

# UNITY CONCORD INTERNATIONAL SCHOOL

## Unity Board Policies and Comprehensive School Safety Plan



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# Board Policies

## Child Abuse Reporting

### CHILD ABUSE REPORTING PROCEDURES

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

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

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

### Child Abuse Reporting

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

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

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

Training will be provided through Safe Schools; all teachers and staff are considered mandated reporters.

### CHILD ABUSE REPORTING PROCEDURES

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation.
3. Neglect of a child.
4. Willful harming or injuring of a child or the endangering of the person or health of a child.
5. Unlawful corporal punishment or injury.

Child abuse or neglect does not include:

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

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

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

### **Reportable Offenses**

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

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

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

### **Responsibility for Reporting**

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

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

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

### **Reporting Procedures**

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

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

Social Services Welfare Office

PHONE # 053 3573 123

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

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

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

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

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

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

### 3. Internal Reporting

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

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

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

#### **Training**

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

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

#### **Victim Interviews**

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

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements set forth by the school.

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

#### **Release of Child to Peace Officer**

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

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

#### **Parent/Guardian Complaints**

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

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

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

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

**Notifications**

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

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

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

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

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

The Board recognizes that all School staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Thai Director/Foreign Principal shall develop and maintain a disaster preparedness plan which details provisions for handling all emergencies and disasters and which shall be included in the School's comprehensive school safety plan.

The Thai Director/Foreign Principal shall also develop and maintain emergency plans for each school site.

In developing the School and school emergency plans, the Thai Director/Foreign Principal shall collaborate with city and emergency responders, including local public health administrators.

The Thai Director/Foreign Principal shall use Chiang Mai guidelines when updating School and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

### **Components of the Plan**

The Thai Director/Foreign Principal shall ensure that School and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Thai Director/Foreign Principal shall ensure that the School's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks
2. Instruction and practice for students and employees regarding emergency plans, including:
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the School and, if communication between the School and site is not possible, at each site
  - b. Individuals responsible for specific duties
  - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
  - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation

- e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
    - a. Identification of areas of responsibility for supervision of students
    - b. Procedures for evacuation of students and staff, including posting of evacuation routes
    - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
    - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
    - e. Provision of a first aid kit to each classroom
    - f. Arrangements for students and staff with special needs
    - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
  5. Closure of schools, including an analysis of:
    - a. The impact on student learning and methods to ensure continuity of instruction
    - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
  6. Communications among staff, parents/guardians, the Board, other governmental agencies, and the media during an emergency, including:
    - a. Identification of spokesperson(s)
    - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
    - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
    - d. Distribution of information about School and school site emergency procedures to staff, students, and parents/guardians
  7. Cooperation with local agencies, including:
    - a. Development of guidelines for law enforcement involvement and intervention
    - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
  8. Steps to be taken after the disaster or emergency, including:
    - a. Inspection of school facilities
    - b. Provision of mental health services for students and staff, as needed

## **FIRE DRILLS AND FIRES**

The Thai Director/Foreign Principal shall cause the fire alarm signal to be sounded at least once every month to test the system.

The principal shall also hold fire drills at least twice per year at the elementary level, intermediate level, and secondary level. 1. The principal shall notify staff as to the schedule for fire drills.

2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The Thai Director shall keep a record of each fire drill conducted and file a copy of this record.

## **FIRES**

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Thai Director/Foreign Thai Director/Foreign Principal shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.
2. The Thai Director/Foreign Principal shall call 191.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.



4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

## **BOMB THREATS**

### Receiving Threats

This regulation has been prepared to assist school administrators and staff in their initial response to incidents involving explosives, explosive devices, or explosion/bombing incidents. Under no circumstances should these guidelines be interpreted as compromising the safety of students, staff, administrators, or the public. When confronted with an incident involving explosives, safety shall always be the primary consideration.

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery, or other voices. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

### Procedures

1. Any employee who receives a bomb threat shall immediately notify the Thai Director. In turn, the Thai Director will call 191 by a landline phone or by a cell phone to report the threat to law enforcement.
2. Any student or employee seeing a suspicious package shall promptly notify the Thai Director.
3. Through review of bomb threat information, the Thai Director shall determine credibility of threat and determine the need to evacuate the school using fire drill signals and institute standard evacuation procedures as specified in the emergency plan. Upon determination of the need to evacuate, the evacuation site should first be observed for suspicious packages or devices by the principal or designee. Upon evacuating, all staff and students should take personal belongings in their immediate vicinity.
4. The Thai Director/Foreign Principal shall instruct all staff, students, and visitors to not transmit on any equipment that produces radio frequency energy, including cell phones, within 300 feet of suspected device locations. Law enforcement, shall conduct the bomb search. The school site administrative team, as instructed by law enforcement, shall assist in the bomb search. No school staff shall handle any explosive or incendiary device. Except for school police officers and school site administration designated by law enforcement to assist in the search, no staff or students shall reenter the threatened building(s) until the law enforcement advises the Thai Director/Foreign Principal that reentry is safe. Any student who makes a bomb threat shall be subject to disciplinary procedures up to and including suspension, expulsion, and criminal charges.

## **EARTHQUAKE EMERGENCY PROCEDURE SYSTEM**

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive school safety plan.

Earthquake emergency procedures shall be aligned with the Chiang Mai Emergency Procedures.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows  
Drop procedures shall be practiced at least once each school semester in elementary schools and secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system (Disaster Preparedness Handbook)

The Thai Director/Foreign Principal may work with the Chiang Mai Ministry of Education to develop and establish the earthquake emergency procedures.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Thai Director/Foreign Principal shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Thai Director/Foreign Principal shall identify potential earthquake hazards in classrooms and other School facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

### **Earthquake While Indoors at School**

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the Thai Director/Foreign Principal shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the Thai Director/Foreign Principal to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

### **Earthquake While Outdoors on School Grounds**

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

### **Earthquake While on the Bus**

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Thai Director/Foreign Principal for instructions before proceeding on the route.

### **Subsequent Emergency Procedures**

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.

3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The Thai Director shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, maintenance workers shall shut off all utilities.
5. The Thai Director/Foreign Principal shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The Thai Director/Foreign Principal shall request assistance as needed from the fire and police departments, city inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Thai Director/Foreign Principal shall contact School Owner to request further instructions after assessing the earthquake damage. If the Thai Director/Foreign Principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the School Owner to ask that the city inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

## **EMERGENCY SCHEDULES**

The Board places a high priority on safety and the prevention of injury. The Board realizes that fog, smog (smoke) and weather conditions are sometimes so severe that it is dangerous for students and employees to come to school, whether they arrive by vehicle or on foot.

The Thai Director/Foreign Principal may close school or change the regular school day schedule when dangerous conditions occur. When the school day schedule is changed, the schools shall remain open during regular school hours for students who arrive on foot or whose parents/ guardians bring them in private vehicles.

The Thai Director/Foreign Principal shall establish a system for informing students and parents/guardians when school buses are not operating and when the school day schedule is changed or school closed because of adverse weather conditions.

If necessary, the Thai Director/Foreign Principal may provide a means to compensate for lost instruction time later during the year. Students and parents/guardians shall receive timely advance notice of any resulting changes in the school calendar or school day schedule.

During the course of the school year, occasions may arise when a decision must be made regarding the emergency closing of the school plant. Various causes would include snow storms, floods, lack of essential services such as electrical power, heating facilities, failing water supply, etc.

Procedure to follow:

1. The Thai Director should contact the School Owner as soon as he/she is aware and has made a complete assessment of the problem.
2. If another source is aware of the problem prior to the Principal's being aware, such as the Director of Maintenance, Operations, and Grounds, a utility company, etc., that source should contact the School Owner.
3. The Thai Director/Foreign Principal will immediately contact the School Owner (in the case of #2.) and alert him/her to the problem. The Thai Director/Foreign Principal will contact the Director of Maintenance, Operations, and Grounds or the Director of Transportation (in the case of #1.) according to the problem that has been reported. After receiving recommendations from the appropriate supervisors, a decision will be made by the Thai Director/Foreign Principal and relayed to the appropriate personnel who, in turn, will alert other affected members of the staff.
4. The Thai Director/Foreign Principal will contact all of the available news media and provide them with the necessary information. The local radio station will be asked to broadcast the news to the general public on a regular basis (preferably every 15 minutes).
5. Throughout this process, external agencies that might be involved, such as utility companies, police, etc., will be asked to provide whatever services are necessary to alleviate the situation as soon as possible. The Thai Director/Foreign Principal will maintain this type of communication throughout the emergency period.
6. If the students are already at school when the emergency occurs the Thai Director shall immediately contact the School Owner, and he/she will set in motion the necessary transportation that will return the students to their homes as soon as possible. If that is impossible, arrangements will be made for students to remain on site until they may safely returned home.
7. Every effort should be made to keep school in session at least for the minimum day if at all possible, allowing for health and safety factors.

## **TRANSPORTATION SAFETY AND EMERGENCIES**

### **Safety Equipment**

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment.

The Thai Director/Foreign Principal shall ensure that any school bus which is purchased or leased by the School is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system.

Bus drivers shall be informed of procedures to be followed to reasonably enforce proper use of the passenger restraint system.

### **Safe Bus Operations**

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be moved immediately to ensure their safety.

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility.

A person shall not drive a motor vehicle while using a wireless telephone, except under the following conditions:

1. When he/she uses a wireless telephone that is specifically designed and configured to allow hands-free listening and talking, provided it is used in that manner while driving
2. For emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity
3. In the case of a school bus driver, for work-related purposes

A person shall not drive a motor vehicle while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call.

The Thai Director/Foreign Principal shall review all investigations of bus incidents and accidents to develop preventative measures.

The Thai Director/Foreign Principal may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization.

### **Student Instruction**

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety.

The Thai Director/Foreign Principal shall ensure that instruction is provided to students as follows:

1. The Thai Director/Foreign Principal shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
  - a. Proper loading and unloading procedures, including escorting by the driver
  - b. How to safely cross the street, highway, or private road
  - c. In school buses with passenger restraint systems, instruction in the use of such systems including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
  - d. Proper passenger conduct
  - e. Bus evacuation procedures
  - f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. School name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the School office or the school for one year and shall be available for inspection by the Ministry of Education.

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to:
  - a. Location of emergency exits
  - b. Location and use of emergency equipment

This instruction also may include responsibilities of passengers seated next to an emergency exit.

## **SUSPENSION AND EXPULSION PROCESS**

The Board has established policies and standards of behavior in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

### **Zero Tolerance**

The Board supports a zero-tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Thai Director/Foreign Principal any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

### **Student Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion. The Thai Director/Foreign Principal shall comply with procedures for notices and appeals as specified in administrative regulation and/or law.

### **Supervised Suspension Classroom**

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Thai Director/Foreign Principal shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Thai Director/Foreign Principal shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

## **SUSPENSION AND EXPULSION PROCESS**

### **Definitions**

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following:

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the Thai Director/Foreign Principal. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel.

Day means a calendar day unless otherwise specifically provided.

School day means a day upon which the schools of the School are in session or weekdays during the summer recess.

Student includes a student's parent/guardian or legal counsel.

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office.

School property, includes, but is not limited to, electronic files and databases.

### **Notice of Regulations**

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion.

### **Grounds for Suspension and Expulsion**

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.  
A student who aids or abets the infliction or attempted infliction of physical injury on another person, may be suspended, but not expelled. However, a student may be suspended or expelled once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined, alcoholic beverage, or intoxicant of any kind. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage, or intoxicant.
4. Committed or attempted to commit robbery or extortion.
5. Caused or attempted to cause damage to school property or private property.
6. Stole or attempted to steal school property or private property.
7. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
11. Knowingly received stolen school property or private property. Possessed an imitation firearm.  
Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
12. Committed or attempted to commit a sexual assault.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing.  
Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school sanctioned events.
16. Made terrorist threats against school officials and/or school property.  
A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage.  
A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:
17. Committed sexual harassment:

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

19. Intentionally engaged in harassment, threats or intimidation against School personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment

20. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel.

Bullying means one or more acts by a student or group of students that constitutes sexual harassment, as defined in item #19 above; hate violence, as defined in item #20 above; or harassment, threats, or intimidation, as defined in item #21 above. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any School under the jurisdiction of the Thai Director or within any other School, including but not limited to the following circumstances:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program.

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

### **Removal From Class By A Teacher/Parental Attendance**

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above.

A teacher also may refer a student to the Thai Director/Foreign Principal for consideration of suspension from school.

When removing a student from his/her class, the teacher shall immediately report this action to the Thai Director/Foreign Principal and send the student to the Thai Director/Foreign Principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal.

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed.

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is required.



This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school

### **Suspension by Superintendent, Principal, Dean of Students or Principal's Designee**

The Thai Director, principal, dean of students or principal's designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion.

The Thai Director/Foreign Principal shall immediately suspend any student found at school or at a school activity to be:

1. Possessing, as verified by a School employee, or selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife, at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possession of an explosive

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine or similar device.

