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**CIA FIRST
INTERNATIONAL SCHOOL**

No. 9, International School Rd., (St. 2004) ៤ St. 271, Phnom Penh, Kingdom of Cambodia. / Tel: 023 882 088, 023 678 2088
Mobile : 012 200 011, 016 579 123 E-mail: info@ciaschool.edu.kh Website: www.ciaschool.edu.kh

**BY-LAWS
of
CIA FIRST INTERNATIONAL SCHOOL
PHNOM PENH
KINGDOM OF CAMBODIA**

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“NEW HEIGHTS OF ACHIEVEMENT”



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Section 1: The School

Policy 1.1 – SCHOOL LEGAL STATUS

The name of the school is CIA FIRST International School (CIA FIRST).

The purpose of the School is to provide a quality International education program with instruction in English language based on American pedagogical educational standards with necessary modifications required to meet the needs of the international composition of the student body. Additionally to the International education, students are given the opportunity to enroll into an optional Khmer Curriculum which is officially recognized by the Cambodian Ministry of Education and Youths. The School is a non-sectarian international / private school that caters to the needs of all youth without prejudice to their national, racial or religious affiliations. All accepted students have to meet the established entrance requirements.

CIA FIRST International School's educational program is aimed to be fully internationally accredited by 2015. The prior school name Cambodian International Academy, CIA was changed to the current school name in July 2011.

The Board operates CIA FIRST as a private school for the benefit of the local and foreign community to be governed and directed as set forth in the bylaws and policies. Governance of the School is exercised by the Board.

ADOPTED: AUGUST, 2011

Policy 1.2 – SCHOOL PROGRAMS AND LEVELS OF INSTRUCTION

CIA FIRST offers an U.S. American oriented educational program with focus on global competence and global citizenship to students of any nationalities who desire such an education. Students can enroll additionally into Khmer curriculum classes as an elective component.

The school offers education from Kindergarten through High School level.

ADOPTED: AUGUST, 2011

REVISED: AUGUST 23, 2012

Policy 1.3 – SCHOOL PHILOSOPHY

A. Mission

CIA FIRST International School is a non-sectarian international / private school that caters to the needs of all youth without prejudice to their national, racial or religious affiliations. Our primary concern is to enable the "whole child" to master local and global challenges of today and the future.

We are committed to providing our students with a stimulating learning atmosphere where they can discover what is essential for their physical, mental, moral and social development and experience the joy and love of learning in their early years.

B. Vision

We envision new heights of achievement for the individual learner and everything within his/her reach and power to influence: family, community, the world. In our endeavor to enhance a broader, international educational experience and to develop informed, socially and environmentally responsible global citizens, we are committed to:

- Providing a learning environment that will promote the highest possible international English and Khmer education;
- Providing a physical environment that is conducive to quality teaching and learning;

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- Fostering cooperation with students, parents and community in the pursuit of best educational standards competitive on a global level;
- Promoting 21st century skills, knowledge and attitudes necessary for life-long learning.
- Encouraging attitudes that promote a sense of responsibility and self-reliance, contributing to a positive self image and independent learning;
- Undertaking the responsibility of producing students equipped with high moral character, personal discipline, vocational efficiency, duties of local and global citizenship, appreciation of the Arts, and a love for their home, world and nature.

ADOPTED: JUNE 10, 2004

REVISED: AUGUST 23, 2012

Policy 1.4 - INSTRUCTIONAL GUIDELINES AND OBJECTIVES

CIA FIRST students are expected to achieve the following schoolwide learning results (SLRs):

Key Area 1:

Students' Knowledge, Skills and Attitudes are driven towards Global Competence and Global Citizenship.

Global competence

The educational program as a whole equips the students with knowledge, skills and, most importantly, will and power to help, serve, support, implement ideas and actions that can and would benefit the entire world; being able to discern between one individual's (person, company, country) interests and the world's interests -and making the right decision.

Global citizenship

CIA FIRST graduates understand the boundaries of land and territory, as being imposed by human laws and regulations, and are able to mentally delete them altogether. As global citizens they are aware of being an individual owning, relating to, belonging to, and having a responsibility to the entire world. In that context, a CIA FIRST student looks beyond the goals and limits set by his/her own country or place of residence and raises the bar higher, to include all others. They understand that the laws to be upheld and developed further are the ones that apply justly and equally to everybody, regardless of ~~the~~ skin color, economic and social background, religion, nationality or mentality. Respect will be given to all in an equal manner, no matter the country or state they originate from. Support and equality is provided by CIA FIRST students, always and no matter where in the world it is needed. They will spread the spirit that the ONE place we all belong to is Earth and we all share the responsibility of creating a sustainable and peaceful life for all humans as we are all its citizens.

Key Area 2:

Students Read, Write, Listen, and Speak Effectively.

Through language lessons students will:

1. Read and respond to variety of texts and demonstrate a positive attitude towards reading and language.
2. Listen for information from a variety of sources.
3. Speak fluently and expressively on a range of topics.
4. Present and develop ideas effectively in speech/writing for a variety of purposes and audiences.
5. Write legibly, coherently, and cohesively for different purposes and achievement.

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Key Area 3:

Students Obtain Key Life Skills.

Through lessons in Science and Health, Social Studies, Information and Communication Technology (ICT), Home Economics, and Physical Education students will:

1. Adapt a healthy life style with healthy nutrition and personal hygiene striving for physical and mental fitness and inner balance.
2. Develop skills, strategies, and habits of mind required for scientific inquiry and technological problem solving.
3. Gain knowledge of the history of scientific ideas, theories, discoveries, laws, and models, coupled with a passion for scientific study which will help our future generation to develop advanced methodologies, discoveries, and inventions for the advancement of humankind.
4. Communicate, share and work effectively through responsible use of ICT and social media in local and global environments.
5. Develop new thinking and learning skills to support independent and creative learning.
6. Develop lifelong learning habits that will help them adapt to computer advances in the changing workplace and world.
7. Learn the joy of sharing and giving and contribute to create a more equal and just society.
8. Make informed decisions about social and environmental issues from scientific, philosophical, and ethical standpoints.
9. Know how to lead people with love and trust, care and discipline, mind and heart, in order to create leaders, not followers.

Key Area 4:

Students Appreciate History, Geography, and Current Events.

Through lessons in History and Geography students will:

1. Explain the geographic concept of location/place, environment, region, interaction, and movement.
2. Develop an ability to present and interpret geographic concepts, approaches, methodologies, and applications in oral, written, and cartographic and other visual forms.
3. Develop an understanding of how history and physical geography influence culture.
4. Develop awareness of people who shaped history.
5. Develop consciousness of major/influential events that shaped history.
6. Develop an understanding that history is an account of human activities that is interpretive in nature.
7. Develop recognition that the study of history allows us to understand the present and shape the future.
8. Identify the effect of natural phenomena and technology on people and environment.
9. Reflect critically on political, social and economic events, both in a global and local context.

Key Area 5:

Students Master Arithmetic and Mathematic Challenges.

They will be able to:

1. Apply mathematical skills in real life situations.
2. Develop analytical thinking skills.
3. Become thoughtful and efficient problem solvers.

ADOPTED: AUGUST, 2011

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REVISED: AUGUST 23, 2012

Policy 1.5 - COMMUNITY INVOLVEMENT IN DECISION MAKING

Members of the school community who are especially qualified because of training, experience, or personal characteristics shall be encouraged to take an active part in school affairs. Such persons may be invited to advise and assist, individually or in groups.

The Board invites such assistance in specific areas after consultation with the SD. The Board and staff shall give substantial weight to the advice which they receive from individuals and community groups interested in the School, especially those individuals and groups which they have invited or created to advise them regarding specific problems. However, the Board and staff shall use their own best judgment in arriving at decisions.

ADOPTED: AUGUST, 2011

Policy 1.6 – STAFF INVOLVEMENT AND DECISION MAKING

It is the policy of the Board to encourage employee participation in decision making for the School. Such participation shall include, as appropriate, involvement in:

- 1) academic program and curricula development
- 2) policy development,
- 3) administrative rules development, and
- 4) facilities planning.

In the development of regulations and arrangements for the operation of the School, the SD shall include at the planning stage, whenever feasible, those employees who will be affected by such provisions.

The professional staff shall be given full opportunity and encouragement, to contribute to curriculum development and to the development of policies and regulations pertaining to the educational programs.

