

**INITIAL VISIT
VISITING COMMITTEE REPORT**

INTERNATIONAL SCHOOLS

This form is to be used in conjunction with the *Accreditation Manual: Initial Visit Procedures for International Schools, 2019 Edition*. This form is for use for international schools.

Name of School: Americana Chinese International School

School Address: 227 Chiang Mai - Lampang Superhighway, Chiang Mai, TH 50140

Grades Reviewed: PreSchool - 7

School Enrollment: 268

School Type(s): Comprehensive
Comprehensive, Independent Study, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

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Initial Visit Team Member(s): Dr. John McGrath

Date of Visit: March 1 - 3, 2022

Introduction

Americana Chinese International School (ACIS) opened in August of 2019 and currently has 268 students in PreSchool through grade 7. In the coming years they plan to expand until they have a complete high school. It is part of a larger group of schools, the Ambassador Group, which includes one other international school, bilingual schools and kindergartens. The curriculum in English is based on California Common Core State Standards. The school offers two programs which set it apart from other international schools in the local market: a Chinese language program and a whole-school STEM program, rooted in project-based learning. They also offer a complete program in Thai. The concept of the school began with a group of parents and leaders at the sister school within the group of schools, Unity Concord International School (UCIS), who wished for a school with a strong Chinese program and with more experiences for students in STEM subjects. The founder of UCIS was a part of this group of people envisioning the new school, and she, along with the other founders, have provided the funding to establish the school and to ensure its success in the early years.

The majority of students (70%) are either partially or wholly Thai, with Chinese students making up most of the rest of the students (20%). The remaining 10% hail from a variety of other nationalities.

This initial visit occurred virtually, as travel in the region is still restricted because of the pandemic. During the course of the visit, the school community developed several covid cases, causing the closure of different grade levels at different times. Despite this, the visit was thorough, although some grade levels were not available for observations.

Vision of ACIS:

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

The Mission of ACIS:

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

ACIS uses the motto SPARK innovation! to help community members to remember its Schoolwide Learner Outcomes:

Self-directed learners who:

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

Projected-based learners who:

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

Active learners who:

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

Responsible and independent citizens who:

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

Knowledgeable learners and problem solvers who:

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

Continuous School Improvement

Strengths

ACIS has provided a thorough initial visit report, including supporting evidence. During the initial visit there was the opportunity for meaningful dialogue with the stakeholders, observations of students engaged in learning, and examination of additional evidence. The visiting committee found many positive aspects to the school which follow:

- Clear guiding statements which define the school's purpose; statements which the parents and students support and embrace
- Clearly defined Schoolwide Learner Outcomes which are communicated to students in age-appropriate language.
- An administrative team who are passionate about their work and about the school.
- A strong, trusting working relationship between the administration and the founders of the school, as well as a strong foundation of mutual respect and trust between the faculty and the founders.
- Demonstrated commitment to and understanding of the continuous school improvement process, rooted in critical and honest self-reflection.
- Evidence of an articulated curriculum for the core subjects, for Thai language, and for Chinese language, with assessments that are explicitly linked to standards.
- Commitment to multilingualism and support of students' heritage and culture.
- The implementation of an engaging STEM program with project-based learning as a focus.
- Effective Thai and Chinese programs, monitored through external assessment data, which are responsive to students' language levels.
- Warm, safe and nurturing campus which is appropriate for the school's programs and students' learning needs.
- Annual professional development in child protection and plans for further development in the coming year.

Areas for Improvement

ACIS has carefully identified areas for further development as a result of preparing for the ACS WASC initial visit. The visiting committee concurs with these and, in addition, has highlighted particular improvement areas. These suggestions will be important as the school leadership and

teachers prioritize the tasks within the school action plan that will be implemented and monitored by the school's formalized follow-up process. Please note that these are presented in no particular order:

- The finance office, with the support of the administrative team and the school founders, review financial practices and goals so that, in an unforeseen circumstance, such as that created by covid, their financial obligations can still be met.
- The administrative team, in collaboration with the school founders, review and revise hiring practices to ensure that they are attracting, hiring and retaining highly qualified and well-vetted teacher candidates, for the benefit of the students' learning and other needs.
- The school founders, with the assistance of the administrative team, identify and participate in professional development surrounding governance in international schools.
- The administrative team develop a curriculum review cycle to ensure that all parts of the curriculum are up to date and culturally and contextually relevant.
- The senior management team development and implement a social emotional learning and safety curriculum, to include topics pertaining to child protection, to help students develop skills for staying healthy and safe.
- The administration prioritize the hiring of a school counselor to support the students social-emotional and academic needs, to lead the revision of the child protection policy and to oversee the development and implementation of a SEL and safety curriculum.
- The administration develop a long range plan, as a section of the next iteration of the school wide action plan, which outlines the steps necessary to expand into a high school, including facilities, staffing, materials, policies, etc. to ensure that all student learning needs and programmatic needs are met.
- The school founders, in collaboration with the administrative team, develop a middle level leadership structure, characterized by collaboration, to lead the work of continuous school improvement. This will increase the school's capacity to embark on a self study and its capacity to implement and monitor the goals of the schoolwide action plan.
- The school establishes policies that are consistent with the focus of creating multilingual learners so that there is clear emphasis of language support in all three languages that are research based.

Moving Forward with Continuous Improvement

Collaborative Conversations, Planning, Implementing, Monitoring, and Reassessing

The leadership with input from teachers, staff and other stakeholders update, implement and monitor the accomplishment of the schoolwide action plan based on the initial visit identified areas for improvement and other areas related to student and school needs All teachers and staff will know, understand and use the schoolwide action plan as an overarching roadmap to support high-quality student learning and well-being. Each section of the schoolwide action plan should include the following elements:

- Statement of area for improvement that is student-focused

- Rationale for area based on self-study findings
- Link to one or more major student learner needs and schoolwide learner outcomes
- Ways of assessing progress, including student achievement of the critical or major student learner needs, schoolwide learner outcomes, global competencies, and academic standards
- Means to monitor and report progress
- Who is responsible and involved
- Specific steps, including professional development
- Timeline
- Resources.