Suspension also may be imposed upon a first offense if the School Owner, Thai Director/Foreign Principal determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

The Thai Director/Foreign Principal may count suspensions that occur while a student is enrolled in another school toward the maximum number of days for which the student may be suspended in any school year.

### **Suspensions shall be initiated according to the following procedures:**

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense.

This conference may be omitted if the principal, designee, or the School Owner determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. Administrative Actions: All requests for student suspension are to be processed by the Thai Director/Foreign Principal of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension.

This notice shall state the specific offense committed by the student.

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Thai Director/Foreign Principal may, in writing, extend the suspension until such time as the Board has made a decision.

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Thai Director/Foreign Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above.

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred.

### **Supervised Suspension Classroom**

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply:

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the Thai Director/Foreign Principal shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing.

### **Authority to Expel**

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on either or both of the following finding(s):

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Mandatory Recommendation for Expulsion**

Unless the Thai Director/Foreign Principal finds that expulsion is inappropriate due to particular circumstances, the principal or the Thai Director/Foreign Principal shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance
4. Robbery or extortion
5. Assault or battery, upon any school employee

### **Mandatory Recommendation and Mandatory Expulsion**

The Thai Director/Foreign Principal shall recommend that the Board expel any student found at school or at a school activity to be:

1. Possessing, as verified by a School employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive

Upon finding that the student committed any of the above acts, the Board shall expel the student.

### **Final Action by the Board**

If the Board reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the School. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include:

1. Periodic review as well as assessment of the student at the time of review for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs

### **Written Notice to Expel**

The Thai Director/Foreign Principal shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion.
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian.

### **SUSPENSION AND EXPULSION DUE PROCESS (STUDENTS WITH DISABILITIES)**

A student identified as an individual with disabilities is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

## SEXUAL HARASSMENT

The Board prohibits sexual harassment of School employees and job applicants. The Board also prohibits retaliatory behavior or action against School employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

The Thai Director/Foreign Principal shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees
2. Publicizing and disseminating the School's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s) which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action.

Any School employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, School administrator or Superintendent.

A supervisor, principal or other School administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any School employee who engages or participates in sexual harassment or who aids, abets, incites, compels or coerces another to commit sexual harassment against a School employee, job applicant or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when:

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the School.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a nonemployee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit e-mails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the School's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

## **Training**

Every two years, the Thai Director/Foreign Principal shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment.

All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

The School's training and education program for supervisory employees shall include information and practical guidance regarding the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.

In addition, the Thai Director/Foreign Principal shall ensure that all employees receive periodic training regarding the School's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the School's complaint procedures.

## **Notifications**

All employees shall receive either a copy of the Employee Handbook which includes the following information:

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The School's complaint process available to the employee
5. The legal remedies and complaint process available

The Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any persons who complain, testify, assist, or otherwise participate in School complaint processes.

## **Instruction/Information**

The Thai Director/Foreign Principal shall ensure that all School students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the School's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

## **Complaint Process**

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall be investigated.

The Thai Director/Foreign Principal shall ensure that any complaints regarding sexual harassment are immediately investigated. When the Thai Director/Foreign Principal has determined that harassment occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

## **Disciplinary Actions**

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

## **Confidentiality and Record-Keeping**

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

The Thai Director/Foreign Principal shall maintain a record of all reported cases of sexual harassment to enable the School to monitor, address, and prevent repetitive harassing behavior in the schools.

## **SEXUAL HARASSMENT**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any School program or activity

Examples of types of conduct which are prohibited in the School and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects

## **School-Level Complaint Process/Grievance Procedure**

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the School Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.
2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The School shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

3. **Initial Interview with Student:** The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the School's ability to investigate.
4. **Investigation Process:** The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action.

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child services, and School legal counsel or the School's Owner.

5. **Interim Measures:** The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. **Optional Mediation:** In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
7. **Factors in Reaching a Determination:**
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

  - a. How the misconduct affected one or more students' education
  - b. The type, frequency, and duration of the misconduct
  - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
  - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
  - e. The size of the school, location of the incidents, and context in which they occurred
  - f. Other incidents at the school involving different students
8. **Written Report on Findings and Follow-Up:** No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall also make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

## **Enforcement of School Policy**

The Thai Director/Foreign Principal shall take appropriate actions to reinforce the School's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the School's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action  
In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

**Notifications**

A copy of the School's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year
2. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session
3. Appear in any school or School publication that sets forth the school's or School's comprehensive rules, regulations, procedures, and standards of conduct
4. Be provided to employees and employee organizations



## **DRESS AND GROOMING/SCHOOL UNIFORMS**

The Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

### **Uniforms**

The Board recognizes that, in order to promote student safety, improve the learning environment, and discourage theft, peer rivalry and/or gang activity, the Board has established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and must be presented to the Board for approval.

## **DRESS AND GROOMING/SCHOOL UNIFORMS**

In cooperation with teachers, students and parents or guardians, the Thai Director/Foreign Principal shall annually review School regulations and may establish additional school rules governing dress and grooming which are in compliance with regulations and the following guidelines.

The following guidelines shall apply to all regular school activities:

1. All garments must fit and be worn in the manner in which they are designed. Pants must be worn at or above the hip point and be able to stay up without a belt.
2. Footwear must be worn at all times.
3. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, tank tops, torn-off sleeves, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
4. Inappropriate lettering, printing, message patches, or messages on clothing, hats, backpacks, binders or other personal items, are prohibited.
5. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice or the use of drugs or alcohol.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Any apparel, jewelry, accessory, school materials, or manner of grooming which by virtue of its color, arrangement, or any other attribute denoting membership in a gang is prohibited.
8. No hats are allowed to be worn in the classroom (Schoolwide) with the exception of classroom curriculum activities. Students are allowed to wear hats and other sun-protective clothing outdoors. Each school site may adopt rules that specify the types of sun protective clothing that students will be allowed to wear outdoors and specify the types of clothing and hats that may be "inappropriate."

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected due to the fact that the student does not wear standardized physical education apparel when failure to wear such apparel arises from circumstances beyond the student's control.

## **DISCIPLINE**

### **School Discipline**

The school discipline policy is summarized in the student/parent handbook which goes home with every student at the beginning of the year. Parents and students sign a form stating they read and discussed the handbook. At UCIS, we believe it is the basic right of each student to receive a quality education. School and classroom rules, which students are expected to learn and obey, are designed to enhance quality education, prevent disruption, and protect students. Teachers will inform students of classroom rules and consequences. Students are responsible for their behavior and the consequences of good or poor judgment.

The proceeding rules and policies apply to students on the way to and from school and school events, on school premises, at school sponsored functions, and when a student is truant.

#### **VIOLATIONS INCLUDE, BUT ARE NOT LIMITED TO:**

- Disrupting school activities or otherwise defying the valid authority of school personnel.
- Cheating, plagiarism or forgery in connection with academic endeavors or school processes or procedures.
- Fighting or provoking a fight.
- Threatening or assaulting another person.
- Harassing, teasing, hazing or verbally abusing another person or group of individuals.
- Causing or attempting to cause physical injury to another person.
- Committing an obscene act or engaging in profanity/vulgarity.
- Passionate embracing or kissing, petting and other intimate gestures not considered appropriate.
- Inappropriate use of cell phone -
- Bringing iPods, radios, or other electronic devices to school is not advised. UCIS is not responsible for theft of these items, and students bring them at their own risk.
- Gambling.
- Loitering in unauthorized areas: parking lot, halls, restrooms, off campus, field areas etc.
- Riding bicycles, skateboards or using roller blades anywhere on campus.
- Chewing gum, littering or creating a mess with food.
- Destroying or defacing school property or the property of others including inappropriate activity with school technology.
- Disobeying bus rules.
- False fire alarms/bomb threats or committing arson.
- Possession of a dangerous object/weapon (firearm, knife, explosive, lighters, matches, chains, etc.)
- Committing or attempting to commit robbery/extortion.
- Committing theft or possession of stolen property or contraband.
- Smoking, possession, or use of cigarettes or tobacco, including chewing tobacco or tobacco like substances. UCIS is a tobacco free zone.
- Use, possession or sale of drugs, drug paraphernalia, alcohol or any controlled substance.
- Representing any substance as a drug with respect to possession, use or sale is a violation and equivalent to the possession, use or sale of any controlled substance.
- Sexual harassment
- Committing a hate crime – an act or attempted act against the person or property of another individual or institution which in any way manifest evidence of hostility toward the victim because of his or her actual or perceived race, religion, disability, gender, nationality or sexual orientation. This includes, but is not limited to, threatening telephone calls, hate mail (including any sent by e-mail, Internet or other form of electronic communication), physical assault, vandalism, cross burning, destruction of religious symbols, or fire bombings.
- Any offense that occurs through electronic means (Cyber bullying) will be treated the same as if it occurs on campus. Cyber bullying will not be tolerated.

#### **CONSEQUENCES OF VIOLATING CODE OF CONDUCT**

When a student is found to have violated a rule or broken a law, consequences will be determined by school officials and/or law enforcement officers. The particular consequences administered will be based on: a) the nature of the infraction, b) the policies of the school, c) the attitude of the student, d) the disciplinary history, and e) other relevant information.

One or more of the following consequences may be applied:

1. Student and/or parent conference
2. Student Study Team/counseling referral
3. Campus restrictions of student privileges
4. Confiscation of item(s). Item(s) will be returned only to parents.
5. After school detention and/or work detail
6. Suspension (either on- or off-campus) from class and/or school

7. Suspension from school activities
8. Revoke campus driving/parking privileges
9. Payment for damages, restitution and/or secret witness reward
10. Involuntary transfer to another class
11. Academic Integrity Notification Letter
12. Mitigated behavior contract
13. Law enforcement notification
14. Loss of senior privileges and participation in graduation ceremony
15. Expulsion

Severity Clause: Infractions deemed to be more serious than normal may result in administrative action beyond usual consequences.

In developing site-level disciplinary rules, the school shall solicit the participation, views and advice of one representative selected by each of the following groups:

Parents/guardians

1. Teachers
2. School administrators
3. School security personnel, if any
4. For junior high and high schools, students enrolled in the school

The final version of the rules shall be adopted by a panel comprised of the Thai Director/Foreign Principal and a representative selected by classroom teachers employed at the school.

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary strategies provided in Board policy, and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling
2. Discussion or conference with parents/guardians
3. Recess restriction
4. Detention during and after school hours
5. Community Service
6. Removal from the class in accordance with Board policy
7. Suspension and expulsion

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student.

### **Recess Restriction**

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under an employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

### **Detention After School**

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the Thai Director/Foreign Principal shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the Thai Director/Foreign Principal speaks to the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

Students shall remain under the supervision of an employee during the period of detention.

### **Community Service**

As part of or instead of disciplinary action, the Board, Thai Director principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during non-school hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs.

## **HATE-MOTIVATED BEHAVIOR**

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with School complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the School shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate motivated behavior. The School shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

## **SAFETY**

The Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Thai Director/Foreign Principal shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

Staff shall be responsible for the proper supervision of students during school hours, during school-sponsored activities, and while students are using School transportation to and from school.

The Thai Director/Foreign Principal shall ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

### **Crossing Guards/Safety Patrol**

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any School. The Thai Director/Foreign Principal shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

#### **The school will seek to achieve its aim by:**

- a) preventing injury and ill health in classrooms, workshops, gym and all other areas of the school.
- b) providing and maintaining an adequate workplace, preventing harm to people at the point of risk and minimizing hazards within the school.
- c) promoting the well-being of all staff and students and developing a positive attitude to Health and Safety throughout the school.
- d) meeting Health and Safety responsibilities in respect of those who are not employees and the environment in which they operate.
- e) creating and maintaining a positive Health and Safety culture which secures the commitment and participation of all staff and students.
- f) regularly monitor and reviewing progress.
- g) allocating resources to meet requirements.
- h) establishing realistic short and long-term objectives.

It is the responsibility of members of the management team to ensure that teachers and staff in their charge are given health and safety information and instructions specific to their area of work.

### **Accident and Reporting Procedures**

Routine Accidents such as Small Cuts, Bruises and Other Minor Injuries

Staff are encouraged to use protective gloves when dealing with these injuries to protect both patient and first aider from the transmission of blood borne disease.

Serious Injuries such as broken Bones, Eye Injury, Deep Cuts should contact the local Doctor or the local hospital. Depending on the seriousness of an injury the Doctor/hospital should be contacted immediately. Where doubt exists, staff should err on the side of caution.

### **Reporting of Accidents and Dangerous Occurrences**

The reporting of accidents and dangerous occurrences is an important feature of the department's health and safety procedures. Consideration of the circumstances of individual accidents and the analysis of statistical trends enables senior officers to identify training needs and areas where equipment and work locations require improvements. The complete elimination of hazards is not reasonably practicable, but every means must be sought to identify causes of accidents so that remedial action can be taken. It is therefore important that the following procedures relating to the reporting of

accidents are used for all accidents which result in injury and for all dangerous occurrences which could have resulted in serious injury.