The SD shall develop with employees, channels for the ready communication of ideas regarding the operation of the School. He/she shall weigh with care the counsel given and shall inform the Board of all such counsel in presenting recommendations for Board action.

ADOPTED: AUGUST 2011

Policy 1.7 – STUDENT INVOLVEMENT IN DECISION MAKING

The Board shall consider student opinions in establishing policies, particularly those in the area of student privileges and other areas of special importance to students. A student council must be elected for each school year latest until end of October. The president of the student council meets with the SD and other school leadership staff on regular basis.

ADOPTED: AUGUST, 2011

Policy 1.8 – SCHOOL YEAR/SCHOOL CALENDAR

The school year shall consist of no fewer than 185 days.

Latest in June the Board shall approve the first semester school calendar for the up-coming school year. The SD shall submit a recommended calendar to the Board.

Latest by end of October the Board shall approve the second semester school calendar for the current school year. The SD shall submit a recommended calendar to the Board.

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The school year will normally begin on the first Monday of September continue until last day of June. Provision

shall be made for holiday periods at the beginning of the dry season and the beginning of the rainy season, and shall also include other appropriate holidays. The major school holiday will be during the Khmer New Year holiday in April. The School runs a summer school program of 4 to 6 weeks between 1st of July and 31st of August.

ADOPTED: AUGUST, 2011

Policy 1.9 – EDUCATIONAL PROGRAM

A. CIA FIRST offers one International Education program that can be taken in a part or full-time option from Kindergarten to Middle School. High School education requires full-time enrollment. From K5 on students enrolled full-time can opt for a Khmer curriculum elective in the afternoon.

Details of enrollment varieties:

- a. Full-time with 32 full instructional hours per week (Mon-Fri)
- b. Part-time from Kindergarten to Middle School level with following schedules:
 - (1) 16 full instructional hours per week (Mon-Fri) for Kindergarten and Elementary School level
 - (2) 19 full instructional hours per week (Mon-Sat) for Middle School level
- c. Full-time with Khmer curriculum elective in the afternoon
 - (1) 32 full instructional hours per week (Mon-Fri) for Kindergarten to Middle School level
 - (2) 35 full instructional hours per week (Mon-Sat) for Khmer High School Level

B. The organization of the educational program at CIA FIRST is the following:

1. The academic department consists of
 - The International Faculty (members) led by the Academic Supervisor
 - The Khmer Curriculum Elective (members) led by the Dean of Khmer Curriculum
2. The “International Curriculum” is the description of the compound of content delivered during full subject International curriculum classes from K3 to G12 provided by International Faculty staff in a full or a part-time schedule exclusively in the English language. All students at CIA FIRST enroll in the International Curriculum which drives the education of all CIA FIRST students towards achievement of the SLR.
3. The “Khmer Curriculum Elective” is the description of the compound of content delivered during general academic classes provided by Khmer Curriculum members exclusively in the Khmer language.
4. The Khmer Curriculum is an elective component in addition to the school’s core curriculum, the International Curriculum.
5. The Khmer Curriculum at CIA FIRST follows the Cambodian State Curriculum to ensure that the High School diploma for students who have successfully participated in the public G6, G9 and G12 state examinations is officially recognized by the Cambodian Ministry of Education Youth and Sport (MoEYS).
6. The International Curriculum is strongly oriented towards the U.S. National Curriculum Standards with continuous adjustment to the particularities of Khmer culture and values as well as global challenges and socio-ecological demands of today and tomorrow.
7. The High School Graduation Diploma in the International Curriculum Education is conferred according to International graduation standards, and with aimed full accreditation in 2015 by the Western Association of Schools and Colleges (WASC) it will gain international recognition.

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C. Schoolwide Special Themes

Four Schoolwide Special Themes are integrated on all levels in the subject curricula: (1) Safety and Health with main focus on Road Safety, Physical Fitness, Hygiene and Nutrition, (2) Environmental Care with main focus on 3R and sustainable living practices, (3) Learning to Give and Joy of Sharing with a strong focus on integration rather than marginalization of less privileged people, the power of forgiveness, tolerance and global responsibility, (4) Respect Earns Respect with focus on global and national social behavior norms, cultural sensibility, non-discrimination, gender equality, peaceful living and gratefulness towards the elder. These four themes are additionally emphasized through regular school wide activities, events and sports competitions as well as workshops and guest lectures.

ADOPTED: AUGUST, 2011

REVISED: JULY 2012

Section 4: Safety and Security

Policy 4.1 - SCHOOL BUILDINGS AND GROUNDS

It is the policy of the Board that school properties be maintained in good physical condition: in as safe, clean, sanitary, comfortable and convenient conditions as the facilities will permit or their use requires.

The SD shall have the general responsibility for the care, custody and safekeeping of all school property. He/she shall establish such procedures and employ such means as may be necessary to discharge this responsibility.

ADOPTED: AUGUST, 2011

Policy 4.2 - SECURITY OF THE BUILDING

The SD, in accordance with recommendation by the Board will maintain a program of security for the building and grounds at all times.

ADOPTED: AUGUST, 2011

Policy 4.3 - BUILDING MAINTENANCE

The SD will maintain rules and regulations for the safe use and care of the facilities, furniture, playground or other equipment for school personnel.

ADOPTED: AUGUST, 2011

Policy 4.4 - SMOKING ON SCHOOL PREMISES

Smoking is not permitted within the building or on the School premises with exception of designated areas.

ADOPTED: AUGUST, 2011

Policy 4.5 - ALCOHOL ON SCHOOL PREMISES

Alcoholic beverages are not allowed on school premises unless being served for special events for adults (18 years of age) only but only after prior approval of the SD.

ADOPTED: AUGUST, 2011

Policy 4.6 - BUILDING USE

General Principles

The primary use of the building is to provide a secure and quality environment to the School students. All other activities taking place in the building must not interfere with the primary use. The secondary use of the

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building is to provide a facility to foster a sense of community among the students, parents, teachers and friends of the School. To that end the School facilities shall be made available for appropriate activities to support this sense of community. Lastly, the School facilities may be made available on occasion for community or NGO activities that will enhance the school's relationship with the local community and NGOs. In order to reach and maintain agreement on the guidelines for the use of the common areas of the building, these guidelines will provide the administration of both schools with a platform on which they can base the co-ordination of actual use of the facilities. This will ensure an optimal use of the common areas of the building which is mutually acceptable. To ensure that the image of the school as a learning institution is maintained, no activities will be allowed which give the appearance of a commercial operation.

Responsibilities

Groups or individuals desiring to use the School facilities shall contact the SD or S.A.M. to discuss the desired space and time. The organizers are responsible for any and all damage and liability for their participants.

Guidelines (Regulations) for Use

The SD shall develop and ensure compliance with the guidelines for the actual use of the facilities. These guidelines shall be published in a format which will be provided to each group requesting use. The person requesting use shall sign a copy of the guidelines form provided acknowledging the contents thereof and accepting full responsibility for compliance therewith on behalf of the using group. This will be done prior to use. The School will retain the signed copy along with the required deposit until the use has ended. Inspection of the building will be required following use to determine any damage and the amount of refund. This requirement will apply to all groups or individuals including employees or other representatives of the School.

ADOPTED: AUGUST, 2011

Policy 4.7 - EMERGENCY PLANS

The SD shall adopt proper procedures to provide for the safety of the students and personnel of the School in emergencies.

These procedures shall be reviewed with the Board periodically. At any time the SD shall also report to the Board on the status of the fire drill program: number of drills conducted, average time required for evacuation and possible ways to improve emergency preparedness in the School.

ADOPTED: AUGUST, 2011

Policy 4.8 - EMERGENCY CLOSING

The SD is authorized to announce the closing of school if actual or potential hazards threaten the safety and well being of students or employees. The decision to close the school shall be made by the SD or Acting Director upon consultation with members and/or the Chairperson of the Board (when feasible), professional staff, and/or other community agencies responsible for the safety and well being of the community.

Instructional days lost due to emergency closing will be rescheduled through extended days, Saturday classes, or an extended school year by order of the Board, if the instructional days lost fall below the minimum teaching days for the year.

ADOPTED: AUGUST, 2011

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Policy 4.9 - STUDENT TRANSPORTATION

The School will provide optional transportation to and from school. The Board will establish fees and areas to be covered on an annual basis. The School may operate a number of buses while contracting the remaining buses needed from a local company.

