



Faculty Handbook

Academic Year 2019-20

Chiang Rai International School

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CRIS EASY SLOs

Student Learning Outcomes

- the vision that guides every part of life at Chiang Rai International School
 - the Attitudes, Skills & Knowledge that each student at CRIS should learn to understand and practice
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A	ATTITUDES – <i>how do we want to be?</i>	
	Compassionate	caring for others
	Community-minded	helping others
	Responsible	doing our best
	Motivated	trying our best

S	KILLS – <i>what do we want to be able to do?</i>	
	Life skills	live well
	Learning skills	learn well
	Communication skills	use language & technology
	Collaboration	work and play together
	Creativity	use ideas & imagination

K	KNOWLEDGE – <i>what do we want to know?</i>	
	Academic knowledge	school subjects
	Self-knowledge	our body, mind and heart
	Global knowledge	the world we live in
	Rights & Responsibilities	the rules and roles of community

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Nurse

Part 1: The School and its Goals

INTRODUCTION

This handbook aims to provide members of the CRIS Faculty with an overview of the school, its policies and procedures and specific information relating to the conditions, duties and requirements of their employment. As an adjunct to the Contract of Employment, the understanding and acceptance of the information and responsibilities delineated herein are integral to that agreement.

Please be aware that all policies and programs of the school are part of a 'living' process of regular ongoing review and assessment as to how well we are achieving our stated mission, vision and beliefs – including our academic standards and overall expected school-wide student learning results. As such, there may be, and most probably will be, adjustments and revisions made to some policies and/or procedures during the academic year. It is, however, a basic policy of the leadership of CRIS to consult, as widely as possible, with all stakeholders in regard to any significant changes, initiatives, or the formation of new policies.

CRIS SCHOOL PROFILE

Chiang Rai International School (CRIS) was the first international school to be established in the beautiful and cultural city of Chiang Rai in Northern Thailand. CRIS was founded in 2010 by Mr. Tae Hyun Cho and Mrs. Suphatthida Cho. The purpose-built campus includes first class facilities and utilizes state-of-the-art educational technologies to provide students with the very best opportunity to achieve their fullest potential. CRIS is located on eleven rai (4.5 hectares) of land at 496 Moo 5, in the Rimkok subdistrict of Chiang Rai. CRIS is situated approximately 3 kilometers north of the center of the provincial city of Chiang Rai (population about 200,000) in Northern Thailand, in a semi-rural area which is gradually transforming into a commercial and suburban residential district as the city grows. As the commercial center and seat of government for the whole of Chiang Rai province (population about 1.2 million), the local community is mainly composed of government employees, business entrepreneurs, professionals, office, retail and hospitality staff, small business owners and local farmers. There are two universities. The wider area of the province is mostly agricultural and includes areas of ethnically unique hill tribes. The prevailing religion is Buddhism; however, there is a strong missionary presence and a large Christian community of various denominations, plus a sizeable Muslim community also. Chiang Rai city and province also have a dynamic domestic and international tourism industry including many resort hotels and guest houses and it serves as a center for tours and trekking throughout the surrounding country. Being some 60 kilometers from a major border crossing with Myanmar and with a new bridge being opened across the Mekong River to Laos as a planned major highway and high-speed railroad linking into China, Chiang Rai is particularly well situated to benefit from the inauguration of the ASEAN (Association of Southeast Asian Nations) Economic Community in 2015.

SCHOOL MISSION, VISION and BELIEFS

Mission

Chiang Rai International School (CRIS) aims to provide the highest quality education in a compassionate, safe and nurturing Christian environment.

Confidence

–

Responsibility

–

Integrity

–

Sincerity

----- ***We are CRIS*** -----

Vision

Chiang Rai International School (CRIS) was established in 2010. Our goal is to develop the whole child, intellectually, emotionally and physically, providing a solid foundation through Christian education for their life that will enable them to contribute to the local and international community with confidence, responsibility, integrity and sincerity.

Beliefs

- Building character of the students through the foundations of Christian values.
Galatians: Fruits of the Spirit
- Developing the attributes, skills and knowledge to reach their full potential in the global community
- Experiencing a dynamic, holistic education in an English-language setting
- Being motivated to become lifelong learners

CRIS Student Learning Outcomes (SLOs)

1 ATTITUDE	2 SKILLS	3 KNOWLEDGE
1.1 Compassionate 1. have the values, principles and ethical standards as exemplified in the life & teachings of Jesus Christ and summarized in the Bible as 'The Fruits of the Spirit' as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. (Galatians 5:22-23)	2.1 Life skills 1. build strong inter-personal, professional and social relationships. 2. use values, knowledge and experience to make informed and appropriate work, social and life decisions. 3. reflect on values, learning and experience to draw conclusions. 4. have physical skills and coordination as applied in sports and recreation.	3.1 Academic 1. be literate in all core subjects (Language Arts, Math, Science & Social Studies), ICT and the arts, including specialist, elective or chosen subjects.
1.2 Community-minded 1. have a sense of identity, pride and interest in belonging and contributing to family and the local, national and global community. 2. give sincere and selfless help and service to others without any discrimination or prejudice. 3. treat all with respect, fairness, justice and dignity. ('Do unto others as you would have them do unto you')	2.2 Learning skills 1. identify, locate, research and organize relevant information. 2. analyze, interpret and evaluate evidence, arguments, claims and beliefs. 3. make decisions and solve problems by applying knowledge and experience and using a variety of strategies including reasoning, logic and systems analysis. 4. experiment and learn independently.	3.2 Self-knowledge 1. in regard to maintaining physical, mental, emotional and spiritual well-being including personal hygiene, habits, health and fitness. 2. be aware of one's academic, artistic and physical abilities and potential. 3. be aware of one's place in the world, one's future prospects, aspirations and ongoing spiritual, emotional and physical self-development
1.3 Responsible 1. in regard to personal physical, mental, emotional and spiritual health and well-being. 2. be trustworthy, act with integrity, and be fully accountable in all actions and dealings with others 3. take responsibility for learning.	2.3 Communication skills 1. articulate and present ideas clearly, using oral and writing skills in both proficient English and their native language. 2. convey and receive information via a variety of media and technologies for a range of purposes, (i.e. to inform, instruct, describe, relate, persuade or entertain), in diverse environments and to diverse audiences. 3. listen effectively to determine the meaning, values, attitudes and intentions of others. 4. use other languages and channels of communication to relate, interact and share with others through various media, including non-verbal means such as sport and the arts.	3.3 Global 1. have an international perspective through experience, awareness and knowledge of other nations and cultures, religions, customs, traditions and way of life. 2. have a knowledge of world affairs. 3. be aware of and willing to address social and environmental issues in a personal, local and global context by thinking globally and acting locally.
1.4 Motivated 1. be confident, enthusiastic, passionate and empowered with a spirit of inquiry and lifelong learning. 2. be diligent, resilient and adaptable to changing circumstances, have a positive attitude in the face of obstacles and see failure as a learning experience and stepping-stone to success.	2.4 Collaboration skills 1. work effectively as a leader or member of a team with respect for others' opinions and points of view. 2. be flexible and able to compromise in order to achieve consensus and a common goal. 3. work with others from diverse backgrounds with mutual respect and without prejudice.	3.4 Rights & Responsibilities 1. be fully informed in regard to individual rights, obligations and responsibilities in society at the personal, local, national and global community levels 2. have a good understanding of the legal and ethical issues surrounding the use of, referencing and access to all media, information, and communication technology. 3. be aware of the principles of cause and effect, the potential consequences of actions, and how to make a positive difference in the lives of oneself and others.
	2.5 Creative skills 1. create quality outcomes, using knowledge, skills and experience. 2. give expression to ideas and feelings through media such as writing, art, music, dance and drama. 3. use initiative and imagination, be resourceful and innovative in achieving goals for themselves and others.	

About the SLOs

The CRIS Student Learning Outcomes represent the ideal outcomes for every student from their education at CRIS. Following extensive and in-depth consultation with all school stakeholders, including students, parents, faculty and staff, CRIS has determined that these attitudes, skills and knowledge are the desired aim and outcome of all education, activities, policies and procedures at the school. Together with the philosophy, mission and vision as stated above, they constitute:

- ❖ The vision that drives the educational program across all subjects, activities and support operations of the school.
- ❖ The Attitudes, Skills and Knowledge that every student at CRIS should understand, practice and master by graduation in order to succeed in life and work in the 21st Century.

The names of these categories have been chosen to form the acronym 'ASK', as in:

"ASK and it will be given to you; seek and you will find; knock and the door will be opened for you."
Matthew 7:7

Attitudes

- representing a good moral and ethical foundation of character that is always considerate of others' well-being - in answer to the question:

What kind of person do we want to be?

Skills

- being essential abilities - in answer to the question:

What do we want to be able to do?

Knowledge

- enabling a person to operate confidently in a global context and enhance their quality of life in future years - in answer to the question:

What do we want to know about?

As such, these outcomes are considered to be the goals towards which the whole program and experience of education, for every student at CRIS, is directed. Our success as a school is measured according to the achievement of these outcomes and our ongoing self-study is designed to regularly assess results in all areas and to identify aspects that can be further improved upon.

Every few years these goals themselves are subject to review and students, teachers and parents will again be asked to consider these questions and be given the opportunity to express their opinions and suggestions.

The simplified '**CRIS EASY SLOs**' are given inside the front cover of this handbook for easy reference and understanding, and to remind us all of the guiding principles of CRIS and what we want to achieve. All teachers are requested to familiarize both themselves and their students with these objectives and to

reference them as much as possible in all planning and activities.

ACCREDITATION

Chiang Rai International School is licensed by the Thai Ministry of Education and is fully accredited by the Western Association of Schools and Colleges (WASC) for K1 to Grade 12. WASC is an American accreditation organization responsible for accrediting international schools in Asia, as well as schools in California and Hawaii. Accreditation requires continual self-evaluation, frequent reports, and periodic external review. Accreditation is affirmation by professional peer evaluators that:

- a school is what it says it is,
- the school does what it does in accordance with criteria set by the academic community, and
- the school is committed to continuous improvement.

Affiliations

CRIS is a member of the International Schools Association of Thailand (ISAT), the Association of Christian Schools International (ACSI), And the Chiang Mai Circle of International Schools (CMCIS).

Part 2: Human Capital

CRIS ORGANIZATIONAL STRUCTURE AND OPERATIONAL POLICIES

School's Executive Board

In 2016, under Thai ministry regulations, the School's Advisory Board became the School's Executive Board. The new Law states that: The board will at all times have not less than 6 members of which those listed under (5) and (6) will be on a two-year term that may be renewable.

1. Licensee
2. Manager
3. Head of School
4. Representative of the teachers
5. Representative of student parents
6. Qualified persons

Head of School Appointment

The Board is responsible for the appointment of the Head of School, the evaluation of his/her performance and for setting his/her compensation. The Board has the sole authority to remove the Head of School.

The Head of School shall insure that all positions have a job description and employees have the necessary credentials, experience and documentation.

Leadership Team

The school's Leadership Team is made up of the Licensee, Head of School, Secondary Principal, Primary Principal, Thai Department Head, and one of the Dormitory Parents. The Leadership Team meetings are led by the Head of School and held once a week or more often as needed. The members of the Leadership Team work together to insure efficient operation of the school.

RECRUITMENT, HIRING, REHIRING AND EXPECTATIONS

Minimum Qualifications

All candidates for employment must meet minimum qualifications as outlined in the job descriptions and in accordance with Thai Law, and WASC accreditation standards. Any exceptions should be approved by the Head of School.

Intention

Teachers are required to provide written notification of their wish/intention to remain with CRIS

on or before December 1st of their final contractual year. Subject to a personal performance review, a new contract will be offered by the end of March with the option of signing for 1 year.

After completion of the initial 2-year contract CRIS offers year to year basis contracts. CRIS in accordance with the Private School Act, reserves the right to dismiss an employee for reasons of performance, conduct, discipline or without stating a reason for dismissal. All dismissals must be fully documented and kept in the employee's personal file. In each case, the employee has the right to be fully compensated according to the Private School Act.

CRIS Employment Policy/Requirements

CRIS is a Christian school that supports the values and teachings of Christianity. All hires are required to respect the school Christian ethos.

*CRIS teaching staff are required to attend a weekly morning worship service which is held on Wednesdays unless otherwise specified.

Contracts:

The Head of School shall require all CRIS personnel to sign a contract. All teachers are expected to arrive in Chiang Rai and be available to work by August 1st.

Faculty members of CRIS are required to:

- Abide by the terms, conditions, policies and procedures stipulated in their contract of employment and the current Faculty Handbook
- Support the mission, philosophy, vision and expected student learning outcomes of CRIS and contribute willingly to their achievement
- Be native English speakers - with the exception of Thai Language & Culture teachers and teaching assistants must have proficient English communication skills
- Possess a minimum of a B. ED, B.A. in Education, or a Bachelor's Degree relevant to the subject being taught, with authentic documentation to comply with the Thai Ministry of Education regulations.
- Possess or be in the process of obtaining a Teaching Certification/License from a native English-speaking country in the relevant field.
- Have at least 2 years' experience as a homeroom or specialist teacher, preferably in an International School
- Be familiar and/or experienced with the Common Core Standards, AERO and NGSS.

Required Documentation (for non-Thai passport holders)

- Valid passport with non-immigrant 'B' type visa before arriving in Thailand
- Satisfactory proof of degrees, diplomas, transcripts and teaching certificates prior to confirmation of a contract
- Have a current police clearance certificate

- Work permit (the school will assist in this process)

Immigration/Travel outside of Thailand

- Teachers are required to report to Thai immigration every 90 days
- Any teacher who travels outside of Thailand must secure a Re-entry Permit from the Thai immigration before leaving the country.

