



*Changing the world,
one student at a time...*

2014 - 2015 Staff Handbook



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THONG LOR CAMPUS

Nursery - Grade 2

02-662-5980-2

wells51@wells-school.com

ON NUT CAMPUS

Grades 1 - 12

02-730-3366

wells85@wells-school.com

BANG NA CAMPUS

Nursery - K3

02-746-6060

wells62@wells-school.com

2014-2015

Wells International School

Faculty & Staff

Handbook

Rev. 31-July-2014

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Key Information for 2014-2015 School Year

Leadership Team

System-wide		
Chairman of the Board	Mr. Chang Yao-Lang	chang@wells-school.com
Vice Chair	Ms. Lee Mei-Chuan	lee@wells-school.com
Head of School	Mr. Ray de la Peña	ray@wells-school.com
Thai Director	Ms. Pranee Srisai	pranee@wells-school.com
Facilities & Operations Manager	Mr. Ravin Maharjan	ravin@wells-school.com
On Nut Campus	Thong Lor Campus	Bang Na Campus
Primary School Principal Ms. Rekha Sachdev rekha@wells-school.com Middle School Principal Ms. Prerna Paryani prerna@wells-school.com	Director Ms. Gona gona@wells-school.com	Director Ms. Shailly shailly@wells-school.com

Campus Hours

Campus	Weekdays	Saturday
On Nut	7:00 am – 5:00 pm	8:00 am – 12:00 pm
Thong Lor	7:30 am – 4:30 pm	8:30 am – 12:00 pm
Bang Na	7:30 am – 4:30 pm	8:30 am – 12:00 pm

Meetings Schedule

Meeting	Campus	Date	Time
Leadership	ON	TBA / Monthly	9:30 am – 11:30 am
Home/Subject Area Groups	ON	1st Wednesday of each month	3:00 pm – 4:00 pm
Grade-Level groups	ON	2nd Wednesday of each month	3:00 pm – 4:00 pm
WASC Focus Groups	ON	3rd Wednesday of each month	3:00 pm – 4:00 pm
Prof. Development	ON	4th Wednesday of each month	3:00 pm – 4:00 pm
Staff meeting	TL	Every Wednesday	3:00 pm – 3:30 pm
Nursery & K1	TL	Every Tuesday	8:00 am – 8:30 am
Office & Support Staff	TL	Every Monday & Thursday	TBA

Enrollment Goals

Campus	Current (2014.08)	Target (2018.08)
On Nut	480	600
Thong Lor	200	250
Bang Na	80	150

1.00 MISSION OF WELLS INTERNATIONAL SCHOOL

1.10 Teaching Philosophy

- 1.11 To be a professional at Wells International School (WIS) requires a great deal of dedication, organization and fortitude. Students can only rise as high as the institution's faculty is prepared to lift them. The dedication of all staff members contributes to the success of the school, and teachers' lesson plans, hard work and daily preparation will go far to ensure the highest quality education and academic achievement.
- 1.12 Our goal is to provide the highest quality of academics while instilling in our students a feeling of self-worth and a desire to always do one's best. Wells International School is fully committed to these ideals.

1.20 Mission Statement & Vision

- 1.21 Mission Statement: The mission of Wells International School is to deliver a quality college-preparatory education to a diverse, international group of students in a nurturing environment of creativity and discovery, which inspires a passion for learning, fosters a sense of wonder and curiosity, and teaches responsible global citizenship through a collaboration between the home and school community.
- 1.22 Vision: The vision of Wells International School is to be globally recognized for its supportive and innovative educational programs that empower each student to achieve his or her highest potential.
- 1.23 Strategic Vision: Wells seeks to provide its students with the opportunity to attend the best universities worldwide through personalized education at a superior value, using progressive teaching methods delivered by highly qualified, passionate staff.

1.30 School Goals

- 1.31 WIS will strive to provide a quality, world-class education to satisfy the needs of the region's international community.
- 1.32 The school will provide a foundation for post-secondary education that will facilitate continuous study in the English language, whether abroad or in students' home countries.
- 1.33 The school will provide appropriate instruction, based on the American educational system, to students from pre-kindergarten to Grade 12.
- 1.34 Using a "best practices" approach, the WIS program will cater to the needs of the international student. Using American learning standards as a foundation, it will strive to instill a cross-cultural emphasis that transcends any one culture or nationality.
- 1.35 WIS will provide extra-curricular activities in a variety of areas in order to develop well-rounded, global citizens.
- 1.36 With the exception of foreign-language courses and the curriculum of the Thai Department, the school-wide medium of instruction will be the English language.

1.40 Expected School-Wide Learning Results (ESLRs)

The establishment and advancement of the WIS Expected School-wide Learning Results (ESLRs) is a dynamic process that involves dialogue among all stakeholders within the school community. Such dialogue centers around six core expectations for student learning:

- 1.41 *Critical Thinking and Problem Solving*
 - A. We are able to apply the scientific method appropriately.
 - B. We think critically before arriving at conclusions.
 - C. We approach problems systematically.
 - D. We constantly learn strategies required to solve complex problems.
- 1.42 *Effective Communication*
 - A. We are confident to speak in the English language.
 - B. We use both verbal and non-verbal skills to interact with others.
 - C. We express our thoughts and emotions in simple and clear language.
 - D. We listen intently so that we can understand what others are saying.
 - E. We use a variety of communication channels.
 - F. We are sensitive to cultural differences in our conversations.
- 1.43 *Health and Hygiene Awareness*
 - A. We are emotionally and mentally content.
 - B. We understand how our bodies function.
 - C. We know how to care for our bodies.
 - D. We regularly consume healthy, nutritious food.
 - E. We recognize and avoid the dangers of substance abuse.
- 1.44 *Information and Computer Technology (ICT) Proficiency*
 - A. We use computers for learning.
 - B. We use computers to enhance communication.
 - C. We recognize the harms of misusing technology.
 - D. We confidently learn about new technology.
- 1.45 *Responsible Global Citizenship*
 - A. We love and care for the environment.
 - B. We follow rules to live in harmony with everyone.
 - C. We are responsible individuals.
 - D. We respect and appreciate people from different cultural backgrounds.
 - E. We respect our parents, teachers and friends.
- 1.46 *Thai Language and Culture Awareness*
 - A. We honor the King and the Hymn to the Royal Family.
 - B. We show respect to the national anthem.
 - C. We express appreciation of Thai culture and art.
 - D. We take part in activities that promote Thai culture and heritage.

2.00 FACULTY CONTRACTS & REMUNERATION

2.10 Salary

- 2.11 Pay Standards
 - 2.11.1 All agreed remuneration for both contractual duties and applicable tasks as specified in the contract, handbook and official job descriptions shall be paid to employees of WIS in Thai baht via bank transfer to the employees account held at Krung Thai Bank.
 - 2.11.2 Should an employee not possess a Krung Thai bank account, WIS will assist him/her in opening one. This entails an initial deposit of 1000 baht, paid by the employee.
 - 2.11.3 Instructors already in possession of a Krung Thai bank account must provide WIS with all bank information necessary to receive remuneration.
- 2.12 Pay Periods & Salary Adjustments

- 2.12.1 Fiscal Year – Wells’ fiscal year extends from June 16 through June 15. New full-time staff members are paid from their first official day at work through the end of the fiscal year. All other full-time staff members are paid for the entire fiscal year.
- 2.12.2 Pay Adjustments – Unless other arrangements have been approved by the school board, all salary adjustments take effect on the second month of the fiscal year (August) and remain in effect through the first month of the following fiscal year.
- 2.12.3 The monthly salary shall be deposited in employees’ accounts on the final work day of each month.
- 2.13 Salary Advances
 - 2.13.1 In emergency situations, and after completion of no less than one year of employment, a full-time employee may request a salary advance up to an amount equal to 50% of his/her monthly salary by completing a **SALARY ADVANCE EMPLOYEE LOAN** form and submitting it to the accounting office for approval. With few exceptions, an employee is limited to one salary advance request per fiscal year.
- 2.14 Bonuses
 - 2.14.1 Rationale: Annual bonuses are awarded on the basis of performance both in and out of the classroom. Any amount above this benchmark signifies that the employee has exceeded those expectations, while any amount falling below it signifies that the employee has areas in which he/she must improve.
 - 2.14.2 Bonus Criteria: Teaching staff will be evaluated by supervisors in both performance and personal conduct according to a standardized set of criteria made available for reference through the administration.¹ Administrative and operational staff members receive bonus amounts as determined by the chairperson, based on the recommendations of immediate supervisors.
 - 2.14.3 Disbursement: Annual bonuses will be added to employee salaries and disbursed during the last pay period of the fiscal year (June).

2.20 Benefits

- 2.21 Benefits for Full-Time Instructors
 - 2.21.1 Medical Insurance: Full-time instructors have the option to join the school’s private medical insurance plan. For tenures of less than 2 years, the school will pay for 50% of the insurance premiums for a single person. For tenures beyond 2 years, the school will pay 75% of the insurance premiums for a single person. For tenures beyond 3 years, the school will pay 100% of the insurance premiums for a single person. Additional family members may be added to the employee’s coverage plan at the employee’s own expense.
 - 2.21.2 Visa Extensions: Full-time instructors with tenures beyond their first year are entitled to 100% reimbursement of all fees associated with the obtaining of visa extensions and work permit renewal. Full-time instructors must pay all such fees in their first year of service.
 - 2.21.3 Certified Thai Language & Culture Training Course: Full-time instructors will be provided, free of charge, the Ministry of Education mandated Thai Language & Culture Training Course. A B 500

¹ See Appendix 2: Teacher Evaluation Policies

registration fee for the Thai Ministry of Education will be the responsibility of the instructor.

- 2.21.4 Summer Vacation: Full-time instructors are entitled to a summer vacation beginning on the day following the last official day of the spring semester through two weeks prior to the start of the following fall semester. The official reporting day for the fall semester shall be determined by the administration, and will be set no more than eight (8) working days prior to the first official day of the fall semester.
- 2.21.5 Other Miscellaneous Benefits: Full-time instructors are entitled to the benefits packages laid out in the pay scale and benefits document, as well as other miscellaneous benefits as written into individual contracts by the chairman and school board. Any such individual benefits are based on instructors' needs, workloads and performances, and are to be considered confidential.
- 2.22 Benefits for Non-teaching Staff
 - 2.22.1 Medical Insurance: Full-time non-teaching staff members have the option to join the school's private medical insurance plan. For tenures of less than 3 years, the school will pay for 50% of the insurance premiums for a single person. For tenures beyond 3 years, the school will pay 100% of the insurance premiums for a single person. Additional family members may be added to the employee's coverage plan at the employee's own expense.
 - 2.22.2 Summer Vacation: Full-time non-teaching staff are entitled to two weeks of summer vacation, as arranged by the Chief Administrative Officer or Maintenance & Operations Manager.
- 2.23 Benefits for Dependents
 - 2.23.1 Tuition Waivers: Dependents of all new full-time staff are tuition fee waivers as determined in the official pay scale and benefits document. However, fees associated with extra-curricular activities, summer courses, school trips, uniforms, supplies, external testing, and food, are the responsibility of the employee. Dependents of all part-time staff are entitled to 40% tuition fee waivers for the fall and spring semesters.

