

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

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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;
- 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**

All instruction at CIA FIRST drives students' learning towards achievement of the School-wide Learner Results (SLOs). CIA FIRST's SLOs:

- Are interdisciplinary
- Are assessable
- Are performance-based
- Are long-term in nature (i.e. they develop and deepen over time)
- Are transferable to new situations
- Are items that a learner will be able to independently do rather than be or understand
- Require thoughtful assessment of prior learning to determine which apply to the current situation.

#### **SLOs:**

CIA FIRST students will be able to independently use their learning to:

- 1. Communicate effectively for a wide variety of purposes and audiences within and across cultures.**
- 2. Use and understand existing technology and adapt to new technology in order to enhance productivity, creativity and communication.**
- 3. Collaborate with others successfully, including those who differ from themselves.**
- 4. Mitigate conflict and misunderstandings by empathising with others of differing world views**
- 5 .Comprehend, synthesize and analyse complex information to further understanding and apply and share it in an ethical manner**
- 6. Critically appraise information for validity and reliability.**
- 7. Make informed decisions after analysing situations from multiple perspectives**
- 8. Evaluate social systems in terms of their effectiveness and ability to serve the needs of all people.**
- 9. Explain phenomena, formulate and test hypotheses based on empirical evidence and axioms, and critique findings to further understanding, solve problems and make recommendations for further inquiry.**
- 10. Identify complex problems and formulate, justify and apply solutions.**
- 11. Convey appreciation of the arts, sciences and the beauty of the natural world.**
- 12. Reflect on their attitudes and learning, recognise and develop effective strategies, and set achievable personal and academic goals.**

ADOPTED: AUGUST, 2011

REVISED: July 2012

REVISED: June, 2015

### **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 representative body must be formed for each school year latest until end of October. The representatives of the student body meets with the academic heads and other school leadership staff on regular basis.

ADOPTED: AUGUST, 2011

REVISED: JUNE, 2015

### ***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.

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 1<sup>st</sup> of July and 31<sup>st</sup> 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 Elementary School. Middle and 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 International with 32 full instructional hours per week (Mon-Fri)
- b. Part-time from Kindergarten to Elementary School level with following schedules:
  - 16 full instructional hours per week (Mon-Fri) for Kindergarten and Elementary 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 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) of Kindergarten and Elementary School led by the K3-G5 Principal
  - The International Faculty (members) of Kindergarten and Elementary School led by the K6-G12 Principal
  - The Khmer Curriculum Elective (members) led by the Dean of Khmer Curriculum (G7-G12) and Khmer Curriculum Officer (K4-G6)

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 SLOs.
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.

### 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

REVISED: JUNE 2015

## **Section 2: The Board of Directors**

See By-Law of Board of Directors, revised June 2015

## **Section 3: Fiscal**

### ***Policy 3.1 - CIA FIRST – FISCAL POLICY GENERAL***

The CIA FIRST International School has the main purpose of providing a quality education program for the enrolled students.

The School’s income is derived mainly from tuition, registration, material and other fees.

Income and expenditures are primarily in USD, exceptionally in Khmer Riel.

The Board recognizes that money and money management comprise the foundational support of the whole School program. To make that support as effective as possible the Board intends to:

- Encourage advance planning through the best possible budget procedures.
- Explore all practical sources of income.
- Guide the expenditure of funds so as to generate the greatest educational returns.
- Expect top-quality Accounts and reporting procedures.
- Maintain the level of unit expenditure to provide high quality education within the ability of the community to pay.

The School strives to operate on a profitable budget taking into account financial obligations in both short-term and long-term. Recognizing this, the Board strives to meet three main principles:

- To maintain a healthy income and expenditure balance (including depreciation).
- To avoid financing negative operating balances from debt.
- To maintain such solvency that is required for the ongoing operation of the School.

ADOPTED: AUGUST, 2011

**Policy 3.2 - FISCAL YEAR**

The fiscal year of the CIA FIRST International School is September 1 to August 31.

ADOPTED: AUGUST, 2011

**Policy 3.3 - REPORTING OF INCOME AND EXPENDITURE**

It will be the job of the Accounts Manager of CIA FIST to provide information to the SD and Board, prior to each Board meeting, on the current situation regarding income and expenditure:

- Comparing budgeted versus occurred expenditures in all cost categories and for each cost center/line item.
- Identifying and explaining all significant deviations.
- Showing the financial position of the School as of the last day of the previous month.
- Highlighting any category where costs are expected to exceed budget during the school year.

ADOPTED: AUGUST, 2011

**Policy 3.4 - THE BUDGET STRUCTURE**

The School budget and book-keeping should be maintained in accordance with Cambodian Law.