Working Hours

1. Working hours are from 07.30 to 15:30 from Monday to Friday, excluding school holidays. Teachers are required to electronically 'log-in' and 'log-out' daily at the administration building. Apart from the government requirement to record attendance, failure to do so may cause problems in calculating of the monthly salary. In some cases, the school may request teachers to attend the campus or elsewhere outside these hours for special events and functions or in other circumstances where it may be reasonable to expect some flexibility.
2. Most Extra-Curricular Activities run from 15:30 to 17:00 from Monday to Friday, Teaching an ECA is voluntary and the teacher is paid an extra THB 500 per hour. Teachers should remember to record each ECA class they take in the book provided in the admin office to ensure correct payment.
3. Full-time employees are entitled to all holidays as scheduled on the school calendar
4. Attendance is required on all scheduled preparation, orientation and professional development days

Supervision Duty

Supervision duties will be assigned to teachers. These duties are as important as the regular classroom teaching assignments. Please learn the nature and requirements of these duties and carry them out efficiently and regularly. If you are not able to perform a scheduled duty, it is your responsibility to find a substitute for the duty that you will miss (trading with a colleague with the same duty on a different day is common practice). Please inform your area principal when this occurs, so that they know who will be responsible for covering your duty. Supervision of groups of children requires alertness to all areas for which you are responsible. Playground supervisors, for example, should be circulating and looking for any signs of problem or distress for all students. Too much attention to socializing with individuals can result in neglect of others in need of your attention. Playground supervisors should not be eating lunch while on duty. Arrangements should be made with the kitchen for an early or late lunch. Report any unusual circumstances or happenings to the Head of School as soon as possible. In the event of an accident/incident involving a student, please complete an accident/incident report form, available from the school nurse. All teachers are considered to be on duty at all times while at school. The safety and wellbeing of all of our students is of primary importance.

Probationary Period

New employees are required to serve a probationary period of 90 days before becoming eligible to receive the full benefits of employment at CRIS, including health insurance.

References

All candidates for employment must provide a minimum of two references. One of the references must come from their most recent supervisor.

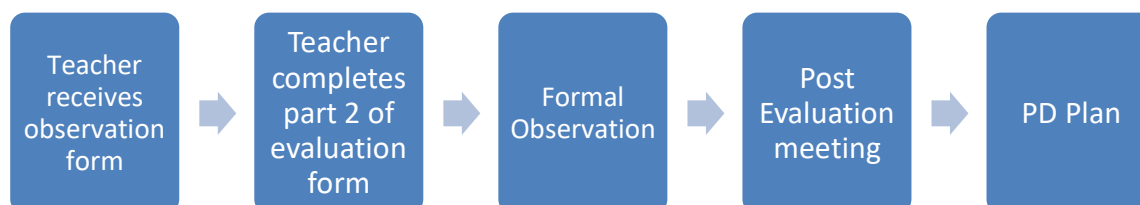
Rehiring Employees Previously Dismissed

No employee previously dismissed from CRIS may be rehired without prior approval of the Board.

Evaluation

In order to ensure the maintenance of standards and facilitate their ongoing improvement in achieving the school mission, vision and student learning outcomes (SLOs) and to encourage ongoing professional development, all teaching staff will periodically be evaluated. Evaluations are used for the purpose of determine salary increase, grade level allocations, professional development needs and contract renewal. The staff evaluation process at CRIS consists of two formal evaluation observations per school year by the Head of Departments and/or the Head of School.

Teacher Observation and Evaluation Process



Separation

All employee separations will be handled according to the Private School Act and Thai law. In accordance with The Private School Act, reserves the right to dismiss an employee for reasons of performance, conduct, discipline or without stating the reason for dismissal. All dismissals must be fully documented and kept in the employee's personal file. In each case, the employee has the right to be fully compensated according to The Private School Act.

If an employee chooses not to complete their contract, CRIS reserved the right to report the employee to the international agency where the employee was hired. CRIS will not provide a reference for employees who break their contractual obligation.

Grievances Policy and Procedures

Policy:

In all cases of conflicts between individuals, staff/faculty members, students or school authorities, the principles of fairness are to be applied. They include:

- To know specific allegations have been made
- To know the process by which the matter will be considered
- To respond to the allegations
- To know the procedures for seeking a review of the decision made
- To an impartial investigation
- To a bias-free decision-making process
- Witness statements, where appropriate, to be presented to staff member in writing maintaining confidentiality of witness
- Staff member to be given the opportunity to have a representative present in interviews with the school management

Procedure for conflicts between staff/ staff and/or school management:

- Staff member to be informed of the specific allegation in writing by the Head of School
- Staff member to be invited to submit in writing a statement in response to the specific allegations
- Head of School investigate the allegations, where appropriate and possible with the help of the two department heads
- Head of School or the person conducting the investigation interview staff member in the presence of their area department head

Procedure for conflicts between students and teachers/school management:

The specifics are regulated by the school discipline policy. The regular procedures will include:

- Allegations are to be submitted in writing to the area department head
- The department head is to inform the Head of School
- The department head is to inform the student of an alleged breach of the school discipline code
- Student is given the opportunity to make a statement pertaining to the allegations
- The student must be given the opportunity to have an authority of his/her choice (parent, guardian, teacher) present during the interview with the head of department
- Prior to the decision, the student is informed about the possibility and procedures of a review decision

Implementation:

Step 1: Speak with the other person involved in the complaint.

Step 2: If the issue is not resolved, the department head will act as an intermediary. This will be a three-way conversation to air the grievance.

*Step 1 must be completed first.

Step 3: Take it to the Leadership Team: At this step the Head of School must be involved. This step requires a formal letter of complaint and for both parties to meet and present the grievance. The Head of School will refer the matter back to the person making the complaint if the first two steps have not been carried out. However, there are possible circumstances where a matter is so serious or urgent that steps 1 & 2 could be bypassed.

Notes: If you have a complaint concerning someone, please take it directly to that person only. We do not tolerate gossip and slander in the halls between faculty, students or parents.

It is worth noting that the school's learning goals (SLOs) especially in regard to attitude, while representing a generic ideal of human behavior that represents an open-ended, lifetime's endeavor, apply thereby not only to students, but to each one of us also, especially in our responsibility to provide such a model to our students.

It is fairly normal that people from time to time will have disagreements and conflict with one another. Conflict can be destructive or constructive depending on how we handle it for the sake of maintaining a harmonious and enjoyable atmosphere throughout the whole school community, it is vital that grievances of any nature are not allowed to fester. It is often the case that disagreements arise owing to misunderstandings which can be clarified by further discussion in a calmer environment. Often the simple offering and acceptance of an apology can eliminate any bad feelings.

Personnel Files

The Head of School shall insure that an appropriate personnel file with all necessary documents as required by Thai Law and all accrediting agencies is maintained for each employee. The employee will have access to his or her file although any reference information will be kept confidential. All personal and professional records concerning an employee, including performance/contribution/teamwork reviews, professional evaluation and other relevant information is strictly confidential and can be accessed by authorized persons only. Employees may view their personnel records on request.

Disclosure of Other Employment

- According to Thai Labor laws it is illegal for a full-time employee to have 2 sources of full-time employment (maximum of 20 hours per week)
- Employees are required to disclose in writing all other employment at the time of application and/or acceptance of a position at CRIS. Current employees who enter additional employment other than at CRIS are required to disclose this fact within 72 hours of accepting such employment.

Any other employment (e.g., part-time) is subject to approval by CRIS.

Dress and Appearance

Dress should be appropriate to the job being done. As we are professionals, we should dress in a professional manner. This involves cleanliness, neatness, modesty and dignity. Dress slacks or cotton pants with a dress shirt (long- or short-sleeved) are appropriate for men. Dressy sport shirts are also acceptable. Footwear should be appropriate.

Women should be aware that hemlines of dresses or skirts should be low enough and necklines high enough for modesty whether standing, sitting or bending. Shoulders should be covered. Dress slacks are acceptable. Footwear should be appropriate. Jeans and flip-flop sandals are not considered appropriate. Remember that teachers provide a model for students. It would be unrealistic to expect students to dress appropriately if teachers did not. On special occasions such as House Days and Thai Celebrations, staff will be advised on appropriate dress.

Note: These requirements do not apply to activity appropriate clothing for specific positions such as P.E., Swimming, Taekwondo, etc.

COMPENSATION AND BENEFITS

The Head of School shall propose to the School Owner and Board a compensation and benefit package for all staff on a yearly basis. Changes in the compensation scales and benefit package or employee discounts must have prior approval of the Board.

Determination of Salary

All employees entering CRIS will be hired based on established procedures and compensated based on the established salary scales approved by the School Board.

Determination of International Hire Status

International hire status is determined when the primary purpose of the candidate coming to Thailand is to teach at CRIS. A person who has already been working in Thailand as an international hire at an accredited or an international school may be hired as an international hire.

Reserve teachers, permanent substitutes, paraprofessionals or teachers aids, support staff and part-time teachers may not hold international hire status.

Salary and Benefits

Salaries are paid by direct deposit to the employee's account at Bangkok Bank on the last working day of each month. For convenience, employees will be asked to open an account at the branch where the school's accounts are kept, however this account may be accessed through any branch or ATM of Bangkok Bank throughout the country and via internet banking. Please note that you may have to apply to the bank for an internationally valid ATM card if you expect to withdraw from your account while overseas.

There are branches of Bangkok Bank at Big C and Central Plaza shopping malls in Chiang Rai that are open on the weekend and also after normal hours in the afternoon and evenings.

Details of individual salaries are confidential and as such are only available to authorized personnel.

Thai Tax

Teachers are required by law to pay income tax on all earnings. Tax calculations are based on an employee's full remuneration package and are governed by the Thai Ministry of Finance's rules and regulations. Tax rates differ according to an individual's personal status (marriage, number of dependents etc.). Please liaise with the CRIS Finance Officer with regards to your personal status. Employees are reminded that they are personally responsible for tax obligations in their home country.

Full-time Employment and Tuition Fees

According to the contract, full-time teachers are hired for duty from 7:30 am until 3:30 pm from Monday to Friday, excluding school holidays. The normal school year is based on 180 days of instruction along with a number of additional work and professional days as set out in the school calendar and/or contract.

Flights Home

It is CRIS Policy that teaching staff with international hire status are entitled to an economy class return flight between Chiang Rai and their home country* at the end of their second year of teaching at CRIS (if they renew their contract), and thereafter each second year, or as specified within their contract (as long as their contract is renewed for a further year).

The school will reimburse only flights to and from the teacher's home country, and these must fall within the summer vacation period.

- Flight reimbursement is calculated from the average of 3 flights during the month of March to the teacher's home country.
- Teachers will receive their flight money on their June pay check.
- Existing teachers who are entitled to a return flight, but choose not to fly to their home country during the summer vacation will receive the calculated average amount of the cost of an economy class return flight to their home country.

* 'home country' for the purpose of this policy is as stated in each teacher's contract.

Health Insurance

After the three-month probationary period, employees, their spouses and dependents who qualify for AIA Health Insurance will be enrolled in the AIA group medical plan. Employees, their spouses and children who do not qualify for AIA coverage due to pre-existing conditions will be offered coverage under the Thai Social Security insurance. Please note that the offered Social Security and AIA Insurance does not cover ophthalmology and international travel. Employees will be given an opportunity to add the Thai Social Security insurance to their health insurance package at their own expense early in the school year. It is the employee's responsibility to ensure that they are adequately covered. CRIS will not be liable for any expenses accrued over and above those covered by the assigned medical insurance. Policy document schedules and benefits will be discussed with employees prior to them being enrolled.

Accommodations

Single occupancy, furnished apartments are available on campus for teachers, free of charge, for the duration of the probationary period. After the probation period teachers may choose to reside in the apartments at a subsidized rate of THB 4,000 per month. Teachers are responsible

for electricity at THB 7 per unit and water THB 100 per month, which will be deducted from the monthly salary. The apartments are not equipped to accommodate families. **No overnight guests are allowed in the apartments.**

School Fees

Up to 2 biological or legally adopted children of faculty members may be enrolled at a 100% discount of all admission, entrance and tuition costs plus exemption from the ICT/book deposit (but not from liability for loss or damage) – except for uniforms. For a third child the discount is 75% and for the fourth and fifth, 50%. All students will be charged an annual registration fee which is grade dependent.

Meals

All teachers and their school going children are entitled to receive 2 free meals per day. This refers to only breakfast and lunch and only on normal school days.

Extra-curricular Activities (ECAs)

All biological or legally adopted children of faculty members may be enrolled in ECAs at a 100% discount.

Swimming pool, Gymnasium & Sports Facilities

CRIS employees and their immediate family members are welcome to use the swimming pool and sports facilities such as the gymnasium, Monday to Friday from 3:30 pm until 6:30 pm and on Saturdays and Sundays, 1:30 pm until 6:30 pm, only if such facilities are not already scheduled for other events. Users are to ensure that all equipment is returned to its proper location and that the facilities are left in good condition. At all times, behavior must comply with that expected on campus. Preference and consideration will be given to resident students. For safety reasons it is a requirement that the swimming pool only be open for swimming when the lifeguard is on duty.

***NOTE:** The swimming pool rules and hours of operation are to be strictly observed. Failure to abide by these policies will result in disciplinary action.

