

STUDENT PARENT HANDBOOK



School Year 2011 - 2012



Contents

II	DIRECTOR'S LETTER	4
	DEAR PARENTS:.....	4
III	MISSION STATEMENT & STRATEGIC PLAN.....	5
IV	LIST OF ACRONYMS.....	6
V	SCHOOL ORGANIZATION.....	9
	1 The Association	9
	2 The School Board.....	9
	3 Parent Community Organization (PCO)	10
	4 School History	12
	5 School Profile	13
	6 School Fees.....	14
	7 Facilities	15
VI	THE SCHOOL YEAR	16
	1 Instructional Days	16
	2 Holidays.....	16
	3 School Office Hours.....	16
	4 Annual School Activities Calendar 2011-12	16
VII	INSTRUCTION	18
	1 Levels of Instruction.....	18
	2 Student Placement	18
	3 Waiting Lists	18
	4 International Grade Level Comparison.....	19
VIII	THE CURRICULUM	20
	1 ISPP General Learning Targets.....	20
	2 The International Baccalaureate Organization (IB)	21
2.1	Diploma Programme (DP)	22
2.2	Middle Years Programme (MYP)	23
2.3	Primary Years Programme (PYP)	24
IX	ABOUT ISPP.....	27
	1 ISPP Pulse	27
	2 Day or Overnight Trips.....	27
	3 The Libraries.....	27
	4 The Computer Rooms	27
	5 Lost Property	27
	6 Student Support Services	28
	7 English as an Additional Language (EAL).....	28
	Support Programs	28
7.1	EAL Elementary Program	28
7.2	EAL Secondary Program	29
X	PROCEDURES	31
	1 Communicating with Parents	31
	2 Orientation Day and Curriculum Evenings	31
	3 Visits to the School	31
	4 Absences.....	31
	5 Emergency Drills	32
	6 Leaving the School Grounds.....	32
	7 Student Code of Conduct.....	33
	8 Parent Code of Conduct	33
	9 Policy on Gifts & Solicitation	34
	10 Policy on Student Gifts	34

XI	ELEMENTARY SCHOOL	36
1	Welcome to ISPP Elementary!.....	36
2	Elementary School Curriculum	36
3	Mixed Age Classes	36
4	Effective Partnership with Families	37
5	Recognizing and Celebrating Achievement.....	37
6	Language	37
7	Student Placement/Admissions	38
8	The Elementary School Day	38
9	Procedures at the End of the School Day	38
10	Security during the School Day.....	39
11	Break and Lunchtimes	39
12	What should my child wear/bring?	39
13	Precautions.....	40
14	PE/Swimming	40
15	Communication between Home and School	40
16	Homework	41
17	Media Centre	41
18	Birthdays	42
19	Playground	42
20	Electronics and Valuables.....	42
21	Toys at School.....	42
21	Importance of Updated Contact Information.....	42
22	Assemblies	42
23	Attendance	43
XII	SECONDARY SCHOOL	45
1	Admission Procedures.....	45
2	Communication.....	45
3	The School Day	45
4	Food and Drinks on Campus	46
5	School Supplies / School Diaries	47
6	PE and Swimming	47
7	Dress Code.....	47
8	Student Transport.....	48
9	Procedures at the End of the School Day	48
10	Leaving the Campus during the School Day	48
11	Lockers.....	48
12	Telephone	48
13	Lateness.....	49
14	Counselling & Student Support.....	49
15	Homework Planners	51
16	Middle Years Programme (MYP)	52
16.1	Assessment	52
16.2	Requirements for the Award of the MYP Certificate	52
17	Diploma Programme (DP).....	52
18	Secondary Exams.....	53
19	Graduation Requirements for the ISPP Diploma.....	53
20	Honour Roll and Awards.....	54
21	Student Council	56
22	Inter-House Challenges	56
23	Textbooks.....	56
24	Internet and Computer Lab Use.....	56
25	Academic Honesty.....	56
26	Bullying.....	57
27	Alcohol and Drug Use by Students	57
28	Procedures for Disciplinary Incidents.....	57
29	Medication	57
30	Parent / Guardianship Travel	57
32	Insurance.....	58

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II Director's Letter

Dear Parents:

Welcome to the International School of Phnom Penh. ISPP is a very special place. With 40 different nationalities represented, we are truly an "international" school. That means, we know what it's like to be the "new" person, and consequently, students and families are welcomed and acclimated in a friendly, helpful fashion. There is a vibrant sense of culture, sharing, and "blending." In addition, it is easy to learn about, and take part in, various local experiences.

