



King Mongkut's
Institute of Technology Ladkrabang
International Demonstration
School



Faculty and Academic Support Staff Handbook

2026 – 2027

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KMIDS
FIGHT

KMIDS is a forward-thinking, leading international school specializing in producing elite-level graduates who are motivated and ambitious stewards of the future, ready to contribute to a global society in a practical and positive way.

King Mongkut's Institute of Technology Ladkrabang International Demonstration School

Faculty and Academic Support Staff Handbook 2026–2027

Table of Contents

- Introduction
- KMIDS Vision, Mission, & Philosophy
- Expected Schoolwide Learning Outcomes (ESLOs)
- Human Resources Overview
- Staff Roles, Responsibilities, and Code of Conduct
- Teaching Responsibilities
- Reporting and Monitoring Student Progress
- Leave Policies & Substitute Protocol
- Grievances & Employee Code of Conduct
- Professional Development, PLCs & Technology Standards
- Teacher Performance Evaluation
- Acknowledgement and Verification

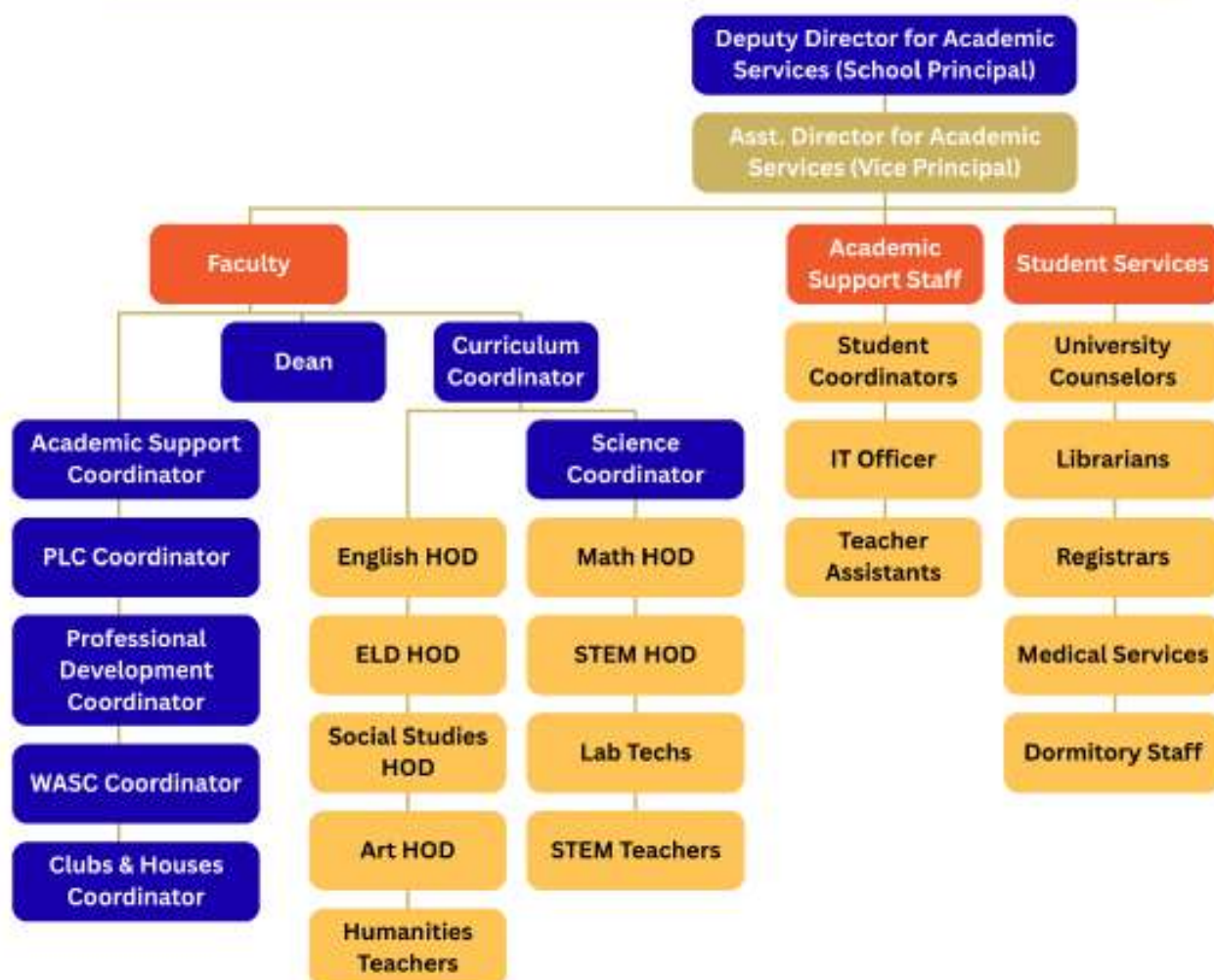


King Mongkut's

Institute of Technology Ladkrabang
International Demonstration
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ACADEMIC SERVICES

MIDDLE & HIGH SCHOOL



ACADEMIC SERVICES 2026-2027

Faculty/Staff Member	Role	Faculty/Staff Member	Role
Ampapan Turtinakhongul	School Director	Jitamas Thongbai (Whan)	Laboratory Technician
Marc Bourget	School Principal	Supphalak Jitchuen (Pakboong)	Laboratory Technician
John Cork	Vice Principal	Jacob Emrey	Social Studies Teacher
Tharatchaya Seongkam	Academic Secretary	Clint Kyle	Social Studies Teacher
Prapapon Delsakda (Pum)	Registrar	Seth Friel	Social Studies Teacher
Mananya Ngamsaeng (Joy)	Registrar	Eric O'Meara	Social Studies Teacher
Shane O'Mahony	Curriculum Coordinator/Advisory Teacher	Grant Heyward	Social Studies Teacher
Frank Remley	Dean of Student Culture/Advisory Coordinator	Joseph Anshook	ELD Teacher
Kanta Pinidkankamorn	Assistant to the Dean /Thai Teacher	Corsy Young	ELD Teacher
Katchaneeya Wanarome	School Counselor/ Designated Safeguarding Lead	John Bailey	ELD Teacher
Kai Wen Cheong (Kai)	School Counselor/ Deputy Safeguarding Lead	Daniel Caruso	English Teacher
Jess Morrisette	Academic Support Coordinator/English Teacher	Krista Pullman	English Teacher
Thomas Feeney	Academic Support Officer	Mareisa Garber (Mara)	English Teacher
Farida Ab-durahim	University Counselor	Stephen Harper	English Teacher
Puangpetch Sanisuriwong (Merr)	University Counselor	Christopher Clancy (Chris)	English Teacher
Stuart Fyle	Science Coordinator/Science Teacher	Heiko Olschewski	IT/STEM Teacher
Kanyanat Koolprasert (Kale)	CPD Coordinator/Thai Teacher	Mitchell Gertz (Mich)	IT/STEM Teacher
Kyle Schlesinger	PLC Coordinator/Math Teacher	Diyorbek Olyulov (Dear)	IT/STEM Teacher
Neil Wolfe	WASC Coordinator/Science Teacher	Khun Sati Nyein Chan (Chan)	IT/STEM Teacher
Adam Martin	Houses & Clubs Coordinator/English Teacher	Pattaraporn Khunrakool (Mameaw)	Robotics Team Supervisor
Brian Spiegel	Math HOD/Teacher	Yapar Winwan (Earn)	STEM Teacher Assistant
Jason King	IT /STEM HOD/Teacher	Jacob Hicks	Fine Arts Teacher
Mark Caunan	PE /Health HOD/Teacher	Arthima Huang (Angie)	Fine Arts Teacher
Aaron Gomez	Social Studies HOD/Teacher	Nuttacha Wongareyakawee (Prim)	Music Teacher
Sulasinee Thongchont (Mew)	Fine Arts HOD/Teacher	Nilivadee Kossard (Aomsin)	Music Teacher
Henry Crockwell	English HOD/Teacher	Ieash Castaneda	Fine Arts Teacher
Agnieszka Hertel	ELD HOD/Teacher	Sudarat Sakya (Mod)	Thai Teacher
Robert Sylvester	Math Teacher	Pimkamol Kuriatj (Mind)	Thai Teacher
Garrett Gray	Math Teacher	Wicharaporn Rungjiratananon (Boc)	Thai Teacher
Nelson Simpkins	Math Teacher	Pannee Prasongpdi (Ying)	Thai Teacher
Robert Whalen	Math Teacher	Pandita Kaewruang (View)	Thai Teacher
Anika Holzer	Math Teacher	Xingyi Jiang (Sharon)	Chinese Teacher
Sue Ann Oliveira	Math Teacher	Wei Guan (Christina)	Chinese Teacher
Eon Rossouw	Math Teacher	Naphalie Judops (Nap)	PE Teacher/Coach
William Coolbaugh (Bill)	Science Teacher	Jonifer Cano (Joni)	PE Teacher/Coach
Chee Keong Mak (Mak)	Science Teacher	Carl Heaven Delgado Canete (Heaven)	Health Teacher
Eunice Lee	Science Teacher	Ithan Escobar	Health Teacher/Coach
Theruns Swenepoel	Science Teacher	Nick Woodmen	Head of Information Technology
Adam Williams	Science Teacher	Pey Mark Cabrera	Librarian
Emily Waltz	Science Teacher	Abbiya Varathin (Mymint)	Library Assistant
William Chilton (Will)	Science Teacher	Narisara Sasana (Dao)	School Nurse
Christopher Cromens (Chris)	Science Teacher	Saisuda Sandoz (Dream)	School Nurse

1. Introduction

A Decade of Progress and Success

King Mongkut's Institute of Technology Ladkrabang International Demonstration School (KMIDS) celebrates its 10th anniversary this academic year. In just a decade, the school has established itself as a leader in innovative education, distinguished by its unique partnership with King Mongkut's Institute of Technology Ladkrabang (KMITL) one of Thailand's foremost institutions in science, technology, engineering, and innovation. This close collaboration has enabled KMIDS to provide students with exceptional learning opportunities that foster creativity, critical thinking, and academic excellence, preparing them to thrive in an increasingly complex and technology-driven world.

