

Taipei American School

Faculty Manual



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Introduction

Welcome to Taipei American School!

If you are a new employee, we are very glad that you have decided to join us. If you are a returning employee, it is a great pleasure to welcome you back to what promises to be another fine year in the growth and development of the School and our students.

So, who are we? Taipei American School (TAS or the School) is an American school serving a multi-ethnic, multi-cultural, multi-lingual international population. We are an independent – private school with an American style curriculum that has long followed the principles of the National Association of Independent Schools (NAIS). Secondly, we are a college prep school but we are not only a college prep school. We are an American school, and that has to do with our belief in the profound potential of all children and the unlimited possibilities for each child. TAS vision 2020 realized a mountaintop that TAS calls its own, one where every student has advocacy and support, programs and people and a place that assure that options and opportunities are unlimited. At the core of an American educational program is the value that comes first in our TAS beliefs: every person has intrinsic worth. All children have potential to learn, and will learn differently one from the other. TAS as an American school believes in harnessing the profound, the pragmatic, and the possible for each and every student. It means providing a global perspective and internationalism as a critical part of our curriculum. This means paying careful attention to the development of each student's intellect and character, attending to the habits of the mind and the habits of the heart. At TAS we work together to assure that our students are passionate to serve and prepared to lead.

As you familiarize yourself with this handbook, please understand that it is intended to be a guide to our school's employment, benefits, administrative policies, practices, and philosophies. It is not meant to detail each and every standard or practice of the School, or to bind TAS contractually, but rather to serve as a reference for the main aspects of daily life at the School and a larger vision of the School's ideals and expectations. TAS reserves the right to modify, add to, depart from or delete policies from time to time without notice. If you have any questions about the information contained in the handbook, please do not hesitate to speak with me at any time.

With warmest regards,



Dr. Sharon Hennessy, Head of School
Taipei American School

Purpose and Use of Handbook

This employee handbook provides you with important information about Taipei American School's benefits, policies, and practices. Please read it thoroughly and save it for future reference. This replaces and supersedes any previous version of the handbook.

Employees are expected to familiarize themselves with the contents of this handbook, as well as the approved policies of TAS. The guidelines in this handbook do not deal with every possible circumstance and are to be implemented in light of common sense and sound judgment. If you have any questions, please do not hesitate to ask the Human Resources Department. All employees should be aware that violation of school policies and procedures may subject the employee to corrective action, up to and including termination of employment. However, nothing in this handbook is intended to bind TAS or to create any contractual entitlement. In all cases, the employment contract is the exclusive binding document governing all employee-school relationships, questions, or disputes.

While TAS strives to keep all faculty and staff fully apprised regarding policy and procedure changes, the School reserves the right to modify the policies and practices outlined in this handbook at any time, based on the needs of the School and at the sole discretion of the Board of Directors. Accordingly, there may be occasions in which School policy changes prior to the distribution of written notice to employees.

Taipei American School Beliefs and Mission

School Beliefs and Mission

The mission of the Taipei American School is as follows:

Taipei American School is an innovative 21st century learning community. Our mission is to inspire each student to be a confident, creative, caring and moral individual prepared to adapt and succeed anywhere in a rapidly changing world. We provide an American-based education with a global perspective that results in a love of learning, academic excellence, a balanced life, and service to others.

Taipei American School is an academic institution whose purpose is to provide a program to meet the educational needs of expatriate students residing with their families in the greater Taipei area. The curriculum will be primarily American, but will be adjusted within available resources to meet the needs of its other foreign nationals.

We maintain that:

- Instruction should be student-centered, active, and differentiated.
- All students can learn given appropriate time and instruction.
- Equity means each student receives the instruction and time required to reach the educational standards. While all students reach the standards, differentiated learning rates are accommodated and a variety of common assessment formats will be used. As appropriate, students are assessed on what they have been taught and when they are ready.

We believe that:

- Every person has equal intrinsic worth.
- Each person is responsible for the choices he or she makes.
- Everyone benefits when individuals choose to contribute to the well-being of humankind and the environment.
- Family life provides the foundation for the development of the individual.
- Honesty, respect, responsibility, and kindness are fundamental to all we do.
- Learning is a valuable, lifelong process.
- Personal well-being requires that each person attain his or her own balance of the physical, social, emotional, intellectual, and spiritual aspects of life.
- Reaching full potential requires people to do their best.
- Each person can learn, and learns in different ways and at different paces.
- Developing positive interpersonal relationships is directly related to the health of any community.
- Education is a joint responsibility of students, parents, and the School.
- Open, honest, respectful communication and empathy are essential to mutual understanding.

To attain our mission, purpose, and beliefs, students shall continually be exposed to high standards of excellence through the use of thoughtfully selected instructional materials presented by a well-qualified and dedicated faculty.

TAS Values and Essential Capacities

Schoolwide Values

Across the School's divisions and throughout the TAS community, the following values are emphasized:

Honesty

I am truthful to myself and others

Respect

*I value myself and others, appreciate our differences,
and treat others as I would want to be treated*

Kindness

I am considerate, compassionate, and caring

Responsibility

I am trustworthy, reliable, and accountable to myself and my environment

Courage

I do what is right even if it is hard

Essential Capacities

In addition to a rigorous academic program Taipei American School students are expected to demonstrate eight Essential Capacities:

- **Analytical and Creative Thinking and Problem-solving**
 - Identify, manage, and address complex problems
 - Detect bias and distinguish between reliable and unsound information
 - Control information overload
 - Formulate meaningful questions
 - Analyze and create ideas and knowledge
 - Use trial and error; devise and test solutions to problems
 - Imagine alternatives
 - Develop cross-disciplinary knowledge and perspectives
 - Engage in sustained reasoning
 - Synthesize and adapt

- Solve new problems that don't have rule-based solutions
- Use knowledge and creativity to solve complex “real-world” problems
- **Complex Communication - Oral and Written**
 - Understand and express ideas in two or more languages
 - Communicate clearly to diverse audiences
 - Listen attentively
 - Speak effectively
 - Write clearly and concisely - for a variety of audiences
 - Explain information and compellingly persuade others of its implications
- **Leadership and Teamwork**
 - Initiate new ideas
 - Lead through influence
 - Build trust, resolve conflicts, and provide support for others
 - Facilitate group discussions, forge consensus, and negotiate outcomes
 - Teach, coach, and counsel others
 - Enlist help
 - Collaborate sensitively and productively with people of varied backgrounds
 - Coordinate tasks, manage groups, and delegate responsibilities
 - Implement decisions and meet goals
 - Share the credit
- **Digital and Quantitative Literacy**
 - Create digital knowledge and media
 - Use multimedia resources to communicate ideas effectively in a variety of formats
 - Master and use higher-level mathematics
 - Understand traditional and emerging topics in math, science, and technology-environmental sciences, robotics, fractals, cellular automata, nanotechnology, and biotechnology
- **Global Perspective**
 - Develop open-mindedness, particularly regarding the values and traditions of others
 - Study and understand non-western history, politics, religion, and culture
 - Develop facility with one or more international language
 - Use technology to connect with people and events globally
 - Develop social and intellectual skills to navigate effectively across cultures
 - Use 21st century skills to understand and address global issues
 - Learn from, and work collaboratively with, individuals from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue
 - Leverage to create new ideas and achieve success
- **Adaptability, Initiative, and Risk-taking**
 - Develop flexibility, agility, and adaptability
 - Bring a sense of courage to unfamiliar situations
 - Explore and experiment

- Work effectively in a climate of ambiguity and changing priorities
- View failure as an opportunity to learn, and acknowledge that innovation involves small successes and frequent mistakes
- Cultivate an independence of spirit to explore new roles, ideas, and strategies
- Develop entrepreneurial literacy
- Use creativity and innovation to produce things that are unique and that have value and meaning
- **Integrity, and Ethical Decision-making**
 - Sustain an empathetic and compassionate outlook
 - Foster integrity, honesty, fairness, and respect
 - Exhibit moral courage in confronting unjust situations
 - Act responsibly, with the interests and well-being of the larger community in mind
 - Develop a fundamental understanding of emerging ethical issues and dilemmas regarding new media and technologies
 - Make reasoned and ethical decisions in response to complex problems
- **Wellness**
 - Pay attention to social, emotional, and physical health
 - Maintain a balanced life

Chapter 1: Human Resources

1.1 Human Resources Department

The Human Resources Department (HR), located on the second floor in the administrative area, provides various support services to all divisions and departments of TAS. One of HR's primary responsibilities is to assist the educational and administrative leaders of the School in the steps needed to attract, recruit, hire, develop and motivate employees to carry out the programs of the School, through

- Recruitment support
- Compensation administration
- Benefits administration
- Orientation of new faculty and support staff
- Employee relations for Employees seeking guidance or clarification

HR is responsible for interpreting school personnel policies and procedures in conjunction with School Administrators and under the direction of the Head of School. HR also administers and maintains personnel records for school Employees.

In providing these services, HR seeks to coordinate the needs of the School with the needs of its Employees. As a service-oriented department, HR is available to support other departments in their administration of personnel policies and procedures, and in direct support of Employees.

Each Employee of TAS has direct access to services from the Human Resources Department. There are several members of HR to serve the needs of TAS Employees. Each member has specific functions to better serve the needs of school Employees.

1.2 Human Resources Philosophy

The Taipei American School Board and Administration should promote maximum educational benefit for the students through effective and efficient use of school resources. In a school composed of a transient community, a formal organization should be based upon established policies, regulations, relationships, and channels of communication that will best serve the needs of the School.

Under direction of the Head of School, the organization should utilize management techniques that promote maximum efficiency and effectiveness. A line and staff structure should be developed that clearly assigns authority and responsibility within the organization. Administrative regulations and directives should be formulated to provide for continuity in administration of the organization, in compliance with board policy.

The School will set high standards for recruiting and retaining faculty, Administrators, and support staff, for developing them and for evaluating their performance.

1.3 Expectations for All Employees

All School Employees, as well as members of the Board, shall adhere to the policies established by the Board.

Employment is based on qualifications regardless of race, creed, color, sex, sexual orientation, gender identity or expression, or other legally-protected characteristic. All supervisors are expected to instruct, counsel, advise and direct their subordinates. When circumstances require, they will make every effort to recommend timely, fair and equitable correction, solution of problems, discipline or termination of personnel under their supervision when warranted by substandard work performance or conduct.

Each Employee is expected to respect the personal rights and property of other Employees and to maintain the high standards of personal behavior that are consistent with being a good citizen and with the TAS values. Article 6.2 of the employment contract emphasizes the special responsibility of each Employee to develop and maintain satisfactory interpersonal and professional relationships with colleagues, supervisors, students and others in the School community.

The relationship of the Professional Staff, Administrators, and Classified Staff should be that of partners working together to provide the best possible learning environment for the students of the School within clearly defined lines of organizational structure and reporting requirements. Dealings between Employees should be based on integrity and mutual respect. Personal prejudices should in no way interfere with the proper operation of the School.

In general, student behavior is the responsibility of the Professional Staff and Administrators, and all Professional Staff members have a responsibility to the whole School and for all students, regardless of their grade level. Professional Staff members and Administrators cannot ignore misbehavior by any student and when a Professional Staff member observes misbehavior, he or she should take immediate appropriate action.

Classified Staff Employees shall not assume authority to discipline students. Their primary function shall be to monitor a designated situation and to report irregularities to the appropriate Administrator; however, should any Employee witness a violation of regulations, such as destruction of property, physical abuse of other students, etc., the Employee has a duty to take the steps necessary to prevent the destruction of property or the physical abuse of other students and to immediately report such incidents to the appropriate School Administrator. In all cases, the guiding principle should be placing student safety first.

All open faculty and staff positions are to be advertised in the system to our present staff. All new faculty and staff positions created at the School will be announced to all faculty and staff members as soon as practicable upon their authorization. In the case of open positions already authorized, the Administration will make internal transfers where appropriate or necessary to preserve employment

for existing Employees without announcing the opening, or when the Head of School determines that an internal candidate meets all criteria and an extended search is unnecessary.

All contracts will be written for clarity and to assure Employee compliance with the expectations of the School and with the School's values.

No Employee of the School or members of any Employee's immediate family will accept gifts from any person, group, or entity doing or designed to do business with the School, and all business-related gratuities are specifically prohibited except items of nominal value that are widely distributed for the purpose of advertising.

1.4 Harassment

The Taipei American School expects that adults in its employ will recognize that students' safety, welfare, and health are our highest priority. It is the responsibility of adults charged with any aspect of the care and teaching of students to ensure that interactions among all members of the community are appropriate. Adults associated with the School must ensure that they model attitudes and behaviors that reflect their awareness of this obligation, and create an environment in which the best interests of students are the highest priority.

TAS condemns and expressly forbids any sexual contact or inappropriate relationships between adults and students and harassment of any kind. At the beginning of each new school year at the opening address to Faculty, the Head of School will remind all teaching faculty that it is NEVER acceptable to put hands on a student in anger or with romantic intentions. This does not mean that we may never provide an appropriate pat on the back or accept an offered hug from a student. It does mean that touching a student in a way that results in the adult fulfilling his or her needs rather than to encourage a student is forbidden. Disciplinary action up to and including termination will result. It is expected that all Principals will make these expectations clear to all staff working with students as soon in the new year as possible, with clarity and firmness.

TAS also forbids any personally offensive or threatening conduct or behavior directed against an individual or group for any reason, including but not limited to on the basis of a person's ethnic origin, religion, gender or a person's sexual orientation.

All Employees of TAS are expected to demonstrate appropriate social media use and communication with students as stated in the Acceptable Use Policy for technology resources.

All Employees are expected promptly to report to the Administration any acts of hazing, harassment or bullying of students, or any inappropriate relationships between other Employees and students.

It is the policy of the Taipei American School to provide and maintain a workplace that is free of sexual and other forms of harassment. This policy applies to all Employees of TAS, regardless of their position.

Prohibited sexual harassment includes sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an Employee's or student's performance by creating an intimidating, hostile, humiliating or sexually offensive working environment. In addition, no manager, supervisor, teacher or other staff member, male or female, may sexually harass any Employee or student by making submission to or rejection of sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature either explicitly or implicitly a term or condition of employment or education or a basis for employment or educational decisions. An Employee who engages in sexual harassment shall be subject to disciplinary action, up to and including termination of employment.

TAS also recognizes that harassment on the basis of race, religion, age, sex, color, sexual orientation, gender identity or expression, disability or other legally-protected status is inappropriate in the workplace. Conduct prohibited includes, but is not limited to, racial or ethnic slurs and epithets. An Employee who believes that he or she has been subject to any such harassment is encouraged to report the matter promptly, using the complaint procedure outlined below. Any Employee who violates this policy shall be subject to disciplinary action, up to and including termination of employment.

It is also a violation of TAS policy to retaliate against an Employee for making or filing a complaint of harassment or for cooperating in an investigation of a complaint of harassment. Any such retaliation will also result in disciplinary action, up to and including termination of employment.

If an Employee believes that she or he has been subjected to sexual or other harassment prohibited by this policy, whether by a supervisor, a co-worker or any other person with whom the Employee comes into contact in connection with his/her work for TAS, the Employee should report the incident immediately to the Human Resources Department. An Employee may choose instead to contact the head of his or her school unit or another TAS manager or supervisor with whom the Employee feels comfortable. Any claim may be made orally or in writing.

The following is an outline of the procedure that is generally pursued once a complaint has been brought to the attention of TAS:

- A prompt and impartial investigation of the complaint is conducted by the Human Resources Director or another specifically designated manager or supervisor. That investigation may include (but will not necessarily be limited to) interviews with the Employee who made the complaint, with the person or persons against whom the complaint was made, and with other employees who may have witnessed the reported incident or incidents.

- Upon completion of the investigation, the manager who conducted that investigation will meet individually with the Employee who made the complaint and the Employee or Employees against whom the complaint was made, to report the results of the investigation and, where an action is determined to be appropriate, to inform the parties of the steps that will be taken to correct the situation.

TAS strives to release information arising out of a complaint or investigation of harassment only on a need to know basis. Employees should be aware, however, that information must be shared in order for an effective investigation to be conducted and, also, that any manager or supervisor who receives a complaint of harassment from an Employee or who otherwise knows or has reason to believe that an Employee is or has been subjected to harassment is expected to report the incident promptly to the Human Resources Director for investigation.

1.5 Nationalities

1. U.S. Citizen

A person who is a citizen of the United States of America.