In addition, as the school moves forward with addressing the areas for improvement and the self-study process, the school leadership, teachers, staff, students, and parents further:

- Refine and update the student community profile that shows three years of data with noted findings: Who are we? What do we believe? What are the major student learner needs?
- Strengthen the understanding and modeling of the schoolwide learner outcomes to ensure the current and future learning needs of the students are addressed at all ages and there is a promotion of a globally minded culture and an assessment of student progress towards accomplishing these schoolwide learner outcomes.

This includes explanation of the schoolwide learner outcomes in language appropriate for the developmental level of the students, i.e., elementary and secondary. (What does it mean to prepare students to be internationally minded or globally competent and ensure there is understanding and commitment of all?)

Please refer to: [*Focus on Learning International Edition, 2020*](#)

Category A

Organization for Student Learning

A1. School Purpose Criterion: The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1. Clear and Coherent Student-Focused Purpose Statement

To what extent has the school established a clear, coherent purpose statement that is student focused and impacts the development of the schoolwide learner outcomes and the identified global competencies?

To what extent is the purpose statement congruent with a belief that all students can learn, demonstrate global competencies and are prepared for postsecondary opportunities?

A1.2. School Program Consistent with School Purpose

To what extent are the school's programs, systems, policies, and practices consistent with the school purpose, the schoolwide learner outcomes and identified global competencies?

A1.3. School Community Involvement in Development, Revision, and Refinement of the Purpose Statements

How effective are the processes for engaging the entire school community in the development, revision and refinement of the school's purpose, schoolwide learner outcomes, and global competencies?

A1.4. Communicating and Understanding the School's Purpose Statements and Schoolwide Learner Outcomes

How effective are the school's communication approaches to ensure all members of the school community are knowledgeable of the school's purpose and the schoolwide learner outcomes?

To what extent are students, parents, and other members of the school and host community able to demonstrate an understanding and commitment to the school's purpose?

Visiting Committee Comments:

The Americana Chinese International School (ACIS) was formed when a group of parents at Unity Concord International School approached its owner with a desire to strengthen their children's Chinese language. This spurred the leadership to envision a new school which would focus on Chinese language learning and on project-based learning with a strong STEM program. These parents and members of the leadership team worked together to create the Mission, Vision and Schoolwide Learner Outcomes, including visible indicators. These remain the focus and direction of the school and are well known by parents, students and teachers alike. As the school is only in its third year, these statements have not yet been through a cycle of renewal, and as yet there is not a published cycle for regular review.

The school's program includes dedicated, project based STEM classes for all grade levels throughout the school, which speaks directly to the Vision, which cites project-based learning and problem solving as core to the school purpose. In addition, all students study the Chinese language, also referenced in the Vision.

The schoolwide learner outcomes are regularly highlighted in parent communication and are topics for monthly parent forums with the principal. In addition, these statements feature prominently in each classroom and the school's cafeteria, and they are often the topic for schoolwide assemblies, when the pandemic allows. As a result, students could easily recite and explain the five learner outcomes, and the parents are aware of and are committed to the school's mission and vision.

A2. Governance: The governing authority (a) adopts policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Selection, Composition, and Duties of Appointed/Elected Board (only for appointed or elected boards)

How clear are the policies and procedures regarding the selection, composition, and specific duties of the governing board?

A2.2. Professional Development of Potential and Current Board Members

To what extent are prospective and current board members provided professional development in the principles of effective boardmanship and knowledge of current research on effective schools and skills essential to effective international school governance?

How effective is the training of the potential and current board members in strengthening their knowledge of international school governance?

A2.3. Written Policies and Procedures Defining the Board's Roles and Responsibilities

How effective are the written policies and procedures in defining the board's roles and responsibilities?"

To what extent does the board regularly review its written policies and procedures?

How effective are the processes for communicating the board's roles and responsibilities to ensure the staff and school community understanding of them?

A2.4. Policies and Procedures to Ensure Child Safety and Welfare

To what extent does the governing authority/ownership demonstrate commitment to child safety and welfare through a clear and appropriate definition of child abuse and implemented policies, procedures and responsibilities roles to respond appropriately if children are harmed or if allegations of harm to children are made?

To what extent is there clarity about the governing authority/ownership's responsibilities to ensure child safety and welfare?

To what extent is the training of the governing authority/ownership on child safety and welfare effective?

A2.5. Role of the Governing Authority/Ownership and Relationship with Professional Staff

To what extent does the governing authority/ownership limit its actions to policy making and strategic planning, authorizing the administration to implement the decisions?

How does the school leadership determine if there is a clear understanding about the relationship between the governing authority/ownership and the professional staff and how is this maintained and further developed as needed?

How effective is the process to develop and maintain a clear understanding of the role of the governing authority/ownership in contrast to the responsibilities of the professional staff?

A2.6. Stakeholder Involvement in Decision-making

To what degree does the governing authority/ownership seek and consider stakeholder input into major decisions that affect the school?

A2.7. Relationship of Policies to the School's Purpose

To what extent do the governing authority/ownership's written policies and financial/educational plans support the school's purpose?

To what degree is the governing authority/ownership involved in the regular review and refinement of the school's purpose to ensure that their written policies and financial/educational plans are aligned to the purpose?

A2.8. Involvement of Governing Authority/Ownership in Monitoring the School's Progress

To what extent is the governing authority/ownership informed about and involved in the monitoring, evaluation, and accomplishment of the Schoolwide Action Plan, the review of student performance, overall school programs and operations, and the operations/fiscal health of the school?

A2.9. Effective Complaint and Conflict Resolution Procedures

How effective are the governing authority/ownership's complaint and conflict resolution procedures in addressing all stakeholder issues and concerns?