ISPP has a rich history and came from very humble beginnings in 1989. We are the only not-for-profit IB World School in Cambodia. Over the years many excellent teachers have made a significant contribution to the academic and social evolution of our school. Today we are a 3-programme, all-through IB school that has a worldwide reputation for excellence in education. This is not a coincidence. It has come about from the visionary leadership of passionate Board members combined with a committed and dedicated staff who always put the learning needs of their students first. ISPP has a group of very switched-on certified teaching professionals. As such, the foundation at ISPP is solid and taking the school to the next level is well within our reach.

This is an exciting time of growth for ISPP and we are a school on the move. Our student numbers continue to increase, and we have added sections and new courses at both the Elementary and Secondary schools. The Board of Directors is committed to small class sizes and personal, individualized learning.

In terms of curriculum and instruction, the International School of Phnom Penh is an outstanding school. As an IB World School, we provide a rigorous, high calibre academic program for all ages of student. We offer the IB Primary Years Programme (PYP) for Early Years through Grade 5; IB Middle Years Programme (MYP) for Grades 6 through 10; and the two-year, pre-university, IB Diploma in Grades 11 and 12. These three programmes, which dovetail into one another, are the curriculum framework at ISPP. Our teachers come from all over the world and are specially trained to teach these programmes. More importantly, these programmes are recognized worldwide, and therefore, whether your next educational experience is back to your home country or to another international school, you can be assured of the "portability" and acceptance of your child's achievements at ISPP.

We are also accredited by both the Western Association of Schools and Colleges (U.S.A.) and the Council of International Schools (Europe). To ensure quality in our programmes, we continuously seek improvement in providing the highest quality academic and co-curricular offerings. As part of this effort, we developed school-wide General Learning Targets (GLTs) in order to show parents what students are expected to know and be able to do at each grade level. We truly believe our school is a wonderful choice for students of all grade levels and all nationalities.

We are actively pursuing new educational spaces in which our students and teachers can interact. In the interim before our new school is built, we will be creative with the learning environment we craft for the children. We continue to add classroom and co-curricular spaces to handle our growth in an effort to provide excellent facilities for our families now and into the future. A focus on curriculum and instruction as well as fine facilities are, indeed, attributes of a good school. However, truly excellent educational institutions focus their efforts, time, and energy on our most treasured resource – people. It is the people of the International School of Phnom Penh that make it an outstanding school. Students, teachers, and parents are welcomed here, and know that their voice is heard and matters.

I am excited to lead the ISPP team and I am looking forward to a very productive year. I look forward to meeting you and your children and working together to create the best possible school experience we can together. Welcome to ISPP.

Sincerely,

Barry Sutherland
Director

III Mission Statement & Strategic Plan

ISPP Mission Statement

ISPP empowers students, in a caring international environment, to achieve their potential by pursuing personal and academic excellence, and to grow as responsible global citizens who celebrate diversity.

Strategic Plan 2010-2015

The 5-Year Strategic Plan has been developed for ISPP by representative Board members, parents, staff, students, administrators and community members. The plan is annually updated and revised by the Board.

The following Statement of Beliefs was formulated within the Strategic Plan and is endorsed by the Board.

We believe in:

- learning as a partnership involving students, parents, staff and the community at large.
- creating a nurturing environment in which individuals participate in realizing their full potential.
- achieving excellence in an environment which celebrates diversity.
- promoting creative and critical thinking.
- embracing the challenges of a changing world.
- fostering the love of learning as a lifelong process.