## **Reporting Procedure**

In the event of an accident you should follow the procedure described below.

## **Accident Report Forms**

Student and Employee Accidents must be documented in the Accident Report Book.

There is no requirement to complete a form for every small playground scrape or bump provided the first aid treatment received is recorded in the first aid diary or notebook, again these records should be retained for 3 years.

## **Reporting a Fatality, Major Injury, Dangerous Occurrence or Reportable Disease**

In the event of a fatality, major injury, dangerous occurrence or reportable disease, the responsible person i.e. the person in charge of the workplace/premises where the incident has occurred must: Notify the Thai Director as soon as possible.

Some examples of a major injury are:

- Death of any person as a result of an accident whether or not at work.
- Any fracture, other than to fingers, thumbs and toes
- Any amputation
- Dislocation of the shoulder, hip, knee or spine
- Loss of sight (whether temporary or permanent)
- A chemical or hot metal burn to the eye, or any penetrating injury to the eye
- Any injury resulting from an electric shock or electric burn (including any electrical • burn caused by arcing or arcing products) leading to unconsciousness or requiring • Resuscitation or admittance to hospital for more than 24 hours.

Any injury: • leading to hypothermia, heat-induced illness or unconsciousness • requiring resuscitation, or • requiring admittance to hospital for more than 24 hours • Loss of consciousness caused by asphyxia or by exposure to a harmful substance or biological agent.

Either of the following conditions which result from the absorption of any substance by inhalation, ingestion or through the skin: • acute illness requiring medical treatment • loss of consciousness

Acute illness which requires medical treatment where there is reason to believe that this resulted from exposure to a biological agent or its toxins or infected material.

## **Authorization of Medical Treatment for Pupils**

The treatment of such minor injuries and illnesses may be considered to fall within the scope of normal school activities.

Emergency circumstances may arise, however, where a pupil requires urgent or emergency medical treatment and parents/guardians cannot be contacted for the purpose of obtaining the necessary consent prior to treatment. In such circumstances and only after attempts to contact parents/guardians have been exhausted, a representative of the School, normally the Thai Nurse/Thai Director, may sanction medical treatment where delay would have serious implications for the pupil concerned. Representatives, therefore, not powerless to act as described above where the urgency of the circumstances are such as to demand authorization of medical treatment. Such action, however, should only be taken when all reasonable efforts have been made to obtain the consent of parents/guardians.

## **Medication In School**

- Children are not permitted to bring any medication to school in school bags etc.
- If a child needs to take a short course of medication (antibiotics) parents should endeavor to manage the doses so that they are taken at home.
- If a child needs to take medication on a prolonged routine basis (throughout the course of a term or a session) then arrangements will be made to allow this to happen. It is preferable that a child should self-administer medication under supervision by an adult but there may be some instances when the medication will be administered by school staff.

- In the case of prolonged routine medication as described above parents should ensure that they contact the school in advance so that the appropriate forms can be filled in before the medication arrives in school.
- There are specific arrangements for children who suffer from asthma and all parents of all pupils who have inhalers will be required to fill out the appropriate forms.
- In the cases of pupils who have Epi-pens or certain other medications protocols will be drawn up by health professionals and school staff will adhere to these protocols at all times.

### **First Aid**

The school's first aid kits should contain a sufficient quantity of suitable first aid materials and nothing else. Contents of the boxes and kits should be replenished as soon as possible after use in order to ensure that there is always an adequate supply of all materials. Items should not be used after the expiration date shown on packets. It is therefore essential that first aid equipment be checked frequently, to make sure there are sufficient quantities and all items are usable. A designated Nurse has been appointed to undertake this task

### **First Aid Treatment**

- All cuts, grazes and skin lesions must be covered with a waterproof dressing
- Use disposable powder free latex or vinyl gloves when handling body substances
- A disposable apron must be used if there is a risk of splashing or contamination of clothing
- Take care to avoid splashes into the eyes, nose or mouth
- Spillages of body substances must be cleaned up immediately, wearing the recommended protective clothing
- Wash hands after removing gloves
- Where mains tap water is not readily available for eye irrigation, use sterile water from sealed disposable sterile containers. Each container should hold at least 300ml and should not be reused once the sterile seal is broken. At least 900ml should be provided. Eye baths/eye cups/refillable containers should not be used for eye irrigation.
- Sterile first aid dressing should be packaged in such a way as to allow the user to apply the dressing to a wound without touching that part which is to come into direct contact with the wound. That part of the dressing which comes into contact with a wound should be absorbent. There should be a bandage or other fixture attached to the dressing and consequently there is no reason to keep scissors in the first aid box.
- Dressings, including adhesive ones, should be of a type which is appropriate for their use.

Recording of First Aid Treatment Schools should record in a diary or similar, first aid treatment which is administered. Record the date, name of the person/pupil, type of accident, treatment given. These records should be retained for three years.

## INDIVIDUALIZED EDUCATION PROGRAM

The Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive appropriate education and be placed in the environment which meets their needs.

The Thai Director/Foreign Principal shall develop individualized education program (IEP) team, the contents of the IEP and the development, review, and revision of the IEP.

UCIS will practice the Full Inclusion Model. Unity can only offer services to students with mild to moderate disabilities. The school and staff are not equipped to take on students with severe disabilities.

"Full Inclusion" places a special education teacher as a full partner in a classroom with a general education teacher. The general education teacher is the teacher of record, and is responsible for the child, even though the child may have an IEP.

A child receiving special education services may participate fully in the same program as the general education children with supports from the special education teacher, or may participate in a limited way, as they are able. In some rare occasions, a child may work exclusively on goals in their IEP in a general education classroom alongside typically developing peers.

For inclusion to truly succeed, special educators and general educators need to work closely together.

Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers will help nurture a relationship between a student with special needs and a same-age student without a special educational need. Additionally, the teaching assistant will act as a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on).

Teachers will use a number of techniques to help build classroom communities:

- Using games designed to build community
- Involving students in solving problems
- Sharing songs and books that teach community
- Openly dealing with individual differences by discussion
- Assigning classroom jobs that build community
- Teaching students to look for ways to help each other
- Encouraging students to take the role of teacher and deliver instruction (e.g. read a portion of a book to a student with disabilities)
- Focusing on the strength of a student with special needs
- Create classroom checklists
- Take breaks when necessary
- Create an area for children to calm down
- Organize student desk in groups
- Create a self and welcoming environment
- Set ground rules and stick with them
- Help establish short-term goals
- Design a multi-faced curriculum
- Communicate regular with parents and/or caregivers
- Seek support from other special education teachers

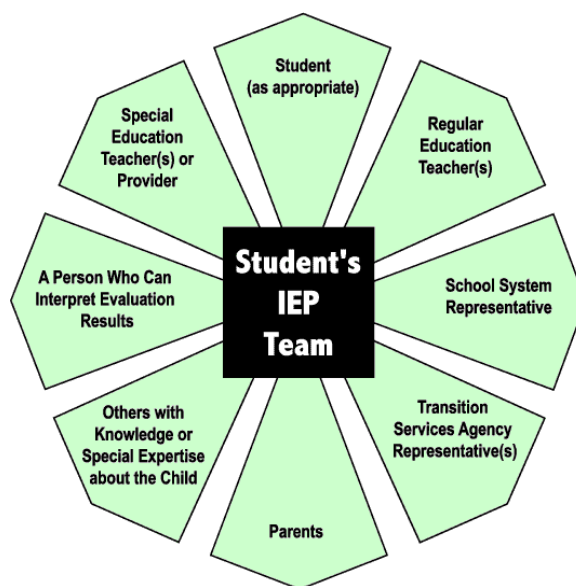
An IEP will contain the following information:

- **Current performance.** The IEP must state how the child is currently doing in school (known as present levels of educational performance). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum.
- **Annual goals.** These are goals that the child can reasonably accomplish in a year. The goals are broken down into short-term objectives or benchmarks. Goals may be academic, address social or behavioral needs, relate to



physical needs, or address other educational needs. The goals must be measurable-meaning that it must be possible to measure whether the student has achieved the goals.

- **Special education and related services.** The IEP must list the special education and related services to be provided to the child or on behalf of the child. This includes supplementary aids and services that the child needs. It also includes modifications (changes) to the program or supports for school personnel-such as training or professional development-that will be provided to assist the child.
- **Participation with nondisabled children.** The IEP must explain the extent (if any) to which the child will not participate with nondisabled children in the regular class and other school activities.
- **Dates and places.** The IEP must state when services will begin, how often they will be provided, where they will be provided, and how long they will last.
- **Measuring progress.** The IEP must state how the child's progress will be measured and how parents will be informed of that progress.



**UNITY CONCORD INTERNATIONAL SCHOOL**

Name of Student \_\_\_\_\_

**I. INFORMATION ABOUT THE STUDENT**

Information about the student, including strengths, effects of the disability / special factors, present level of academic achievement and functional performance, and any concerns must be considered when identifying the student's disability- related needs and developing goals and services to address those needs. Include strategies that have been effective in improving the student's academic achievement and functional performance and access to general education.

**Parents are important members of the IEP team and are encouraged to share information throughout the process. The student should be included, whenever appropriate, and encouraged to provide input throughout the process.**

**A. Strengths**

Describe the student's strengths (*including academic skills, communication skills, social skills, and interests*).

**B. Current Academic Achievement and Functional Performance**

**Academic achievement** generally refers to a student's performance in academic content areas (e.g., reading, math, written language, etc.). For preschool children, academic achievement generally refers to knowledge and skills such as early language development/communication, early literacy, cognition and general knowledge. Academic achievement statements must include information about student achievement and/or progress compared to grade-level expectations.

Sources of information may include STAR 360, MAPPS, or classroom assessments, rubrics, screeners, recent evaluations.

1. Describe the student's present level of academic achievement (including reading achievement). For preschool children, describe the child's acquisition and use of knowledge and skills (including early language/communication and early literacy).

**Functional performance** includes activities and nonacademic skills needed for independence, access to instruction and performance at school, in the home, in the community, for leisure time, and for post-secondary and lifelong learning (including reading). Some examples include: activities of everyday living, school/work/play habits, and social-emotional behavior.

2. Describe the student's present level of functional performance. For preschool children, describe the child's positive social- emotional skills (including social relationships) and use of appropriate behaviors to meet their needs and the impact on early literacy.

**C. Special Factors**

Special Factors must be considered when developing the individualized education program. Consider the special factors when identifying the effects of disability, summarizing disability related needs, developing goals, and determining services in the Program Summary. For example, if a student's behavior impedes learning, the positive behavioral interventions, strategies, and supports could include specially designed instruction, related services, supplementary aids and services and/or program modifications and supports for staff.

1. Does the student's behavior impede his/her learning or that of others?

Yes       No

If yes, describe how this factor affects learning: (Document positive behavioral interventions, strategies, and supports, and other services in the Program Summary)

2. Is the student an English Learner (EL)?

Yes       No

If yes, describe how this factor affects the student's needs related to this IEP:

3. In the case of a child who is blind or visually impaired, does the student need instruction in Braille or the use of Braille? (Attach supporting documentation)

Not Applicable       Yes       No       Cannot be determined at this time  
If yes, describe needs, including Braille needs:

4. Does the student have communication needs that could impede his/her learning?

Yes       No

a. If yes, describe the communication needs (including speech and language needs):

b. If the student is deaf or hard of hearing, describe (a) the student's language and communication needs; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and,

c. academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode:

5. Does the student need assistive technology services or devices, including any services or devices needed to assist with reading?

Yes       No

If yes, describe the needed services in the Program Summary.

**D. Concerns of the Parent(s)/Family**

1. Describe the concerns of the parent(s)/family for enhancing the education of the student. This may include concerns about reading achievement, early language/communication or early literacy skills, other academic areas, social-emotional needs, sensory needs, behavior, the child's future and postsecondary transition, etc.:

2. Describe the concerns (if any) of the student for enhancing his or her education:

**E. Effects of Disability**

Effects of the disability identifies **how** the student’s disability affects academic achievement and functional performance. The effects are what the IEP Team observes when the student has difficulty accessing, engaging and making progress in the general education curriculum, instruction, and environments.

1. Does the student’s disability adversely affect his or her progress toward meeting grade-level reading standards? For preschoolers, does the disability adversely affect progress toward the early learning standards for language development, communication and/or early literacy?

- Yes             No

2. Describe how the student’s disability affects his or her access, involvement and progress in the general education curriculum, **including how the disability affects reading**. For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.

**F. Summary of Disability-Related Needs**

If the IEP team determines the student has a disability-related need(s) that affects reading (academic and/or functional), the IEP must include a minimum of one goal to address this need(s). Each identified disability-related need must have at least one corresponding goal and/or service to address the need. A goal or service may address more than one need. Services include special education, related services, supplementary aids and services, or program modifications or supports for school personnel.

**List and number** the disability-related needs. Include reading needs, or early literacy needs, and needs due to special factors, if identified. Reference numbered needs in the measurable annual goal statements (*add rows, as needed*).