A2.10. Effectiveness of the Processes and Procedures to Evaluate the Chief Educational Leader of the School

How effective are the procedures used by the governing authority/ownership to evaluate the chief educational leader who oversees the school and reports to the authority?

Visiting Committee Comments:

According to the school report, there is an Executive Leadership Team, which they consider to be the school board. This team is composed of the founders and their two children, one of whom also acts as the school Licensee, the Principal and the Superintendent of the larger group of schools, and the heads of major departments. All of these members are employees of the school and they are appointed to the board. This structure is one that is common in Thai International schools. In addition, there is an Executive Governing School Board, which includes additional members and which is responsible for liaising with the Thai government when necessary.

The Board, and in particular the founders, are not involved in the day to day operations of the school. Instead, this is left to the academic principal and the Thai Director, who oversees operations. There is not evidence that the Board engages in professional development in governance strategies, but there is a board self - evaluation tool for annual review, which is tied to annual goals, although it is unclear whether it is used with fidelity.

The school's purpose is firmly rooted in the founder's vision for the school, and she in fact is the keeper of that vision. She uses this vision as a lens when making decisions about whether to approve policies, procedures, programs and resource allocation.

The school founder and the school administration, including the academic Principal, the Thai Director and the Superintendent confirm that the working relationship between the board and the administration is characterized by trust and collaboration.

Complaint and conflict resolution procedures are published in policies which all faculty and staff have access to. These procedures for parents are published on the school's website.

A3. School Leadership: The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies; (2) empowers the staff; and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Responsibilities of Leadership and Staff Defined in Written Policies and Handbooks

To what extent are administrator and staff responsibilities, operational practices, decision-making processes and relationships clearly defined through written policies, charts, and handbooks?

To what extent are these policies, charts, and handbooks reviewed and understood by leadership and staff?

A3.2. Leadership Responsibilities for Child Protection

How clearly defined are the leadership responsibilities for child safeguarding and welfare?

How effective is the formal training on child safeguarding and duty of care for the leadership?

To what extent does the code of conduct and written guidelines define appropriate behavior of adults toward children, and children towards other children both on and off school premises, including the use of technology, and is annually reviewed and revised as appropriate?

How effective are the implementation of the child protection policies and procedures by school leadership in the day-to-day operations of the school?

A3.3. Involvement of Staff in Shared and Collaborative Leadership

How effective are the processes and procedures for involving staff in shared responsibility, actions, collaborative structures, and accountability to focus ongoing improvement on student learning and teaching?

How do the actions of leadership and staff demonstrate a focus on successful student learning?

A3.4. Effective Internal Communication Processes and Procedures

How effective are the internal communications processes and procedures to: a) ensure that faculty and staff are informed on a regular basis, b) facilitate planning, and c) address issues and conflicts?

A3.5. Promoting a Globally Minded School Culture

How do school leadership and staff promote a globally minded school culture interconnected to the world and evaluate its effectiveness?

How are all students supported to reach high levels of learning through an equitable and broad-based globally minded school culture?

Visiting Committee Comments:

The administration at ACIS consists of the principal, who oversees all aspects of student learning and academic programs, apart from the Thai and Chinese programs, the Director, who oversees all operations, finance and the Thai and Chinese programs, and the HR Director. These three are supported by the Superintendent of the Ambassador Group of schools who has experience with WASC in California, and in her role guiding the other international school in the Group through the accreditation process. There are no other staff members with formal leadership roles within the school which support academics and learning.

For the 2020 - 2021 school years, committees were established to work on various tasks, such as the curriculum committee which was to “create a culture of routine evaluation of ACIS curriculum”, and the Character Development committee, charged with reviewing and evaluating the school’s character development program. These committees were discontinued for the current school year, and much of the work that was delegated to those committees now either falls to the principal or is not addressed.

As a result of the minimal leadership structure at ACIS, nearly all tasks related to school improvement

and development fall to the principal alone. It will not be possible for ACIS to embark on a full self-study before developing a middle level leadership structure to support the work. The administration has noted that it has been challenging to ask faculty members to take on additional responsibilities without the ability to compensate them for that work. Nonetheless, it is a challenge that needs to be addressed for the future success of the school.

A4. Staff: Qualified staff and leadership facilitate student achievement of the desired outcomes: student academic standards, schoolwide learner outcomes, global competencies, and major student learner needs. There is a systematic approach to continuous improvement through orientation and ongoing professional learning on student performance data, student needs and research.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Policies and Procedures Related to Qualified Personnel

How effective and clearly understood are the written employment policies and procedures to ensure proper hiring of current and potential staff for each program according to statutory requirements, position qualifications, and international experience?

How effectively are all the school's personnel policies consistently adhered to and clearly understood by leadership and all staff to support a positive globally minded culture and environment?

A4.2. Child Protection Safeguards in Recruitment, Training and a Code of Conduct

How effective are the recruitment policies which include rigorous background screening checks, work policies and procedures, including trainings, to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults?

How effective are the regular, systematic professional trainings for all faculty, staff, contractors, service providers, volunteers and visitors on student safeguarding, child abuse prevention, recognition, intervention and reporting? (This includes staff working at boarding facilities, homestay, residential arrangements, and involved in excursions, trips, and student exchanges.)

How effective are the processes for all faculty, staff, volunteers, outside contractors, parents, and students to understand and to abide by the written code of conduct?

A4.3. Supervision and Evaluation Promoting Professional Growth

How effective are the supervision and evaluation procedures to promote professional growth of staff that supports high-quality learning and teaching and prepares students to be globally competent?

A4.4. Staff Actions/Accountability and Collegial Strategies to Support Learning

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs?

How effective are the collegial strategies used to implement innovations and encourage improvement such as shadowing, coaching, observation, mentoring, and professional learning communities?

A4.5. Support and Measurable Effect of Professional Learning

How effective is ongoing professional learning in enhancing the capacities and the competencies of the administrators and teachers to design and implement research-based instructional practices that meet all students' learner needs?