2.30 Reimbursement for Per Diem Expenditures

- 2.31 In order to receive reimbursement for expenses incurred while on school business, the trip or activity must first be pre-approved by the administration at least one week in advance, and all receipts must be submitted to the financial officer.
- 2.32 Meals: Reimbursement for meals will be considered only in cases in which the length of the trip or activity (one way) extends beyond eight (8) hours. Maximum reimbursement in such cases is as follows:
 - Breakfast: 100 baht
 - Lunch: 150 baht
 - Dinner: 200 baht
- 2.33 Transportation: Transportation reimbursement will be provided at a rate equal to the lowest published fare at the time of booking for the following:
 - Air: Economy class
 - Rail: Executive class
 - Taxi: Metered with receipt
- 2.34 A per diem amount of no less than 300 baht per full day will be paid to staff members conducting school business outside of Bangkok for periods longer

than one day.

- 2.35 Professional Development: All fees for approved conferences, workshops and similar events will be paid in advance by WIS.

2.40 Leave & Absence

2.41 Sick Leave

- 2.41.1 Staff members are entitled to an undetermined number of paid sick leaves per semester. However, paid leave for any absences due to illness will be conferred at the discretion of the administration and chairman. Sick leave does not accumulate through subsequent years.
- 2.41.2 In the event of illness, staff must contact the Chief Administrative Officer, and respective department head or principal, via telephone or school e-mail by 6:45 am on the day of the intended absence. SMS texts alone are NOT acceptable. If unable to contact one or both of the designated individuals, staff should also contact the appropriate head of campus.
- 2.41.3 Barring incapacitation, failure to give advance notice of an absence entails a deduction in salary for the period of the absence.
- 2.41.4 Sick leave may be used in half-day or full-day increments.
- 2.41.5 Additional sick leave may be granted by administration in the event of serious illnesses or hardship.
- 2.41.6 Any periods of illness exceeding two (2) days necessitate that confirmation from a physician be provided in order for the instructor to receive paid sick leave.
- 2.41.7 Staff applying for sick leave on days immediately preceding or following extended holidays or 3-day weekends may be asked to provide official documentation from a medical authority.

2.42 Personal Leave

- 2.42.1 Personal leave is defined as leave taken to perform tasks or attend to personal business that is impossible to schedule outside of normal working hours. All staff members are entitled to an undetermined number of personal leave days per semester.
- 2.42.3 Personal leave may be used in half-day or full-day increments.
- 2.42.4 Paid personal leave may be granted in cases of family emergencies, personal business that cannot be conducted during non-work hours, or other situations deemed acceptable by the administration and chairman.
- 2.42.5 Except in an emergency, personal leave requests must be submitted AT LEAST one week in advance.
- 2.42.6 Procedure for leave requests shall operate according to the following:
- 1 day: Submit to supervisor and receive approval from headmaster and vice chair
 - 2 days: Submit to supervisor and receive approval from vice chair and chair
 - 3 or more days: Submit to supervisor and receive approval from chair
 - All requests must be submitted to the chair after receiving final approval

2.50 Visas & Work Permits

- 2.51 Visas for Holders of Non-Thai Passports – All newly hired foreign employees

are expected to obtain, at his/her own expense, a Non-Immigrant B Visa prior to his/her official first day of work. Should the employee be unable to obtain such a visa prior to entering the country, he/she will be responsible for all costs, including travel, transfer fees, and visa conversion fees associated with obtaining a post-arrival Non-Immigrant B Visa. Furthermore, all fees associated with the obtaining of the initial Thai Work Permit will be the responsibility of the employee.

2.60 Termination of Contract

2.61 Voluntary

2.61.1 Procedures for voluntary termination of contract: Teachers who wish to terminate their contracts after the initial 90-day probation period must do so in writing no later than one month prior to their scheduled final day of work, except in extenuating circumstances such as extreme hardship or family emergencies.

2.62 Involuntary

2.62.1 Employees found to be guilty of illegal acts, either work related or non-work related, will be immediately dismissed in accordance with Thai law. Furthermore, and also in accordance with Thai law, employees found to be engaged in non-work related activities or behavior that may be construed as damaging to the school's reputation will be subject to investigation, suspension without pay, and possible termination of employment. Employees terminated in such instances are NOT eligible for severance pay and may be subject to a two-week to one-month withholding of salary in order to cover the expenses associated with refilling the employee's position.

2.62.2 In work-related cases of sub-par job performance, inappropriate actions or behavior, insubordination, or incompetence specific to WIS policies and procedures, WIS may choose to terminate a staff member's employment. In such cases WIS will adhere to the following procedures:

- Verbal reprimand(s): A minimum of one verbal warning will be given to the employee, and a discussion will take place between the employee and administration in order to determine potential solutions.
- Written reprimand(s): A minimum of one official written warning will be given to the employee. The document will contain both a description of the issue and an action plan in order to correct the situation. Copies of this letter will be given to the employee and placed in his/her school file.
- Termination of contract: The employee will receive verbal and written confirmation of the termination of contract. WIS will provide a letter with a summary of past reprimands and a review of the failure to meet expectations as detailed in those warnings.

Beyond a minimum of one verbal and one written reprimand, the number of subsequent warnings will be determined by the administration based on the severity of the infraction(s).

2.62.3 In cases of termination due to work-related issues, employees will receive payment up to the last official day of employment. Additional, non-obligatory payments may be disbursed at the discretion of the

administration.

3.00 FACULTY POLICIES AND PROCEDURES

3.10 Professional Conduct & Ethics

As a staff member at WIS, your attitudes and actions in every situation will directly or indirectly affect your peers, students and the learning environment. The following are in keeping with professional ethics and are provided as general guidelines:

3.11 Personal Conduct

- 3.11.1 Policy on Drinking Alcohol: Wells staff should use discipline and exercise common sense when consuming alcohol in bars (clubbing), restaurants or other public venues. Alcohol should *never* be consumed on school premises or in the presence of students. Violations of this policy are grounds for disciplinary action.
- 3.11.2 Policy on Smoking/Tobacco Use: Smoking or the use of any tobacco product is strictly prohibited on school grounds or at any venue hosting a school-sponsored event or activity.
- 3.11.3 Personal Relationships – In School: Though romantic relationships between staff members are not encouraged, WIS does not condemn such interaction between consenting adults. However, any such relationships must not interfere with school operations or policies, nor should they become a distraction to other staff members or students. Staff members choosing to involve themselves in such relationships should again use discipline and exercise common sense.
- 3.11.4 Personal Relationships – Out of School: All interpersonal relationships between staff members and persons outside of school are considered beyond the jurisdiction of WIS and its administration. However, should such relationships lead to situations that can be construed as harmful to the school's reputation or ability to conduct business as an upstanding member of the local community, the school may, within the bounds of Thai labor law, act to minimize any adverse effects that may arise from the situation, whether through reprimands and/or a termination of employment.

3.12 Staff/Staff Relationships

- 3.12.1 All staff members are expected to speak directly and diplomatically to other staff members with whom he/she may have interpersonal difficulties, and are expected to not make negative or otherwise disrespectful comments about them to others when they are not present.
- 3.12.2 When discussing problems, staff members are expected to stick to the issue and commit to agree on the best possible solution, including compromise wherever possible.
- 3.12.3 All staff members are expected to respect the opinions of fellow staff members, even when in disagreement.
- 3.12.4 When addressing a staff member in the presence of a student, all staff members are expected to use appropriate titles such as Dr., Ajarn, Khun, Mr. or Miss.
- 3.12.5 All staff members are expected to not interfere with another teacher in

individual classroom matters such as grading, discipline, etc.

3.12.6 All staff members are expected to share ideas and materials freely with other staff members, excepting those documents containing class-specific content (e.g., exams, etc.).

3.12.7 As every individual employee's situation is unique, staff members are not to divulge confidential information regarding contracts, salaries and/or benefits beyond those contained within the salary scale and benefits packages in order to prevent the fostering of ill feelings among staff members.

3.12.8 All staff members are expected to accept group and/or administrative decisions graciously and abide by them.

3.12.9 All staff members are expected to maintain a positive attitude and abide by established school policies and procedures.

3.13 Staff/Student Relationships

3.13.1 All staff members are expected to not approach students with the intention of being their friend, but are expected to be friendly and to strive to gain their respect, assuming a position of authority and NOT as an equal.

3.13.2 All staff members are expected to require students to use appropriate titles such as Dr., Ajarn, Khun, Mr. or Miss when referring to fellow staff members.

3.13.3 All staff members are expected to avoid discussing fellow staff members in a negative manner with students or parents.

3.13.4 All staff members are expected to not apologize to students or parents for school policies, and should direct any question or concern regarding a school policy to an appropriate administrator.

3.13.5 All staff members are expected to avoid discussing matters involving individual students with anyone other than such student's parents or others professionally involved in that student's welfare.

3.13.6 All staff members are expected to handle discipline issues fairly and make attempts to eliminate the causes of unacceptable behavior, particularly through *modeling* proper behaviors.

3.13.7 All staff members are expected to avoid the use of offensive language of any sort (excluding teaching moments) when in the presence of students, and to interact with others in a polite, professional manner when students are present.

3.13.8 All staff members are expected to avoid comments or actions that belittle students or prejudice others against him/her.

3.13.9 All staff members are expected to encourage students to develop a sense of personal responsibility and independence in study habits.

3.13.10 All staff members are expected to respect students' individual, emotional, physical, cultural and social differences.

3.13.10 All staff members are expected to help students feel they are important by maintaining a genuine interest in their growth and development, as well as providing opportunities for them to achieve recognition for constructive behaviors and academic success.

3.14 Staff/Parent & Community Relationships

3.14.1 All staff members are expected to respect every parent's opinion even if in disagreement, always listen to their viewpoints and assume a position of cooperation for the good of the students and the school.

3.14.2 All staff members are expected to always show concern for a parent's

child(ren).

- 3.14.3 All staff members are expected to build parent confidence in their capabilities as professionals.
- 3.14.4 All staff members are expected to return phone calls and e-mails promptly, preferably on the same day in which they are received.
- 3.14.5 All staff members are expected to proofread all written communications to parents prior to sending them.
- 3.14.6 All staff members are expected to be proactive by contacting parents regarding student problems immediately, as early intervention and parental support resolve difficulties more effectively.
- 3.14.7 All staff members are expected to not discuss internal school affairs with parents except in cases in which the express consent of the administration has been acquired.

