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parent handbook

designed by Seungha Park class of 2023

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Introducing HOPE International School

The initial idea for HOPE came from a group of homeschooling mothers who were praying for help with teaching their children whilst living in Cambodia. Jo Miller, a Principal from Australia came out initially as a homeschool consultant and this evolved into teaching a few children at her home. The idea for a school was born. A steering committee was formed with interested parties from Mission Agencies (WEC, CMS NZ, CAMA, AOG, CFC). Jo Miller was appointed as the founding Principal. The first school was in a house (on St 454) near the Russian Market.

In February 2002, HOPE officially opened to provide an affordable, high quality, international Christian education for the children of missionaries. An advisory group was formed to help develop foundational documents that reflect our Christian community here in Phnom Penh.

Since then, the school has grown to hundreds of students from dozens of nationalities. Today, we are an international school registered with the Cambodian government. We have 2 campuses, the main HOPE International School Campus in Phnom Penh and a second campus in Siem Reap.

The goal of HOPE is to provide a high quality, international, Christian education for missionary children in Cambodia. HOPE offers a ministry to the families of missionaries, enabling them to remain on the field for service. In order to maintain and promote the Christian foundations and values of the school environment, HOPE is committed to ensure that Board members, Director and teachers accept and uphold the HOPE Statement of Faith. Teaching will incorporate Christian values and Biblical teaching. The school will expect a high standard of behaviour based on a love of God and concern for others. The school will seek to provide an education at a fee that is affordable. HOPE offers a quality education to meet the individual child's needs, provided by appropriately qualified, experienced and committed teachers. Quality education is facilitated through an activity-based curriculum in small classes. For many students, English is their second language and we aim to support and accommodate them as their language skills develop.

Student Learning Results of HOPE's Vision

It is our desire at HOPE that each student will thrive academically, spiritually, emotionally, physically, and relationally. The school vision is expanded below in terms of the outcomes we want to see in our students.

- **KNOWLEDGEABLE**

Recognising that God created them to be knowledgeable, as a result students will study a broad and balanced range of conceptual ideas and content that spans multiple subjects, reaching beyond national and cultural boundaries.

Developing Biblical Understanding by sustained inquiry of one's own faith and critically thinking and reflecting on what one believes, while at the same time learning about what others believe.

Through this process, students will have the opportunity to develop and respond authentically to the Biblical worldview presented to them.

- **THINKERS**

Becoming critical thinkers who are sufficiently and appropriately challenged academically, being taught to question, assimilate, interpret, evaluate and reflect on knowledge gained in order to make connections between their education and the world they live in.

- **COMMUNICATORS/COLLABORATORS**

Becoming collaborators and communicators that communicate effectively in various forms.

- **REFLECTIVE/SELF MANAGERS**

Becoming reflective in order to strengthen learning.

- **GLOBAL MINDED**

Respecting and appreciating that all people have intrinsic value and dignity by virtue of each person having been created in the image of God. From this foundation, students will learn to relate to, and grow in their understanding of the diverse, yet connected world we live in.

Developing an international world view through an awareness of life outside their passport country, students will increase their awareness and appreciation of language and culture through participation in a multicultural, multi ethnic and multi-lingual school.

- **PRINCIPLED**

Being principled in word and action.

- **CARING**

Being actively involved in school, volunteer work (including CAS). Initiating responsible interaction to serve others' needs and be caring members of the local community and environment. As a Christian community, students respond in compassion and love through word and deed.

- **RISK TAKERS**

Approaching unfamiliar situations and uncertainty with courage and forethought, and having the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

- **BALANCED**

Understanding the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

HOPE Students have the potential to impact their world for Christ by:

Faithfully and critically applying the knowledge, skills, and understanding they have developed through their education, enabling them to engage their spheres of influence in ways that reflect a Christian worldview and a relationship with Christ.

Governance

Establishing a firm Christian foundation and practical governance has been a priority of HOPE which has resulted in a two-tier model.

School Board

HOPE is governed by a School Board. The HOPE Board consists of one representative from participating Member Missions which include: Interserve, SIL, OMF, Pioneers, and AOG.

Other Christian Member Organizations may be invited in order to provide added wisdom and expertise to the Board in areas such as business, finance and policy. The School Board also consists of a Parent Council representative and one teacher member.

We believe such a broad-based foundation will provide stability for the long-term existence of the school, including the provision of sound spiritual, emotional and academic programs and excellent facilities.

The Board is the sole policy making body and has the responsibility for the overall administration and operation of the school. It has the ultimate authority to approve and modify the foundational documents such as: Constitution, Vision and Mission, Statement of Faith, Philosophy of Education and the Core Values. The Board has the responsibility to appoint a Director as their chief executive officer who is responsible for all managerial decisions having to do with the school. It also has the sole responsibility for major building and construction, property purchases, mortgage acquisitions and property sales.

Parent Council

The Parent Council exists to be a catalyst of parental engagement in the ministry of HOPE International School. It encourages the ministry of HOPE by promoting community and enhancing communication among stakeholders. Parent Council provides a voice for parent stakeholders as it contributes to positive ministry partnerships to advance the mission of HOPE School.

The Parent Council consists of up to nine parents nominated and elected by the parents of the students. One member represents the Parent Council on the School Board.

The Parent Council is not a governance body but supports the partnership between HOPE and the parents of students at the school. They meet once a month to raise any parental concerns to the Director and the Board as well as taking a role in organising school/social functions, fundraisers, and the welcoming of new Employee and families. Parent Council supports the implementation of HOPE plans and policies and after consultation with the broader parent body, provides advice, as required, by the HOPE Board and Director. The Parent Council takes an active role in helping to maintain, support, develop and promote the unique school culture and traditions that contribute to making HOPE such a special school.

Accreditation Bodies

HOPE is accredited :

- with the Association of Christian Schools International (ACSI) which provides benchmarks for the school across a wide range of standards. www.acsi.org
- with the International Baccalaureate (IB) World School. This allows our Grade 11 and 12 students the opportunity to gain an IB Diploma. <http://www.ibo.org>
- with Cambridge International as an Examination Centre allowing us to offer the International General Certificate of Secondary Education (IGCSE) to students in Grades 9 and 10. <http://www.cie.org.uk>

HOPE supports Home School families by partnering with Asia Education Resource Consortium (AERC), providing educational support, resources and testing services through a network of consultants. <http://www.asiaerc.org>

Office Hours

The School Offices are closed on weekends and most public holidays. During the School Year, the Administrative Office is open from 7:45am to 4:00pm. During extended break periods, office hours

will vary. Any changes will be communicated via the school noticeboard.

School Management

The school academic management team consists of the Director, Principals, and Deputy Principals and other department Managers. For issues to be brought to the academic management team, please see the Principal or appropriate Deputy.

Director	Adam Ecklund
Academic Head / Phnom Penh K-12 Principal	Isabel Searson
Siem Reap Principal	Melissa Baumbach
Phnom Penh Interim Primary Deputy Principal (Semester 1)	Glenda Willcock
Phnom Penh Primary Deputy Principal (Semester 2)	Adam Honeybun
Phnom Penh Middle School Deputy Principal	Andrew Wishart
Phnom Penh High School Deputy Principal	Jane Lim
Siem Reap Deputy Principal	Heather Korm
Marketing and Communications Manager	Kate Roden
Business Services Manager	Tony Payne
Interim HR Manager / Special Advisor	Helen Blaxland
IT Manager	Matt Lindfield Seager

School Year

The academic school year at HOPE starts on 4th of August 2022 and ends 2nd of June 2023. HOPE works on a two semester year. The first is from August to December, the second is from January to June. Students attend 180 days of the year. Please see the parent calendar on the [website](#) for more details.

Education

Education Philosophy

As Christians, we believe that each child is created as a unique individual and should be taught so that their gifts will be developed to bring glory to their Creator. It is our aim to develop students intellectually, physically, socially, emotionally, culturally and spiritually. In order to do so we encourage students to evaluate, from a biblical perspective, what is learned and experienced in life. Educational programs promote both cooperative and independent learning, and special programs will be developed for those with additional needs. The conduct and relationships of all members of the school community should be intentionally Christ-like. We hope to equip students with the necessary life skills and confidence for life including: thinking, studying, working, playing, creating, imagining and discovering.

Curriculum

HOPE acknowledges God as the Creator of all things and the source of all wisdom, truth and knowledge, as revealed in the Bible. The curriculum is the deliberate and purposeful plan of

instruction through a variety of learning experiences reflecting the values and ethos of HOPE School. The curriculum is regularly reviewed to ensure the Vision and Mission of HOPE is sustained. It is delivered in English and all students are expected to communicate in English at all times, unless instructed otherwise by their teacher.