How effective are the processes to determine the measurable effect of professional learning, support, coaching and mentoring on student learning?

Visiting Committee Comments:

Employment qualifications, as stated on the school's website and in the school report, include a BA, and either eligibility to attain a Thai teaching license, or a willingness to become eligible. Other preferred qualifications include a Master's degree, a teaching certificate and previous teaching experience. A police check from Thailand as well as the candidate home of record and a few medical checks are required as well. All evidence suggests that the school is adhering to this policy, although it may be prudent for the school to increase its expectations about background checks, and to strive to hire a higher percentage of teachers with teaching certificates. Currently, they are using non-fee paying sources for teacher recruitment and are operating on a timeline that is much later, on an annual basis, than most international schools in the region. These factors may affect the quality of the teaching candidates they are attracting. It

is recommended that they review all of these practices to ensure that the needs of their students are being addressed by highly qualified staff, and that they maintain the confidence of the parent community.

ACIS has a published Teacher Evaluation system. Discussions with teachers suggest that it is effective and supports teachers' professional development.

A5. School Improvement Process: The school leadership facilitates continuous and innovative school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Schoolwide Action Plan Aligned to Desired Outcomes

To what extent is the schoolwide action plan a) aligned to the student learner needs and the other desired outcomes, i.e., schoolwide learner outcomes, global competencies, and academic standards and b) guides the work of the school community?

A5.2. Stakeholder Involvement that is Broad-based, Collaborative and Shows Commitment

To what extent is there broad-based and collaborative involvement and commitment to the schoolwide action plan by the stakeholders, including the leadership, staff, students, and parents?

A5.3. Alignment between all Resources and Implementing the Schoolwide Action Plan

To what extent is the allocation of time/fiscal/personnel/material resources aligned with implementing the schoolwide action plan?

A5.4. Innovation and Transformation of the School

How effectively does the school leadership, staff and other stakeholders a) reflect and evaluate what currently exists, b) analyze research and c) determine what programs should be strengthened and/or redesigned to be more creative, forward thinking and responsive to current and future student needs and interests?

How effective and regular are opportunities for leadership, faculty and staff a) to reflect and evaluate their implemented innovative practices b) to assess the impact of innovative practices on students' learning and well-being and c) to modify and refine practices to increase effectiveness of learning for all students and staff?

Visiting Committee Comments:

Shortly after opening in 2019, the leadership of ACIS embarked on a collaborative process involving various constituent groups of the community to create a schoolwide action plan. The plan is linked to the outcomes of its programs, and the expected student outcomes within those programs. As the school was very new when the plan was developed, there was no student achievement data to use as a guide in its creation. The visiting committee discussed the need for ACIS to use student achievement data when creating the next iteration of the plan.

As mentioned above in discussion of standard A3, there is a need for the school to expand its leadership in order to ensure that there is sufficient capacity on campus to implement and monitor the schoolwide action plan.

A6. Adequate and Sufficient Resources and Resource Management: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs. The school has developed policies, procedures, and internal controls for managing the financial operations that meet local laws, accepted international practices, and ethical standards.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1. Resource Allocation to Support the School Purpose, Desired Outcomes and the Schoolwide Action Plan

To what extent are resources allocated to support the schools' purpose, desired outcomes and the development and implementation of the schoolwide action plan?

A6.2. Financial Practices, Budgeting, Annual Audit, and Fiduciary Responsibilities

How effective is the school in developing an annual budget, conducting an annual audit (internal, external), and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds?

To what extent does the governing authority/ownership ensure that there are adequate financial resources and reserves to sustain the school in the event of a potential school closure or interruption and/or economic fluctuation and uncertainty?

To what extent are leadership, teachers, and staff involved in the resource allocation decisions?

A6.3. Safe, Functional, and Well-maintained Facilities

How effective are the processes used by the leadership and governing authority/ownership to ensure that the school's facilities are adequate, safe, functional, and well-maintained to support the educational program and provide a positive learning environment?

A6.4. Child Protection Policy and Application in Facility Building and Design

How effective are the school's processes to ensure that the building and facility design, layout and use support child protection and safety and complies with the legal and ethical international requirements within the host country?

A6.5. Sufficient Resources to Support and Retain a Well-Qualified Staff

To what extent are there sufficient time, personnel, materials, and fiscal resources available to enable the hiring, support, professional learning and retention of a well-qualified staff for all programs, including online instruction?

How effective are the resources used to support professional growth, learning, coaching and mentoring of staff to achieve the desired outcomes for all students?

A6.6. Instructional Materials and Equipment, Acquisition, Adequacy, and Maintenance

How effective are the policies/procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction?

Visiting Committee Comments:

Although ACIS is a fairly new school, it is part of a larger group of schools which have established, appropriate business practices which have been migrated to ACIS. All major financial decisions are approved by the founder of the school, who considers the request through the lens of the vision and mission of the school. In this way, resource allocations are sure to align with the school's purpose and direction.

The process of budgeting involves the principal, the Director and other key staff. This annual process is subject to both internal and external auditing processes and is generally effective. Due to circumstances surrounding covid, the parent community faced a period of time when many could no longer make some

or all of tuition fees. This loss of revenue compelled the administration and the founder to reduce salaries and halt housing stipends for a time. These funds have now been paid out to teachers, but it is clear that reserves at the time were insufficient to cover the contingency. As such, it is important that the administration and the founder examine their practices and make adjustments to further mitigate against potential future emergencies such as this.

The campus, materials and other resources are appropriate and sufficient to meet programmatic needs and student learning needs. However, as the school plans to add a high school to its programs, there is significant planning needed to ensure that all needs are addressed.

A7. Ongoing Resource Planning, Implementing and Monitoring: The governing authority/ownership and the school leadership executive responsible planning to ensure the sustainability of the school's program and operations in the face of planned and unplanned future needs

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A7.1. Broad-based and Collaborative Planning for Long-range Resources

To what extent does the school's long-range resource planning ensure the availability of appropriate resources to support the school's purpose, desired outcomes, and the schoolwide action plan?