ADOPTED: AUGUST, 2011

**Policy 3.5 - THE BUDGET PROCESS**

A. Responsibility

The overall responsibility for the preparation of the full budget package shall remain with the SD and the Accounts Manager.

The Board is the final approving authority for the complete School Budget. Finally, the Board gives the SD the responsibility for making a summary budget of expenses and COGS available upon request and to answer questions from any parent of an enrolled student.

B. Budget Preparation Timetable

January/February:

- Approval of the Preliminary Staffing Plan by the Board as a basis for the hiring process for the next School Year.

March/April:

- Resource planning by department heads

Mai/June:

- Approval of the Preliminary School Budget by the Board as a basis for expenditure decisions that affect the next School Year.

August/September:

- Budget finalization meetings with department heads and final approval.

The School Budget and any Preliminary School Budget comprise a staffing plan, an income and expenditure prediction for the up-coming 3 school years. A detailed plan will be prepared for the up-coming school year. The staffing plan is based on student numbers and numbers of classes. More details of the budget procedures are stated in a budget and planning policy.

ADOPTED: AUGUST, 2011

REVISED: JUNE 2015

**Policy 3.6 - BUDGETS**

The School book-keeping will be organized so as to give clear indication of all separate areas of costs and income, as advised by the Board, the SD, the Accounts Manager and auditors.

ADOPTED: AUGUST, 2011

**Policy 3.7 - DEPOSITORY OF FUNDS**

The Accounts Manager will recommend to the Board the most appropriate banking facilities that suit the needs of the School. Upon Board approval, School funds will be deposited in these banks.

The SD and the Accounts Manager are delegated the authority for the day-today management of the School funds. They should ensure sufficient ready access of funds to enable the School to operate efficiently, and should also provide for the prudent investments of any excess funds. These should provide a solid interest rate while exposing the School to the least risk possible.

The deposits shall be made known to the Board and reviewed by the Board from time-to-time.

ADOPTED: AUGUST, 2011

**Policy 3.8 - PAYMENT AUTHORIZATIONS**

Signing authorization on all School bank accounts (for all bank transactions including payroll, with or without voucher, and for checks) shall always rest with two persons jointly (two person integrity).

Authorization on the bank accounts shall rest with:

- Chairperson of the Board
- Vice-Chairperson of the Board
- SD
- Any other Board member to be appointed by the Chair and Vice-Chairperson.

It is the responsibility of the SD and the Accounts Manager to ensure, that all authorizations for all bank accounts follow the above principle and are up-to-date at all times.

Payments may only be executed, if they are legally required, e.g. by law or under established agreements and contracts, or if they relate to transfers between different bank accounts of the School.

ADOPTED: AUGUST, 2011

**Policy 3.9 - SIGNATORY POWERS ruled by additional policies**

ADOPTED: AUGUST, 2011

**Policy 3.10 - INCOME FROM TUITION AND FEES**

Annually in May, in conjunction with the adoption of the School Budget (or the Preliminary School Budget), the Board together with the SD and after consultation with the Parents-as-Partner Associations (PaPAs) will set a schedule of tuition and other fees for that year.

The tuition and fee schedule will be established according to estimated student enrollment, available financial resources and budget requirements.

School fees include tuition, registration, material, transportation and other fees.

The SD will develop, and the Board will approve, procedures and rules regarding the payment of tuition and other fees set by the Board.

Before a student is admitted, the parents/guardians will be advised of the current fees and the procedure for payment:

- Tuition fees will be invoiced yearly, semestral or monthly.
- The Registration Fee is paid once, when a student is enrolled at the School for the first time.
- All other fees are payable annually, regardless of when the student is enrolled during the School.
- The school will not make any refunds. For situations where hardships can be demonstrated, the SD may make special arrangements in liaison with the Accounts Manager.
- The school director is authorized to grant discount on any fee with exception on tuition fees.

- Only the Chairman or Vice-Chairman is authorized to grant discount on tuition fees.

ADOPTED: AUGUST, 2011

REVISED: JUNE, 2015

***Policy 3.11 - TUITION PAYMENT AND SCHEDULES***

In consideration of the School's acceptance of a student, parents/guardians shall agree to the tuition and fee requirements set by the School and will be responsible for all charges due.

The enrollment of a student is an individual contract between the parent/guardian and the School, regardless of any arrangement a parent may have with his/her employer concerning payment of the fees. The parent/guardian remains responsible for payment of all School fees for his/her child.

Fees for registration, tuition and any others are payable in USD or Cambodian Riel. Payment must be made in advance.