Visa and Work Permit

Non-immigrant visa

It is the responsibility of the employee to obtain a Non-immigrant Visa outside Thailand prior to the employment start date and thereafter to check the validity/expiry date of their visa and make sure it is up to date. Transportation and accommodation costs to secure a Non-immigrant visa are not covered by the school, however all extensions and renewals will be undertaken and paid for by the school up to the final day of contract. It is the responsibility of the employee to be aware of the expiration date of their visa and be sure to present themselves to the admin office at least a week beforehand for documentation and processing of renewal.

Work Permit

New employees are required to submit original qualification documents and passport etc. to the admin office for the processing of work permits and visa extensions, both of which are generally valid for one year, but may also be set to expire at the end of the current contract of employment or earlier in order to facilitate the process of renewal and avoid the otherwise necessary return of teachers to Thailand up to 3 weeks prior to the end of the summer holiday.

Re-entry visa

It is the responsibility of the employee to secure a re-entry permit prior to any departure from Thailand. Failure to do so for any departure from Thailand during the validity of a visa will result in its cancellation and that of any work permit. In the event of such cancellation, the employee will be liable for the costs of obtaining a new visa and work permit.

90 Days Notification

All foreigners in Thailand are required to report to immigration authorities every 90 days, starting from the most recent date of arrival in the country and it is also the responsibility of the employee to be aware of this and keep track of the dates. Failure to do so can result in a fine of 2,000 THB (4,000 THB if arrested). Notification must be made within 15 days before or 7 days after the period of 90 days expires.

Immigration Offices

There is a Thai Immigration Office in Chiang Rai. Please ask the admin office for directions.

Leave of Absences

Brief absences

During normal school hours, for any absence from the school campus is consider a brief leave if the person plans to returned to work. The time of departure and expected return must be noted in the notebook provided in the Administration office. Such absences, may not be taken during scheduled teaching time except in the case of an emergency and at the discretion of the Head of School, who in such instances, must also be informed. For any absences, longer than 1 class period the appropriate form needs to be filled out and approved.

Sick Days

Ten sick leave days are allowed per year with payment. More than two consecutive sick days must be medically warranted with a doctor's certificate which must be submitted to the administration office at the earliest opportunity. If an employee is unable to report for work owing to sickness or other emergency, the area principal and the Head of School should be informed as soon as possible by email or after 7:30 am by telephone, so as to be able to arrange a substitute.

Business/Personal Leave

Five days paid leave per year are allowed for personal business that cannot be done outside of normal school working hours. This leave must be requested by completing the appropriate form and submitting it for approval to the Head of School at least 3 days prior to the requested date of leave. This leave will not be granted in conjunction with weekends or other holidays. Personal/Business days that follow outside of this policy will be unpaid at a pro-rata rate.

Leave for Professional Development

Upon receipt and consideration of the appropriate application and documentation by the Head of School in consultation with the School Licensee, paid Professional Development leave can be granted for up to 5 working days, which may also include relevant fees (for attending conferences etc.), transport and accommodation costs. For extended absences, which involve the suspension of normal employment duties, the conditions for Leave without Pay (see below) will likely apply.

Professional Development

The school expects its teachers to continue their professional development while at the school. The school encourages professional development through in-house PD programs and by

supporting participation in outside PD activities. Collaboration meetings are scheduled on a weekly basis, and professional development days are scheduled during the school year. If a teacher becomes aware of professional development activities which might interest other teachers, they are asked to post them on the PD boards in the staff room. All teachers who wish to attend PD events/workshops must have them approved by the Head of School before any registration/booking is made. A brief written proposal will suffice. If more information is needed, a meeting will be arranged.

Professional Development Opportunities include:

- **Conferences**

These conferences may be outside the set P.D. focus for that school year, but they must have some connection with programs offered at the school. Conferences that are on topics that are not beneficial to the school are likely to be rejected.

The conference may be rejected due to budget restrictions.

- **Online Courses**

Similar to the restrictions for conferences, the course must be beneficial to both the teacher and the school and be relevant to current or future programs offered by the school.

Compassionate Leave

In the event of life-threatening illness or death of immediate family members, paid leave may be granted for up to 15 days.

Maternity Leave

CRIS employees are entitled up to 90 calendar days of maternity leave. During the first 45 days the employee will receive payment. The remaining 45 days will be unpaid.

Paternity Leave

CRIS employees are entitled up to 5 days of paid paternity leave.

Serious illness

A maximum of 50 days of unpaid leave plus any outstanding paid sick leave days is allowed for recovery from serious illness or injury when supported by a doctor's certificate specifying the amount of time required off work. The doctor's certificate must be submitted to the Head of School at the earliest opportunity.

Leave without pay

Extended leave without pay up to 5 days, beyond those listed above, may be requested and

applied for in writing at least 2 weeks in advance. Such requests are dealt with on an individual case by case basis and are granted or refused at the discretion of the Head of School in consultation with the Administrative Team.

Unauthorized leave/breach of contract

An employee who fails to report for work without any notification for 3 consecutive days will be assumed to have abandoned his/her position and would be automatically terminated from their employment at CRIS. This will be considered a breach of contract. Any employee that breaches their contract will be reported to their hiring agency and other CRIS organizations. A reference letter would not be provided for anyone breaching their contract.

Deductions

In the event that an employee exceeds the leave allowances specified above, his/her salary will be deducted by a pro rata working days calculated on the number of working days in that year.

**NOTE: All leave requests should be submitted to the Head of School.*

Code of Conduct

In Thailand, teachers are regarded with respect, and at CRIS they are considered to be professionals, not only as educators, but also as responsible individuals in regard to their work ethic and practice.

It is therefore expected that all employees accept personal responsibility for maintaining high standards of conduct and job performance, including the observance of Chiang Rai International School rules and policies. However, consistent or outright violations of these standards will necessarily result in disciplinary action. Remedial disciplinary action can be considered a dimension of performance evaluation. It is a corrective process to help employees overcome work-related shortcomings, strengthen work performance and achieve success.

In dealing with deficiencies in conduct and work performance, CRIS tries to be fair and consistent in its treatment of employees. Many factors are taken into consideration if it becomes necessary to discipline an employee, including the nature and seriousness of the offense, the employee's past record, the total impact on the employee's department and on the school, and any mitigating or aggravating circumstances. In general, discipline for employees is applied in progressive steps as follows:

1. *Oral warning*
2. *Written warning*
3. *Final written warning, suspension and/or disciplinary probation*
4. *Termination of employment*

This policy is not contractual in nature and does not constitute an agreement that any particular procedure or rule will apply. The nature of the offense and the particular circumstances determine whether or not all or any of the steps in the above sequence are followed. Disciplinary steps may be omitted, accelerated, or repeated, as the employer determines appropriate.

The purpose of disciplinary measures short of termination is corrective, to encourage employees to improve their conduct or performance so that they may continue their employment with the school. Chiang Rai International School expects all employees to behave in a mature and responsible manner and to perform their jobs conscientiously, without the need of disciplinary action. These corrective disciplinary measures will not apply in the event of any offense that the school determines to warrant immediate termination of employment or in other circumstances when the school determines that corrective measures would be ineffectual or otherwise inappropriate.

Oral Warnings

A verbal warning by the area principal will be the first stage in the procedure. This will set out steps that need to be taken to improve the employee's behavior or work performance together with any training to be provided and a date for review. If an employee is given an oral warning, the warning is also recorded in writing and the record is placed in the employee's personnel file.

Written Warnings

If an employee fails to reach the required standard after a verbal warning, within the agreed time-scale, the next stage is a written warning stating that unless conduct or work performance improves in accordance with agreed criteria within the required time scale, or that steps are followed to remedy incapability to carry out duties, a final warning and dismissal could result. If an employee is issued a written warning or a final written warning, the area principal and the Head of School will meet with the employee to discuss the disciplinary action and the employee will be asked to sign the warning. The employee's signature is only an acknowledgment that the employee has been informed of the warning; it does not indicate agreement with the warning. All written warnings are retained in the employee's file.

Dismissal

Employees will be dismissed after due notice has been given if, despite adequate warnings according to the procedure above, their conduct or work performance does not meet the required standard. A notice period will not be given in the case of gross misconduct or to an employee on probation.

Procedures for Gross Misconduct

1. Gross misconduct consists of conduct which is a fundamental breach of the relationship of trust and confidence between the employer and employee. Gross misconduct includes very serious breaches of discipline such as theft, fraud, falsification of records, assault, fighting, grossly impaired responsibility or non-performance due to alcohol or misuse of drugs, harassment or discrimination.
2. In cases of gross misconduct an employee may be suspended on full pay until an investigation of the incident has taken place. If on completion of the investigation gross misconduct is seen to have occurred, an employee may be summarily dismissed without warning and without payment in lieu of notice.
3. Employees may also be subject to summary dismissal as the result of conviction for any criminal offence, which has a bearing on, or affects the employment of the individual.

Disciplinary Probation

An employee may be placed on disciplinary probation for unsatisfactory performance or conduct. An employee placed on disciplinary probation will be given a written notice of probation, which generally provides an explanation of the reason for the action, the length of the probationary period and a plan of corrective action to be successfully completed during the period. The area principal and the Head of School will meet with the employee to discuss the terms of the disciplinary probation, and the employee will be asked to sign the notice of probation as an acknowledgement that the employee has been informed of the action. A copy of the notice is retained in the employee's personnel file.

At the conclusion of the probationary period, and from time to time during the period, as appropriate, the area principal will meet with the employee to review his/her progress.

An employee on disciplinary probation who does not show satisfactory improvement is subject to further disciplinary action at any time, up to and including termination of employment.

Investigative Suspension

A suspension from work may be appropriate when circumstances require an investigation and it does not appear practical or desirable or in the best interests of the school or of the employee for the employee to remain at work during that investigation. An investigative suspension is not itself a disciplinary measure. If, at the conclusion of the investigation, the investigative suspension is not converted to a disciplinary suspension or discharge, the employee will be reinstated and will be paid at his/her normal straight-time rate for all regularly scheduled work missed during the suspension.

Disciplinary Suspension

A disciplinary suspension is a suspension from work without pay for one or more days for a repeated or serious infraction of school rules or policies. A record of the suspension is retained in the employee's personnel file.

Misconduct during the Probation Period

The disciplinary action policy is not normally applied to new employees during the probationary period. Unsatisfactory performance or any infraction of Chiang Rai International School rules or policies or other misconduct during this period may result in immediate termination of employment. Probationary employees are not eligible to use the grievance procedure.

Part 3: Curriculum and Instruction

Grade Level Organization, Curriculum Development and Documentation

Kindergarten

Kindergarten provides the foundation for study throughout the school. Children who join the student body at this stage will acquire the use of English in a natural way, much the same as a native English speaker, and subsequently attain a level of fluency that is difficult to achieve at a later stage. The integrated curriculum consists of three levels: K1, K2, and K3. Completion of each level with appropriate fulfillment of standards is a prerequisite for admission to the next level.

Objectives:

- To develop a love of learning and the ability to coexist constructively with peers
- To develop the ability to concentrate and access information
- To encourage self-confidence, responsibility and a sense of basic ethics

Common Core (ELA & Mathematics): The Common Core State Standards (CCSS) represent a coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success. The standards define the knowledge and skills students should have in their K–12 education, emphasize learning goals, describe end-of-year expectations, and focus on results, leaving room for teachers to determine how these learning goals should be achieved.

Jolly Phonics: Jolly Phonics is a fun and child-centered approach to teaching literacy through dynamic phonics combined with meaningful actions for each of the forty-two letter sounds. The multi-sensory method is very motivating for children. Teachers can evaluate progress through a variety of assessment methods.

Others:

Linguistic skills (English and Thai)

Cognitive abilities

Social skills and attitude

Physical abilities, including both gross and fine motor skills

The curriculum provides children with a dynamic, hands-on learning environment that promotes growth in all areas. It also helps to develop a positive attitude towards their peers, teachers, parents and themselves. The ultimate goal is providing them a comprehensive and applicable groundwork for success in primary school.

Primary School

Chiang Rai International School's Primary Program, which includes grades 1 through 6, is designed to provide comprehensive academic, social, spiritual and globally-minded learning in an enjoyable and safe environment. The Program uses the Common Core Standards and consists of four core subjects: ELA, Mathematics, Science & Social Studies also co-curricular subjects: Physical Education, Music, Art, Chinese, ICT, Bible, and Thai language and Culture. The school also offers a wide variety of extracurricular activities to all grade levels and age groups. CRIS offers student-centered instruction implemented by collaborative planning and differentiated instruction. Scope & Sequence planning ensures that all academic standards, SLOs and the School's Vision and Mission are integrated into lessons. Vertical alignment of standards also provides a progressive transition from one grade level to the next. CRIS teachers meet weekly to collaborate in curriculum development, identify support service needs, and improve communication with parents.

Common Core: The Common Core State Standards (CCSS) represent a coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success. The standards define the knowledge and skills students should have in their K–12 education, emphasize learning goals, describe end-of-year expectations and focus on results leaving room for teachers to determine how these learning goals should be achieved. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful in future endeavors.

ELA: The CRIS Primary reading curriculum focuses on developing fluency, comprehension, critical thinking skills, writing, speaking and listening. Guided reading instruction is used in primary classrooms to help students reach their academic goals.

Math: CRIS believes that learning should be engaging and meaningful. Through hands-on mathematics curriculum the school provides students with real life experiences that equip them with readily applicable skills. Teachers use a variety of resources beyond the textbook to enhance learning.

Science: CRIS Primary students are introduced to lively science units that are based on the New Generation Standards.

Social Studies: The CRIS social studies curriculum is based on the Aero Standards.