IV List of Acronyms

Acronym	Description
AGM	Annual General Meeting: Held each April, the purpose of this meeting is for the Director, Board Chair and Board Committees to report progress to all parents, and for the election of new Board Members for the following year.
AOI	Areas of Interaction: Five areas (approaches to learning, community and service, environments, health and social education and human ingenuity) through which the eight MYP subjects are explored (see MYP).
ASP	After School Program: Provides a variety of activities for students and adults on a fee per activity basis.
ATL	Approaches to Learning: These are learning behaviours promoted throughout the school. Students self-assess their development in the approaches to learning, and the MYP reports contain a section for ATLs.
BoD	Board of Directors: ISPP is a parent owned school, with nine voting board members: five are elected and four must be appointed with at least one, and not more than three from the community at large. Their role is to monitor the educational and financial programs at ISPP. The ISPP Director is also a Board Member, hired by the Board as the Chief Educational and Administrative Officer, and reporting to the Board. Standing and adhoc committees, consisting of parents, teachers and Board members, contribute to the work of the Board.
CAS	Creativity, Action, Service: This is an integral component of the IB Diploma Programme. Students are required to meet learning outcomes through an array of self-selected service and other activities in order to fulfil the requirements of both the IB Diploma and the ISPP Diploma.
CIS	Council of International Schools: A European based Accreditation Agency which provides an independent “educational audit” of all of ISPP’s programs. Accreditation is the method that certifies the ISPP Diploma as valid for university admission.
DP	Diploma Programme: One of the three programmes offered at ISPP as part of the International Baccalaureate (IB). The Diploma Programme is for Grades 11 and 12 and represents the most recognized and most rigorous academic program available worldwide. It is directly transferable to many national systems, which is why it is such a powerful choice for international schools
EAL	English as an Additional Language: The EAL Support program is aimed at giving students a reasonable command of the English language in order to enable them to participate in their academic programs without language difficulties.
EARCOS	East Asia Regional Council of Schools: A non-profit organization that provides a network for international schools for professional development, leadership development, conferences, and consultants, to assist member schools in staying current with educational initiatives.
EY	Early Years: For students age 3-5, this Program offers students the opportunity to explore their interests and learning through play and exploratory learning.
FFC	Finance and Facilities Committee: One of the standing committees of the Board, the FFC monitors the budget and facilities planning and use. As with all committees, they report their findings and recommendations to the full Board for consideration.
GC	Governance Committee: One of the standing committees of the Board, the GC coordinates the identification, cultivation, recruitment, and orientation of new board members; facilitates Board self-assessment; identifies the Board’s needs for education and training and designs vehicles to meet those needs (i.e. Board retreats); and organizes the recognition of individual Board members. The GC identifies nominees for election or appointment to the Board of Directors. All nominations for appointed positions are sent to the Board for its approval.
GLTs	General Learning Targets: Four targets that are derived from the IB Learner Profile and satisfy the accreditation requirement for “Expected Schoolwide Learning Results” that are measurable. The GLTs serve this purpose and link the three programs offered (see PYP, MYP and DP).

Acronym	Description
HS	High School: Refers to Grades 9-12
IB	International Baccalaureate: The IB offers high quality programs of international education to a worldwide community of schools. There are three programs for students aged 3 to 19 that help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. There are more than 946,000 IB students in 3,267 schools in 141 countries. The IB provides a framework for curriculum and instruction, assessment of student work, and professional development. Member schools pay for this framework and develop their own curriculum and instruction to meet IB guidelines.
IB Diploma	International Baccalaureate Diploma: This is a two year course of study resulting in a Diploma that is highly recognized worldwide (see DP above). Students who are successful in this course of study receive the IB Diploma in addition to the ISPP Diploma (see below). The IB Diploma is a rigorous academic program that can be attempted by any student at ISPP, although students who struggle with the requirements may be advised against pursuing the full IB Diploma.
ISPP Diploma	International School of Phnom Penh Diploma: The ISPP Diploma is granted to students earning credits for the four years of high school, Grades 9-12. The ISPP Diploma is accredited by the Western Association of Schools and Colleges (see WASC below) and by the Council of International Schools (see CIS above). A student with an ISPP Diploma is eligible for admission to universities around the world. In order to maintain this accreditation, ISPP needs to show student progress on school wide learning outcomes for each student. ISPP addresses this accreditation requirement through our General Learning Targets (see GLTs).
ISA	International Schools Assessment: An exam set from the Australian Council for Educational Research, the ISA tests are given to students at various grade levels to compare our students' performance with that of other international students and schools. This information promotes analysis of curriculum and instruction as well as individual student performance.
MRISA	Mekong River International Schools Association: A group of 8 international schools in Cambodia, Laos, Vietnam, and Thailand working together to provide co-curricular opportunities for exchange in sport, cultural events, and leadership opportunities. It is open to student participation in Grades 6-12.
MS	Middle School: Refers to Grades 6-8
MTP	Mother Tongue Program: Instruction for children in the language they speak at home, generally, the student's strongest language. While the language of instruction at ISPP is English, we support and provide opportunities for students to learn and study their Mother Tongue as well.
MYP	Middle Years Program: (Grades 6-10): The International Baccalaureate Middle Years Programme (MYP) is designed for students aged 11 to 16. The curriculum contains eight subject groups together with a core made up of the five areas of interaction (see AOI above). The MYP offers a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in the overall rank order. Schools may request final grades to be validated or "moderated" by the International Baccalaureate (IB).
PC	Policy Committee: One of the Standing Committees of the Board, the Policy Committee monitors the regulations pertaining to the operation, development, and long term planning for ISPP. They recommend changes to Policy relevant to current practice or need, and regularly review current Policies for updating.
PCO	Parent Community Organization: This newly formed group is open to all parents and meets monthly to plan events for parental interaction, education, or social occasions. It also is a venue for parents to approach the administration with questions or concerns.