How effective are the school planning processes to ensure that they are broad-based, collaborative, and foster commitment of all stakeholders to the school's vision?

A7.2. Adequate Compensation, Staffing and Reserves

How effective does the governing authority/ownership provide adequate compensation to faculty, administrators and staff while balancing a reasonable accumulation of reserves to take into consideration other unknown contingencies, including longevity of staff?

A7.3. Informing the Community and/or Governmental Authorities about the School's Financial Plans and Needs

How effective are the governing authority/ownership and school leaders at informing the public and/or appropriate governmental authorities of the financial plans and needs of the school?

Visiting Committee Comments:

ACIS plans to add a high school program so that in time, the school will cover PreSchool through grade 12. Conversations with members of the administration team suggest that there has been a lot of thought and discussion around this endeavor, including considerations of pathways to graduation and what university options that would open for students. However, there is not yet a fully developed plan to ensure that the high school will be fully ready to meet programmatic needs and student learning needs by August of 2023. It is important that this large project be a key part of the next iteration of the schoolwide action plan.

Beyond staffing of the future high school, it is also important that leaders at ACIS consider their current staff and whether they have all significant positions in place to meet the academic, physical and social emotional needs of all students on campus.

Covid presented financial challenges for the school's community. Many parents have companies that were hard hit by the pandemic, making some of them unable to pay tuition fees, or to simply withdraw their students. As a result of this loss of revenue, the school needed to reduce the salaries of teachers and administrators and to halt housing payments for a period of several months. These payments have been reimbursed in the time being. Nonetheless, this crisis suggests that the school's current allocation of reserves each year is not sufficient to cover contingencies. The school's leadership stated that the plan is to get to a point where 3% of revenue each would be placed in reserves each year. The visiting committee suggests that this may not be sufficient, and the school is encouraged to look into the practices of other, more established international schools in Thailand.

Category B

Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion: The school provides a challenging, coherent, and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Comprehensive International Curriculum Based on Learner Outcomes, Global Competencies and Academic Standards

Evaluate the effectiveness of the school's research-based, comprehensive international curriculum — based on academic standards and schoolwide learner outcomes/global competencies.

What current educational research and thinking has had a significant impact on the curriculum and student learning?

B1.2. Processes for Implementation and Evaluation of a Challenging, Coherent and Relevant Curriculum

How effective is the implementation and process for evaluating a challenging, relevant, and coherent implemented curriculum?

How frequently and effectively do teachers and leadership determine if the curriculum is appropriately challenging, coherent, and relevant in order to meet the desired outcomes?

B1.3. Curriculum Alignment and Vertical/Horizontal Articulation

How effective is the horizontal and vertical articulation of the international curriculum across all grade levels, subject areas, courses, and/or programs to meet international standards and desired outcomes in all subjects and at all grade levels?

B1.4. Access to the Curriculum by All Students

To what extent do all students have access to a challenging, relevant, and coherent international curriculum that addresses their needs and provides a full range of global educational options?

B1.5. Student Understanding of Standards-based Curriculum and Schoolwide Learner Outcomes

How effective are the opportunities for student conversations that demonstrate the understanding of the standards-based curriculum and the schoolwide learner outcomes?

B1.6. Performance Measures to Assess and Monitor Satisfactory Progress of Student Learning

To what extent does the school identify and define performance indicators in order to assess and monitor satisfactory progress of students' learning (i.e., schoolwide learner outcomes, global competencies, academic standards, and major student learner needs)?

B1.7. Programmatic Follow-up Studies in Relation to Impact on Student Learning

How have follow up studies with feeder schools, colleges/universities, and alumni informed the revisions and effectiveness of the curricular program to prepare students for pursuing educational goals, entering the workforce, or meeting their personal goals?

Visiting Committee Comments: ACIS follows the California Common Core Curriculum up to and including grade 7 with plans to follow this curriculum through to and including Advanced Placement. There was evidence of learning and engagement with the curriculum as evidenced on classroom visits and displays throughout the school. They have ambitiously intertwined the Chinese Curriculum, and Thai, with the American. The Thai curriculum and delivery, as articulated by the Thai Director, is in keeping with OPEC Thailand and the MOE. The Chinese curriculum emphasizes language development using simplified Mandarin and is supported by external HSK standardized testing. A Curriculum review process was not evident though it is planned as a part of the move forward. A strong emphasis on PBL and STEM

was articulated in the report, there was little evidence to support this except in the dedicated STEM Room. This can be attributed to the CoVid impact and that most classes were online during the visit. There are systems in place whereby a team meets regularly every second week to track the implementation of the curriculum and there is documentation to support a spirit of inclusion so that all students have access to the curriculum, of note is the development of an ESL program and a dedicated staff member as seen in a classroom visit. More emphasis on student support and counseling needs to be addressed as there is no evidence of an organized and structured SEL program at this time.

B2. How Students Learn Criterion: All students are engaged in challenging and relevant learning experiences to achieve the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs. Students become advocates for their own needs and interests.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Student Understanding of Performance Levels

To what extent do all students demonstrate their understanding of the standards/expected performance levels for each area of study in order to manage, demonstrate, and monitor their own learning and progress toward desired outcomes?

B2.2. Results of Student Observations and Examining Work

To what extent do students demonstrate high-level learning, including critical and creative thinking, problem-solving, knowledge attainment, and transfer and application of knowledge and skills? Support the response through examination of student work, observation of students working and other evidence.

B2.3. Opportunities for Student Voice and Feedback In and beyond the Classroom

How well-integrated are age-appropriate opportunities for all students to develop flexible, effective, and culturally-sensitive ways to express their ideas, opinions, and perceptions within the classroom and beyond?