Through the curriculum students will be encouraged to: wisely apply knowledge and understanding in their life, fulfil the plans and purposes God has for them, become a servant leader, live as Christ lived in an attitude of worship to God, aim for excellence in the development of their skills, discover and develop their gifts to their full potential.

All disciplines are taught from a biblical worldview and include: English Language, Mathematics, Sciences, Christian Perspectives and Living, Social Sciences, Additional Languages, the Arts, Computer Science and Physical Education. English Language Learning (ELL) students may have additional English lessons rather than learning Additional Languages. The curriculum is based upon clearly defined and progressive learning objectives.

Assessment is closely linked to the learning objectives, and clear criteria are given to make accurate judgments of ability. Standardised assessments are completed annually in English, Mathematics and Science for Grade 2-5 students.

We are accredited to offer the International Baccalaureate (IB) Diploma programme for students in Grade 11 and 12. We offer IGCSE (International General Certificate of Secondary Education) to our Grade 9 and 10 students. HOPE is an authorised Cambridge International Examination Centre.

Preschool (Ages 3 to 5 years old): There is an initial focus on play and socialisation. Students then develop an understanding in phonics and numeracy. They also receive instruction in art and PE.

Primary Curriculum (Kindergarten to Grade 5): The Primary Core Curriculum is based on the UK curriculum but is supplemented by integrated studies and specialist subjects. The integrated curriculum includes science, health, and social studies. The specialist subjects include ICT (Computing), Art and Design, Music, and PE. All subjects are taught with a Biblical worldview in mind. The target number of lessons to be spent on individual subjects per week is: Maths – 7.5; English – 9.5; Integrated Studies – 5; Specials - 6 (a combination of Khmer, PE, Performing and/or visual arts, Library, ICT and Assembly).

Middle School Curriculum (Grade 6 to 8): The grade 6-8 Curriculum has been developed as a continuum allowing students to progress seamlessly from Primary to IGCSE, with a Biblical worldview at its core. The Curriculum has been developed to ensure that it becomes relevant to the broadest range of international students possible and is a strong pathway to IGCSE. Mathematics, English and Science are the core and supplemented by the following specialist lessons; SOSE (Studies of Society and Environment) which is taught as World History and World Geography, Languages, Art, Music, Information Technology and Physical Education. Christian Perspectives (CP) lessons offer students an opportunity to study the Bible and the Health and Wellbeing Curriculum has been designed to complement CP by affording students the time to explore the ways in which they can put their Christian faith into action.

High School Curriculum (Grade 9 to 12): Beginning in Grade 9, students at HOPE may study a number of one-year long, internally assessed courses, called 'HOPE' courses, in combination with a number of externally assessed two-year International General Certificate of Education (IGCSE) courses across Grades 9-10. The IGCSE is an internationally examined curriculum, based on the

examinations taken by UK children aged 16. It is administered by the University of Cambridge examinations Board. An internationally recognised qualification the IGCSE follows on from HOPE's Middle school curriculum and is an excellent preparation for the International Baccalaureate Diploma Programme which HOPE students access in Grade 11.

All Grade 9 students start the two-year IGCSE course with 4-5 core courses in English Language, English Literature, Maths & Science (dual award, equivalent of two IGCSEs). Additional options include **choices** from the following IGCSE subjects: English Literature, French, History, P.E., Global Perspectives, Art, Geography, and Additional Math. They also take HOPE accredited courses in P.E., ICT and Christian Perspectives. Subjects such as ELL, Khmer, Korean, Design, Music, Drama, History, Health and Vision in Action (VIA) are also offered (see below). Subjects offered in any given year are dependent on cohort choices and staff availability. It is recommended that for entry into the IB Diploma programme in G11, a minimum of 6 IGCSE's including Maths, English Language and Science must be completed at grade C or better for taking IB Diploma Standard Levels (SL) and grade B or better for taking IB Diploma Higher Levels (HL).

IB DP (International Baccalaureate Diploma Programme):

HOPE is one of over 4000 IB World Schools offering the two-year International Baccalaureate Diploma Programme (DP) to students in Grades 11 and 12. The programme is over forty years old and is recognised and respected by universities around the world.

The IB curriculum consists of courses from six learning areas: Sciences, Individuals and Societies, Mathematics, Language and Literature, Language Acquisition and Visual Arts. HOPE has chosen course offerings which meet the requirements of each area. In addition, students in the Diploma Programme take additional IB 'core' courses in Theory of Knowledge (TOK), CAS (Creativity, Activity and Service) and Extended Essay (EE). Students choose three IB HL (Higher Level) courses, three IB SL (Standard Level) courses, CP and the IB Core. Graduates receive a HOPE Transcript and IB Diploma recognised in all international universities.

HOPE School actively recruits teachers who have past experience teaching the IB curriculum whenever possible. Additionally, HOPE staff members are offered professional development opportunities at conferences and workshops held regionally where they can interact with other IB teachers from different schools. For a complete description of the IB DP, please visit the website at: www.ibo.org

HOPE offers students pathway alternatives should they not require or desire to complete the full IB Diploma. This may involve students taking a decreased number of subjects. Please see the HOPE Pathways document as an [Appendix 1](#): for further detail.

Vision in Action (VIA) & Creativity, Action and Service (CAS)

The Vision Into Action (VIA) initiative was designed to further enable the HOPE school vision for our students to become "Global-minded servant-leaders." VIA provides students with opportunities to serve both the school and the community, broaden their vision and interests, develop skills and gain experience. To that end, all students are encouraged and expected to find

opportunities for service across the school levels and in the wider community.

In primary school, due to student ability, access, and child protection, VIA primarily takes the form of service to classmates and class projects aimed at serving the school or the community. During the Middle School (grades 6-8), students continue with service as a group/pastoral class, but often with a wider scope and additional responsibilities for planning. Each pastoral group is expected to initiate and run at least one service project during the year. Under the supervision of the pastoral teacher, students undertake all (or most) aspects of project management including planning, fundraising and execution. These projects vary in size depending upon the grade group and their ideas, abilities, and access.

For HOPE students in Grades 9-10, VIA becomes a more individually-initiated approach to service in the school and community that takes into account each student's personality, skills and interests. Students arrange and participate in volunteer service activities that are approved by their VIA supervisor and give them personal interaction with others across the school and in the wider community. Student reflections on their VIA service are included in semester reports in Grades 11-12, VIA goals are largely met through the CAS (Creativity, Action, and Service) requirement of the IB Diploma.

Christian Perspectives

Christianity is central to our vision and mission. Therefore, **all** students throughout the school have scheduled Christian Perspectives lessons and students will be assessed on their participation and understanding of the principals and objectives taught. Each morning will begin with students gathering in Pastoral or Grade level classes for a short time of Bible reading, devotion, prayer and school announcements. Assemblies will also be held each week, during which students will gather together in corporate worship and be delivered a message or devotion from a HOPE Staff member, parent, fellow students or guest. Attendance at devotions and school assemblies are mandatory.

Sports/PE

At HOPE we believe that exercise enhances the health and academic success of a student. We offer a comprehensive programme teaching the skills needed to play various sports and fitness activities. Lessons are based on the age and maturity level of the students being taught.

All students participate in PE activities (unless they have an injury in which case, we ask for a parent note explaining). Students Grades 4 and up must wear a PE uniform during lessons which can be purchased in the Cashier's Office. Sports shoes need to be worn to PE lessons. Due to the climate of Cambodia, students are encouraged to bring personal water bottles for their PE lessons.

Homework

Homework should:

- provide students with opportunities to reinforce and practice skills learned at school
- encourage students to improve their organisational skills
- give students the opportunity to complete unfinished work
- give parents an opportunity to assist children's learning
- reflect current educational research findings

We anticipate parents shall:

- be positive and encouraging - homework should not be an onerous task!
- show an interest by asking about the work
- get involved in solving some of the problems
- assist their child with the organisation of their time by helping them decide which exercises to do on which night
- help them allocate a time, e.g. 30 minutes, then have a break, and return if required
- ensuring they do not leave their homework until the last minute

Primary

Children in Preschool are not expected to do homework. For those in Grade K–5, homework will be given each week. The content of the homework will vary depending on the age and stage of the child, and individual teachers will be responsible for giving appropriate homework. However, all Primary aged children need to read and be read to often. Growth and progress in reading is affected by the opportunities children have to practise. Parents are encouraged to listen to children read at least once during the week and to make use of the resources in the School Library.

Secondary

The Secondary School timetable is split into 30 fifty-minute lessons a week, and different subjects have different lesson allocations. The frequency of homework will depend on this lesson allocation. Homework in HOPE Secondary years is defined as either an assignment or a task.