ADOPTED: AUGUST, 2011

Policy 4.10 - STUDENT TRANSPORTATION SAFETY

The SD will maintain rules and regulations for the safe operation of the buses operating for the CIA FIRST students. These regulations will be part of Parent/Student Handbooks and will be reviewed by the Board on a regular basis.

ADOPTED: AUGUST, 2011

Policy 4.11 - MAINTENANCE OF SCHOOL BUSES

The SD will be responsible for ensuring the maintenance of all School-owned vehicles. All vehicles must meet the local requirements safety.

ADOPTED: AUGUST, 2011

Policy 4.12 - CANTEEN SERVICE IN THE SCHOOL

The canteen service operations will be ruled by a canteen operating contract agreed among the School and the canteen manager.

ADOPTED: AUGUST, 2011

Policy 4.13 - INSURANCE MANAGEMENT

In line with the development of assurance opportunities in Cambodia the following types of insurance shall be taken into consideration by the Board, and it shall be the responsibility of the SD that contracted assurance policies are in order at all times:

- Fire and Water: contents of School buildings
- Robbery/Vandalism: money and office equipment
- Fidelity: all employees and Board members
- Public Liability: premises and operations
- Statutory Liability: automobile (bodily injury; property damage and physical damage to the automobile for replacement value).
- Personal injury: each person.

The SD along with the Accounting Manager shall annually revise the insurance so it meets the needs of the School. Any revisions must be approved by the Board.

ADOPTED: AUGUST, 2011

Policy 4.14 - PRIVATE USE OF SCHOOL EQUIPMENT

School equipment may not be removed from the school premises for personal use at any time unless the SD gives his written approval.

ADOPTED: AUGUST, 2011

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Policy 4.15 - APPROPRIATE USE OF INFORMATION TECHNOLOGY

The SD shall adopt procedures and rules for the appropriate use of information technology within CIA FIRST. These should aim to:

- Protect the integrity and security of the school network and IT systems.
- Protect students, employees and the school from illegal or undesirable material.
- The procedures and rules should include, but will not be limited to:
 - The necessary requirements for any computer to be connected to the school network (eg anti-virus software, firewalls). For non-CIA FIRST computers the required Software and/or hardware should be provided and maintained at the owner's expense.
 - An Appropriate Use Agreement.

ADOPTED: AUGUST 2012

Section 5: Human Potential Management (HPM)

Policy 5.1 - STAFFING PHILOSOPHY AND GOALS

The Board recognizes that a dynamic and efficient staff dedicated to education is crucial to maintain a constant improvement in the educational programs. The Board is interested in the staff as individuals and it recognizes its responsibility for promoting their general welfare. The Board is committed to providing a highly competent, well-trained staff, able to fit each discipline and area of responsibility into a balanced, well-run School program.

Job descriptions of School employees shall be outlined by the SD, and arrangements shall be made for the regular evaluation of all staff. The Board's specific personnel goals for the SD are:

- 1) To conduct evaluation programs that will contribute to the improvement of staff performance;
- 2) To develop and manage a staff compensation program that will attract and retain the best employees;
- 3) To provide funds and the opportunity of staff development training programs for all employees which will improve their performance and their chances for retention and promotion;
- 4) To recruit, select and hire well qualified and long-term committed people to staff the School system;
- 5) To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction; and
- 6) To use staff talent as effectively and economically as possible, for the benefit of the total School program.

ADOPTED: AUGUST, 2011

Policy 5.2 - EQUAL OPPORTUNITY EMPLOYMENT

It is the policy of the Board that no person regardless of race, color, creed, religion, sex, age or national origin be denied the benefits of, or be subject to discrimination in HPM practices at CIA FIRST.

ADOPTED: AUGUST, 2011

Policy 5.3 - STAFF RIGHTS AND RESPONSIBILITIES

The effectiveness of the educational program is determined by the degree to which the teacher discerns and ministers to the needs, interests and abilities of the students. The Board considers the teacher the key personality contributing to the success of the students in the School. Only a mentally, physically, socially and emotionally healthy and mature individual can function with maximum effectiveness. Teachers must consider teaching their passion and primary job, to which their allegiance and energy are due. Teachers are encouraged

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to participate in volunteer and charity activities, so long as they do not accept community responsibilities which interfere with their regular school work.

Teachers will be expected to participate on up to 5 Saturday mornings per school year when called upon in school events, meetings, staff development activities as curriculum improvement, study programs, school community projects and co-curricular activities. Teachers are also expected to fulfill their obligations according to the instructions issued by the SD. Since the SD is the recognized professional leader of the School, it is with him/her that teachers should discuss their organizational, administrative and instructional problems before presenting them to the Board. Teachers should likewise encourage parents/guardians to discuss with them matters pertaining to the individual classroom situation prior to conferring with the SD. It is the desire of the Board that all matters be discussed and problems solved by those immediately concerned and be taken to higher authority only when adequate satisfaction cannot be obtained otherwise.

ADOPTED: AUGUST, 2011

Policy 5.4 – STAFF’S APPEARANCE, BEHAVIOR AND STATEMENTS TO THE PRESS

A dress code regulates the appropriate appearance of all staff at school. Teachers and other staff members of CIA FIRST are not to make statements to the press in their capacity as CIA FIRST employees without prior approval of the SD. Staff members should also ensure that in public discussion of potentially controversial topics they take adequate precautions to distinguish between personal views and those of the school.

ADOPTED: AUGUST 2011

Policy 5.5 - STAFF INVOLVEMENT IN DECISION MAKING

It is the policy of the Board to encourage employee participation in decision making for the School. Such participation shall include, as appropriate, involvement in:

- 1) policy development,
- 2) academic and curricular development
- 3) administrative rules development,
- 4) facilities planning.

In the development of regulations and arrangements for the operation of the School, the SD shall include at the planning stage, whenever feasible, those employees who will be affected by such provisions.

The professional staff shall be given full opportunity and encouragement, to contribute to curriculum development and to the development of policies and regulations pertaining to the instructional program.

ADOPTED: AUGUST, 2011

Policy 5.6 - STAFF COMPLAINTS AND GRIEVANCES

Appeals of administrative decisions other than dismissal for cause shall be conducted according to the following:

- 1) In the event of a complaint or grievance, the employee will, in writing, describe said complaint or grievance and submit this to his/her immediate supervisor.
- 2) The written document will be reviewed by the supervisor and a meeting will be held, within five (5) working days, to discuss the complaint or grievance.
- 3) If the employee is not satisfied with the solution found with the meeting, he/she may request a hearing with the SD. The written document plus minutes of the hearing with the supervisor must be forwarded to the SD.

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4) The SD will meet with the employee and the supervisor, within five (5) working days of receipt of the original written document and the minutes from the hearing, to ascertain the charges and solution to the situation.

5) If the employee is still not satisfied with the solution, he/she may request a hearing to the Board in Executive Session at the next regularly scheduled Board meeting.

6) The ruling by the Board on the matter will be final and cannot be appealed.

The ruling will take place no later than one regularly scheduled Board meeting after the hearing.

ADOPTED: AUGUST, 2011

Policy 5.7 - PROFESSIONAL STAFF RECRUITMENT AND SELECTION

The Board shall approve annually, upon the recommendation from the SD, a staffing plan for the program of instruction offered by the School.

The SD is responsible for selecting appropriately qualified individuals to fill the professional staff positions so established. The SD shall establish recruitment and selection procedures to maintain an exemplary professional staff to carry out the program of instruction.

The normal qualifications for professions staff are as follows:

A. Minimum educational qualification for employment as a teacher from Elementary School level up shall be a Bachelors degree from an accredited University;

B. Preference will be given to those holding a Master Degree and/or an official, valid and regular teaching certificate issued by an official education accrediting authority of a State or Country for the subject and grade which that employee will be teaching at CIA FIRST.

C. Ideally, all Staff employed as a teacher shall have a minimum of two full years of teaching experience.

ADOPTED: AUGUST, 2011

Policy 5.8 - EVALUATIONS OF PROFESSIONAL STAFF

The Board recognizes that the teaching process and the administration thereof is an extremely complex one, and that the appraisal of this process is a difficult technical function. But because we believe that good teaching is the most important element in a sound educational program, teacher appraisal must be done as one means of ensuring the quality control of instruction.

