

Version	3.0
Policy number	3110
Short description	A policy on governing principles for admission to HOPE.
Relevant to	HOPE Management, Admissions Officer and Parents of prospective students.
Authority	This Policy has been approved by the Director and the HOPE Board
Responsible officer	Director and Management Team
Responsible office	Management Team, Admissions officer
Date Created	August 2014
Date modified	April 2019
Next scheduled review date	April 2021
Related documents	Student Application- Student Application Form Comparative Year Levels- Comparative Year Levels HOPE Parent Handbook Parent Handbook Fee Schedule- School Fees 2019-2020

Policy Statement

This documents sets out HOPE policy on the admission of prospective students to HOPE International School and to ensure the Vision and Mission is upheld through the process.

PURPOSE

- The objectives of the policy are to:
 - Ensure that the Vision and Mission of HOPE are upheld during the process of admitting new students.
 - Help prospective parents understand the steps and procedures necessary for admissions at HOPE for their children.

SCOPE

- This policy applies to: HOPE Director and Academic Management Team, Admissions Officer and prospective Parents of new students.
- All student admissions are at the discretion of the Admissions Officer, acting on behalf of the Board of Trustees. Admission is open to students of any nationality or faith, subject to the priority listing mentioned below
- Student placements will be considered subject to Interview and Testing.

REFERENCES

- #3111 Admissions Procedure for office staff only
- #3112 Student Application Form
- #3113 Y8 to Y11 Academic Pathways
- #3114 Comparative Year Levels
- HOPE Parent Handbook

DEFINITIONS AND PRIORITIES

- The Admissions Team is comprised of:
 - Director
 - School Principal
 - Admissions Officer
 - Learning Support/ELL teacher as required
- The Admissions Team will approve students for admission in the following order of priority:
 - Children of member missions, employee's children
 - Children of expatriate Christian missionary workers¹
 - Children of expatriate Christian families
 - Children of non-Christian expatriate personnel and/or Children of Cambodian Christian workers
 - Children of non-Christian Cambodians
- Children of expat employees will be required to undergo the same admission process as the other student applicants.
- Siblings will be placed first in the category consistent with their other family members.

¹ Either parent having a passport from a country other than Cambodia

RATIOS (YEAR GROUP SPECIFIC)

- 70% of school families will be Christian²
- No more than 30% of any one nationality
- Students will be categorized according to list in appendix A. *Students achieving level A and B will not be counted in ELL ratios (WIDA assessment score of 5.5 or above)
 - A maximum of 25% of each year group will be ELL levels C, D or E (WIDA assessment score below 5.5 or has IEP)
 - Students with ELL & IEP support level will be reviewed in March each year.
 - Enrollments from Y3 and up should have the WIDA 3.0 or above.

PROCEDURES

- Application Forms are available from the school upon request or downloadable from the school website.
 - All applications for admission will be submitted to the Admissions Officer.
 - The Admissions Officer will request documentation such as school reports, (except in the case of students who have been homeschooled) ELL testing scores, IEP's, etc. In addition, admission will require testing. Once documentation has been completed and entry test scores obtained, admission decision will be batched. Submitting an application form does not guarantee admission to the school.
- Children entering Kindergarten are expected to have reached age 5 by 1 August of the year they are enrolling at HOPE. Students who have come from schools where the age cut-off falls earlier or later; or whose date of birth falls between July 1 and August 31 might be considered for enrolment into a different year level based on the following criteria:
 - Home country school policies which are different to HOPE.
 - Clear evidence of ELL or high academic achievement
 - Educational references when necessary
- Students requiring additional support (Learning Support) may be asked for additional information realising that not all needs can be met, including but not limited to the following:
 - Student Interview
 - Categorization according to SEN (Special Educational Needs) Policy
 - HOPE is generally able to provide support for mild learning difficulties but does not have the resourcing for moderate or greater levels of need. Basic Assessment & development of an Student Education Plan
- Students achievements in standardized testing will be used to validate placement decisions.
- Eligible students may commence studies at any time during the year, in acknowledgment of the varying arrival times of families in Cambodia. Families are encouraged to join at the beginning of each semester.

²Signed Statement of Faith – At least one parent is a regular attendee of a Christian Church, to be identified upon application

- Conditional Offer
 - ELL students will be offered a place subject to meeting of ongoing targets.
 - If an ELL student is making insufficient progress in their English, clear targets will be set by the relevant principal for the end of the next semester.
 - If these targets are not met the school the Principal will review the enrolment and inform the Director.
 - The Director, Principal and parents will meet to discuss the student enrollment.

- Transfer students
 - HOPE school will accept all transfer students from one HOPE campus to another, provided the student meets the academic benchmarks applicable to the year group they are applying to transfer to. The acceptance of transfer students over-rides the nationality and ELL policy of enrollment.

TABLE OF AMENDMENTS

Version number	Date	Short description of amendment
2.0	29 Aug. 2014	Full review conducted by Director and Management Team.
	4/2017	Reviewed and updated by management
3.0	4/2019	Reviewed to include current language, Learning support policy instead of Special Needs and include current process of enrollment.