ADOPTED: AUGUST, 2011

***Policy 3.12 - NONPAYMENT OF TUITION AND FEES***

No student will be permitted to start attending CIA FIRST until registration fees and book/material fees have been paid and tuition payments have been committed unless otherwise decided by the SD.

If any tuition payment is past due for more than three (3) weeks, the student may not be allowed to continue his/her studies until monetary commitments have been tendered.

Notice of pending action will always be communicated to responsible parties prior to any action by the School. The School will, in good faith, try to circumvent any action to prevent the disruption of a student's educational course of study. The parents or guardians are ultimately responsible for any action for which the School must undertake to ensure tuition payments. Any pending action by the School for non-payment will be reported to the SD for his/her information.

ADOPTED: AUGUST, 2011

REVISED: JUNE 2015

***Policy 3.13 - SCHOLARSHIP PROGRAMS FOR STUDENTS***

A specific policy applies.

***Policy 3.14 - TRANSCRIPTS***

Each high school student applying for college entrance shall receive free transcripts.

ADOPTED: AUGUST, 2011

***Policy 3.15 - ACCOUNTS SYSTEMS***

Taking into consideration the four technical Accounting principles at CIA FIRST, prudence, consistency, accruals and going concern, the Accounting systems are seen by the Board as a valuable tool in guiding the sound financial management of the School toward accomplishing the purpose of the School.

The SD is responsible for ensuring that the school's systems meet this objective and conform to best business practice. Towards this end, the SD and Accounting staff shall be expected to confer with other appropriate financial and IT specialists.

ADOPTED: AUGUST, 2011

***Policy 3.16 - PAYROLL***

The SD is responsible for ensuring the establishment and maintenance of proper payroll systems that meet the needs of the School.

ADOPTED: AUGUST, 2011

***Policy 3.17 - MONEY IN SCHOOL BUILDINGS***

Money collected or spent by School employees shall be handled with good and prudent business procedures. This requires:

- The proper recording of cash-flows.

- The separation of responsibility for the collection and expenditure of money.

All money collected shall be receipted and accounted for and directed without delay to the proper location of deposit. In no case shall money be left overnight in School buildings except in safes provided for the safekeeping of valuables.

ADOPTED: AUGUST, 2011

### ***Policy 3.18 - INVENTORIES***

The School will have a centralized system that will assure the proper storage and Accounts of all supplies, material, equipment and real property. This will include all School-related assets.

The SD shall be authorized to dispose of obsolete equipment, preferably by donating it to reliable and effective NGOs and shall report all such transactions to the Board.

ADOPTED: AUGUST, 2011

### ***Policy 3.19 – FINANCIAL REVIEW***

The Board shall, on a yearly basis, engage a specialized accountant or firm of authorized public accountants to make an examination of all financial books and documents of the School, and to render its report to the SD and Accounts Manager within a reasonable period of time. They will then report to the Board concerning the findings for final approval. This firm shall also be expected to provide counsel and training to the SD and the Accounts Manager when needed.

ADOPTED: AUGUST, 2011

### ***Policy 3.20 - TRANSACTION AUTHORITY***

The SD is empowered to decide on any business transaction or enter into any agreement or contract that is legally binding for CIA FIRST International School provided that:

The transaction, agreement or contract belongs to ordinary school business;

and

The resulting expenses do not exceed USD 200 in total;

and

The term of the agreement or contract does not exceed 3 month;

and

The resulting expenses are considered in an approved budget for the current or a future school year.

In all other cases or in the case that neither a budget nor a preliminary and/or partial budget is approved yet, the SD needs the approval of the Chairman or Vice-Chairman. This includes the approval of manpower requests and employment contracts of over 3 months.

For expenses of USD 4000 and up, both, the Chairman and the Vice-Chairman have to sign. For any business transaction, that results in expenses above USD 100, the Accounts Manager is obliged to request at least two (preferably three) offers from different suppliers before a decision is taken. When the SD considers it appropriate, he/she may exceptionally decide to forego this procedure for selection from one tender only if the amount doesn't exceed 200 USD.

The SD may delegate transaction authority to other members of staff up to a limit of USD 100.

ADOPTED: AUGUST, 2011

### ***Policy 3.21 - EXPENSE REIMBURSEMENTS***

The members of the Board shall be reimbursed for expenses incurred in performance of Board functions, when approved by the Board. The SD shall establish policies for the reimbursement of reasonable expenses of school employees incurred in performance of official duties.

ADOPTED: AUGUST, 2011

## **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 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 coordination 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

***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 Accounts 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

***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 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 a specific complaint procedure policy.