The Board delegates to the SD responsibility for developing and implementing a continuing school program for evaluating the instruction process which shall take into account the following guidelines:

1) Evaluation should be based on the total performance and effectiveness of the teacher. It must include, but should not be limited only to, classroom observation.

2) At least one written evaluation will be made each year for teachers employed at the CIA FIRST International School. Each completed evaluation should be reviewed by the teacher and the evaluator and each written evaluation should become a part of the teacher's personnel file. This evaluation will be completed no later than June 15 of the academic year.

3) The evaluation should be a positive process which enables the teacher to become more aware of his/her strengths and weaknesses. He/She should be assisted in capitalizing on his/her strengths and eliminating or overcoming his/her weaknesses.

4) Findings of the evaluations should be taken into account in the assignment of teaching duties.

Exact procedures will be contained in the Faculty Handbook as set by the School leadership.

ADOPTED: AUGUST, 2011

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Policy 5.9 - PROFESSIONAL STAFF ARRANGEMENTS FOR SUBSTITUTES

Substitutes are hired by the SD. No private arrangements can be made between a teacher and a substitute, and all payments shall be made through the regular channels of the accounting department.

In filling these temporary vacancies, an effort shall be made to secure substitutes who have similar credentials as the full time professional staff, or who at least have training or experience at the teaching level or in the subject specialization of the teacher who is absent. Fully qualified substitutes, to the extent possible, shall be assigned to classes whose regular teachers are on long-term leaves of absence. A substitute whose term of substitution in one assignment extends for longer than one full semester is subject to all the policies and privileges regarding regular professional personnel.

Teachers on short-term absences shall be required to leave lesson plans, attendance records for the substitute. Ranges of compensation for substitute teachers will be set by the Board.

ADOPTED: AUGUST, 2011

Policy 5.10 - CLASSIFICATION OF PROFESSIONAL STAFF

The instructional staff of the CIA FIRST International School shall be classified in the following two categories:

1) Locally Hired Professional Staff - employees who are Cambodian citizens and whose training and/or experience is appropriate to work at CIA FIRST.

2) Foreign Recruited Professional Staff - employees whose skills, training and experience are not available on a locally hired basis, whose skills are required to implement the curriculum and programs of CIA FIRST.

ADOPTED: AUGUST, 2011

POLICY 5.11 - TEACHER ASSIGNMENTS AND TRANSFERS

The SD shall make all assignments and transfers of personnel in the best interests of the school. Teachers are, therefore, expected to fulfill all reasonable requests to perform professional school related activities.

Teachers should be informed of the general nature of their anticipated teaching assignment and co-curricular activities at the time of the offering of a contract of employment. All assignments should take into account, as much as possible, the major and minor areas of competence and training the teacher has previously experienced. Changes in assignment may occur from time-to-time because of shifting enrollments and shifting emphases in curricular areas.

ADOPTED: AUGUST, 2011

POLICY 5.12 - PROFESSIONAL STAFF TERMINATION OF EMPLOYMENT

Separation and Reduction in Number of Employees and Disciplinary Measures

1. Introduction

The SD is authorized to take all such action regarding the employment of the School's employees, which is not the prerogative of the Board nor precluded by law or Policy. This power includes, but is not limited to, the following action:

- to request the resignation of an employee;
- to act upon the resignation of an employee;
- to discipline an employee;
- to suspend an employee prior to taking final action;
- to reduce the number of employees;
- to terminate the contract of an employee;

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- to decide not to renew the contract of an employee.

2. Renewal of the contract of an employee

With regard to teaching staff, the school director shall submit to the Board latest on 30th of June the staff requirement forecast for the up-coming school year, the list of employees suggested for contract renewal and a list of employees whose re-employment was rejected including explanatory comments. For support staff this information has to be submitted latest on 31st of July. The new amendment that states the renewal of the contract shall be signed by all parties not later than 15th of August.

3. Resignation

1) The SD may accept and request resignations and shall inform the Board.

2) In a case of emergency (e.g. health, economics, personal or family problems), an employee may request that his/her contract be terminated, subject to the approval of the SD, and in compliance with the termination clause in the contract.

4. Reduction in Number of Employees

a. Basis

If it should become necessary to reduce the number of employees (e.g. teachers in a given subject area, grade or program or to eliminate or consolidate positions or programs), the decision for retention or dismissal shall be made on an individual basis, depending primarily upon the overall effectiveness of the employee in conjunction with the needs of the School.

b. Needs of the School

The following factors shall be considered when assessing the needs of the School:

curriculum needs, projected student enrollment, positions of extra duty to be filled, co-curricular activities to be supervised, and safety of students, employees and facilities.

c. Overall Effectiveness

Overall effectiveness means demonstrated ability and willingness to fill the needs of the School.

d. Equal Qualifications

When determining which employees of equal overall effectiveness shall be retained, the employee with the longest service at the School will be given preference.

5. Disciplinary Measures

The SD may exercise disciplinary measures in addition to termination and suspension, such as (but not limited to) verbal or written reprimands or temporary pay deductions for unauthorized absences. An employee would be informed in advance of any impending disciplinary measures.

6. Suspension

The SD, with the approval of the Board, may suspend an employee from active duty for health reasons or for other specified written reasons if he/she deems this to be in the interests of the School. However, the SD may suspend an employee prior to informing the Board, if in his/her opinion, immediate suspension is in the interests of the School and he/she informs the Board as soon as possible. Any suspension shall be without pay.

7. Procedure for Dismissal for Cause

Before exercising his/her authority to terminate or not to renew the contract of an employee "for cause", the SD shall inform the Board of these intentions.

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Policy 5.13 - TEACHING DAYS

The normal teaching day from Monday to Friday will be eight and a half (8 1/2) hours per day including lunch and breaks. The teaching day on Saturdays consists of three and a half (3 ½) hours in the morning, including break time.

ADOPTED: AUGUST, 2011

Policy 5.14 – TUTORING

Professional responsibility requires that instructors make themselves available during the school day for student conferences and extra help outside of the regular class periods for the subjects taught. No reimbursement may be accepted for such extra help during the regular school day.

Teachers or counselors may recommend to parents, after prior approval by the SD, that a student receives tutorial assistance outside of school hours. Providing such tutorial assistance is the responsibility of the parents. Teachers of CIA FIRST are not allowed to deliver any paid private tutorial or support lessons to students of CIA FIRST.

ADOPTED: AUGUST, 2011

Policy 5.15 - COMPENSATION AND BENEFITS OF THE PROFESSIONAL STAFF

Employees shall be compensated for their services as follows:

1. Teachers of the International Faculty

Teachers shall be placed on the CIA FIRST salary schedule divided into Kindergarten, Elementary, Middle and High School level according to their

- a) English proficiency
- b) Professional training
- c) Years of experience.

2. Teachers of the Khmer Curriculum

The compensation system for teachers of the Khmer curriculum will be adopted by the SD after receiving the proposal of the Dean Khmer Curriculum and its yearly revision.

3. Support staff

The compensation for support staff, with exception of the School Director's compensation, is adopted by the School Director, bearing in mind salary proposals of the direct supervisor of the employee.

4. All staff shall receive all retirement, health care and sick leave benefits, and vacation allowance provided by the Cambodian social security system, if any in place. CIA FIRST pays a contribution to the costs of the standard working accident insurance (NSSF) as required by Cambodian law. The School will also offer some additional limited health care covering costs on semestral basis to full-time staff.

5. CIA FIRST may grant professional employees a discount on tuition for their children who attend CIA FIRST.

6. The School will provide visa renewal costs to full-time staff after a minimum period of employment at CIA FIRST as stated in a specific policy.

7. Part-Time Employees

Part time employees are not entitled to any benefit with exception of registration into the NSSF for coverage of work accident expenses.

9. Tax Liability

Except where stated otherwise elsewhere in this policy manual, all tax liability from compensation and benefits is for the expense of the employee.

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ADOPTED: AUGUST, 2011

Policy 5.16 - SALARY SCHEDULE ENTRY LEVEL

Each new International Faculty teacher will be placed on the salary schedule according to his/her English proficiency, education and experience. The SD has final authority in placing teachers on the salary schedule.