1	
2	
3	
4	

**II. FAMILY ENGAGEMENT**

How will school staff engage parent(s)/families in the education of the student (e.g. sharing resources, communicating with parent(s)/families, building upon family strengths, connecting parent(s)/families to learning activities, etc.)?

**III. PARTICIPATION IN GENERAL EDUCATION CURRICULUM**

The student participates full-time in general education curriculum aligned with the general education standards that apply to all students, or for preschoolers, in age-appropriate activities aligned with early learning standards.

**IV. MEASURABLE ANNUAL GOALS**

Each goal must address at least one disability-related need.

Develop / revise one or more measurable annual academic goal to:

- address any lack of expected progress toward the annual goals, if appropriate;
- address the unique needs of the student that result from the student’s disability;
- enable the student to progress toward grade-level reading standards, or for preschoolers, early learning standards for language development, communication and early literacy;
- enable the student to be involved in the general education curriculum i.e., the same curriculum as for nondisabled students;
- enable the student to progress toward meeting grade-level academic standards; and
- enable the student to be educated and participate with nondisabled students.

If the IEP team determines the student has a disability-related need that affects reading (academic or functional), the IEP must include a minimum of one goal to address this need.

**A. Before developing annual goals**, review the previous IEP goals and progress

Previous IEP goals reviewed:  Yes       No       Not Applicable

**B. Goal # \_\_\_\_\_** (The Goal # changes as goals are added. Complete 1 through 5 below for each goal.)

1. Goal Statement:

a. Baseline (Student’s current level of performance from which progress toward this goal will be measured):

b. Level of Attainment (Must relate to the baseline measurement and reflect progress):

2. Benchmarks or Short-Term Objectives (Required if student participates in curriculum and assessment aligned with alternate academic achievement standards and each must include baseline and level of attainment.):  Not Applicable

3. Annual goal addresses disability-related need(s) # \_\_\_\_\_ of the student.

4. Procedures for measuring the student’s progress toward meeting the annual goal *from baseline to level of attainment*:

5. When will reports about the student’s progress toward meeting the annual goal be provided to parent(s)?

**V. STUDENT PARTICIPATION**

**A. Participation in Regular Education Environment**

- The student will participate full-time with non-disabled peers **in regular education environment**, or for preschoolers, with non-disabled peers in age-appropriate settings.

Ensure any supplementary aids and services needed for the student to participate in the regular education environment, including regular education classrooms, extracurricular and nonacademic activities, and workplace settings, are included in the Program Summary.

**B. Participation in Physical Education**

- Regular Physical Education
- Specially Designed Physical Education

If the IEP team determines the student requires specially designed physical education, there must be a corresponding disability-related need and goal, and this service must be included in the Program Summary with the appropriate frequency and amount.

## **WEAPONS AND DANGEROUS INSTRUMENTS**

The Board desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

### **Possession of Weapons**

The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Unless he/she has obtained prior written permission as specified below, any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board may set an earlier date for readmission on a case-by-case basis, in accordance with Board policy and administrative regulation.

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law and Board policy.

Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff, and the public, any school employee is authorized to confiscate a weapon, dangerous instrument, or imitation firearm from any person on school grounds.

The Thai Director/Foreign Principal shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon.

### **Possession of Pepper Spray**

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

### **Reporting of Dangerous Objects**

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Thai Director/Foreign Principal shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also provide a method of informing staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

## **Procedures to Notify Teachers of Dangerous Students**

Upon the receipt of the records of a new student, the records are routed to the teacher, special education personnel, the nurse, the principal, and then back to the office clerk or the information will be available on the Student Information System (SIS). Each person receiving the cumulative record is to review it.

To notify teachers of suspensions as they occur during the school year, the teacher is given a copy of the student suspension form on the same day and the incident is discussed with the teacher.

When the School receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the principal will notify the teacher.



## Procedures for Safe Ingress and Egress

Our School Safety Plan requires that staff know the whereabouts of each student during school hours.

### Driving and Parking Privileges

1. Students are allowed to park in the student parking lot. Parking permits are available in the school office, and there is no charge attached to these.
2. Speed limit in parking lot is 5 mph or 8 KPH.
3. Students must park in designated parking spaces, between two white lines.
4. Students must park their cars immediately upon arrival. Once parked, students must leave the parking lot. Loitering in the parking lot is not permitted.
5. The parking lot is off-limits and cars may not be visited during the day (including lunch periods) without special permission from the office.
6. "Cruising" around the parking lot before or after school is not permitted.
7. Any driver found to be driving in a negligent or erratic manner on or about school property may have their parking privileges suspended.
8. Loud stereos and car radios are not allowed on school grounds.
9. Students on mopeds, motorcycles, scooters, bicycles, skateboards must have a helmet when entering or exiting the UCIS campus.

Parents are requested to:

Teach their child to Use the crosswalks coming to school and leaving campus.

Remind their child to walk, not run, through the crosswalk.

Remember not to stop in the crosswalk or in front of the driveway.

**Wear helmets as required by Thai Law.**

## A Safe and Orderly Environment

There are many programs that focus on student involvement and participation. We want our students to know they are valued and contribute to daily operation of the school as well as its success.

\* Community Service Opportunities: Partnerships with local communities and UCIS to give students opportunity to do community service.

## **STUDENT RELEASE**

Each Thai Director/Foreign Principal shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law and Board policy. Copies of the rules shall be distributed to parents/guardians and be readily available at the school at all times.

### **Release of Students**

Students shall be released during the school day only to the custody of an adult only if:

1. The adult is the student's custodial parent/guardian.
2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the parent/guardian cannot be reached, and the Thai Director/Foreign Principal verifies the adult's identity.
3. The adult is an authorized law enforcement officer acting in accordance with law.
4. The adult is taking the student to emergency medical care at the request of the principal or designee.
5. Students who operate or ride as a passenger on a bicycle, nonmotorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail shall wear a properly fitted and fastened helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates.

### **Supervision of Students**

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time when school starts.

Every teacher shall hold students accountable for their conduct on the way to and from school, on the playgrounds, and during recess.

The Thai Director/Foreign Principal shall require all individuals supervising students to remain alert in spotting dangerous conditions, promptly report any such conditions to the principal or designee, and file a written report on such conditions as appropriate.

In arranging for appropriate supervision on playgrounds, the Thai Director/Foreign Principal shall:

1. Where playground/break supervision is not otherwise provided, provide for employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions.
2. Clearly identify supervision zones on the playground and require all playground supervisors to remain outside at a location from which they can observe their entire zone of supervision.
3. Consider the size of the playground area, the number of areas that are not immediately visible, and the age of the students to determine the ratio of playground supervisors to students

The Thai Director/Foreign Principal shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help them to forestall problems and resolve conflicts. Such training shall be documented and kept on file.

### **Laboratory Safety**

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

### **Hearing Protection**

The Thai Director/Foreign Principal shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Thai Director/Foreign Principal also may provide hearing conservation education to teach students ways to protect their hearing.

### **Eye Safety Devices**

The Thai Director/Foreign Principal shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances

likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to the School.

### **Protection Against Insect Bites**

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, under the supervision of school personnel, and in accordance with the manufacturer's directions, when engaging in outdoor activities.

## **POSITIVE SCHOOL CLIMATE**

The Board desires to enhance learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The School's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship.

Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Thai Director/Foreign Principal may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students may be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

## **Curriculum Development and Evaluation**

The Board accepts responsibility for establishing what students should learn. The Board shall adopt a school curriculum which reflects school philosophy, responds to student needs and abilities, and is consistent with the requirements of law. Insofar as possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole.

The Board considers curriculum improvement to be a top priority for the school. Curriculum development and evaluation will therefore be an ongoing process in the school, routinely supported by planned allocations of resources and staff time.

The Board may establish a curriculum review cycle for comparing each area of the curriculum against United States model curriculum standards.

The Administrator or designee shall establish procedures which ensure that the curriculum development and evaluation process includes input from teachers, administrators, students and parents/guardians from all grade levels, disciplines, schools, special programs and categories of students. The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

The Administrator or designee shall keep the Board informed about student interest and achievement in each area of the curriculum. The Administrator or designee also shall facilitate the Board's efforts to discuss its findings with school staff and students before adopting the school curriculum.

## **School-Sponsored Trips**

The Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

If the Board allocates funds for school-sponsored trips, classrooms may be provided with budgetary allocations so that they can plan ahead. Special trip expense funds may be established when necessary for fund-raising purposes.

All trips involving out-of-city or overnight travel shall require the prior approval of the Board. Other trips may be approved by the Administrator or designee.

Principals shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

The ratio of adults to students on school-sponsored trips shall be at least one to ten. If the trip involves water activities is overnight, or where the nature of the trip requires a higher ratio, this ratio shall be revised to ensure closer supervision of elementary grade students, appropriate to their ages.

### **Study Trips**

In advance of a study trip, teachers shall determine educational objectives which relate directly to the curriculum. Principals shall ensure that teachers develop plans which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.

Where possible, school's insurance carrier will be notified and given a list of field trip locations prior to approval.

## Admissions and Enrollment

### Applicability

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

### Policy Statements

1. Diversity

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

2. Tuition and Non-Discrimination

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

3. Open Enrollment

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

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

4. Minimum Age

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

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

5. Immunizations

Thailand does not require immunizations for school.

6. Physical Examinations

Thailand does not require a physical examination to begin school.

7. Enrollment Cut-Off Dates

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

### Procedural Requirements

1. On an annual basis, the School will determine its maximum capacity and offered grade levels for student enrollment, if any.
2. An open enrollment period will be held annually, which is advertised within the school

community so that all interested students may have an equal opportunity to apply for admission. A deadline for accepting applications will be clearly stated.

3. Enrollment forms will be sorted by grade and counted.
4. In the event that capacity is not met at a certain grade level, all students applying for enrollment into that grade will be enrolled and shall be considered an “existing student” for purposes of this procedure.
5. In the event that the number of enrollment applications exceeds capacity at any grade level:
  - a. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year.
6. Enrollment or waiting list confirmations will be mailed. Registration packets will also be mailed at this time and will consist of required information.
7. If completed registration information is not submitted by the date required in the Registration Packet the slot will be forfeited.
8. Waiting lists will be maintained for the current enrollment year only. Waiting lists will not carry over to the following year and those applicants on the waiting list must re-apply the following year. No priority can be given to former waiting list applicants for the following year.
9. Any enrollment forms applying for enrollment received after the open-enrollment deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a waiting list will be placed in the first position on a waiting list for that grade.
10. Once placed on a waiting list, a student will remain on the list until one of the following occurs:
  - a. The student is accepted into the School as space becomes available and enrolls in the School.
  - b. The parent/guardian requests that the student be removed from the waiting list.
  - c. The school year ends.
11. When a space becomes available in a grade level, the slot will be offered to the first name on the waiting list for that grade level if a waiting list exists for that grade level. The notification will be mailed to the address on the enrollment form and will consist of a written offer letter along with a response form for the parent to return to the School.
12. It is the parent’s responsibility to update their contact information continuously with the School. The School shall not be responsible for failure to contact a waiting list parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:
  - a. Accept the available slot. The acceptance must be received by the School within three (3) days of the date of the offer letter in order for the acceptance to be valid.
  - b. Decline the available slot and be removed from the waiting list
  - c. Decline the available slot and be placed at the end of the waiting list
  - d. If the School does not receive a response from within three (3) days, the School will deem the Parent to have declined the available slot and remove the student from the waiting list.

13. Prior to admission, the following must occur:
  - a. If the child has not attended the School before, it is mandatory that the parents provide a birth certificate for the child.
  - b. Parents shall attend a parent orientation.
  - c. Registration packets must be submitted by the date required in the registration packet.
  - d. The registration packet shall include student records from schools the student has attended or is currently attending.
  - e. The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.
  - f. A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided.
  - g. A copy of any existing Individual Education Program (IEP) for the student shall be provided.



## All Personnel: Sick Leave

The Board shall provide for paid and unpaid full-time and part-time employee leaves of absence in accordance with Thai Law and Board policies.

The Board recognizes the following justifiable reasons for absence as provided by Law:

1. Personal illness or injury
2. Industrial accident or illness
3. Childbirth and recovery, care of newborn, placement of a child with the employee for foster care or adoption of a child
4. Military service
5. Family illness or accident; bereavement; fire, flood or other immediate danger to the employee's home or property; and other personal emergencies
6. Required court appearances
7. Attendance at work-related meetings and staff development opportunities

### Personal Illness/Injury Leave

Full-time employees are entitled to 5 days leave of absence for personal illness or injury (sick leave) per school year, with full pay. Part-time employees shall be granted comparable sick leave in proportion to the time they work.

Unused days of sick leave shall be accumulated from year to year with a 20-day limitation, the rest may be donated to the school-sponsored sick leave bank.

A teacher shall be allowed to take five (5) days of personal/professional leave per school year in accordance with Board policy. There shall be no accumulation of personal leave from one year to the next and any unused portion of personal leave shall be transferred to sick leave. Upon termination of service with the School (voluntary or involuntary) the teacher may request that any unused portion of his/her personal leave paid' however, the maximum payout shall not exceed 3 days.

