarding the regular review of such data.
- While ACIS is using Engage to produce report cards and transcripts, ACIS must fully utilize Engage and open the Parent Portal.
- While ACIS's motto is "Sparkling Inspiration" the school needs to look at "branding" (possibly using their STEM program for a focus).
- More community and stakeholder involvement to monitor student progress. Possible parent center/resource room for parent's and PTO.
- Students need more consistent feedback about classwork both in class and regular reporting of grades (homework/projects).
- Parents need online access to grades for current and up-to-date grades.
- Staff needs more training and time to learn how to analyze data to drive instruction.
- Low scores indicate a need for more rigorous instruction in vocabulary development and written communication.
- Math assessments indicate the need for targeted instruction in reasoning and data analysis.
- Supplemental math instructional materials to address the gap between standard and metric system.
- We can offer more extra-curricular programs for our student population, particularly our high achieving students.
- We can continue to work on our intervention program so that students receive appropriate and effective support. Further enhance our parent education with mailers, information nights and brief text messages.
- We can provide our teachers with more opportunities to collaborate amongst grade levels; this will help ensure that more of our teachers are fully utilizing the curriculum and technologies that are available to them. It will also provide them with more opportunities to analyze the assessment data and develop consistent strategies that are utilized across grade levels.
- We can utilize more community resources to support students through activities such as career day, partnerships and public speakers.

- While the STAR test gives some ESL data, the school should look at specific ESL assessment testing, for a more valid and reliable measure of how ESL students are progressing.