Over the past 10 years, KMIDS has successfully expanded its academic offerings and strengthened its affiliations to provide students with exceptional opportunities for advanced learning. The KMITL Pathway Program continues to flourish, enabling high school students to enroll in undergraduate-level courses taught by KMITL faculty members, gain authentic university experiences across a range of disciplines, earn college credits, and benefit from preferential pathways to higher education. In parallel, the growth of Advanced Placement (AP) offerings has provided students with additional opportunities to pursue rigorous academic coursework and to demonstrate college-level achievement recognized by universities worldwide.

These programs, combined with a challenging standards-based American curriculum, have contributed to increasingly successful student outcomes, preparing graduates to thrive at leading universities in Thailand and around the world. Through strategic partnerships, innovative programming, and a commitment to academic excellence, KMIDS continues to broaden opportunities for its students while responding to the evolving demands of higher education and the global workforce.

As KMIDS looks to the future, we remain steadfast in our mission to develop knowledgeable, compassionate, and innovative learners who are prepared to make meaningful contributions to society. Guided by our vision, we will continue to expand opportunities, strengthen partnerships, embrace innovation, and pursue excellence in teaching and learning for the benefit of all members of our school community.

King Mongkut's Institute of Technology Ladkrabang International Demonstration School (KMIDS) was conceived and developed under the auspices of King Mongkut's Institute of Technology Ladkrabang (KMITL) a university renowned for technological innovations and advancements. In conjunction with this spirit of innovation, KMIDS stands as Thailand's first STEM/STEAM-focused school.

Our school features a student-centered program promoting interdisciplinary learning, higher-level thinking skills, and creative solutions to real-world problems. Furthermore, KMIDS' affiliation with KMITL affords our high school students the privilege of learning in undergraduate courses instructed by experienced KMITL lecturers. In these "Pathway" courses, students have not only the opportunity to gain hands-on, real-life university experience at a variety of KMITL faculties but also to earn college credit and preferential early admission into KMITL.

Along with the KMITL Pathway program, KMIDS also offers AP courses to our high school students. These advanced programs, coupled with a standards-based, challenging American middle and high school curriculum ensure that our graduates are well-equipped with 21st century skills and well-prepared for pursuing degrees at leading universities in Thailand and abroad.

Governance, Accreditation, and Continuous Improvement

Accreditation and regulatory context

KMIDS Grades 6-12 have been accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) since May 2024. KMIDS operates with approval from Thailand's Ministry of Education and is assessed within applicable Thai quality-assurance arrangements. The current certificate, scope, renewal information, and partnerships are maintained on the KMIDS Accreditation and Partnerships page.

Governance and leadership responsibilities

Role	Primary accountability	Family-facing decision route
Legally authorized governing authority	Mission, strategy, major policy, oversight, sustainability, and accountability for school leadership	Final internal review for eligible serious complaints and conflicts involving the School Director
School Director	Whole-school performance, legal and policy compliance, resources, risk, and implementation of governing decisions	Serious operational, compliance, or unresolved Principal-level matters
Principal	Teaching, learning, culture, safeguarding implementation, student support, daily school leadership, and residential life	Academic, conduct, safety, and school-experience escalation
Academic and operational leaders	Curriculum, assessment, records, admissions, finance, health, technology, transport, dormitory, and facilities within delegated authority	First formal review after the responsible staff member
Designated Safeguarding Lead	Child-protection advice, triage, referrals, secure records, and coordination of protective action	Safeguarding concerns; alternate route applies if the DSL is implicated

The school publishes the current role holders and official submission channels through its website or family portal. Anyone with a personal, supervisory, or other material conflict must disclose it and take no part in the investigation or decision. The next uninvolved level appoints the reviewer.

Continuous-improvement Cycle

- **Profile:** review student and community characteristics and disaggregated evidence on learning, attendance, discipline, participation, wellbeing, access, and use of support services.
- **Listen:** gather representative student, parent, staff, and community perspectives through surveys, focus groups, meetings, and student/PCC structures, with accessible language support.
- **Prioritize:** maintain a schoolwide action plan with a small number of measurable goals, responsible owners, resources, milestones, and student-outcome indicators.
- **Implement and monitor:** review progress during the year, test whether actions improve outcomes for different student groups, and adjust when evidence shows limited impact.
- **Report:** provide the community at least an annual summary of action-plan priorities, progress, important findings, and next steps while protecting individual confidentiality.
- **Accreditation:** involve students, parents, staff, governance, and community partners appropriately in ACS WASC self-study and follow-up activities.

2. KMIDS Vision, Mission, & Philosophy



KMIDS VISION

KMIDS students will be Masters of Innovation, full of inspiration and imagination.

KMIDS is a forward-thinking, leading international school specializing in producing elite-level graduates who are motivated and ambitious stewards of the future, ready to contribute to a global society in a practical and positive way.

As a recently established international demonstration school in Bangkok, KMIDS embraces the challenges that come with developing outstanding learning opportunities for all students. As carefully constructed by our diverse and experienced instructional team, our unique STEAM-focused curriculum and extra-curricular activities have been designed to promote a vibrant, dynamic, and progressive learning environment here at KMIDS.

KMIDS MISSION

Our mission is simple – to embed a love of learning and to help students capitalize on their potential both inside and outside the classroom. In addition to this, we expect to:

- Excel as a leading international school in science and technology
- Nurture graduates who are Imaginative, Innovative and Inspired
- Imbue students with 21st Century skills
- Instill among students strong moral and ethical practices, self-confidence, and respect for self and others

KMIDS EDUCATIONAL PHILOSOPHY

Our educational philosophy reflects our deeply rooted ethos and values as our students "Discover Life, Discover Future." As a community, KMIDS is passionate about nurturing students who truly understand their opportunities and obligations as the leaders of tomorrow.

Inquiry-based, active learning is at the core of our pedagogy and is incorporated in all KMIDS activities.

KMIDS provides for students a safe, happy and empathetic environment in which they feel comfortable and open in expressing themselves.

King Mongkut's Institute of Technology Ladkrabang
International Demonstration School

3. Expected Schoolwide Learning Outcomes (ESLOs)

KMIDS Expected Schoolwide Learning Outcomes (ESLO)

KMIDS Students will be:



KNOWLEDGEABLE LIFE-LONG LEARNERS who:

- Set personal and academic goals; strive for excellence
- Utilize critical thinking skills and independent thought
- Practice academic integrity

MASTERS OF INNOVATION who:

- Employ imagination and inspiration to create changes
- Develop passion, curiosity, and creativity
- Create pragmatic solutions for changing world needs



INTERNATIONALLY MINDED/GLOBAL CITIZENS who:

- Appreciate cultural diversity
- Collaborate with others to make a positive contribution
- Are responsible 21st century environmental stewards

DISCIPLINED / RESPONSIBLE INDIVIDUALS who:

- Model moral, ethical, and civil behavior
- Respect self and others / Lead a healthy lifestyle
- Demonstrate exemplary community conduct



STRONG COMMUNICATORS who:

- Write and speak clearly and correctly in English
- Read and listen with accurate understanding
- Apply technology effectively and responsibly

4. Human Resources Overview

The Human Resources Office serves as a strategic partner in supporting Faculty members and staff throughout their employment journey at KMIDS. The HR Office is committed to creating positive employee experience by providing professional HR services, promoting employee engagement, supporting professional growth, and ensuring fair and consistent application of School policies and employment practices.

The HR Office is responsible for managing and supporting key areas of human resources, including:

- *Recruitment and Talent Management:* supporting workforce planning, recruitment, selection, onboarding, and employee retention initiatives to attract and retain qualified professionals.
- *Employment Administration and Compliance:* managing employment contracts, personnel records, visa and work permit support, teacher registration processes, and ensuring compliance with applicable laws and regulations.
- *Compensation, Benefits, and Payroll Support:* coordinating salary administration, allowances, insurance benefits, employee welfare programs, and other employment-related benefits.
- *Attendance, Leave, and HR Systems Management:* managing HR processes through designated systems, including attendance records, leave administration, and employee information management.
- *Performance Management and Employee Development:* supporting performance evaluation processes, professional development planning, training opportunities, and continuous improvement initiatives.
- *Employee Relations and Workplace Support:* providing guidance on workplace concerns, grievance procedures, conflict resolution, and maintaining a respectful, inclusive, and professional work environment.
- *HR Policies and Organizational Development:* developing, implementing, and reviewing HR policies and practices that support KMIDS's strategic goals, organizational effectiveness, and employee well-being.

The Human Resources Office works collaboratively with Faculty Members, staff, and school leadership to ensure that HR services are responsive, transparent, and aligned with KMIDS's mission, values, and commitment to excellence.