2. Local National

A person who is a citizen of the Republic of China.

3. Third Country National

A person who possesses citizenship of some country other than the United States of America or the Republic of China.

1.6 Off-Island Hired Employees

Direct Off-Island Hired

Employees who are hired outside Taiwan, who are not Taiwan nationals, who require a permit to work in Taiwan, who relocate to Taiwan for the express purpose of commencing employment at Taipei American School and are eligible for TAS livelihood supplement.

Off-Island Hired

Employees whose are hired outside Taiwan, who are not Taiwan nationals, who require a permit to work in Taiwan, and who do not receive a TAS livelihood supplement.

1.7 Local Hired Employees

Local Hired

Employees who are permitted to work in Taiwan without a work permit secured by Taipei American School or another employer, or who are Taiwan nationals, or who are subject to the jurisdiction of Taiwan in the same manner and to the same degree as a Taiwan national. Local Hired Employees do not receive a TAS livelihood supplement.

1.8 Employee Definitions

1. Professional Staff (a/k/a: faculty/teacher)

Professional Staff shall mean Employees hired in the position of coordinator, teacher, librarian, counselor, nurse, officer, psychologist, department director, athletic coach, athletic trainer, student support services specialists, or intern teacher.

2. Administrator

Administrator or Administrators shall mean an Employee or Employees hired in the position of Head of School, Deputy Head of School, Chief Operating Officer, Assistant Head of School for Advancement, Principal, Associate Principal, Chief Information Officer, Dean of Programs, Dean of Faculty, Associate Director of IT, Human Resources Director, Food Service Business Manager, Director of Facilities, or Controller.

3. Classified Staff (a/k/a support staff)

Classified Staff shall mean an Employee or Employees hired in any position that is not Professional Staff or Administrator.

1.9 Contracts

At Taipei American School, contracts are signed annually by all Employees. The contract form may be modified by Administration from time to time.

1.10 Qualification and Placement

Applicants for Professional Staff Positions should have at least:

- a. B.A. degree from an accredited institution.
- b. Appointment preference will be given to personnel with a) significant academic background in the subject, b) significant experience in the field, c) valid teaching certification for the position to which they are assigned.
- c. Appointment preference will be given to teachers who have at least two years of full-time experience in an elementary school or secondary school or similarly demanding settings where the Employee has the opportunity to show passion, dedication, and success.
- d. Exceptions may be made to the above for positions of a nature which do not require the above qualifications, or when it is the judgment of the educational leaders evaluating the candidate that other factors are more relevant.
- e. Three references. At least two from direct supervisors or head of department/school, including one from current employer/or most recent if currently not employed, plus one who is not related to the applicant and have knowledge of applicant's experience, conduct and or qualifications.
- f. A personal interview.
- g. Up to five years of full-time teaching experience in a recognized elementary or secondary school may be used for initial step placement. No credit is given for part-time or for teaching prior to earning a B.A. The Head of School may place a new hire on a different level or step if significant experience so warrants.
- h. All degrees must be from educational institutions that are accredited by authorized accrediting and evaluating agencies of the country wherein the educational institution is located.

Applicants for Administrator positions should have at least:

- a. A master's degree.
- b. Certification for the position to which assigned or evidence of significant experience and success in another setting.
- c. Five years experience as a teacher or Administrator.

- d. Exceptions may be made to the above for administrative positions of a staff or technical nature that do not require the above degree of qualifications.
- e. Three references. At least two from direct supervisors or head of department/school, including one from current employer/or most recent if currently not employed, plus one who is not related to the applicant and have knowledge of applicant's experience, conduct and or qualifications.
- f. A personal interview.

Applicants for Classified Staff position should have at least:

- a. The qualifications outlined in the position job description.
- b. Relevant, successful experience or background.
- c. Valid certificates or licenses for positions requiring a license under the laws of the Republic of China, e.g., lifeguards, swim instructors, electricians, etc. Copies of such licenses will be kept in the Employee's personnel file and must be kept current to maintain employment at TAS.
- d. Three references. At least two from direct supervisors or head of department, including one from current employer/or most recent if currently not employed, plus one who is not related to the applicant and have knowledge of applicant's experience, conduct and or qualifications.

All Professional Staff shall be placed on the salary scale as described in Appendix A, which may be modified from time to time.

1.11 Visiting Scholar

Upon recommendation of the Head of School, the Board from time to time may approve a position for a unique scholar to work at the School.

This person would probably not fit into the usual categories of individuals regularly recruited by the School. No past teacher training or experience would be required. The only criteria for hiring would be that the individual has made an outstanding contribution in his or her chosen field and has a special contribution to make to the TAS faculty, staff or students. Traditional classroom teaching may or may not be part of this individual's contribution. This person would probably, but not necessarily, be a professional musician, writer, academic, athlete or scientist, and would be invited by the School to come for a short or long period of time, based on the terms of his/her contract, to work or teach at the School.

Chapter 2: Employment Terms and Conditions for Professional Staff

INTRODUCTION

This manual explains the compensation plan for the Professional Staff employed by Taipei American School Foundation. This is the manual referenced in the School's employment contract, and all terms defined in the contract have the same meaning in this manual.

Any questions or need for further information should be directed to the School's Human Resources Director.

2.1 Salary

2.1.1 Base Salary

STRUCTURE OF SALARY SCHEDULE

The School's Professional Staff base salary schedule forms a grid of steps and levels. The steps correspond to years of teaching experience and/or experience in the position for which the Employee has been contracted. The levels correspond to educational preparation. (See Appendix A)

PLACEMENT ON THE SCHEDULE

The School's Head of School shall initially place Professional Staff on the professional salary schedule according to degree, qualifications, and teaching experience. Up to five (5) years of full-time teaching experience in a recognized elementary or secondary school may be used for initial step placement. No credit will be given for part-time work or for teaching prior to earning an undergraduate degree. The Head of School may place a new hire on a different level or step if experience or past accomplishments so warrant. For non-teaching positions, relevant experience may be considered for initial step placement.

All required evidence to support placement on the salary schedule (transcripts, verification of experience, certification, etc.) must be submitted to the Human Resources Office by the 30th of October of the contract year; otherwise, salary payments may be withheld and shall not warrant retroactive pay. No other salary adjustments will be made after October 30.

ADVANCEMENT ON SCHEDULE

Once placed on the schedule, the Employee will advance one step per year automatically. The Employee may advance by level by obtaining the necessary degree or credits. Documentation of the required degree or semester credits must be submitted to the Human Resources Director on or before October 30 of the school year. No adjustments will be made after October 30 of the school year.

SALARY SCHEDULE ADJUSTMENTS

The Board may approve salary schedule adjustments from time to time in its discretion.

PAYMENT

Professional Staff base salary will be paid in equal monthly payments normally on the last business day of each month unless otherwise noted on the payroll schedule. The School has established an option for Professional Staff to opt for ten (10) equal monthly payments from August through May or twelve (12) equal monthly payments from July through June of each year. All payments are made in New Taiwan Dollars through direct deposit in the Employee's payroll account at the Lan Ya branch of the Mega International Commercial Bank. Once a payment option is selected, it cannot be changed during that school year.

NEGOTIATED COMPENSATION AND BONUSES

The Head of School may offer Employee compensation beyond what is described in the Employment Terms and Conditions for Professional Staff. Bonuses may be awarded subject to the approval of the Board chair and M&R Committee chair.

2.1.2 Salary Advances

The School's Head of School is authorized at his or her discretion to advance up to one month's base salary to an Employee upon the Employee's written request to alleviate a bona fide financial exigency. A bona fide financial exigency is defined as a temporary condition, of an extreme nature, which would normally not be anticipated by a prudent person. The Head of School is required to report any such salary advance to the Board at the next regular meeting of the Board. Salary advances must be repaid on a monthly repayment schedule established by the Head of School (not to exceed six (6) months) and withheld from the Employee's monthly base salary payments.

2.2 Benefits

2.2.1 Qualification

The Employee is qualified for benefits if the Employee's FTE is .8 or more. Leave benefits apply to all Employees and are prorated according to the Employee's FTE.

2.2.2 Authorized Dependents

Authorized Dependents are the Employee's accompanying spouse and children under age nineteen (19) for whom the School will provide certain benefits and supplements. The number of the Employee's Authorized Dependents is established in Attachment 1 of the Employee's contract.

The number of Authorized Dependents may be changed for additions or deletions of dependents during the contract period with the approval of the Head of School. Supplements for dependents added or deleted from the contract will be prorated for actual number of days of Authorized Dependent status. Employees may be required to submit evidence of dependent status.

2.2.3 Life Insurance

The Employee will receive term life insurance coverage at no cost to the Employee.

2.2.4 Health and Hospitalization Insurance

The Employee must show evidence that he or she is covered by a health and hospitalization insurance plan. Additionally, a Direct Off-Island Hired Employee must show that his or her Authorized Dependents are covered by a health and hospitalization plan. The School will sponsor a group health and hospitalization insurance plan, which may be joined by any expatriate Employee. If an Employee joins the School-sponsored plan, the premium will be paid by the School.

2.2.5 Taiwan National Health Insurance

Participation in the Republic of China's National Health Insurance program is mandatory under the laws of the Republic of China. The Employee's portion of the monthly premium will be deducted from the Employee's monthly compensation.

Employees and teaching spouses will have Taiwan National Health Insurance coverage upon commencement of employment and arrival in Taipei. Authorized Dependents will receive coverage as determined by Taiwan National Health Insurance Policy.

2.2.6 Long-term Disability Insurance

The Employee will receive long-term disability insurance coverage to partially replace income lost during periods of total disability before age seventy (70). This coverage is at no cost to the

Employee.

An Employee receiving long-term disability insurance payments will not receive salary from TAS; however, if the Employee is eligible for livelihood supplement, and the Employee and/or Authorized Dependents remain in Taiwan, the livelihood supplement will continue until either the end of the school year in which the disability payments begin or the time the Employee and his or her Authorized Dependents leave Taiwan, whichever comes first.

2.2.7 Retirement Plan

Participation in the School's retirement plan is mandatory. The School will contribute 10% of the Employee's annual base salary to the Employee's retirement account. This percentage is indicated on Appendix A. The contribution will be made in equal monthly installments.

2.2.8 Tuition and Busing

Tuition remission is an annual contractual benefit. Tuition and school bus transportation may be provided for each Authorized Dependent listed on a current faculty contract and attending the School. Taipei Youth Program Association membership fees will be waived for these Authorized Dependents. On rare occasions, and at the sole discretion of the Head of School, special monetary educational assistance (not to exceed TAS's published tuition fee amount) may be provided to a faculty member whose Authorized Dependent may not attend the School due to identified learning needs in line with the following criteria:

- the eligible employee has completed at least 20 consecutive years of successful service at TAS
- the Authorized Dependent is not admissible to the School because of documented special education needs, and accompanying conditions that cause the school to be concerned for the Authorized Dependent's safety based on documented medical condition(s).

At the sole discretion of the Head of School, special monetary educational assistance (not to exceed TAS's published tuition fee amount) may be provided to an Administrator whose Authorized Dependent may not attend the School due to identified special learning needs or other unique special circumstances as deemed appropriate by the Head of School.

Presentation of receipts for the monetary educational assistance may be requested by the Head of School.

2.3 Dislocation Supplements

2.3.1 Qualification

An Employee who came to Taipei solely to be employed by the School, or who is otherwise approved by the Board as a Direct Off-Island Hired Employee is qualified for dislocation supplements ("Supplements"). Supplements are meant to enable the Direct Off-Island Hired Employee to relocate to Taiwan with his or her Authorized Dependents for the sole purpose of teaching at the School.

2.3.2 Authorized Dependents

Authorized Dependents are the Employee's accompanying spouse and children under age nineteen (19) for whom the School will provide certain benefits and supplements. The number of the Employee's Authorized Dependents is established in Attachment 1 of the Employee's contract.

The number of Authorized Dependents may be changed for additions or deletions of dependents during the contract period with the approval of the Head of School.

Supplements for dependents added or deleted from the contract will be prorated for actual number of days of Authorized Dependent status. Employees may be required to submit evidence of dependent status.

2.3.3 Home of Record

For the purpose of determining benefits, the Employee's Home of Record will be specified at the time of employment and will not be changed during a period of continuous employment at TAS.

The Home of Record will be a location where the Employee's family resides, or where he or she owns primary real estate or residence, or where he or she last lived before going abroad or moving to Taipei. A teaching couple may only have one Home of Record.

2.3.4 Travel upon Employment and Termination

Upon initial employment, the qualified Employee shall be provided airfare for himself or herself and for his or her Authorized Dependents, who will be residing with the Employee in Taipei, between the Employee's Home of Record and Taiwan. Upon completion of the last year of employment at the School, the qualified Employee and his or her Authorized Dependents residing with the Employee in Taipei will be provided return airfare to their Home of Record.

All airfares will be reimbursed at the lowest market economy fare.

2.3.5 Livelihood Supplement

A livelihood supplement shall be paid to compensate the qualified Employee for a portion of his or her living expenses in Taiwan. The current livelihood supplements are indicated in Appendix B.

Upon initial employment, NT\$400,000 of the first year's livelihood supplement may be advanced in a lump-sum payment.

2.3.6 Incoming Shipment

Upon the initial contract of a qualified Employee, the School will pay the cost of packing, crating, and shipping of personal effects by surface. The authorized cost and weight cannot exceed that of a shipment from the Employee's Home of Record.

Weight supplements are as follows:

- One thousand five hundred (1500) pounds for the head of household
- One thousand five hundred (1500) pounds for the spouse or first Authorized Dependent
- Five hundred (500) pounds for each additional Authorized Dependent

Total supplement will be in net weight. Reimbursement for the incoming shipment will be made directly by the School to the shipper up to the authorized cost and weight.

2.3.7 Outgoing Shipment

Upon separation, the School will pay the cost of packing, crating, and shipping of personal effects by surface with the authorized cost and weight not to exceed that of a shipment to the Employee's Home of Record.

A Teaching Couple is defined as two TAS Employees, each with a faculty employment contract.

Shipping must occur within ninety (90) days of separation.

Payment will be made directly to the shipping company up to the authorized cost and weight.

Employees may not ship goods that are not their own possessions or transfer their freight entitlement to other Employees.

After the initial two-year contract, the following weight supplements are accrued for the household:

	Initial 2 year Contract	Spouse or first Dependent	Additional Dependent	Each additional year up to six years	Maximum shipping
Employee	2,400 lbs	900 lbs	700 lbs	1,000 lbs	8,000 lbs
Teaching Couple (Each)	1,650 lbs	N/A	350 lbs	500 lbs	4,000 lbs

The Employee or Teaching Couple will receive one thousand (1,000) pounds for each additional year of employment up to the limit of net weight eight thousand (8,000) pounds.

After a qualified Employee's initial two-year contract, Authorized Dependents leaving Taiwan permanently are entitled to a one-time shipment of:

- Up to half the accrued household supplement for the spouse
- Seven hundred (700) pounds for each additional dependent

Maximum authorized expense for an Authorized Dependent shipment cannot exceed the authorized cost and weight of shipment to the Employee's Home of Record.

The maximum shipping entitlement for any Employee or teaching couple and Authorized Dependents is net weight eight thousand (8,000) pounds, less the amount of any previous one-time Authorized Dependent shipments.

2.3.8 Special Shipment of Books, Teaching Materials

Upon initial contract, the qualified Employee may send up to one hundred fifty (150) pounds of books and teaching materials from the Home of Record to Taiwan via lowest cost surface post service. The Employee will be reimbursed upon presentation of receipts.

Upon separation, the qualified Employee may send up to one hundred fifty (150) pounds of such materials from Taipei to the Home of Record via lowest cost surface post service. Arrangements and reimbursements for shipping will be made directly by the School.

2.3.9 Passport, Visas, Inoculations

Upon initial contract, the qualified Employee will be reimbursed after presentation of receipts for the costs incurred for inoculations, passports, and visas that are specifically required for travel to Taiwan from the Home of Record. Upon separation, the qualified Employee will be reimbursed for such expenses specifically required for travel to their Home of Record after presentation of receipts.

2.3.10 Settling-in Allowance

Following execution of the Employee's contract with the School and upon his or her first arrival in Taiwan, the qualified Employee will receive an amount determined annually to be used for settling-in expenses. The current amount can be found in Appendix A.

2.3.11 Dislocation Supplement Death Benefits

If the qualified Employee or an Authorized Dependent dies during the contractual period, the Employee will receive all Supplements that would have normally been accrued had the Employee or the Authorized Dependent lived through the end of the contractual period.