3.20 Professional Obligations & Responsibilities

3.21 Chain of Command

- 3.21.1 Teachers should become familiar with the chain of command, and issues and concerns should be directed through the proper channels. Any disagreements or issues between individuals that cannot be resolved individually should be brought to the attention of the appropriate administrator.
- 3.21.2 The Leadership Team—consisting of the Head of School, Thai Director, Chief Administrative Officer, and Maintenance & Operations Manager—oversees the daily governance of the school.
- 3.21.3 The Primary School Principal, Middle School Principal, High School Principal, Head of Student Support Services, Head of Technology, IB Coordinator, WASC Coordinator and Department Heads/Head Teachers act as middle-management liaisons² to the Leadership Team for their respective spheres of concern.
- 3.21.4 Role of the Head of School: The Head of School oversees all school operations and planning. He/She is ultimately accountable for all areas within the school and thus is not restricted to one area of responsibility. His/Her duties include—but are not limited to—budget & finances, contractual and payroll matters, academics, parent and community relations, school accreditation, scheduling, event planning, school promotion and affiliation, and long-term planning. He/She works with the Primary School Principal, Middle School Principal and Secondary School Principal in coordinating the overall academic vision for the school. He/She also functions as the manager of school records and documents. Staff members may direct any questions or concerns to the Head of School should they feel uncomfortable bringing them to any other administrator.
- 3.21.5 Role of the Thai Director: The Thai Director oversees the Thai Language & Culture Department, ISAT and SorMorSor dealings, and all government and MOE-related legal matters.
- 3.21.6 Role of the Chief Administrative Officer: The Chief Administrative Officer directs all office affairs, including admissions, event planning, yearly scheduling, parent relations, and student affairs and records.
- 3.21.7 Role of the Maintenance & Operations Manager: The Maintenance &

² One or more of the listed positions from 3.21.2 and 3.21.11 may not be filled depending on the size of the Wells campus.

Operations Manager oversees all non-academic and non-administrative staff, including maids, drivers and cooks. He/She is responsible for all maintenance tasks, transportation and civic-related legal matters. Concerns or needs related to the physical structure and facilities of the school, including those related to event planning, should be addressed to him/her.

- 3.21.8 Role of the Primary School Principal: The Primary School Principal serves as the academic and activity director for the primary grade levels (grades K3 to 4). He/She is responsible for developing and implementing academic and leisure programs and activities for the primary students in order to meet their specialized needs. He/She manages student discipline, manages the assignment of substitute teachers, and liaises with the Head of School regarding all issues concerning the primary school. Questions and concerns regarding primary-related events and activities should be directed to the Primary School Principal.
- 3.21.9 Role of the Middle School Principal: The Middle School Principal serves as the academic and activity director for students at the middle school levels (grades 5 to 8). He/She is responsible for developing and implementing academic and leisure programs and activities for the secondary students in order to meet their specialized needs. He/She manages student discipline, manages the assignment of substitute teachers, and liaises with the Head of School regarding all issues concerning the high school. Questions and concerns regarding secondary-related events and activities should be directed to the Middle School Principal.
- 3.21.10 Role of the High School Principal: The Secondary School Principal serves as the academic and activity director for students at the high school levels (grades 9 to 12). He/She is responsible for developing and implementing academic and leisure programs and activities for the secondary students in order to meet their specialized needs. He/She manages student discipline, manages the assignment of substitute teachers, and liaises with the Head of School regarding all issues concerning the high school. Questions and concerns regarding secondary-related events and activities should be directed to the High School Principal.
- 3.21.11 Role of Subject Department Heads/Head Teachers: The Department Heads/Head Teachers act as the academic leaders within their respective subject areas and are directly responsible for the instructors within those departments. Their duties include the coordination of curricula, departmental vertical alignment, teacher observations and reporting. Any department-specific concerns should first be directed to the appropriate head.

3.22 Professional Responsibilities

- 3.22.1 Staff Dress Code: Every staff member is to be a model in dress, manners and personal hygiene whether in school or representing Wells in public. Staff members who violate the dress code will receive a verbal warning, followed by a written reprimand and/or improvement plan.
- Females: A loose, professional dress or a blouse and slacks are standard during regular school days and school functions. Necklines should be high enough to be modest in

all positions. Neat jeans may be worn with discretion at certain functions for which such clothing is deemed acceptable.

- Males: Loose, neat dress slacks and polo or dress shirts are standard during regular school days and school functions. Hair should be neatly cut so that it does not come past mid-ear, over the eyes or over the shirt collar. Neat jeans may be worn with discretion at certain functions for which such clothing is deemed acceptable.
- Physical Education Instructors: Physical education teachers may dress according to P.E. standards during regular school days.

3.22.2 Respect for Thai Culture: All staff members should recognize that Thai customs and beliefs are an essential part of the WIS System. Regardless of personal opinions, respect should thus be shown in several areas:

- Flag-raising ceremony: Stand with your hands placed at your side. Require students to do the same and encourage them to sing the national anthem.
- Wai: Encourage students to wai adults, particularly visitors to the school, as a greeting and sign of respect.
- Ceremonies and celebrations: Avoid making negative comments regarding Thai traditions and encourage students to be positive and attentive during such events.
- Recognition of cultural idiosyncrasies: Be aware that non-Western staff members and students often view direct confrontation negatively, and make an effort to approach them diplomatically.

3.22.3 Professional Development: Every instructor should strive to continuously improve upon his/her teaching competency through advanced study, workshops, conferences, etc. At times, Wells may require all staff to attend professional development seminars, training or courses outside of regular school hours. However, through the course of an academic school year, staff members will be required to attend no more than two (2) professional development events held outside of regular school hours.

3.22.4 Teaching Licenses: All WIS instructors are required to possess or be in active pursuit of the necessary certification in order to qualify for a teaching license through the Thai Ministry of Education by the end of their first year of service. Failure to do so could lead to involuntary termination if an instructor is refused a work visa.

3.22.5 Other School-related Events: Staff may be required to attend no more than two (2) school-related events per semester on a Saturday. This may include parent orientation sessions and/or parent-teacher conferences.

3.23 Student Safety

3.23.1 Staff should maintain a professional relationship with students at all times and make every effort to avoid situations in which accusations of abuse of any sort could arise.

3.23.2 Staff should never abuse students in any way, including through:

- Physical abuse: Hitting, beating, shaking, throwing or otherwise causing physical harm to a student

- Emotional and verbal abuse: Persistently mistreating a student by conveying through words or actions that he/she is worthless, unloved or inadequate
 - Sexual abuse: Forcing or enticing a student to take part in any sexual-related activities or to view pornographic materials
 - Neglect: Persistently failing to meet a student's basic physical, emotional and/or psychological needs, typically by not providing a physically and/or emotionally safe learning environment for him/her
- 3.23.3 Should a staff member suspect that a student is being abused, all relevant information should be passed to a school counselor and Leadership Team immediately. The staff member should *not* contact the student's parents or guardians without explicit consent from administration.
- 3.23.4 Any information regarding the abuse of a student should be kept entirely confidential. No information should be passed to non-essential, uninvolved parties.

3.30 Professional Duties

3.31 Basic Duties³

- 3.31.1 Children should be supervised at all times. Parents have entrusted their children to the school, and staff members are legally responsible for the students' safety at school. As a *general* rule, students should not be left alone in rooms.⁴ If negligence can be proven in an accident, both the school and the individual staff member responsible may be held liable.
- 3.31.2 All WIS staff members are required to enforce school rules and policies among the student body—*even when not actively assigned to a duty*—to ensure safety and proper discipline, and to avoid liability for accidents or malicious actions:⁵
- Be aware of student behavior during break periods and address any observed inappropriate behaviors such as shouting, running, etc.
 - Ensure that students are not loitering in hallways or in unattended classrooms during class periods. Students must have passes to be in the hallways during class periods; note the names and grade levels of any violators and submit them to the Disciplinary Board.
 - Enforce school cleanliness by making students clean any waste they may leave on the school premises, including in classrooms.
 - Encourage students to speak in English whenever possible, particularly in situations in which others may not understand the language being used.
 - Monitor students during recess periods and ensure that they are not playing games or activities in an inappropriate

³ Also see Appendix 1: Extended Position Descriptions

⁴ Students may use rooms unsupervised in special cases in which a responsible, mature student has been designated as a monitor, and only when the rules and behavioral expectations have been made clear to those students.

⁵ Depending on the size of the Wells campus, matters of discipline may fall under an administrator rather than the Disciplinary Board.

or hazardous fashion. *Please note that secondary students are not allowed to use the front courtyard's playground equipment during regular school hours; it is strictly for the use of primary students at those times.*

- Be aware of student uniforms and report any violations in the student dress code to the Disciplinary Board.
- WIS is a closed campus; upon arriving, students cannot leave school grounds until the end of the school day. Students leaving early must:
 - o bring a signed letter of permission from a parent or guardian, or have a parent or guardian speak to an office staff member,
 - o fill out a **STUDENT EARLY LEAVE OR ABSENCE** form,
 - o have the Headmaster/Headmistress or Vice Head, office staff member and homeroom instructor sign the form, and
 - o receive a description of assignments from instructors whose classes they will miss.

3.31.3 On regular school days, instructors must report to the school no later than 7:15 am and clock out no earlier than 3:30 pm. Instructors employed at a Wells kindergarten campus must report to the school no later than 8:00 am and clock out no earlier than 3:30 pm. Permission forms for early leave may be obtained from the office and submitted to the Head of School or Vice Head for approval. Habitual truancy may result in reprimands and/or termination.

3.31.4 Doors should be locked, and lights and air conditioners turned off, when rooms are unoccupied.

3.31.5 Valuables of any sort should not be left unattended by staff members or students. Each individual is responsible for properly securing his/her own belongings, and WIS is *not* liable for any items lost or stolen as a result of individual negligence.

3.31.6 Although custodial duties are performed regularly, instructors should ensure that students periodically clean the insides of desks and pick up any large pieces of trash or paper from the floor.

3.31.7 Instructors must report any maintenance issues to the Maintenance & Operations Manager.

3.31.8 All staff members with personal computers should be logged into their Wells accounts at all times and should check their e-mail accounts a minimum of three (3) times each day—preferably in the morning, lunch period and after school—in order to be aware of any official school communications.

3.31.9 Staff members may be assigned a minimal number of supervision duties during each semester, including lunch and/or after-school posts.

3.32 Homeroom Duties

3.32.1 Homeroom is intended as both a means of providing students with important news and information and a means of better connecting with students in order to provide them with a greater sense of community. Therefore, it is essential that instructors make an effort to build a relationship with the students in their homerooms.

3.32.2 Homeroom partners are to carry out the duties of homeroom

instructors in the event of the latter's absence; they are not to be considered inferiors.

- 3.32.3 Homeroom instructors and/or partner may be required to supervise their homeroom students during in-school events and school-sponsored trips.
 - 3.32.4 Homeroom instructors and homeroom partner (On Nut campus) should report to their respective classrooms no later than 7:35 am for student check-in and no later than 2:45 for student check-out.
 - 3.32.5 During morning assemblies, homeroom instructors (or homeroom partners, when applicable) should lead their students to the assembly area in a quiet, orderly fashion and ensure that the students are quiet and respectful during the assembly.
 - 3.32.6 Homeroom instructors and assistants may be assigned to supervise their homerooms during school events and trips.
- 3.33 Kindergarten & Primary Duties
- 3.33.1 Kindergarten and primary instructors will be assigned duty schedules, arranged by the Head of Primary or Director, for lunchtime (recess) and after-school supervision, each lasting 15 minutes. Instructors must be present in the designated areas for the entire length of the assigned period and should actively monitor students.
 - 3.33.2 Kindergarten and lower primary (Nursery to Grade 2) instructors or aides are responsible for walking their students to and from all non-core classes (music, computer, art, physical education, etc.), lunch, library and recess. They should not allow the students to move freely in the hallways.
 - 3.33.3 Kindergarten and lower primary instructors must check that each student under their care has finished lunch prior to allowing them to play during the lunch recess period.