Assignments contribute significantly towards report grades. **Tasks** only contribute in a minor way towards report grades. All homework should be set in the homework diary. Students should not have more than two assignments due on any one day and all homework which has been completed should be acknowledged by the teacher. Homework taking more than two weeks should be staged by the teacher, with clear expectations for each stage of the homework being given. If the teacher decides that the standard of completed homework is inadequate, the student will be given an opportunity to improve their work.

Assessment and Reporting

Teachers assess student learning regularly and maintain evaluation records, with Parent Teacher Conferences occurring twice a year PK-12. Student reports are issued each semester. The semester report includes approximately 4 to 8 summative assessments completed for various subjects. Comprehensive graded reports are provided to parents at the end of each semester, together with a report comment.

Following the IGCSE model, grades 9 and 10 are graded on an A+ to E scale. Grades 11 and 12, follow the IB DP model and are graded on a 1-7 scale. Grades 6-8 are graded on an A to E scale. See [3370 - Assessment and Reporting Policy](#) for more details.

General Assessment

Assessment is closely linked to the learning objectives, and clear success criteria are provided to students so that they know how to be successful. Parents are encouraged to retain copies of all their own student records and reports. Different countries have varying requirements for documentation of a child's school attendance and performance and many HOPE parents have found it necessary or helpful to have their children's past student reports upon re-entering their

home country schools.

Standardised Assessments

Annually, Grade 2 to Grade 8, complete GL progress tests in Maths, English, Science, and/or CAT 4 tests which provide an indication of a child's academic potential. Diagnostic reports will be provided to parents. Should such testing identify particular needs for learning extension or support, parents may be invited into school for further discussion. CAT 4 is also taken on readmission or returning back from more than 6 months furlough.

IGCSE

Annual exams for Grade 10 IGCSE students take place May - June of the academic year. Examination certificates are awarded for each subject taken and there is a fee of approximately \$100 per exam which is additional to regular school fees. Exam standards are moderated against all IGCSE entries worldwide, so that an IGCSE grade A means the same whether the student took the exam in Cambodia, Korea, Australia, the UK or the USA.

IB DP

IB exams are also held in May - June for Grade 12 students who have chosen the Diploma Programme. Exam results are sent to the IB coordinator of the school and students may request their results be sent to up to six universities before being released in July. Students are also assessed internally by their HOPE teachers. There is an IB program fee of approximately \$1000 covering program access and examination fees for Grade 11 & 12.

Academic Pathways

Minimum educational standards have been established for students transitioning from Grade 8 to Grade 9, and Grade 10 to Grade 11. Standards have been set in order to see students achieve the best possible educational outcomes and success.

Pre acceptance tests are used to establish student readiness to enter a particular grade level.

Pathways for Primary to Middle School - [Appendix 1](#):

Pathways for Grade 9 and 10 Cambridge IGCSE- [Appendix 2](#)

Pathways for Grade 11 and 12 Students at HOPE- [Appendix 3](#)

Field Trips

Field trips are a part of the HOPE School instructional program. Students, accompanied by teaching staff, will leave the school grounds occasionally for educational purposes. As field trips will occur, information will be sent to parents, and permission will be sought. For all field trips taken, HOPE staff must complete risk assessment forms to anticipate and avoid any possible accidents from occurring. Strict adult/student ratios are also adhered to during any trips taken. Those ratios are:

- 1:8 Middle and High School
- 1:6 Primary
- 1:4 for any water activity and all Pre-School trips

For specific details about excursions and field trips, please connect with the office.

Extracurricular Clubs

A variety of extracurricular clubs are offered at a cost borne by the students. Clubs offered in the past have included arts and crafts, Khmer dance, Lego club, Taekwondo, Robotics, non-competitive sports such as swimming, basketball, football, netball, creative arts such as drawing and photography, and performing arts such as dance and music. Parents are welcome and encouraged to run or help run clubs. Those interested should contact elizabeth.shin@hope.edu.kh (extracurricular clubs coordinator).

Sports

Competitive after-school sport teams are available to secondary students (Grades 6-12). HOPE participates in the ISSAPP (International School Sports Association of Phnom Penh) with teams in Swimming, Football (Soccer), Basketball and Volleyball. Teams practise and compete for approximately ten weeks each and are coached by HOPE staff or parent volunteers. Practices are arranged by the athletics director, who also cooperates with other participating international schools to schedule matches, meets and end-of-season tournaments.

- Students participating in after-school sports are required to obtain parental permission.
- There is a fee for each sport played to cover uniform and equipment costs.
- Students must arrange their own transportation home following practices and games.

Admissions

Grade Groups

Our students are divided into class grade groups chronologically using the western measurement of age. The Grade group they are allocated to is determined by their age on 1st August (the start of our academic year). See our [Admissions Policy](#) which can be found on our website for more details.

Student Application

Application for enrolment at HOPE may be submitted at any time during the school year. Application forms are available either from our website or from one of the school offices. A non-refundable fee of \$100 per child must accompany each completed application. Submission of application **does not guarantee** enrolment. Applications will be processed within ten working days of receiving all the necessary information requested for each student, including proof of age and citizenship, as well as any assessments necessary for establishing English Language proficiency or special needs. For more details regarding enrollment visit www.hope.edu.kh/admissions.

Registration Procedures

Registration of **new students** at HOPE School will be processed through the Enrolment Coordinator. New student orientation meetings are conducted in August and January.

Continuing Students must also inform the school of their intentions for the following school year. Intention letters for the following academic year are sent out by the school in the 2nd Semester with the estimated school fees for the next year. All students continuing the following year must

re-enrol through the Sycamore parent portal in order to reserve a place.

Payments

Payments are preferred by bank transfer. but cash payments are also accepted at each campus. Please do not send money to class teachers. If students bring money to school, it must be in an envelope clearly stating the family name (or Sycamore code), amount, and purpose for payment. It should be delivered to the HOPE Cashier who will issue a receipt. Fees are quoted in U.S. dollars and payable in U.S. dollars. Khmer Riel is allowed, but payments of more than 100,000 riel must use an exchange rate equal the the rate most recently published by the Cambodian GDT. Fees are due as follows:

1. A one-time **Application fee** of \$100 is due when applying to HOPE International School and supports the process to input all personal information, tests, and any additional information needed from the family to be considered for the school.
2. Upon acceptance, there is a one-time **Enrolment fee** which covers administrative costs, classroom setup up, and other fees associated with the program. The family will then commit to an agreed starting date and tuition will be invoiced for the semester. Tuition may be prorated based on the number of school days if students start semester 1 after September 15 or if they start semester 2 after February 15. If the new student does not attend within two months of the agreed date and no tuition payments are received, the family forfeits their enrolment place. They will need to reapply and pay a new application fee and enrolment fee if they wish to attend HOPE in the future. If a grade 11 or 12 student is transferring to/from another IB school, additional fees may apply.
3. When **ELL tests** are administered, fees are included with the application fee, but if a re-testing is required a \$25 fee will be charged per test.
4. **Accident Insurance** is required for all students. If families do not have this coverage (and do not decline coverage), they will be enrolled by HOPE and charged a fee of approximately \$20 per year per student.
5. **Capital Fees** are used for purchasing equipment and facilities construction and renovation. This is an annual fee and is due in July. This fee is only payable for the two oldest students in the family (not for the third or subsequent children). The full capital fee will be invoiced if entering between August and December, or half of the capital fee will be invoiced if joining between January and May. Capital fees are not returned if students leave part way through the school year.
6. **Tuition** is charged annually at a different rate for each educational program (preschool, primary, middle school, and high school). Payment may be made annually, by semester, or if approved, monthly. Tuition invoices will be sent by the start of each semester.
7. **Late payment** reminders will be issued between the 20th and 31st of each month. A \$50 fee per family will be incurred if payment is not received by the end of the month in which

it is due. This will continue to be charged each month until your account is brought current. If payments are not received for two consecutive months, a meeting may be arranged between the family and the HOPE Leadership and;

- a. a payment plan will be considered at the school's discretion; and
 - b. if there is a failure to make two consecutive payments or a failure to communicate with the school, HOPE may require the student/s to remain at home until the balance is paid; and
 - c. repeated failure to make payments or those with outstanding debts at the beginning of the semester may be unenrolled.
 - d. If a student is unenrolled, HOPE will no longer guarantee a space for them in the future and they can re-apply for enrolment only after the outstanding debt is paid. Families with outstanding debts will not receive report cards or transcripts for their children until all debts are settled.
8. **Arriving Late and Leaving Early.** Students who enrol after September 15 (first semester) or after February 15 (second semester) will pay tuition on a prorated basis. No other fees will be prorated. The school requires written notice of at least 20 school days prior to the student's last day at HOPE and a meeting with the Enrollment Coordinator or the Director. No refunds will be given to students that leave early. All fees must be paid prior to your departure. Report cards or transcripts will be provided as long as all outstanding debts are settled.
9. **Library and Text Books** must be returned at least two weeks before the students' last day at HOPE. Any damaged or lost items will incur a charge.
10. **Family Discounts** apply to younger siblings of students enrolled full time. It does not apply to part time students. The family discount will be calculated and applied after all other discounts.
- a. 2nd oldest HOPE student - 5% discount on tuition only
 - b. 3rd oldest HOPE student - 15% discount on tuition only
 - c. 4th & subsequent HOPE students - 25% discount on tuition only
11. **Part Time Students** may be eligible for tuition discounts. If a student is registered for less than 33% of a full schedule, they get a 50% discount. If a student is registered more than 33% but less than 67% of a full schedule, they get a 25% discount. Part time students will still need to pay the full capital fee.
12. **Sports, Clubs, Field Trips and Other Extracurricular Programs** may incur additional costs.
13. **Financial Assistance** may be available for families in need. Transparency of finances and a demonstrated financial need will be required. Assistance is not guaranteed. Please inquire by sending an email to tony.payne@hope.edu.kh.