Faculty Members are expected to comply with KMIDS's human resources policies, procedures, and employment requirements throughout their employment. The Human Resources Office provides support and guidance on employment matters, including benefits, attendance, leave, performance management, professional development, and employee relations.

For comprehensive and detailed information, please refer to the Faculty HR Handbook: [KMIDS Faculty HR Handbook](#).

5. Staff Roles, Responsibilities, and Code of Conduct

WORK SCHEDULE

Working hours for academic staff. In addition, all academic staff are expected to participate in duty rotations and other events as scheduled by the Administration, including early mornings and/or on weekends.

MEETINGS AND SCHOOL FUNCTIONS

Teachers are required to attend meetings and other school functions as scheduled by the Academic Administration.

SUPERVISION / DUTY

Teachers are expected to arrive at their supervision duties on time and remain at their posts enforcing schoolwide rules and policies e.g., taking attendance at the start of class. **Please remember that all faculty members are responsible for general supervision of students at all times.**

STUDENT OFF-CAMPUS AND EVENT NOTIFICATION POLICY

The school's child-safety policy requires all relevant staff to inform the administration of upcoming competitions and sporting events **at least one week in advance**, along with a roster of students who will miss class and/or be off campus. This policy ensures that the school maintains a clear record of student whereabouts at all times, facilitating prompt communication and safety measures in case of emergencies. Also, this policy ensures that teachers are given adequate advance notice of students' absences from their daily lessons.

Following school safeguarding policies, all off-campus events must be preceded by a risk assessment conducted by the event organizer or coaching staff. Additionally, parental/guardian consent must be obtained for each student attending the event. The school's Designated Safeguarding Lead must also be notified of the event details to ensure appropriate safeguarding measures are in place, particularly for any students with identified vulnerabilities. These steps are critical to maintaining a safe environment for all students and to ensuring that the school is prepared to address any potential risks or emergencies that may arise.

MORNING & OTHER DUTIES

Morning duty is assigned from **6:45 AM to 7:15 AM**, unless otherwise specified. Arriving late for duty is considered equivalent to arriving late for work. During duty, teachers are expected to actively greet students, remain attentive to student needs, and maintain a professional and presentable appearance at all times.

The duty schedule for the entire school year is provided before the school year begins. It the teachers' responsibility to inform Academic Administration if they know in advance that they will miss morning duty so that rescheduling can take place as soon as possible.

Duty teachers are also responsible for conducting an initial uniform check. Any student not meeting uniform expectations should be addressed and corrected promptly. If a student is unable to comply immediately, for example, due to inappropriate footwear the matter should be referred to the Dean of Student Culture for follow-up.

To ensure orderliness on the ground floor, the main entrance lobby is to remain clear of any students congregating. Grades 11-12 should head straight upstairs to their P1 classrooms; grades

6-10 may go to the library or remain in the canteen until 7:00 AM, at which time they may head upstairs to their respective homerooms. Please also encourage students heading to the 3rd and 4th floors to use the stairs instead of the elevators.

Teachers running late for duty, or who will be out sick, are responsible for contacting their HOD and the Academic Secretary before 6:30 AM

Other duties such as for events, detentions, during lunchtimes, etc. will be assigned as needed by the event organizer in consultation with the administration. Weekend duties will be avoided but may be required on limited occasions as noted on the Academic Calendar or with appropriate notice at the discretion of the Academic Administration.

ATTENDANCE

Faculty members are expected to arrive on time and remain productive through the completion of their scheduled workday. All faculty members must use the school's facial recognition system to record their arrival and departure at the beginning and end of each workday.

During Quarter 1 of the 2026–2027 school year, the school will implement a new attendance-tracking system, Tiger. Once fully implemented, all faculty and staff members will be required to use the Tiger system in accordance with school procedures and guidelines.

To ensure compliance with attendance expectations, Human Resources and Academic Administration will conduct weekly audits of arrival and departure records for all faculty and staff members.

If staff members must leave campus during the day for a short period of time (maximum 1 hour), they must communicate their absence with their immediate supervisor. If staff members need more than one hour off campus, they must have approval from the School Principal.

PROTOCOL FOR HOSTING SCHOOL ACTIVITIES & EVENTS

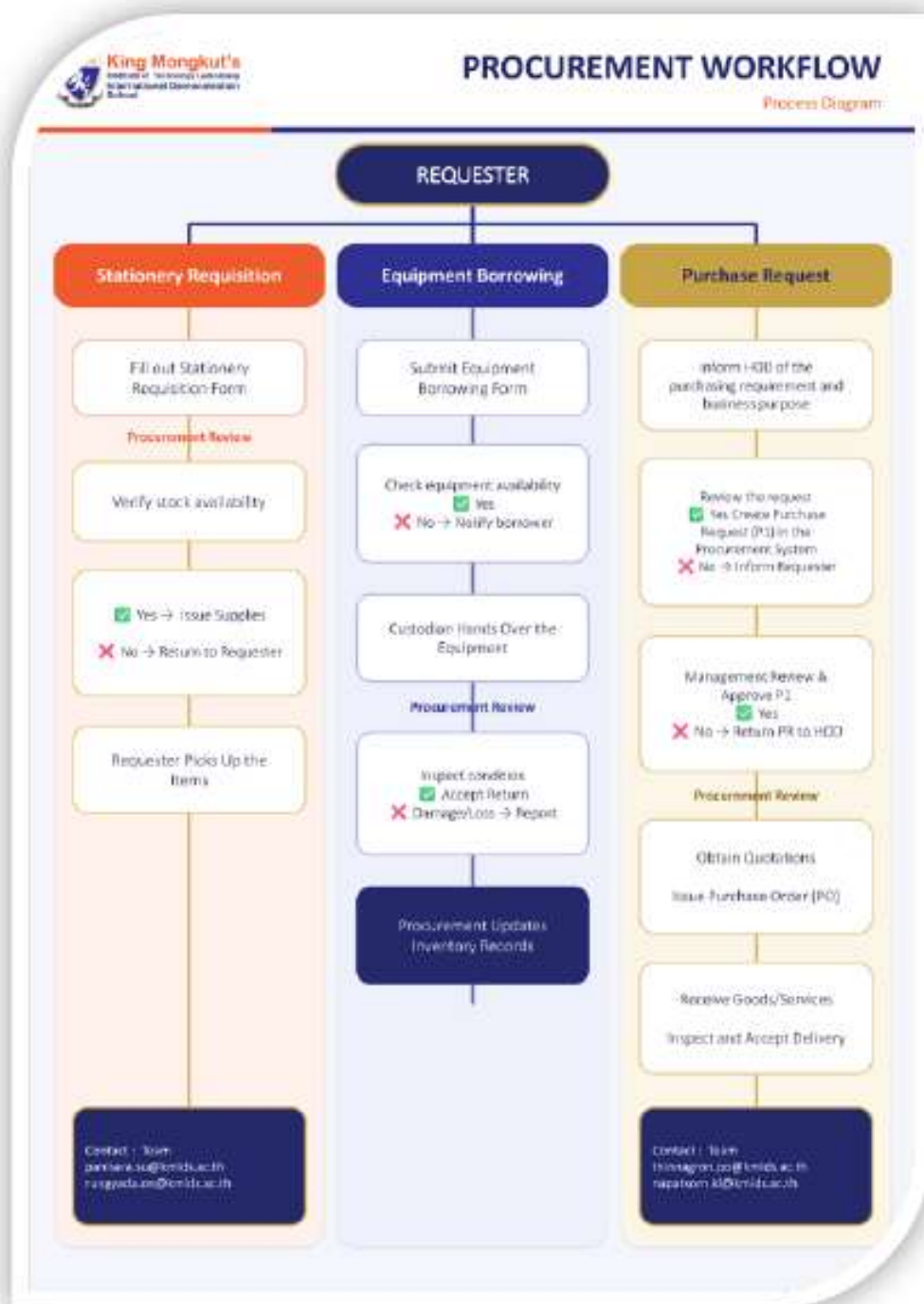
To view detailed guidelines on how to host a school activity or event, click on this link:

[Protocol for Hosting Activities & Events.pdf](#)



PROCUREMENT PROCEDURES

To view detailed guidelines on how to make a purchase request, borrow equipment, and obtain stationery, click on this link: [Purchasing System manual.pdf](#)



REPAIRS AND CUSTODIAL REQUESTS

Any damage, repairs or other building-related issues should be reported to Building Services. Please report any repairs or custodial requests to the Building Services Channel on Teams.

Code of Conduct

DRESS CODE

As role models for students and representatives of the KMIDS professional community, teachers must dress in a manner that is modest and culturally appropriate. Please see the infographic below for details on the appropriate dress attire for faculty members on each designated day of the week. **Note: While dress sneakers were permitted in the previous school year, they are no longer allowed.**

FORMAL DAYS



On Formal Days, business attire for all and a tie for males are required.

The KMIDS blazer is encouraged but optional.

- ✓ Blazer
- ✓ Tie
- ✓ Trousers/Skirt
- ✓ Dress Shoes

REGULAR DAYS



On regular Mondays, Tuesdays, and Wednesdays, business casual attire is required.

White-soled loafers are allowed.

- ✓ Loafers
- ✓ Polos and sneakers are not allowed.

KMIDS POLO THURSDAYS



KMIDS or KMITL polo shirts are allowed to be worn on Thursdays.

- ✓ KMIDS or KMITL polo shirts
- ✓ Jeans, sneakers, and non-school related polos are prohibited.

CASUAL FRIDAYS



If you wear a House Shirt or KMIDS t-shirt, Jeans and Sneakers are Allowed.