2.4 Leave With Pay

2.4.1 Accrued Leave

Definition

Full-time Employees shall earn Accrued Leave at the rate of one (1) day per month or partial month of contracted service. Part-time Employees earn Accrued Leave prorated according to their FTE. The Employee may accumulate unused Accrued Leave without limit.

Accrued Leave may not be transferred between Employees. Employees may voluntarily join the illness leave bank, which requires a contribution of three (3) days of cashable Accrued Leave per year to the Employee illness leave bank.

All leave must be reported to the Human Resources Director.

In instances where the approval of the Employee's supervisor is required, the approval must come from the Administrator who has the responsibility to supervise the Employee.

The Employee may use this leave in advance of accrual to the limit of that which will be earned during the contractual period.

Use of Accrued Leave

Illness. The Employee may use Accrued Leave for personal illness, quarantine at home, complications during pregnancy, or serious illness in the immediate family or household. Verification of illness by a medical doctor may be requested by the Head of School.

Illness Leave Bank. The illness leave bank is established to assist Employees who have a short-term illness that exhausts all their accumulated illness leave prior to becoming eligible for long-term disability. Once the Employee becomes eligible for long-term disability, he or she will no longer be eligible to request days from the illness leave bank. In the event that an Employee has exhausted his or her Accrued Leave, he or she may submit a request to the Human Resources Director to withdraw days from the illness leave bank, provided he or she has joined the bank prior to the illness. Such a request must be accompanied by verification by a medical doctor and must be approved by the Head of School. Days drawn from the illness leave bank may only be used for personal illness, quarantine, complications during pregnancy, or serious illness in the immediate family or household.

- In order to become and remain eligible in the illness leave bank, Employees must donate three (3) days of Accrued Leave each year.
- For faculty who did not join the illness leave bank in their first year of employment, the number of days required to join the illness leave bank will be based on the actual required donations for the previous three (3) years.
- Five (5) days a year will be paid back to the bank automatically before leave days are accrued for the Employee who borrowed the leave from the bank. The payback days will be considered as donations for the Employee to remain eligible in the bank.
- If an Employee departs TAS before repaying the days borrowed, no cashable leave will be paid until the balance is deducted.
- No more than forty-five (45) days per Employee may be borrowed from the bank annually.

The Administration will monitor the accumulated days annually and may reduce the number of donated days for a given year.

The Human Resources Director will submit an annual summary report on illness leave bank activity to the Controller.

Personal Business. The Employee may use two (2) days of Accrued Leave per year for personal business. Leave cannot be used for personal business if it will lengthen a scheduled school holiday. Leave requests must be submitted in advance to the Employee's supervisor, who may authorize the leave in increments of not less than a half-day.

Emergency. At the discretion of the Employee's supervisor, Accrued Leave may be used for pressing emergencies during school hours. Since the nature of emergencies may not allow for prior approval, the Employee should notify his or her supervisor and HR Office upon leaving the School. Emergency Leave request must then be verified and submitted upon return.

An emergency requiring Emergency Leave is defined as an incident that cannot be foreseen and which must be dealt with immediately.

Religious Observance. Use of Accrued Leave may be granted to an Employee to observe religious holidays at the discretion of the Head of School. Leave requests stating the reason for the request must be submitted prior to taking the leave of absence.

Extension of Maternity Leave. The Employee may use Accrued Leave for documented medical

complications requiring confinement beyond the **fifty-six (56)** days of maternity leave.

The Employee may use Accrued Leave for a documented miscarriage based on the following guidelines:

- Seven (7) days of Accrued Leave may be granted for reasons related to a documented miscarriage after being pregnant for over two (2) months but less than three (3) full months pregnancy.
- Five (5) days of Accrued Leave may be granted for reasons related to a documented miscarriage after being pregnant for less than two (2) full months pregnancy.

Extension of Paternity Leave. Up to twenty-five (25) days of Accrued Leave may be granted to a husband to extend the regular paternity leave to assist his wife after the birth of the child. The extension of paternity leave may begin within fourteen (14) calendar days of the child's due date only for emergency medical reasons and must be completed within fifty-six (56) days of the birth of the child.

Extension of Bereavement Leave. Accrued Leave may be used for bereavement in the following situations, with the approval of the Head of School:

Use of up to ten (10) days of Accrued Leave may be granted to an Employee to extend regular bereavement leave.

1. If bereavement leave is used to be with a critically ill parent, sibling, child, or spouse who later dies, the Employee could use up to five (5) days of Accrued Leave to attend funeral services.
2. Five (5) days of Accrued Leave could also be used, with the approval of the Head of School, to attend the funeral of a family member other than an Employee's parent, sibling, child, spouse, or a close family friend.

Job Re-Entry Leave. At the discretion of the Employee's supervisor, up to five (5) days of Accrued Leave may be used for the purpose of attending job fairs or interviews for positions that require the Employee to leave the ROC, or to otherwise assist them in re-entering the job market upon termination of employment at the School. This leave may be granted only under the following conditions:

1. To be eligible for Job Re-entry Leave, the Employee must have completed at least three consecutive years of teaching at the School.
2. Job Re-entry Leave shall be granted only once to each Employee, regardless of the number of years employed by the School.
3. Job Re-entry Leave is intended to assist Employees who have decided to leave the ROC and seek employment elsewhere, not simply an opportunity to explore other options. Therefore,

to be eligible for Job Re-entry Leave, the Employee must submit a letter of resignation to the Head of School prior to taking leave, but not later than December 1st of the school year in which leave is requested.

4. Leave shall be taken before May 1 of the school year in which it is granted.

2.4.2 Payment for Accrued Leave

Upon separation, after all leave taken during the last three years of employment and all days owed and donated to the illness leave bank have been deducted, the Employee will be paid for up to thirty (30) days of unused Accrued Leave earned at the School during the last three years of employment. Payment for unused Accrued Leave will be at the current daily substitute teacher rate.

2.4.3 Maternity Leave

After six months of continuous service, fifty-six (56) consecutive days (inclusive of school holidays and vacations) of leave with pay is authorized for reasons related to pregnancy and confinement. This leave can be requested up to fourteen (14) calendar days before the birth and is granted with the understanding that the recipient of the leave will return to work immediately upon the conclusion of the leave unless documented medical complications require further confinement. Confinement beyond the fifty-six (56) days' Maternity Leave will be treated under the applicable Accrued Leave policy.

After six months of continuous service, twenty-eight (28) consecutive days (inclusive of school holidays and vacations) of leave with pay is authorized for reasons related to a documented miscarriage after being pregnant for more than three months.

Maternity leave may be granted with half pay if the Employee do not meet the six-month continuous service criteria.

2.4.4 Paternity Leave

A husband may be granted up to five days leave with pay to assist his wife after the birth of a child. Paternity leave may begin within fourteen (14) calendar days of the child's due date only for emergency medical reasons and must be completed within fifty-six (56) days of the birth of the child.

2.4.5 Adoption Leave

After one full year of continuous service, forty (40) consecutive days (inclusive of school holidays and vacations) of leave with pay may be granted with the approval of the Head of School to an employee for reasons related to the adoption of a child.

2.4.6 Bereavement Leave

Bereavement leave with pay may be authorized by an Employee's supervisor, for up to eight (8) days in the event of the critical illness or death in the Employee's immediate family. The School will use the following guidelines when granting bereavement leave:

- Parent, Spouse: Eight (8) days
- Grandparent, children, parent-in-law: Six (6) days
- Sibling, grandparent-in-law, great grandparent: Three (3) days

U.S. Citizens and Third Country Nationals

In the event of the critical illness or death of any full-time Employee's parent, sibling, child, spouse, mother-in-law, or father-in-law, the School will provide that Employee with round-trip economy airfare to the location of the critically ill person or the funeral services.

In the event of the death of any full-time Employee or that Employee's Authorized Dependent, the School will provide air transportation costs for shipment of the remains to the vicinity of burial. The School will also pay round-trip economy class airfare for that Employee's accompanying Authorized Dependents.

2.4.7 Military Leave

Employees who are ordered to active military duty with their national armed forces for definite short periods of less than thirty (30) calendar days will be granted Military Leave with pay.

Reservists will be granted, on request, any additional leave without pay necessary to complete the training.

2.5 Leave Without Pay

2.5.1 Short-Term Leave Without Pay

Short-Term Leave Without Pay is a benefit that allows the Employee to take leave to deal with emergencies or personal business not covered in other Accrued Leave benefits or when Accrued Leave has been exhausted. With the approval of the Employee's supervisor and the Head of School, an Employee is allowed to take a maximum of five (5) days per school year for the purpose of attending to personal business or emergencies that cannot be taken care of before or after the work day. In cases where the Employee or an immediate family member is ill, Accrued Leave has been exhausted, and leave from the illness leave bank is not available, there is no limit to the number of days that may be approved within a valid contract period.

This leave will not be allowed to shorten the end of the school year nor to create a later starting date at the beginning of the school year; nor may Leave Without Pay be taken to lengthen a scheduled school holiday.

An Employee on Leave Without Pay will not receive base salary for the days that such leave is granted. The livelihood supplement will continue until the end of the contract or the Employee and his or her Authorized Dependents leave Taiwan, whichever comes first.

2.5.2 Long-Term Leave of Absence Without Pay

Leave of Absence Without Pay may be granted at the discretion of the Head of School within the contractual period for up to one year.

With the prior approval of the Head of School, an Employee may resign from Taipei American School and be granted a one-year Leave of Absence Without Pay. Within a one-year period of time, the Employee may reapply for a position. If the Employee is rehired, the year away from Taipei American School will not be considered a break in employment for salary placement, but the Employee will not accrue any benefits during this absence. The School does not guarantee reemployment. The granting of a Leave of Absence Without Pay neither enhances nor prejudices the Employee's application for reemployment.

The Head of School may extend a Leave of Absence Without Pay for up to one additional year.

2.6 Other Benefits

2.6.1 School Bus

Employees are entitled to ride on a school bus from home to School and School to home free of charge if there is sufficient room on the bus to ensure that all students will have a seat at all times.

2.6.2 Use of Recreational Facilities

Employees are encouraged to make use of the School's recreational facilities when they are not being used by students and under the conditions set forth for such use.

2.7 Reimbursements

2.7.1 Physical Examination

Participants under CIGNA Insurance Plan

Employee may be reimbursed, upon presentation of billing, for expenses incurred for routine physical examinations, as per the provision described under school medical insurance policy preventive care coverage.

Participants under Shin Kong Insurance Plan

Employee may be reimbursed, upon presentation of billing, for expenses incurred for routine physical examinations, not to exceed the N.T. dollar equivalent of US\$300 per person per year.

2.7.2 Alien Registration Certificate

The School will cover the cost of processing each Employee's Alien Registration Certificate (ARC) as well as the ARC of Authorized Dependents.

2.8 Intern Teacher Benefits

2.8.1 Transportation Supplement

The School will provide lowest economy airfare from the intern teacher's Home of Record to Taipei at the beginning of the intern teacher's Employment Contract, and will provide lowest economy airfare from Taipei to the intern teacher's Home of Record at the conclusion of the Employment Contract.

2.8.2 Housing

The School will provide an intern teacher apartment with a separate bedroom for each intern teacher.

2.8.3 Health and Hospitalization Insurance

Intern teachers will be enrolled in the School-sponsored group health and hospital insurance plan. The premium will be paid by the School.

Participation in the Republic of China's National Health Insurance program is mandatory under the laws of the Republic of China. The intern teacher's portion of the monthly premium will be deducted from the Employee's monthly compensation.

2.8.4 Life Insurance

Intern teachers will receive term life insurance coverage in the amount of approximately one time one year's base salary, at no cost to the intern teacher.

2.8.5 Long-Term Disability Insurance

Intern teachers will receive long-term disability insurance coverage to partially replace income lost during periods of total disability before age seventy (70). This coverage is at no cost to the intern teacher.

2.8.6 Special Shipment of Books, Teaching Materials

Upon initial contract, intern teachers may send up to one hundred fifty (150) pounds of books and teaching materials from Home of Record to Taiwan via lowest cost surface post service. The intern teacher will be reimbursed upon presentation of receipts.

Upon separation, the intern teacher may send up to one hundred fifty (150) pounds of such materials from Taipei to the Home of Record via lowest cost surface post service. The intern teacher will be reimbursed upon presentation of receipts.

2.8.7 Passports, Visas, Inoculations

Upon initial contract, the intern teacher will be reimbursed after presentation of receipts for the costs incurred for inoculations, passports, and visas that are specifically required for travel to Taiwan from Home of Record. Upon separation, the intern teacher will be reimbursed for such expenses specifically required for travel to their Home of Record after presentation of receipts.

2.8.8 Leave With Pay

Intern teachers are entitled to all leave with pay benefits as described in the Employment Terms and Conditions for Professional Staff.

2.8.9 Leave Without Pay

Intern teachers are entitled to all Leave Without Pay benefits as described in the Employment Terms and Conditions for Professional Staff.

2.8.10 Reimbursements

Intern teachers are entitled to all reimbursement benefits as described in the Employment Terms and Conditions for Professional Staff.

2.9 Force Majeure Closing

2.9.1 Definition

If the School is temporarily or permanently closed by order of the ROC government or the Board of Directors as a result of a Force Majeure situation, Employees shall have the work obligations and be entitled to the benefits as stated below. Force Majeure for the purposes of this policy is defined as an event or effect that cannot reasonably be anticipated or controlled by the School, which affects the ability of the School to maintain the campus open to students in a safe and appropriate manner. Decisions by embassies and other organizations in the community to reduce personnel during a security emergency, while considered by the Board, will not necessarily cause the Board to determine Force Majeure.

2.9.2 Work Obligations

As long as the School continues to pay the Employee's salary, regardless of the Employee's location, the Employee will be obligated to remain in contact with his or her supervisor and will perform work related to maintaining the instructional program through the online classroom and other means. If conditions are appropriate, Employees may be required to perform their job responsibilities on campus. Failure to perform work obligations during a Force Majeure situation will be considered a breach of contract and grounds for termination.

2.9.3 Off-Island Hired and Locally Hired Employees Force Majeure Benefits

- I. Off-Island Hired and Locally hired Employees shall be entitled to salary which shall be the lesser of (i) three (3) month's salary or (ii) normal monthly salary from date of official closure of school until the earlier of (a) re-opening of school or (b) the end of the Employee's current contract.
- II. In the event of a permanent closure, or in the event an Employee's contract expires during the Force Majeure emergency, the School will pay the Employee the amount of his or her accrued cash benefits that he or she would normally receive at the end of the contract period.
- III. In the case of a temporary Force Majeure closing, if an Employee refuses to return to the School after the emergency prompting the closure is no longer in effect, the Employee's refusal to return will be considered a breach of contract and the School's responsibilities as outlined in this policy will cease, unless the expiry date of the Employee's contract has been exceeded.

2.9.4 Direct Off-Island Hired Employees Force Majeure Benefits

If Direct Off-Island Hired Employees and/or their dependents are required to leave the city, region, or country by order of the Board of Directors, the following benefits and obligations shall apply:

- I. The School will pay the cost of transportation for the Employee and his/her authorized dependents to their Home of Record or other designated destination as might be determined by the Board while considering the extent of the Force Majeure emergency situation.
- II. The School will pay the cost, up to an amount stated in policy, for shipping the Employee's personal effects to the Employee's Home of Record if the school closure is permanent and the School is able to make the shipment. The School will not be responsible for the loss of any personal effects as a result of a Force Majeure emergency.
- III. At the official closure date, the School will pay the Employee the lesser of (i) three (3) months' salary or (ii) regular monthly salary until the earlier of (a) re-opening of school or (b) the end of the Employee's current contract.
- IV. In the event of a permanent closure or in the event an Employee's contract expires during the Force Majeure emergency, the School will pay the Employee the amount of his or her accrued cash benefits that he or she would normally have received at the end of the contract period.
- V. The School will not assume any financial responsibilities, as outlined in this policy, if the Employee and/or his/her Authorized Dependents leave the city, region, or country prior to an official order to do so by the Board of Directors.
- VI. In the case of a temporary Force Majeure closing, if an Employee refuses to return to the School after the emergency prompting the closure is no longer in effect, the Employee's refusal to return will be considered a breach of contract and the School's responsibilities as outlined in this policy will cease, unless the expiry date of the Employee's contract has been exceeded.