Visiting Committee Comments: ACIS uses formative and summative internal assessments and supports this through the Sermpanya tests in Thai, HSK standardized Hong Kong based assessments in Chinese and STAR 360 for English Curriculum. Comprehensive planning is done through meetings with the principal though these team meetings have been discontinued this year, as attested by both Administration and in teacher meetings. Classes visited demonstrated good levels of engagement and interaction between and among students in the ECE. Teachers and support staff currently use a hybrid delivery model. In an ESL class observed, an online student was given instruction and rubrics and was able to articulate back the expectations. Walls and hallways showed evidence of student learning and understanding including opportunities to celebrate success, though the PBL emphasis was less evident. Students participate and engage in cultural activities as appropriate when not bound by Government restrictions. The visiting team heard plans for schoolwide activities such as DEAR time and pyjama day and the students could clearly articulate and understand Schoolwide Learner Outcomes as witnessed by the visiting team. There is an acceleration program in place, it will be important to maintain longitudinal data to assess the relative effectiveness of this policy, and it needs a more research based approach. While there is teacher directed and school directed outward reporting, the students are not yet given the opportunity to use the data to inform learning nor the teachers to inform instruction, though this was planned for the future as shared with the visiting committee in Administrative discussions. “The school utilizes benchmark testing to track a student’s progress related to Mathematics and Scores will be reported to each student's family, in writing, throughout the school year.” p.53 of School Description. As the school grows it plans to establish a clearer structure for student input, such as a Student Council, as shared with the Visiting Team.

B3. How Students Learn — Student-Centered Instruction: The professional staff a) applies current research-based knowledge about teaching and learning; and b) designs and the professional staff a) applies current research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences, including technology, that actively engage students at a high level of learning consistent with the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B3.1. Application of Research-Based Planning Processes and Professional Collaboration

How has current educational research and thinking affected the teaching and learning process?

How effectively do the schoolwide planning processes and professional collaboration practices use research to support meeting all students' needs?

B3.2. Application of Research-based Knowledge to Instructional Content and Lesson Design and Delivery

To what extent are teachers current in the instructional content taught and research-based instructional methodologies, including integrated use of multimedia and technology?

To what extent are lesson design and instructional practices coherent with and aligned to current educational research?

B3.3. Student Engagement in Higher-level Learning

How effective are the instructional and assessment strategies used by teachers to engage students in higher level thinking and learning?

B3.4. Application of Learning

To what extent are all students able to demonstrate that they can apply acquired knowledge and skills to extend learning opportunities?

How effectively and frequently are students able to analyze, evaluate and synthesize information from multiple perspectives, such as different textbooks, digital resources, community resources, collaborative activities, and library/media resources?

B3.5. Teaching and Learning Policies on Use of Digital Technology and Schoolwide Integration and Implementation of Technology

To what extent are the school's teaching and learning policies on using digital technology implemented and assessed for effectiveness?

How effective is the integration and implementation of technology in developing all students' technological and digital citizenship skills?

Visiting Committee Comments: The school heavily emphasizes PBL and STEM as part of the Vision and Mission and have sought outside experts to provide counseling and research based practice in this area through workshops and PD, and in its early stages had an external expert consultant for the PBL portion, who led PD sessions for the ownership and Senior Administration. Lately this has not been the case and there needs to be more PD in this area. In the ECE ,classroom visits demonstrated the application of these ideas, the STEM lab and the ability of all students to access the laboratory and work on projects supports that students are able to integrate learning as well as demonstrate communication skills in multiple languages. Culminating products were cited to attest to this.

There is clear evidence of the use of technology during classroom visits and the ability to continue online learning supports this effectively. The school has invested heavily in a variety of technologies including a laboratory, projectors, program platforms and the successful use of MyOn learning as observed by the visiting team. Professional development is a focus for training of teachers on PBL and assessment practices, though there is a demonstrated and attested to gap in the school due to the continuous onboarding of teachers during the year.

The school has adopted a Standards based reporting system for the Early Years through Grade 6 based on the California Standards with the beginnings of adaptation to local conditions. In grade seven there is a more traditional letter grade system and a grading policy that was shared with the visiting team.

B4. How Assessment is Used — Reporting and Accountability Processes: The school leadership and staff continuously use effective and valid assessment processes to collect, disaggregate, and analyze assessment results. School and student performance data is regularly reported to all stakeholders including student progress toward accomplishing the desired outcomes: academic standards, schoolwide learner outcomes, major student learner needs, and global competencies.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B4.1. Use of Student Performance Data and Effectiveness of the Assessment Processes

How effectively do teachers and leadership collect, disaggregate, analyze, and interpret student performance data?

How effective and valid are the assessment processes used to determine and report students' progress toward the desired outcomes?

B4.2. Consistency in Determining, Monitoring and Reporting Student Progress and Performance Levels Within and Across Grade Levels

How consistent are the procedures and practices the teachers use to determine and report students' performance levels and progress toward the desired outcomes within and across grade levels?

How effective are the systems and practices the teachers and leadership team use to monitor, evaluate and report students' performance so teachers, students and parents are informed about what the students know and what they do not yet know?

B4.3. Use of Assessment Results to Inform Continuous Schoolwide Improvement, Schoolwide Decisions and Allocation of Instructional Resources

How effectively do the teachers, leadership team, and board/owner use assessment results to support continuous schoolwide improvement, make schoolwide decisions, such as program modification, professional development, and allocation of instructional resources?

How have the assessment-based decisions significantly contributed to the development and refinement of the schoolwide action plan and to the continuous improvement process?

B4.4. Security Systems for Maintenance of the Integrity of the Assessment Processes

How effective are the systems designed to maintain the integrity of the assessment process and the assessment results (e.g., the use of proctors, security systems for text documents, physical security, and technological security)?

Visiting Committee Comments: Teachers meet quarterly in grade level cohorts with administration to analyze and develop strategies for student support. The use of quarterly reports and a system whereby teachers alert each other and Administration of concerns has been put in place, as was articulated to the visiting team by both Administration and staff representatives. In all instances the Principal is directly involved in gathering and analyzing the data on the English Curriculum and the Thai Director handles the Thai and Chinese. Triangulation between these was not clearly articulated, though plans for using data driven decision making has been articulated to the visiting team but without a coherent plan. An acceleration model is in place based on in-school findings and the students are supported through external testing in Chinese (HSK), Thai (Sermpanya) and English (STAR360).