3.40 Office Procedures

- 3.41 General Policies
- 3.41.1 As a *general* rule, students should not be sent to the office to request supplies or copies.
 - 3.41.2 In order to maintain a professional environment, socializing in the office should be kept to a minimum, and respect should be shown to all office staff.
- 3.42 Office Equipment
- 3.42.1 As a *general* rule, office telephone and fax use by students and instructors should be kept to a minimum and used only for school-related matters.
 - 3.42.2 Copy machines should be used only for school-related documents; no personal documents should be printed without prior approval by an administrator. Personal printing can be completed at a cost of 3 baht per page (single sided; black and white).
 - 3.43.3 For bulk printing jobs, a **PHOTOCOPY REQUEST FORM** can be completed and left in the request tray. Note that the time in which the printing can be completed depends on the time of the request and the amount of work delegated to the office staff.
- 3.43 Forms & Requests
- 3.43.1 To request additional classroom supplies, a **SUPPLY REQUEST FORM** must be completed and submitted. Requests are typically filled within

one working day.

3.43.2 To receive reimbursement for classroom purchases, a **PURCHASE FORM** must be completed and submitted. Requests are typically filled within one working day.

3.44.3 If any equipment is borrowed from the office, the borrower must note the item on the **BORROW ITEMS** form.

3.44.4 To request the use of the auditorium (at applicable campuses), a request must be made using the appropriate request form in the office.

3.50 Clinic Procedures

3.51 Only the school nurse is authorized to assess, treat and/or administer medication to a student/patient. Any other staff members should not attempt to aid a student/patient through any means beyond basic first aid techniques.

3.52 In the event of a medical emergency, the school nurse and office should be contacted immediately.

3.53 Individuals who witness any such incident must complete an **ACCIDENT REPORT** form in the office.

3.54 Any student claiming minor illness must receive approval from the school nurse in order to leave school premises or stay in the clinic.

3.55 Any student requesting to stay in the clinic must acquire a written pass from the nurse in order to return to the classroom.

3.56 Students should only bring medication to school when required by a doctor. Students bringing medication to school must leave it in the office with clearly written English instructions pertaining to the following:

- Name of medication
- Dosage
- Time and length of use

3.60 Classroom Policies & Procedures

3.61 Instructors will receive the following at the beginning of each school year:

- An e-copy of this handbook (e-format)
- A standard assortment of classroom supplies
- A yearly calendar
- A daily school schedule and an individual schedule template (e-format)

3.62 Classroom Maintenance

3.62.1 Classrooms should be kept neat and orderly. Trash should be cleaned up from the floor and desks at the end of each day, and desks should be arranged neatly. (It is recommended that instructors assign these duties to their last class or homeroom each day.)

3.62.2 Any damage to school-owned property should be reported with a **WORK ORDER FORM**, available in the office. Damage costs will be assigned to responsible individual(s).

3.62.3 Bulletin boards outside classrooms should be decorated and changed a minimum of two times per semester. (It is recommended that instructors assign the decoration of the board to students as a project.)

3.62.4 Any unclaimed items left by students in classrooms should be put in the Lost & Found cabinet in or near the office.

3.62.5 Students should neither consume food nor drink beverages other than water in classrooms. Teachers may make exceptions for special events at their discretion, in which case the students are responsible for

cleaning all resultant waste.

3.63 Classroom Management

- 3.63.1 Barring adherence to school-wide policies, instructors retain full authority over discipline in their classes and during times in which students are under their direct supervision. However, in cases in which students have prior arrangements with other instructors or events outside of school, the earlier arrangement takes precedence.
- 3.63.2 To maintain order and proper discipline in classes, instructors should develop clear procedures and rules for students. These should be made available to students immediately, and consequences for violations should be made clear.
- 3.63.3 It is important to actively enforce policies that have been instituted in a class, as students may otherwise question an instructor's authority. Preferably, instructors should do so through preventive rather than punitive measures.
- 3.63.4 In the event of a fire or other emergency, instructors should guide their students calmly to the exit according to the directions posted on the emergency procedure signs posted around the school.
- 3.63.5 Students are not allowed to use cell phones, smart phones, iPads or other similar electronic devices in the classroom unless given permission by the instructor. This policy applies during all scheduled class periods. All instructors are expected to enforce this policy regardless of whether students in violation are members of their classes. Should a student's electronic device be turned in the office, the school will hold it for a period of three days, at which point it will be released to the student. The student's parents or guardian may pick it up from the office at any earlier point.

3.64 Classroom Budget

- 3.64.1 Classroom budget amounts per time period: Each teacher is allotted a B3,000 allowance per year for basic classroom supplies and decorations that are *not* available in the school warehouse. Unused allotments from the fall semester may be carried over to the spring semester. However, unused allotments from one school year *may not* be carried over to the following school year. *If you are unsure whether a purchase can be made through the classroom budget, please consult with your campus administrators.*
- 3.64.2 Purchasing procedures: For purchases B500 and up, a purchase request must be submitted for approval prior to purchasing items using classroom funds. Once approved, the item may be purchased and the receipt submitted for cash reimbursement. For purchases less than B500, an advance purchase request is recommended but not required. Should a purchase be made without prior approval, the teacher accepts the risk of such purchase being deemed inappropriate and subsequently rejected, with no funds disbursed.
- 3.64.3 Teachers are encouraged to submit reimbursement requests within a few days, if possible, and not later than one month after the purchase date printed on the receipt. Undated receipts will not be accepted.

3.65 Field Trips

- 3.65.1 Instructors are encouraged to submit at least one field trip request per semester for each grade level taught.
- 3.65.2 All field trip requests must be submitted to and approved by the Chief

Administrative Officer. Any related transportation requests must be approved by the Maintenance & Operations Manager.

- 3.65.3 The amount of funding provided by the school for food, transportation and other expenses depends on the previous number of field trips taken and the length of the requested trip.
- 3.65.4 Please understand that field trip requests may be denied if the students in that grade level have already gone on field trips in other courses.

3.70 Library & Communications Lab Policies

- 3.71 Students should be encouraged to visit and use both the library and communications lab (at applicable campuses), as both are designed to help them with research and English language development.
- 3.72 Prior to sending a class to the library or communications lab, check the sign-up sheet (located in each room) and enter the time in which you wish to use the facility and the details of the class.
- 3.73 When checking out materials from the library, communications lab or book room, it is the instructor's responsibility to assign those materials to students, record the pertinent details and collect them upon completion of the task. Should a student not return an item, report the name and item to the office in order to have the appropriate amount deducted from the student's book deposit.

4.00 ACADEMIC POLICIES & PROCEDURES

4.10 General Policies⁶

- 4.11 Curriculum Mapping
 - 4.11.1 WIS utilizes Rubicon's Atlas curriculum mapping system to record curriculum maps. All instructors must use this system for their courses.
 - 4.11.2 All curriculum maps must include entries in the assigned fields.
- 4.12 Lesson Planning
 - 4.12.1 As part of their required duties, all instructors must prepare unit plans for their classes using Atlas. Although no standard format for daily/weekly plans is required school-wide, individual department heads have the authority to guide their respective departments in setting a departmental standard.
 - 4.12.2 As a general rule, lesson plans should typically include standards, content, skills, objectives, procedures and resources references. Reflections are also recommended.
 - 4.12.3 Lessons plans must be detailed enough to allow a substitute teacher to guide the students for the entire length of the lesson(s) being covered.
- 4.13 Homework⁷
 - 4.13.1 Homework must be assigned to students *at least* once or twice per week in each of their academic-based classes.
 - 4.13.2 Homework should not be "busy work," but should rather reinforce concepts learned in class or allow students to apply acquired knowledge. Quality, not quantity, is most important.
 - 4.13.3 As a general rule, homework assignments—excluding reading—should

⁶ See: *Wells Curriculum Crash Course* and *Lesson Plan Sample* under the References tab in Atlas.

⁷ WIS is a strong advocate of applying research-based conclusions to the assigning of homework. See: [Research Findings A](#), [Research Findings B](#), [Research Findings C](#)

take an average student approximately twenty to thirty minutes to complete. This number may vary depending on the subject and age of the students.

4.14 Student Assessment

- 4.14.1 As part of their required duties, instructors must regularly gauge student progress using a variety of formative and summative evaluations and assessments.⁸ Although no standard combination of assessments is required school-wide, individual department heads have the authority to dictate particular requirements within their respective departments. Suggested methods of evaluation as indicators of student progress include homework, quizzes, exams, projects, essays, journals, debates, discussions and worksheets.
- 4.14.2 The use of proper grading scales is *essential*. Instructors *must* create systematic, measurable means of gauging student work and make that information available to students when assigning work. This provides both clear expectations and more objective evaluation of student work.
- 4.14.3 All instructors are highly encouraged to have their students keep portfolios. Individual department heads have the authority to require that instructors in their respective departments maintain such records of student work.
- 4.14.4 Instructors must ensure transparency in the assessment process; grading procedures and results should be made freely available to parents, students and supervisors upon request. Thus, regular student assessment is essential, as is the timely reporting of evaluative tasks and assignments.
- 4.14.5 Final exams at the secondary level should be designed to last approximately two hours in length, and as a general rule, instructors should include multiple forms of questioning, such as multiple choice, matching, short answer, fill-in-the-blank and essays.
- 4.14.6 Instructors may choose the method by which students can make up missed work due to absence. Students must provide written documentation for an absence when seeking to make up a missed final exam.

4.20 Grades & Credits

- 4.21 WIS assigns progress reports at each mid-semester mark and official grades at the end of each semester. (A semester and a year grade are to be submitted at the end of the second semester.) All full-time, English-speaking instructors are required to use PowerSchool for the calculation and submission of grades.
- 4.22 WIS follows a standard 4.0 scale for official semester and yearly grades at the secondary level, as well as grade point averages:

GPA	Percentage	Letter Grade	Quality of Work
4.0	90 – 99%	A	Far above standards
3.0	80-89%	B	Above standards
2.0	70-79%	C	Meets standards
1.0	60-69%	D	Below standards
0	0-59%	F	Unsatisfactory

⁸ [See: Formative & Summative Assessments in the Classroom](#)

Instructors may choose to assign pluses or minuses, though such distinctions will not affect the calculation of grade point averages. Students at the primary level are assessed using a standards-based reporting system:

Score	Quality of Work	Letter Grade Equivalent	Percentage Equivalent
4	Above standard	High B to high A	86 – 100%
3	Meets standard	Mid C to mid B	70 – 85%
2	Approaching standard	D to very low C	60 – 69%
1	Below standard	F	0 – 59%
NE	Not evaluated	-	-

4.23 Grades should reflect a variety of assessments, and the weighting scale for mid-semester and semester grades must be made available to students and immediate supervisors at the beginning of each school year.