2.10 Administrative Regulations: Procedures & Calculations

2.10.1 Leave Request Procedure

1. Employees who require being absent from the School for reasons that are not normally considered a part of their daily job performance routine should request authorization for leave from the Administrator in charge of their division or section.
2. Employees with advance knowledge of a need to request leave should initiate the request by submitting a Taipei American School online *Leave Request* to the Administrator in charge of the division or section in which they are assigned.
3. The Administrator will approve or disapprove each request for leave and notify the requestor of the decision. Approved leave requests will be forwarded to the Human Resources Office for leave record and data process.
4. An Employee who does not have an opportunity to submit a request for leave in advance of her or his absence should call the divisional anchor or department secretary/assistant and copy to Human Resources Office to report the reason for the need to be absent, time to be absent, and type of leave requested. The divisional anchor or department secretary/assistant will submit the online *Leave Request* on behalf of the absentee. The Administrator will approve or disapprove the request for leave, and notify the absentee and requestor of his or her decision. The division or section is responsible for submitting the request for leave to the Human Resources Office.

2.10.2 Home of Record

The purpose of establishing a Home of Record is to set a maximum amount that the School will expend for Employees and Authorized Dependents for Travel upon employment and termination, incoming shipment, and outgoing shipment. The Employee may travel to and from a different location or may ship to or from a different location; however, the School will only expend an amount up to the authorized cost and weight to or from the Home of Record.

For shipping, the School will contract with the shipper and make payments directly to the shipper. If the Employee wishes to ship more than his or her allocation, the Employee is responsible for all additional payments. The School will not be involved in any negotiations for shipping amounts over the allocation. On a case-by-case basis, the School may approve a split shipment, as long as the total authorized cost and weight to not exceed the allotment.

In regard to travel, the School will either provide a ticket or reimburse the Employee.

Chapter 3: Faculty Matters - Personal

3.1 Absences

Teachers who find that they are unable to be present in school should notify the divisional administrator and Human Resources Office as early as possible by submitting an online request for leave of absence. After school hours, an online request for leave of absence should be submitted via the School HR ePortal external access. Notice should be given at least one day in advance whenever possible so that adequate arrangements can be made for class coverage.

The Human Resources Office must receive the request for leave of absence and be notified via ePortal no later than 6:30AM on the day of the absence. Provide the following information to HR when you submit your online request for leave of absence:

- Name and Department (LS, MS, US)
- Teaching subject
- Location of lesson plans
- Date of absence
- Time of class and coverage required
- Reason for absence
- Leave type

Faculty should submit the online leave request to divisional administrator and HR by 3:00PM on the day missed if a substitute should return the next day. Teachers should not call a substitute themselves. Only the Human Resources Office is authorized to do this.

For unanticipated absence, the **Leave Request** may be submitted by the faculty member on his/her return to school.

A substitute folder, containing lesson plans, class lists, seating chart and other pertinent information should be filed with the respective office or department head or department secretary in the upper school division.

Occasionally, teachers will be called upon to cover a class for a colleague. This should be arranged by the Principal.

If you anticipate being absent for other reasons such as professional development, coaching assignments, personal business, etc., complete and submit the online *Leave Request* to the Principal well in advance of your anticipated absence. This online leave request will be forwarded to the Human Resources Office. ***Personal leave or Leave Without Pay cannot be taken to lengthen a***

scheduled school holiday and will not be allowed to shorten the end of the school year nor to create a later starting date at the beginning of the school year.

The Human Resources Office will act upon the *Leave Request*. No leave can be considered approved until the faculty member has completed and submitted the request to obtain the appropriate approvals. ***Do not email or telephone your request directly to the Human Resources Office without the divisional Principal's/administrator's approval.*** In the event that the divisional Principal/administrator is absent, the leave request should have the approval of the associate Principal/administrator's designee.

3.2 Arrival and Departure Times

Teachers are expected to arrive at school as determined by the Principal, normally before 7:30 AM for full time faculty or at least 30 minutes before the beginning of the first class of the day for part time faculty

Departure times vary by division, and are determined by the Principal based on the program and supervisory needs of each division.

Teachers are expected to set the example by being in class on time every day. In those few instances when tardiness is unavoidable, the Principal's secretary should be informed as soon as possible at (02)2873-9900 LS ext. 108, MS ext. 201, US ext. 213.

3.3 Appearance

Since we are part of a dignified profession and want to set an example for students to emulate, teachers should dress professionally for all classes.

3.4 Assignment and Transfer

Assignments of Employees will be made by the Head of School or his/her designee.

Transfers may be effected when position openings occur. In providing for the needs of the School, transfers will be effected when deemed necessary by the Head of School or his/her designee.

All requests for transfers will be considered from the standpoint of the best interests and needs of the School as determined by the Head of School or his/her designee.

3.5 Benefits

Employees shall receive benefits as described in the Employment Terms and Conditions for Professional Staff, which may be modified from time to time.

3.6 Channels of Communication

Maximum effectiveness in the School is promoted through an open exchange of information and opinion; maximum efficiency is promoted through the utilization of well-established channels of communication. In order to promote the orderly functioning of the School, the Board and Administration should attempt to keep open all channels of communication and assure that community members start with the person most immediately involved, then follow the structure established by the organization chart if not satisfied.

Official correspondence and formal communication between Employees of the Taipei American School and the Board of Directors must be through the office of the Head of School.

3.7 Conditional Letter of Intent

A conditional letter of intent may be written by the Head of School. When a conditional letter of intent is issued, the contents must state explicitly the conditions under which the contract will be renewed. Contract renewal should be based on the needs of the School.

3.8 Deductions

Advance notice to start, change or terminate a payroll deduction must be given to the Accounting Office.

The Employee shall obtain and complete an Authorization from the director of Human Resources, one copy of which shall become a part of the Employee's permanent file.

3.9 Dislocation Allowance

Qualified Employees shall receive dislocation allowance as described in the Employment Terms and Conditions for Professional Staff, which may be modified from time to time.

3.10 Emergency Evacuation Procedure

In the case of emergencies or calamities, the School will make all reasonable efforts to care for and/or evacuate all Employees and their Authorized Dependents in accordance with the Force Majeure Closing policy.

3.11 Errands

Personal errands should generally not be run during school hours. In unavoidable cases, faculty who leave the building for any reason must sign out in the divisional office.

3.12 Extra Duty Pay Stipend

Qualified Employees shall receive an extra duty pay stipend as described on the Taipei American School Extra Duty Stipend matrix, which may be modified from time to time.

3.13 Grievance

Any general complaint or grievance not directly related to his/her job at the School, which an employee desires to make, may be referred to the Director of Human Resources who may bring the matter to the attention of the School Administration as appropriate.

In cases of discipline, a grievance, or other matters relating to his/her job at the School, the Employee will first discuss the matter with his/her direct supervisor. If for some reason, the matter cannot be resolved with the Employee's direct supervisor, the Employee may discuss the matter with his/her Administrator. If the Administrator of the Employee cannot resolve the matter, the Employee may refer the matter to the Human Resources Director in writing. If the Human Resources Director cannot resolve the matter, the issue may be reported to the Head of School and Chief Operating Officer for consideration and action.

3.14 Holidays

All Employees will be entitled to holidays as set forth in the official School calendar.

Employees shall be given a copy of the official School calendar each year.

3.15 Involuntary Termination

All supervisors at Taipei American School are expected to instruct, counsel, advise and direct their subordinates. Should an Employee exhibit unsatisfactory work performance and/or conduct, the supervisor must make every effort to be fair, just, and to consider all relevant facts, including said Employee's explanation of the situation.

All Employees shall receive notification that the Employee's performance and/or conduct is not satisfactory in sufficient detail and with sufficient time to allow for improvement where, in the reasonable judgment of the School, improvement is possible.

(a) For Cause.

At the discretion of the Head of School, the contract of any Employee may be terminated at any time for reasons of misconduct, deceit, poor judgement, immorality, incapacity, unsatisfactory attendance, insubordination, inefficiency, incompetence, harassment, inadequate performance, commission of a crime, failure to develop and maintain satisfactory interpersonal and professional relationships with colleagues, supervisors, students or others in the School community, or otherwise in accordance with the policies of the Board in effect at the time of termination (such reasons, individually and collectively, "Cause"). In the event of termination under the Professional Staff Contract Article 6.2, the Employee shall be given notification not less than ten (10) calendar days prior to the effective date of the termination and, as of the effective date of the termination, shall forfeit all rights to further benefits and supplements pending under the contract except for benefits and supplements accrued but unpaid up to the date of termination.

(b) Without Cause.

The contract may be terminated for any reason that the Head of School, at his/her discretion, determines to be in the best interests of the School. In the event such reason does not constitute Cause for termination within the meaning of Article 6.2 in the Professional Staff Contract, the School shall, subject to the Employee's prior execution and delivery of a valid release of claims in favor of the School, pay to the Employee all of the as yet unpaid salary, benefits and supplements that would have been paid to the Employee during the remaining period of the Term had the Contract continued to completion.

Termination may also result during the probationary period, with or without cause (as defined in the Professional Staff Contract Article 6.2), or if said employment was secured through concealment of facts, which would have precluded his or her initial employment had such facts been known at the outset of employment. Termination during or at the conclusion of the probationary period may also occur in accordance with the teacher supervision and evaluation process if significant teaching performance concerns are observed.

At the discretion of the Head of School, the Employee may be placed on suspension (with or without pay) where the Head of School determines that circumstances warrant, for reasons of

alleged misconduct, immorality, incapacity, unsatisfactory attendance, insubordination, inefficiency, incompetence, harassment, inadequate performance, commission of a crime, failure to develop and maintain satisfactory relationships, or otherwise and/or if the Head of School determines that the Employee's presence on campus would be injurious or detrimental to fellow Employees, students, parents and/or Taipei American School.

Separation upon Death

Upon receipt of reliable evidence of the Employee's death, separation will be effected as of the date of death. If death occurs while the Employee is at work, or under circumstances where the deceased next-of-kin may not be aware of the death, an appropriate school representative will notify next-of-kin by the most prompt and feasible means of communication. The Human Resources Office shall, as soon as possible, inform the deceased Employee's next-of-kin or representative of the estate of benefits accrued up to and including the date of death.

3.16 Keys

Teachers are responsible for keys and will be expected to turn them in when leaving TAS. Lost keys should be reported immediately to the Principal's secretary.

Students should not be given keys to any rooms or offices.

3.17 Leaves and Absences

Employees are entitled to the leaves and absences described in the Employment Terms and Conditions for Professional Staff, which may be modified from time to time.

3.18 Mail

Interschool mail and incoming school business mail are distributed daily and will be delivered to divisional mailboxes or departmental mailboxes.

Incoming non-school business mail service is limited to letters/documents only, and shall not include parcels.

Outgoing mail is limited to letters/documents only. As a courtesy, outgoing mail will be processed at the School's mailing desk.

The mailroom is open weekdays from 12:30 - 17:00, with the last outgoing mail service at 14:30.

3.19 Maintenance

All requests for classroom or related maintenance must be made according the defined procedures as communicated by the Director of Facilities, which may include the completion of a paper form or an on-line submission process. Depending upon the request, you should expect the work to be completed within two weeks. For emergencies, such as broken windows, contact the Principal's secretary immediately. Suggestions and comments about these services should be directed to the Director of Facilities.

3.20 Orientation

A pre-school orientation period will be designated by the Head of School. All Professional Staff and Administrators and selected staff members will attend. Classified Staff personnel are expected to participate in orientation programs at the direction of the Head of School and/or his/her designee. Special orientation or training sessions may be required for selected Employees from time to time by the Head of School.

Leave without pay may be granted by the Head of School to any Employee who is absent from orientation.

Attendance will be taken at the division level. All those absent will be considered to have taken leave without pay.

3.21 Personnel Records

An Employee (or his designated representative) may review his or her own personnel records at any time. In order to secure his or her personnel records, an individual must make the request directly to the Human Resources Director. The Human Resources Director will allow the Employee to review his or her own personnel folder with the exception of confidential placement papers. Confidential placement papers will be removed from the folder before it is released.

Personnel records shall be kept for every Employee by the Human Resources Director. No information can be placed in the personnel file of an Employee without the knowledge of the Employee.

Records shall be held in confidence, accessible only to the individual concerned, Head of School, Assistant Head of School, administrators and Human Resources staff designated by the Head of School, and individuals authorized by the Employee.

Records that are lawfully subpoenaed will be turned over to the court. The Human Resources Director will record the transfer and ensure that the records are returned to the School.

Records shall contain:

1. Completed application form.
2. Signed contract.
3. Copy of official transcripts and credentials.
4. Statements of payment of all salary, allowances, extra duty on special projects, benefits, leave.
5. Personnel data summary sheets.
6. Evaluations, multiple feedback data, and recommendations.
7. Other materials deemed relative by the Head of School and/or Human Resources Director.

The Human Resources Office will establish procedures and have ultimate responsibility for safety, security, control, and confidentiality of all personnel files using the following guidelines.

All files will be secured in locked cabinets during non-working hours. During work hours, the room where personnel files are stored will either be attended or locked. A locator system will be used to determine the location of any file at any time.

Files may be released to the following personnel:

- Employee or designee with written authorization may view the Employee's file within the limits of the policy.
- Head of School - unlimited access.
- Chief Operating Officer and deputy head of school - unlimited access.
- Administrative team - Employees under their supervision or as directed by the Head of School.
- Directors - Employees under their supervision or as directed by the assistant Head of School.
- Human resources office Employees - unlimited access for job-related reasons only.
- Others - limited to files authorized in writing or orally by the Head of School or the assistant Head of School.

No information will be released from an Employee's file without written authorization from the Employee, unless required to do so by an appropriate authority.

3.22 Professional Organizations

Staff members may form or join organizations to represent their professional interests provided that their leadership or membership positively benefits Taipei American School. Such organizations must operate in compliance with board policies and administrative regulations.

3.23 Reduction in Force

In case reduction in force requires the separation of one or more Employees, the Head of School shall generally utilize the following criteria in recommending renewal of all Employee contracts:

1. Performance (evaluations at the School in the position).
2. Qualifications (academic preparations, teaching or work experience).
3. Longevity (years of employment at TAS in the position).

3.24 Smoking

Taipei American School is a no smoking facility.

3.25 Solicitations and Gifts

No personal gifts or gratuities may be accepted that might influence the proper judgment of an Employee of the School in the performance of his or her duty, or convey the appearance of such influence.

The aim of this regulation is to protect Employees from possible conflict of interest, incurring any perceived obligation to the giver, and to ensure that services are offered to all without bias. Under no circumstances should a TAS Employee ever initiate discussion about the giving of a gift.

It is understood that all Administrators and purchasing personnel shall not accept gifts from students, faculty, staff, outside vendors or others doing business with the School (except consumables such as fruit, flowers, etc.) under any circumstances.

All other Employees are expected to adhere to the guidelines stated above.

In cases where the return of a gift is called for and circumstances make this difficult, the Employee will inform and enlist the aid of his or her supervisor.

3.26 Working Days and Hours

Professional Staff work-days will be established by the Head of School and presented to the Board in the Academic School Calendar. The Head of School may assign the Employee to no more than the number of working days specified in the employment contract.

3.27 Social Media and Online Presence

In signing of the Contract, the Employee understands that communications made on social media and in other public forms may reflect on Taipei American School, and on his/her ability to act as a role model and ethical leader for students. The Employee certifies that he/she has not to date made social media or other public communications which could be harmful to Taipei American School's educational mission or to the reputation of the Taipei American School as an educational institution, or which could impair his/her ability to perform his/her educational duties. The Employees acknowledge that any misrepresentation or omission of facts on his/her part or violation may constitute the "misconduct" stipulated by the Professional Staff Contract and may result in the termination for cause under the Professional Staff Contract Article 6.2.

3.28 Criminal Record or Current Indictment for a Crime

In the signing of the Contract, the Employee attests that he/she has no criminal record, is under no current indictment for a crime, has at no time been warned by either an employer or a governmental authority in relation to a sexual offense or child abuse, and there are no such proceedings pending against him/her. The Employee must also declare if he or she is currently under investigation for or has otherwise been charged with a crime. In addition, the Employee consents and agrees that the Human Resources Office of the School may conduct the criminal record check and collect the written proof of criminal record check issued by the government authority where the Employee has ever resided for more than three (3) months before the commencement of the initial Contract. The Employees acknowledge that this personal criminal check record will be placed in the Employee's personnel file and any violation or omission of facts of this paragraph may result in the termination for cause under the Professional Staff Contract Article 6.2.