- ✓ House Shirt or KMIDS t-shirt
- ✓ Jeans
- ✓ Sneakers

Academic Support Staff members may adhere to the Thai Staff Dress Policy. For further information regarding this policy, please consult Human Resources

SCHOOL ID

For child safeguarding and campus security purposes, all school personnel are required to wear their school ID on the provided lanyard while on campus.

DEMEANOR

KMIDS personnel are required to act with decorum, to be courteous to all, and to refrain from participating in any negative activity, criticism, or gossip that may be harmful to the morale of the school and its personnel.

KMIDS personnel are expected to uphold and respect the cultural heritage of both KMIDS and Thailand while modeling the international, inclusive, and diverse character of the school community. Faculty and staff should actively promote these values in all interactions with colleagues, co-workers, students, parents or guardians, and other members of the wider community.

KMIDS is committed to maintaining a professional workplace where all employees feel respected, supported, and valued. Accordingly, all personnel are expected to contribute to a positive and inclusive environment. Words, actions, or behaviors that demean, harass, discriminate against, intimidate, or exclude others are inconsistent with the values of KMIDS and will not be tolerated. Employees are expected to treat all members of the community with professionalism, courtesy, dignity, and respect at all times.

VAPING, SMOKING, and NICOTINE USE

KMIDS is a smoke-free and vape-free campus. The use of cigarettes, e-cigarettes, vaping devices, tobacco products, nicotine pouches, or any other nicotine-containing substances is prohibited on school premises, in school vehicles, and during all school-sponsored activities, whether on or off campus.

Faculty and staff are expected to model healthy behaviors and comply with this policy at all times. Any violation may result in disciplinary action in accordance with school policies and employment procedures.

MOBILE PHONES

In keeping with our policy of modeling expected behavioral guidelines for our students, teachers are asked not to use mobile phones in the presence of students except while using them for educational purposes. Personal mobile phone use should be conducted only in the faculty room, administrative offices, or in the classroom while students are not present.

TUTORING

All teachers have a professional obligation to be available to students for occasional learning support outside of the lessons during the school day, e.g., during club times when the teacher is not supervising a club. The school expects teachers to make every reasonable effort to address a students' learning needs as part of their teaching responsibilities.



To prevent conflicts of interest and to ensure academic integrity:

- A teacher may not tutor his or her own student for monetary gain
- A teacher's spouse, domestic partner, or household resident may not tutor a student currently enrolled in a teacher's class.
- A teacher may not personally solicit tutoring engagements for himself/herself or for anyone else. Tutoring arrangements are to be initiated by the parent, student, Counselor, or Academic Support Coordinator.

CONFIDENTIALITY

All faculty and staff have a professional and ethical responsibility to protect the confidentiality of information obtained through their work at KMIDS. This includes, but is not limited to, information relating to students, families, colleagues, school operations, and personnel matters.

Confidential information must be shared only with individuals who have a legitimate educational or professional need to know and in accordance with applicable laws, school policies, and professional standards. Faculty and staff should exercise sound professional judgment when handling sensitive information and ensure that discussions of confidential matters occur in appropriate settings.

When in doubt about whether information may be disclosed, faculty and staff should consult the School Principal before sharing it. Breaches of confidentiality may result in disciplinary action and may compromise the trust placed in the school and its employees.

6. Teaching Responsibilities

KMIDS is a student-centered environment, and the most critically important factor in our collective success is our faculty. The school is committed to creating a supportive, professional environment that encourages growth and collaboration in our teaching community.

While the school actively works with faculty to determine optimal subject areas and teaching assignments, the ultimate decision on such assignment must relate to what is in the best interests of the overall school program.

HEADS OF DEPARTMENT (HODs)

Heads of Department (HODs) play a crucial role in overseeing and coordinating their respective departments, including managing teachers, resources, and participating in the performance review process. They serve as facilitators of communication between the Administration team and the faculty, making HODs the primary point of contact for teachers with queries or requests.

CURRICULUM, INSTRUCTIONAL UNITS, AND DAILY LESSON PLANS

All teachers are required to:

- Develop, implement, and evaluate their own instructional units
- Develop, revise, and submit units of instruction and weekly lesson plans that are challenging, coherent, and relevant using the template provided by the school in a timely manner
- Incorporate ESLOs into units of instruction and lesson plans. All classes must begin on a slide stating objectives and targeted ESLOs (see images below).

- Utilize a variety of learning materials and resources to meet different educational needs and abilities of all students
- Submit weekly lesson plans via RenWeb for HOD review, no later than 7:30 AM on the day of the lesson
- Develop and update course curriculum maps in Atlas, including a vertical alignment of content standards and uploaded materials (e.g., quizzes, tests, activities, etc.) used in each unit
- Prepare and turn in course outline(s) to the school administrators prior to the start of the school year on the date determined by the school admin.
- Participate in subject-, departmental-, and grade-level PLCs

START-OF-CLASS POLICY

Teachers must follow these three steps at the start of EVERY class:

1. Cell Phone Policy

As students enter class, have them put their cellphones in the cellphone pouch.

Student Name	Code
1) Student's Name	P
2) Student's Name	AE
3) Student's Name	A
4) Student's Name	T
5) Student's Name	P

2. Attendance Policy

For effective child safeguarding, take attendance in RenWeb for **EVERY CLASS**.

AE — Excused absences will be placed in the grade book by the registrars

A — More than 20 minutes late

T — One or more minutes late

3. Laptop Policy

Laptops Closed at the Start of Class

- Laptops closed when students enter the classroom
- Laptops remain closed while teachers take attendance, introduce the lesson, and provide initial instructions

Teacher Authorization Required

- Students may open their laptops only when instructed by the teacher
- Unauthorized use of laptops is considered a violation of classroom expectations

MORNING ANNOUNCEMENTS

Every day prior to the first bell, two types of morning announcements are sent to the Faculty and Academic Support Staff via Teams:

1. **Faculty & Support Staff Announcements:** Daily updates that keep Academic Services informed of important information, upcoming events, and activities. Announcements are posted on the "KMIDS Priority Messages" channel.
2. **Student Announcements:** A daily PowerPoint that is shown to students in their first-period class and discussed with their first-period teachers. These announcements are provided to keep students informed of important information, upcoming events, and activities. Announcements are posted on the "KMIDS Important Announcements" channel, which is an open channel to Faculty, Staff, and students.

Faculty and Academic Support Staff are **required to read BOTH announcements daily. First-period teachers are required to present the announcements the first 10 minutes of class.**

SUBMISSION OF INFORMATION FOR MORNING ANNOUNCEMENTS

If faculty or staff members have information they would like posted in one or both of the morning announcements, please follow these guidelines:

1. **Faculty & Support Staff Announcements:**
 - Send detailed information to the Vice Principal at least 24 hours prior to the posting of the announcement.
 - Provide any necessary links or schedules.
2. **Student Announcements:**
 - Send a PPT slide that includes all necessary information to the Academic Secretary 24 hours prior to the announcement
 - Make the slide visually appealing to the audience-the students

Please note: In an emergency or when an unplanned situation arises, submissions made less than 24 hours in advance will be accepted, if possible.

COMMUNICATION WITH ADMINISTRATION, SUPPORT STAFF, AND STUDENTS

Daily, all teachers are required to check their school email accounts, the Daily Announcements shown to students in homeroom, and all the original posts made in the "All KMIDS Staff" and "Teacher Announcement" channels in Teams. It is advised to interact with posts, e.g., give a "thumbs-up," upon reading them to show that you are meeting this requirement, as well as to promote clearer school-wide communication.

Additionally, teachers are expected to:

- respond within one working day to direct messages sent to them in Chat
- respond to inquiries and concerns with objectivity and tact
- communicate and collaborate with colleagues, supervisors, and parents about issues
- to ensure the best interest of students

CLASSROOM/STUDENT MANAGEMENT

The majority of classroom disciplinary problems can be avoided if good classroom management techniques are practiced at all times. Please keep in mind that students learn far more from your actions (and example) than from your words. Teachers should enforce the class rules in a fair and consistent manner for all students, and the classroom management and discipline must be clearly articulated to all children. Whenever possible, teachers should try to manage minor discipline problems themselves before escalating a matter to the Dean of Student Culture. Teachers are expected to

- Implement proper classroom management strategies to prevent student misbehavior and distraction
- Provide guidance and advice to students on educational and social matters
- Maintain positive relationship with students
- Ensure students adhere to school rules and regulations inside and outside of class; disciplining as necessary, which includes the filing of Student Incident Reports

ENGLISH SPEAKING POLICY

Part of our school's mission is to enhance the English language abilities of our students. Therefore, it is incumbent upon all faculty and staff to encourage the use of English whenever appropriate. Apart from Thai classes, few instances exist in which students should be speaking Thai in class; that is unless, with teacher approval, it is necessary for understanding, e.g., one student helping another. Faculty members should also ***use English on campus at all times.***

UNIFORM INSPECTIONS

KMIDS believes that consistent enforcement of the school uniform policy contributes to a positive learning environment and supports the school's expectations for student behavior, responsibility, and community spirit. Teachers play an important role in ensuring that uniform standards are upheld fairly and consistently.

Regular uniform inspections help to:

- Promote discipline and accountability by reinforcing school expectations and encouraging students to take responsibility for following established guidelines.
- Foster a sense of unity and belonging by ensuring that all students are represented as members of the KMIDS community.
- Minimize distractions and help maintain a learning-focused environment by reducing attention to fashion trends, peer pressure, or non-compliant attire.
- Support consistency across the school by applying expectations equally to all students.