4.24 Grades are calculated per semester and reported. It is the responsibility of the instructors to calculate a final course grade at the end of each academic year. In cases in which a student fails one semester but earns a passing grade for the year, the following guidelines should be followed:

- Pass first semester/fail second semester: The instructor should assign a grade of FC (fail with credit) for the second semester.
- Fail first semester/pass second semester: The instructor should inform the student records officer that the grade for the first semester should be changed to FC (fail with credit).

4.25 Students who do not attend a course a minimum of 80% of the total number of sessions may receive an F for that class at the discretion of the instructor or administration.

4.26 Students who join a course late and do not complete enough work in order to be assessed accurately will receive an NG on their grade reports to indicate that an accurate grade cannot be provided. The choice to assign a letter grade is based on each instructor's discretion. As a *general rule*, students who join after the mid-semester mark should not receive a grade for that semester.

4.27 Students at the secondary level are allowed a two-week period following the first official day of a course in which they can elect to drop from or enroll in that course. Subsequent to this two-week period, a grade may be assigned at the discretion of the teacher and administration.

4.28 Credit system

High School Subject Area	Minimum Requirements for WIS High School Diploma
Language Arts	Four credits. Grade 9 and Grade 10 Language Arts (or the equivalents) are required. This entails a maximum of two years in an ESL course.
Mathematics	Three credits, up to or beyond—and including—Algebra I.
Social Studies	Four credits of history/social science, including one year of world history.
Science	Three credits. One lab course is required, chosen from biology, chemistry or physics.

⁹ Instructors may assign 70% or higher as the minimum required attendance at their discretion. However, any student falling below 70% attendance in a course *must* receive a failing grade unless missed class meetings are made up through Saturday Intervention Sessions. Exceptions may be made in cases of extreme illness or prearranged absences.

Foreign Language	Two credits in the same language.
Fine Arts	Two credits of visual and performing arts chosen from the following: dance, drama/theatre, music or visual arts.
ICT	One credit
Physical Education	Two credits
Electives	Five credits
Total	Twenty-six credits

4.29 Typical credit hour equivalents

4/5 periods/week: 0.5 credit/semester

2/3 periods/week: 0.25 credit/semester

1 period/week: 0.125 credit/semester

4.30 Academic Dishonesty

4.31 Cheating entails the unauthorized giving or receiving of information about an assignment, quiz, exam or other evaluative task through any means. It also includes plagiarism—the intentional use of words or ideas from a source without properly referencing that source.¹⁰

4.32 Although instructors retain authority in their individual classes in regard to specific consequences for cheating, WIS does maintain several school-wide policies:

4.32.1 WIS aligns its academic honesty policy to that of the IBO, as described at:

[http://occ.ibo.org/ibis/documents/general/specific interest/malpractice/g 0 malpr sup 0707 1 e.pdf](http://occ.ibo.org/ibis/documents/general/specific%20interest/malpractice/g%20malpr%20sup%200707%201%20e.pdf)

4.32.2 Cheating or plagiarism, as a behavior, should not be punished through academic demerit, as academic assessments measure *learning*—not behavior. Teachers may, at their discretion, include academic honesty as a category in grading scales.

4.32.3 Teachers at all levels are expected to walk students through the process of paraphrasing material and citing sources in age-appropriate modes.

4.33 Recommendations

4.33.1 In cases of academic dishonesty, it is recommended that the student who committed the offense simply complete the assessment or task again. Should it occur again, continue to require completion of the assessment or task until the student completes it properly.

4.33.2 Should a student reach the end of an academic semester and still be unwilling or unable to complete the assessment or task in the required manner, the teacher may assign a grade to the work that was completed.¹¹

4.33.3 If a student repeatedly demonstrates an inability to follow proper policies and procedures in respect to academic honesty, he/she should be referred to a counselor and the appropriate principal.

¹⁰ Two free sites that instructors can use to detect plagiarism in student writing are <http://www.plagiarismchecker.com/> and <http://searchenginereports.net/articlecheck.aspx>.

¹¹ Again, in order to avoid taking measures that penalize the student's ability to meet learning standards, it is recommended that the teacher grade the work that the student *did* complete through his/her own ability, and assign academic honesty as a portion of the grade.

4.40 Academic Probation & Failure

- 4.41 Failing two or more core subjects (core subjects being identified as language arts, mathematics, science and social studies) at the secondary level constitutes grounds for repeating a grade level. However, WIS recognizes that the majority of research suggests that student retention is a harmful rather than helpful strategy.¹² Resultantly, students may have the opportunity to improve failing grades through Saturday Intervention Sessions or summer school, and only in severe cases will they be required to repeat grade levels.
- 4.42 Retention will be more seriously considered for failing students, as well as those with severe learning and/or behavioral issues, at the following benchmark levels:
- Grade 5 to Grade 6
 - Grade 8 to Grade 9
 - Grade 11 to Grade 12
- 4.43 Because students enrolled in high school accumulate credits to meet graduation requirements, they are in principle allowed to advance in grade level until reaching Grade 11, at which point they will be unable to receive a diploma until accumulating the credits required to graduate.
- 4.44 In order to qualify to be a member of an official WIS sports team, students must maintain a minimum 2.00 GPA. Students who fall below a 2.00 cumulative average will be ineligible the subsequent semester. [Note that this does not bar them from joining practices, but rather any official games.]¹³
- 4.45 Should a student who failed to achieve a 2.00 GPA in a semester attain that level on his/her progress reports at the next mid-semester mark, he/she will be allowed to join official WIS sports teams.
- 4.46 In the event of a scheduling conflict between a course and a sports-related event or activity, a student receiving an F in a course may be retained in class at the course instructor's discretion.

4.50 Academic Recognition

- 4.51 Primary: Primary students are recognized for achievement with monthly awards. Primary instructors nominate students monthly for recognition in each subject area, and a ceremony is held to recognize those students. The Primary School Principal is tasked with the organization of this process.
- 4.52 Secondary: Secondary students are recognized for achievement through the Honor Roll and High Honor Roll lists. Listing in the Honor Roll requires a minimum 3.50 GPA, and listing in the High Honor Roll requires a minimum 3.75 GPA. Additionally, any instructor may submit individual awards to the administration for students they wish to be recognized.
- 4.53 Scholarships: At the discretion of the School Board, scholarships of varying amounts may be awarded to secondary students during special events and ceremonies, such as the annual Christmas show or end-of-year awards ceremony.

5.00 DISCIPLINE POLICIES

¹² See <http://www.advocatesforchildren.org/pubs/2005/retention2000.pdf> as one of many examples, as well as suggested strategies to address students who fall behind at <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at800.htm>.

¹³ Note that students may request an **ACADEMIC EXEMPTION** form from the Head of School or Vice Head. Acquiring signatures from each of the student's teachers will allow him/her to qualify to play on a sports team.

5.10 General Information

- 5.11 All staff members are required to actively enforce school discipline policies even when in disagreement with them.
- 5.12 All staff members are required to actively enforce school discipline policies at all times in school and during school-related events, regardless of whether students are in their classes.
- 5.12 Classroom management issues that fall beyond the scope of the school-wide discipline system include tardiness and absence, in-class disruptions, and other concerns specific to teachers' classes.

5.20 Absences & Tardiness

5.21 General Policies

- 5.21.1 As a general rule, tardiness and absence from classes fall outside the scope of school-wide discipline. Teachers should refer only extreme cases of tardiness or absence to the Disciplinary Board.
- 5.21.2 Teachers should actively track student attendance and inform the proper registrar if a student is in danger of failing due to a lack of attendance.
- 5.21.3 Students who are absent from classes for the equivalent of five (5) periods may be referred to the Disciplinary Board at the discretion of instructors, and may be required to attend a Saturday Intervention Session.
- 5.21.4 For the purpose of school-wide discipline, four (4) instances of tardiness that infringe of a student's learning will count as a single absence.

5.22 Tardiness to School

- 5.22.1 Students in middle and high school (Grades 5-12) who are tardy without excuse are subject to the following fees:
 - Up to 9:00 am: 20 baht
 - After 9:00 am: 50 baht
- 5.22.2 Parents of students who are tardy to school three or more times will be contacted by the main office.

5.30 Personal Behavior

5.31 General Policies¹⁴

- 5.31.1 Students who violate the following codes of behavior should be reported to the Disciplinary Board for evaluation and disciplinary action.
- 5.31.2 The Disciplinary Board comprises the Vice Head of School (Chair), Thai Director, two other staff representatives and one student representative.
- 5.31.3 Any decisions made by the Disciplinary Board are to be considered irrevocable except in cases in which later conflicting evidence is produced.
- 5.31.4 Students who are assigned to attend correctional sessions may be required to do so during one or more Saturday Intervention Sessions. The following policies apply in such cases:
 - 500 baht fee per session (added to school fees)
 - Attendance from 8:30 am to 12:00 pm

¹⁴ See Appendix 3: Disciplinary Reference Chart for specific levels of offenses and the associated consequences.

- Completion of any assigned classwork or ESLR work

5.32 Food & Beverages

- 5.32.1 To maintain a clean, attractive campus, students are expected to clean up after themselves by disposing of trash and food waste in the bins placed around the campus.
- 5.32.2 Eating food in the following locations is strictly prohibited:
- Classrooms and work rooms
 - Libraries
 - Computer labs
 - Stairwells
- 5.32.3 Students who are observed littering or eating in any of the above locations should be referred to the Chair of the Disciplinary Board via e-mail.
- 5.32.4 Students who accumulate three or more offenses will be evaluated by the Disciplinary Board.

5.33 Substance Abuse

- 5.33.1 The use of tobacco or alcohol is absolutely forbidden on school grounds or within 100 meters of school grounds.
- 5.33.2 Students in possession of any of the above substances, or witnessed using them on school grounds or in a school uniform, will be subject to the following:
- Staff meeting with parents
 - In-school or out-of-school suspension
 - Saturday Intervention Session(s)
 - ESLR counseling session(s)
- 5.33.3 Students in violation of this policy three or more times, as well as those selling any of the above substances to other students, will be referred to the police department at the discretion of the school.

5.34 Personal Appearance

5.34.1 Females

- Hair: Long hair must be tied back when required for subjects such as science and physical education.
- Jewelry and accessories: Dangling earrings are not allowed for safety reasons, and accessories with inappropriate symbols or text should never be worn.
- Formal uniform: When wearing the formal school uniform, the tie is required and must be raised high enough to cover the second button on the formal school shirt.
- Skirt/skort: The skirt/skort should be no higher than 8 cm above the knee. Altering it without permission from WIS is unacceptable.

5.34.2 Males

- Hair: While WIS is flexible in this respect, hairstyles must be short enough to avoid covering your face, eyes and ears. The back must not extend below the top of your shirt collar.
- Jewelry and accessories: Dangling earrings are not allowed for safety reasons, and accessories with inappropriate symbols or text should never be worn.
- Formal uniform: When wearing the formal school uniform, the tie is required and must be raised high enough to cover the second button on the formal school shirt.