Restrictions on personal day's- Personal days cannot be taken immediately prior to or concluding a holiday unless prior approval has been granted. In order for Unity to approve these specific personal days, we would need to ensure adequate substitute coverage, which as you know can prove difficult during these times. Please note, that personal days taken during the holiday periods are counted different if they are attached to a weekend. For example, in 2019 if you wanted to take (and were approved to take) April 9, 10 and 11 off, it would count as 5 days. Education is our priority.

April 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

At the end of the school year employees (fulltime and part-time) may have the option of accepting payment of any unused personal leave. This leave payout is subject to a maximum of three days per year. Unused sick leave may also be transferred to a school-sponsored sick leave bank.

Sick leave may be used by employees for:

1. Cases of temporary inability to perform duties because of illness, accident or quarantine, whether or not the cause of absence arises out of and in the course of employment
2. Absences due to pregnancy, miscarriage, childbirth and recovery
3. Cases of personal necessity
4. Medical and dental appointments, in increments of not less than one hour
5. Cases of industrial accidents or illnesses when leave granted specifically for that purpose has expired

An employee shall notify the school of his/her need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall notify the school. If the duration of absence becomes shorter than estimated, the employee shall notify the school not later than 3 p.m. of the day preceding the day on which he/she intends to return to work. If he/she fails to notify the school and this results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

### **Sick Leave Beyond 10 Days**

When a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from his/her duties due to illness or accident for an additional period up to five school months, the employee shall receive his/her regular salary minus the actual cost of a substitute to fill the position.

After five months, if an employee has exhausted all available sick leave and is not medically able to resume his/her duties, the employee shall be placed either in another position or on a reemployment list. If the employee is on probationary status, he/she shall be placed on the reemployment list for 9 months beginning at the expiration of the five-month period provided; if on permanent status, the employee shall be placed on the reemployment list for 18 months. If during this time the employee becomes medically able, he/she shall be returned to employment in a position for which he/she is credentialed and qualified.

### **Verification Requirements**

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed school absence form to his/her immediate supervisor.

The Administrator or designee may, at any time, require additional written verification by the employee's physician or practitioner. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury.

The Administrator or designee may require an employee to visit a physician selected by the school and at school's expense in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for further leave of absence and a prognosis for when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Administrator or designee may, after giving notice to the employee, deny further leave.

Before returning to work, an employee who has been absent for surgery, hospitalization or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return and stipulating any recommended restrictions or limitations.

# Fire Safety Policy

## Unity Concord International School Fire Safety Policy

<b>Agreed by the Board of Management:</b> School year 2017/2018
<b>Review Date:</b> Summer 2018
<b>Review Schedule:</b> Bi-annual
<b>Person(s) Responsible:</b> Board of Management, Operations Manager, Welfare and Activities Officer

### Aims

It is the overall aim of Unity Concord International School to minimize the risks to pupils, staff and employees which may arise from fire. This will be achieved by working with Unity Concord International School Board of Management to ensure precautions are taken to avoid fires occurring and by ensuring that procedures for minimizing the effects of an outbreak of fire and evacuating the premises are in place.

### Overall Responsibility for Fire Safety Matters

The Operations Manager is appointed as the fire safety manager for the school and will have overall responsibility for fire safety matters at the school. She will co-ordinate the implementation of fire safety measures, ensure that staff and pupil training take place and monitor the standard of fire precautions. She will also ensure that a fire evacuation drill is undertaken twice in each term, that fire action notices are kept up to date and that fire safety equipment is being maintained.

### The School Fire Procedure

Notices displaying the school fire procedure will be displayed on each floor of the school and administration building. The school canteen and coffee shop will also be included in all Fire Safety procedures.

### Responsibility of all School Staff

All school staff are responsible for maintaining a high standard of fire precautions in areas under their control or influence. Staff should ensure that they are fully aware of the fire procedure. They should ensure that all areas are kept clean and tidy to minimize the risk of fire hazards. All exits are to be kept clear. They should also ensure that pupils for whom they are responsible (Grade Teachers) are informed of the fire procedure.

### Fire Risk Assessment

The school will carry out a fire risk assessment for each of its floors. The fire risk assessments identify who will be at risk if there is a fire, where people may be working and who else may be at risk, either in the premises or nearby, such as members of the public, visiting contractors, etc., and where these people are likely to be located.

The fire risk assessment will be reviewed and amended on a six-month cycle to see if it is either no longer valid or if any changes are planned, such as:

- any structural changes (alterations to the layout of the premises, erection of partitions, refurbishment etc.) which may affect the spread of fire;
- any change to the use of the premises which may affect the risk rating;
- any change to work processes or work equipment which may introduce new fire hazards;
- any change to the numbers of people using the premises to ensure that escape routes can accommodate the numbers safely.

### Personalized Emergency Evacuation Plans (PEEPs)

In the case of any person using the site having a condition that may prevent them from evacuating quickly and safely, the school will devise a PEEP for that person.

### Maintenance of Fire Doors, Fire Exit Doors, Fire Equipment and Systems

Fire extinguishers, fire alarm systems and emergency lighting are maintained under a central contract administered by professional consultants. However, HNS will carry out the following tests on the systems and precautions between maintenance visits:

System	Frequency	Method of Test
Fire Alarm	Weekly	Test key operation of different call point each week in rotation
Fire Alarm	Daily	Visual check of panel for fault indications
Emergency Lighting	Monthly	Operation of test switch or circuit breaker and check that light illuminates
Fire extinguishers, hose reels, fire blankets etc.	Weekly	Check that seals are intact, equipment has not been removed or tampered with and annual inspection and maintenance is in date.
Fire Doors	Weekly	Check that doors are closing fully and, where fitted, latches are operating.
Stairwells and Stairwell Enclosures	Daily	Check that combustible material and storage has not been placed inside protected stairwell enclosures.
Corridors, Escape Routes and Fire Exit Doors	Daily	Check exit doors are unlocked and that escape routes are free of obstruction
Fire Exit Doors	Weekly	Check that doors are opening freely and that emergency exit fittings are operating correctly

### Appointment and Duties of Fire Marshals

The school will appoint several teaching and administrative staff as fire marshals one of which will be appointed as senior fire marshal. These staff will have responsibility for ensuring that all areas of the school have been evacuated and that this is reported to the senior fire marshal in charge of the evacuation (see appendix a).

### **Raising the alarm**

In the event of alarm failure, a hand bell will be rung in order to raise the alarm. A hand-bell will be kept on each floor.

### **Calling the Fire Brigade**

It is the school policy that the fire brigade will be called on any confirmed outbreak of fire. The school's Operations Manager/School Director is responsible for calling the fire brigade when the alarm is sounded. Where the alarm is raised by the school's automatic smoke detection the school office will call the fire brigade if a fire is confirmed, or within 60 seconds of the alarm being raised if a false alarm is not confirmed.

### **Meeting the Fire Brigade**

The fire safety manager is responsible for ensuring that one member of staff is available to meet the fire brigade on arrival and in their absence, there is a member of staff to deputize for them.

### **Events Taking Place Out of School Hours Such as School Plays or External Lettings**

Where events are organized outside normal school hours, or by outside organizations, it is the responsibility of the member of staff organizing the event or arranging the letting to ensure that the Fire Safety Manager is consulted and appropriate precautions including arrangements for evacuation and calling the fire brigade are put in place. The fire safety manager may impose specific restrictions on the type of letting or activity the number of persons involved and the number and layout of any seating. It is particularly important to consider whether a public entertainment license will be needed for the events being organized. Where a license is required, the licensing officer may specify requirements as a condition of the license and these conditions will have to be met (appendix C).

### **Notices**

All fire exit routes will be signed by clear signs with directional arrows.

### **Records**

The following records will be kept by the Unity Concord International School Welfare and Activities Officer.

Record Type	Information To Be Recorded
Fire Alarm Test	Date of test, number of call points tested and whether test was satisfactory, including whether automatic door releases operated.
Emergency Lights	Date of test, numbers or locations of lights tested and whether test was satisfactory.
Free operation of fire exit doors	List of all exit doors checked, date of check and results.
Correct operation of self-closing fire doors	List of all doors checked, date of check and results.
Practice fire evacuation drill	Date of drill, details of exits obstructed and time taken to evacuate.
Fire safety training	Nature of training, names of those who attended, name of instructor and duration of training.

### Appendix A

Role	Person Responsible	In case of Absence
<b>Fire Safety Manager</b>	Operations Manager	School Director
<b>Fire Marshals</b>	Ground Floor- Dean of Students 1 <sup>st</sup> Floor – Computer Teacher 2 <sup>nd</sup> Floor- ESL Teacher	Ground Floor – Principle 1 <sup>st</sup> Floor- Art Teacher 2 <sup>nd</sup> Floor – Music Teacher
<b>Calling the fire brigade</b>	Operations Manager	School Director
<b>Meeting the fire brigade</b>	Operations Manager	School Director

### Appendix B

<b>ACTION WHEN THE FIRE ALARM SOUNDS</b>	
Role	Action / Responsibility
Class Teachers / Teaching Assistants	<ul style="list-style-type: none"> <li>• Instruct pupils to remain calm, to leave all personal belongings and to line up at the nearest / most appropriate exit.</li> <li>• Immediately evacuate the building taking all pupils in your charge through the nearest / most appropriate exit.</li> <li>• Close the doors and windows on leaving.</li> <li>• Lead all pupils to the designated assembly point via the quickest / safest route and line up.</li> <li>• In the event of a Gas Leak or Bomb Alert the assembly point will be in the basketball court of the ABS Highschool.</li> <li>• Call the class register, which the office staff will distribute. Conduct a headcount whilst registers are being distributed.</li> <li>• Notify the Fire Safety Manager immediately of any missing pupils so a search can be initiated.</li> <li>• Wait for further instruction.</li> </ul>
Office Staff	<ul style="list-style-type: none"> <li>• Call the fire brigade giving your name and the school's name and address.</li> <li>• Pick up registers, visitors book, mobile phone and address record cards.</li> <li>• Leave the building through the nearest / most appropriate exit and go to the assembly point.</li> <li>• Distribute registers to the Class Teachers – ensure all classes are present.</li> <li>• Check visitors present against visitor's book.</li> <li>• Notify the Fire Safety Manager immediately of any missing classes, pupils, staff or visitors so a search can be initiated.</li> <li>• Wait for further instruction.</li> </ul>
Fire Wardens	<ul style="list-style-type: none"> <li>• Whilst exiting the building, thoroughly check the areas you move through, ensuring all fire doors are closed.</li> <li>• Checks on toilet areas should include a check on individual cubicles.</li> </ul>

	<ul style="list-style-type: none"> <li>• If you encounter any person's present, they should be instructed to evacuate immediately. All persons should be ushered to an appropriate exit – not just pointed in the general direction of one.</li> <li>• <u>Never open a door if you suspect that there may be a fire beyond it.</u></li> </ul>
Fire Safety Manager	<ul style="list-style-type: none"> <li>• Leave the building through the nearest / most appropriate exit and go to the assembly point.</li> <li>• Check with Class Teachers for missing pupils.</li> <li>• Check with Office Staff for missing classes or visitors.</li> <li>• If persons reported missing and fire brigade yet to arrive, conduct search for missing persons – if safe to do so.</li> <li>• If persons reported missing and fire brigade have arrived, inform the fire brigade and follow their instructions.</li> </ul>
Kitchen Staff	<ul style="list-style-type: none"> <li>• Switch off the power.</li> <li>• Leave the building through the nearest / most appropriate exit and go to the assembly point.</li> </ul>
Visitors	<ul style="list-style-type: none"> <li>• Leave the building through the nearest / most appropriate exit and go to the assembly point.</li> </ul>

### Appendix C

#### Checklist for First Day Fire Safety Instruction

Take the new starter through the fire safety procedure as displayed at the fire alarm call points, in particular:

- Show them the location of the fire alarm call point and describe the way it operates. Emphasize that the first action on discovering a fire is to raise the alarm even if the fire is small.
- Describe the sound of the fire alarm and the action to be taken in when it sounds, in particular leaving the building with any pupils for which the staff member is responsible and going to the assembly point.
- Describe and walk the escape routes and alternative escape routes that the member of staff is likely to need to use and show the operation of any push bars or exit fittings.
- Show the new member of staff the location of the fire extinguishers but emphasize they should only be used if the staff member has been previously trained, if it is safe to do so and the alarm has been raised first and after an evacuation has been started.

### Appendix D

#### Checklist for persons hiring the school premises

Take the new hirer through the fire safety procedure as displayed at the fire alarm call points, in particular:

- Show them the location of the fire alarm call point and describe the way it operates. Emphasize that the first action on discovering a fire is to raise the alarm even if the fire is small.
- Describe the sound of the fire alarm and the action to be taken in when it sounds, leaving the building with any persons for whom the hirer is responsible and going to the assembly point.
- Describe and walk the escape routes and alternative escape routes that the hirer is likely to need to use and show the operation of any push bars or exit fittings.