Leaving HOPE

It is always sad when someone leaves HOPE and we want to help you make that transition well. If you feel your child or the whole family would appreciate time to talk through the transition and changes ahead of you, please contact the Student Wellbeing Coordinator (counselor@hope.edu.kh). To help the administrative process, please adhere to the following procedures. If you have you any questions, please contact our Enrollment Coordinator, Mrs. Sina Asiata (admissions@hope.edu.kh):

Home Leave/Furlough

- HOPE supports mission families who leave for furlough or return to their home country for an extended period of time.
- To best support the students' academic progress, HOPE strongly recommends students leave for furlough in between the academic semesters.
- Tuition and fees are not refundable when a student leaves during the semester.
- In order to best accommodate a student's transition, HOPE requires furlough or extended leave requests to be submitted no later than **March 15** for leave during **Semester 1 (Aug to Dec)** and by **October 15** for leave during **Semester 2 (Jan – June)**. Please fill out the [home leave/furlough request form](#) and inform HOPE of any changes to your furlough plans as soon as possible so we can inform your teachers.
- Furlough or extended leave students may hold their space at HOPE by paying \$250 each semester they are absent. In order to accommodate families in Cambodia, spaces cannot be held for more than two consecutive semesters.
- For further information, please refer to our [Student Home Leave/ Furlough Policy](#)

Leaving HOPE Permanently

- At least 20 school days before leaving: please inform the Enrollment Coordinator, Financial Office, and the Campus Principal in writing, as this enables them to process the paperwork.
- Failure to give proper notice will mean that you are forfeiting your deposits (applies to families enrolled prior to January 2022).
- Please make an appointment to meet with the Enrolment Coordinator.
- Complete the 'Leaving HOPE' checklist with Office staff, have them sign the form and remember to return all library books, textbooks and any locker keys.
- Account must be paid in full prior to receiving academic transcripts for transferring.

Termination of Enrolment

The Director maintains the right to terminate enrolment of a student from HOPE due to misconduct or breach of school policy following referral and thoroughly documented history of proceedings from the Principal. The Director will report any such termination to the HOPE Board.

Ordering Transcripts

When ordering transcripts, please contact the academic office at academic@hope.edu.kh and request transcripts and any other final documents you may need.

Document Fees

The fee for additional copies of documents is \$5 for each additional copy.

In the event that HOPE closes permanently, all transcripts will be held by ACSI. Details on how to obtain original transcripts can be found by following the link to our policy, [Transcript Management in the event of school closure](#)

Academic Honesty

Academic honesty is defined as the good practice of recognising when student work is their own, and when not, acknowledging this.

Malpractice includes:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the student's own.
- **Collusion:** this is defined as allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- **Miscellaneous:** this is defined as any other behaviour that gains an unfair advantage for a student, particularly during assessments.

Students in grades 11 and 12 will be required to sign a document confirming that all of their work is academically honest and that all work they submit for assessment will be their own authentic work.

The consequences for all students are as follows:

First offence: Detention and parents informed.

Second offence: a grade of 'zero' for the work and parents informed zero for the work.

Third offence: a grade of 'zero' for the work and inhouse suspension.

See [3230 - Academic Integrity](#) for more details.

Parent / Teacher Meetings

Formal Parent/Teacher Meetings are held twice during the year, one in each semester. We also encourage parents and teachers to talk informally about any concerns. Appointments may be made directly, or through the Academic Office (academic@hope.edu.kh). Teachers are not expected to give personal telephone numbers to parents as parents are able to contact them via their HOPE Employee email addresses (firstname.lastname@hope.edu.kh).

Student Pastoral Care

Students in the Primary School are mainly taught by one Class teacher who is responsible for the pastoral care of students in that class. Secondary School students are divided into Pastoral Groups led by a specific Pastoral teacher. Students meet with their pastoral teachers each morning at 8.00am for student devotions and pastoral time. These Class and Pastoral teachers are committed to praying for each of the children in their care and are the main point of contact for parents with concerns.

Crisis Care & Caring Support

HOPE is committed to ensure that systems are in place to deal with emergency situations in the school including the provision of appropriate follow up care and counselling as needed. HOPE is also committed to providing confidential, professional and caring support for staff and students in crisis and in need of advice on personal, academic and professional matters. See [6133- Crisis Care & Caring Support Policy](#) for more information.

Responsible Behaviour Process

Responsible behaviour starts with an understanding that it is God who has given to teachers (both directly and via parents) the responsibility to exercise authority. Ephesians 6 v 1- 9. Parents of students agree to give authority for behaviour management with the following condition upon enrolment. *“I will support and help my child to observe all school regulations, including respecting and protecting the school’s property, equipment, buildings and good name.”*

Our behaviour and attitudes are based on biblical truth and respect for others.

Teachers will be:

Professional: prepared and deliver appropriate lesson materials and learning activities and through listening, observing, and reacting appropriately

Holistic: taking into account the individual needs and God-given gifts of all students

Respectful: model appropriate adult behaviour consistent with Biblical principles

Students will be:

Cooperative: submitting prayerfully and obediently to authority

Respectful: respecting others’ feelings and views and avoiding ‘put-downs’

Courteous: speaking one at a time and listening attentively to others

Responsible: following instructions and safety rules carefully through being punctual, having all books, materials and diary present, staying on task for all lessons and trying to meet all expectations.

See [3210 - Responsible Behaviour Policy](#) for more details.

Dealing with bullying

HOPE rejects all forms of bullying. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell a teacher.

What is bullying? Bullying is the use of aggression with the intention of hurting another person. It is usually repeated, rather than a one-time event. Bullying results in pain and distress to the victim.

Parents, teachers and other students should report suspected bullying incidents to teaching staff. All bullying reports will be investigated. Wherever possible, the students will be reconciled and the bully (bullies) will usually be asked to genuinely apologise.

In serious cases, parents should be informed and will be asked to come into a meeting with pastoral teachers and/or Principal to discuss the problem. Other consequences in line with the school's behaviour management policy may take place.

After the conclusion of an incident, each case will be monitored to ensure repeated bullying does not take place. Attempts will be made to help the bully (bullies) change their behaviour. See [Anti-Bullying Policy](#) for more information.

Truth Telling

HOPE encourages truthfulness in line with biblical knowledge about telling the truth aka whistleblowing. Therefore, we provide a policy that gives confidence to employees, volunteers, parents and students about raising concerns in regards to conduct or practices which are potentially illegal, corrupt, improper, unsafe or unethical and are inconsistent with school standards and policies so that he/she is encouraged to act on those concerns. For more details, please see [Truth Telling Policy](#) for more details.

School Dress Code

HOPE does not have a set school uniform, but does have a dress code that students are expected to follow. As a Christian school in a Cambodian setting, students should wear clothes which are appropriate for study, appropriate in a Christian environment and appropriate in reflecting our respect for Cambodian customs and standards.

The following guidelines apply to all students at HOPE during all school days whether on or off campus or trips:

- Shoes, preferably slip off, should be worn whenever students are outside a building.
- Primary students are expected to wear caps or hats when they are outdoors.
- Clothes should allow students to study and play in comfort.
- Students should bring appropriate footwear and clothes to change into for P.E. lessons.
- Piercings are limited to ears only.
- Where clothing contains logos or language, this should be appropriate for HOPE School and its setting.
- Certain specific events may require a particular dress. E.g. public performances.

Additional guidelines apply to all students in Secondary School (Grades 6-12)

- Shirts or T-shirts should not reveal a bare midriff.
- Shirts or T-shirts should either have covered shoulders or have shoulder straps a minimum of 3 cm in width.
- The hemline of trousers, skirts or dresses should be no shorter than 5 cm above the knee.
- Ripped jeans are not allowed.
- No underwear should be obviously visible through clothing.
- Caps and hats are only to be worn appropriately for sun protection when outdoors.