5.34.3 Physical Education

- A WIS physical education uniform should be worn during physical education classes. If the student's P.E. uniform is being cleaned, a reasonable alternative change of clothing should be brought.
 - WIS requires that all students shower after P.E. classes. Private shower stalls are provided, and students should understand that physical activity can cause bad body odor.
- 5.35 Staff/Student Relationships
- 5.35.1 Students are expected to show respect to all staff members at all times.
 - 5.35.2 Students who are insubordinate to the reasonable directives of staff members should be referred to the Chair of the Disciplinary Board.
 - 5.35.3 Students who verbally or physically assault staff members should be referred to the Chair of the Disciplinary Board.
- 5.36 Student/Student Relationships
- 5.36.1 All students who are involved in any physical altercation with peers should be referred to the Disciplinary Board.
 - 5.36.2 All students involved in cases of bullying and/or intimidation of others should be referred to the Disciplinary Board.
 - 5.36.3 While romantic relationships between students are considered by the school to be a natural part of the maturation process, students should exercise common sense when on school grounds and/or in school uniform.
 - Public displays of romantic affection beyond holding hands are not acceptable.
 - Students in violation of this policy should be referred to the Disciplinary Board.

6.00 CONTINGENCY PLANNING

6.10 Emergency Provisions

- 6.11 WIS maintains an Emergency Preparedness Plan (EPP) comprising four components: prevention, preparedness, response and recovery.
- 6.12 In event of a national emergency and/or civil unrest, the Leadership Team will closely monitor the situation through social networking, news media and other sources in order to promptly disseminate information and respond to events in order to maintain the safety of students and staff members.
- 6.13 WIS maintains a surplus of food and water sufficient to meet the needs of students and staff members for a period of eight (8) hours. It also maintains a supply of emergency supplies, including candles, flashlights and batteries.
- 6.14 WIS will enforce the following policies in emergency situations:
 - Parents retain the right to keep their children home at their discretion.
 - No student may leave the school without being escorted by a parent or pre-designated guardian.
 - Any off-campus events and/or trips will be canceled.

6.20 Evacuation Procedures

- 6.21 In cases of fire or other hazards that necessitate evacuation of the school building, an alarm with brief repeated tones will sound, indicating that all staff members and student should exit the school. In the event of a riot or hostilities directed toward the campus, a continuous alarm tone will sound.
- 6.22 Any staff member with students when the alarm sounds should calmly and

quietly guide the students to the main entrance according to the routes posted on the evacuation maps in all classrooms.¹⁵

- 6.23 Neither students nor staff should go to lockers or any room in order to retrieve personal belongings, but should rather proceed directly to the main entrance.
- 6.24 Upon reaching the main entrance, staff members should instruct students to gather in their homeroom groups according to the placement designated on the evacuation maps. Homeroom instructors and homeroom assistants should take attendance to ensure that all of their students are present.
- 6.25 Staff members and students should not reenter the school until given permission by administration.
- 6.26 In any situation in which the front entrance is blocked or occupied by a hostile group, all staff members should guide students toward the rear exit in the kitchen.
- 6.27 Should the area surrounding the school be unsafe, designated safe areas in the school are the cafeteria, visual arts room and classrooms adjacent to the swimming pool. In cases in which students are directed to those areas, staff members should take a head count, ensure that students remain calm and await instructions from supervisors.

7.00 STUDENT ADMISSIONS POLICIES AND PROCEDURES

7.10 Required Documentation

- 7.11 Any student seeking admission in the WIS System must complete the student admissions packet¹⁶ and provide the following documents when applicable:
 - Two photocopies of the applicant and parent passports
 - Academic reports/records from the past two years (High school applicants must submit complete high school transcripts)
 - Three passport-size photos of the applicant with his/her name printed on the reverse side
 - Complete, certified medical check-up
 - *Photos of parents/guardian who will pick up the applicant (if applicable)*
 - *Recommendation from previous school (if requested by Wells)*
 - *Copy of the applicant's house registration (Thai applicants only)*
 - *Military request form (optional)*
- 7.12 Additionally, any student seeking admission into the WIS System should be interviewed by the Primary School Principal (or Head Teacher if applicable), Secondary School Principal, Vice Head of School or Head of School to determine his/her level of English proficiency. The interviewer should provide a brief written statement and an accompanying recommendation in the student application form regarding the student's fluency.

7.20 Admissions Requirements

- 7.21 Mainstream: Because WIS utilizes English in all mainstream courses, excluding foreign language classes, all student applicants must possess a minimum level of proficiency in order to achieve academic success. As a general rule, applicants must take the following steps to be granted admission into mainstream:
 - Complete a DORA evaluation.

¹⁵ See the evacuation maps for each campus on their respective documents servers.

¹⁶ See: [Student Application Form](#)

- Complete an ALEKS evaluation.
 - Demonstrate sufficient competency through a personal interview and academic records.
- 7.22 ESL/Low-Level English-Language Learners (ELLs): Students scoring below two grade levels on the English-language sections of the entrance exam may still be tentatively placed in mainstream if granted permission by the Head of School or Vice Head. This exception will be granted only in cases in which:
- A. The student scores within two grade levels on the DORA and/or English-language sections of the SAT10 by a set date, or
 - B. The student demonstrates through past records, recommendations and an interview the ability to succeed in mainstream courses.
- 7.23 Special Education/Special Needs: In general, Wells International School does not offer programs that cater to students with severe learning disabilities or special needs. However, students with minor psychological conditions or learning disabilities (such as dyslexia, speech impediments or mild autism) will be evaluated and considered for admission on a case-by-case basis.

7.30 Provisional Admissions Period

- 7.31 Any applicant admitted into WIS must undergo a 90-school-day provisional period during which the school reserves the right to rescind its decision to admit the student based on, but not limited to, the following conditions:
- A. The student demonstrates an inability to consistently follow school rules and procedures, or
 - B. The student poses a danger to himself/herself or others, or
 - C. The student exhibits signs of a learning disability or medical condition not disclosed during the formal admission process.

7.40 High School TOEFL Requirements

In order to be promoted beyond designated benchmark years or allowed into advanced programs, a student must attain specified minimum scores on the Test of English as a Foreign Language (TOEFL). In-house testing, free of charge, is administered once per year. However, should a student fail to attain the required score, he/she may take the TOEFL externally and submit a certified copy of his/her test scores prior to being promoted or enrolled in the program in question. Under extenuating circumstances, an exemption may be granted at the discretion of the Head of School.

- 7.41 High School: In order to be promoted to grade 9, a student must attain a TOEFL score of no less than 60 (iBT).
- 7.42 In order to enroll in Advanced Placement courses or Higher Level IB Diploma Program courses, a student must attain a TOEFL score of no less than 80 (iBT). Exemptions may be sought by the course instructor and are subject to final approval by the Head of School.
- 7.43 In order to graduate and be conferred a Wells high school diploma, a student must attain a TOEFL score of no less than 70 (iBT) in addition to satisfying all other Wells graduation requirements.

8.00 RESOURCES

8.10 Internet Sites

Wells-school.com	The Wells website serves as a one-stop location for access to programs and sites frequently used within Wells, including many listed below. It also links to PowerSchool, OpenBiblio and several other school-related systems.
ALEKS	ALEKS, Assessment and LEarning in Knowledge Spaces, is an “artificially intelligent assessment and learning system” used in WIS math courses from Grade 5 to Grade 12.
EBSCOHost	EBSCOHost is an online database that provides access to hundreds of thousands of journal, magazine and newspaper articles on virtually any subject. It is an invaluable tool for instructor and student research at all grade levels. Username: WellsBKK Password: wis01
Let's Go Learn	WIS utilizes the Diagnostic Online Reading Assessment (DORA) program from Let's Go Learn in the assessment and placement of student applicants.
Wells Calendar	The WIS calendar provides information about all upcoming events in the Wells System. It can be tailored to individual users, displaying only the events relevant to their roles.
Wells Drive	The Google Drive system provides a powerful collaborative tool for projects, student work, meeting preparation, planning and a vast range of other tasks.
Wells on Facebook	This is the official Wells International School Facebook page, created and maintained with the intention of facilitating a sense of community among the Wells stakeholders. All staff members are highly encouraged to post school-related content on the page.
Wells Mail	WIS utilizes Google's Gmail system for all internal and external e-mail communications.

8.10 Wells Media

8.11 Locations to Share Wells Media

- A. Facebook page: facebook.com/wellsschool
- B. Documents server (On Nut): <\\192.168.0.250\Docs-Server\Photos>

8.12 Labeling Format

1. Whenever possible, sort through the images beforehand to remove blurry, duplicate or unusable photos!
2. In the proper school year folder on the documents server, create a new folder labeled according to the following format:
Year.Month.Day - Event Name
3. After copying all the images from that event into the folder, follow these steps:
 - a. Select all photos (“Edit: Select All” or Ctrl-A)
 - b. Right-click on the first image and select “Rename”
 - c. Label the image with the same format as the folder:

Year.Month.Day - Event Name

This will rename and number all of the photos in the folder, clearly identifying them as being part of the image set.

9.00 APPENDIX 1: EXTENDED POSITION DESCRIPTIONS

9.10 Department Head

Overview

Department heads/head teachers act as teacher leaders, supervising instructors within their respective subject areas and acting as liaisons between the teaching staff and the management team. Additionally, they oversee the academic facet of their departments and ensure that proper procedures and policies are being adhered to.

Duties

1. Supervise daily operation of department:
 - a. Respond to teacher, student and parent concerns and inquiries; act as a mediator when necessary
 - b. Ensure that instructors are adhering to academic and professional standards
 - c. Act as advocates for school policies and administrative directives
2. Communicate with the management team through official channels:
 - a. Convey requests and inquiries from instructors
 - b. Disclose official announcements and administrative decisions to the teaching staff (when applicable)
 - c. Take part in decision-making processes related to school policies, operations and events
3. Determine the scope, direction and alignment of the department's curricula:
 - a. Guide the department in selecting and revising standards (when applicable)
 - b. Ensure that vertical alignment is present
 - c. Establish and enforce a common format for curriculum maps, lesson plans and grading weights (subject to school-wide policies)
4. Monitor instructors in fulfillment of required duties:
 - a. Ensure that daily attendance records and classroom management techniques are present
 - b. Ensure that bulletin boards, both inside and outside the classroom, are being decorated regularly
 - c. Ensure that all homeroom procedures are being followed (when applicable)
5. Ensure a high level of teaching quality in the department:
 - a. Conduct a minimum of one formal and one informal observation per instructor each semester when possible
 - b. Provide feedback and guidance to instructors in meeting departmental and school standards
 - c. Evaluate instructors at the end of the year in regard to their performances
6. Document and archive evidences of departmental meetings and professional development sessions

9.20 Full-time Instructor

Overview

Full-time instructors at Wells International School are expected to be passionate individuals who adhere to high teaching standards, fulfilling their duties in a professional manner and with a willingness to openly collaborate with peers regardless of personal differences or views. Additionally, they are expected to be proactive and continually take advantage of opportunities to further their own learning and pass that knowledge on to students and peers.