3.29 Code of Professional Conduct

Employees of the Taipei American School are at all times and in all places representatives of the School and role models and ethical leaders for the School's students. The School expects all employees to perform their work and conduct themselves consistent with the highest standards of professionalism. School employees must not engage in any behavior, whether on-duty or off-duty, and whether on or away from the School's premises, that might reflect poorly on the School or undermine the employee's ability to act as a role model and ethical leader.

It is not possible to describe every behavior, conduct or performance issue that is unacceptable; therefore, the following is intended to be illustrative only and not intended to be a complete list of behaviors, conduct or performance that may be unacceptable at the Taipei American School, and may result in the termination for cause under the Professional Staff Contract Article 6.2.

- Violation of School policies.
- Sexual harassment or any other form of harassment.
- Falsification of any document or record.
- Any type of dishonesty.
- Insubordination or refusal to perform assigned tasks.
- Any use of or being under the influence of alcohol and/or controlled substances while on School premises or during working hours or while on School business, other than moderate consumption of alcohol at sanctioned school celebrations; drunkenness or excessive consumption is never acceptable.
- Theft, misuse, willful damage or destruction of School property or the personal property of others.
- Any conduct, including failure to abide by safety rules and policies, which could result in personal injury to another individual, or damages to property.
- Intimidating, threatening, or violent behavior of any type, or, while on School premises or during working hours or while on School business, possession of a weapon of any kind.
- Conduct toward others that is detrimental or improper.
- Conduct that could bring disrepute to the School or otherwise negatively impact the School's reputation or the reputation of its administration, faculty, staff, curriculum, or students.

3.30 Whistleblower Protection

The School expects all Employees to perform and conduct themselves consistent with the highest standards of professionalism, and practice honesty and integrity in fulfilling our responsibilities and comply with applicable regulations. This Whistleblower Policy is intended to allow employees to raise serious concerns and submit report internally so that the School can address and correct inappropriate conduct and actions. It is the responsibility of all employees to report serious concerns about misconduct, violations of TAS policies, or violations of applicable laws or regulations that govern TAS's operations.

Anyone filing a written complaint concerning a misconduct, violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Reports of misconduct, violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

All reports will be promptly investigated by the Head of School or his/her designee and appropriate corrective action will be taken if warranted by the investigation. The School will take all reasonable steps to protect the complainant from retaliation, threats of retaliation, discharge or discrimination directly related to the disclosure of such information. It is prohibited for anyone to retaliate against an individual who in good faith reports a misconduct or violation, or a suspected violation. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

3.31 Confidentiality Policy

Information about our current or former students, parents, donors and employees should be treated in a confidential manner, and not shared with anyone outside of the School except to the extent as necessary for the performance of your duties for the School. This means that all requests from those outside the School for information about a current or former student, parent, donor or employee should be referred to the Head of School or designee, for response. It also means that information about our current or former students, parents, donors and employees should only be shared with others within the School on a legitimate need-to-know basis.

The School's business plans and practices should also be maintained on a strictly confidential basis, and shared only in the performance of your duties for the School.

Chapter 4: Faculty Matters - Academic

4.1 Animals in the Classroom

Exhibiting and keeping animals in the classroom can add an additional educational dimension to the classroom atmosphere.

1. The animals must be humanely cared for with adequate space, food and water. This should be done for the animals' welfare, but also as an example to students.
2. Animals may be brought to school only with prior arrangements with the Administration.
3. Dangerous or potentially dangerous animals (poisonous snakes, feral rats, etc.) may not be brought to school without special arrangements with the Principal. Dangerous animals must be caged or confined.
4. If a student is bitten or injured, even slightly, by an animal at the School, the following shall be done:
 - a. have the injury carefully checked by the School nurse and referred as necessary,
 - b. notify the School Principal,
 - c. notify the student's parents,
 - a. keep the animal for observation, as required.
5. Proper care for animals should be arranged during periods when school is not in session.

4.2 Ceremonies and Observations

The School recognizes the right of each individual to hold individual religious views and beliefs freely. Accordingly, there shall be no attempt to indoctrinate, inculcate, or impose religious beliefs in the school program. Acts of formal worship in school, such as praying or the reading from the sacred texts of any religion as a religious exercise in the presence of students during the school day or at school-sponsored functions shall be prohibited. Individual religious groups may hold baccalaureate or other ceremonies but these ceremonies, may not be funded or sponsored by the School.

4.3 Controversial Issues

A "Controversial Issue" is defined as an area of significant academic inquiry about which substantial segments of the TAS community hold sincere conflicting points of view.

It shall be the responsibility of the teacher to present fully and fairly, but within limits of good taste, the opportunity and means for students to study, consider and discuss all sides of controversial issues, allowing for the expression of their personal opinions while encouraging them to base those opinions upon dispassionate, objective, unbiased study of the factual bases underlying the controversy. It is believed that the free and fair discussion of controversial issues can cause students to recognize the

validity of other points of view, as well as the right of others to hold that view. Teachers shall refrain from personally advocating partisan causes, sectarian religious views or selfish propaganda of any kind through any classroom or TAS device; however, a teacher shall not be prohibited from expressing a personal opinion so long as it is presented as such, and so long as each student is encouraged to reach his or her own decision independently.

4.4 Correspondence and Representation

Employees and students may not represent themselves or officially correspond as agents of the Taipei American School except as authorized by Board policy or the Head of School.

Members of the staff and students may not use TAS stationery, titles, resources, or assets for non-TAS purposes.

All official correspondence from any school unit or activity to any outside agency must be authorized by an appropriate Administrator. The Principal of the school unit will act as authorizing agent for staff and students in his school unit. The director of athletics and dean of students will act as authorizing agent for all activities and student organizations. All other Administrators will act as authorizing agents for these duties and responsibilities assigned to them.

Any correspondence which obligates the Taipei American School or which provides legal reference must be authorized by the Head of School.

No official correspondence or release of information related to the School will be directed to any agency, the media, business organization or local national organization without the express authorization of the Head of School.

Official letterhead stationery and official titles may only be used for official correspondence, unless specifically authorized by the Head of School.

Only the Head of School serves as the representative of the Taipei American School with the media.

4.5 Faculty Meetings and Committee Work

Professional, Classified and Administrative Employees are expected to participate in and contribute to curriculum development and other committee work as directed by the Head of School and/or his/her designee.

All divisional faculty meetings are scheduled and communicated by the Principal's office. All faculty are required to attend their divisional meetings as well as any all-school faculty meetings.

Times and locations of divisional faculty meetings:

Lower School – 2:45 in the Lower School Library

Middle School – 3:45 in the Middle School Library

Upper School – 3:45 in the Upper School Library, Lecture Hall, or MPR

4.6 Home Learning

Home learning will be considered a necessary part of the learning process and a legitimate demand on the non-class time of students. Generally, home learning should provide sufficient practice time to master the Essential Capacities, standards, benchmarks, and subject matter of the course. A home assignment should be an extension of clearly defined school activities and should be appropriate to the age and ability level of students. Teachers should assign meaningful home learning which fosters lesson enrichment, exploration, application, review and the study, and the practice of skills. Home learning should also provide an opportunity for open-ended individual activities encompassing a variety of levels for suitable response and a variety of activities and products.

The home learning policies per division are:

Lower School

Monday, Tuesday, Wednesday and Thursday

Kindergarten to Grade 3: Reading at home and 10 minutes Mandarin per night

Grades 4 and 5: Reading, math and 10-15 minutes Mandarin per night

Middle School

The time spent on home learning increases as the student progresses through middle school. The minutes below represent recommended times to be spent on home learning. It is not feasible to establish rigid time limits. The average time for home learning is:

Grade 6: 90 minutes average/day

Grade 7: 120 minutes average/day

Grade 8: 150 minutes average/day

In addition, in some leveled courses, particularly math, the home learning guidelines are the same as upper school (see chart below). This would be additional time spent on home learning per day.

Upper School

Grades 9-12: The course catalog identifies the amount of home learning required for each course (heavy, moderate, light). Each course description includes a statement about the amount of time

students can expect to spend on home learning. The following is a guideline for average number of minutes per class meeting during the course of a week.

Light	0-30 minutes
Moderate	30-60 minutes
Heavy	60-90 minutes

No home learning is assigned during winter holiday and Chinese New Year.

4.7 Intellectual Property

Taipei American School will not purchase, or accept as a gift, a product that infringes upon a copyright, trademark, or a patent registered in the Republic of China or any other countries.

The reproduction and/or use of software of published works or printed matter in violation of copyright laws, or beyond what is historically and legally considered as "fair use," is strictly forbidden. The "fair use" principle means the extent that copyrighted material may be copied without permission of the copyright owner and encompasses four conditions or tests:

1. Use to be made of copies.
2. Nature of copyrighted work.
3. Amount and substantiality of portion used in relation to the copyrighted work as a whole.
4. Effect of use on the potential market for, or value of the copyrighted work.

Following are examples of what does, or does not, constitute 'fair use':

1. Fair use applies only to reproduction for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.
2. That copying is for nonprofit use has no bearing on the question of fair use.
3. Copying portions of a news article for use in the classroom may be fair use, but copying pages for classroom use from a workbook intended by the publisher to be used by an individual student will not be fair use.
4. Photocopying or duplicating by an individual for his or her personal use, as long as it is in a single copy of an article, short poem, or small portion of the work as a whole, is generally considered fair use.
5. Fair use allows teachers, acting on their own, to copy small portions of a work for the classroom, but does not allow the institution to do so.
6. Systematic duplication, whether making multiple copies at one time or single copies that in the aggregate add up to multiples, is not considered fair use.
7. If resulting economic loss to the copyright owner can be shown, even making a single copy of certain materials may be a violation.

Taipei American School will protect original works produced for the School by placing on the work the words "Copyright © (year) by Taipei American School Foundation, Taipei, Taiwan. All rights reserved." The Head of School will develop procedures for determining which works will be treated in this manner.

4.8 Language Policy

A goal of Taipei American School is to encourage all students to use English effectively. During classroom instruction, only English should be used by all students except in Mandarin or other world languages classes.

Please see Appendix C for Language Policy.

4.9 Non-Classroom Service Duty

Each Professional Staff member has a responsibility for the total school program and will be evaluated on the basis of his or her contributions to the total program. Professional Staff members are expected, as part of their professional responsibility, to spend an average of an hour and a half (1-1/2) per week, or between sixty and seventy hours per year, in co-curricular assignments. Depending on the project, these hours could be spent over the entire year or during a concentrated period. Time spent during the normal school day and time for which compensatory leave or extra-duty pay is awarded cannot be considered in calculating total time.

4.10 Parent Concerns, Complaints, and Grievances

Any general complaint, comment, or grievance, not directly related to his/her child, which any parent desires to make may be referred in writing to the Head of School, who may bring the matter to the attention of the Board.

In cases of discipline, a grievance, or other matters relating to their children, parents will first discuss the matter with the child's teacher. If for some reason, the matter cannot be resolved with the teacher, the parent may discuss the matter with the Principal of their child's division. If the Principal cannot resolve the matter, the parent may refer the matter to the Head of School in writing.

4.11 Professional Publishing

Publishing of materials prepared at school direction or during school compensated time by any Employee shall become the property of the School, unless there is a written agreement concerning royalties.

4.12 Recognition of Religious Beliefs and Customs

The right of each individual freely to hold religious beliefs and to practice religious customs shall be respected. Accordingly, there shall be no attempt to inculcate, indoctrinate, or impose religious beliefs in the School's curriculum. No one shall be required to participate in any TAS activity contrary to his or her religious beliefs.

A sound curriculum will include consideration of religious subjects, which may include literature, art and the lives of religious figures, the history of religious beliefs and customs, the study of the influences of religion in history and civilization, as they relate to human culture and development.

4.13 Reporting on Student Progress

There will be a process to periodically convey to students and parents an accurate appraisal of the student's academic progress and achievement in the current school year.

Students currently enrolled in the middle and upper schools will receive written comments from core teachers along with the awarded grade. Each department within the school division will provide an agreed-upon standard for faculty completing written comments on behalf of students being served.

Comments should focus on developmentally appropriate skills achieved by the students.

Criteria for the teacher providing written comments include:

- a. Comments must be provided for all students who are achieving at a level of C- or below
- b. All IEP students receive a narrative report card
- c. All new students to TAS receive written comments
- d. Any student who grade has improved or dropped at least one letter grade
- e. When there is a change, positive or negative, in the student's behavior toward academic work

4.14 Student Assessment

Teachers are responsible for devising a system of testing and evaluating the progress of the students assigned to their classes. Periodically the testing and evaluating practices of the staff shall be reviewed for best practices. Criteria for evaluation of student programs at the onset of each unit of study will be made available to students.

Please see Appendix D - Principles and Policies of Assessment and Reporting.

4.15 Substitute for Support Staff

Within budgetary limitations and at the discretion of the Head of School, qualified, approved personnel shall be employed as substitutes for an absent support staff, as needed.

The request of hiring a substitute for an absent support staff should meet the criteria and be approved by the appropriate Principal/director.

Criteria of hiring substitute for support staff:

1. Internal coverage is not available
2. Cross-training another staff to cover the absence is not possible
3. The absence will have a direct impact on student learning and student safety (such as the absence of a bus monitor, security guard, attendance clerk, cafeteria monitor, playground monitor, or student escort).
4. Special circumstances, as requested by a Principal/director and approved by the director of human resources.

The director of Human Resources shall be responsible for maintaining a log of approved substitute personnel, listing areas of competence, from which each Principal/director may apply to obtain substitute employee to fill vacancies.

A daily substitute rate will be approved annually as part of the base salary scale.

Substitute employees are not eligible for any other benefits under the policies of the School.

It is permissible for one staff member to substitute for another staff member if such arrangement is approved by the appropriate Principal/director. The substitute staff may not receive double pay for any work during the hours of his/her regular school day.

4.16 Tutoring

Tutoring services may be provided to those students who are absent in excess of twenty (20) consecutive school days due to illness or incapacitation, not to exceed five (5) hours per week, providing such service is available. A teacher may not accept special fees from parents and gratuities for tutoring or private lessons for a regularly assigned student unless that student is to be absent from school for an extended period of time and then only with the approval of the Head of School. All other special arrangements for tutoring and/or private lessons between teachers employed at TAS and students enrolled in TAS must receive prior approval from the Head of School.

4.17 Tutoring on Campus

There can be no private tutoring of students by non-school personnel on campus unless it is recommended as a special needs case by the student resource team (SRT) of the individual division. We realize that many parents arrange for private tutors for their children and this is outside the purview of the School; however, the actual tutoring must also be done off campus and completely exclusive of the School's materials, facilities, and supplies.

Chapter 5: Faculty Supervision and Evaluation

5.1 Taipei American School Teaching Standards

These standards for teachers represent specific professional behaviors that, based on research and current practice, influence student achievement. They are also customized for our school, based on our collective knowledge of the uniqueness of the Taipei American School community.

Purpose:

Clear and comprehensive teaching standards are a mainstay of world-class educational institutions (Stronge and Xu, 2017). They allow teachers and administrators alike to identify and cultivate excellence in the classroom (Hattie and Clinton, 2010). As a world-renowned educational institution striving always for excellence, Taipei American School obviously must maintain a clear and current set of teaching standards.

However, it is not always automatically clear in what ways standards function within a school. Perhaps the purpose is best clarified by John Hattie and Janet Clinton in their book, *The Assessment of Teachers*. They explain that the majority of trained teachers are acceptably proficient in the classroom. However, ‘acceptably proficient’ is hardly the gold standard of classroom practice. Thus, for teachers demonstrating clear proficiency, standards are used to cultivate and direct professional growth across one’s career. On the other hand, if a teacher fails to demonstrate proficiency, one hardly needs an elaboration of standards to see it, and the standards themselves are not the ideal mechanism for addressing difficulties at that more fundamental level.

When we think about how documents like this one are best used, it is helpful to consider some parallels to the application of standards in the classroom. When we develop a rubric for our students, for example, we do not do so in order to raise an unreachable bar and then ‘catch’ our students who fail. Rather, rubrics and standards are shared with students for the purpose of encouraging self-awareness, to define the goals and objectives in their coursework, and to set comprehensive goals toward which each student can strive. Rubrics also contain an array of knowledge and skills to be demonstrated in any particular classroom assignment, facilitating transparency between student and teacher. Arguably, it would be impossible for any student to consistently do well without a clear definition of what it means to do well.