Middle School

Chiang Rai International School's Middle School Program, which includes grades 7 & 8, follows the Common Core Standards, California State Standards and Singapore Math. The curriculum framework has been modified to meet international standards and is relevant to the school's unique region and student demographics. The program consists of four core subjects: ELA, Mathematics, Science and Social Studies, plus the following co-curricular subjects: Physical Education, Music, Art, Chinese, ICT, Bible, and Thai Language and Culture. The school also offers a wide variety of extracurricular activities to all grade levels and age groups.

Common Core: The Common Core State Standards (CCSS) represent a coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success. The standards define the knowledge and skills students should have in their K–12 education, emphasize learning goals, describe end-of-year expectations and focus on results leaving room for teachers to determine how these learning goals should be achieved. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful in future endeavors.

ELA: The CRIS Middle School ELA curriculum focuses on developing overall comprehension, critical thinking skills, writing, listening and speaking.

Math: CRIS believes that learning should be engaging and meaningful. At the Middle School level, teachers focus on building the fundamental math skills for High School studies. Concepts are introduced in a progressive manner for students to build upon.

Science: The CRIS Middle School science program is designed for students to develop an understanding of scientific processes. Students explore varying science disciplines through inquiry, investigation, and follow-up. Students are encouraged to apply scientific knowledge in real life situations and work together to solve problems. The Middle School offers Earth Science, Life Science and Physical Science.

Social Studies: The CRIS social studies curriculum offers students the opportunity to explore the foundations of human history, discover physical and cultural geography, and develop awareness of global issues. Social justice, diversity and the study of the consequences of decision-making are emphasized. The Social Studies Standards have been revised and CRIS has adopted the AERO standards.

High School

Chiang Rai International School's High School Program, which includes grades 9 through 12, follows the Common Core Standards and California State Standards. The curriculum framework has been modified to meet international standards and is relevant to the school's unique region and student demographics. The program consists of four core subjects: ELA, Mathematics, Science and Social Studies, plus the following co-curricular subjects: Physical Education, Music, Art, Chinese, Korean, ICT, Bible, Thai Language and Culture and other electives. The school also offers a wide variety of extracurricular activities to all grade levels and age groups.

Common Core: The Common Core State Standards (CCSS) represent a coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success. The standards define the knowledge and skills students should have in their K–12 education, emphasize learning goals, describe end-of-year expectations and focus on results leaving room for teachers to determine how these learning goals should be achieved. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful in future endeavors.

ELA: The CRIS High School ELA curriculum focuses on developing overall comprehension, critical thinking skills, writing, listening and speaking. It also integrates rhetorical and persuasive skills, composition techniques, research methods, and literary criticism.

Math: CRIS believes that learning should be engaging and meaningful. At the High School level, courses are rigorous and designed to prepare students for eventual university coursework. High School math includes: Geometry, Algebra 1 & 2, Pre-Calculus, Statistics and AP Calculus AB and BC.

Science: The CRIS High School science program is designed for students to develop an in-depth understanding of the application of scientific processes. Students explore varying science disciplines through inquiry, investigation, and follow-up. Students are encouraged to apply scientific knowledge in real life situations and work together to solve problems. The High School offers: Earth Science, Biology, Chemistry, Physics and AP Biology.

Social Studies: The CRIS social studies curriculum offers students the opportunity to explore the significance of turning points in human history, apply physical and cultural geography, and develop awareness of global issues. Social justice, diversity and the study of the consequences of decision-making are emphasized. High school classes include: World History 1 & 2, Economics, Global Citizenship and AP Psychology. The Social Studies Standards have been revised and CRIS has adopted the AERO standards.

English Language Learners Program (ELL)

Chiang Rai International School recognizes the importance to students in acquiring a highly-proficient level of academic and conversational English in order to meet standards and personal achievement goals. To this end, students are assessed at the time of admission and thereafter on a regular basis throughout their school years to track competency in Speaking, Listening, Reading and Writing. In cases where students do not yet possess the English skills expected of their grade level, they are provided with extra support through one-on-one and small group instruction involving push-in, pull-out and extra-curricular classes after school. Students take two to ten extra lessons per week, depending on grade level and need. In Middle School, grades 7 and 8 English Language Arts classes are split into two groups according to English language proficiency. In High School, an elective ELD class is offered to students who need to improve their overall English proficiency to access all core subject content taught in high school. CRIS continually evaluates and develops the ELD program in order to best accommodate our student population's needs.

Thai Language and Culture Class

Chiang Rai International School, we require that students receive instruction in Thai language and culture. Thai language, Culture, and History: The CRIS recognizes the multicultural backgrounds of our students. Therefore, to ensure the best learning experience, we have designed two distinct curricula for Thai and international learners and we are also followed the Standards of Thai Language and Culture Competency from The Thailand Office of the Private Education Commission (OPEC). The curriculum for Thai students focuses on how to become successful global citizens while still maintaining their Thai identity. Students explore Thai etiquette, culture, traditions, and democracy within the framework of a constitutional monarchy; they also learn how to use the Thai language correctly and appropriately. For International students, our curriculum aims to enrich the learner's knowledge, understanding, and respect for Thai culture, while also being able to properly communicate with locals to enjoy life in Thailand. Our curriculum emphasizes three main disciplines: Thai language, Culture, and History.

Class Sizes

The approved “Cap” class sizes for regular education classes by grade levels within the school will be as follows.

	Minimum	Goal	Cap
K1	6	15	25
K2	6	18	25
K3	10	20	25
Grades 1 & 2	15	20	25
Grades 3, 4, 5	15	23	25
Middle School Grades 6, 7 & 8	20	23	25
High School Grades 9 to 12	23	25	25

“Goal” numbers should be the guideline to be followed by the Admission’s Office. Once the “Goal” number is reached, the appropriate division head must be consulted before accepting a student. “Cap” numbers indicate that the Administration must take action to either reduce class size or create a new teaching section.

Classrooms

Classes are to be conducted in a professional manner at all times. Be prepared. Be on time. Be fair and consistent. Be welcoming and positive.

Planning and record-keeping

- At the beginning of each academic year, teachers are required to formulate a syllabus and timeline for delivery of the instructional program for their subject according to, referencing, and correlated with the Contents and Standards of Common Core, Aero, NGSS or the CRIS curriculum adapted therefrom.
- Individual units of instruction in the syllabus should also reference and be correlated to the relevant Student Learning Outcomes (SLOs).
- Unit Plans which outline the objectives, resources, teaching strategies and student tasks should be created and/or continually updated on Rubicon Atlas.
- A record of formative/summative assessments should be maintained and regularly updated as evidence of each student’s performance and progress and to calculate students’ GPAs (Secondary & High schools).
- Progress and end of semester reports must be submitted by the announced deadlines,

and comments should accurately reflect each student's progress and performance for the information of their parents or guardians.

Assessment and Grading

CRIS operates a school-wide on-line grading system called ALMA. Assignments can be weighted by category, details entered, and an average grade is automatically calculated for each student. Students and parents are issued a code whereby they can access these results and progress online also. For further information please contact the ALMA Coordinator.

Assignments and Grading

Assignments should be fair and consistent with the students' ability. Guided peer-evaluation and self-evaluation should be part of the process. Assignments should be meaningful for the students' level and consistent with academic standards. It is the CRIS expectations that student work is differentiated, just as instruction.

Late Assignments

Assignments should be completed, even if they are late. Extended deadlines for acceptable reasons should be allowed. Assignments that are submitted after the due date will receive a grade reduction of 10% for every school day that they are late. However, this would not apply to excused absences. It is the responsibility of the student to meet with his/her teachers to get make-up work assignments. Students will be given a make-up period equal to the number of school days missed plus one in which to complete the missed work. The area principal will be notified by the teacher, in writing, if assignments or make-up work is consistently not completed.

Students who fail a semester course in High school may be considered for make-up work to complete the course and receive credit. Please discuss any failing students with the Head of School and Department Head prior to report time. Progress reports should be sent home for all students with failing grades and parents should be informed in advance of any failing grades.

Students with failing grades should be recommended to Response to Intervention (RTI).

Homework

At CRIS we believe that homework is to be used as an extension of a student's learning to reinforce skills already learned and should provide appropriate challenges for all students. Homework can also be used as a part of pre-teaching concepts or skills.

Homework is to be assigned in accordance with the homework guidelines. All homework should be meaningful and at the students' review level.

Adequate home study time must be given prior to a major test. Keep in mind that secondary students have multiple subjects when assigning homework.

Homework Guidelines: K1 and K2 students are not given homework. Generally speaking, homework assignments should total approximately ten minutes per grade level. For example, 10 minutes for G1, 20 minutes for G2, etc. However, occasionally there may be exceptions for special projects or assignments.

Standardized Testing

Standardized testing at CRIS serves to help place students, guide school learning goals, direct program development and gauge university potential performance.

MAP testing is required for students in 3rd through 9th grade. CPAA tests will be required for students in K3 through 2nd grade. These tests are used to show student growth throughout the years. High school students will take the PSAT/NMSQT in 10th and 11th grades and are encouraged to take the SAT in 11th and 12th grades.

Classroom Management

Teachers are accountable for the students in their classes at all times and for the full duration of each class. They are also responsible for supervising students in their area of allotted duty during break and lunch times.

- Know the school guidelines for discipline procedures.
- Attendance must be taken every morning by homeroom teachers during the homeroom period from 07:45am – 07:55 am. Correct daily attendance records are essential in ensuring the safety and security of the students in our care.
- Students arriving late to school (after 7:55 am) must go to the administration office to check in and be counted as present but late for the school day. Students arriving late to individual classes should be marked late. If they have an excuse from another teacher or staff member, either verbal or written, they should be marked Late(excused). If not, they should be marked Late(unexcused).
- Teachers may not take any student outside the school campus without the express permission of the area principal, or for approved field trips.
- It is also the responsibility of teachers to hold students to a certain standard of punctuality and appropriate appearance, especially in regard to the proper wearing of uniforms.
- It is expected that all teachers will maintain an atmosphere in the classroom and elsewhere that is conducive to student learning and the achievement of the expected school-wide learning outcomes.
- When there appears to be a sustained insufficiency or sudden loss of academic performance on the part of a student, it is the responsibility of the teacher to talk with

the student to discuss any causes and to communicate with the student about what is needed to improve their academic performance in the class. If poor performance continues, the teacher should request an RTI (Response to Intervention) Meeting.

- Teachers may recommend that severely under-achieving students be required to attend after-school remedial classes that will replace normal ECAs but be similarly charged, for a period to be determined under review by the referring teacher.
- In the event of an accident, medical or other incident that might need to be reported to parents, or be of any concern to them, an **Incident Report** should be submitted to the area principal and recorded in the appropriate section in ALMA. The area principal will determine what further action, if any, is required such as contacting the parents etc.

Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. Students in danger of failing any of their subjects may be recommended to the RTI team.

Academic Warnings

To support students in their learning, Secondary school students (Grades 6-12) who have below a 65% in a core subject (English, Math, Science, Social Studies, or Thai) at any point, must be notified as soon as possible and provided ample time for improvement. It is the responsibility of the teacher of this subject to speak with the student and develop a plan of action, and provide scaffolding and differentiation for the student as needed. It is the responsibility of the teacher to request an RTI (Response to Intervention) Meeting with the Principle, the parents, the student's other teachers, guidance counselor and the Intervention Specialist if needed. The teacher and student are to sign the **Academic Progress Check** form (on the server under CRIS Forms) after this conference. Also, the parents of the student must be notified and sent this form, once signed by the teacher and the student, and return the form signed in acknowledgment of receipt. A copy of this form, once signed by all three parties, is to be sent to the Head of School.

Academic Probation

A Middle School or High School student may be placed on academic probation at the end of a semester when the student's grade point average is below 2.0, or they have received an "F" in a

core subject. The parents and students will meet with the area principal and teachers to develop an academic improvement plan which may include some or all of the following:

- Weekly homework logs signed by the parents
- Behavioral log to be completed by the student, teacher and signed by the parent
- Scheduled meetings with the teachers, school counselor, and/or Principal.
- Participation in after-school remedial classes that will replace normal ECAs but be similarly charged, for a period to be determined under review by the referring teacher.

The design of the academic improvement plan is at the discretion of the school administration, and is created with the parents' input.

At the end of the following semester, there are three options.

1. The student has improved during the semester to a 2.0 GPA, or above, and no "F's" in a core class. In this case, the student will be removed from academic probation.
2. The student has shown improvement but has not yet achieved a 2.0 GPA or greater or still has an "F" in a core subject. In this case the school may extend the academic probation for a second semester. The academic improvement plan may be revised by the administration.
3. The student has remained at the approximate same level, or the performance has worsened. In this case, the student has 2 options. 1) repeat the grade, 2) retake the class or classes (maximum of 2 possible) in Summer School. Upon completion of Summer School, if the student still has an "F", they will repeat the grade.

If a student remains on academic probation for 2 consecutive semesters, the CRIS administration reserves the right to withdraw the student within 2 weeks of parental notification.

The Head of School may waive probation if it is the consensus of the student's Principal, teachers and counselor that the student has begun working at or near his/her potential, even though he/she is still receiving low grades.

Language Use

The study of language is the foundation for all learning, and is central to children's intellectual, social and emotional development. Language affects our cultural identities and ways of viewing the world, and helps us communicate with others. Language is the major connecting element across the curriculum, as students not only learn language and learn about language, but also learn through language. Thus, all teachers at CRIS are language teachers.

Media Use

Any audio-visual or media materials used in support of instruction must be well-integrated into the lesson plan.

If a teacher would like to use material that carries a “PG13” rating or higher, or in other ways might be found objectionable by students or parents, the teacher must get parental permission after discussing the movie with the area principal and the Head of School.

Use of Intellectual Property

The school will recognize copyright and licensing requirements for all instructional materials, including video, print, and computer software and to comply with intellectual property laws in Thailand.