To ensure consistent implementation, teachers should conduct a brief uniform check at the beginning of each class, preferably while taking attendance. Any concerns regarding uniform compliance should be addressed respectfully and in accordance with school procedures. Repeated or significant uniform violations should be referred to the appropriate school administrator or grade-level leader for follow-up.

CLASSROOM ENVIRONMENT

Faculty are responsible for maintaining a classroom environment that is organized, welcoming, and conducive to learning. Classrooms should reflect KMIDS' commitment to high academic standards, student engagement, and a positive school culture.

Teachers are expected to:

- **Maintain a neat, organized, and clutter-free classroom** that promotes safety, efficiency, and a positive learning atmosphere.
- **Create a rich and engaging learning environment** by displaying and regularly updating word walls, learning walls, anchor charts, and exemplary student work that supports current learning objectives.
- **Display classroom expectations** including class rules, routines, and the school's vision and mission statements in a visible location.
- **Clearly communicate learning goals** by posting learning targets and success criteria for each lesson so that students understand the purpose and expectations of their learning.
- **Foster an inclusive and respectful classroom culture** where all students feel valued, supported, and safe to participate, take academic risks, and learn from mistakes.
- **Ensure that classroom displays and resources remain current, purposeful, and relevant** to the curriculum and student learning needs.

A well-maintained classroom environment enhances student engagement, supports effective instruction, and reinforces the values and expectations of the KMIDS community.

PROFESSIONALISM & PERSONAL DEVELOPMENT (MINIMUM EXPECTATIONS)

- Participate in KMIDS school development and accreditation processes
- Adhere to school rules and regulations
- Model high professional, moral, and ethical standards
- Prepare, update, and submit documentation required by the school or the Ministry of Education
- Constantly review and evaluate own teaching and learning strategies to ensure high quality of teaching
- Participate in school, department, parent meetings, assemblies, and extracurricular activities
- Update oneself with developments in the subject area, education technology, learning materials, and teaching methodologies
- Participate in ongoing professional development training and seminars
- Willingly experiment, modify, and innovate new teaching and learning strategies with creativity and enthusiasm
- Share learning and teaching strategies and other information with colleagues to improve the outcome of student learning
- Nurture a positive and respectful work environment for colleagues
- Inform supervisors when concerns and issues arise that may involve teachers, students, and/or staff

SMART PHONES & OTHER ELECTRONIC DEVICES

- **Classroom Storage:** Students **MUST** turn off phones before entering classrooms and place them into a numbered pocket in a wall-mounted cell phone holder. Earbuds are strictly prohibited unless explicit teacher permission is granted.
- **Hallways & Breaks:** Students are **NOT ALLOWED** to use cell phones in hallways, stairwells, or during transition/break times on upper floors.
- **Lunchtime Exception:** Phone use is permitted during lunchtime on the ground floor only; devices must be powered down before the next class begins.
- **Enforcement & Deliveries:** If a student is seen using a phone outside permitted areas, teachers are expected to immediately confiscate the device, submit an Incident Report, and hand the phone to the Dean of Student Culture. Students caught ordering or receiving outside food/item deliveries will have their phones confiscated for a minimum of one week, even on a first offense.

The school will not accept responsibility for any mobile or smart phones lost or stolen on the school premises. Students are to use their personal locker to store their electronic devices.

UPDATED PHONE POLICY

Objective: *Reduce distractions, support a more focused learning environment, encourage students to be fully present during the school day and foster the wellbeing of our students.*

How it works:

- Students **MUST** turn off their phones before entering their P1 classrooms. No earbuds are allowed in class as well, unless permission is given by a teacher.
- At the start of each class, students will place their phone into a numbered pocket in a wall-mounted cell phone holder in the classroom.
- Phones will remain in these pouches throughout the lesson
- If a student's phone beeps or rings during class, the confiscates the phone and hands it to the Dean of Student Culture after filling out an incident report.
- At the end of the period, students will collect their phones before leaving the classroom.
- Students are **NOT ALLOWED** to use their cell phones in the hallways and stairwells, before or after lessons, and including during breaktime when upstairs.
- Students **ARE ALLOWED** to use their phones

Important Notes:

- Urgent messages during the day should be directed to the school registrars' office. There are **ZERO** Excuses to use a cell phone.
- For student who don't comply, follow the "Classroom Discipline Rubric." If a student is seen using a cell phone outside of the classroom, a teacher is expected to immediately confiscate the phone, fill out an Incident Report, and give the phone to the Dean of Student Culture.

Consequences

1st Offence – Phone confiscated and collected. Student must meet with the Dean to collect the cell phone. Parent contacted.

2nd Offence – Phone confiscated and collected. Student must meet with the Dean and Principal to collect the cell phone. Parent contacted.

3rd Offence – Phone confiscated and collected. **Parent Conference:** Phone will be returned after a parent conference.

Please also note: Students caught ordering (or receiving) deliveries will have their phones confiscated during the school day for a minimum of one week, even for a first offence. (See Appendix 1.2 for more details.)

CHILD SAFEGUARDING POLICY



In addition to completing the annual safeguarding training provided by the school, all teachers are required to read, understand, and adhere to the guidelines and procedures outlined in the **KMIDS Child Safeguarding Policy**. The safeguarding training serves as an important foundation; however, it does not replace the responsibility of staff to be familiar with the full policy document and to apply its requirements in their daily practice. Teachers are expected to remain informed of their safeguarding obligations, follow all reporting procedures, uphold professional boundaries, and take appropriate action whenever a concern for a child's welfare arises. Compliance with the KMIDS Child Safeguarding Policy is mandatory and forms an essential part of every teacher's duty to protect and promote the safety and well-being of all students.

Note: If an incident occurs and there is even the slightest possibility that it may involve a child safeguarding concern, and you are unsure how to proceed, you must immediately consult the **Designated Safeguarding Lead (DSL)** or the **School Principal**. Never assume that a concern is too minor to report. When it comes to child safety, it is always better to seek guidance and raise a concern than to overlook a potential safeguarding issue.

LOCKED CLASSROOM POLICY

To ensure the safety and security of all students, teachers are required to **lock their classroom doors whenever they are not physically present in the room**, regardless of the length of time they are away. This includes periods before and after school, during planning periods, meetings, lunch breaks, supervision duties, and any other temporary absence. An unlocked and unattended classroom presents a potential risk to student safety, school property, and confidential information. Maintaining a locked classroom when unoccupied is an important responsibility and a key component of our school's child safeguarding practices. Compliance with this policy is mandatory for all teaching staff.



FACULTY CODE OF CONDUCT & RESTROOM RESTRICTIONS

Teachers are required to abide by all of the policies and regulations in the Faculty Code of Conduct, including the strict adherence to the restroom policy.



ACCIDENTS & MEDICATIONS

When students are injured, either bring them or send them supervised by an adult the nurses' station, located on the ground floor. If the injury is severe, call for the nurse or an administrator. Anytime a student has even the slightest head injury, alert the nurses immediately. After ensuring the student is receiving medical assistance, an Incident Report on Teams must be filled out as soon as possible. Never assume an accident is too minor to report. If needed, the nurse or an administrator will facilitate the filling out of the Incident Report.

EMERGENCY PROCEDURES

KMIDS requires all personnel and students to follow the evacuation procedures. During emergencies and/or drills teachers are required to make sure these procedures are followed.

- Close classroom or office doors as the last person leaves
- Leave the building in an orderly manner without rushing or crowding
- Make use of designated primary and alternate evacuation routes
- Be aware of and follow instructions given by police, fire authorities or other officials
- Provide aid to those who need it in an emergency evacuation situation
- Class rosters must be taken during drills and/or emergencies that require them to evacuate the room
- Do not re-enter the building until all-clear is given by the official announcement

INSTRUCTION & EVALUATION EXPECTATIONS

All teachers are expected to:

- Organize lessons to involve student participation and opportunities for higher-order thinking
- Carry out instruction/activities for the duration of the period
- Clearly state and display learning objectives at the beginning of each lesson
- Deliver class instruction that promotes an active learning environment where the students are engaged and using their critical thinking skills
- Integrate and use a variety of contemporary teaching and learning strategies such as Understanding by Design®, differentiated instruction, ESL strategies, project-based learning, problem-based learning, activity-based learning, and research-based in order to meet the varying learning styles and needs of all students
- Encourage students to participate in class activities
- Motivate students to become competent independent learners
- Deliver lessons that promote ELSOs competency
- Function as a substitute teacher when assigned by a supervisor

All teachers are required to:

- Design and utilize a variety of assessment activities to appropriately measure student learning and regularly provide constructive feedback
- Create a rubric for scoring student assessments
- Avoid using multiple-choice, true-false, and matching questions as a sole assessment

- Assign an appropriate amount of homework related to classroom contents to enhance learning outcomes and to develop student ESLOs achievement
- Maintain accurate grades for students' work in a timely manner
- Monitor student progress and submit reports to students, parents, and colleagues where necessary

AFTER-SCHOOL ACTIVITIES

All teachers are required to participate in an organized after-school activity, at least one semester a year. Some activities are a year-long commitment. Teachers not participating in an organized after-school activity during a semester are expected to hold office hours during activities hours to meet with students, and they may also be assigned extra-curricular duties, such as supervising detention

There are five types of after-school activities that teachers can participate in:

1. Supervising a Club
2. Participating in the Student Academic Support Program
3. Participating in the Community Service Program
4. Supervising/Coaching a Team for Competitions
5. Teacher-Designed Novel Activity

1. Supervising a Club

Teachers lead and oversee a student club based on a specific interest, hobby, or area of enrichment. Responsibilities include planning activities, supervising meetings, encouraging student participation, and supporting the club's goals throughout the semester.