Similarly, standards for teachers are here to serve our teaching work. Teaching is an incredibly complex task, and being a teacher carries with it so many facets of performance that it can be difficult to maintain a consistent awareness of them all. Furthermore, none of us is perfect in all aspects of our teaching. Thus, having a comprehensive set of standards and goals for success allows us to reflect upon the wide diversity of strengths we already possess as well as the areas in which we might focus our efforts to improve. Standards encourage us not to simply rest on our extant strengths but instead to continue striving to balance out our skills as best we are able, that we might become excellent teachers in a broad and well-rounded sense, maximizing what comes naturally and improving those skills that

require more focus and effort. When we pursue professional development, it isn't because we have been failing at our work. Rather, we strive always to improve and to grow. A comprehensive set of standards can help us in setting our professional goals, so that we might remain cognizant of all the areas in which we might continue to improve as professionals.

Thus, our standards are articulated here to help clarify the definition of an excellent teacher, and in so doing, to encourage self-reflection and professional growth. Furthermore, having a clear shared definition of good teaching can ultimately structure and guide discussions with observers and fellow teachers.

At the end of the 2019-2020 school year, the world faced the COVID-19 pandemic. In order to protect the health and safety of our students, faculty, staff, and administration, we went through several stints of online learning. Though fortunately Taiwan has done an exceptional job containing the virus, it became clear that our standards should be adjusted slightly to specify some of the expectations regarding online learning. As with our standards for classroom teaching—the idea is to guide teacher adaptation and professional development as they may have to move again to distance learning one day. Thus, for the 2020-21 edition of our teaching standards we have adapted a few additional specifics. We used the VLLA National Standards for Quality Online Teaching as a well-researched model on which to base our adjustments. We believe the standards now reflect a powerful set of guidelines for both classroom and distance teaching. It is expected that, as circumstances and technologies evolve, there may be additional edits in the future, in response to the experiences and recommendations of our faculty and their supervisors.

The standards are here presented in categories for easier reading and comprehension, but they are not listed in order of priority or significance.

Performance Standard 1: Instructional Preparation and Knowledge

The teacher plans using the TAS curriculum content, effective strategies, and resources while demonstrating a deep understanding of the curriculum, subject content, and the developmental needs of students.

Indicators

- 1.1 Uses TAS curriculum content as a framework for unit or lesson planning and maintains a current record in the school's curriculum mapping software.
- 1.2 Effectively addresses the 21st Century Essential Capacities and TAS values in unit and lesson plans.
- 1.3 Effectively plans and organizes to address the developmental needs of all students.
- 1.4 Plans instruction consistent with language learning needs of students.
- 1.5 Engages in regular and meaningful collaborative planning.

- 1.6 Uses student learning data to inform instructional planning.
- 1.7 Plans effectively for pacing, sequencing, content mastery, and assessment.
- 1.8 Demonstrates a mastery of subject matter and an understanding of pedagogical practices that reflect current research on best practices.
- 1.9 When teaching online, prepares a navigable, intuitive course website with a range of age appropriate materials and learning activities.

Performance Standard 2: Effective Teaching

The teacher uses a variety of appropriate and research-driven instructional strategies to engage students, cultivate skills and capacities, and meet the learning needs of every student.

Indicators

- 2.1 Teaches in developmentally and culturally appropriate ways.
- 2.2 Differentiates instruction, displaying an understanding of student readiness, interests and learning profiles.
- 2.3 Uses a variety of effective instructional strategies, resources, and technology, including digital pedagogical tools for distance learning that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
- 2.4 Is accessible to students, actively listening to and responding to their needs.
- 2.5 Emphasizes language proficiency through speaking, listening, reading, writing, including technical or domain specific vocabulary.
- 2.6 Motivates and encourages students in their learning and effectively reinforces learning goals throughout lessons.
- 2.7 Develops higher-order thinking through fostering dialogue, asking artful questions, and implementing well-designed problem-solving activities.
- 2.8 Communicates clearly and effectively, checks for student understanding through a variety of means, and adjusts instruction accordingly.
- 2.9 Assigns classwork and/or homework that is meaningful, relevant, appropriate and conforms to divisional policies.

Performance Standard 3: Learning Environment

The teacher personalizes learning, demonstrates sensitivity in teacher-student relations, and fosters a learning environment where risk taking, inquiry, collaboration and student voices are valued.

Indicators

- 3.1 Arranges the classroom materials and seating in ways most conducive to learning and engagement.
- 3.2 Establishes clear expectations, routines, rules and procedures, thus maximizing instructional time and minimizing disruptions.
- 3.3 Embraces student diversity, including language, socioeconomic status, culture, religion, race, gender identity/expression, and learning differences.
- 3.4 Models fairness, enthusiasm for learning, caring, and respect for all students.
- 3.5 Accommodates student intellectual and emotional needs in all classroom interactions.
- 3.6 Addresses students by name and makes efforts to know every student.
- 3.7 When teaching online, develops a community among learners by providing synchronous, asynchronous, small group, and whole group opportunities for interaction conducive to learning.
- 3.8 Creates expectations for appropriate interaction among learners online, including establishing clear requirements for online conduct and modeling implementation and digital citizenship.

Performance Standard 4: Assessment of and for Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure and encourage student academic and behavioral progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the year.

Indicators

- 4.1 Uses a variety of student data to develop expectations, to differentiate instruction, and to document learning.
- 4.2 Creates opportunities for students to reflect upon their learning goals and progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and the students.
- 4.4 Collaboratively plans and implements common assessments to accurately and consistently gauge student progress and mastery, and shares results with relevant colleagues.
- 4.5 Aligns and documents student progress and assessment with established curriculum standards, benchmarks, and Essential Capacities.
- 4.6 Uses both formative and summative assessment tools to inform and guide instruction.
- 4.7 Uses appropriate performance indicators and/or grading practices to report mastery in relationship to content goals and objectives.

- 4.8 Gives timely, individualized and developmentally-appropriate feedback to students and parents on student performance, behavior, and achievement.
- 4.9 Ensures that learners have necessary course resources and the information needed to navigate the online learning platform and to perform required tasks in a timely manner.

Performance Standard 5: Professional Responsibilities

The teacher makes positive contributions to the school climate and community, engages in respectful and positive interpersonal relationships, upholds TAS values, and is committed to professional growth and development.

Indicators

- 5.1 Develops and maintains professional relationships with TAS faculty, staff, and administration that contribute to a safe, welcoming, and healthy organizational climate.
- 5.2 Upholds and models the TAS values of honesty, respect, responsibility, kindness, and courage.
- 5.3 Inspires feelings of trust and confidence in others through effective professional practices and interpersonal relationships.
- 5.4 Participates in planning, decision-making, and school wide initiatives at various levels throughout the TAS organization.
- 5.5 Engages in continuous improvement efforts to enhance and maintain content knowledge, curriculum, and best teaching practices.
- 5.6 Supports and/or participates in school events and student activities beyond the classroom.
- 5.7 Communicates and collaborates effectively with teachers, administrators and others in the school community in a positive, professional and constructive manner.
- 5.8 Responds positively to specific constructive feedback and follows guidance from supervisors.

Performance Standard 6: Schoolwide Safety and Child Protection

The teacher is knowledgeable of and follows all procedures and professional expectations relating to the physical and emotional safety and well-being of all students.

Indicators

- 6.1 Follows mandatory reporting procedures for the suspected or disclosed physical, emotional, or sexual abuse of children including commercial exploitation and inappropriate behavior of children towards other children.
- 6.2 Strictly adheres to the expectations for appropriate professional conduct with students in all contexts inside and outside of school as well as online.

- 6.3 Exercises appropriate diligence to protect the safety and welfare of all students during hotel, homestay and residential arrangements on school or team excursions, trips, and student exchanges.
- 6.4 Demonstrates knowledge and competency in all relevant procedures and coordinated emergency drills that ensure student and schoolwide safety.

5.2 How Standards are Applied at Taipei American School

These standards define specific teaching behaviors that, based on research and current practice, influence student achievement and school climate. By clearly stating our expectations in the form of teaching standards, faculty members are provided a great breadth of indicators to prompt reflection on teaching performance and to focus and improve classroom instruction and overall efficacy. In this way, standards allow teachers to take responsibility for their professional growth. That is the central function of these standards.

Of course, in addition to our own reflections, teachers are also evaluated professionally by administrators to determine whether teaching is meeting the very high standards at Taipei American School. Outlining specific teaching behaviors and goals is key to fair, comprehensive, and instructive evaluations for teachers.

However, standards do not themselves present a mechanism for communicating in an evaluative manner between supervisors and teachers. To continue with the student rubric analogy above: used appropriately rubrics guide students striving to develop mastery. Similarly, standards should be used to shape growth, not to rank and score teachers against one another. We also would not use a rubric to inform a student that they have misunderstood the entire assignment. We would not use a rubric to inform a student that they will not successfully pass a course. Therefore rubrics have a valuable but limited function. When we notice students having difficulties succeeding in class, teachers address those problems most effectively through conversations, coaching, and conferences.

Obviously, teachers are not students and rubrics are not standards per se, but the parallel is helpful for illustrating the principle. Teachers who are not meeting standards to such a degree that they may not be adequately fulfilling their role should expect that their administrators and department chairs (depending on division) would clearly state that fact and explain in what way this is so. Teachers can expect that administrators would want to meet with them regularly, set specific goals and time frames for attaining those goals, and ultimately to evaluate the outcomes of those efforts together in dialogue. These standards do present a kind of architecture for such discussions, but they are not intended to provide a mechanism for assessment nor a means for addressing problems severe enough to call into question whether the teacher is qualified, prepared, or suitable for continuing at Taipei American School beyond the terms of his or her current contract.

Though each case is unique, performance problems of that degree of severity usually come to the attention of administrators quickly through a variety of channels, some of which are outlined above at the beginning of this section. Administrators may observe problematic teaching personally when they visit classrooms and watch lessons as they do with all new hires. Alternatively, parents and students may have negative experiences and report them to administrators. Perhaps there may be reported or observed difficulties around conduct with colleagues or students. Any or all of the above moments should naturally spur administrators to offer extra attention and support to aid that teacher in succeeding in the classroom if they are able.

Regular evaluations, a standard practice in all schools, represent one mechanism that does ensure the appropriate level of professionalism and professional growth for all teachers, and by implication, the best possible education for all students. Our school's definition of professionalism is to continually strive toward meeting these teaching standards, to have strong and current content knowledge, to take initiative, to take risks, and to take responsibility for continuously improving instructional practices to add value for our students, colleagues, and our school as a whole. It is well understood that no teacher is master of all aspects of teaching; the goal is to always be striving for professional growth and mastery. Thus, to reiterate, these standards should not serve as a checklist for 'grading' teachers. They do, however, provide a framework for conferencing and goal setting.

Exactly how these evaluations are conducted must necessarily vary by division as well as length of a teacher's time at Taipei American School.

For teachers new to TAS there are necessarily specific considerations shaping the evaluation timeline and process. New teachers face tremendous personal and professional adjustment as they get used to the ways of our school and of Taiwan. The initial evaluation process is intended to support that adjustment by clearly outlining measures of success and methods for achieving that success. Thus, the first observation, typically conducted by both a department chair and a principal or vice principal, takes place within the first few weeks of arrival at Taipei American School. All newly hired teachers begin on a probationary status for the first ninety days, and these observations ensure that the teacher is indeed an appropriate fit for our school. In addition, teachers are evaluated in terms of their engagement with parents, cooperation and collaboration with colleagues, participation in schoolwide initiatives and projects, and of course the quality and frequency of their interactions with students outside classroom environs. For teachers of grades three through twelve, students complete anonymous surveys in early spring each year, and their perspective on teacher performance are also taken into account. Taken together, all of these elements provide clear direction for the teacher during their adjustment period, so that they might quickly and appropriately adapt and provide the highest quality experience for our students. If significant teaching performance concerns are observed, the first step is to offer specific mentoring and developmental support to enable that teacher to meet those objectives. Very rarely, such concerns rise to the level that successful meeting of our standards is deemed unlikely or impossible, and in such cases contracts are typically not renewed.

For teachers not new to TAS, teacher evaluations continue at a different pace, and for all teachers the assessment of teaching standards will vary by division.

In the Lower School, after successfully completing the first year, teachers are observed and evaluated by the principal and associate principals every third year. Typically, the teacher supervisor will conduct formal classroom observations—with greater frequency of course if problems or concerns arise during the first observation. The time and date of one of these observations should be mutually decided upon. Prior to the planned observation, the teacher completes a Visit Planner Document and submits to their evaluator. After each observation, the supervisor then completes a standardized lesson observation form and sends it to the teacher. The teacher then completes the ‘teacher response’ portion of the form and sends it back to supervisor. After observations are completed in this way, the teacher submits a final self-reflection. Lastly, the teacher and supervisor will meet to discuss and reflect on observations and overall performance, which will also take into account parent interactions, collegial collaboration, participation in school projects and initiatives, and interactions with students outside of the classroom (e.g. in student clubs, teams, and other activities during and after the school day). For teachers of grade three through five, student surveys are also considered. The principal and/or associate principal will write a final summary for the teacher to sign, which is then kept on file with human resources.

In the Middle School, the process of evaluation is carried out by both the principal and associate principal. Typically, the department chair will observe and mentor teachers through new initiatives in curriculum and pedagogy, but they are not central in the evaluation process. Instead, the principal or associate principal will conduct observations—again with greater frequency if any problems or concerns arise following the first observation. After each observation, the teacher meets with the observer to discuss the strengths and weaknesses of the observed lesson, new strategies and techniques for improvement, and finally goals for short term and long-term professional growth. As with all observations, the discussion is then summarized in a final document authored by the observer, coupled with student survey data and observations of teacher engagement with colleagues and the larger community where appropriate or relevant. This evaluation is then signed by the teacher and kept on file with human resources for reference. Teachers who have succeeded in their first year are subsequently formally evaluated on a three-year cycle.

In the Upper School, department heads assume primary responsibility of observation and assessment. As each department operates with range and flexibility best fitted to the leadership style and preferences of each department chair, assessments vary by department. Each department head observes each teacher within their department, providing feedback and documentation of observations to the teacher and to the administration. The mode of that assessment may vary. For example, in the Upper School English department, the department chair typically observes every teacher, meets with that teacher to discuss the class observed, and then writes a narrative report detailing the teaching practices and goals for future growth and development. In contrast, in the sciences, the chair may require that a teacher submit a video of one full class period. The chair and teacher then meet and review the video together, discussing strengths and room for improvement. Finally, the chair produces a narrative summary of that meeting, while also incorporating commentary regarding the teacher’s performance writ large, again in terms of their work with other teachers, interactions with parents, student survey data, and the teacher’s enthusiastic engagement with the student community outside the classroom. These reviews are conducted annually for every teacher in every department, and the final documentation is signed by both chair and teacher and kept on file with Human Resources.

In sum, the modes of evaluation will vary according to time spent at Taipei American School, as well as by division and department, a flexibility which has historically served to keep evaluation authentic as well as practical. However, regardless of variations of mode in the evaluation process, all formal evaluations are undertaken with these same high standards of professional performance in mind. In cases where teachers do not meet those standards even after mentorship and professional development options have been explored, contracts are typically not renewed. At Taipei American School, we believe this ensures fairness and clarity in teacher feedback and retention, a consistent and individualized program for teacher professional development, and, most importantly, the highest quality educational experience for all of our students.

Chapter 6: Faculty Professional Development

TAS offers a wide variety of professional development opportunities for Professional Staff. Opportunities are provided to help with implementation of divisional and/or schoolwide initiatives. In addition, personal professional development, intended to keep faculty members current in their fields of expertise, is available. The Dean of Faculty and Professional Development Secretary are available to answer questions or provide advice on professional development opportunities.

6.1 Types of Professional Development Available

Onsite Consultants

TAS offers a rich variety of onsite consultants who support divisional and School-wide initiatives.

Professional Development Days

There are ten professional development days in the TAS school calendar. Seven of these days are at the beginning of the school year and are intended to prepare new and returning teachers for the coming year. The other three days are spread out throughout the year to provide time for faculty training or team/department work. The uses of these days are organized through the divisional administration with the help of the central administration and PD secretary.

Conferences

Every year there are action items on the strategic plan or within the program review cycle that call for professional development. Individuals, teams or departments might be asked to take part in targeted professional development to enhance their capacity to implement or further initiatives.