Part 4: Student Support

Student Attendance

Attendance will be taken by all homeroom teachers from 07:45 to 07:55. Teachers are also to note late arrivals (after 07:55 am) in ALMA. Secondary and specialist teachers are also required to register student attendance for each class during the day.

Student Discipline Policy and Procedures

Our discipline policy aims to reinforce our Core Values. The purpose of this is to teach our students appropriate behavior and self-discipline. We strive to be consistent in our overall handling of discipline issues, but we do take the case of each individual student into consideration. We respect each student’s right to an education: **No student can be allowed to interfere with another student’s right to learn, and no student can be allowed to interfere with a teacher’s right to teach.**

Keeping with our aim to maintain a safe and encouraging learning environment, we believe in rewards and goals as a way to achieve constructive behavior. Rewards are given out for positive behavior. Rewards might be earned as a class or individually. Our House Teams and House Points System are examples of positive rewards. Students may earn House Points inside and outside of the classroom, individually or in teams. These points go to their particular House Team. Rewarding those who make wise choices encourages positive student behavior and builds a safe learning environment. Our goal is a safe learning environment where all students can thrive and excel.

Each teacher sets forth classroom behavior guidelines and policies. Most discipline issues will be dealt with in the classroom by the teacher. **At no time should discipline include corporal punishment, physical coercion, or any action that is unnecessarily humiliating or damaging to a student’s self-esteem.**

For **ALL** students, the following disciplinary Chart will be followed:

CRIS School Discipline Chart

Type	Offense	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
A	<ul style="list-style-type: none"> Late to class, or other commitment General disruptive behavior or coming to class unprepared Dress code (uniform, inappropriate clothing, makeup, jewelry, etc.) 	<ul style="list-style-type: none"> Teacher handles in class Sent to office for dress code violation 	<ul style="list-style-type: none"> Teacher handles in class 	<ul style="list-style-type: none"> Incident report Notify Area Principal Detention 	<ul style="list-style-type: none"> Incident report In school detention Behavior contract and Conference with parents 	<ul style="list-style-type: none"> Incident report Parent conference with teacher and Area Principal Contract
B	<ul style="list-style-type: none"> Skipping Assembly, chapel, or classes without permission Unexcused absence 	<ul style="list-style-type: none"> Incident report Teacher handles in class 	<ul style="list-style-type: none"> Incident report Notify Area Principal Inform parents In school detention 	<ul style="list-style-type: none"> Incident report Notify Area Principal In school detention Meet with Administration 	<ul style="list-style-type: none"> Incident report Parent Conference Administratio n action plan 	

	<ul style="list-style-type: none"> • Use of electronic items in class without permission 	<ul style="list-style-type: none"> • Electronic devices will be confiscated 	<ul style="list-style-type: none"> • Electronic devices will be confiscated 	<ul style="list-style-type: none"> • / behavior contract and conference with parents • Electronic devices will be confiscated 		
C	<ul style="list-style-type: none"> • Electronic use outside of classroom (phones, laptops, smart watches) • Failure to serve detention • Cheating, or falsifying information • Dishonesty-lying, deception, manipulation • Bullying-physical, verbal, social, social media 	<ul style="list-style-type: none"> • Incident report • Notify Area Principal • In school detention • Notify parents • Confiscate electronic devices/parents notified to pick up after school 	<ul style="list-style-type: none"> • Incident report • Notify HOD and Area Principal • In school detention • Suspended from recreational events • Behaviour contract and conference with parents 	<ul style="list-style-type: none"> • Incident report • Parent conference with Administration • Administration action plan 	<ul style="list-style-type: none"> • Incident report • Out of school suspension/in school suspension 	<ul style="list-style-type: none"> • Expulsion

	<ul style="list-style-type: none"> • Profanity or verbal abuse • Fighting • Vandalism, graffiti, property damage • Leaving Campus without permission • Using social media with intent to bully • Swearing at an adult • Forgery • Disrespecting teachers 					
D	<ul style="list-style-type: none"> • Sexual harassment behaviour 	<ul style="list-style-type: none"> • Incident report 	<ul style="list-style-type: none"> • Incident report • Notify Area Principal 			

	<ul style="list-style-type: none"> • Bringing weapons to school • Drugs or alcohol in school & at school functions • Fighting or Physical Assault (causing hospitalization) • Plagiarism • Cigarette smoking • Theft • Property damage • Threatening a teacher or staff member 	<ul style="list-style-type: none"> • Notify Area Principal and HOS • Out of school suspension • Notify police as necessary • Parent conference 	<ul style="list-style-type: none"> • Expulsion • Notify parents and police 			
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Student use of cell phones and other electronics policy and procedures

- Students may bring cell phones to school, but are not required to do so. All cell phones will be collected by the Homeroom teacher during the Homeroom period at the beginning of the day. The Homeroom teachers will keep the cell phones all day in a secure location in the classroom until the end of the day at which time they will return the cell phones to the students.
- Students are expected to pick up their cell phones after the last bell rings at the end of the day from their Homeroom teachers. All cell phones that are not picked up at the end of the day will be locked in the Homeroom teacher's room overnight and can be picked up at the end of the next school day.
- If a student arrives at school after the Homeroom period, they must take their cell phone to their Homeroom teacher for safe keeping for the entire school day.
- Cell phones should not be used in corridors if such use is impacting learning. For example, texting outside a classroom and therefore making students late for class.
- Laptops and tablets may be used in class for academic purposes only. If a student is caught using any of these items for any other purpose, teachers may confiscate the item and keep it until the end of the day at which time the students may collect it from the teacher.
- Any item of value that is brought to school is brought at the student's own risk and although we will have systems in place to ensure that phones and other electronic items are collected and kept efficiently and securely, we cannot take responsibility for any loss, theft or damage of these items if a student chooses to bring them on campus.

References/Recommendations for Students

If a student or parent requests a recommendation or reference from you, as a teacher, you have the right to decide whether to do the recommendation/reference. If you agree please remember the following:

- All references/recommendations should be confidential.
- References should never be given to individuals but passed to the Head of School to be sent directly to the relevant interested party.
- Students who are leaving the school must ensure that any outstanding business with the school is processed before departure and before any recommendations or references can be given.
- No recommendations or references will be issued if fees, books etc. remain outstanding.

Extra-Curricular Activities (ECAs)

Extra-curricular activities are offered every day from 15:50-17:30. These activities are designed to broaden the educational, sports and recreational experience of students at CRIS, covering as wide a range of options as possible. All teachers are therefore encouraged to offer Extra-Curricular Activities according to their interest and knowledge. Although voluntary, teachers are paid extra for one to four ECA classes per week, excluding holidays and special events, such as faculty meetings, etc. Generally, ECAs are offered on a semester basis and begin about 2 weeks into the semester. (The Academic Support Program ECA for secondary students runs for one quarter, beginning quarter 2, and required enrollment is based on students' grades in core subjects.) Teachers should submit an overview and timeline of the projected content of their ECA course to the administration office within these 2 weeks. Payment for all ECAs and any extra hours of teaching will be taxed at a rate of 3%.

Special Learning Needs

CRIS is able to admit and serve students with mild learning difficulties who demonstrate the ability to access and benefit from our regular curriculum and program with limited assistance (up to four lessons per week) from our Intervention Program. Students with special learning needs will be admitted on the basis of the admissions committee's review of previous school records and placement, assessments of current intellectual and achievement levels, Individual Educational Plan (IEP) and psycho-educational evaluations.

*CRIS does not offer alternative diplomas and does not provide physical or occupational therapy services.

CRIS does not admit students with

- Low cognitive functioning
- Behavior disabilities
- Both learning disabilities and limited English language proficiency.

The CRIS House System

All students, teachers and office staff are placed in a house (Lions, Tigers, Jaguars and Panthers) when that arrived at CRIS. House days are usually scheduled once a month for sports events, academic quizzes, puzzles days, etc. and inter-house competitions are also held in most sports and games over the course of the year during break, lunchtime or after school. Points are awarded and the on-going tally announced at assembly each week, leading up to the annual presentation of the House Cup. Points are also awarded by individual teachers to students as a reward for good behavior, performance and significantly, for speaking English. The points awarded for speaking English result in individual prizes, and also contribute to the overall house totals. The house system can be used to make teams for in-class competitions also. Most house days run on a Special Activity Day schedule to maximize instructional time.

Instructional Materials

Instructional material is usually ordered at the end of the year for the next academic year. CRIS follows a curriculum review cycle to allocated resources for the upcoming academic year. Teachers are given a semester budget to purchase small items. Any item over 500 baht must be approved by the Head of School. Teachers will be reimbursed by bringing the appropriate receipt to our financial clerk (Ms. Lee).

Any new material and/or books are stamped by the school librarian. Teachers must keep accurate records of all classroom books signed out to students. Any books not returned must be reported to the Head of School.

ICT Lab

Teachers that wish to use the ICT lab can book by using the school online booking system (Google calendar).

Education Outside the Classroom (EOTC)/ Class field trips

Proposals for class field trips should be submitted on the EOTC event proposal form provided on the CRIS server drive. No teacher should ever take students off campus during class time unless he/she has received specific approval from the area principal. Any field trip request must satisfy these five criteria:

- The field trip must be academic in nature, relating to the specific class being taught and discuss with the area principal.
- The request must be submitted in writing to the school/ at least four weeks prior to the trip.
- After the principal, has approved the trip and informed the Head of School, it is the teacher's responsibility to request the proper transportation. Plus, the teacher should have appropriate adult supervision lined up (at least one male and one female adult for every fifteen students, and at least one adult per van or car other than the driver).
- Parental permission slips must be completed and sent out at least a week prior the fieldtrip. Once completed, ensure that all forms are signed and fully completed. Forms should be taken by the teacher in the field trip. **Students who do not return forms cannot go on trips.**
- The teacher taking the students on the trip should communicate the trip's plans to all other teachers at least one full week prior to the trip. Moreover, if any other teacher believes that it is not in a particular student's best academic interest to be absent from his/her class for a field trip, that teacher may request that that student not go on the trip. The first teacher should honor that request.
- No field trip requests will be granted either during the weeks of semester examinations or the single weeks preceding semester examinations.

Child Protection Policy

Rationale

Chiang Rai International School aims to provide a safe and happy environment for all of our students so that learning can take place in a safe and secure atmosphere. This Child Protection Policy supports Article 3.1 of the UN Convention of the Rights of the Child which states that, 'in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.' We are committed to preventing child abuse and protecting children within our community.

This policy sets out to outline the actions that will be taken to ensure that all students are protected from all forms of abuse.

Policy Statement

We believe that all children have the right to:

- Grow up in a safe, secure and caring environment.
- Be protected from harm – including neglect, abuse and exploitation.
- Be listened to, and heard.
- Be valued in terms of their language, culture, religion, sex and race.
- Be treated as an individual.

There is a collective responsibility of all adults in our community to:

- Ensure that children are protected.
- Provide a safe, secure and loving environment.
- Provide support, encouragement and stimulation to enable each child to reach his/ her full potential.

Definitions of Abuse

Physical Abuse:

"Physical abuse is any non-accidental injury to a child under the age of 18 by a parent or caregiver."

These injuries may include beatings, shaking, burns, human bites, strangulation, or immersion in scalding water, with resulting bruises and welts, broken bones, scars, burns, retinal hemorrhage, or internal injuries.

Sexual Abuse:

“Sexual exploitation involving physical contact between a child and another person.”

Exploitation implies an inequality of power between the child and the abuser on the basis of:

- Age
- Physical Size
- Nature of the emotional relationship
- Media (photographic, pornographic, pedophile clips)

Physical contact includes:

- Anal
- Genital
- Oral
- Breast contact
- Inappropriate touching of other parts of the body that cause discomfort

Physical Neglect:

“Neglect is the chronic failure of a parent or caregiver to provide a child under 18 with the basic needs such as food, clothing, shelter, medical care, educational opportunity, protection and supervision.”

Emotional Maltreatment:

“The consistent failure of a parent or caregiver to provide a child with appropriate support, attention and affection” or “A chronic pattern of behaviors such as belittling, ridiculing and humiliating a child”.

Procedural Guidelines:

Trusted Adults

All adults working regularly in the school are considered appropriate for the position they hold (see Appendix 5: Recruitment of Staff). All visitors to the school should sign in at the front gate and wear a ‘VISITOR’ badge. The adults who work directly with children are ‘trusted adults’ and the children may share any concerns or worries with these adults (see Appendix 2: Guidelines on Disclosure of Abuse). The ‘trusted adults’ should act appropriately in the company of children and not place themselves in situations that may be misunderstood.

Initial reporting guidelines for the teacher

Notification of abuse or neglect is required when “a person suspects on reasonable grounds that a child has been or is being abused or neglected”.

Ref: Thailand Child Protection Act (2003)

Anyone aware of such a situation must report it to the School’s Child Protection Officer (the Head of School).

If a child shares any concerns or worries with the adult they should:

- Talk quietly with the child without leading them. The child’s sense of trust in the adult is paramount in these situations therefore it is important to reassure the child that you believe their story.
- Make the child aware that they cannot keep the information to themselves and need to seek help from other appropriate adults. They should then inform the Head of School.
- If any adult has concerns, worries, observations or disclosures about a child they should share this immediately with the Head of School.
- All reported concerns are recorded in the **‘Child Protection Book’** which is kept in the Head of School’s office. Observations should be clearly outlined and substantiated. Sketches should be included as appropriate. (See Appendix 3 for further guidelines)
- This information is confidential and the Child Protection Book is kept in a locked cabinet.
- Information is shared on a ‘need to know’ basis only.
- The Head of School will decide what further action is required within 24 hours of the report.
- The child’s teacher, assistants and other adults as applicable, will continually monitor the child.
- The Head of School will discuss with the parents or guardians their concerns as appropriate. Action to be taken will then be discussed.
- The child’s teacher should be sure to pass this sensitive information in confidence to the child’s next teacher. The Head of School is to ensure these records are kept and passed as necessary.