See [3210 - Responsible Behaviour Policy](#) for more details.

Social Media Code of Conduct

Staff, students and parents, before posting photographs of any person, need to obtain his/her permission. Do not identify or “tag” students to photos on social media sites and never include the individual’s full name.

Verify there is a parental permission on enrollment form for posting images. Visitors should not take photos of students and staff should let others know that they cannot take photos of students.

Any violations of HOPE Social Media Code of Conduct may result in discipline and/or termination of employment or opportunities. It could also result in the suspension or termination of enrollment of a student. Violations may be investigated.

If any violation of this Code of Conduct is observed, report it to the Principal/Director at HOPE. For questions about the Social Media Code of Conduct, please contact the Principal or Director.

See [2190- Social Media Code of Conduct](#) policy for more information.

Prohibited Items

Smoking & Alcohol

HOPE is an alcohol, drugs, tobacco and weapon free campus. HOPE does not allow students to carry illegal or restricted substances including weapons, tobacco, glue, alcohol, and medicines without a prescription.

Other items

Chewing gum is not permitted on the school premises. Phones brought to school must be turned off and only used after instruction hours. Mobile phones are not to be used during school hours. Students should not bring significant amounts of money or valuable personal items to school. The school cannot guarantee the safety of these and will not be responsible for them if they are lost or stolen.

General School routines

Attendance and School Schedule

Start of School: 8 am (Children may be dropped off from 7:40 am)

Morning Break: 10 till 10:20 am

Lunch: 12:00 till 12:50 pm

End of School: 2:30 pm

Students are expected to arrive on time and to leave at the end of school. They are not to leave school during the school day. Students are expected to be in pastoral class by 8:05 am. If a student arrives after 8:07 he/she must report to the Office where they will be issued with a late pass. Students need to supply the late pass to the pastoral teacher upon entry to class. Pastoral teachers will turn students back to the front office if he/she does not have a late pass and arrives after 8:07 am to class. If tardiness becomes an obvious problem (three times or more), both parents and students will be consulted and the student will serve a detention. Students who

choose to skip a class on two occasions will also be given detention.

If your child is absent for any reason, please send an email to the academic office at academic@hope.edu.kh.

Children leaving grounds

Students are not allowed to leave the school grounds during the school day except with permission from their parent/s. Parents wishing to collect students early must inform the Front Office in advance so that teachers can be prepared. Please report to the Front Office on arrival, where your child will be waiting for you. No Primary School student can be collected without the official pick up card. Secondary students will not be allowed to leave the school premises without parents' consent and signing out at the front office. A note then will be provided to them and must be given to the guard upon exit.

School Visitation & Parent Volunteer Opportunity

Parents are welcome to come to Park Cafe. **All volunteers and visitors, regardless of the reason for their visit, must report to the front office before going to any classroom.** The duty guard will escort the volunteer or visitor to the front office and the front office will supply a visitor or volunteer pass, which must be worn at all times. Visitors must remain with a staff member at all times.

There are several volunteer opportunities for parents:

- Primary classroom parent representative
- Reading & listening to lower primary students
- Supporting ELL students
- Reading to lower primary students during their library time
- Volunteering at the library (reshelving books, covering books, categorising books)
- After School sports coach
- Extracurricular Clubs

If a volunteer or visitor is to have ongoing direct contact with the children, e.g. in a classroom setting, a more formal interview, volunteer application and screening process is required. This will involve a volunteer application, and can be found on our school website, and require the visitors comply with the normal expectations which apply to teachers. This includes a respect for our core values, dress requirements, code of conduct within the school, criminal background check or working with children clearance and references. Follow [this link](#) for Volunteer Application.

Bicycles and Motorbikes

All students who ride bicycles or motorbikes to and from school (even as a passenger) are required to wear helmets.

Students are not allowed to drive a motorbike to HOPE unless they fulfil the following criteria:

- are at least 15 years old;
- wear a helmet;
- ride a motorbike with an engine less than 125cc, unless the student is properly licensed

- to ride a motorbike up to 250cc
- have parental permission;

All moto-bikes must be parked at the designated areas.

Failure to wear a helmet when either cycling or riding a motorbike will be treated as a behavioural issue and consequences will follow the Behaviour Policy. [Motorbike Pass Request Form](#)

Before and After School Supervision

Drop off time for primary children arriving with parents should not be before 7:40am. Secondary students may begin to arrive at 7:30am.

Students are not allowed to leave the school premises without their parents or a designated adult. Once students arrive through the school gate, they are the responsibility of the school. Therefore, students will not be permitted to leave the premises again before school starts.

Parents should collect their Primary age children and take responsibility for them at 2:30pm. Children who are supervised by a parent are welcome to play on the school's playgrounds after 2:30pm. School rules are to be followed and parents may be asked to leave if children are unruly.

After 2:30pm Middle and High School students are allowed to leave the school premises without an adult. As soon as they leave the school premises, students are no longer under the care of HOPE School. Students are not permitted to return to the school premises once they have already left in the afternoon.

By 2:45pm all students should be either:

- off the school site for the day,
- at an after-school club, organised sports practice/competition or music lesson, or
- in the playground areas and directly supervised by parents.

Most after school activities finish by 5:00pm, so by 5.10pm all students should be off the school campus. The school does not provide student supervision after the completion of sport/training. If your child has individual music lessons, we require parents (not an older sibling) to be responsible for them, both before and after the lesson. If a child attends an after-school club, please collect them at the scheduled finishing time. Primary students not attending a club cannot wait at school for siblings in a club unless an adult is with them. If children are left repeatedly, they will lose their after school club place.

Snacks, Lunches and Drinking water

Students are encouraged to bring a snack for the morning break. They are expected to eat their own food, and not share or swap with others. All food is to be eaten in the dining areas, not elsewhere in school.

Century 9 (C9) provides on-site catering at lunch time. Coupons for 10 meals can be bought from C9. Students may also bring a packed lunch or have a meal delivered at lunch time.

Water bottles can be refilled from the school's drinking fountains which are supplied with filtered

water safe for drinking. Students are encouraged to bring their own bottles and label them clearly.

Supplies

In Primary, supplies are provided for the students. In Secondary, notebooks are provided. Students are expected to purchase supplies necessary for learning, including pens, colour highlighters, protractors and other materials requested by teachers. Scientific calculators necessary for the IB programme can be purchased from the school.

Birthdays or class parties

For children's birthdays, parents might wish to send in treats and we ask that they inform the class teacher beforehand. For Primary, it is recommended that teachers arrange a lesson each month to celebrate that month's birthdays.

Please note that there are some students in school with nut and gluten allergies. Please check with the teacher first and provide food that they can all enjoy and so feel included in the celebration.

Absences and Tardiness

Absences due to illness: If your child is ill, please call or email academic@hope.edu.kh to inform the Academic Office before 8am. Please continue to connect each day until your child returns to school. Students who are ill with communicable diseases or fever should be kept at home for 24 hours after their temperature has returned to normal. If your child is absent and the school has not been notified by 9am, the school office will attempt to contact the parents. Parents are responsible to keep the school informed of any changes to their contact information.

Other absences: Any expected absence should be requested by the parent as early as possible in writing to the pastoral teacher and academic office at academic@hope.edu.kh. Please email the school, at least one week in advance of the anticipated absence. In the case of extended absence, the principal needs to be contacted. Extended absence may have possible negative consequences. If a student has more than ten unexplained absences in a semester, it will be examined by the Principal and reported to the Director. If going on extended home leave, please inform the Admissions officer and teachers two months prior to your departure from HOPE.

Unsupervised children for a limited time and guardian

At HOPE we recommend that children remain in the care and direct supervision of their parents. This is particularly important for students under the age of 18 years. If, for some reason this is not the case for a limited period of time, we require that the following information is provided to the Director in writing, at least 2 weeks in advance of a temporary change in guardianship arrangements. We do require that one of the two nominated contacts speaks English. [Letter of Authority - Guardianship](#)

Fire Drill, Intruder Alerts and Public Safety

Fire drills and Intruder Alerts at HOPE are conducted regularly at intervals throughout the school year. Classroom teachers will inform students of safety procedures.

Incidents of public safety such as protests or violence in the city may be cause for closing school.

Parents will be notified by phone, SMS and/or email concerning the details. Should school need to be closed in the middle of a school day, lock down procedures will be followed until all students have been received and accounted for by parents.

Parents are responsible to make sure the school office has current emergency contact information on file. Please notify the relevant office of any changes in phone numbers or email.

Medical Information

In response to [COVID19](#), HOPE has implemented a pre-screening before entering the school. This will continue until further notice to assure safe and healthy conditions throughout the school.