Personal Professional Development

Faculty members may request to attend a conference, workshop or other professional development activity through the divisional Principal. The request is initiated by completing the Divisional PD Request Form and submitting it to the appropriate divisional Principal for approval.

East Asia Regional Conference Overseas Schools (EARCOS) Teachers Conference

Every year, EARCOS offers a teachers' conference in the spring. Taipei American School provides all interested teachers with the registration fee for the conference. In addition, teachers may request to present a workshop. If the workshop is chosen by the conference organizers, TAS will pay registration, flight and hotel. Information about how to request to present a workshop will be sent through the professional development coordinator.

6.2 Funding

Individuals may seek funding for a professional development event or activity. Funds need to be requested from and approved by the divisional Principals. Each division is allotted a finite pool of funds to support the achievement of annual divisional goals and initiatives. To request divisional funds, please complete and submit the Divisional PD Funding Request Form to the appropriate Principal.

6.3 Eligibility

All full-time faculty members are eligible for professional development funding throughout the calendar year. Incoming faculty members will become eligible for professional development funding at the beginning of their contract term (July 1), unless requested to attend an activity before the initiation of their contract.

6.4 Departing Faculty

Departing faculty members will be ineligible for any professional development funding in the final year of their service.

6.5 Practices & Procedures

In general, all planning arrangements and reimbursements for School-funded travel need to be processed with the assistance of the secretary of the appropriate department or office and in conjunction with the PD Secretary. Faculty must have divisional approval to take part in a School funded professional development activity, for which he/she will need to fill out a registration form (sponsoring organization), PD Travel Request form (PD Secretary) and a Leave Request (divisional offices). All forms need to be returned to the PD Secretary and the approved leave request needs to be forwarded to HR Office for processing.

It is important to keep all receipts and boarding passes and turn them in to the PD Secretary upon your return. Only receipts that are itemized can be reimbursed. Credit card receipts are not accepted as official receipts. All receipts (Fa Piaos) issued in Taiwan must have the School's tax ID number (29905011) included on it.

Chapter 7: Use of Technology Resources

7.1 Acceptable Use Policy

In order to support our educational goals and consistent with our commitment to providing an innovative, 21st Century learning environment, Taipei American School provides extensive internet access to faculty, staff, and students. All Employees are expected to use the network in a manner consistent with the School's values of honesty, kindness, respect, and responsibility. Use of the School's network should adhere to the guidelines for and general standards expected of all in the community for professional conduct and behavior. This policy outlines basic standards for faculty and staff use of the TAS network.

Scope

This policy applies to all authorized users who access the internet via the TAS network using TAS-owned or personally-owned equipment, including wireless devices. By accessing the School's network using TAS-owned or personally-owned equipment, the user has consented to the School's exercise of its authority and rights as set out in this policy with respect to any such equipment, as well as with respect to any information or communication stored or transmitted over such equipment.

Authorized User

An authorized user is any person who has been granted authority by the School to access the internet via the School's network, and whose usage complies fully with this policy. Unauthorized use is strictly prohibited. Whenever a user ceases to be a member of the community, the user's systems access will be terminated.

Standards for Use

The technology resources at Taipei American School, including all networking, hardware, software, the internet, e-mail, telephone equipment, voice mail etc., are provided to support the educational and administrative activities of the School and should be used for those purposes. Use is a privilege and not a right. An authorized user agrees that he or she takes full responsibility for his or her own actions.

The general standards for internet access are:

- Use should always be legal, ethical, consistent with the School's values and expectations for professional conduct, and consistent with its general standards for community behavior.
- Transmission, downloading or storage of any material that is false, derogatory, profane, vulgar, sexually explicit or otherwise offensive (e.g. material containing racial or ethnic slurs) on the School's systems is strictly prohibited.

- Each person is responsible for the security and integrity of information stored or accessed via his or her computer or user account. User accounts, passwords, security codes and other types of authorization are assigned to individual users and must not be shared with or accessed by others. Attempting to disguise your name or the origin of any transmission over the School's systems is unacceptable.
- Incidental personal use of the School's technology resources must not interfere with the community member's performance or with the community's ability to use the resources for professional and academic purposes, and must not violate either the School's values or expected standards of professional conduct as elaborated in the employment agreement.
- Use of the School's technology resources or data for personal business, advertising, or any commercial purpose is strictly prohibited.

7.2 Privacy Expectations/ Monitoring

The School's information systems and network resources are the property of the School. The School may, in its sole discretion, and expressly reserves the right to bypass user account passwords and to access, view or monitor its systems and all of their content. By accessing the School's system, you have consented to the School's right to do so.

Individuals should not expect any privacy with respect to use of the TAS network or systems. All data stored, transmitted or accessed by users on the TAS network and systems are the exclusive property of TAS. This information is not actively monitored. However, the School has the right to access, view, filter, or monitor any information or communication stored on its information systems or transmitted over its network, and it may additionally be required by law to allow third parties to do so.

The School maintains and provides technology, including hardware, network access, and support, for academic purposes. The School treats all information transmitted through or stored on its information technology systems, including e-mail messages, as the School's property. Accordingly, faculty, staff, and students do not and should not have an expectation of privacy or confidentiality when sending, receiving or storing any information (including non-School-related information) on the School's information technology systems or on personal computers or other devices to the extent they are used to access the School's information technology systems. The School prohibits the unauthorized inspection or disclosure of any individual's e-mail or personal files by any person. However, the School owns and reserves the right to access all School information technology systems and all of the information stored on them. The School reserves the right to inspect and disclose the contents of any information including e-mail when it has a legitimate need as determined by the School in its sole judgment and in accordance with applicable laws.

The School may initiate or assist in the investigation of any use of the School's network or systems that may constitute a criminal offense under applicable law.

7.3 Social Media and Communication with Students

TAS provides all faculty and staff a TAS email address to facilitate communication within the School, and with key constituents associated with TAS. To protect faculty and staff, whenever possible all electronic communication with students must go through the School's email system or LMS (Learning Management System); exceptions may be made only when *groups of students* are appropriately involved (*e.g.*, IASAS check-in, StuGov Facebook page, TAS athletic team pages), or in the case of an emergency.

Given the School's commitment to acting at all times with the students' best interests in mind, faculty and staff are not permitted to "friend" or otherwise establish a relationship with any current students on Facebook or any other social media site. In order to establish such a relationship, faculty and staff must wait until students have graduated from TAS, or, in the case of students who leave TAS before graduation, until students have reached age 18.

Electronic communication beyond School-provided email, including but not limited to social media websites, blogs, and texting, introduces the possibility of numerous problems for the faculty member and for the School. The informal nature of this media tends to blur the critically appropriate boundaries of faculty-student relationships.

Faculty should exercise considerable caution in the way they conduct and portray themselves through social networking venues, websites, and blogs. Even casual participation in some online spaces can bring negative attention upon both the faculty member and the School, and the School has an obligation to respond to online conduct bearing upon a faculty member's professional standing and personal conduct if either is deemed to be injurious to the best interests of the School or to any of our current or former students. Specifically, the School asks all faculty and staff members to exercise great discretion and self-discipline with regard to social networking websites.

Furthermore, the School urges faculty to exercise significant professional discretion when "friending" or otherwise establishing a relationship with graduates (or former TAS students 18 years of age and older) on social media sites, even though appropriate communications via the School's network are encouraged to strengthen the School's loyal alumni base. It is important to remember that information shared between or among recent alumni/ae is likely to be seen by current students as well.

7.4 Social Media Guidelines for School "Affiliated" Groups

These guidelines apply to teachers, staff, and TAS community members working with our students and greater community in an affiliated but unofficial way. This includes student organizations and others. All communications should be created in the spirit of upholding a compassionate, safe, and healthful community with respect, responsibility, kindness, honesty, and courage.

1. Taipei American School adheres to American and global standards for copyright and intellectual property laws that must be followed in all online communications.
2. A faculty representative must retain ownership of the class social media page and passwords. Students and community leaders may be appointed administrators, but a faculty member needs to have all passwords and access rights. The group leader must have the ability to revoke those privileges if need be.
3. All social media pages affiliated with TAS must include this statement: "This is not the official TAS Facebook page and does not represent the views and activities of TAS. Please find the official TAS Facebook page here <https://www.facebook.com/taipeiamericanschool/>." You should maintain a professional image on behalf of the school including no endorsement of products, people, political groups or ideas, or candidates. The social media page should only support students and TAS events.
4. If you decide to make a logo for your group, please read through and adhere to the TAS Brand Style Guide. The TAS crest and official logo are reserved for official TAS pages only.
5. When mentioning students by name, only list their first name and last initial.
6. Please moderate all comments. If you see an inappropriate comment, please remove it. If someone asks a question that is student related, school related, or not in the scope of your area, please direct that person to the appropriate school contact. Share any private messages unrelated to your group with the TAS Communications Officers at communication@tas.tw so that the school can promptly respond.
7. Additional guidelines around social media and online presence, correspondence and representation, intellectual property, acceptable use, and communication with students are elaborated in the faculty policy manual handbook.
8. Apply privacy settings so students are not allowed to tag themselves in photos by disabling the tagging feature.

7.5 Copyright and Publications

In pursuit of our educational mission, as well as honoring all relevant laws, Taipei American School shall always do our best to assure that our publications appropriately respect the intellectual property rights of others.

Objectives

Teacher Student Use

We intend to model the respect for intellectual property that we expect from our students. Teachers shall follow relevant publication guidelines under Taiwanese law, US law and relevant laws of other content producers.

There are few restrictions on sharing content with students (whether digitally or in print). We expect teachers to follow Fair Use guidelines on any US copyrighted material. The good news is that if you could show it in a class, or hand it out as a photocopy, you can publish it digitally provided that access is limited to students who are currently enrolled in the class.

However, just as you could not photocopy and distribute an entire book, neither should you share an entire text where the digital copy carries only individual rights. Similarly, you can play a song or view a movie that contributes to the content of the course-provided that the sharing is restricted to students enrolled in the course. You cannot show the film purely for entertainment value

Employee Internal Use / Professional Development

The rules here can be somewhat more restrictive than for student-teacher use, but the same basic provisions apply.

Community Use

Once we reach community access, we fall outside of most of the legal exceptions. Please see External Publications

External Publication

Any document, video, audio or other file shared outside the class or professional development setting should be assumed to be public. With that in mind, particularly as it concerns video or audio files, we require that particular care be taken.

Procedures

Teacher Student Use

When in doubt, always distribute inside a system that restricts access. For example, documents, etc. distributed through Canvas are limited to students enrolled in the class.

Employee Internal Use / Professional Development

Please exercise due diligence to be certain that all necessary rights have been obtained and that all relevant acknowledgements are included. The use of Creative Commons or other unrestricted sources for images, etc. is preferred. Internally distributed professional development material shall be within the Fair Use guidelines.

Community Use / External Publication

For any audio or video publications to be made available beyond the professional development or teacher-student audience, the material must be reviewed and published by one of the following:

- Communications Officer
- School Video Production Specialist/Sports Activity Photo Journalist
- Chief Information Officer

7.6 Compliance

All members of the community are expected to assist in the enforcement of this policy. Persons in violation of this policy are subject to a full range of sanctions, including, but not limited to, the loss of computer or network access privileges, disciplinary action, and dismissal from the School's faculty or staff.

Chapter 8: Information Security Policy

8.1 Information Security Policy

All employees must realize that outsiders may be listening or watching and may be able to pick up information they should not have. You should not, for example, discuss sensitive School matters in places where conversations can be overheard by others, such as in corridors, restrooms, elevators, restaurants and the reception and other common areas (including restrooms) of the School, or while commuting or traveling by public means. You should bear in mind that telephone conversations may be intercepted, as may e-mail transmissions. You should be careful how you handle and dispose of sensitive papers: they should be shredded in a secure manner.

Laptop computers should be secured and should be shielded from the view of others while you are working on School matters in a public place or traveling on an airplane or public transportation.

Anyone receiving communications or inquiries from an unfamiliar person whose authenticity may be in question should decline to provide any confidential or sensitive information until the authenticity of the source can be established.

Our policy is that all student and donor information is confidential (as is the other information identified in our “Confidentiality” policy, and must be handled as such by all School personnel. There is some student information that should never be discussed even within the School with anyone who is not part of the team of individuals who have a need to know the information in furtherance of their service to that student. Moreover, you should not ask about or otherwise seek to obtain confidential information about any matter unrelated to work that you are performing for the School.

Take care to minimize the risk of misuse or unauthorized disclosure of confidential information by:

- securing in your office or classroom documents that contain sensitive information and not leaving them where they can be observed by visitors;
- maintaining the confidentiality of sensitive documents by keeping them in appropriately marked file folders or envelopes and circulating them within the School only in envelopes marked “confidential;”
- discarding sensitive documents by shredding them;
- keeping laptops, PDAs, and other mobile computer devices within view or securely stored at all times; shutting down or screensaver-locking such devices, or logging out of accounts, when not in use;

- refraining from the use of non-School systems, including personal email accounts and cloud storage, for School business; and
- closing office doors or refraining from using speaker phones to discuss confidential matters if the conversation might be overheard.

We all must remember the paramount importance of protecting confidential information and preventing disclosures except on a "need to know" basis. Violation of this policy may lead to disciplinary action, including termination from the School.

8.2 Digital Data Security Procedures

Purpose

Data security requires clarity of data classification. This can only be applied when data ownership and custodianship are clear.

Definitions

- Data – this includes information within a structured environment or data base (like a student information system, documents, images, etc. regardless of storage medium (paper, digital, recording).
- Data owner –
 - An individual or group of people who have been officially designated as responsible for specific data that is transmitted, used, and stored on a system or systems within the institution regardless of medium.
 - Data owners are responsible for understanding legal and contractual obligations surrounding information assets within their functional areas. For example, official requirements for handling student information.
 - Data owners are responsible for determining who has access to information assets within their functional areas.
- Data Custodian – the roles or teams responsible for assuring that the classification, access and retention are appropriately followed
- Data Classification - Data classification is the classification of data based on its level of sensitivity and the impact to the institution should that data be disclosed, altered, or destroyed without authorization. Classification of data helps determine what controls are necessary and/or appropriate for safeguarding that data.
- Access control – the roles that will be permitted or denied access to data
 - Access options may include: View, create, modify, copy, archive and delete or destroy
- Retention – a definition of how long data are to be retained and accessible. This may be a function of legal requirements (board bylaws and amendments in perpetuity) or good practice.

Policy

- Data ownership shall be defined by role. The persons occupying the role shall be responsible for classifying documents based on the data classification options and determining the appropriate access requirements based on roles and access control lists. Data ownership shall be assigned by the Head of School or his/her delegate.
- The data owner shall determine and provide instruction regarding data classification, access levels and retention. These shall be clearly communicated to the data custodian.
- Accurate implementation of these role-based groups and access control lists shall be the responsibility of the data custodian.
- All data will be in one of three categories. These categories will be based on perceived institutional risk due to data loss, data compromise or data outside of authorized use. We recognize that the largest risks to TAS are reputational, followed by fiscal.
 - Public data – information that if widely known offers little perceived risk
 - Internal data – information that if known outside of its intended audience (access control) would cause harm to TAS or those for whom it holds any fiduciary responsibility. Examples include grades, travel plans, student work, curricular materials, financial transactions, etc.)
 - Sensitive data – information that if known outside of its intended audience (access control) would cause serious harm to TAS or those for whom it holds any fiduciary responsibility. Examples include copies of passports, student health records, etc.

Chapter 9: Student Expectations

Student expectations are set out more fully in the student handbooks.

9.1 Dress Code

Students are expected to be appropriately dressed. Students and parents must take responsibility to ensure that a standard of neat appearance is met, keeping in mind the importance of dressing appropriately for the welfare of the School's learning climate and our responsibility to the wider Taipei community.

A neat, well-groomed appearance is expected as outlined in the student handbooks. Appropriate footwear must be worn at all times.

9.2 Possession of Dangerous Items

Students who at school or school-sponsored activities have any kind of weapon or dangerous item in their possession—on their person, in their locker, or otherwise—will be sent home and parents will be notified. If the student is allowed to continue to attend TAS, stringent conditions may be put in place in order to guarantee the safety and welfare of the community.

9.3 Smoking

TAS is a smoke-free zone, and smoking on school property is prohibited. This includes the use of tobacco on school buses or on the sidewalks surrounding the school, across the street in front of the Japanese School or the alley adjacent to the school car parking lot.

9.4 Truancy

Truancy occurs when a student is absent from class without permission. Before a student is re-admitted to school after a truancy, a parental conference may be required by TAS authorities with the parents of the truant child and a School Administrator.