ADOPTED: AUGUST, 2012

REVISED: JUNE, 2015

#### ***Policy 5.7 - PROFESSIONAL STAFF RECRUITMENT AND SELECTION***

The Board shall be presented annually, upon the recommendation from the academic and department heads, a recruitment 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 recruitment and selection process may be delegated to the HR officer and the academic heads.

The normal qualifications for professional 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 specific policies and procedures as set by the School leadership.

ADOPTED: AUGUST, 2011

REVISED: JUNE 2015

**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;
- 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 7<sup>th</sup> of July 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 31<sup>st</sup> of July. The new amendment that states the renewal of the contract shall be signed by all parties not later than 15<sup>th</sup> 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.

ADOPTED: AUGUST, 2011

#### **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 break times. 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.

1. 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.

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

3. 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.

##### 4. 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.

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, professional training 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 department head according to policy 14 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.

ADOPTED: AUGUST, 2011

REVISION: JUNE, 2015

***Policy 5.23 - PROFESSIONAL LEAVE***

A professional staff member requesting 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 direct supervisor in writing when appropriate. The SD may 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

REVISED: JUNE, 2015

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

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.

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 August 15 of the academic year. The SD evaluates all supervisors.

ADOPTED: AUGUST, 2011

REVISED: JUNE 2015

**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 – TEACHING AND LEARNING PHILOSOPHY***

CIA FIRST takes a constructivist approach to education grounded in theories started by thinkers such as Piaget (1976) and Vygotsky (1978). This entails the belief that knowledge and understanding are constructed in the minds of the individual through experiences and interactions with the world. Furthermore the school favours Vygotsky's theory of the Zone of Proximal Development where learners learn best in the realm just above that in which they can operate independently, guided by a more knowledgeable individual. In addition, the school bases instruction on Brain Schema Theory (Pritchard, 2009) which asserts that new information is assimilated in the brain when it can be linked to prior knowledge. Moreover, the teaching faculty embrace the theory of Situated Learning (Lave and Wenger, 1991) which states that learners are more likely to learn when content is made relevant to their everyday lives. With all this in mind, teachers at CIA FIRST utilise a student-centred classroom environment where inquiry and collaboration are encouraged. Prior knowledge is routinely activated and content is made relevant and engaging to students in order to maximize learners' potential. The faculty believes that every child is intelligent (Gardner, 2011) albeit in different ways. Therefore students at CIA FIRST are given opportunities to display their abilities and talents by multiple means. The school is cautious not to confuse Multiple Intelligences with Learning Preferences (Gardner, 1995; White, 2005) but nonetheless acknowledges that students are unique individuals with different backgrounds, beliefs, interests, abilities, and learning styles. In the classroom, teachers endeavour to expose students to content in a multitude of formats in an attempt to facilitate the attainment of the school's goals via different pathways (Tomlinson, 2014).

CIA FIRST values deep understanding and transfer through performance so therefore has adopted the framework for curriculum planning Understanding by Design (McTighe and Wiggins, 2005). Students' understanding is measured through authentic performance tasks in addition to the more traditional knowledge and skills tests. Research has indicated that experts organize their knowledge around important concepts (Bransford et al., 2000) so therefore teachers present subject matter framed around big ideas within disciplines and inquiry is facilitated through the use of Essential Questions which spiral through the curriculum.

ADOPTED: AUGUST, 2011

REVISED: JUNE 2015

### ***Policy 6.2 - GUIDANCE PROGRAM AND TESTING***

The Principals, and the School Level Coordinators as well as each individual teacher are responsible for the guidance of the students. The School has established and will 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 are 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 SLOs.

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

REVISED: JUNE 2015

**Policy 6.3 - INDIVIDUALIZED LEARNING PROGRAM (ILP)**

The school develops individualized programs for children with need of special academic or behavioral support. This program is to be established and led by a specialized educator (SENCO) under guidance of the Principal and the Curriculum Coordinator. The SENCO 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 SENCO and approved by the Principals, Curriculum Coordinator and SD.

**Policy 6.4 - CURRICULUM DEVELOPMENT**

The International curriculum of the CIA FIRST International School, in accordance with the School's philosophy and SLOs, is closely parallel to the curriculum of schools in the United States serving the same grade levels, 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 Principals, 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 SLOSs 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 provides EFL support classes. 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 additionally offers 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

REVISED: JUNE 2015

**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 GEP program is separated from the operations and budget of CIA FIRST's general education program in all aspects.