- Nurse or delegated employee will measure the employees, parents, volunteers and students' temperature and assess symptoms prior to entering the school.
- Those with temperatures of 37.5° Celsius or higher will not be allowed to enter the campus.
- Hand sanitiser will need to be used by all entering the school.

Infectious diseases and corresponding exclusion requirements

- Chicken Pox, excluded for at least 7 days and until blisters are healed.
- Conjunctivitis (acute infection) exclusion continues until discharge from eyes has ceased.
- Hepatitis, excluded until a medical certificate of recovery is produced.
- Impetigo, (school sores) excluded until effective medical treatment has been carried out and sores covered.
- Measles, excluded for 7 days from appearance of rash or a medical certificate of recovery is produced.
- Mumps, excluded for at least 14 days from onset of symptoms.
- Ringworm, excluded until medical certificate furnished stating child is being treated.
- Rubella, excluded for 10 days from the appearance of rash.
- Scabies, excluded until medical certificate furnished stating child is being treated.
- Whooping cough, excluded for 4 weeks or until a medical certificate of recovery is produced.

Other diseases where children may be excluded from school include: Diphtheria, Leprosy, Meningococcal Infection, Poliomyelitis, Streptococcal Infections, Scarlet fever, Trachoma, Tuberculosis, Typhoid and paratyphoid Fever.

Infestations: While not an infectious disease, the presence of *live* head lice will be considered grounds for exclusion from school until effective treatment has been carried out and confirmation obtained from parents. Parents should keep a check on children's hair and inform the school (in confidence) so that other parents can take necessary precautionary steps.

Immunisation: Prevention is the best way to make certain that your child grows up healthy, happy and disease free. Various authorities recommend immunisation against the seven major childhood diseases before children enter school. Inoculations include diphtheria-pertussis (DPT), polio,

measles, mumps and rubella.

Medication: Parents are requested to complete a medical and health information questionnaire at the time of enrolment. This information should be updated at the beginning of each year or whenever there is a change in the child's condition.

Teachers are not expected to accept responsibility for administering medication except where no practical alternative exists. If medication must be administered at school, the parent must ensure that the preparation is clearly marked with the child's name and that it is accompanied by a letter from the doctor outlining the dose and frequency of the medication. Where the medication is only required in the short term, then it is appropriate to rely upon the directions typed on the bottle or packet by the pharmacy. Such medication, wherever possible, should be given to the school nurse to administer.

The only member of staff who should dispense medication to children is the school nurse. This will be done at the request of parents (see above) and also in cases of high fever or pain, when paracetamol may be given. All administrations will be recorded and dated. Please discuss any other medical issues with the School Nurse and/or Principal.

Allergies: If a child has a serious medical condition and/or allergy, the school should be informed in writing, and the antidote supplied to be kept at school. Full instructions should be included.

Please note that some children have severe allergies to certain foods. Ask your child not to share a snack or lunch with other children.

Child Safety Policy

The Bible maintains that children are a gift from God, they are a blessing, and that they should be treated with special care and protection. As a Christian school, HOPE is committed to providing an atmosphere where all children can learn and grow in safety and security, and are actively protected from all types of abuse, regardless of ethnicity, gender, disability, skin colour, or social position. HOPE expects proper moral and ethical conduct towards all children on the part of all employees. HOPE also expects all the personnel to adhere to the standards and procedures prescribed in this child protection policy.

HOPE International School believes that its duty of care to children, to some extent, extends beyond the immediate school jurisdiction. Thus, HOPE seeks to respond by identifying and responding in an appropriate manner when it is made aware of child abuse, or suspects that harm to a child is occurring outside of the school.

The school also recognises its responsibility to staff, teachers, volunteers and other employees to provide a safe working atmosphere where they are equipped to fulfil this responsibility, and where they are protected from unnecessary risk or false allegations.

HOPE commits to educate all staff, volunteers and students about child harm in order to promote child safety throughout the school community.

HOPE will provide procedures and systems for responding to concerns or allegations of child harm in order to create an open and aware environment where concerns for the wellbeing and rights of children can be raised in a respectful, fair and lawful manner.

All HOPE Employees and Volunteers must undergo a recruitment process to assess their suitability to teach or serve at HOPE and to have contact with children. Even if the role does not involve the person working directly with children, HOPE International School recognises that any role in the school gives staff access to children and will screen all potential staff recognising this fact.

Please follow the link below for additional information on this policy, [6220 - Child Safety Policy](#)

School Services

English Language Learners (ELL)

HOPE will provide each ELL student with the English language support they need to support and build towards academic and social success. We strive to respect the integrity of each student's cultural identity and support the use of their first language. On average, students with a strong foundation in their first language, need about two years of ELL support before they have sufficient English to function independently in the mainstream. However, the actual time needed will depend on a number of variables, such as the native language of the learner, language learning aptitude, student motivation and similarity with the mother tongue languages.

ELL students attend mainstream classes with differentiation strategies provided within the classroom environment, along with specialist ELL support. ELL teachers collaborate with mainstream teachers and support learning through a push-in pull-out program that focuses on reading, writing and speaking. As a student develops mastery in English, as demonstrated in classroom achievement and the WIDA assessment, he or she may exit from ELL support classes.

Our ELL programme operates for Grade 1 students through to Grade 8 to assist students to develop their fluency to become more comfortable in the English curriculum. ELL students (with a WIDA score of 5.5 or below) take English as a Foreign Language class, whilst native English and other students fluent in the English language may study an additional language. The ELL department, in collaboration with homeroom teachers, periodically reviews student progress. A student's transfer out of the ELL programme is dependent on established ELL exit criteria (see WIDA levels and enrolment parameters).

For further information, see HOPE's [Language Policy and Guidelines](#).

Academic Resource Center (ARC)

HOPE serves the educational needs of students with mild learning disabilities. HOPE is not equipped to support students who have moderate to severe learning needs, who are two or more grade levels below their age level group. Nor is the school able to serve students with more severe learning, behavioural or emotional disabilities. (see Definitions of Mild and Moderate Learning Needs; Definitions of Moderate and Severe Learning Difficulty). We assess on a case-by-case basis to

determine if HOPE has the capacity to meet an individual child's learning needs.

The Academic Resource Center is committed to ensuring that students have equitable access to learning, opportunities for achievement and the pursuit of excellence in all aspects of their educational programmes. Through an inclusive and nurturing educational environment, students are encouraged to become independent lifelong learners in a global society.

Students experiencing difficulties in accessing the curriculum and successfully demonstrating their learning are referred by teachers to the ARC. Students are also referred to receive additional support upon admission if they have previously had support or have a formal diagnosis. Support is delivered through a tiered intervention system as determined by the ARC. Partnership between parents, administration, classroom teachers, students, and the Academic Resource Center are an integral part of the programme. The ARC works closely with students, teachers, and parents in order to assist those who need additional support to access the curriculum.

To enable students who are experiencing academic difficulty the opportunity to pursue and achieve the goals of their educational programme they may receive ARC support through;

- Accommodations implemented by the classroom teacher, in consultation with ARC
- Working with ARC teachers in the classroom setting
- Working with ARC teachers in the resource room once or twice a week
- ARC class as part of their timetable

Provision is also provided for students who are twice exceptional or who demonstrate both superior intellectual ability and specific learning difficulties. Our aim is to ensure that the giftedness does not go unnoticed and unclaimed while attending to students' learning deficits.

In an effort to help recognise and understand the interaction of giftedness and learning disabilities, each category and potential combinations of the two are outlined below (<https://education.wm.edu/centers/ttac/documents/packets/twiceexceptional.pdf>):

- Gifted behaviour consists of an interaction among three basic clusters of human traits: above average ability, high levels of task commitment, and creativity. Students who are gifted are considered to be academically talented individuals who have abilities in one or more domains that are significantly advanced.
- Learning disability (LD) is characterised as a specific learning difficulty that is demonstrated by a substantial discrepancy between performance and ability. Students with LD seem to be performing below their potential in one or more areas and are most often provided with remediation in deficit areas.

Gifted/LD behaviour results from the interaction of high ability and a learning disability that may create social and emotional difficulties as students struggle to understand why they can know the answer, but are unable to say or write it correctly. This may be characterised by high activity level, impulsivity, low frustration tolerance, and social/emotional difficulties may co-exist with giftedness

and lead to additional diagnoses.

The LIBRARY (Learning Hub)

Opening hours: Weekdays 7.30 am – 4:00 pm

The library welcomes students. Our online HOPE Library Catalogue of resources (KOHA), is searchable online, for additional research access you will need a Patron account Login and Password which can be set up by Learning Hub staff.

Follow the link to search, [KOHA](#). For more information about the Learning Hub please follow the link; [Learning Hub website](#), (currently being updated).