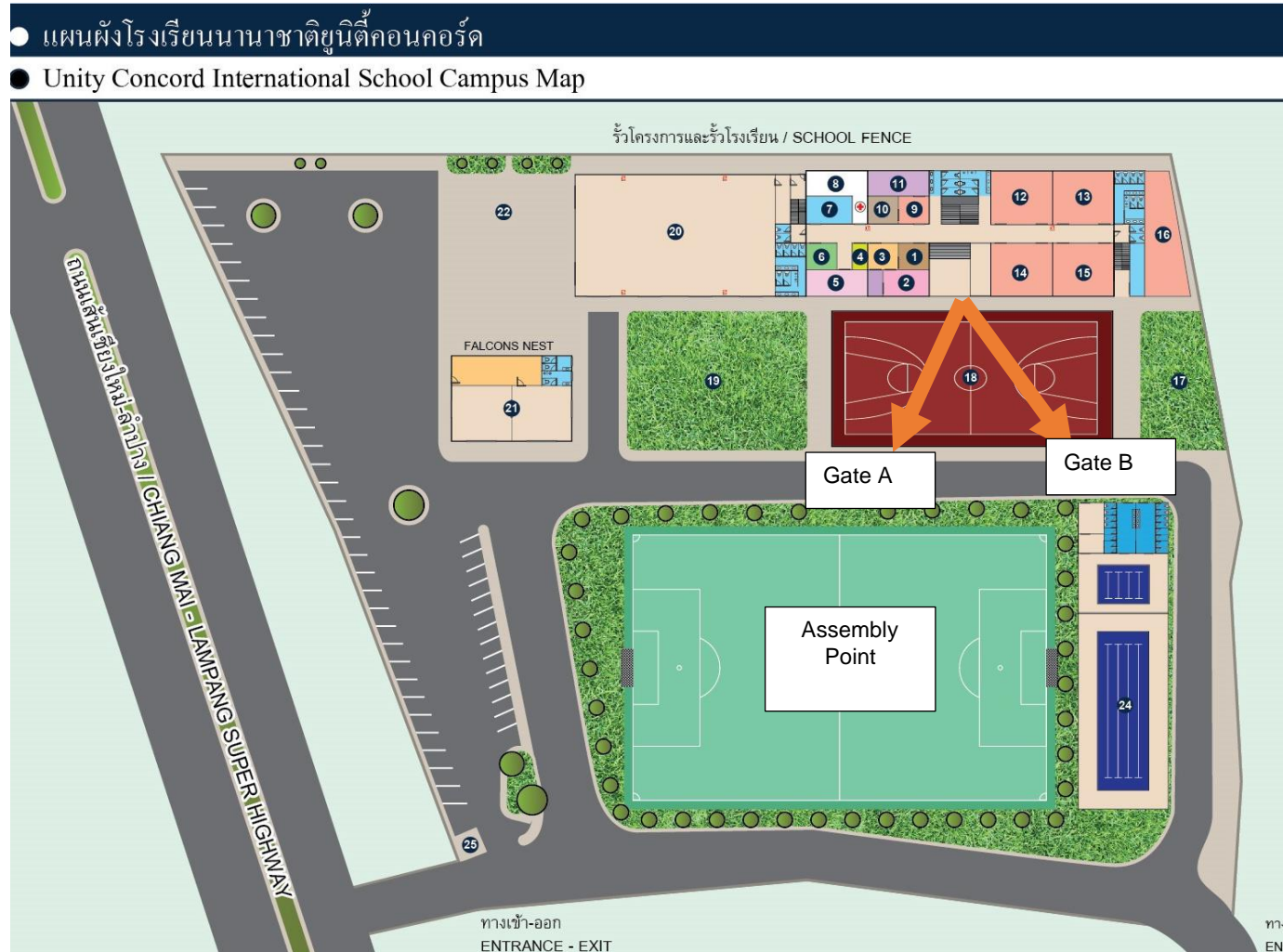
- Show the new hirer the location of the fire extinguishers but emphasize they should only be used if he/she has been previously trained, if it is safe to do so and the alarm has been raised first and after an evacuation has been started.

Explain how to contact the fire brigade that an automatic call is not made and where the nearest telephone point can be found. Give clear instructions of location of school.



## Appendix E

### Assembly Points



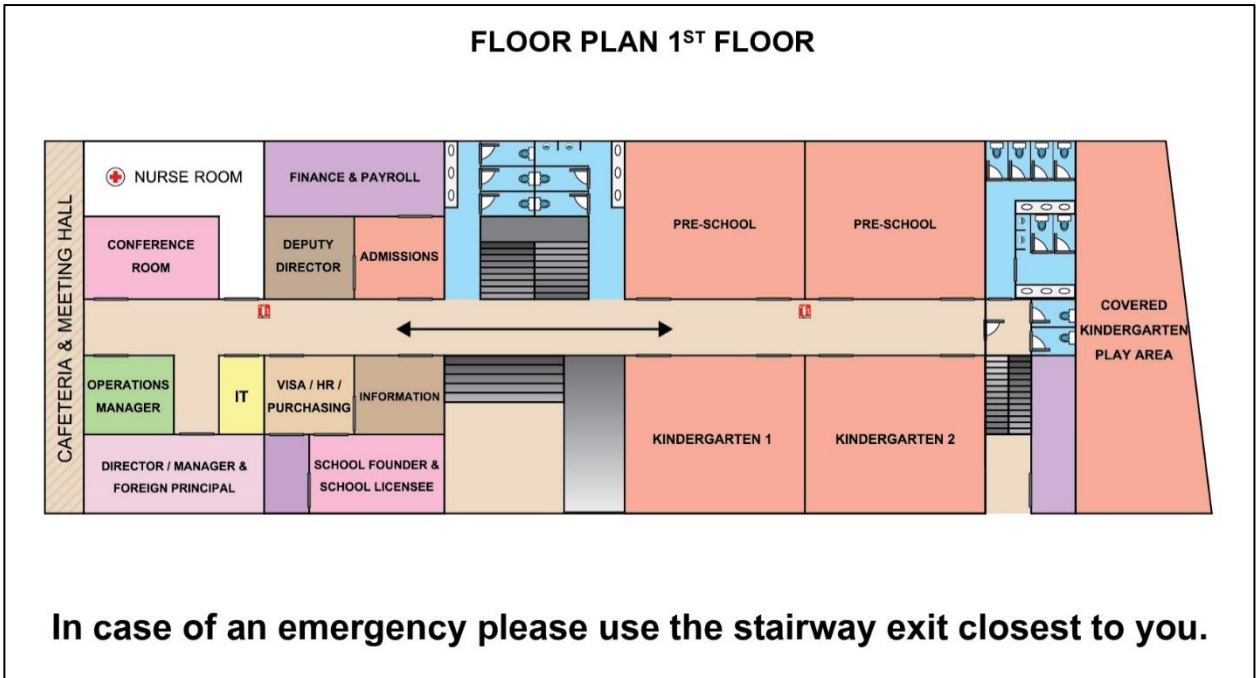
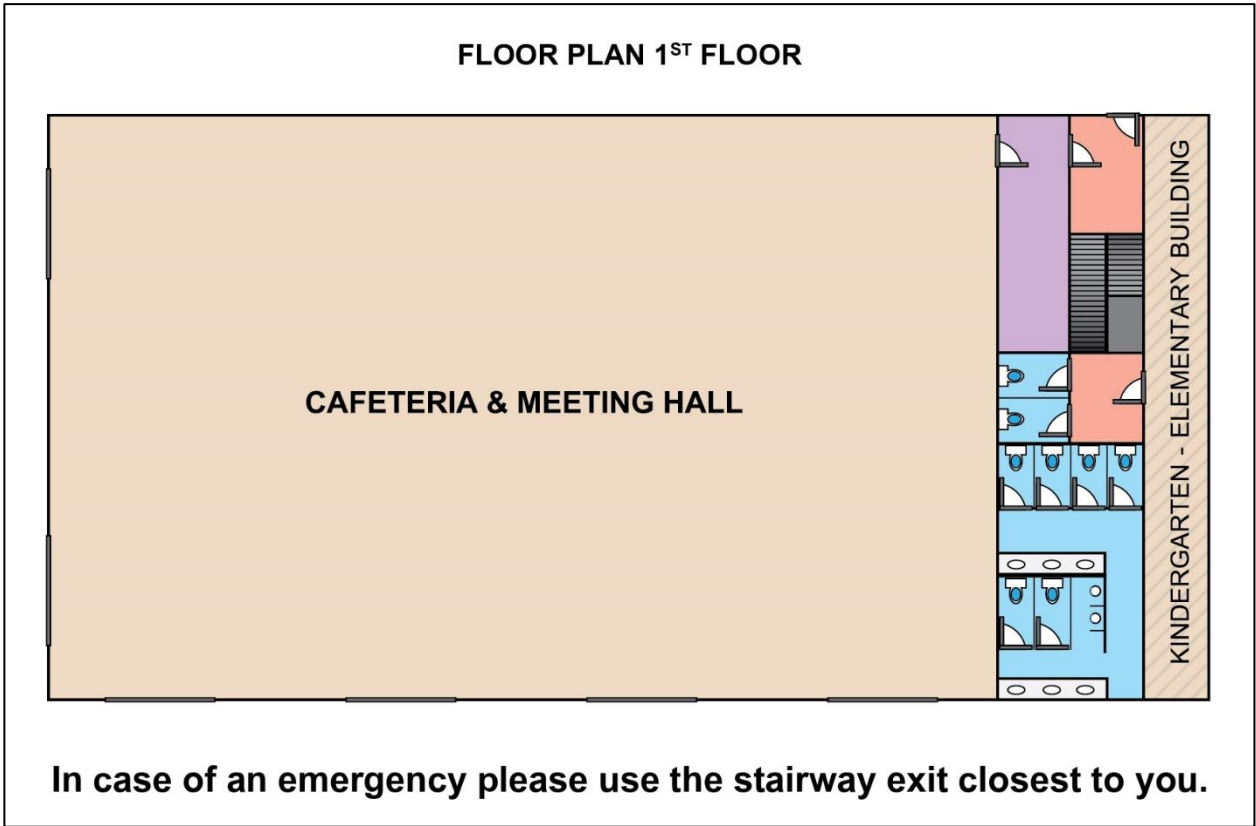
**Gate A: Grades 1-5**

**Gate B: Preschool – K3**

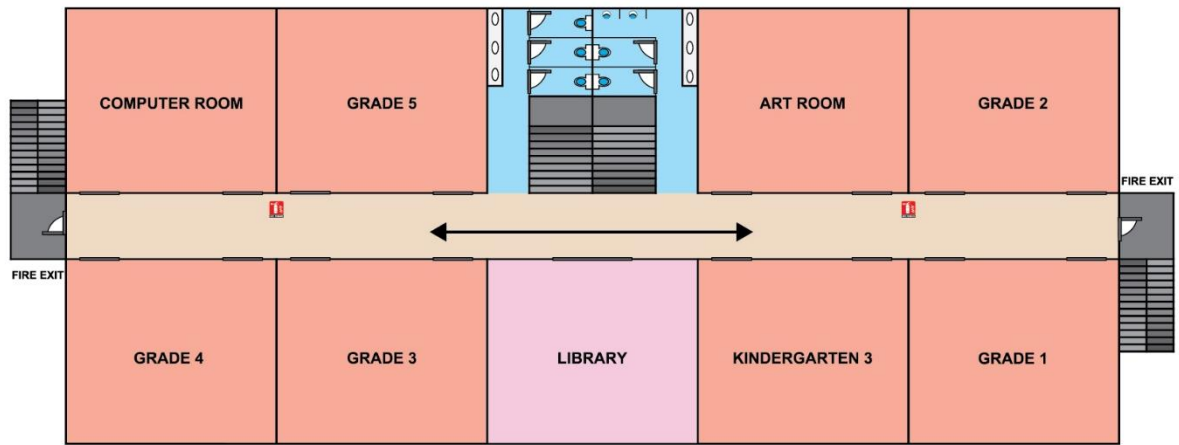
\*Students and staff will initially assemble in the Football Field. Staff responsible for checking the building will transfer any additional students to the football field if necessary.