ADOPTED: AUGUST, 2011

REVISED: JUNE 2014

**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.

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)

**SCHOOL YEAR 2015-2016****STUDENT AGE FOR GRADE ENTRY**

Month	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
AGE	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3
January		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
February		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
March		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
April		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
May		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
June		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
July		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
August		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
September		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
October		G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3
November	G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3	
December	G12	G11	G10	G9	G8	G7	G6	G5	G4	G3	G2	G1	K5	K4	K3	

Exceptions from the age ranges may be made at the discretion of the professional staff on recommendation of the SENCO.

**Policy 6.9 - CLASS SIZE**

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

**Kindergarten (K3 to K5)**

Enrollment in each K3 class should not exceed 20, in each K4 and K5 class enrollment should not exceed 24 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 24 students. When enrollment exceptionally reaches more than 24 students, a TA may be hired to assist the teacher.

**Upper Elementary (Grades 3 through 5)**

Total enrollment in each class should not exceed 24 students.

### **Middle and High School (Grades 6 through 12)**

Total enrollment in each class should not exceed 24 students.

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

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

ADOPTED: August, 2014

REVISED: JUNE, 2015

### **Policy 6.10 - CO-CURRICULAR CLASSES AND AFTER-SCHOOL PROGRAMS**

The School shall offer extra class activities for students. The scope and variety of co-curricular and after-school 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 and team sports. A portion of the School day may be scheduled for co-curricular activities. After-school program activities are scheduled outside of regular class hours and an extra charge for participation / membership may be charged by the school.

ADOPTED: AUGUST, 2011

REVISED: JUNE, 2015

### **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 if needed to drive students learning toward achievement of the subject standards and ultimately to the SLOs. 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 and to address effectively the Critical Learner Needs (CLN).

Objectives of Selection

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

The materials selected shall:

- Provide teachers and students with reference and supplementary materials that will support and enrich the curriculum.
- Enable and encourage students 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

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 SLOs 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.
- F. Adopt and develop Habits of Minds which enable them to life-long learning and to master 21<sup>st</sup> century challenges.

ADOPTED: August, 2014

REVISED: JUNE, 2015

### **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 related to the SLOs and/or CLN;
- 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 must be encouraged 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

REVISED: JUNE 2015

### ***Policy 6.13 - GRADING SYSTEMS***

It is the philosophy of the Board of Directors 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. At CIA FIRST a student doesn't fail but may not be ready, yet.

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

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 Principals and the Curriculum Coordinator.

ADOPTED: AUGUST, 2011

REVISION: JUNE, 2015

### ***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 Subject Coordinators, will be responsible for deciding the amount and type of homework given. The Subject Coordinators after consultation with Principals and Curriculum Coordinator 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

REVISION: JUNE, 2015

### ***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 and in particular of the SENCO, such exceptions are in the best educational interests of the student involved, bearing in mind his/her the social and emotional development. 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. From grade 9 on, an individualized course system according to specific regulations applies.

ADOPTED: AUGUST, 2011

REVISED: JUNE, 2015

### ***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 Board of Directors upon the recommendation of the academic team. They shall be consistent with the stated SLOs 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

REVISED: JUNE, 2015

## **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 to address Board members in occasion of school events.

ADOPTED: AUGUST, 2011

### ***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 CIA PP International School.

E. The procedure for admission shall be as follows:

- 1) The Principals of the School shall be designated the admissions officers for their school level(s).
- 2) They may involve other professional staff in conducting tests, interviews and reviewing admission data.
- 3) When there is any concern about the qualification of the applicant, the potential of the applicant shall be judged by the Principal 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 SENCO will reassess the enrollment for the second semester.

ADOPTED: AUGUST, 2011

REVISED: JUNE, 2015

### ***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 professional 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 respective home room teacher.

ADOPTED: AUGUST, 2011

REVISED: JUNE, 2015

### ***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 Principals as well the Dean Khmer Curriculum along with the staff will maintain rules and regulations governing eligibility.

ADOPTED: AUGUST, 2011

REVISION: JUNE, 2015

### ***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 and policies. 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

**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 Principals / 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.

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**

All parents and guardians are given the opportunity to access student process data via the school's students information software "openSIS". Therefore, all parents must be provided timely at the beginning of the child's studies with a username and password to access data. 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 Handbook (Diary) must be encouraged. It is also important that all teachers prepare well and attend the Parent/Student/Teacher Conferences.

ADOPTED: AUGUST, 2011

REVISED: AUGUST, 2012

REVISED: JUNE, 2015

**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 Principal 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 Principal 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 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. Parents shall be encouraged to be active members of the Parents-as-Partners Associations (PaPAs). 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

REVISED: JUNE, 2015

## **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 – PARTNERSHIPS WITH HIGHER EDUCATION INSTITUTIONS (under review)***

### ***Policy 9.4 - 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

ADOPTED: AUGUST, 2011