Photographs

Individual student and whole class photographs are taken each year in Semester 1 and will be available for purchase. Students with siblings may be offered a family photograph, but you must sign up for this type of photo. A makeup photo day will be held in Semester 2 for any students that were absent or on furlough.

Photographs taken by Marketing or contracted professional photographers throughout the year may be used for promotional purposes. If you do not wish for your child's photograph to be used, please contact our Marketing and Communications Manager, [Kate Roden](#).

Lost and Found Property

Please label all children's clothing and other personal belongings with their names. All lost property is kept in a specific location at each school campus. Lost property is cleared out at the end of each semester. HOPE School will not be responsible for lost, ruined or unclaimed items.

Lockers

Lockers are available for secondary students to store books and school equipment in. PE clothes and any food items or storage containers should be taken home at the end of the day. Each student will be issued with a combination lock.

Lockers should be treated with respect, kept neat and in good condition. Students will be held financially responsible for any damaged lockers.

Computers and Internet

Students in grade 6-12 are required to BYOD (Bring Your Own Device) for use in lessons as directed by the classroom teacher. Devices must be:

- **compatible** with the school network and learning tools
- **secure**: running a supported Operating System (OS) with all OS and browser updates and security patches installed
- **in good working order**: able to last a whole day without being charged and no cracked screens, faulty keyboards or the like.

See the [BYOD mini-site](#) for more information on BYOD requirements.

HOPE will provide students in preschool to grade 5 with loan devices as required. This may be a Chromebook, an iPad or another device as deemed suitable by the school. Starting in the 2023-2024 school year, grades 4 and 5 will also be required to BYOD.

All students will receive an email account and password. Student passwords should not be shared with anyone other than parents (and the classroom teacher in younger grades).

All students will also be able to access the Internet on their BYOD or school supplied device. Filters are in place to limit access to inappropriate content and malware but students are responsible for what they access. Bypassing or attempting to bypass the Internet filters is a serious breach of trust and may result in disciplinary action. Appropriate usage and BYOD (Bring Your Own Device) guidelines and expectations can be found in the Student Diary and on the [BYOD mini-site](#). See also the HOPE [Acceptable use and BYOD Policy](#) and [Social Media Code of Conduct Policy](#).

Home/School Communications

HOPE School is a partnership between home, staff and students. Working together, we can help HOPE students reach their full potential in a caring, secure and encouraging Christian environment.

HOPE welcomes parental involvement in the life of the school. We offer a number of activities where parents may come and support HOPE such as assemblies, sport, drama, music and other events. Stay tuned to your email for specific dates and times for these events. Please remember to wear your green parent lanyard at all times while on campus.

SEQTA

At HOPE International School, SEQTA is our Learning Management System and Student Information System. SEQTA holds timetable, curriculum and assessment data. SEQTA consists of three parts; a teacher portal, a student portal and a parent portal.

Students can access information such as their timetable, curriculum resources and assessment information through [SEQTA Learn](#). [SEQTA Engage](#) allows parents access to their child's timetable, assessment results and school reports.

A brief overview of SEQTA Engage is available here in [English](#), [Khmer](#) and [Korean](#).

HOPE Connect

One regular form of communication is our bi-weekly email Newsletter called *HOPE Connect*. This is sent to all staff, students, and families on Mondays every other week. HOPE Connect includes announcements, student highlights, video interviews, stories, resources, and more! Please email the [front office](#) if you are not receiving the email. Here is a link to all former, archived Newsletters: [HOPE CONNECT](#)

Parent Calendar

The parent calendar is available on the HOPE website. This shows key upcoming events and also holidays. [Calendar](#)

Phone Calls

Messages for teachers and/or students can be left with front office staff. Teachers are not available for telephone calls during lesson time. Students are only given access to the school phone in case of an emergency or a matter of importance. This is at the discretion of front office staff. Emergency Calls from the School

When the school rings a parent to communicate the need to collect a child, it is important that you treat it as urgent and come within one hour.

- If a child is seriously unwell and the school nurse has decided they need to see a doctor urgently, the school reserves the right to send the child directly to an appointed clinic and the bill will be added to the next fee invoice.
- If a child has been involved in a behaviour related incident which merit a temporary exclusion from school, parents may be asked to come get the child.

*HOPE office staff will not necessarily be aware of all the details concerning a call from school. Therefore, please meet the member of staff who has requested you to come or arrange to speak to them later on the phone.

Parent Prayer meeting

Parent Prayer meetings are held weekly at each campus. Everyone is welcome to attend and join us as we pray for HOPE. Times and locations are published in the school Noticeboard and can be found on our website, Parent Calendar or from the front office.

Parent Class Representatives (PCR)

PCR's play a vital role in welcoming new families and helping to build a sense of community within a class or grade group. If you would like to be involved in the Parent Council or as a PCR, have ideas for fun, social events or general concerns that you would like to discuss, please contact: parent.council@hope.edu.kh. Contact details for Parent Class Reps are sent out annually after the beginning of the school year.

If this is your first time living in Cambodia, there will be lots of things for you and your family to adjust to. It may take time for you to feel settled and some days will feel better than others. Please contact the Parent Council if you would like some moral support.

Student Council

Each Grade group or Pastoral Class nominates a Student Council representative. They meet regularly to plan social events, as well as being a link between teachers and students. This is part of our leadership training, as the older members lead the younger ones. This is led by a deputy.

Athletic Council

The Athletic Council meets every 1-2 weeks during lunch time. This is an opportunity for any interested student in Middle and High School to assist with sport related activities and events. Students have an opportunity to work with staff to coordinate events such as, staff versus student competitions, sports fundraisers, sports day and cross country. They also assist with tournaments

and help with uniform design.

Finance Committee

The Finance Committee members are the Director, Business Service Manager, board representatives and other experienced, co-opted members from the school and broader community. The Finance Committee advises the HOPE School Board, providing financial reports and preparing annual budgets and school fees for Board approval. Any financially minded parents in the community are encouraged to apply to join and assist the school in planning and developing financial policy and practices.

Grievances

Good relationships within the school community give children a greater chance of success. However, in the event of a grievance the following principles will apply:

- Everyone will be treated with respect
- Meetings to discuss grievances will be suspended if any person(s) behaves in an insulting or offensive manner

Steps that should be followed:

- Pray about the issue
- Arrange a time to speak to the relevant person/people about the concern
- Communicate clearly what you consider to be the issue(s)
- Allow a reasonable timeframe for the issue to be addressed

If the grievance is not addressed to your satisfaction, please arrange a time to speak to the Principal or the Director. Please follow the link for details on this policy [Grievance and Appeals Policy](#)

Special Events

HOPE provides a range of special events, complementing the work undertaken within the classroom.

Concerts

HOPE values student creative talents and celebrates these at various times throughout the academic year. Special productions are usually created each semester which provides a great opportunity for students to work together, to perform in front of an audience, and to celebrate. All concerts and musical events are staff dependent and rely heavily on parent volunteers.

Camp week

During Semester 2, HOPE organises a camp program for students. This is a wonderful opportunity to develop friendships and share new experiences together. Younger students enjoy fun activities based at the HOPE campus. Comprehensive information regarding these programmes is given to all parents. Costs for school camps are included in the school tuition fees.

The Learning Outcomes for Camp Week include:

- Learn teamwork and service to one another and others
- Establish and strengthen friendships

- Build self confidence
- Provide opportunities to adapt and grow socially and emotionally
- Build independence (from parents and caregivers)
- Provide space for personal and corporate faith development
- Build relationships with significant adults
- Learn to accept responsibility for actions and self accountability
- Deepen Cambodian Cultural understanding, knowing Cambodia better.

Note: the Learning Outcomes may vary at different year levels and as appropriate for different student cohorts)

Sporting Celebrations

We hold a Sports Day each year, where students participate in a range of track, field and novelty events. For these events, students are divided into four teams/houses (red, green, blue and yellow) with mixed ages and abilities. Where possible, siblings will be allocated the same team colour. Parents are encouraged to come, participate and cheer the students on during these exciting community events.

House Colour	House Name
Blue	Cormack
Yellow	Verner
Green	Ellison
Red	Hammond

Buddy Groups

Students are divided into cross age ‘buddy groups’ and take part in reading, games or devotion times together during the semester. These groups are organised by staff and are intended to be student-led opportunities for leadership and mentoring across age-groups.

Assemblies

Parents are very welcome to attend our school assemblies, subject to the current Covid protocols. Schoolwide assemblies are held each Monday, while divisional Assemblies are held on Thursday afternoon for Primary and on Friday morning for Secondary. School assemblies are led by a HOPE staff member, a different class/group per week or person from outside HOPE.

Primary Student Awards

Weekly Awards: Each week, teachers nominate a student from their classes for outstanding achievement or service. Awards are presented by teachers at the weekly assemblies.