The Administration uses datas to determine and allocate resources such as textbooks, with plans to expand. Triangulation of data would help authenticate the process.

B5. How Assessment is Used — Continuous Assessment by Students and Teachers: Teachers and students frequently integrate a variety of continuous assessment strategies into the ongoing learning/teaching process. As a result, students understand what they know and what they need to know; and teachers are able to modify instruction to improve student progress toward the desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student_learner needs.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B5.1. Implementation of Appropriate Continuous Assessment Strategies

To what extent are the implemented assessment strategies appropriate so that what is assessed is aligned with the learning targets and other desired outcomes?

B5.2. Multiple Assessment Measures to Inform Students and Teachers about Student Progress toward Desired Outcomes

How consistently and effectively do teachers implement multiple assessment measures to inform themselves and their students about each student's progress toward the desired outcomes?

B5.3. Assessment Processes to Modify Instructional Design and Delivery

How effective are the assessment processes, including the examination of student performance/work, teachers use to modify and revise the design and delivery of their instructional practices based on student progress toward the desired outcomes?

B5.4. Impact of Teacher Feedback to Support Students' Managing and Monitoring Their Own Progress

How effective is the teacher feedback (i.e., timely, specific and descriptive) so that all students are able to manage and monitor their own learning and progress toward desired outcomes?

Visiting Committee Comments: The Administration of the school articulated that teachers regularly met with students and also communicated to the parents regarding student progress through plusportals and meetings when and where appropriate. These were supported through progress reports , end of term reports and summative evaluations as well as Principal Coffee's where the assessment practices and purposes are shared. Teachers attested to the visiting committee of practices whereby students struggling, not performing to standard, or exceeding standards were identified to the school administration and then followed up with parents. Communication with the students as to their progress and modifications was unclear though there was evidence of Individual Learning Plans. In the development of the school there are plans to engage students more in the use of data to improve learning and create feedback for instruction, though this is not currently in place. In the Chinese and Thai departments it was observed by the visiting committee that differentiation was handled through streaming according to language ability level. It is effective.

Category C

Support for Student Social-Emotional and Academic Growth

C1. Student Social-Emotional and Academic Support: Students are provided with a system of support services that meet their academic and social-emotional needs. Students are also provided with activities, opportunities and/or programs within the school and community that further accomplish the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Support for the Social-Emotional and Learner Needs of ALL Students

How effective are the school's strategies to review both schoolwide and individual student learner needs and to provide appropriate services and programs?

How adequate and effective are the personalized social-emotional and career/academic programs to support all students in such areas as health, career and personal counseling, and academic assistance?

C1.2. Personalized Approaches and Strategies

How effectively are the schoolwide and personalized approaches to learning implemented by leadership and staff so that ALL students progress in achieving the desired outcomes?

C1.3. Alignment of Curricular and Co-Curricular Activities

To what extent are the curricular and co-curricular activities aligned with academic standards, schoolwide learner outcomes as well as local and/or global actions and service opportunities?

C1.4. Student Involvement in Curricular/Co-Curricular Activities

How effective are the school's processes for regularly evaluating student involvement in curricular/co-curricular activities, such as projects on global issues, joining networks, service learning, and exchanges?

C1.5. Empowering Student Voice and Student Self-Advocacy

To what extent do students have the opportunity to deepen their sense of self and make personal and community connections that are meaningful and relevant and become advocates for their own needs and supports within a culture of student safety and well-being?

How effective is the school in responding to student thoughts, perceptions and experiences to modify and enhance student support services, programs and activities for all students?

Visiting Committee Comments: ACIS has only been around for 2.5 years of which two have been during CoVid. All extra and co-curricular activities have essentially been banned by the local government including the interscholastic conference. Also, after school activities and those where more than 25 gather have been banned and continue to be. Despite this, teachers and TA's have made concerted efforts to try and address this in the absence of a counselor, Student Support Team or other defined supports as attested to the visiting team by both teachers and administration. Nevertheless, attempts have been made to virtually celebrate Thai, Chinese and other Internationally significant holidays. Also, a computer teacher designed an online club where E-Sports could be played in order to create some sense of community that was not academic related. These games or sports were vetted by Administration and rated E for everyone. In the report, there was evidence of Pre-Covid Community Service and integration of the School wide Learner Outcomes.

Plans for a SEL program are being articulated and need to be fast-tracked and shared with the students so that emotional wellness is integrated into the Child Protection practices that are in initial stages. This was discussed with the Administration team by the Visiting team. The school is aware of the need to have

non-academic co-curricular and extra-curricular structures in place, and pre-Covid, were well on their way as outlined in the WASC VC Report:

Story & Craft Club

- Cooking Club
- Board Games Club
- STEM Builders Club
- Reading Club
- Coding Club
- Athletics program

The students clearly articulate the Student Learner Outcomes that have been instilled in language appropriate fashion as witnessed in student meetings with the VC.

Category D

School Culture, Child Protection, and Parent/Community Involvement

D1. School Environment: The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, equity, and a commitment to child protection, trust, caring, professionalism, support, and high expectations for ALL students.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Collaborative Culture of Mutual Respect, Equity, Caring, and Concern for All Students

How effectively does the school demonstrate mutual respect, equity, caring, concern for students, faculty, staff, parents and the community in an environment that honors individual and cultural differences?

D1.2. Student Social-Emotional Well-Being

How effectively does the school support and foster student social-emotional well-being to strengthen positive relationships and emotional connections in the learning process and help develop a range of skills for school and life?

D1.3. Culture of Teacher Innovation and Support

To what extent does the school demonstrate a culture which supports and encourages teachers to use innovative approaches which enhance student learning?