2. Participating in the Student Academic Support Program

Teachers provide additional academic assistance to students outside of regular class time. This may include tutoring, homework support, study skills development, test preparation, or targeted intervention to help students improve their academic performance.

3. Participating in the Community Service Program

Teachers support and supervise students in community service initiatives that promote civic responsibility and engagement. Responsibilities may include helping organize projects, coordinating activities, supervising student participation, and fostering meaningful connections with the wider community.

[Community Service Program.docx](#)

4. Supervising/Coaching a Team for Competitions

Teachers coach and supervise student teams preparing for academic, athletic, artistic, or other competitive events. Duties include organizing practices, developing students' skills, coordinating competition logistics, and providing supervision during events and competitions.

[Competition Example Robotics.docx](#)



5. Designing and Leading an After-School Activity or Program

Teachers create and lead a unique after-school activity based on their interests, expertise, or a student need that is not addressed through existing programs. These activities should provide meaningful opportunities for student engagement, enrichment, skill development, or personal growth, and must be approved by the school administration before implementation.

STUDENT SERVICES DEPARTMENT

The Student Services Team works hard to meet the academic, extracurricular, and social/emotional needs of KMIDS' student body, as well as ensures that parents are kept informed on all pertinent school matters impacting their student/s. From community service and field trips, to clubs and athletic teams, Student Services provides students with new opportunities for growth and wellness in areas beyond the classroom. Student Services is also home to the Counseling Department, as well as to Student Academic Support Services (SASS), and the Head of Operations.

BUDGET REQUEST ACTIVITIES

All activities requiring budget support must be submitted for approval before the start of the academic year. Activities planned after the deadline are generally expected to operate without financial support. Exceptions may be granted for essential, schoolwide initiatives, which will be reviewed for funding on a case-by-case basis.

LIBRARY, MEDIA CENTERS, AND MUSIC ROOMS

Teachers are asked to abide by and enforce all library, media center, and music room rules.

- Students are to be monitored by their teachers when in the library, media center, or music rooms
- Students are not to be left in either the library or media centers without receiving permission from the library or PR staff, respectively
- Students are not to be sent to the library or media centers unsupervised unless they have a pass from the appropriate staff members
- Students are not to be given permission to use the music rooms unsupervised

LIBRARY RULES FOR TEACHERS	
1. Borrowing a class set of books	2. Library Visits
01 Request the book title and quantity in advance. The library will confirm the collection date.	01 Check with the librarian in advance to confirm library availability for your class.
02 Record which book number is assigned to each student.	02 When it is time for your scheduled visit, students and teachers must follow library etiquette at all times.
03 Remind students to take good care of the books.	Librarian Contact Mr. Mark (Raj) Calawa Athya (Mysini) Vazhani
04 After use, teachers must collect and return all books to the library. If a book is lost or damaged, report the book number and ask the student to contact the library.	

[illegible]

7. Reporting and Monitoring Student Progress

ELECTRONIC GRADEBOOK

All grades must be posted in a timely manner to the gradebook in RenWeb (FACTS) Classroom. The KMIDS Family Portal allows parents and students to review their grades, homework, and lesson plans; therefore, teachers should do their absolute best to keep their gradebook and lesson plans up to date.

ASSESSMENT POLICY

At KMIDS, assessment is used by both teachers and students to enable the review, planning, and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective teaching practices. Teachers should avoid comparing students' performances; **feedback should focus on what students can do to improve and should avoid comparing students.**

SOME GENERAL ASSESSMENT GUIDELINES:

- Assessment should be on-going, incorporating both formative and summative methods (self-assessment, peer assessment, coursework, projects, portfolios, quizzes, and exams).
- All assessments must be transparent, with criteria clearly explained to all students prior to the assessment.
- Feedback should be shared in a timely, meaningful, and constructive manner aimed at enhancing the learning process.

HOMEWORK GUIDELINES

If a student is struggling academically, be it due to difficulties with grasping concepts, lack of work submission, or any combination of the two, the teacher should contact the Academic Support Coordinator at any point during the school year. The Academic Support Coordinator will work with the Academic Support Team to provide structured assistance and will also contact parents to inform them of the concerns as well as the assistance being provided. Students earning 65% or below at the time of Progress Reports will be automatically placed in mandatory academic support. Students will remain in support until their performance improves to an acceptable level or until the end of the quarter.

GRADING IN RENWEB (FACTS)

Report card grades are generated from a variety of assessments, including exam results, homework, coursework (projects/portfolios), participation, class activities, quizzes, and the new "ESLO: Responsible Individuals" category (see below for details). Teachers must include multiple categories of assessment in the RenWeb gradebook in accordance with departmental guidelines.

For students in grades 6-8, the final report card grade is calculated as the average of all four quarterly grades. Students whose yearly average falls below 60% will not receive credit for the course. For students in grades 9-12, report cards include semester grades, and students who earn below 60% in both semesters will not receive credit for the course.

LETTER & PERCENTAGE GRADING SCALE

Letter Grade	Percentage Range	Letter Grade	Percentage Range
A	90–100%	C	70–74%
B+	85–89%	D+	65–69%
B	80–84%	D	60–64%
C+	75–79%	F	0–59%

NEW GRADEBOOK CATEGORY: ESLO-LINKED TARDY POLICY

The new ESLO-linked tardy policy connects missed class time to missed schoolwork through the RenWeb column “ESLO: Responsible Individuals,” which is weighted at 5% of the overall quarterly grade. Students start each quarter with 100 points, and because there are approximately 40 school days in a quarter, each unexcused tardy results in a 2.5-point deduction. At the end of each quarter, the administration runs a tardy report, and teachers use the results to determine students’ ESLO scores accordingly. **All teachers are required to include this category in their gradebooks.**

STUDENT ACADEMIC SERVICES SUPPORT

If a student is struggling academically, be it due to difficulties with grasping concepts, lack of work submission, or any combination of the two, the teacher should contact the Academic Support Coordinator at any point during the school year. The Academic Support Coordinator will work with the Academic Support Team to provide structured assistance and will also contact parents to inform them of the concerns as well as the assistance being provided. All students who are receiving 65% or below at Progress Reports time will automatically put into mandatory support until they show improvement, or until the end of the quarter.

REPORTING STUDENT PROGRESS

Student progress must be documented and available for review upon request by the administration. Grades, whether numerical or letter-based, should accurately reflect student achievement and effort, and teachers must maintain sufficient assessment records and gradebook entries to support and justify each grade awarded.

PROGRESS REPORTS

Progress Reports are issued at the midpoint of each quarter to notify parents when a student is earning below 65% in a class. Students receiving below 65% will be enrolled in Mandatory Academic Support, and parents will receive an email from the Academic Support Coordinator explaining the after-school support services their child will receive. Progress Reports should identify specific areas where the student needs improvement and may also include comments on attitude, work habits, effort, and social responsibility. When appropriate, teachers may recommend a parent-teacher conference and may request that the Academic Support Coordinator attend.

KMIDS EXTERNAL & INTERNAL ASSESSMENTS

	Assessment	Grade Levels	Time of Year	Time of Year
	MAP Growth Math 6-12	6-11	Quarter 1	Quarter 3
	MAP Growth Reading 6-12	6-11	Quarter 1	Quarter 3
	MAP Growth Language Usage 6-12	6-11	Quarter 1	Quarter 3
	MAP Growth Science 6-12	6-11	Quarter 1	Quarter 3
	TOEFL ITP	9-11	Quarter 1	Quarter 3
	TOEFL Jr.	6-8	Quarter 1	Quarter 3
	PSAT	10	Mid-October	
	AP Exams (AP Classes Only)	9-12	First Full Two Weeks of May	
	Semester Exams (Core Classes)	9-11	End of Semester One	End of Semester Two
	Unit Tests, Assignments, Projects, etc.	6-12	Throughout Each Quarter	

COMMUNICATION WITH PARENTS

KMIDS is committed to maintaining high-quality educational practices and serving the best interests of students and their families while remaining faithful to the school's philosophy, goals, and mission. Teachers are encouraged to communicate professionally with parents regarding student progress, upcoming projects, and school activities.

Please note: All parent communication must be conducted through the FACTS (RenWeb) email system and should never occur through social media, personal phone numbers, or Line. This requirement helps maintain an official school record of communication while also protecting teachers and ensuring appropriate professional boundaries.

Parent Communication & Thailand PDPA:

Under Thailand's Personal Data Protection Act (PDPA), posting personal information or photos of students, teachers, or staff without written consent is strictly prohibited. All teachers and staff should familiarize themselves with Thailand's Personal Data Protection Act by visiting: <https://www.kmids.ac.th/thailand-pdpa/>

8. Leave Policies & Substitute Protocol

LEAVE POLICY: GUIDING PRINCIPLE

Student learning depends on consistent instruction and strong teacher-student relationships. Faculty are expected to minimize absences whenever possible. While occasional illness is unavoidable, personal leave should be planned during school holidays or times that do not interfere with teaching responsibilities.