Annual Awards

The Celebration and Graduation Evening, at the end of the academic year, is a chance to present special awards and recognise the students who are graduating.

- *Primary School:* Each Class receives two Encouragement Awards, both for outstanding effort and achievement.

- *The Jo Miller Award* is awarded to the HOPE Primary School student who displays the characteristics of a servant leader growing in Christ. Jo Miller had a vision for HOPE serving missionary families working in Cambodia and was the founding Director when it was established in 2002.
- *Secondary School:* Each Grade group receives four awards
 - The Creative Arts Award: to a student showing creativity and flair in all aspects of the Arts.
 - The Sports Award: to a student displaying excellent teamwork and attitudes of fair play in addition to his/her sporting skills.
 - The Excellence of Effort Award: to those students who display conscientious effort and a pleasing attitude at all times.
 - The Academic Excellence Award: to those students who have shown outstanding academic work in class throughout the school year.
- *The Gwen Coventry Award* is awarded to the HOPE Secondary School student who displays the characteristics of a servant leader growing in Christ. Gwen Coventry served God in remote villages in Nepal for many years. Upon returning to Melbourne, Australia she continued to selflessly serve God's people, especially the growing Cambodian community. and was instrumental in encouraging Jo Miller in her vision for establishing HOPE School. Her life is an example of what it means to be a servant leader.
- Additionally students are also honoured with academic awards:
 - a. **Valedictorian:** (for the student with the highest GPA over a four year period)
 - b. **Salutatorian:** (with the second highest GPA over a four year period)
 - c. **IB Scholar:** (for the 12th grade student with the highest number of overall points).
 - d. **IGCSE Scholar:** (for the 10th grade students achieving the highest IGCSE scores).

Facilities Booking/Rental

All facilities bookings/rentals need to be made through the Business Services Manager at facilityuse@hope.edu.kh. HOPE reserves the right to cancel any booking. Activities which benefit the HOPE students may lead to cancellations of prior bookings at the school's discretion. Please respect the facilities and treat them with care. The guards have been instructed that you must present your HOPE family ID for access. A reminder that parents need to supervise their primary children when using the campus outside of any school event. This includes weekdays 2.45pm onwards and weekends.

[Facility Hire Request](#)

Appendices

Appendix 1: Primary to Middle School Pathways for English Language Learners

Context

The desire of HOPE is for all students to have a quality Christ centred education where they will reach their full potential spiritually, socially, physically and academically. We desire to meet all the educational requests for missionary families who seek our assistance but are not resourced and do not have the available professional staff to meet all needs. Our experiences have guided our decision that a minimum language standard is needed for students to achieve success in middle school.

Primary to Middle School Pathway for English Language Learners

Middle School Ready?

A Grade 5 student who has English as a second language needs to show a functional proficiency level as assessed with the WIDA Language Assessment.

Assessment will be undertaken in the Semester prior to Grade 6 commencement, or at entry to the school.

Students who still require further academic language development will be required to continue with specialist English Language classes in Middle school.

Students will be tested as they progress through Middle school. Once their language is at the required level they will be eligible to exit ELL classes

ELL English Language Learner Assessment

WIDA MODEL scores are reported for all four domains (Listening, Reading, Speaking, Writing). In addition, score reports include three composite scores:

Oral Language

50% Listening

50% Speaking

Literacy

50% Reading

50% Writing

Overall

35% Reading

35% Writing

15% Listening

15% Speaking

Appendix 2: Pathways for Grade 9 and 10 Students at HOPE

The Cambridge International General Certificate of Education is most commonly taken over two years.

Minimum Academic Standards

For a successful transition to Grade 9 students need to be ready to meet the academic requirements of the IGCSE.

Grade 8 students should:

- Be achieving a C grade or better for: English, Mathematics & Science on HOPE school reports.
- Be achieving a C grade or better for: English, Mathematics & Science on an 8th grade school report.

The Cambridge International General Certificate of Education (IGCSE) is one of the most sought-after international qualifications for students studying at the secondary level, providing students with a broad choice of subjects. It is recognised globally by tertiary institutions and employers, encourages teaching and learning practices that are learner centric and encourages students to investigate issues, develop their own questions and analysis to go further in their understanding. It is a rigorous and challenging curriculum that prepares students for both the International Baccalaureate diploma and university studies in the future.

Students at HOPE study the 'full' IGCSE program. It involves students studying the core subjects:

- English Language and English Literature (2 units)
- Mathematics
- Science (2 units) Or Biology (1 unit)
- Additional language

Plus HOPE core courses in:

- Christian Perspectives
- Health and Wellbeing
- Physical Education

In addition, students **select up to four additional IGCSE courses** from a variety of electives. These may vary depending on student cohort selections and staffing availability but have historically included: Additional Mathematics; Art; Business Management; Computer Science; Design; Drama; Geography; Global Perspectives; History; Music; National History and Physical Education.

Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In some subjects there is a choice between extended and core curricula, making Cambridge IGCSE suitable for a wide range of abilities.

Grades are benchmarked using eight internationally recognised grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade.

It is recognised that not all students and not all academic pathways require the rigour and depth of study involved in the IGCSE, hence HOPE's decision to offer alternative pathways.

Students, in discussion with the Principal and High School Deputy, may negotiate a variation to the IGCSE study pathway. Options that may be discussed include: the total number of IGCSE courses that the student will take; the total number of IGCSE exams that the student will sit; the possibility of taking a course but having assessment completed internally.

It is critical that possible pathways/future study destinations are researched fully in order to ensure that subject choices meet the likely future minimum requirements.

Appendix 3: Pathways for Grade 11 and 12 Students

G10 to G11 Pathways

At HOPE International School, most students take the IB Diploma Programme in grades 11 and 12. The IB Diploma Programme is widely recognised by tertiary institutions as the most rigorous and substantive pre university preparation pathway and is particularly appropriate for students in an international context such as HOPE. It provides both academic breadth and depth. The IB is currently recognised in 75 countries by more than 1800 universities. Students completing the Diploma will study three academic subjects at Higher Level, three at Standard Level, and will complete the Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Action and Service (CAS).

While assessment varies a little across subjects, typically two thirds of assessment is external (exams) and one third of assessment is internal (coursework). Each subject is scored out of 7. Three additional points are available for the core; the Extended Essay (EE), Creativity, Action and Service (CAS) and Theory of Knowledge (TOK). The IB Diploma is scored out of 45 points.

The following pathways are available at HOPE International School for students transitioning from Grade 10 to Grade 11:

ACADEMIC PATHWAYS AT HOPE 2022

Grade 10 to Grade 11 Pathways

The following pathways exist at HOPE School for students transitioning from Grade 10 to Grade 11:

1. Hope HS Diploma - IB Diploma Programme Pathway

Requirements

A Grade 10 student achieves 6 IGCSE at Grade C or better including English, Maths and Coordinated Science. Students need to have achieved a Grade B or better at IGCSE in order to take the Higher Level (HL) strand of courses.

Curriculum

3 IB Higher Level courses, 3 IB Standard Level courses, and IB Core*;

Students will also take Christian Perspectives at HOPE International School. Christian Perspectives is a required course at HOPE.

Expected Outcome

Graduate with a HOPE Transcript and IB Diploma recognised in all international universities

NOTES:

* The IB Core comprises Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS).

2. Hope HS Diploma - IB Lite Pathway

Requirements

A Grade 10 student does not achieve the standards required for the IB Full Diploma Pathway but does achieve 3 IGCSEs at Grade C or better, including English.

Curriculum

5 or 6 IB SL courses or a combination of 5 or 6 HL/SL courses plus CAS. Students are not required to take TOK or EE within the IB Programme. The student may elect to sit the IB exams in selected/all subjects.

* Should 5 SL courses be chosen, approval is needed from the High School Deputy and Principal.

Expected Outcome

Graduate with HOPE Transcript and HOPE Diploma recognised in some international universities. Students would need to ensure that they take courses in Math, English and Science within the IB DP courses, while also taking Christian Perspectives at HOPE International School. Christian Perspectives is a required course at HOPE.

3. HOPE HS Diploma - Hybrid Pathway

Requirements

A Grade 10 student does not achieve the standards required for the IB Diploma Pathway ready but does achieve 3 IGCSE Grade C or better including English. The student takes some IB courses, together with additional accredited online courses from an additional curriculum provider.

Curriculum

3 IB HL/SL courses plus CAS.

Additional program elements from another accredited online provider. These courses need to be approved by the HS Deputy and Principal.

Students would need to ensure that they take courses in Math, English and Science either through IB DP courses or with the alternative online provider, while also taking Christian Perspectives.

Christian Perspectives is a required course at HOPE.

Expected Outcome

Graduate with HOPE Transcript and HOPE Diploma