ADOPTED: AUGUST, 2011

Policy 5.17 - REVIEW OF SALARY SCHEDULE

The Board will review the International Faculty staff salary schedule annually and make any adjustments to said schedule to accommodate inflation and/or cost of living fluctuations and to make it consistent with the financial condition and development of the School. The Khmer Curriculum Elective staff salary schedule is to be presented yearly by the Dean of Khmer Curriculum to the SD who requests approval from the Board.

ADOPTED: AUGUST, 2011

Policy 5.18 - STAFF DEVELOPMENT

It is a requirement of quality schools to stimulate all instructional personnel to maintain the highest and most modern professional skills. CIA FIRST is proud of the high level of academic achievement of its teaching staff. In addition to the methods and requirements required by CIA FIRST policies, staff development days serve to present the latest educational methods to staff. The Board, recognizing the value of participation in such experiences, encourages staff to make use of these activities. It delegates to the school SD the authority to organize local staff development courses and workshops and may make attendance mandatory.

ADOPTED: AUGUST, 2011

Policy 5.19 - CONTINUING EDUCATION FOR STAFF

Teachers are both expected and required to retain and to increase their professional skills during employment at CIA FIRST. Staff development training is to be encouraged and employed by the administration subject to requirements according to policy.

ADOPTED: AUGUST, 2011

Policy 5.20 - SICK LEAVE

Full-time employees will be afforded sick leave of 5 days per school year.

ADOPTED: AUGUST, 2011

Policy 5.21 - MATERNITY LEAVE

All female staff members at CIA FIRST are eligible for maternity leave.

ADOPTED: AUGUST, 2011

Policy 5.22 - ANNUAL LEAVE

With the approval of the SD, absences due to private circumstances of a professional staff member shall be considered as annual leave. Requests for annual leave shall be submitted to the direct supervisor and must be approved by the school director 7 days prior to the date of absence, when possible. In the case of hardship, special consideration should be given for leave purposes. Leave is discouraged from being taken at the beginning or end of scheduled vacation periods.

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ADOPTED: AUGUST, 2011

Policy 5.23 - PROFESSIONAL LEAVE

A professional staff member requesting a unpaid professional leave (one year or more) for any reason must submit in writing to the Board his/her proposal for leave. The Board will act on such matters in executive session and inform the staff member as to its decision within seven (7) days after they have met.

ADOPTED: AUGUST, 2011

Policy 5.24 - STAFF DEVELOPMENT ABSENCE

The Board delegates to the SD authority to grant permission for instructional employees to be temporarily absent from their regular duty and place of employment for the purpose of performing other educational services; such as, participation in school surveys, professional meetings, in-service courses, instructional visitations, workshops and curriculum development. Services performed during such absences will be considered equal to the assigned duties of the individuals concerned and shall not be counted as leave.

ADOPTED: AUGUST, 2011

Policy 5.25 - EMERGENCY LEAVE

Emergency leaves are infrequent but do occur. Employees may be allowed emergency leave according to the following criteria:

It may be requested of the SD in writing when appropriate. The SD will review the request for final determination.

The recommendations may include, but not necessarily be limited to the following options:

- 1) approval with deduction of annual leave days.
- 2) approval with loss of one day's pay for each day absent.
- 3) denied.

ADOPTED: AUGUST, 2011

Policy 5.26 - NOTICE OF INTENT TO LEAVE EMPLOYMENT AT CIA FIRST

All overseas recruited professional staff members are required to advise the SD, in writing, by April 30th, if they do not plan on returning the following school year. It will be assumed that no notice is confirmation of their intent to return.

ADOPTED: AUGUST, 2011

Policy 5.27 - SUPPORT STAFF POSITIONS AND QUALIFICATIONS

It is a policy of the Board to staff the School with well qualified, non-instructional and support staff.

The term "support staff" in this manual is used to mean those employees who serve the School in a support, rather than a teaching or similar professional function. The SD and all supervisors are considered support staff.

All support staff positions in the School with exception of the SD position are proposed by the SD and approved by the Board within budgetary constraints.

The recruitment and selection of support personnel is the responsibility of the SD. Insofar as possible, it is a policy of the Board to employ support personnel from within the community.

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The establishment of wages, salaries, and terms and conditions of employment for support personnel shall be the responsibility of the SD, subject to approval by the Board through its approval of appropriate salary schedules and the annual budget.

Policy 5.28 - SUPPORT STAFF EVALUATION

Support staff members will be evaluated by the supervisor he/she works for. The SD shall review the evaluations with a view to insure that procedures and safeguards have been correctly followed. This valuation will be completed no later than June 15 of the academic year. The SD evaluates all supervisors.

ADOPTED: AUGUST, 2011

Policy 5.29 - SCHOOL DIRECTOR

The Board will be responsible for the issuance and termination of contracts for the SD. As the Chief Executive Officer, the SD is responsible for administering the CIA FIRST International School within the limits imposed by Board policies and established procedures. The SD is responsible for the selection and assignment of all school employees, the management of plant and equipment, the administration and supervision of the education program and the maintenance of school-community relations. The SD is ultimately responsible for his actions to the Board of Directors. He/She may delegate to members of his staff portions of these responsibilities (with appropriate authority), but cannot relinquish his/her overall final accountability for all results.

The SD is given the authority by the Board to supervise all activities under the control of the Board as defined by school policies. The SD is authorized to specify a policy through guidelines if the policy needs clarification without changing essential content or purpose of the policy. The SD is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect. Such documents shall be accessible to all members of the school community.

The Board will set its qualification criteria when a vacancy occurs. These criteria may vary from one hiring to another. The qualifications will be published prior to the advertisement of the position of the SD of CIA FIRST International School.

ADOPTED: AUGUST, 2011

Section 6: Instruction

Policy 6.1 - Schoolwide Learning Results

CIA FIRST International School will strive to provide quality education that will permit and assist every student to achieve all aspects of the following SLRs Key Areas:

Key Area 1:

Students' Knowledge, Skills and Attitudes are driven towards Global Competence and Global Citizenship.

Global competence

The educational program as a whole equips the students with knowledge, skills and, most importantly, will and power to help, serve, support, implement ideas and actions that can and would benefit the entire world; being able to discern between one individual's (person, company, country) interests and the world's interests -and making the right decision.

Global citizenship

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CIA FIRST graduates understand the boundaries of land and territory, as being imposed by human laws and regulations, and are able to mentally delete them altogether. As global citizens they are aware of being an individual owning, relating to, belonging to, and having a responsibility to the entire world. In that context, a CIA FIRST student looks beyond the goals and limits set by his/her own country or place of residence and raises the bar higher, to include all others. They understand that the laws to be upheld and developed further are the ones that apply justly and equally to everybody, regardless of the skin color, economic and social background, religion, nationality or mentality. Respect will be given to all in an equal manner, no matter the country or state they originate from. Support and equality is provided by CIA FIRST students, always and no matter where in the world it is needed. They will spread the spirit that the ONE place we all belong to is Earth and we all share the responsibility of creating a sustainable and peaceful life for all humans as we are all its citizens.

Key Area 2:

Students Read, Write, Listen, and Speak Effectively.

Through language lessons students will:

1. Read and respond to variety of texts and demonstrate a positive attitude towards reading and language.
2. Listen for information from a variety of sources.
3. Speak fluently and expressively on a range of topics.
4. Present and develop ideas effectively in speech/writing for a variety of purposes and audiences.
5. Write legibly, coherently, and cohesively for different purposes and achievement.

Key Area 3:

Students Obtain Key Life Skills.

Through lessons in Science and Health, Social Studies, Information and Communication Technology (ICT), Home Economics, and Physical Education students will:

1. Adapt a healthy life style with healthy nutrition and personal hygiene striving for physical and mental fitness and inner balance.
2. Develop skills, strategies, and habits of mind required for scientific inquiry and technological problem solving.
3. Gain knowledge of the history of scientific ideas, theories, discoveries, laws, and models, coupled with a passion for scientific study which will help our future generation to develop advanced methodologies, discoveries, and inventions for the advancement of humankind.
4. Communicate, share and work effectively through responsible use of ICT and social media in local and global environments.
5. Develop new thinking and learning skills to support independent and creative learning.
6. Develop lifelong learning habits that will help them adapt to computer advances in the changing workplace and world.
7. Learn the joy of sharing and giving and contribute to create a more equal and just society.
8. Make informed decisions about social and environmental issues from scientific, philosophical, and ethical standpoints.
9. Know how to lead people with love and trust, care and discipline, mind and heart, in order to create leaders, not followers.