Appendix F

Fire exits & Fire Extinguishers

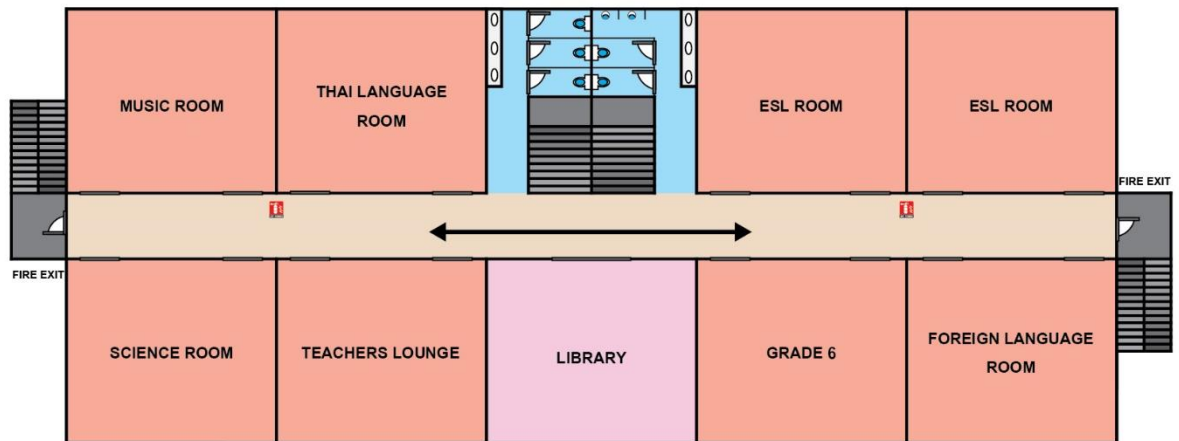


### FLOOR PLAN 2<sup>ND</sup> FLOOR



**In case of an emergency please use the stairway exit closest to you.**

### FLOOR PLAN 3<sup>RD</sup> FLOOR



**In case of an emergency please use the stairway exit closest to you.**

# Pupil Illness and Medications Policy

## Introduction

The school has a duty of care to all its pupils and members of staff. This policy aims to set out procedures to be followed when children become unwell, to ensure that they are well cared for and that, where the cause is of an infectious nature, others are not exposed needlessly. Procedures regarding the administration of medicine during the school day are also outlined.

## Illness or Infection at School

### Responsibility of Parents/ Guardians

#### When children should be kept at home

Parents are asked **not** to send their child/ren to school if any of the following apply:

The child has symptoms of an infectious illness that is mentioned in the list of 'Common Ailments requiring Pupils to Stay at Home' at the back of this policy (**Appendix 1**)

- The child does not feel well enough to participate in the normal program of curriculum activities.
- The child requires more care than the classroom team can provide without affecting the health, safety and schoolwork of the other pupils.
- If antibiotics are prescribed for a contagious illness or infection, the child should not attend school until 24 hours after treatment has begun and must be showing signs of improvement.
- If headlice or ringworm is noticed, the child may not come to school until treatment has begun. See the end of **Appendix 1** at the back of this policy.

If a child has been sent to school and is clearly unwell, as described above, a parent or guardian will be asked to collect him/ her from school as soon as possible.

#### Pupil Absence - Informing the bus escort

If a pupil becomes ill overnight or at the weekend and is unable to attend on the next school day, the parent/ guardian should contact the bus escort so the school bus need not come unnecessarily to the house. The evening before a pupil returns to school, the parent/ guardian should phone the bus escort to ensure their son/ daughter is collected in the morning.

#### Pupil Absence - Informing the school

As well as contacting the bus escort, the parent/ guardian must also contact the school office, stating the reason for the child's absence.

This is very important for the following reasons:

- If a child has an illness which is recognized as an infectious disease, staff, other parents/guardians or the authorities may need to be notified. It is vital that information about an infectious disease is passed to the school as soon as possible.
- Unity School Board requires the reason for absence to be recorded
- Child absences may affect how staff members are assigned during the school day.

### **Returning to school**

A pupil who has an infectious ailment, e.g. diarrhea, vomiting, heavy cold, should remain at home until they are no longer infectious. The length of time before return will depend on the ailment and on the treatment. Guidelines in **Appendix 1** at the back of this policy, should be followed. For some infectious diseases, the school may require a doctor's 'fitness to return' note before the child is allowed to come back to school.

### **Collecting child when ill**

If a Unity nurse and/ or the Principal contacts a parent/ guardian to say that their child has been examined and is not well enough to be at school or travel home on school transport the parent/ guardian must arrange to collect the child as soon as possible. This is primarily for the well-being of the child who is unwell. In the case of infectious diseases, it is also very important for the well-being of the other pupils and the school staff. Classroom staff will aim to keep the child as comfortable as possible while waiting for a parent/ guardian to arrive. The parent/ guardian will be handed a 'Return to School' Slip (See **Appendix 7** at the back of this policy) where an infectious illness is present or suspected. This slip is to be completed and sent in with the child on his/ her first day back at school.

### **Responsibility of School**

If a child feels unwell or appears unwell, on arrival at school or during the school day, the procedures at the back of this policy, in **Appendix 2**, will be followed for the wellbeing of the child who is sick and of all members of the school community.

On an ongoing basis, Unity aims to promote good hygiene practices that will help prevent transmission of infection. These practices will be taught as part of the general curriculum and will be consolidated throughout the school day. They will include:

- Teaching and implementing effective handwashing throughout the school, with staff leading by example
- Teaching and implementing respiratory hygiene and cough etiquette, e.g. to turn away when coughing or sneezing, etc.
- Provision of gloves, aprons, suitable sanitizing cleaning products and cleaning equipment for staff who are in contact with bodily fluids when caring for a child.

### **Administration of Medication in School**

In Unity, medication is administered by the Unity Nursing Team rather than by school staff. At present, the one exception to this is the prescribed emergency regime for epilepsy management. At the start of each school year, all members of staff are trained to administer epilepsy medication in the case of an emergency, when a Unity Nurse is unavailable within the necessary time frame. For further information, please refer to the **Accident and Injury Policy**. As the medical needs of our pupils change, the Board of Management and school staff may need to respond to requests for administration of other types of similar medication e.g. epi-pen.

## **Administration of Infrequent Medicines**

### **Responsibility of Parents/ Guardians**

If a child has been prescribed a short-term antibiotic, or requires 'over the counter' medication when in recovery, the parent/guardian should attend to the following:

- ensure the medicine is in its original container, is clearly named and dated and has clear instructions about administration; this is required by the Nursing Team. If the medication is prescribed by a doctor, the prescription should be enclosed.
- ask the bus escort to pass the medication to the teacher in the morning and to bring it back in the afternoon.
- inform the class teacher about the child's need for medication through a note in the child's communication diary. This will allow the teacher to liaise with the Nursing Team about the practical arrangements.
- supply the Unity Nursing Team with any other information they need to safely administer the medication, either through a note in the communication diary, in an enclosed letter or by phone

### **Responsibility of School**

When a class teacher receives a child's medication from a bus escort and notification in the communication diary regarding the need for the administration of this medication during the school day, she/he should contact the Unity Nursing Team as soon as possible. The teacher should make arrangements with the nurse regarding the storage of the medication, and the time and place for the medication to be administered. At the end of the school day, the teacher will hand the medication to the bus escort or to the relevant Unity staff member.

## **Administration of Regular Medication**

If a child requires medication during the school day on a regular or an ongoing basis, parents and guardians must notify the Principal in writing as soon as possible, i.e. on application, or as soon as the medication has been prescribed. The Principal will liaise with the Unity Nursing Team and a nurse will make contact directly with a parent/ guardian.

In order for the administration of the medication to begin, the parent must provide the Nursing Team with:

- a valid medical prescription
- medication in original packaging with the pharmacy label intact
- written consent

A Unity nurse will agree on an individual medication plan with the class teacher to ensure medication is given as prescribed with minimal disruption to the child's school day. Relevant details will be recorded in the pupil's Personal Care Plan.

## **Self-Administration of Regular/ Long-Term Medication**

If an older child requires non-oral medication on a daily basis, e.g. eye drops or inhalers, parent/s and the Unity Nursing Team may agree, at some point, that the child is capable of the responsible self-administration of this medication under supervision. In this case, the parent/s or guardian/s should:

- obtain written approval from the child's consultant or GP for supervised self-administration on **Appendix 3 Form**

- write to the Board of Management on **Appendix 4 Form**, requesting the Board to authorize an TA or teacher to supervise this self-administration and providing all requested details.

Parents may ask the Unity Nursing Team to assist when making this application.

The Board of Management will consider the matter and may authorize an TA or teacher, if willing, to undertake the supervision of the self-administration. In this instance, the Board will follow the procedures in **Appendix 5** at the back of this policy. The Principal will liaise with involved parties regarding the regular review of self-administration arrangements, and nursing staff will periodically review the self-administration procedure. Frequency of reviews will be, at a minimum, at the start of each school year.

## Medical Procedures during the School Day

### The Nursing Team

If a child is likely to require a medical procedure to be carried out during the school day on an ongoing basis, parents and guardians must notify the Principal in writing as soon as possible, i.e. on application, or as soon as the procedure may become necessary. The Principal will consult with the Unity Nursing Team and a nurse will make contact directly with a parent/ guardian.

### Non-Nursing Staff

If a child is likely to require a medical procedure to be carried out on school transport or during the school day by a non-nursing staff member of Unity, the parent/s or guardian/s should:

- obtain written approval from the child's consultant or GP for the procedure to be carried out on **Appendix 3 (b) Form**
- write to the Board of Management on **Appendix 4(b) Form**, requesting the Board to authorize an Escort/TA or Teacher to carry out the procedure and providing all requested details. Parents may ask the Unity Nursing Team to assist when making this application.

The Board of Management will consider the matter and may authorize a bus escort, a TA or a teacher, if willing, to undertake the procedure, following appropriate training. In this instance, the Board will follow the steps outlined in **Appendix 5** at the back of this policy. The Principal will liaise with involved parties regarding the regular review of the policy on medical procedures. The performing of medical procedures will be periodically reviewed by the nursing staff. Frequency of reviews will be, at a minimum, at the start of each school year.

## Appendix 1 Common Ailments requiring Children to Stay at Home or to Visit GP

**CHICKEN POX:** The child should not attend school until all scabs are dry and crusted. This is usually 5-7 days after appearance of rash.

**DIARRHEA:** When your child has had diarrhea due to infection, he/ she should only return to school once 48 hours have passed following the last loose bowel movement. For example, if your child has his/her last loose bowel movement at 11 am on Sunday morning, he/she cannot return to school until Wednesday morning.

**VOMITING:** As in the case of diarrhea, the child should remain at home until 48 hours have passed since last episode of vomiting due to infection.

**FEVER:** The normal body temperature is 36.5 to 37.2 C. If the child develops a temperature, she/he should remain at home until 24 hours after the fever has passed.

**HEAVY COLD SYMPTOMS OR FLU LIKE SYMPTOMS:** e.g. large amount of yellow/green nasal discharge, sleepiness, ear pain and/or fever. The child should be kept at home until these have subsided and the he/ she is able to participate in the normal school curriculum.

**MILD COLD SYMPTOMS:** If a child's mild cold symptoms would prevent him/ her from participating in normal school curriculum, e.g. significant weariness at onset, streaming watery discharge from nose, persistent cough, he/ she should be kept at home.

**CONJUNCTIVITIS:** inflammation of the lining of the eye and eyelid, causing sore or red eyes; can be highly contagious if bacterial or viral. Children with red eye/s and a watery or sticky discharge are required to remain at home until evaluated by a doctor and treatment commenced. The GP will advise when the pupil can return to school.

**IMPETIGO:** The fluid inside the blisters is very infectious. The child should be taken to the doctor who will advise about return to school, usually when blisters have dried and healed or a minimum of 24 hrs after commencing antibiotics,

### **Common Conditions requiring Immediate Treatment**

**HEAD LICE:** It is important to avoid contact between an affected child and others. If parents/guardians notice head lice, or are advised that they have been noticed in the child's hair at school, treatment must begin before the child returns to school. So long as the treatment begins before bed-time, the child may attend school the next day.

**RINGWORM:** A child with suspected ringworm should be taken to their GP and, if ringworm is confirmed, treatment should begin as soon as possible. Once parents/guardians attend to this, the child may return to school.

### **Appendix 2 Internal School Procedures when Child is Unwell**

- If a class teacher is concerned that a child is unwell, she/ he will inform the Principal.
- The Principal or the class teacher will contact the Unity Nursing Station to request that a nurse would examine the child.
- Sometimes the nurse will examine the child in the classroom. At other times, a TA will bring the child to the Unity Nursing Station. In this case, the class teacher will ensure that the Principal is informed and that 'sign out' procedures are followed.
- Having examined the child, the nurse will advise the Principal as to whether or not the child is well enough to stay at school.
- If the child needs to go home because he/ she has an infectious illness, or is too unwell to participate in school activities, the Principal and the nurse will agree how parents will be informed.
- If the child is not infectious but may require 'over the counter' medication to alleviate symptoms while at school (e.g. Calpol for headache), the nurse will phone a parent/ guardian to



discuss this. She will also document any treatment in the child's communication book, and re-assess the child within an agreed timeframe.

- In the case of a child who is unwell and is awaiting collection, staff will ensure that the child is supervised, reassured and made as comfortable as possible.
- If the child has an infectious condition:
  - further contact with other children will be limited by moving the child to a separate space in the classroom or by removing him/ her from the classroom, if so advised by the nurse
  - all other necessary precautions will be taken to limit the spread of infection, i.e. careful hand-washing and use of suitable sanitizing cleaning products, as required
  - the parent/ guardian will be handed a 'Return to School Slip' to be completed and sent to child's class teacher on his/ her return
- If advised by the Unity Nursing Team that a particular child has symptoms of an infectious disease which needs to be reported to staff and other parents, the Principal will ensure this is communicated promptly.