TYPES OF LEAVE

KMIDS follows all King Mongkut's Institute of Technology Ladkrabang (KMITL) policies regarding:

- Sick Leave
- Personal Leave
- Maternity Leave

These policies apply to all KMIDS faculty members and academic support staff

Sick Leave

Teachers are allowed to take sick leave no more than **30 days per year**. For illnesses of two consecutive days or more, **a medical certificate is required from an approved hospital**. Additionally, teachers requesting sick leave on any day/s that extend a weekend, or other holiday, may be required to provide a medical certificate as well.

For cases of serious illness, teachers must produce a doctor's certificate indicating health clearance before returning to school.

Personal Leave

Teachers are allowed to have **5 Personal Leave days** for business transactions that must be done on days other than during weekends or holidays. These 5 days also include compassionate leaves and individual professional development activities.

These Personal Leave days are not intended to be extra holidays and may not be used to extend holidays, weekends, term breaks, or summer holidays. Since it is possible to plan ahead for personal leave days, prior permission must be obtained 5 days in advance from the HOD, if applicable, and the School Principal.

For approval, the leave request should be filled out on Teams.

Maternity Leave

Forty-five days including holidays are granted to teachers who have worked at KMIDS no less than 180 days. This leave is with pay. Another 45 days without pay can be allowed by doctor's recommendation. Maternity Leave may not be used in conjunction with Sick Leave.

For teachers who have worked at KMIDS less than 180 days, 45 days including holidays of maternity leave is granted. However, this leave is without pay.

REQUESTING LEAVE

Planned Leave

When leave can be requested in advance, follow these steps:

1. Complete the Faculty Leave Request Form on Teams
2. Await Approval from your HOD and/or an Administrator

Unplanned Leave

If advanced notice is not possible, follow these steps:

1. Notify your HOD, if applicable, and the Academic Administration as soon as possible, no later than 6:30 AM
2. Post on Team lessons for each of your classes by 7:00 AM (see expectations below)
3. Send instructions to the substitute teachers
4. Complete the Faculty Leave Request Form on Teams

Leave Around Holidays and Long Weekends

Absences immediately **before or after**:

- Long weekends
- Public holidays
- School breaks
- In-service days

will generally **not be approved** unless supported by compelling documentation.

Important:

- Personal travel arrangements are not considered a valid reason.
- Unapproved absences may result in:
 - Salary deduction
 - Formal written censure

Faculty are expected to review the Academic Calendar carefully and address concerns well in advance.

New Policy: Additional Approval Required for Leave Before or After Holidays, Long Weekends, and School Breaks

1. Request leave in person from your direct line manager (e.g., HOD or Administrator).
2. The direct line manager will present the request to the School Principal.
3. If approved, submit the Leave Request Form via Teams as soon as possible.

Substitute Lesson Expectations

Teachers must provide:

- A detailed lesson in **Teams** for students
- A lesson plan in **RenWeb** for their HOD

Lessons should: Be directly connected to the current unit of study.

- Include clear instructions that a substitute can easily follow.
- Occupy the entire class period.
- Include assignment deadlines and due times in Teams.
- Request that substitutes verbally remind students of deadlines.

Avoid

- Games with limited learning value
- Movies without instructional purpose
- Puzzles or filler activities
- Tasks requiring substitutes to prepare or photocopy materials

NEW SUBSTITUTION POLICY & PROCEDURE

To ensure continuity of instruction and supervision when a faculty member is absent, the following substitution procedures will be followed:

1. Departmental Coverage

Substitutions will first be covered through the **Departmental Substitution Duty Schedule**, which is managed by the **Head of Department (HOD)**. The HOD is responsible for coordinating substitute coverage within the department and ensuring that duty assignments are distributed fairly among department members.

2. Assignment of Substitute Teachers

When a teacher is absent, the HOD will assign available teachers according to the departmental substitution schedule. Teachers assigned to cover a class are expected to report promptly and fulfill all supervisory and instructional responsibilities for the period.

3. Provision of Lesson on Teams

Absent teachers are expected to provide lesson plans, instructional materials, and any necessary information for substitute coverage whenever possible. These materials should be easily accessible for the students on Teams.

4. Coverage Beyond Department Capacity

If departmental coverage is not available or sufficient, **the HOD will work with the Academic Office to identify alternative coverage arrangements**. Priority will be given to maintaining student supervision and minimizing instructional disruption.

5. Professional Expectations

Faculty members assigned to substitution duties are expected to:

- Arrive on time for the assigned class or duty.
- Follow the lesson plans or instructions provided.
- Maintain normal classroom expectations and student supervision.
- Report any significant concerns to the HOD or Academic Office.

6. Communication

All substitution assignments will be communicated on Teams as early as possible. Faculty members are responsible for regularly checking their email and other designated communication channels for substitution notifications.

The substitution duty schedule is intended to ensure equitable distribution of coverage responsibilities while maintaining the continuity and quality of the educational program.

9. Grievances & Employee Code of Conduct

KMIDS has a direct responsibility for ensuring high-quality teaching and learning and for fostering a positive school climate. Therefore, all members of the KMIDS community have both the right and the responsibility to raise concerns regarding teaching, learning, or school climate with the administration and to receive feedback regarding any actions taken.

The School Director delegates responsibility for addressing initial complaints as follows:

- The School Principal will address concerns related to school safety.
- The Vice Principal and School Principal will address concerns related to teaching and learning.

All complaints will be handled in a fair, respectful, and transparent manner. Individuals who are the subject of a formal complaint will be given the opportunity to hear the details of the complaint and respond appropriately.

Unless a concern or conflict requires immediate administrative intervention, individuals bringing concerns to the Academic Administration will be encouraged to first seek resolution directly with the other party involved. This approach promotes open communication and collaborative problem-solving before the matter is reviewed in greater depth by the administration.

KMIDS believes that concerns are best resolved at the lowest appropriate level and as close as possible to the source of the issue. The administration will provide support throughout the process to ensure that concerns are addressed fairly, respectfully, and in a timely manner.

Step I: Informal Resolution

Individuals are encouraged to resolve concerns directly with the other individual(s) involved whenever possible and appropriate. Open and respectful communication is often the most effective means of resolving workplace concerns.

If the matter cannot be resolved informally, or if the nature of the concern makes direct discussion inappropriate, the employee may proceed to Step II.

Step II: Formal Complaint to the School Principal

If a concern remains unresolved following Step I, the individual may submit a written complaint to the School Principal within five (5) working days of the unsuccessful attempt at resolution.

The written complaint must include:

1. A clear description of the concern, including any relevant policy, procedure, practice, or action being challenged.
2. A summary of any steps already taken to resolve the matter.
3. The remedy or outcome being sought.

Upon receipt of the complaint, the School Principal will conduct an investigation as appropriate. This may include reviewing relevant documentation and obtaining statements from the parties involved and any individuals with direct knowledge of the matter.

Upon conclusion of the investigation, the School Principal will provide a written response to the employee and inform the School Director of the outcome. Copies of the response will be provided to the parties directly involved.

Step III: Appeal to the School Director

If the individual is not satisfied with the outcome at Step II, they may submit a written appeal to the School Director within five (5) working days of receiving the School Principal's decision.

The appeal must include:

1. A statement outlining the grounds for the appeal and requesting a review by the School Director.
2. A copy of the original complaint.
3. A copy of the School Principal's written response.

Upon receipt of the appeal, the School Director will initiate a review of the matter within five (5) working days. The School Director may conduct any additional investigation deemed necessary and will provide the employee with a written decision.

The decision of the School Director shall be final and shall be governed by the laws and regulations of the Kingdom of Thailand.

DISMISSAL

An employee is subject to immediate dismissal for reasons of proven acts of immorality, endangerment of children, behavior that is detrimental to the school, insubordination, falsification of documents, or other conduct seriously offensive to professional ethics. Such behaviors include, but are not limited to:

1. Any act involving the illegal use, possession, or distribution of drugs, or any use of alcohol during student-related school activities.
2. Any sexual, mental, or physical abuse of a child or any other person.
3. Any act involving dishonesty.
4. Any act of violence or possession of weapons on campus.
5. Any act of purposeful damage to the school or KMITL property.
6. Any gambling on campus.
7. Any act which Thai laws declare to be acts involving immorality.
8. Actions or statements, in any medium, that bring the School's reputation into disrepute.

Any employee charged in violation of this policy shall be provided with due process rights.

EMPLOYEE CODE OF CONDUCT: PROHIBITION OF VERBAL HARASSMENT, DISPARAGEMENT, AND BULLYING

Respectful Workplace and Anti-Harassment Policy

At KMIDS, we are committed to fostering a positive, inclusive, and respectful work environment for all employees. Every member of the school community is expected to contribute to a culture of professionalism, collaboration, and mutual respect.

1. Prohibition of Verbal Harassment

Employees must not engage in any form of verbal harassment. Verbal harassment includes, but is not limited to, unwelcome comments, jokes, slurs, taunts, insults, or other offensive remarks related to an individual's race, color, religion, nationality, ethnic origin, gender, age, disability, appearance, or any other protected or personal characteristic. This expectation applies to all forms of communication, including in-person conversations, telephone calls, email, messaging applications, social media, and other digital platforms.

2. Professional and Respectful Communication

Employees are expected to communicate with colleagues, supervisors, students, parents, and other members of the school community in a respectful and professional manner. Conduct that demeans, disparages, or undermines another individual's dignity, professional reputation, or ability to perform their responsibilities is inconsistent with KMIDS values and expectations.

Constructive feedback, professional disagreement, and performance-related discussions are appropriate when conducted respectfully and through established communication channels.