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Key Area 4:

Students Appreciate History, Geography, and Current Events.

Through lessons in History and Geography students will:

1. Explain the geographic concept of location/place, environment, region, interaction, and movement.
2. Develop an ability to present and interpret geographic concepts, approaches, methodologies, and applications in oral, written, and cartographic and other visual forms.
3. Develop an understanding of how history and physical geography influence culture.
4. Develop awareness of people who shaped history.
5. Develop consciousness of major/influential events that shaped history.
6. Develop an understanding that history is an account of human activities that is interpretive in nature.
7. Develop recognition that the study of history allows us to understand the present and shape the future.
8. Identify the effect of natural phenomena and technology on people and environment.
9. Reflect critically on political, social and economic events, both in a global and local context.

Key Area 5:

Students Master Arithmetic and Mathematic Challenges.

They will be able to:

1. Apply mathematical skills in real life situations.
2. Develop analytical thinking skills.
3. Become thoughtful and efficient problem solvers.

ADOPTED: AUGUST, 2011

Policy 6.2 - GUIDANCE PROGRAM AND TESTING

The Academic Supervisor, and the School Level Coordinators as well as each individual teacher are responsible for the guidance of the students. The School will establish and maintain standardized testing to specific grade levels on an annual basis along with other external instruments when necessary. Scores are placed in the student's cumulative record within a school management system and parents must be given access to the individual academic and discipline related data of their child. Any kind of tests will be used to assess the effectiveness of the educational program in terms of achievement level of each student toward the SLRs.

It is advised that students take the SAT (Scholastic Aptitude Test) and/or TOEFL (Test of English as a Foreign Language), if applicable, between January and March of Grade 12.

ADOPTED: AUGUST, 2011

Policy 6.3 - INTENSIVE LEARNING PROGRAM (ILP)

The school needs to develop individualized programs for children with need of special academic or behavioral support. This program is to be established and led by a specialized educator (ILP Coordinator) under guidance of the Academic Supervisor and the SD. The ILP Coordinator trains and guides the academic staff in order to support the individualized learning plans for each child. Procedures and in particular the involvement of parents are to be set up by the ILP Coordinator and approved by the SD.

Policy 6.4 - CURRICULUM DEVELOPMENT

The International curriculum of the CIA FIRST International School, in accordance with the School's philosophy and SLRs, is closely parallel to the curriculum of schools in the United States serving the same grade levels,

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and is designed to prepare students for further schooling in the United States as well as in English speaking schools in other countries.

The International curriculum is based on the needs of the students attending CIA FIRST as identified by the parents/guardians, teachers, Board and the students themselves.

The Academic Supervisor, working with the professional staff, shall be responsible for designing a curriculum for the School within the guidelines established by the SD and the Board. The School's mission and vision and the SLRs that have been established are to be revised periodically with involvement of all stakeholders. Instruction is to be centered on the learning process of the individual child, with the learning of global competences as one of the School's key areas. In developing the School's curriculum therefore, professional staff members are expected to individualize programs and to integrate the teaching and reinforcing of global competence in the various subject areas, and to make recommendations for curriculum content and textbook choices consistent with this goal.

In light of the changing needs of students and the ongoing process of educational research, curriculum development at the CIA FIRST International School shall be a continuing process.

ADOPTED: AUGUST, 2011

Policy 6.5 - INDIVIDUAL INSTRUCTIONAL SERVICES

The administration shall assist, when requested by a family, in arranging for supplementary individual instruction for any student who is a student at CIA FIRST International School. Costs beyond the normal tuition fees for any such programs will be invoiced to the family.

ADOPTED: AUGUST, 2011

Policy 6.6 - LANGUAGE PROGRAMS

The basic language of instruction at the CIA FIRST International School is American English. In order to help students who do not have an adequate working knowledge of English, the School shall provide an Intensive English Learning program.

As an International school in Cambodia, the School will additionally offer instruction in Cambodian in Khmer elective classes only. In correlation with the global character of the education program, the School aims additionally offer courses to learn other foreign languages. This offering will depend upon the level of student interest and the economic feasibility of such offerings. It is not the intention of the Board to offer language courses at levels appropriate for native speakers.

ADOPTED: AUGUST, 2011

Policy 6.7 - ADULT EDUCATION AND GENERAL ENGLISH PROGRAM

The School may arrange and offer courses of adult education and establish a General English Program. Each course must be financially self-supporting. The CIA FIRST staff member may administer and instruct GEP or/and adult courses.

ADOPTED: AUGUST, 2011

Policy 6.8 - SCHOOL SYSTEM AND GRADES

The school follows the U.S. American school grade level system. However, in order to comply with Cambodian National curriculum requirements of the Ministry of Education, Youth and Sport (MoEYS) the optional Khmer curriculum elective adopts the National Cambodian system.

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In any case the determining grade level for any student at CIA FIRST is the International Program grade. This grade and class is considered the home class of each student. (see following page)

International Program	Average age at beginning of the school year	Khmer Curriculum Elective	Average age at beginning of the school year
<u>Kindergarten</u>		<u>Kindergarten</u>	
K3	3-4	N/A	
K4	4-5	N/A	
K5	5-6	K5	5-6
<u>Elementary school</u>		<u>Primary school</u>	
<u>1st Grade</u>	6-7	<u>1st Grade</u>	6-7
<u>2nd Grade</u>	7-8	<u>2nd Grade</u>	7-8
<u>3rd Grade</u>	8-9	<u>3rd Grade</u>	8-9
<u>4th Grade</u>	9-10	<u>4th Grade</u>	9-10
<u>5th Grade</u>	10-11	<u>5th Grade</u>	10-11
		<u>6th Grade</u>	11-12
<u>Middle school</u>		<u>Secondary school</u>	
<u>6th Grade</u>	11-12	<u>7th Grade</u>	12-13
<u>7th Grade</u>	12-13	<u>8th Grade</u>	13-14
<u>8th Grade</u>	13-14	<u>9th Grade</u>	14-15
<u>High school</u>		<u>High school</u>	
<u>9th Grade</u>	14-15	<u>10th Grade</u>	15-16
<u>10th Grade</u>	15-16	<u>11th Grade</u>	16-17
<u>11th Grade</u>	16-17	<u>12th Grade</u>	17-18
<u>12th Grade</u>	17-18		

Exceptions from the age ranges may be made at the discretion of the professional staff. Further details are regulated by the School's admission policy

Policy 6.9 - CLASS SIZE

The SD and Academic Supervisor will do their best to ensure that the following criteria be implemented regarding class size at the different grade levels:



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Kindergarten (K3 to K5)

Enrollment in each class should not exceed 25 students. When enrollment reaches 8 students, a Teacher Assistant (TA) has to be hired to assist the teacher. When enrollment reaches 15 students a second TA has to be hired.

Lower Elementary (Grades 1 through 2)

Total enrollment in each class should not exceed 25 students. When enrollment exceptionally reaches more than 25 students, a TA may be hired to assist the teacher.

Upper Elementary (Grades 3 through 5)

Total enrollment in each class should not exceed 25 students.

Middle and High School (Grades 6 through 12)

Total enrollment in each class should not exceed 25 students.

In all of the above, the SD will inform the Board prior to any decision being made regarding one of the following:

- To split the class into two sections
- To impose a waiting list for the grade level

ADOPTED: AUGUST, 2011

Policy 6.10 - CO-CURRICULAR CLASSES AND PROGRAMS

The School shall offer extra class activities for students. The scope and variety of co-curricular activities may vary from year to year. Continuity shall be encouraged in the major areas of extra class activity, e.g. student publications, charity association, team sports, and music. A portion of the School day may be scheduled by the SD for co-curricular activities. Co-curricular activities may also be scheduled outside of regular school hours.

ADOPTED: AUGUST, 2011

Policy 6.11 – INSTRUCTIONAL MATERIAL SELECTION

The Board shall approve all printed and published materials and other teaching aids and tools used in the school. The Board delegates authority to the professional staff to select appropriate material, review textbooks, library resources, and other instructional materials with the expectation that the SD will recommend to the Board the texts and other materials which the staff believes are necessary to meet the goals and objectives of the curriculum.

Objectives of Selection

The selection of textbooks, library resources, software, and other print and non-print instructional materials shall support and be consistent with SLRs of CIA FIRST International School.