9.5 Use of Drugs

TAS is a drug-free zone. *Any student possessing, taking or using, buying or selling, giving or trafficking* in any narcotics, stimulants, depressants, barbiturates, hallucinogenic drugs, or marijuana (whether on or off campus) is subject to expulsion from the school. All Upper School students will be subject to random drug testing unless a student's parents have previously signed a waiver. The waiver form must be signed before the student's first day of class at the beginning of each school year. The cost of all testing will be borne by the school.

Random testing will occur throughout the year. **When the Administration deems that concerns exist, it may, without prior notice, require selective testing on individual students, whether or not a waiver has been signed.** The waiver covers only the random screening. Normally, students who *voluntarily* contact the Principal (directly, or via a counselor) and seek aid or information concerning alcohol or drug abuse are not subject to disciplinary action; this is true only if the student is not coming forth merely to avoid detection or to explain a drug infraction. For example, coming for help just after receiving notification that a drug test will be performed will be construed as an attempt to avoid detection, not as a plea for help.

Parents and students should be aware that the policy and rules relating to drug use infractions are deliberately stringent. They were developed both to preserve the welfare of the majority of students and to respect the laws of the R.O.C.

9.6 Use of Alcohol

Students may not be under the influence of or possess alcohol on school property. Students who come to school or school-sponsored activities after ingesting alcohol or in possession of alcohol will be asked to leave school or the activity immediately. Parents will be notified. In the event it is an off-campus activity or trip, the offense could result in the termination of the entire trip. Students who are allowed to continue attending TAS after being caught under the influence or in possession of alcohol will, at a minimum, be placed on social probation and may be barred from participation in any school-related activity.

Chapter 10: Student Academic Life

10.1 Anti-Bullying

Each student at the Taipei American School has the right to participate fully in the life of the School without experiencing bullying or cyber-bullying. The School recognizes and respects individual differences, and does not discriminate, tolerate discrimination or permit unwarranted interference in the education of students.

To ensure an environment of mutual respect, tolerance, and sensitivity, every member of the community, including students, faculty, and staff, must recognize and adhere to certain guidelines for appropriate behavior. Inappropriate behavior towards others, whether verbal or physical, is unacceptable. Such behavior includes unwelcome physical advances; discriminatory comments between any two individuals or groups of individuals; or words, acts, or gestures that cause physical or emotional harm, cause a reasonable fear of harm, create a hostile environment, or otherwise infringe on the rights of another.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, directed at another student that:

- causes physical or emotional harm to the target or damage to the targeted student's property;
- places the targeted student in reasonable fear of harm to himself or of damage to his property;
- creates a hostile environment at school for the targeted student;
- infringes on the rights of the targeted student at school; or
- materially and substantially disrupts the education process or the orderly operation of the school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; put-downs; name-calling; stalking; threatening looks, gestures, or actions; unkind rumors; false accusations; and social isolation.

Cyber-bullying is bullying carried out through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes:

- the creation of a web page or blog (including all forms of social media such as Facebook, MySpace, etc.) in which the creator assumes the identity of another person;
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in the definition of bullying; and
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if such distribution or posting creates any of the conditions enumerated above in the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

TAS will not tolerate any form of bullying or cyber-bullying, nor will it tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. However, any student who knowingly makes a false accusation of bullying, cyber-bullying or retaliation may be subject to discipline.

Bullying and cyber-bullying are prohibited on school grounds; on property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; in a vehicle owned, leased or used by the School; or through the use of any technology or electronic device owned, leased or used by the School.

In addition, bullying and cyber-bullying are prohibited at locations, activities, functions, or programs that are not school-related, or are perpetrated through the use of technology or an electronic device that is not owned by the School, if the bullying creates a hostile environment at school for a targeted student, infringes on the rights of a targeted student at school, or materially and substantially disrupts the educational process or the orderly operation of the School.

Any student who believes that he or she is a victim of bullying behavior should report any such behavior to the Principal of the student's school, the Head of School, or any other faculty or staff member with whom the student feels comfortable. Any parent or guardian who believes that a student has been the subject of bullying or retaliation should immediately report the matter to the Principal of the student's school. Any faculty or staff member who has witnessed or otherwise become aware of any bullying or retaliation must report it immediately to the appropriate Principal or to the Head of School.

Once any complaint of bullying, cyber-bullying or retaliation is received, a prompt investigation of the charge will be conducted by the appropriate school Principal or other designated administrator. The investigation will take into account all of the relevant circumstances, including the nature of the allegations and the ages of the students involved.

If the investigation results in a determination that bullying, cyber-bullying or retaliation has occurred, the School will take appropriate disciplinary action, which may include the full range of disciplinary sanctions for other forms of student misconduct, up to and including dismissal from the School. The School will notify the parent/guardians of the target and of the perpetrator of this finding and of the School's planned response. The School may also report to the administrator of another school, if the incident of bullying, cyber-bullying or retaliation involves students from another school.

During an investigation, the School cannot assure strict confidentiality, because information must be shared in order to conduct an effective investigation. However, the School will only release information concerning complaints of bullying, cyber-bullying, and/or retaliation on a legitimate, need-to-know basis, in each case as determined by the School.

10.2 Closed Campus

In the interest of maintaining student safety and reducing student truancy, TAS students must remain on the school campus throughout the school day. The Head of School or his/her designee may exclude students of senior status from this regulation if it is deemed appropriate, and may make other exceptions for individual students where extenuating circumstances dictate.

10.3 Corporal Punishment

Corporal punishment is unacceptable at Taipei American School.

10.4 Hazing

Hazing is prohibited at Taipei American School, as is retaliation for reporting or providing information about hazing. Hazing means any conduct or method of initiation into any student group that endangers the physical or mental well-being of a student or other person.

10.5 Make-Up Work (Secondary Students)

Make-up work following any absence is the responsibility of the student and must be done promptly. For an approved absence, time for make-up shall normally be equal to twice the number of days of

absence. Should the student fail to complete the make-up work during the allotted time, the student may not receive the credit for the assignment.

10.6 Non-Curricular Activities

1. Students may be employed by Taipei American School during the regular school day if the time of employment comes at an unscheduled time of a student's schedule. Usually, however, employment by the School is at times other than when school is in session. Such employment shall be at the establishment rate of pay.
2. Contests for Students – Contests involving students of Taipei American School must be approved by the Administration.
3. Solicitation of Students – No organization, individual or business shall be allowed to solicit contributions or services from or sell goods or services to students without the permission of the administration.
4. Distribution of Materials – Distribution of materials to students must be for purposes authorized by the Administration.

10.7 Secret Societies

Taipei American School does not permit secret societies. Therefore, their operation on the School's campus is forbidden.

10.8 Sponsored Trips and Activities

School sponsored educational travel is educationally desirable and is to be encouraged. All such trips must be approved in advance by the Head of School. The trip organizers and chaperones will receive reasonable compensation for the responsibilities undertaken, the amount of such compensation to be set by the Head of School. This compensation will include a daily cash stipend, plus the value of allowable expenses. School-sponsored educational travel is organized, directed and participated in on a voluntary basis. The director of each trip will be a staff member, who organizes the trip on his/her own time and who shall lead and chaperone the trip.

10.9 Student Clubs and Activities

Student clubs are encouraged by the Taipei American School. Clubs may not operate on the premises without sanction by the administration. Each student club must have an adult advisor at all times. Student club and activities funds are managed by the appropriate Principal or his/her designee.

10.10 Student Performances

Taipei American School-sponsored student performances must be under the direction of a faculty advisor.

10.11 Student Publications

Students may publish newspapers and annuals for the benefit of the student body as authorized by the administration. The preparation of authorized publications will be supervised by an advisor assigned by the Principal. The advisor will screen articles and editorials for information that may be sensitive for public relations reasons. The advisor will bring to the attention of the Principal all questionable articles and pictures prior to publication. The publication or distribution of unauthorized publications on campus is prohibited.

Chapter 11: Health, Safety and Security

11.1 Accidents and Injuries

Students who are involved in an accident or become ill should report directly to the Health Office. Students who need assistance should ask someone to report to the nearest teacher. Anyone who observes an accident or sees someone who appears ill should report to the nearest teachers and go to the Health Office for assistance.

Students should refrain from carrying anyone and wait for the nurse.

11.2 Communicable Diseases

Students who are found to be suffering from a communicable disease are held out of school until such time as a physician or Health Office recommends the student's re-entry into school.

If a student is suspected of having a communicable disease, please notify the Health Office. The nurse will take measures to contain and monitor the infection.

11.3 Dispensing Medication to Students

Student medications are taken only in the Health Office, not in the classroom or lunchroom. These medications should be delivered to the Health Office before school starts.

Medication should not be brought to school unless it is essential to the health of the student. Only the school nurse may dispense medication. Over the counter medication may be dispensed by the nurse per MD standing order with written permission from the parents. Prescription medication may be dispensed by the nurse with a prescription from the MD and written permission from the parents.

11.4 Emergency Procedures

The Head of School or his/her designee shall develop and implement procedures for dealing with emergencies such as fire, bomb scares, typhoons, earthquake, pandemic, epidemic, violent situation, kidnapping, bus accident, suicide, death, and accident while on a field trip. The procedures should provide for the safety of the student body and staff to a reasonable and prudent extent without unduly interrupting the instructional program.

Special instructions will be issued to each staff member concerning evacuation and emergency drills and procedures. Keep these in the classroom for ready reference. Emergency drills and

training will be conducted annually to ensure faculty and staff are prepared in an emergency situation.

11.5 Emergency Drills

Fire evacuation drills and other emergency evacuation drills shall be held each school year and shall consist of, at minimum, one Fire/Earthquake/Evacuation drill in the first month of school; one Code Red drill in the first semester; and two second semester drills of any type.

11.6 Emergency Closures

The Head of School or his/her designee shall determine when the school shall be closed because of a real or potential threat to the safety and well-being of the students of Taipei American School.

11.7 Traffic and Parking

Only those vehicles which have specific authorization shall be allowed entrance to Taipei American School grounds. The primary purpose of maintaining traffic control is for the safety of the students and staff at Taipei American School.

Parking privileges for a limited number of faculty and staff have been extended by Taipei American School. The purpose of these parking spots is to assist those driving to school find a place to park their vehicles while they are at work. The allocations are managed by the Business and Operations and a registration system is used for faculty while a rotating system is used for support staff.

Vehicles may only be parked in the assigned space and may not be left in the parking lot overnight without prior authorization of the Chief Operating Officer or his/her designee. Basement and WCC parking spaces may not be used as a drop-off/pick-up convenience or to store personal items.

11.8 Health Services

The Lower School Health Office is located in room 1B76. The Middle and Upper School Health Office is located in room 1B70. The office is staffed from 7:15am to 16:30pm by registered professional nurses. Nurses are involved in health teaching, screenings, and treating illnesses and injuries that occur during the school day. Student visits are recorded daily and kept for reference for the current school year.

If a student is injured or becomes ill during the school day, he/she should report directly to the Health Office or ask a teacher for assistance. If assistance is needed, please call the nurse at ext. 220 and report the nature of the illness/injury and your location. The nurse can transport the student to the Health Office.

In case of Emergency or need of an ambulance when the Health Office is closed, please contact

TAS security and call 119.

11.9 Hearing and Vision Screening

Vision Screening is conducted annually for grades 1-5.

Hearing and Vision Screening are available upon request throughout the year for grades K-12, at the request of a teacher or parent.

11.10 Field Trips

First Aid Kits are available for field trips at the request of the teacher. Please give the nurse 3 days' notice to prepare emergency student medication.

11.11 Occupational Nurse

The Occupational Nurse office is located in room 1B80C. The office is staffed from 07:30am to 16:30 pm. The Occupational Nurse is responsible for providing health services for school employees and authorized personnel. Health services includes evaluating patient complaints and using professional judgment in providing care, health counseling, making referrals to doctors, and keeping school authorized personnel informed on an as needed basis.

The Occupational Nurse may assist and arrange for an on-site 3-hour visit from a contracted physician at minimum once every two months. A notification of the visit will be provided in advance to enable faculty and staff to arrange an appointment.

11.12 Occupational Health and Safety and Physical Examination

Taipei American School has appointed Health and Safety personnel who are responsible to oversee and conduct the required measures and provisions of the occupational health and safety plan.

Taipei American School has established Health and Safety Work Rules to prevent workplace accidents; to protect the health and safety of all employees; to ensure normal operations within the workplace; and to maintain a healthy and safe work environment. These provisions are stipulated in accordance with Article 34, Item 1 of the Occupational Safety and Health Act and Articles 41 and 42 of Enforcement Rules of the Occupational Safety and Health Act. All items stipulated in the school's Health and Safety Work Rules shall be followed by all employees.

Taipei American School provides health examination benefit for all new employees upon employment, and annual preventive health examinations for returning employees. For new employees, he/she is required to provide a health examination report before the commencement of contract. For returning employees, he/she is required to provide a health examination report per the required timeline as stated in the Regulations of the Labor Health Protection.

- Employees aged 65 and above, mandatory health examination once per year with report submitted to employer for evaluation.
- Employees aged between 40 and 65, mandatory health examination once every three years with report submitted to employer for evaluation.
- Employees aged under 40, mandatory health examination once every five years with report submitted to employer for evaluation.
- Night shift workers, mandatory health examination once per year with report submitted to employer for evaluation.

Employee health examination report should be submitted to HR in a sealed confidential envelope that is only for Occupational Nurse Office's evaluation for employee health management and record filing.

11.13 School Security

The security of Taipei American School property, students, and staff is a responsibility of the Head of School or his/her designee. The Head of School or his/her designee shall develop and implement procedures for security including patrols, access control, identification, traffic control, dealing with trespassers, etc. Guards shall be employed and regularly trained to protect students and staff, prevent damage to the TAS buildings and grounds, and adequately affect surveillance of all the property of Taipei American School during and after regular school hours.

The Head of School or his/her designee is responsible for developing procedures for reporting security problems. All staff members are responsible for reporting incidents that threaten the security of students or staff or damages to or loss of any school property.

Personal effects should be kept locked. Since TAS is virtually 'unlocked' during the day, the opportunity for theft is apparent. Staff and students should leave valuables at home. Please be aware of strangers in your classroom area and ask if you can be of assistance.

11.14 Lost, Stolen or Damaged School Equipment/Property

The Head of School or his/her designee is responsible for developing procedures to ensure that school equipment is in good working order and available as needed. It is the responsibility of all staff members who are assigned or who requisition school equipment to adequately safeguard such equipment. Losses due to lost, stolen or damaged school property/equipment, excepting wear due to normal use, may be charged to the individual responsible for that property/equipment.

Appendix A – Professional Staff Base Salary Scale

Taipei American School 2020-2021 Professional Staff Base Salary Scale

Step	Level 1 (BA) NT\$	Level 2 (BA+50* or MA) NT\$	Level 3 (MA + 40* or Ph.D/Ed.D) NT\$
1	1,946,500	2,061,500	2,194,500
2	1,984,500	2,107,500	2,245,500
3	2,022,500	2,153,500	2,296,500
4	2,061,500	2,199,500	2,347,500
5	2,100,500	2,245,500	2,399,500
6	2,139,500	2,292,500	2,450,500
7	2,189,500	2,352,500	2,517,500
8	2,240,500	2,412,500	2,584,500
9	2,305,500	2,488,500	2,668,500
10	2,371,500	2,566,500	2,754,500
11	2,439,500	2,645,500	2,841,500
12	2,508,500	2,726,500	2,931,500

(All amounts are expressed in New Taiwan Dollars)

***Note:** Semester Credits beyond a completed degree must be for graduate level course work from learning education (ie. applicable to a Master's degree or higher) in order to apply to placement on the salary scale at BA+50 or MA+40.

Retirement benefit for full time Professional Staff: 10% of base salary

Appendix B – Livelihood Supplement for Direct Off-Island Hired Professional Staff

Livelihood Supplement	Employee	Teaching Couple (Each)
Employee with 0 Dependents	NT\$652,240	
Employee with 1 Dependent	NT\$701,720	NT\$411,585
Employee with 2 or more Dependents	NT\$859,720	NT\$490,585

Settle-in Allowance	Employee	Teaching Couple (Each)
Employee with 0 Dependents	NT\$72,000	
Employee with 1 Dependent	NT\$72,000	NT\$36,000
Employee with 2 or more Dependents	NT\$90,000	NT\$45,000