If the suspected offender is a teacher/ employee

The Ministry of Education holds educators more responsible for the care of our children than most other citizens. Teachers are considered to be the moral leaders of our children.

When a child discloses about inappropriate behaviors of school personnel, the school must respond no differently than if the alleged offender is a parent. Teachers have daily access to children and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of teacher offenses must be handled immediately and with seriousness.

The integrity of a school and a system is NOT dependent on whether or not an offender exists; instead, the integrity of the school or system IS dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the Head of School to prevent and deter sexual harassment, as well as provide procedures for the resolution or prosecution of sexual harassment between teacher and pupil.

THE SCHOOL MUST BE A SAFE PLACE FOR ALL STUDENTS.

Stage 1

1. The suspected abuse is reported to the Head of School.
2. The child's parents are informed immediately.
3. Restrictions are placed on the teacher's access to the child, and possibly to all children.

Stage 2

1. The Head of School meets with the teacher concerned, with a witness.
2. The teacher is isolated from the school, with no access allowed to the school, pending investigation.
3. The Head of School meets with the teacher outside the school, if necessary, for further discussion.
4. In light of evidence, the Head of School decides the appropriate course of action. This could include an Executive Committee Hearing.
5. The Head of School takes appropriate action. This could include a verbal warning/a formal warning/dismissal/reinstatement.

Stage 3 (External to the School)

Should the offender be deemed guilty by the Board's Disciplinary Sub – Committee:

1. The Head of School reports the suspected abuse to the police for investigation.
2. The alleged offender is reported to the Ministry of Education for possible administrative action.
3. Where a case has been concluded, a report should be sent to the offender's embassy and the Ministry of Education.

Procedure for Child Abuse Cases

The procedure to be followed for child abuse cases:

1. Ensure the physical and emotional safety of the child – if the child faces danger by returning to the family, (family abuse) an alternative living arrangement must be made.
2. Assess and provide appropriate medical care.
3. Arrange a meeting with parents, including the Head of School if appropriate, and the school counsellor, **as soon as possible** but no later than **96** hours of the abuse being disclosed.
4. At the time of the meeting, the school will arrange counselling and support, via a school-approved psychologist for family therapy.
5. If any recommendation is not followed to the satisfaction of the psychologist, the school and the family, the case will be reviewed to see whether the child is fit to return to an academic environment and whether governmental authorities should be notified.
6. If the recommendations are still not followed, the case will be reviewed a final time and referred by the Head of School to:
 - The Centre for the Protection of Children's Rights Foundation (CPCR) Bangkok at (02-4121196/02-4120736 or FAX 02-4129833) or www.thaichildrights.org
 - The Royal Thai Police.

The School Counsellor will meet with the child and continue to provide support, as deemed appropriate by the psychologist/psychiatrist.

Staff Training

Every year, all staff:

- Should be made aware of the school's policy and procedures regarding child protection.

- Have regular, mandatory child protection training.

The School Nurse should be part of the Child Protection team.

Follow up

Guideline checklist for disclosure follow-up:

Determine risk for re-offense:

- Who? /What? /When? /Where?

If the offense is ongoing and the child lives with the offender:

- Will you report to authorities?
- Who will you bring in to protect the child, such as a non-offending parent?
- What immediate actions can the child take apart from reporting?

Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits – giving the child other alternatives to talk if more time is needed, such as counseling or others in her/his support system.

Explore the feelings and concerns the child has about the experience:

- Guilt?
- Fear?
- Shame?
- Anger?

Affirm that the experience was “assault” and thus the child is never to blame for someone else’s action. Affirm each of the feelings, while also determining if those feelings are overwhelming to the child, then working on helping the child put those feelings within a healthy limit.

Explore the support system so the child can have someone to talk with:

- Parents or other adult relative?
- Friend?
- Trusted adult such as a teacher, friend’s parent, minister?

Explore the play the child enjoys and help her/him continue to do these things:

- Movies with friends
- Hanging out with friends
- Parties that are safe
- Arts, writing

End the session by making sure the child knows what to do if attempted or assault happens again:

- Say NO, or run away to somewhere safe – ask the child to specify to whom.
- Tell someone – ask the child to specify to whom.

Appendix 1: Key Indicators of abuse

Indicators of Physical Abuse:

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back or buttocks
- Burns with a pattern from an electric burner, iron or cigarette
- Rope burns on arms, legs, neck or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions or fractures

Indicators of Sexual Abuse:

- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital or anal areas
- Difficulty in walking or sitting
- Refusing to change into gym clothes
- Child running away from home and not giving any specific complaint
- Pregnancy at 11 or 12 with no history of peer socialization
- Sexual knowledge, behavior, or use of language not appropriate to age level

****Behavioral indicators in and of themselves, do not constitute abuse. Together with other indicators, they may warrant a referral.***

Appendix 2: Guidelines for Disclosure of Abuse

How do I respond to a child's disclosure of abuse?

A student may tell you directly and specifically what has happened, or s/he may hint indirectly to the situation. Sometimes the child will use "strings attached," such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep). Or, a student may claim the problem belongs to someone else, that s/he is only disclosing a friend's situation. Use your best judgment in deciding how much to press the issue with the student and how much to discuss the situation with the child. Often a child is willing to reveal the details of an incident only once.

The educator's role is not to investigate or verify the situation, but rather to make the report and set in motion the process of getting help for the child.

It is important to support the child. In order to do this, note the following recommendations:

- Reassure the child that it is okay to tell what happened.
- Tell the child what to expect. If you don't know, say so, but let the child know he/she can expect your support.
- Project a calm, understanding and supportive attitude to the child.
- Avoid having the child repeat his explanation multiple times and to different staff members.
- Let the child know that you must tell authorities in order to help them. Explain that you will have to tell another person because they are at risk. Use a script such as "if you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else".
- Reassure the student that it is not her/his fault.
- Trust your "gut" feelings.
- Understand the importance of early reporting.
- Make clear, detailed notes of the conversation.
- Remember that an educator who reports in good faith is protected from civil liability.
- Respect the child's privacy by not discussing the situation out of school.
- Remember that reporting a child abuse situation is a request for an investigation into a suspected case of abuse.
- After reporting, it is important to maintain a supportive presence for the child.

Appendix 3: Keeping Records and Making a Report

Be specific about the context the child disclosed:

- Name
- Age
- Name of teacher
- Location
- The Time the child disclosed the abuse to the teacher.
- Approximate time abuse occurred.
- Any other information you think is important to document.

Record notes using the child's own words – try not to add your own interpretation and judgements (or make separate notes about these).

Describe any injuries you see. Send the child to the school nurse who should take photos of the injuries, bruises, cuts and or bleeding, and write a report.

Sign all notes with the date and time as well as name of the signatory.

Each incidence of possible abuse should constitute a separate referral.

When making a report, you should include as much of the following information as is available.

- Child's name, address, birth date, and gender
- Parents' name, address, home phone (if possible) and work places
- Nature and extent of the suspected abuse
- Information on previous injuries or background data
- Identity of alleged abuser (if known)

There will be a police interview. Regardless of the country you are in, child abuse is a crime and the police will interview the child. This can be quite threatening to a child.

Make sure that notes and reports are given to the Head of School in a sealed envelope marked URGENT and CONFIDENTIAL and that they are stored under lock and key (NOT in the child's regular school files).

Appendix 4: Physical Environment

Environment of school:

- Glass in doors.
- Teachers not being on their own with children in a place where both parties can't be seen.
- Security system for visitors.

Appendix 5: Recruitment of staff

CRIS recruits staff from all over the world and therefore has limited access to up-to-date Criminal Background Check. In most western countries Criminal Background Checks are possible and are made at the point of issuing a contract to new staff. No system will guarantee that unsuitable staff will be recruited to our school, nor will any system of checks prevent the first offender. However, there are procedures which will ensure that all precautions have been taken to ensure that all staff can safely work with children.

Degree/post grad certificates are confirmed through the Thai authorities by the HR department. Original copies are to be given to the HR department on arrival.

A **medical certificate** is sought – either from the country of departure or on arrival in Thailand. This should include an HIV test.

References from the present employer (head/principal) and any previous recent employer are sought. One of the questions on the form is whether there is any reason why the candidate cannot work with children. If any suspicion is aroused the senior member of staff recruiting may contact the last employer personally. Gaps in the employment history should be investigated.

If the staff member applies from Thailand – a police check can be obtained from the police. At the point of contract, the teacher must provide such a form.

If the staff member applies from another country, an up-to-date police clearance form should be obtained at the candidate's own expense from that country. Discretion should be used when confirming the appointment to see that the staff member has not been moving too often.

Interviewing new staff

Opportunities should be offered to candidates to explain whether there is any reason why they should not work with children that they feel the school should know about.

Verification from previous employers should be sought either in written form or by telephone –

‘is there any reason that you are aware of that X should not work with children?’

The present head/principal should always be asked for a reference – either verbally or in writing and the above question should be always asked.

Appendix 6: Immunity

The school shall not hold responsible or fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person willfully and intentionally falsified a report.

The school shall cover all legal fees for any staff named in legal action as a consequence of their having made a report of alleged child abuse, unless it can be demonstrated that the person willfully and intentionally falsified a report.

Suspected or confirmed cases of physical and sexual abuse, physical neglect and emotional maltreatment must be reported. The reporter should have reasonable cause or reasonable suspicion to believe that abuse or neglect has occurred. The reporter is not required to have proof. Abuse that took place in the past must be reported as long as the child remains in the home of the abuser or, as long as the child is at risk of further victimization from the abuser.

Part 5: Safety

Security

The main gate is maintained and the campus patrolled by a contracted security service 24 hours a day. All visitors are checked at the main gate and issued with visitor ID cards which should be displayed at all times while on campus. All staff and parents must carry security ID cards at all times on the school campus. Students are not permitted to leave the campus during school hours, or at any other time without the permission or in the company of their parents or guardians.

All areas of the school are covered by CCTV cameras, including inside each classroom. CCTV footage is recorded and may also be viewed live at any time by authorized personnel.

Parents' permission is required for all field trips and activities outside the school campus. All field trips and external activities are subject to approval of the administration and must include a detailed plan and schedule, (forms are available in the staff room) and students must be supervised at all times.

Students and staff traveling in the school vans are required to wear the seat belts provided at all times.

CRIS HEALTH AND SAFETY POLICIES

It is the primary policy of CRIS to maintain a safe, secure and healthy environment for all students and staff at all times. To this end:

- The safety and protection, health and well-being of all students are the first and foremost duty of all staff at CRIS.
- CRIS is a smoke-free campus.
- No alcoholic drinks or illegal drugs or other substances are to be kept or consumed on the CRIS Campus.
- No guns or weapons of any kind are allowed on the CRIS campus.
- The CRIS identification card must be worn by all staff and visitors at all times on campus and presented to security staff on request.
- Cars, motorcycles and bicycles must be parked in the designated areas and extreme caution used when driving on campus.
- All students and staff must wear a motorcycle helmet when riding on a motorcycle on campus.
- All staff should be familiar with the emergency evacuation/lock-down procedures and their associated duties.
- All staff should also be familiar with the school's Acceptable Use Policy.

Every effort is made to eliminate any health and safety hazards throughout the school and its operations and activities. All areas and buildings are regularly monitored by the school's Health and Safety Committee to identify any potential security, health or safety hazards or concerns and any recommendations receive the highest priority. Nevertheless, it is the responsibility of all staff to be vigilant in identifying any such hazards and report them immediately.

CRIS maintains a duty roster of teachers for the supervision of all areas of the school during morning break and lunch times. In particular, students in K1 to K3 are supervised at all times by their teachers and/or teaching assistants and are fed separately from the older students.

Any incident involving the health or injury of a student must immediately be reported to the administration office and the school nurse, and parents will be informed accordingly. Where judged to be of sufficient seriousness, the student will immediately be transferred to a hospital for consultation and treatment.

Teachers are required to complete an incident report for any such event, including any accident however minor, and any instances of unsafe or unacceptable behavior including bullying or other anti-social behavior as outlined in the student/parent handbook. Further action, if necessary, will be determined by the Head of School.

Firearms and weapons of any kind, possession or consumption of alcohol, illegal drugs and smoking are strictly prohibited on the CRIS campus, the school's outside activities and in school vans at all times.

Emergency Procedures

Emergency evacuation and 'lock-down' procedures for possible emergencies and the respective guidelines for students and teachers are posted in all rooms together with maps showing present location, evacuation routes and assembly areas. An emergency backpack containing a first aid kit and other essential equipment is also provided in each classroom. All staff are required to be familiar with these procedures, and Homeroom teachers in particular are responsible for ensuring that their students are also fully aware of them.

Emergency evacuation and/or Lockdown drills are generally held at least once per semester. In the event of an evacuation, the following guidelines apply to teachers:

Evacuation Procedure

1. Instruct students to:
 - Form a line.
 - Stay calm and quiet.
 - Leave any shoes (if not wearing them) and backpacks behind.
 - Move with you in an orderly fashion to the emergency assembly area.
2. Secure the emergency backpack and roster.
3. Once at the assembly area, line up students in their designated homeroom places.
4. Take attendance and alert the area principal and/or Head of School of any absences.
5. Work to keep the students calm until the all-clear has been given.