The materials selected shall:

- Provide teachers and pupils with reference and supplementary materials that will support and enrich the curriculum.
- Enable and encourage pupils to develop further their full potential as creative and responsible individuals by meeting and stimulating the greatest possible diversity of interest and abilities, whether or not these materials are directly related to the curriculum

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To fulfill these two basic functions, efforts shall be made to provide easy access to a centrally cataloged and comprehensive collection of a variety of materials at appropriate levels of difficulty to meet the SLRs and:

- A. Evoke a love of reading and learning that will assure a source of continuing self-education and personal enjoyment.
- B. Encourage students to investigate the world beyond their immediate borders.
- C. Help students to recognize their own and others' perspectives.
- D. Develop reading skills and literary interest
- E. Fairly represent the many religious, ethnic, and cultural groups and their contributions to our various heritages.

Policy 6.12 - FIELD TRIPS AND EXCURSIONS

A field trip is defined as an educational activity that meets the following criteria:

- 1) it involves a specific class or classes;
- 2) it is intended for all students in the class(es);
- 3) it takes the class away from the classroom;
- 4) it has an identifiable educational objective;
- 5) it includes preparation of students for the activity and evaluation of outcome.

Such trips are encouraged so long as they do not seriously interfere with the educational routine of students who must remain in school. Parental permission is required for participation in field trips. Field trip arrangements and schedule must be approved by the SD in advance. School transportation vehicles, if available, will be furnished for all trips sponsored within the spirit of the above statement. On all School sponsored trips involving students, provision will be made for proper supervision by School employees. Parents are permitted to assist in such supervision.

The adult in charge of a trip has sole authority regarding the enforcing of all rules. Dress will be appropriate to the occasion and in good taste. The adult may make the judgment that an infraction calls for the immediate return of a student to his/her home. Because of the nature of budgetary matters, no fees will be returned unless certain monies are not expended; then the adult in charge may, together with the SD, decide on what proportion will be returned. Furthermore, the immediate expense of the return will be paid for by the student and his/her parents.

ADOPTED: AUGUST, 2011

Policy 6.13 - GRADING SYSTEMS

It is the philosophy of this Board that students will respond more positively to the opportunity for success than the threat of failure. The School shall seek, therefore, to make achievement both recognizable and possible for the student.

The administration and teaching staff shall devise, and the Board shall approve, a grading system for use throughout the School.

The Board recognizes that any grading system, however carefully devised and applied, is subjective, but the Board urges all teachers to conduct student evaluations as objectively as possible. Cross marking shall be applied whenever considered appropriate by the academic supervisor and the respective SLC.

ADOPTED: AUGUST, 2011

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Policy 6.14 - HOMEWORK

Meaningful, regularly assigned homework is useful to help students reinforce what they learn in class, master their skills, and develop individual interests. Homework should never be "busywork", but should be a learning activity that increases in complexity as the student progresses from grade to grade. Purposes of assigning homework are to make a student increasingly responsible for scheduling and completing his/her work on his/her own, to give him an opportunity to investigate topics for himself and to work independently.

The classroom teachers, together with the Academic Supervisor, will be responsible for deciding the amount and type of homework given. The Academic Supervisor after consultation with SD and SLCs will set overall guidelines for homework and will ensure that these guidelines are implemented by the teaching staff.

There are many other learning activities in the life of a student besides homework. School activities, cultural interests, family obligations, and personal interests can be equally educational, and teachers should take care not to overload the students.

Homework is not to be used as a form of punishment.

ADOPTED: AUGUST, 2011

Policy 6.15 - PROMOTION AND RETENTION OF STUDENTS

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interests of the students involved. Exceptions will always be made after prior notification and explanation to each student's parents, but the final decision will rest with the School authorities.

The SD after approval by the Board can instruct that in grades 9-12, courses will be looked at separately. If a required course has not been completed satisfactorily, then the course will have to be taken again.

ADOPTED: AUGUST, 2011

Policy 6.16 - GRADUATION REQUIREMENTS

Graduation from the School means that the student has satisfactorily completed the prescribed course of study in the International program.

Requirements for graduation are established by the SD upon the recommendation of the Academic Supervisor. They shall be consistent with the stated SLR of the School and the requirements for admission to institutions for higher education.

The School shall grant its diploma only to students who have satisfactorily completed the prescribed course of study.

The graduation of student's in the Khmer curriculum depends on the official requirements for graduation in the Cambodian National Curriculum stated by MoEYS.

ADOPTED: AUGUST, 2011

Section 7: Students

Policy 7.1 - STUDENT INVOLVEMENT IN DECISION MAKING

The Board shall consider student opinions in establishing policies, particularly those in the area of student privileges and other areas of special importance to students. Students shall be welcomed address Board members in occasion of school events.

ADOPTED: AUGUST, 2011

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Policy 7.2 - ADMISSION AND PLACEMENT/ADMISSION REQUIREMENTS

Admission:

- A. Admission to The CIA FIRST shall be determined by the professional staff.
- B. Admission shall be based on data submitted as required by the professional staff to determine the:
 1. potential of the applicant to benefit from the educational services available;
 2. and the capacity of CIA FIRST to meet the educational needs of the applicant.
- C. Admission shall not be denied because of nationality, race, or creed. Student applicants shall be accepted for admission unless there is reason to believe that admission is not in the best interest of the applicant or the School.
- D. The School wishes to accept all qualified applicants and shall make every effort to provide facilities needed for the expected enrolment. Whenever all qualified applicants cannot be accommodated, new applicants shall then be considered for admission on the basis of their full or part-time enrollment and secondly on the date the application is received in the office. To accommodate student growth on Kindergarten and lower Elementary level student may be referred to CIAPP International School.
- E. The procedure for admission shall be as follows:
 - 1) The Academic Supervisor of the School shall be designated the admissions officers for the School.
 - 2) The SD may involve other professional staff in reviewing admission data.
 - 3) When there is any concern about the qualification of the applicant, the potential of the applicant shall be judged in terms of the following kinds of data:
 - (a) Grade point average and specific course grades
 - (b) Continuity of previous education
 - (c) Type of educational experience
 - (d) Evidence of emotional stability or maturity
 - (e) Test scores from previous tests or CIA FIRST placement tests
 - (f) Former teacher and/or administrator comments
 - (g) References
 - 4) Students with special needs may apply for enrollment but parents of these students should be aware that CIA FIRST will engage parents strongly into individualized intensive learning plans which parents have to be committed to.
 - a. Admission for special needs students will be limited to mild needs only.
 - b. All special needs students will be placed on a conditional enrollment for one semester. At the end of the first semester, the ILP Coordinator will reassess the enrollment for the second semester.

ADOPTED: AUGUST, 2011

Policy 7.3 - STUDENT ATTENDANCE

Regular School attendance is essential to the progress and achievement of the student and shall be strongly encouraged by the Academic Supervisors and staff. Teachers are authorized to require a satisfactory explanation from the parents or guardians, either in person or by written note, of any student absence. Parents of absent students without any explanation are to be called by the Administration staff on daily basis in order to inform the parents of the absence of the child and to receive information about the reason of the absence. This information needs to be submitted to the Academic Supervisor and the SD.

ADOPTED: AUGUST, 2011

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Policy 7.4 - ATTENDANCE

Absences may be excused or unexcused. If an absence is excused the student has the right to make up the work and tests which were missed. If an absence is unexcused, the student may not be allowed any make-up. Parents of students who plan to miss several days are required to notify the teachers and the office at least ten (10) days before the anticipated absence. This will allow teachers time to prepare the list of assignments which will be missed during the absence. The student is responsible for contacting the teachers for all assignments. These assignments must be turned in to the respective teachers either before leaving or shortly after returning from the absence. The School is not responsible for preparing advance work without adequate notice. ADOPTED: AUGUST, 2011

Policy 7.5 - STUDENT ELIGIBILITY FOR INTERSCHOLASTIC ACTIVITIES

Interscholastic activities (meetings between schools) are considered important by CIA FIRST International School. These interscholastic activities include sports, academics, music, speech/debate, drama and others that require preparation beyond the normal school day. Participation in these activities may also involve missed class time. These activities help to provide an extension of class work in areas of interest and ability to the student. They promote excellence in the development of self discipline, sportsmanship, team work, and they stimulate both mental and physical fitness.