Duties

1. Enforce school procedures and policies:
 - a. Read all relevant documents and regularly monitor official school communications in order to be aware of school policies and procedures
 - b. Ensure that students adhere to policies at all times, whether assigned to active duty or not
 - c. Act as advocates for school policies and administrative directives
2. Prepare and deliver quality lessons to students:
 - a. Develop, revise and submit lesson plans, curriculum maps and related records in accordance with departmental standards
 - b. Differentiate instruction in order to meet the needs of all students
 - c. Assess students through objective means and regularly provide formative and summative feedback
 - d. Implement appropriate classroom management techniques to forestall student misbehavior
3. Communicate with supervisors and parents through proper channels:
 - a. Proactively meet with supervisors and parents to communicate issues or events of significance
 - b. Offer and respond to inquiries and concerns with objectivity and tact
 - c. Complete all required documents and requests promptly
4. Maintain professional appearance and behavior at all times:
 - a. Dress appropriately when clocked in and for school-related events
 - b. Strive to minimize interpersonal conflicts, rumors and gossip
 - c. Demonstrate proper conduct to students and peers by *modeling* proper conduct
5. Strive to further improve as an instructor through professional development opportunities:
 - a. Attend and participate in all in-house professional development sessions, including departmental meetings
 - b. Pursue outside opportunities, including—but not limited to—advanced degrees and workshops
 - c. Engage in ongoing inquiry to ensure content knowledge is current in relevant subject areas

9.30 Head of School

Overview

The Head of School serves as the sole employee of the Board of Directors and acts as their representative in developing and maintaining the school's short-term and long-term goals. As such, the head oversees all areas of the school, including development and perpetuation of the school's vision; management of daily operations, finances and budgeting; develops human resources through the hiring of qualified staff and professional development; and serves as the school's representative in the international school and Thai education communities.

Duties

1. Development and perpetuation of the school's vision:
 - a. In conjunction with the school stakeholders, develop the school's vision and determine the necessary steps to continually achieve it
 - b. Identify key short-term and long-term goals that align to the school's vision, and establish KPIs to meet those goals
 - c. Guide staff in recognizing, supporting and achieving KPIs
2. Management of daily operations, finances and budgeting:
 - a. Oversee all recurring aspects of school operations, including academics, logistics, events and other relevant areas
 - b. Coordinate with the heads of all official departments in the development of budgets
 - c. Manage the annual school budget as approved by the board, focusing on efficient use of resources and quality control
3. Development of human resources:
 - a. Identify and hire qualified personnel for positions within the school, and isolate competent individuals for supervisory roles
 - b. In conjunction with key personnel, develop and carry out a professional development program
 - c. Oversee internal management of personnel through liaising with key personnel
4. Representation of the school in the education community:
 - a. Serve as the school's representative in all critical official capacities, including the accreditation process and all affiliate-related activities (i.e., ISAT, EARCOS, etc.)
 - b. Develop and maintain positive relations with other heads of schools on local, national and international levels
 - c. Identify and develop means to further improve the school's standing and reputation through other affiliations and outreach programs

9.40 Head of Technology

Overview

A member of the Management Team, the Head of Technology serves as the manager of all ICT systems utilized in the school. He/She oversees staff members designated for the management of PowerSchool, determines school-wide computer usage policies and encourages best practices in the use of technology. In addition to being the systems administrator, he/she also functions as the de facto head of the academic ICT Department.

1. Determine ICT policies on a system-wide basis:
 - a. Coordinate with Leadership Team in determining appropriate computer and technology use by staff and students
 - b. Manage online and offline systems to ensure alignment to any such policies
 - c. Provide support and training as needed in order to ensure adherence to any such policies
2. Oversee internal ICT systems:
 - a. Function as the systems administrator in the monitoring and maintenance of the school ICT systems
 - b. Supervise ICT staff in the monitoring and regulating of ICT systems, including firewalls, bandwidth and other relevant areas
 - c. Supervise and guide all staff members tasked with data entry and maintenance of any such systems
 - d. Develop recommendations and best practices to ensure smooth operations
3. Promote pedagogical approaches and practices that encourage the effective use of technology:
 - a. Support staff by providing training and guidance in critical ICT systems
 - b. Identify programs and professional development opportunities that relate to ICT usage
 - c. Refine existing ICT systems to facilitate increased staff usage and mastery
4. Function as ICT Department Head:
 - a. Carry out all duties associated with the department head position

9.50 Principal

Overview

As members of the Management Team, Principals are tasked with the management and oversight of schools within the Wells system (kindergarten, primary, middle school and/or high school). Reporting directly to the Head of School, they coordinate with the Leadership Team in scheduling and daily operation of their respective schools, curriculum and teaching quality control, and program development and evaluation.

1. Oversee the development and evaluation of the school curriculum:
 - a. Coordinate with department heads/head teachers in addressing critical needs in the academic sphere
 - b. Ensure continual refinement and standardization of the curriculum
 - c. Identify and implement programs that address the above points
2. Supervise the department heads and teaching staff in their respective schools:
 - a. Conduct a minimum of one informal and one formal observation of each instructor per semester
 - b. Support teaching staff through feedback, training and other guidance
 - c. Identify individual and school-wide professional development needs based on observations
 - d. Coordinate with the Leadership Team in creating summative assessments of staff performance
3. Plan and coordinate events, trips and extra-curricular programs that further develop their respective schools:
 - a. Coordinate with the Chief Administrative Officer and Leadership Team in identifying and developing support programs to complement the existing curriculum
 - b. Facilitate staff involvement in any such events and programs
 - c. Evaluate the impact of any such events and programs to determine their continued value
4. Conduct public/parent relations activities related to the school:
 - a. Assess student applicants and provide recommendations regarding their suitability for the Wells system
 - b. Facilitate greater parent involvement in their children's education
 - c. Lead meetings with parents of children with special needs, gifted children and/or at-risk children as required
5. Provide supervisory and pastoral care for students:
 - a. Coordinate with the Student Support Services Department in identifying at-risk students and addressing their respective needs
 - b. Develop policy-aligned IEPs for students with poor academic records

9.60 Director of Marketing & School Communications

Overview

The Director of Marketing & School Communications is responsible for communications management, information processing and documentation, and supervision of all marketing-related activities.

Duties

1. Manage and supervise marketing-related activities:
 - a. Operate all official online school sites, including the school website, Facebook page and Twitter feed
 - b. Oversee development and standardization of corporate profile and image in both printed and online media
 - c. Analyze industry trends, and develop long-term strategies for continued school growth and development
 - d. Maintain a positive public image and affiliations through partnerships, public relations, and a presence at education-related functions
2. Manage and supervise all official school communications:
 - a. Communicate board and administrative decisions to staff
 - b. Manage internal and external systems, including e-mail and Google Drive
 - c. Proof all critical outgoing communications to ensure high standards
 - d. Facilitate increased staff mastery of official communications systems
3. Conduct methodical collection, analysis and application of school data:
 - a. Maintain records of all significant KPIs, including academic performance, post-graduate success indicators, school growth, student demographics and related data
 - b. Analyze competitor trends in comparison to school KPIs and develop strategies for increased performance
 - c. Extract and disseminate relevant data to school stakeholders

10.00 APPENDIX 2: INSTRUCTOR EVALUATION POLICIES

Wells International School holds instructors to high standards, expecting that each contributes to a positive, progressive learning environment in order to meet its mission: *to deliver a quality, college preparatory education to a diverse, international group of students in a nurturing environment of creativity and discovery, which inspires a passion for learning, fosters a sense of wonder and curiosity, and teaches responsible, global citizenship through a collaboration between the home and school community.* WIS firmly believes that successful instructors are also learners—individuals who actively seek to responsibly educate themselves in their respective duties and content areas through both professional and personal opportunities. It is the duty of the administration to provide appropriate guidance and assessments in order to aid teachers in not only meeting, but also exceeding the teaching standards. To this end, a summative evaluation of teachers at the end of each academic year includes analyses of seven key areas:

- I. Lesson Planning & Delivery
 - o Clarity and quality of lesson plans (in development and delivery)
 - o Differentiation of instruction
 - o Student engagement
- II. Assessments
 - o Clarity and appropriateness of assessments
 - o Time management
 - o Record-keeping
- III. Curriculum Tracking & Development
 - o Development and analysis of standards
 - o Curriculum mapping
- IV. Classroom Management
 - o Consistency and appropriateness of discipline
 - o Classroom environment
 - o Record-keeping
- V. Home/ Community Involvement
 - o Communication with students, teachers and parents
 - o Participation in school events
- VI. Professional & Personal Character
 - o Professionalism
 - o Initiative
- VII. Punctuality & Attendance

The final assessment of each criterion is not intended to be a static measurement of instructors' capabilities, but rather a point of reference by which they can seek to further mature as educators and better meet the needs of their students. In order to gauge ongoing performance in each of these areas, the administration draws from a variety of sources of information, including administrative and supervisory evaluations; student, parent and peer feedback; daily informal observations; and written records and other documented information:

Informal Observations	Although no set number of informal observations beyond the minimum is required, teachers are typically observed several times per semester by a supervisor <i>without</i> advance notice. Such informal visits are conducted with the intent to provide instructors with constructive feedback regarding
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	their daily lesson planning and delivery.
Formal Observations	All instructors are observed at least once per semester by the academic director and once by their department heads. (Department heads themselves will be observed by the academic director.) A formative evaluation of the observed lesson will be provided.
Student Feedback and/or Observations	At the end of each semester and/or academic year, students may complete questionnaires in which they evaluate their instructors in regard to both classroom/student management and content/delivery. Additionally, the administration communicates with students on a day-to-day basis regarding their learning experiences.
Teacher Self-Evaluations	All instructors may be asked to complete a minimum of one self-evaluation each academic year. These self-evaluations include an analysis of strengths and weaknesses, as well as an action plan for further professional development.
Office and Attendance Records	Excluding isolated incidents related to unforeseeable circumstances, instructors should follow established procedures and utilize proper channels when performing daily duties.
Summative Evaluation	The summative evaluation will rely on all of the above evidences in order to provide instructors with a balanced assessment of their yearly performance.

The final summative evaluation thus provides a comprehensive overview of instructors' continuing growth as educators and provides suggestions as to how they can further develop their abilities and approaches to succeed at WIS and in their careers as a whole.

Additionally, the school board believes that teachers should be entitled to yearly bonuses, in excess of their contractual salaries, based on their performances throughout the year. These bonuses are granted as a means of recognizing teachers' overall contributions to the school, particularly when their efforts go above and beyond their assigned duties. In determining the amount each teacher receives, the administration collaboratively evaluates each staff member in several areas¹⁷ and provides a recommendation to the chairperson, who makes the decision as to the final amount.

¹⁷ Although the maximum bonus amount is set at 20,000 baht, the baseline is 10,000 baht—an amount based on the assumption that a teacher receives a composite three—"Meets expectations"—on the five-point scale. The composite total is converted to a percentage, rounded up to the nearest five percent, and the chairperson assigns an amount based on the administrative recommendation and his/her own judgment.