Please note:

- **Exiting the Building:** When the alarm is sounded, all teachers who have a class and are thus responsible for their students at that specific time should immediately escort their students to the field. Students should leave all bags and shoes in the building and proceed directly to the football field. Teachers should pre-teach the procedures for an evacuation per your evacuation procedures and exit route found on the placards prior to the drill. This will ensure that students are calm and aware of what to expect during the drill. Teachers who do not have classes at that time are responsible for coordinating with each other to check all restrooms and other locations in their building for students who may not be in class at the time, and, if any, escort them to the emergency assembly area.
- **To Bring with You:** Take your emergency folder to the football field. The emergency folders are in each classroom. Also, be sure that your folder has the emergency procedures, student roster and a red/green card prior to the drill.
- **Attendance:** Once on the field, line up your class under the designated location for their homerooms and homeroom teacher. **Homeroom teachers**, check that all of your students are present. If any students are missing, hold up the red card and report which ones are missing. If no students are missing, hold up the green card.
- **Re-entering the Building:** Wait for the *All Clear* announcement. This announcement will signal that it is safe to re-enter the building.

Lockdown Procedure

In the event of a lockdown situation, the initial alarm and verbal alert will be conveyed to all classrooms via the school PA system. The following guidelines apply to teachers:

- Immediately lock all doors and windows.
- Instruct the students to move to a safe area of the classroom away from the windows, and to stay low.
- Bring a phone as close as possible.
- Work to keep the students calm and quiet until all clear has been given.

Teachers should also remain alert and conscious of any student who may for any reason be outside the classroom and be prepared to get them inside as quickly and safely as possible on their return.

At all times, leadership and command rests with the Academic and/or School Principal who may, at their discretion and according to the situation, issue directives that may override any previous or established instructions.

Please refer to the CRIS Emergency Procedures Manual for more in-depth instructions for different emergency situations.

Air Quality Policy

We hold the health and safety of each individual to a high standard. When the air quality in Chiang Rai worsens, our first concern at CRIS is for the health of our students and staff. Therefore, we have established the following guidelines to address the issue. These policies were produced in good faith to protect the health and safety for each individual on campus.

Action Steps:

1. Chiang Rai International School (CRIS) will monitor daily air pollution levels as measured using the CRIS Air Pollution Monitor. This information will be updated in real time on the CRIS website (<https://cris.ac.th/>) and will be linked to the AirVisual app and AirVisual.com.
2. Each classroom has been equipped with an air purifier and classroom doors have been replaced with doors that keep out the outside air.
3. The School Nurse will check the AQI in the morning at 7:30 am and then again at 11:30 am. CRIS will then post a flag in a central location of the school to communicate the color of the current AQI reading so that all students and staff can simply look outside at the flag to see what the AQI reading is, and take appropriate action.
4. The AQI chart and the School Action Chart below will be posted in each classroom, the gym, teachers' lounge, cafeteria, mini-mart and front office for students and staff to refer to and take proper action.
5. When the AQI reaches 151+, all students are required to wear PM2.5 masks. All staff are highly encouraged to wear PM 2.5 protective masks for their own health and to set a good example for the students. These masks will be available for purchase at the uniform shop and/or mini-mart or can be purchased from an outside source.
6. Parents or guardians may decide to excuse their children from attending school based on the AQI and their individual health needs. In such an event, it would be considered an excused absence. School may be cancelled at the discretion of the Leadership Team when the AQI is very unhealthy or hazardous. Notifications will be sent via email by 6 am if a cancellation is decided.

Air Quality Index	Who Needs to be Concerned?	What Should I Do?
Good 0-50	It's a great day to be active outside.	
Moderate 51-100	Some people who may be unusually sensitive to particle pollution.	<p>Unusually sensitive people: Consider reducing prolonged or heavy exertion. Watch for symptoms such as coughing or shortness of breath. These are signs to take it easier.</p> <p>Everyone else: It's a good day to be active outside.</p>
Unhealthy for Sensitive Groups 101-150	Sensitive groups include people with heart or lung disease, older adults, children and teenagers.	<p>Sensitive groups: Reduce prolonged or heavy exertion. It's OK to be active outside, but take more breaks and do less intense activities. Watch for symptoms such as coughing or shortness of breath.</p> <p>People with asthma should follow their asthma action plans and keep quick relief medicine handy.</p> <p>If you have heart disease: Symptoms such as palpitations, shortness of breath, or unusual fatigue may indicate a serious problem. If you have any of these, contact your health care provider.</p>
Unhealthy 151 to 200	Everyone	<p>Sensitive groups: Avoid prolonged or heavy exertion. Move activities indoors or reschedule to a time when the air quality is better.</p> <p>Everyone else: Reduce prolonged or heavy exertion. Take more breaks during all outdoor activities.</p>
Very Unhealthy 201-300	Everyone	<p>Sensitive groups: Avoid all physical activity outdoors. Move activities indoors or reschedule to a time when air quality is better.</p> <p>Everyone else: Avoid prolonged or heavy exertion. Consider moving activities indoors or rescheduling to a time when air quality is better.</p>
Hazardous 301-500	Everyone	<p>Everyone: Avoid all physical activity outdoors.</p> <p>Sensitive groups: Remain indoors and keep activity levels low. Follow tips for keeping particle levels low indoors.</p>

AQI	School Actions
Good 0-50	<ul style="list-style-type: none"> School operates with no activity restrictions
Moderate 51-100	<ul style="list-style-type: none"> School operates with no activity restrictions Watch for symptoms of unusual fatigue, coughing, shortness of breath, or heart palpitations. Notify parent/teacher/nurse/office if needed.
Unhealthy for Sensitive Groups 101-150	<ul style="list-style-type: none"> Reducing outdoor exertions should be considered. Take more breaks if needed. Watch for symptoms of unusual fatigue, coughing, shortness of breath, or heart palpitations. Notify parent/teacher/nurse/office if needed. Make indoor space available for individuals with asthma or other respiratory problems.
Unhealthy 151-200	<ul style="list-style-type: none"> 151+: Each student is required to wear a PM2.5 protective mask at all times outside of classrooms. If not worn, students will be sent to the office to purchase a suitable mask. All outdoor activities are limited (exertion ≤30mins/day) including P.E., break, & ECAs. After-school sports will be modified by the coach. Alternative indoor plans/locations will be arranged. Indoor space will be available to students and staff during break and lunch.
Very Unhealthy 201+	<ul style="list-style-type: none"> Students will be in classrooms during break, recess and lunch. All outdoor activities are cancelled or rescheduled including after school activities. Alternative indoor plans/locations will be arranged.
Hazardous 301+	<ul style="list-style-type: none"> Avoid all physical activities outdoors. Remain indoors and keep activity levels low. Classroom content will be provided by teachers through an online source, given absences. (ex. <i>Google Classroom</i>).

Special note: AQI of 151+: Students are required to wear a PM2.5 protective mask at all times outside of classrooms.

CRIS INFORMATION SYSTEMS AND ACCEPTABLE USE POLICY

Information and Communications Technology (ICT) has become an integral part of modern living, including in the classroom. We will guide users (staff, teachers and students) in using CRIS ICT resources safely and effectively, so that we may enable the maximum benefit to users while supporting CRIS Student Learning Outcomes (SLOs). Just as a chain is only as strong as its weakest link, all users of school ICT resources must be security aware and agree to use ICT resources responsibly in support of our school mission.

Please follow the link below. All teachers are required to read and sign the Acceptable Use Policy before the school year officially begins.

<https://docs.google.com/document/d/1HQNoH6DtP7-WGaN-PE8gXjgonrHeQaHl1SiQtXL7zmc/edit?usp=sharing>

Personal Data Protection

The Personal Data Protection Act 2019 (PDPA) is the consolidated legislation that provides general data protection in Thailand. The goal of the PDPA is to protect data subjects (people) from unauthorized or unlawful use of their personal data. The PDPA applies to all organizations in Thailand that collect information from people, and that includes schools. Here at CRIS we do our best to continuously comply and cooperate with this legislation, and for this purpose we provide training for all our staff and relevant information to our entire community, both internally and through external consultants.

Part 6: Other

End of Year Responsibilities

- All assessments should be graded and grades should be submitted by the due date according to the reporting calendar.
- Complete report cards as required
- Required unit plans and curriculum documents ready for the new teacher (if leaving)
- Certificates and award information submitted
- Reference requests should be in writing and in advance
- Book inventory submitted to the librarian
- Maintenance needs submitted
- Return keys

Towards the end of the year teachers will be given an “end of year checklist” to complete.

Maintenance

Maintenance requests should be sent out in June to be completed during the summer.

Emergency maintenance requests should be done using the maintenance request form.

Photocopiers

All photocopiers at CRIS are intended for school use only.

Supplies

General supplies for the classroom are available or can be ordered from the administration office and are kept in the supplies room on the first floor of the Administration building. Please remember to record any supplies received in the book provided. If you wish there to be any items regularly available that are not presently held in stock, please ask for these to be added to the regular stock list that is held by the admin office and checked every week. For ordering, anything that is not regularly held in stock - items under 500 THB do not need pre-approval and may be purchased by the teacher. ***Make sure you get a receipt made out to Chiang Rai International School*** and submit it to Khun Lee for reimbursement. For resources over 500 THB, please submit a supplies request form to Khun Lee for pre-approval and/or ordering request one week prior to date needed. The purchase of larger and more expensive items will be subject to the approval of the area principal and Head of School. Please note that orders for the current week must be submitted by Monday and for food items, the previous Friday. Recommendations and suggestions for acquisition of resources, especially those affecting the academic or sports activities of the school are always welcome and will be considered on their merit.

Environmental Awareness

CRIS believes that teachers are professionals and produce their best work when least restricted in the use of resources and supplies such as paper, printers and photocopiers etc. However, the school trusts that teachers will reciprocate by considering the cost and expenses involved by using only what they need and minimizing unnecessary waste. This is only common sense and in any household or organizational economy, money thus saved can be spent more profitably elsewhere. Teachers are therefore requested to:

- turn off all lights, air-conditioning, computers and other electrical equipment before leaving the classroom at the end of the day and for any extended length of time.
- do not leave doors or windows open while the air-conditioning is on.
- please try to keep air-conditioning at a reasonable 'summer' temperature of 24°-25°C.
- whenever possible, use both sides of the paper when photocopying etc.
- recycle unwanted paper by placing it in the box provided in the staff room or by giving it to the custodial staff.

Display of student work

Teachers are encouraged to make their classroom and hallways interesting and attractive through the display of instructional material and students' work. Please ensure displays are changed on a monthly or unit basis. If you need assistance in the area, please speak with your area principal.

Website

The school's website is at www.cris.ac.th.

ANY QUESTIONS?

While every effort has been made to provide all relevant and important information in this handbook, it is obviously not possible to cover every detail or possibility. For new staff, the initial period of orientation should fill in most of the gaps; plus, on-going information, changes and developments relevant to the operation of the school programs may be announced at any time, and/or discussed and explored during faculty meetings and on professional development days. However, if you have any questions, please feel free to ask your area principal, administration or support staff, who will be happy to give whatever assistance they can.

However, please bear in mind that time is precious for all administrative personnel, and try to direct your inquiries according to those whose specific responsibility they concern, as follows:

- For specifically academic affairs, academic resources and student disciplinary/academic matters please see your area principal in the first instance.
- For employment matters, contract questions, overall school policies, facilitation and liaison with office staff, requests for leave etc. please see the Head of School.
- For general school operations, administrative matters, communication with parents, students' non-academic welfare and concerns, matters concerning or relevant to the custodial, kitchen or maintenance staff, marketing and publicity, special project requirements, field trip transportation and food arrangements, please see your area principal.
- For supplies, financial, visa, work permit and other documentation matters, see Khun Lee or Khun Nok in the administration offices.
- For concerns about computer software issues, educational platforms, Google Suites, Atlas, or ALMA, please see the Data Manager.
- For concerns about computer hardware, smart board or projector problems, internet connection, or the CRIS Server, see Khun Bank.

Job Descriptions

School Director /Licensee/Manager

- Responsibilities: Responsible for the overall leadership of the entire school organization, operations and policies, including:
- Authority, overall supervision and monitoring over of all school operations and staff.
- Regular liaison, reporting and communication of day-to-day and long-term planning issues with the Head of School and School Board.
- Liaison with the Education Ministry and authorities of the Royal Thai Government regarding registration, accreditation and all relevant regulations.
- Overall supervision and approval of the development and implementation of all school policies, programs, curricular/extracurricular activities and day-to-day budgets to promote the optimal educational and life-skills development of each student.
- Regular liaison and conferring with the Academic Principal in regard to the progress, development and operation of the academic program, including staffing issues, professional development, recruitment needs and contracts.
- Liaison with the Head of School, Administrative and Thai Director and all staff, giving authorization, when necessary, in relation to their respective duties, school policies and procedures.
- Setting and approval of salary scales and employment contracts.
- Short and long-term planning in consultation with the Head of School and Administrative Staff, parents and school stakeholders for the ongoing improvement of student learning in terms of the physical, emotional and spiritual learning environment of the whole school.
- Overall pastoral care and availability for direct communication with any and all students, staff and parents regarding any of their concerns in regard to the school if they believe the response from the relevant school officers or academic or administrative staff has been insufficient to resolve the issue to their satisfaction.

Head of School

The Head of School oversees the operation of Chiang Rai International School academics, information technology, financial services, operations, human resources, and strategy and innovation. These divisions work together to support instruction and well-being of students, teachers and staff.