Students must, however, maintain an adequate academic standard to be eligible to participate in interscholastic activities. The SD and the Academic Supervisor as well the Dean Khmer Curriculum along with the staff will maintain rules and regulations governing eligibility.

ADOPTED: AUGUST, 2011

Policy 7.6 - STUDENT CONDUCT

The Board believes that development of individual personality and love of learning flourishes best in a stimulating, supportive and secure environment. The administration is charged with the responsibility within this guideline to provide clear rules and regulations set forth in the student handbooks. These rules and regulations will be annually reviewed by the school leadership.

ADOPTED: AUGUST, 2011

Policy 7.7 - SUSPENSION AND EXPULSION

A. Suspension:

The SD may suspend a student for a maximum of five (5) days. In certain cases, a student's suspension may be extended by the SD to the time that a mutually convenient appointment can be arranged between School personnel and the parent(s) of the student involved. In all cases, the student will not be readmitted until the parents/guardian have conferred with the SD.

B. Expulsion:

Expulsion from the School shall be effected on the order of the SD. The SD shall immediately advise the Board of any expulsion. The SD shall inform the parents of their right of appeal to the Board. The decision of the SD may be appealed to the Board within one week from the day on which such decision is communicated to the student's parents or guardian; such an appeal does not suspend the execution of the SD's decision.

ADOPTED: AUGUST, 2011

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Policy 7.8 - TERMINATION OF ENROLLMENT

Termination of Enrollment:

Student acceptance is based on the assumption that programs being offered are the best available to meet the needs of the students. When, in the judgment of the professional staff, programs and personnel resources do not adequately meet the needs of the students, a recommendation for termination of enrollment will be made by the Academic Supervisor / Dean of Khmer Curriculum. Termination may then be effected by the SD. This decision may be appealed to the Board within one week from the day on which such decision is communicated to the student's parents or guardian.

Reinstatement Termination of Enrollment:

After a full review of the pertinent facts, the SD may reinstate a student whose enrollment has previously been terminated. However, in any appeal that was made to the Board, reinstatement shall only be made by the Board, acting upon the advice of the SD.

ADOPTED: AUGUST, 2011

Policy 7.9 - VACCINATIONS AND IMMUNIZATIONS

The Board recommends all students provide a copy of health immunization records prior to the entry to the School. The documentation of these health records will be photocopied and the copies will become part of the student's permanent record file maintained at the School.

Immunizations should be kept current (i.e. to Cambodian specifications) for the health and welfare of all students.

School recommendations for immunizations and vaccinations shall be published in the Student Handbooks.

ADOPTED: AUGUST, 2011

Policy 7.10 - STUDENT PHYSICAL EXAMINATIONS

The SD may order a physical examination of any child applying for admission or attending the School. Failure of a parent/guardian to conform to the request will result in the child being suspended from attending CIA FIRST or in the case of applicants, in denial of admission.

ADOPTED: AUGUST, 2011

Policy 7.11 - REPORTING

The school will report student progress to parents and guardians on a timely basis after each quarter of the school year. A comprehensive plan for school/home communications is essential if clear understandings are to take place. Therefore, a plan with combinations of written and oral communications must be devised in order to insure that clear and concise information is transferred. Teachers will also use a variety of methods to be sure parents know the progress of each student. In particular intensive use of the Student's Diary must be encouraged. It is also important that all teachers prepare well and attend the quarterly Parent/Teacher Conferences. After each quarter test progress reports of the International program will be issued to parents who are obliged to return the report with their signature of acknowledgement. Additionally parents must be given the opportunity to access the child's academic data in the school's student information system.

ADOPTED: AUGUST, 2011

REVIEWED: AUGUST, 2012

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Policy 7.12 - STUDENT RECORDS

A. The following information will be collected in the cumulative record:

- 1) Administrative Information -- Which includes official administrative records that constitute the minimum personal data necessary for operating the educational system. It includes identifying information, academic work completed, grades, standardized test results, attendance records, etc.
- 2) Supplementary Information -- which includes verified information of clear importance in operating the educational system, but not absolutely necessary. It includes health data, family background information, systematically gathered School official ratings and observations, verified reports of serious or recurrent behavior patterns, etc.

B. The following procedures will be used in maintaining the cumulative record:

It is the SD's or his/her designated official's responsibility to be sure that all administrative and supplementary data is recorded in the cumulative record. It is also his/her responsibility to take appropriate steps to assure that only authorized persons with a direct interest in the child be permitted access to the cumulative record.

ADOPTED: AUGUST, 2011

Policy 7.13 - COMPLAINTS CONCERNING STAFF OR MATERIAL

1. The general procedure for addressing concerns and or questions from parents, staff or student is to take written note and to deliver this note within max. 1 day to the SD and the supervisor who's area of duty is affected who will contact the staff who is directly concerned and addressed with the complain.

2. Any complaint concerning a school staff member should be addressed according to the process outlined below:

Step 1: The complaining party should meet with the individual staff member to attempt to find a satisfactory resolution.

Step 2: If a satisfactory resolution cannot be found, step two, contacting the staff member's immediate supervisor, should ensue.

Step 3: If step two also fails to lead to a satisfactory resolution, SD shall get involved.

Step 4: If no resolution is found at this level, the complaint may be submitted to the Board for consideration.

Any parent, guardian or other person who upbraids, insults or abuses any employee on school property or in the presence of students will be prosecuted by the school under the provisions of Cambodian law. School employees who are sued for reasons which stem from the appropriate performing of their assigned duties will be provided full legal support.

3. Any complaint dealing with instructional materials shall be handled in the following manner.

Step 1: Any complaint must be presented in writing to the Academic Supervisor and include specifics of the objectionable material (author, title, publisher, and page number) or in case of materials other than printed material, written information specifying the precise nature of the objection shall be given. The statement must be signed and identified in such a way that a proper reply will be possible.

Step 2: The Academic Supervisor will acknowledge the receipt of the complaint and answer any questions regarding procedure. The SD will then be notified. The SD will determine whether the complaint should be considered an individual request or if a review committee should be activated to reevaluate the material

Step 3: The review committee shall be under the direction of the SD and composed of members selected by him/her from the administrative and instructional areas directly concerned. The review committee shall

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consider the educational philosophy of the school, the professional opinions of other teachers of the same subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's own stated objectives in using the materials, and the objections of the complainant.

Step 4: The findings of the review committee shall be a matter of written record and will be submitted to the SD along with the committees' finding for final resolution.

ADOPTED: AUGUST, 2011

Section 8: Community

Policy 8.1 - COMMUNITY INVOLVEMENT IN DECISION MAKING

Members of the community who are especially qualified because of training, experience, or personal characteristics shall be encouraged to take an active part in School affairs. Such persons may be invited to advise and assist, individually or in groups. The visit of parents at the school campus in lunch and break times shall be effectively driven towards creation of a constant feedback channel between those parents and all staff. Also the Board may invite assistance in specific areas after consultation with the SD. The Board and staff shall give substantial weight to the advice which they receive from individuals and community groups interested in the School, especially those individuals and groups which they have invited or created to advise them regarding selected problems. However, the Board and staff shall use their own best judgment in arriving at decisions.

ADOPTED: AUGUST, 2011

Section 9: Inter-Organizations

Policy 9.1 – COLABORATION WITH CHARITY ORGANIZATIONS AND NGOs

CIA FIRST aims to maintain a close relationship with various NGOs and charity projects in order to enrich the educational programs and at the same time to create a sense of community and involvement of the less privileged.

ADOPTED: AUGUST, 2011

Policy 9.2 - RELATIONS WITH OTHER SCHOOLS

CIA FIRST is committed to cooperate in school-to-school programs.

The SD shall supervise School participation and shall foster activities which will improve the education program of the School and well as benefit the community and less privileged. Any financial commitments to the school-to-school program, if not provided for in the budget, shall have prior approval of the Board.

ADOPTED: AUGUST, 2011

Policy 9.3 - REGIONAL AND INTERNATIONAL ASSOCIATIONS

CIA FIRST aims membership in WASC and send professional staff to support the accreditation teams in South-East Asia. Also, once received the WASC accreditation, CIA FIRST may apply for membership in EARCOS

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Approval and Implementation

These School By-Laws in their revised edition as of 20th of January 2013 are hereby approved.
All policies are effective immediately and supersede all previous editions.

Mr. André Struve
School Director

DATE

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