**Appendix 3A**

**Self-Administration of Medication**

Dear Doctor,

The Board of Management of Unity Concord International School requests that the information required below be provided relating to medication which is to be self-administered by ..... under staff supervision during school hours.

The parents /guardians of ..... have been asked to return the information to the school and to advise of any changes to this regime in the future.

Many thanks for your co-operation in this matter. Yours

Sincerely

\_\_\_\_\_  
Principal.

---

Name of Student:.....

Name of Medication:.....

The reason this medication is required:  
.....  
.....  
.....

Time at which medication should be self-administered: ..... Dosage to be self-administered:.....

Additional Information:  
.....

Have you any concerns about the above-named student self-administering this medication? (Please circle) Yes / No

Signed: .....

Date: .....

**Appendix 3B**

**Medical Procedure by Non-Nursing Staff**

Dear Doctor,

The Board of Management of Unity Concord International School requests that the information required below be provided relating to the procedure..... which is to be carried out by non-nursing staff of Unity Concord International School during school hours.

The parents /guardians of ..... have been asked to return the information to the school and to advise of any changes to this regime in the future. Many thanks for your co-operation in this matter. Yours Sincerely,

\_\_\_\_\_  
Principal.

---

Name of Student:.....

Detailed description of procedure:.....

The reason this procedure is required:.....

Time at which it should be completed:.....

Recommended training:.....

Additional Information:.....

Signed: .....

Date: .....

**Appendix 4A**

**Supervision of Self-Administration of Medication**

**Request to Board of Management of**

***Unity Concord International School***

1. I / We, the parents / guardians of ..... ask the Board of Management of Unity Concord International School to allow a member of staff to supervise my child .....

self-administering the following medication: .....

2. I/We enclose a completed form from Dr. ...., stating: (a) Name of medication

- (b) The reason the medication is needed
- (c) Time the medication should be self-administered
- (d) Dosage to be self-administered
- (e) Approval of self-administration

3. I/We also supply a valid prescription (dated within last six months) to Unity School and will ensure that a valid prescription is maintained.

4. Should there be any change in medication, I/we will write to the Principal before this change takes place, to inform the Board of Management.

5. I /We understand that the school's insurers will be notified of this arrangement.

6. I/We indemnify the Board of Management in respect of any liability that may arise regarding my/ our child's self- administration of the medication.

Signed: .....  
Parent / Guardian

Signed: .....  
Parent / Guardian

Date:.....

Date:.....

**Appendix 4B**

**Medical Procedure to be Performed by Non- Nursing Staff.**

**Request to Board of Management of**

***Unity Concord International School***

1. I / We, the parents / guardians of  
.....  
ask the Board of Management of Unity Concord International School to allow a member of staff  
to.....  
.....  
.....  
.....

Ask

2. I/We enclose a completed form from Dr. ...., stating: (a)  
The Procedure  
(b) The reason this is required  
(c) The frequency with which this is required  
(d) Approval for procedure to be carried out by non-nursing staff

3. Should there be any change in my child's medical condition or in this procedure, I/we will write to the Principal before this change takes place, to inform the Board of Management.

4. I /We understand that the school's insurers will be notified of this arrangement.

5. I/We indemnify the Board of Management in respect of any liability that may arise regarding my/ our child receiving this treatment.

Signed: .....  
Parent / Guardian

Signed: .....  
Parent / Guardian

Date: .....

Date: .....

## Self-Administration of Medicine

### Procedures to be followed by Board of Management

The Board of Management of Unity Concord International School will aim to ensure that:

- The authorized TA /Teacher is aware that this is a voluntary role and that if they wish to withdraw at any point or have concerns about their role, that they should speak with the Principal.
- The Principal and/ or Class Teacher has confirmed with the pupil that they would be comfortable to start self-administering their medication under supervision in school.
- The TA/ Teacher is fully informed of all self-administration details supplied directly to the Board by the parent/guardian and the GP/ consultant.
- The TA/Teacher has been trained by the Unity Nursing Team to supervise the pupil's self-administration of the medicine; this supervision will involve monitoring, recording on **Appendix 6 Form**, informing parents when medication is running low and checking with the Nursing Team regarding any medical concerns.
- A trained and willing substitute is appointed to supervise on occasions when the authorized TA/ Teacher is absent
- Suitable safe storage of the medication has been considered and agreed, e.g. in a locked container on high shelf in classroom. The key to this container will be held by the authorized TA/ Teacher
- Relevant details are recorded in the pupil's Personal Care Plan.
- The school's insurers are informed in writing of the agreed commencement of self-administration

**Self-Administration Medication Chart Record**

Medication Chart for \_\_\_\_\_ Year: \_\_\_\_\_

Medication Name: \_\_\_\_\_ Dosage: \_\_\_\_\_

Time/s to be administered: \_\_\_\_\_

Date	Time	Supervisor's signature

**Return to School Slip**

Dear Parent/ Guardian,

In order to comply with the school Pupil Illness Policy on infectious illnesses or conditions, please complete the following and send in with your child on his/ her return to school.

Name of Child:.....

Nature of Illness or Condition:.....

Date: .....

**PLEASE NOTE: If vomiting or diarrhea occurred due to infectious condition, your child should not return to school until 48 hours have passed since last episode.**

Date and time of last symptom: .....

If condition required treatment, date/ time of treatment:.....

Signed: .....

(Parent/ Guardian)



## **Air Quality Index (AQI) Guidelines**

There are times of the year when we experience poor air quality in Chiang Mai and we know this is an issue of importance for many of our parents. At Unity Concord International School, we make every effort to ensure we provide a safe environment for our children to learn in and have therefore put the following systems and procedures in place.

- Real-time Air Quality Index readings will be checked online daily.
- Air quality in the immediate school grounds will be checked daily.
- Classroom air quality will be checked daily.
- Windows and doors will remain open, with the screens drawn, only if external air quality is suitable.
- Suitable plants will be placed throughout the school to naturally assist in maintaining high levels of internal air quality.
- Electronic air purifiers will be placed in classrooms where students have respiratory disorders and require higher levels of air quality.

The online AQI measurements that Unity Concord International School use are taken from [www.aqicn.org](http://www.aqicn.org) . They refer to air quality in central Chiang Mai and alternative locations near Unity Concord International School. However, Unity Concord International School reserves the right to modify our response if air quality is notably different at our school than officially stated for the downtown air quality monitoring station. If there is any doubt, the Principal will make the decision as to whether student breaks timed will be taken outdoors.

### ACTIVITIES DURING INDOOR BREAKS AND LUNCHTIMES

As much as possible we want children to remain motivated and enthused whilst indoors and with our indoor facilities we can provide more options for the children during indoor breaks and lunchtimes.

- Canteen:
  - Pre-K and Kindergarten students will have access to the canteen as an alternative play area. Teachers will be able to carry out fun table top/ movement break activities, away from the classroom.
  - Older students will be able to remain in the canteen with their peers. Table top games will be provided during these break periods.
  - P.E. classes will be held in the canteen when necessary. Tables and chairs will be moved to create a larger indoor play area.
- Library: All students will have the opportunity to visit the library during breaktimes, on a rotational basis, accompanied by their homeroom teachers.
- Homeroom teachers may decide to utilize their own classrooms as an alternative space for breaktimes.
- Use of DVDs during indoor breaks: As much as possible we aim to limit the use of DVDs during indoor break times and we would much rather some “down time”, especially when they have been involved in active learning during lesson time. Therefore, educational DVDs will be used on a restricted basis with the students. DVDs will always be chosen so they are relevant to the specific age range.

Please use the following table as a reference for the school's procedures in response to the AQI values:

AQI Value	Level of Health Concern	Pupil Activity	Facility Procedures
0 - 50	Good	Normal Activities	Classrooms encouraged to leave windows open in the mornings to allow fresh air flow.
51 - 100	Moderate	Normal Activities. Staff access the children's response to the environment	Windows and doors remain closed. Air-conditioning units and fans utilized to circulate air in the classroom.
101 - 150	Unhealthy for Sensitive Groups	Children with breathing problems remain indoors. ----- Pre-k and Kindergarten children have reduced outdoor play breaks. ----- Older students continue breaks as normal.	Windows and doors remain closed. Air-conditioning units and fans utilized to circulate air in the classroom.
151 - 200	Unhealthy	Children with breathing problems remain indoors. ----- Pre-k and Kindergarten children have reduced outdoor play breaks. ----- No high intensity sports to be played; soccer, chair ball etc.	Windows and doors remain closed. Air-conditioning units and fans utilized to circulate air in the classroom.
201 - 300	Very Unhealthy	All students to remain indoors at break times.	Windows and doors remain closed. Air-conditioning units and fans utilized to circulate air in the classroom.
301 - 500	Hazardous	All students to remain indoors at break times.	Windows and doors remain closed. Air-conditioning units and fans utilized to circulate air in the classroom.

# UNITY CONCORD INTERNATIONAL SCHOOL

## DISASTER PREPAREDNESS

### EMERGENCY PREPAREDNESS

UCIS should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

### Drills

It is the Administrator's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The School Secretary may be asked to help out. Those drills are:

- **Fire Drill:** A fire drill should be conducted 1 time per semester in which all pupils, teachers, and other employees are required to vacate the building.
- **Earthquake Duck & Cover Drill:** This drill should be performed 1 time per school year.
- **Major Disaster Drill:** This drill should be performed 1 time per school year so personnel are oriented to the Major Disaster Plan.

### Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

#### **At the sound of the "Alert" signals:**

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground, library, computer or science lab will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

#### **At the sound of the "Take Cover" signals:**

- Students will position themselves under desks or tables.
- Students on the playground or out of doors will drop, face down on the ground.
- Open all doors; leave windows as they are.
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

#### **At the "All Clear" signals:**

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.

- If an evacuation is found necessary, the Administrator will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

### **Staff Responsibilities**

In the event of a disaster, individuals on the school site have the following responsibilities:

#### **ADMINISTRATOR**

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building.
- Following fire drill procedures- check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

#### **TEACHERS**

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards. (RED FILE)

#### **ADMINISTRATIVE STAFF**

- Assist and take direction from the Administrator.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

#### **CUSTODIANS OR DESIGNEE**

Shut off the valves for gas, water, electricity and air conditioning (if necessary). Open all gates and doors to assembly and exit areas.

#### **AIDES, VOLUNTEERS AND OTHER ADULTS**

Should assist teachers working with students to keep them safe, orderly and comfortable. Be on call for Administrators' requests.

#### **School Emergency Supplies:**

First aid kits Flashlights

Batteries Radios Megaphone

Walkie-talkies

## **Emergency Procedures**

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these

1. Administrator assesses the situation.
2. Administrator notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 191.
4. Assigned person meets with emergency crews.
5. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on second, third floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures the cafeteria, indoor play areas and gym are empty.
8. Assigned person(s) greet, organize and comfort students outside the building.
9. Each teacher takes role, are there any missing students? Report these names to the Administrator.
10. Assigned person(s) will direct students who need first aid to an assigned location.
11. Administrator determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
12. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
13. All classroom teachers will ensure that students are released to guardians' care.
14. In the case that media coverage is an issue, Administrator and an assigned person will control and organize press releases and media requests.

### **First Aid**

The First Aid area (Nurses Room) should be properly stocked at all times. The First Aid team will consist of individuals assigned by the Administrator or designee.

### **DISASTER PLANS**

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

### **Fire**

1. Administrator and/or custodians will determine the location of the fire.
2. Operations manager will phone 191, registrar picks up emergency binder with student contact information and the Nurse will pick up any student medication/first aid kit and leaves the building prepared to phone parents of any injured child.
3. Operations Manager or Administrator will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

## **Earthquake**

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, Administrator or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.
5. Staff to follow emergency procedures previously described.

## **Flood/ Severe Weather**

Warnings of severe weather are usually received via public radio if conditions develop during school hours, without sufficient warning, students should be held at school.

The Administrator will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

## **Electrical Failure**

1. Administrator and/or Operations Manager notify the electrical company.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

## **Water Main Break**

1. Administrator and/or Operations Manager notifies the water department.
2. Custodian shuts off water.

## **Water Contamination**

1. Instruct teachers to move students away from sinks.
2. Notify school office.
3. Have custodian turn off pressure to sinks.

## **Chemical Spill/ Incident**

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Custodian of the incident -contact 191 if necessary.
4. Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Administrator will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

### **Lockdown/Shooting Incident**

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Administrator:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Administrator calls 191.
5. Administrator assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.

### **Bomb Threat**

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening. If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Administrator immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Administrator immediately.
2. Do not touch the object but note any identifying features to describe it to the Administrator and emergency crews.

In all cases:

1. If Administrator determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Administrator and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

### **Explosion**

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

### **Death/Suicide**

1. Administrator will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 191.
3. Administrator will notify teachers to keep students in their classrooms until informed otherwise.
4. Assigned person(s) will control and organize media.
5. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.

### **Intruders/ Vicious Animals**

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.