3. Prohibition of Bullying

Bullying is strictly prohibited. Bullying may include repeated or severe conduct that is intended to intimidate, humiliate, belittle, isolate, threaten, or otherwise harm another individual emotionally or professionally. Such behavior may occur in person or through electronic communication and will not be tolerated under any circumstances.

Reporting Concerns

Any employee who believes they have experienced, witnessed, or become aware of verbal harassment, bullying, or other unprofessional conduct is encouraged to report the matter promptly to their HOD, the School Principal, or the Human Resources Department.

All reports will be reviewed in a timely, fair, and confidential manner to the extent reasonably possible. Retaliation against any individual who raises a concern or participates in an investigation in good faith is strictly prohibited.

Consequences for Violations

Violations of this policy may result in corrective or disciplinary action, up to and including termination of employment, depending on the nature and severity of the conduct.

Commitment to a Positive Workplace

At KMIDS, we believe that our strength lies in our diverse and talented community. We are committed to maintaining a workplace where all employees feel safe, respected, valued, and supported. By treating one another with professionalism and respect, we create an environment in which both individuals and the organization can thrive.

Child Safeguarding

Each year, teachers are required to read and sign the Child Protection Policy and the Faculty Code of Conduct issued by the Child Safeguarding Committee.

10. Professional Development, PLCs & Technology Standards

PROFESSIONAL DEVELOPMENT PHILOSOPHY

As a demonstration school, KMIDS is committed to conducting educational research and promoting best practices that benefit both our school community and society at large. Professional development is therefore an integral component of the KMIDS educational program.

The primary purpose of professional development is to ensure that staff members remain current in their professional knowledge and skills, continuously improve their practice, and contribute to the achievement of both individual and school-wide goals. Ultimately, professional learning should enhance student learning, engagement, and achievement.

All teachers are required to participate in New Teacher Orientation, annual in-service programs, and ongoing professional development activities throughout the academic year.

PROFESSIONAL DEVELOPMENT PROGRAM

Teacher In-Service

The annual Teacher In-Service establishes the foundation for the upcoming school year and provides an opportunity for faculty members to work collaboratively in support of the school's mission, vision, and strategic priorities.

New teachers are required to report to school several days before the full In-Service program. This additional orientation period allows new faculty to:

- Become familiar with KMIDS policies, procedures, and systems.
- Complete employment and immigration requirements.
- Establish professional relationships with colleagues.
- Prepare for the beginning of the school year.

Professional Development Days During the Academic Year

In addition to the August In-Service program, designated professional development days are included in the annual school calendar. These opportunities support continuous improvement in teaching and learning and encourage collaboration across departments.

Faculty members are encouraged to assume leadership roles in planning and facilitating professional learning activities whenever appropriate.

PROFESSIONAL DEVELOPMENT POLICY

All teachers are expected to actively engage in professional learning and growth throughout the academic year.

KMIDS is committed to supporting both individual and organizational learning by:

- Providing professional development opportunities that align with school goals and instructional priorities.
- Supporting professional learning that enhances teaching effectiveness and student achievement.

- Assisting with the cost of selected professional development opportunities through financial support and/or approved professional leave.
- Encouraging faculty members who attend workshops, seminars, or conferences to share knowledge, resources, and best practices with colleagues.

PROCEDURES FOR PROFESSIONAL DEVELOPMENT REQUESTS

1. Identify a workshop, seminar, conference, certification, or other professional learning opportunity that aligns with personal, departmental, or school-wide goals and is relevant to the employee's professional responsibilities.
2. Contact and follow the updated steps provided by the Professional Development Coordinator

Note: As a general guideline, priority will be given to professional development opportunities conducted within Thailand. Requests for international conferences or training may be considered on a case-by-case basis.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

KMIDS seeks to provide teachers with meaningful opportunities for professional growth both within and beyond their classrooms. Regular collaborative meeting times are scheduled to support this goal.

PLC sessions may focus on:

- Instructional strategies and lesson sharing
- Curriculum development and alignment
- Peer observation and feedback
- Assessment practices
- Analysis of student learning data
- Educational technology integration
- School improvement initiatives

Professional Learning Communities (PLCs) provide structured opportunities for teachers to collaborate around shared professional interests and challenges. PLC topics may include pedagogy, classroom management, student well-being, assessment, data analysis, innovation in teaching, and other educational priorities.

Note: Faculty members are required to participate in all mandatory Professional Learning Community (PLC) sessions and complete any assigned tasks, projects, or deliverables as directed by the Academic Administration and/or the PLC Coordinator.

EDUCATIONAL TECHNOLOGY COMPETENCIES

At KMIDS, we recognize that educational technology and artificial intelligence (AI) are transforming the way students learn, create, collaborate, and solve problems. As a school dedicated to innovation and excellence in teaching and learning, we are committed to the purposeful integration of technology and AI across the curriculum. Teachers are expected to use digital tools effectively to enhance student learning, increase engagement, support personalized instruction, and prepare students for success in an increasingly technology-driven world.

To support this vision, all faculty members are expected to develop and maintain proficiency in the educational technologies used at KMIDS and to engage in ongoing professional learning related to emerging technologies and AI-enhanced instructional practices.

For detailed information, expectations, procedures, training resources, and best-practice guidance related to educational technology and artificial intelligence, faculty members should refer to the **KMIDS Educational Technology Handbook & Training Guide**.

Faculty members must demonstrate proficiency in the following core platforms and systems:

Microsoft 365 and Microsoft Teams

Teachers are expected to effectively utilize Microsoft 365 applications and Microsoft Teams to support instruction, communication, collaboration, assessment, and the organization of learning resources.

FACTS Student Information System

Teachers are expected to demonstrate proficiency in the FACTS Student Information System, including maintaining gradebooks, posting assignments and lesson plans, communicating with parents, and generating student performance reports.

Artificial Intelligence Tools

Teachers are expected to develop an understanding of approved AI tools and their appropriate use within teaching and learning. Faculty members should be able to utilize AI responsibly to support instructional planning, assessment design, feedback, differentiation, and professional productivity while maintaining professional judgment, academic integrity, and student data privacy.

Note: Faculty members are expected to participate in relevant technology and AI training provided by the school and to remain current with evolving digital learning practices and KMIDS technology expectations.

11. Teacher Performance Evaluation

FORMAL EVALUATION, SALARY INCREASES, AND CONTRACT RENEWALS

KMIDS is committed to maintaining a fair, transparent, and growth-focused evaluation process. Teacher performance is assessed through a combination of classroom observations, professional responsibilities, contributions to the school community, and alignment with the school's mission and expectations.

As KMIDS continues to refine its procedures regarding salary increases and contract renewals, including consideration of employee feedback and evolving school priorities, the most current criteria, timelines, and procedures will be **communicated annually through a separate administrative document**.

CLASSROOM OBSERVATIONS

Classroom observations are an important component of the teacher evaluation process and are intended to support professional growth, instructional excellence, and student achievement.

Teachers should expect a minimum of four formal classroom observations during each academic year.

Observation Type	Observer	Expected Timeline
Planned Observation	Head of Department (HOD)	Semester 1
Planned Observation (HODs)	Principal or Assistant Principal	Semester 1
Unannounced Observation	Head of Department (HOD)	Semester 2
Unannounced Observation (HODs)	Principal or Assistant Principal	Semester 2

Additional observations, walkthroughs, coaching visits, or instructional conferences may be conducted as needed to support professional growth and instructional improvement.

PROFESSIONAL DEVELOPMENT PLAN (AS NEEDED)

The primary purpose of teacher evaluation is to promote professional growth and improve teaching and learning. When a teacher is not consistently meeting school expectations, a Professional Development Plan (PDP) may be implemented to provide structured support, clear expectations, and targeted professional growth opportunities.

The Professional Development Plan is intended to identify areas for improvement while providing guidance and resources to help the teacher achieve success.

Procedures

- The Professional Development Plan will be developed collaboratively by the Academic Administration, the Head of Department, and the teacher.
- All Professional Development Plans must be approved by the School Principal.
- The plan will include specific goals, measurable expectations, timelines, and support mechanisms.
- Progress will be monitored through observations, meetings, and other appropriate evaluation measures.
- During scheduled review meetings, teachers are encouraged to seek clarification, feedback, and additional support to assist in achieving the identified goals.
- The school will provide reasonable assistance, coaching, mentoring, and professional learning opportunities to support successful completion of the plan.

Conclusion of the Professional Development Plan

At the conclusion of the designated improvement period, the Academic Administration will review the teacher's progress and determine the appropriate next steps. Possible outcomes may include:

- Successful completion of the plan and return to regular evaluation status.
- Continuation or modification of the plan if additional growth time is warranted.
- Placement on an extended probationary period.
- Other employment decisions consistent with school policies and contractual obligations.

In all cases, KMIDS is committed to supporting teachers in their professional growth and success while maintaining high standards of teaching, learning, and student achievement. The school seeks to provide every teacher with the guidance, resources, and opportunities needed to thrive within the KMIDS community.

12. Acknowledgement and Verification

By signing below, you acknowledge and verify that you have received and taken the responsibility to read the KMIDS Faculty and Academic Support Staff Handbook.

Digital acknowledgment of receipt, reading, and understanding of the policies, requirements, and responsibilities outlined in this Faculty & Academic Support Staff Handbook may be required and shall carry the same validity as a physical signature.

Teacher Name (Printed):

Signature of Teacher: _____ **Date:** _____