The Head of School shall, among other duties:

- Serve as the educational leader of the school
- Keep the School Board fully informed of all pertinent matters relative to the operations of the school
- Inform the Board on an annual basis of the evaluation of instructional programs.
- Oversee the development and implementation of policies, programs, curricula/extracurricular activities and day-to-day budgets to promote the educational development of each student
- Set and approve salary scales and employment contracts in consultation with the School Director
- Oversee the development, implementation and review of all academic policies, including class scheduling, curriculum and assessment, instructional strategies and extra-curricular activities to promote student learning goals
- Promote the ongoing Professional Development
- Liaise with other educational and community associations in regard to improving instructional programs
- Oversee student achievement and reporting to parents and/or guardians
- Supervise WASC accreditation process
- Recruit and place academic staff
- Promote community involvement
- Develop, monitor and review of the long term and short-term goals of the academic program
- Recommend to the School Board the need for educational facilities.
- Inform the School Board regarding hiring, resignations, and dismissal of staff.
- Prepare and annual operating budget
- Within the limits of the detailed annual budget for the year, have the power to direct expenditures and purchases. A monthly report of expenditures and income shall be made to the School Board for approval
- Approve the yearly academic calendar

Primary Principal

Responsibilities include:

- Oversee discipline of Primary Students.
- Revise Primary Unit Plans.
- Monitor attendance of Primary Students.
- Oversee MAP testing.
- Provide Professional Development.
- Oversee pastoral care and communication with all students, staff and parents regarding their concerns.
- Liaise with parents through the PTG, coffee mornings and individual communications regarding their contributions and concerns.
- Plan and prepare in consultation with department heads and staff, and reporting to the Head of School in regard to present and future academic resources and staffing needs together with their associated budgetary requirements.
- Assist and support the Head of School in regards to WASC accreditation requirements.
- Coordinate, monitor, review and make adjustments, in consultation and cooperation with relevant staff, of all matters concerning maintaining and improving all school wide standards, policies and procedures in accordance with accreditation with WASC.
- Provide a vital link to the Department and Leadership Team regarding issues within the department.
- Play an essential role in the communication and implementation on decision and policy making.
- Chair regular Primary collaboration meetings and send minutes of the meetings to the Head of School.
- Relay information from the Head of School and the Leadership Team to the department members.
- Coordinate preparation of department syllabi and timelines for each academic year.
- Coordinate delivery of the instructional program according to the standards of the CRIS curriculum and policies.
- Coordinate department curriculum in collaboration with teachers, Instructional Coach, Support Staff and Head of School.
- Consult in the development and implementation of procedures pertaining to WASC accreditation.
- Coordinate department orders for supplies and materials.
- Identify professional development needs and implement programs of professional development in the department.
- Participate in recruitment, interviewing, and selection of new staff within the department.
- Assist with the orientation and mentoring of new staff in the department.
- Assist with placement of new students to oversee student achievement and reporting to parents and guardians.

Secondary Principal

Responsibilities include:

- Oversee discipline of Secondary Students.
- Revise Secondary Unit Plans.
- Monitor attendance of Secondary Students.
- Supervise the School Guidance Counselor.
- Provide Professional Development.
- Oversee class scheduling for Secondary Students.
- Oversee the development and implementation of policies, programs, curricula/extra-curricular activities and day-to-day budgets to promote the educational development of each Secondary student.
- Liaise with parents through the PTG, coffee mornings and individual communications regarding their contributions and concerns.
- Plan and prepare in consultation with department heads and staff, and reporting to the Head of School in regard to present and future academic resources and staffing needs together with their associated budgetary requirements.
- Develop and implement overall school discipline and behavioral policies, including arbitration and conflict resolution.
- Assist and support the Head of School in regards to WASC accreditation requirements.
- Coordinate, monitor, review and make adjustments, in consultation and cooperation with relevant staff, of all matters concerning maintaining and improving all school wide standards, policies and procedures in accordance with accreditation with WASC.
- Provide a vital link to the Department and Leadership Team regarding issues within the department.
- Play an essential role in the communication and implementation on decision and policy making.
- Chair regular Secondary and Specialist collaboration meetings and send minutes of the meetings to the Head of School.
- Relay information from the Head of School and the Leadership Team to the department members.
- Coordinate preparation of department syllabi and timelines for each academic year.
- Coordinate delivery of the instructional program according to the standards of the CRIS curriculum and policies.
- Coordinate department curriculum in collaboration with teachers, Instructional Coach, Support Staff and Head of School.

- Consult in the development and implementation of procedures pertaining to WASC accreditation.
- Coordinate department orders for supplies and materials.
- Identify professional development needs and implement programs of professional development in the department.
- Participate in the recruitment, interviewing, and selection of new staff within the department.
- Assist with the orientation and mentoring of new staff in the department.
- Assist with placement of new students to oversee student achievement and reporting to parents and guardians.

Kindergarten Coordinator

Responsibilities include:

- Provide a vital link to the Department and Leadership Team regarding issues within the department.
- Play an essential role in the communication and implementation on decision and policy making.
- Chair regular department meetings and send minutes of the meetings to the Head of School.
- Relay information from the Head of School and the Leadership Team to the department members.
- Coordinate preparation of department syllabi and timelines for each academic year.
- Coordinate delivery of the instructional program according to the standards of the CRIS curriculum and policies.
- Coordinate department curriculum in collaboration with teachers, Instructional Coach, Support Staff and Head of School.
- Consult in the development and implementation of procedures pertaining to WASC accreditation.
- Coordinate department orders for supplies and materials.
- Identify professional development needs and implement programs of professional development in the department.
- Be part of recruitment, interviewing, and selection of new staff within the department.
- Assist with the orientation and mentoring of new staff in the department.
- Assist placement of new students.
- Oversee student achievement and reporting to parents and guardians.

High School / Middle School / Elementary School / Kindergarten and Specialist Teachers

Responsibilities include:

1. Planning

- Develop and update course syllabus, timelines and unit plans using the school data base
- Use CCSS, NGSS and AERO as a guide for planning student learning outcomes
- Plan and prepare lessons, instructional strategies and activities that actively engage the students in meaningful learning experiences
- Identify, select and modify instructional materials and resources to meet the needs of all students

2. Instruction

- Deliver instruction in accordance with the CRIS standards demonstrating knowledge and understanding of subject content
- Apply teaching methodology and strategies that encourage and motivate students to be actively engaged in their own learning process and enhancement of critical thinking skills
- Demonstrates knowledge of the subject matter
- Apply differentiated teaching techniques and strategies for all students
- Utilize resources, instructional and media technology and displays to help achieve student learning goals
- Use SIOP strategies to engage ELL's

3. Assessment / Evaluation

- Develop effective assessment and grading strategies to assist the ongoing learning development of students
- Analyze and interpret assessment data to inform, evaluate and improve the instructional programs
- Monitor students' progress and compile progress and end of semester reports of individual student achievement for communication to parents, plus alert parents to any noticeable drop in performance
- Ensure an appropriate environment for testing

4. Instructional Management

- Maintain a safe and nurturing learning environment and record and report any instance or incident of concern
- Report any incidents
- Manage time, materials and equipment appropriately
- Keep record of student assignments within the school data-based system

- Demonstrate effective classroom management
- Supervise and mentor instructional assistants if/when applicable
- Assist in adherence to school rules, regulations and policies

5. Professional duties

- Communicate effectively with peers, students, parents, and the school community
- Perform allotted supervision duties as assigned; attend faculty meetings, special school events and professional development activities as required.
- Be diligent in performing all professional duties in terms of quality, presentation and meeting of stipulated deadlines.
- Maintain a commitment to ongoing professional growth and development in regard to the latest developments in educational strategies, pedagogy and research, and development of individual professional development plan.
- Collaborate with colleagues and other members of the academic faculty in working to adapt and attune the curriculum
- Support and collaborate with colleagues in the delivery of the school's instructional program, and be willing to substitute for absent colleagues when required
- Model appropriate behavior and maintain ethical standards as presented in the school SLOs
- Support all school improvement initiatives
- Recognize indicators of student distress or abuse and take action according to school procedures
- Be willing to contribute as appropriate to the school's ongoing process of self-evaluation and improvement and to participate in self-study focus groups in respect to the achievement of its expected learning outcomes

In addition to the above teaching responsibilities, teachers are responsible for:

- Monitoring and recording daily attendance of their students
- Monitoring and attending to the well-being and social development of the students
- Monitoring the overall academic progress of students
- Reporting any concerns to administration

Teaching Assistants

The responsibility of Teaching Assistants is to assist their homeroom teacher (and specialist teachers) when necessary, in:

- Prepare resources and materials for lessons
- Assist with the delivery of instructional programs
- Monitor the well-being of all students
- Supervise students at all times and after school until collected by parents/guardians

School Guidance Counselor

Responsibilities include:

- Establish and operate a comprehensive school counseling program
- Provide comprehensive college, educational and financial aid planning for the students and families at CRIS
- Provide individualized support to students in selecting colleges and help with the application process
- Have information available for students regarding colleges and application
- Work with teachers to develop an advisory curriculum of college readiness with goals and activities for secondary students
- Maintain and disseminate information in regards to standardized test such as SAT, ACT, and TOEFL
- Coordinate and support test preparation
- Help student register for college admissions test
- Serve as the coordinator and lead the operations of the SAT and AP testing center
- Foster partnerships between CRIS and college programs
- Compile a school profile, as well as information on grading and course offering
- Set up college visits and fairs
- Arrange for college admissions representatives to visit CRIS
- Establish partnerships with local and national organizations in regards to scholarships
- Serve as a liaison with college admissions offices CRIS

Curriculum Coordinator/Instructional Coach

Responsibilities include:

- Create a positive, stimulating, dynamic, and supportive learning environment
- Develop curriculum and alignment for grades K1-G12
- Understand best practices in the classroom
- Work with the teachers and area principals to coordinate unit plans and collaboration meetings

- Promote teacher growth
- Lead professional development on a quarterly basis
- Model lessons
- Take the lead in exploring new ideas on learning methods
- Mentor teachers
- Oversee scope and sequence and unit plans
- MAP Testing coordinator
- Contribute to the development of new policies
- Support the school image in the community
- Be part of the RTI committee

English Language Development (ELD) Coordinator

Responsibilities include:

- Collaborate with members of the school staff to continue to develop our ELD program to provide 1) significant integration of ELD instruction in the regular classroom, and 2) systematic, relevant assessment of student skills and progress.
- Provide training for ELD and regular classroom staff on ELD instruction and integration in the regular classroom via Sheltered English or SDAIE (Specially Designed Academic Instruction in English).
- Prepare and deliver age and culturally-appropriate ELD lessons that actively engage students in meaningful learning experiences.
- Develop a differentiated ELD curriculum to meet the needs of a wide range of students.
- Support all school improvement initiatives, and be willing to contribute as appropriate to the school's ongoing process of self-evaluation and improvement.
- Serve on one or more committees in order to improve curriculum and plan the direction of the school.
- Teach (push in or pull out) 5-10 hours each week.

Physical Education (P.E.) Teacher/Coordinator

Responsibilities include:

- Implement and teaching to School Curriculum for Physical Education in the school-wide program of P.E. classes for each grade level
- Provide a safe and encouraging learning environment for students to develop their physical and mental skills and strengths
- Coordinate and provide guided play activities during break times and after school (ECAs) and encouraging maximum student participation therein
- Design and organize school house day activities, competitions and Sports Days
- Coach school sports teams for inter-school competitions
- Liaise with other schools and organizations to arrange inter-school sports events
- Oversee the maintenance and safety of all sports equipment and facilities

Golf Instructor (in association with Happy City Golf Course)

Responsibilities include:

- Conduct House and Sports Days Golf Events
- Conduct all ECA Golf Classes
- Conduct After-School Summer Golf Program
- Assist with Happy City Website verbiage and Monthly Golf Tips
- Conduct evening 'Golf English' Classes at Happy City for Korean Winter Training Students
- Conduct Saturday Dorm Student Golf Classes at Happy City
- Continue to maintain and promote Happy City Golf Academy's Facebook page
- Promote golf and the core values it represents to CRIS students
- Develop girls and boys traveling golf teams
- Assist with the ELL department

Data Manager

Responsibilities include:

- Manage the school's student information system (ALMA)
- Manage the school's curriculum development and standard alignment system (Atlas)
- Manage the school's standardized testing for MAP and CPAA
- Manage the school's Google Suite (Gmail and Google Apps for Ed)
- Coordinate ongoing contact with external consultants for compliance with the Personal Data Protection Act
- Manage ongoing contact with representatives from various platforms including ALMA, MAP, CPAA, Atlas, PDPA firms, and Google.
- Work with IT team and ICT teachers or the purposes of coordinating and managing student information, PDPA compliance, internal server security, website information, schedules and calendars, and staff information access.

School Librarian

Responsibilities include:

- Maintain all library resources in an orderly and user-friendly manner
- Supervise library facilities and equipment
- Catalogue all books, textbooks, reference books, periodicals, audio-visual resources etc.
- Provide assistance, advice, guidance and suggestions to students and staff regarding library resources and usage
- Provide teaching assistance and guidance to students during 'library' lessons.
- Reconcile annual stock and records
- Create projects to encourage students' reading and use of English
- Suggest new resources to administration

Nurse

Responsibilities include:

- Attend to incidents regarding health or injury of students and staff
- Administer First Aid treatment to students and staff
- Care for students staying in the nurse's room
- Refer appropriate cases for hospital consultation and treatment
- Maintain First Aid and medical supplies in the Nurse's Room and classrooms
- Coordinate First Aid training for all staff

CHIANG RAI INTERNATIONAL SCHOOL

2019 – 2020 Academic Calendar

This calendar is subject to change due to unforeseen circumstances.

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