Informal Instructor Observation

Observer:		Teacher:	
Date:		Subject Area:	
Grade/# of Students:		Lesson Topic:	

Content: *What are the students learning?*

Strategies: *How are they learning? What are the students and the teacher doing?*

Alignment Discussion: *How is the lesson aligned with student content standards and levels of student development?*

Reflection: *What were the strengths of the lesson?*

Reflection: *How can the instructor further improve?*

Formative Assessment Tool: Adapted from the New Teacher Center at the University of California, Santa Cruz (2004)

Formal Instructor Observation

Evaluator:		Teacher:	
Date:		Subject Area:	
Grade/# of Students:		Lesson Topic:	

Area of Assessment	Criteria (The instructor...)	C o m m e n t s	
Planning & Preparation	Possesses a clear lesson plan with defined procedures Establishes understandable objectives & expectations Maintains a continual flow and focus Utilizes class time effectively		
Classroom Management	Maintains the attention of students Deals with behavioral issues appropriately Is consistent in both discipline and correction Facilitates a positive learning environment		
Delivery	Delivers content with clarity Engages students throughout the lesson Communicates content at an appropriate pace Shows sensitivity to cultural backgrounds & beliefs		
Content	Demonstrates a clear understanding of the subject Aligns lesson content to standards Ensures that the content is relevant to students Builds on prior knowledge of subject		
Methodology	Utilizes varied approaches and activities Differentiates to various levels and learning styles Makes good use of resources and/or technology Addresses multiple stages of Bloom's taxonomy		
Style	Establishes a positive rapport with students Demonstrates understanding and compassion Provides appropriate, positive feedback Sets high expectations for all students		
Assessments	Creates and conveys clearly defined tasks Includes a reasonable amount of work Assigns work that reinforces learned content Assesses work through measurable means		
Formative Assessment of Lesson			

Request for a reevaluation?	Yes No	R e a s o n	
Instructor Signature		E v a l u a t o r S i g n a t u r e	

Student Evaluation of Instructor (Secondary)

Name (optional)		Instructor	
Grade		Course	

Students: The school values your opinions and would always like to improve the quality of teaching. Please be honest and try to avoid basing your opinions on your personal feelings as you evaluate your instructor.

Standard	Never	Rarely	Sometimes	Often	Always
The instructor is well-organized and ready for each class.	1	2	3	4	5
The instructor sets clear goals and tasks for each lesson.	1	2	3	4	5
The instructor uses class time appropriately.	1	2	3	4	5
The instructor is fair with all students in the class.	1	2	3	4	5
The instructor keeps all students focused and on task.	1	2	3	4	5
The instructor deals with disruptions appropriately.	1	2	3	4	5
The instructor teaches the class at an appropriate pace.	1	2	3	4	5
The instructor helps students understand the material.	1	2	3	4	5

The instructor is sensitive to the students' viewpoints.	1	2	3	4	5
The instructor is knowledgeable about the subject.	1	2	3	4	5
The instructor ties what we learn to past knowledge.	1	2	3	4	5
The instructor shows how the subject is relevant to us.	1	2	3	4	5
The instructor uses a variety of approaches and activities.	1	2	3	4	5
The instructor is aware of how students learn differently.	1	2	3	4	5
The instructor uses a variety of resources and technology.	1	2	3	4	5
The instructor is friendly and positive with us.	1	2	3	4	5
The instructor provides us with good feedback on our work.	1	2	3	4	5
The instructor has high expectations for all students.	1	2	3	4	5
The instructor assigns an appropriate amount of homework.	1	2	3	4	5
The instructor assesses us with a variety of assignments.	1	2	3	4	5
The instructor creates relevant quizzes and exams.	1	2	3	4	5

Comments:

I do / do not want the instructor to see this evaluation.

Student Evaluation of Instructor (Primary)

Name	Teacher
Grade	Date

Standard	Yes	No	Sometimes
My teacher is always ready to teach us on time.	Yes	No	Sometimes
I understand what the teacher wants me to do.	Yes	No	Sometimes
My teacher makes sure we do our work before we play.	Yes	No	Sometimes

My teacher is nice and fair to everyone.	Yes	No	Sometimes
My teacher helps all the students behave.	Yes	No	Sometimes
My teacher stops people when they're loud or fighting.	Yes	No	Sometimes
My teacher talks just right—not too fast, not too slow.	Yes	No	Sometimes
My teacher helps me understand things.	Yes	No	Sometimes
My teacher listens to me if I have problems.	Yes	No	Sometimes
My teacher knows a lot about the things we learn.	Yes	No	Sometimes
My teacher helps me understand how things work.	Yes	No	Sometimes
My teacher makes the class fun.	Yes	No	Sometimes
We do many different things in class.	Yes	No	Sometimes
My teacher can explain things in many different ways.	Yes	No	Sometimes
My teacher uses pictures, videos and other things in class.	Yes	No	Sometimes
My teacher is very nice to everyone in the class.	Yes	No	Sometimes
My teacher makes me feel good about my work.	Yes	No	Sometimes
My teacher makes me want to do my best.	Yes	No	Sometimes
I like how much homework I have—not too much, not too little.	Yes	No	Sometimes
My teacher gives us many different kinds of homework.	Yes	No	Sometimes
My teacher gives us good quizzes and tests.	Yes	No	Sometimes
I think my teacher...			

Summative Assessment & Bonus Appraisal for Instructors

I. INSTRUCTIONAL COMPETENCE					
	B e l o w s t a n d a r d s	A p p r o a c h i n g s t a n d a r d s	M e e t s s t a n d a r d s	A b o v e s t a n d a r d s	F a r e x c e e d s s t a n d a r d s
A. Lesson Planning and Delivery					
Prepares organized lesson plans according to departmental standards					
Provides clear procedures and learning outcomes					
Prepares and uses appropriate instructional materials and teaching aids					
Utilizes technology regularly with proficiency					
Differentiates instructional strategies to meet the needs of all students					
Addresses multiple stages of Bloom's Taxonomy at age-appropriate levels					
Engages and motivates students through appropriate means					
Ensures/encourages the participation of all students					
Demonstrates mastery of the subject matter					
B. Curriculum Tracking & Development					
Contributes to the departmental analysis and development of standards					
Maintains records of lesson plans and resources					
Tracks and updates curriculum maps as necessary					
C. Assessments					
Assesses student progress regularly through <i>relevant</i> homework, quizzes, projects, etc.					
Creates grading scales and ensures that assessments are measurable					
Corrects students' work and returns it within a reasonable time frame					
Formulates quality exam papers and submits them on time					
Keeps updated, accurate records of assessments					
D. Classroom Management					
Maintains a classroom that is safe and orderly for all students					
Interacts with students fairly and appropriately (including in discipline)					

Updates bulletin boards and creates an engaging learning environment					
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II. PROFESSIONALISM & CHARACTER	B e l o w s t a n d a r d s	A p p r o a c h i n g s t a n d a r d s	M e e t s t a n d a r d s	A b o v e s t a n d a r d s	F a r e x c e e d s t a n d a r d s
D. Home/Community Involvement					
Exhibits professionalism and tact when communicating with parents					
Provides parents with regular opportunities to observe their children's progress					
Makes an effort to establish positive connections in the community (when applicable)					
E. Professional Behavior					
Demonstrates honesty and reasonable objectivity in interpersonal communications					
Expresses opinions with courtesy and tact					
Demonstrates dedication and commitment					
Demonstrates initiative and resourcefulness					
Shows support for school programs and policies regardless of personal feelings					
Makes an effort to understand and accept the views of others					
Accepts suggestions positively and demonstrates willingness to learn new things					
Submits required documents, requests and materials promptly					
Grooms and dresses appropriately					
F. Punctuality & Attendance					
Exhibits punctuality in daily attendance and for scheduled events					

Total Score: ____ / 66
(Based on "Meets Expectations")

Recommended Bonus: ____%
(Max. 100%, rounded up to the nearest 5%)

Earned Bonus: _____
(Max. Bonus: 20,000 baht)

Comments		
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11.00 APPENDIX 3: DISCIPLINE REFERENCE CHART

LEVEL I	CONSEQUENCES	
Dress code violation	Minimum of 1 ASES LR	
Electronic device (prohibited use)	Minimum of 1 ASES LR	
Missed counseling, ESLR or SSS session	Minimum of 1 ASES LR	
Leaving school grounds without permission	Minimum of 1 ASES LR	
Pass violation	Minimum of 1 ASES LR	
Profanity/vulgarity	Minimum of 1 ASES LR	
Public display of affection	Minimum of 1 ASES LR	
Insubordination	Minimum of 1 ASES LR	
Chronic tardiness and/or absence	Minimum of 1 SSS	
LEVEL II	MINIMUM	MAXIMUM
Repeated Level I misconduct	2 ASES LR	5 days ISS
Bus referral	3 ASES LR	3 days ISS
Disrespect/verbal abuse	1 day ISS & 2 ASES LR	1 day ISS
Gambling	2 ASES LR	5 ASES LR
Possession/use of a prohibited item ¹⁸	2 ASES LR	5 days ISS
Disorderly conduct	2 ASES LR	5 days ISS
Vandalism less than B5000	3 days ISS & restitution	10 days ISS & police contact
Improper, abuse or dangerous use of school equipment	2 days ISS & counseling	10 days ISS & loss of privilege
Misrepresentation, lying, forgery	1 day ISS	5 days ISS
LEVEL III	MINIMUM	MAXIMUM
Repeated Level II offenses	5 days ISS & 3 ASES LR	OSS
Alcohol & tobacco (possession/use/sale)	5 days ISS	OSS, police contact & LTS
Any violation of local, state or federal law	5 days ISS & police contact	OSS, LTS & police contact
Arson	5 days ISS & restitution	OSS, police contact & LTS
Assault (physical/sexual)	5 days ISS	10 days ISS/OSS, police contact & LTS

¹⁸ Prohibited items are items that disrupt or may disrupt the education process and/or pose a safety or health hazard.

Bullying/intimidation/hazing (including online)	5 days ISS	10 days ISS/OSS, police contact & LTS
Illicit drugs (possession/use/sale)	10 days ISS & police contact	OSS, police contact & LTS
Fighting	5 days ISS	10 days ISS/OSS & LTS
Harassment (sexual/verbal/online)	5 days ISS	10 days ISS/OSS & LTS
Possession or use of a weapon, destructive device or dangerous instrument	5 days ISS	10 days ISS/OSS, police contact & LTS
Interfering with disciplinary proceedings	5 days ISS	10 days ISS/OSS, police contact & LTS
Lewd/obscene acts	5 days ISS	10 days ISS/OSS, police contact & LTS
Theft	5 days ISS	10 days ISS/OSS, police contact & LTS
Threats to the school	10 days ISS & police contact	OSS, police contact & LTS
Vandalism	5 days ISS & restitution	10 days ISS/OSS, police contact & LTS

Key: ASESLR – After-school ESLR session / ISS – In-school suspension / LTS – Long-term suspension / OSS – Out-of-school suspension / SIS – Saturday Intervention Session

NOTES & SUGGESTIONS