How effective is the leadership at promoting a positive culture at the school amongst staff and faculty?

D1.4. Safe, Clean, and Orderly Environment

How effective are the school's existing policies and procedures to continually ensure a safe, clean and orderly environment that nurtures learning, including effective operating procedures for internet safety?

Visiting Committee Comments:

Students, parents and teachers express satisfaction with the school climate, calling the school friendly and welcoming.

On the school tour it was evidenced that safety standards and security were clearly in place. Hallways and corridors are clearly marked with egress and directionality. Fire extinguishers and testing of Water

Fountains had labels and tracking evidence with dates. It is a secure compound and the Administration is up to date with standards and practices, particularly with Covid protocols. Laboratories and special classrooms are well-maintained and the Nursing station follows excellent safety standards, including the maintenance and distribution of medications.

A system is in place that encourages students to communicate with TA's and teachers regarding wellness and child safety. It is formal but is not clearly communicated with stakeholders and relies heavily on individuals with monomal child wellness training. It is not clear where the information that is shared is followed up on nor what a child who does not feel comfortable with either of pathways.

D2. Child Protection Criterion: The school has an effective child protection program that includes a clear definition of child abuse, policies and practices, training for stakeholders, and reporting procedures within the legal and cultural context of the host country.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1 Definition of Child Protection

How aligned is the school's definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation, inappropriate behavior of children towards other children and online child protection, with internationally recognized child protection standards as found in the resources of the International Centre for Missing and Exploited Children (ICMEC)?

To what extent is the school cognizant of the legal context of the host country?

D2.2. Policies, Practices, and Written Guidelines for Child Protection

To what extent are the school's policies, practices and the written guidelines (code of conduct) for appropriate and inappropriate behavior of adults towards students, students towards adults, and students towards other students understood and followed by all?

To what extent are the school's policies and practices followed to ensure the safety and welfare of all students, including, excursions, trips and student exchanges and, if applicable, within boarding facilities, homestay and residential arrangements boarding?

D2.3. International Norms of Child Protection

To what extent does the school understand and adapt to international norms of the families it serves as well as the community in which it resides?

To what extent does the school comply with the international legal and ethical expectations and requirements regarding child abuse within the country in which it resides?

D2.4. Curricular Programs for Child Protection

How appropriate are the school's age-appropriate programs and activities that focus on child-protection including topics such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behavior, neglect and negligent behavior, self-harm, safety away from home, commercial exploitation, and disclosing abuse as defined by the United Nations Convention on the Rights of the Child and/or the International Center for Missing and Exploited Children (ICMEC) www.icmec.org/education-portal/?

D2.5. Reporting of Child Protection Disclosures

How effective are the school's structured procedures for reporting suspected or disclosed maltreatment or abuse?

To what extent do reporting procedures include identifying actions to be taken by specific individuals, including informing appropriate authorities?

Visiting Committee Comments:

ACIS has an extensive section in its Board Policies dedicated to child protection. This section includes:

- A clear definition of child abuse and neglect
- Clear instructions on how to report suspected cases of child abuse or neglect, which is in accordance with Thai law
- A description of what to expect with Social Services after a case has been reported
- A definition of who is a mandated reporter

- Descriptions of what are appropriate and inappropriate types of behaviors between teachers and students

In addition to this, the school description report contains further definitions of other types of child protection issues, such as sexual abuse, commercial exploitation and emotional abuse, among others, but these extra portions of the policy are not in evidence in the school's published documentation.

ACIS does not yet have a separate child protection policy, but has cited the need to complete this in the school description report. When complete, this policy, or set of policies, should include:

- An unambiguous assignment of a child protection officer, who will coordinate all cases.
- A clear, internal process for handling concerning incidents which do not rise to the legal threshold for mandated reporting
- Child friendly versions, adapted for different developmental stages, for children to know how to report, if necessary.
- A clear explanation on how children will be taught about their rights and what steps they can take to keep themselves safe.

Once the policy has been reviewed and updated, it is important that it is communicated to all constituent groups and that it is followed up with training for faculty, staff and students.

The school report states that the school uses resources within the community of international schools in Thailand for the development of their child protection policy. Other international resources may be of use as well, such as the International Centre for Missing and Exploited Children, and the International Task Force on Child Protection.

Discussions with various groups confirm that the school offers thorough training on Child Protection for faculty each year, and teachers expressed appreciation for this training. Currently, however, there is no explicit curriculum for Child Protection for students. Developing and implementing such a curriculum is an important next step.

D3. Parent/Community Involvement Criterion: The school leadership employs a wide range of strategies to ensure that parental and community engagement and involvement is integral to the school's culture and established support system for students.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D3.1. Consistent Parent Involvement

In order to build a culture of collaboration, how effective are the strategies and processes for the consistent and appropriate involvement of parents as active partners in the student learning process and understanding the desired outcomes?

How effective are these strategies and processes for involving non-English speaking parents and/or online parents?

D3.2. Use of Community Resources

How effective is the school's use of community resources, such as professional services, partnerships, service learning, speakers etc., of the host country and beyond to support student learning?

Visiting Committee Comments:

Discussion with the parents confirms that the parent community is very supportive of the school and its Mission and its direction. They are very pleased with the faculty and the program on offer. Many mentioned that they attend the principal's open meeting each month so that they stay abreast of what is happening at school. They were able to speak to the school's programs and purpose without prompting. All communications that go to parents are in English, Thai and Chinese, which, to date, represents the first language of all of the parents in the community.

There are some ties with local organizations and agencies which ACIS uses to support their programs and student learning. These include some local resources for Ed Psych services and the local Confucian Institute, which supports the Chinese language learning program, among others.

Other Areas to Which the School Has Responded

Admission Procedures and Records: The school has responded appropriately to the questions in this section. The school's admissions procedures and policies are thoroughly developed and documented. When a student applies to the school but does not meet the school's minimum requirement for English proficiency levels, they are referred to one of the bilingual schools in the group of schools.