Acronym	Description
PD	Professional Development: Refers to any number of activities for teachers to grow and learn professionally, either as individuals, as a team, or as an entire faculty. Examples include sending teachers to IB training workshops, action research groups to address changing school or students' needs, bringing in consultants to work with the faculty, teachers teaching other teachers, book groups, or attending conferences. Regular "PD ½ Days address issues of school wide interest or importance.
PSAT	Preliminary Scholastic Aptitude Test: This test of mathematics, critical reading and writing is administered to Grade 10 and/or 11 students at ISPP, allowing for comparison with students worldwide as well as preparation for the SAT (see below).
PYP	Primary Years Programme: (EY1 – Grade 5): The International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It is a transdisciplinary Program of international education designed to foster the development of the whole child. The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude, and action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas. Unlike the other two IB Programmes (MYP and DYP) it is not externally assessed or moderated.
PYR	Primary Years Reception
SAT	Scholastic Aptitude Test: also known as the "SAT Reasoning Test," this is a standardized test of mathematics, critical reading and writing, used for university admissions, primarily in North America.
SEN	Special Educational Needs: This refers to students who require and receive additional learning support (other than EAL instruction) outside of the classroom.
SSP	Summer School Program: Currently running for three weeks after school lets out in June, this program is intended mainly for recreational and interest purposes and provides a venue for interaction for students remaining in Phnom Penh. It is an additional cost for parents and is part of the "After School Program".
WASC	Western Association of Schools and Colleges: A North American based Accreditation Agency that provides an independent "educational audit" of all ISPP programs. Accreditation is the method that certifies the ISPP Diploma as valid for university admission.

V School Organization

The International School of Phnom Penh (ISPP), established in 1989, is owned by the ISPP Parent-Association and governed by a Board of Directors. ISPP is a private, not-for-profit, non-sectarian school for students from the age of 3 to 18. It is authorized to operate in Cambodia by the Royal Government of Cambodia through the Ministry of Education, Youth and Sport.

1 The Association

“The Association” is the owner of ISPP. Each family with a child or children enrolled at the school is an Association member, with one vote. Faculty and senior administrative staff who do not have children enrolled at the school are non-voting members. The Association has the power and responsibility to elect the Board of Directors, vote on proposed amendments to the Charter of the school, and receive annual reports from the Board of Directors. The Association may also, under special circumstances, directly make and vote on proposals affecting the school. The school Director is an ex-officio member of the Board of Directors and is the Chief Educational and Administrative Officer of the School.

A school policy document, regulating the day-to-day functions of the school, the Board, and the Association, is available on request.

2 The School Board

The main policy-making body of ISPP is the school Board of Directors. The parents elect the School Board to two-year terms with approximately one-half of the Board members standing for election each April at the Annual General Meeting (AGM). The Board is composed of 9 members including the following: five are elected and four must be appointed with at least one, and not more than three from the community at large. The school Director is an ex-officio member of the Board of Directors and is the Chief Educational and Administrative Officer of the School.

An extremely important way for parents to have direct input into Board decisions is to volunteer to serve on one of the School Board standing committees. The Board has three standing Committees, each chaired by a Board member:

- Policy Committee (PC): monitors the regulations pertaining to the operation, development, and long term planning for ISPP. They recommend changes to Policy relevant to current practice or need, and regularly review current Policies for updating.
- Finance & Facilities Committee (FFC): monitors the budget and facilities planning and use.
- Governance Committee (GC): coordinates the identification, cultivation, recruitment and orientation of new Board members; facilitates Board self-assessment and identifies the Board’s needs for education and training and designs vehicles to meet those needs (i.e. Board retreats).

The Committees report their findings and recommendations to the full Board for consideration. All standing Board Committees meetings are open to parents and parents are encouraged to join them. From time to time the Board establishes ad hoc committees to study, review and recommend solutions to specific issues. There is one additional ad-hoc Committee:

- New Facilities Committee: monitors the development of the purpose built facilities.

3 Parent Community Organization (PCO)

The ISPP Board of Directors believes that the task of providing an education of the highest quality for all ISPP students requires the support and involvement of the entire ISPP community. To this end, the Board encourages the development of school partner organizations, which affiliate and bond with the school in support of its educational mission.

Purpose

The purpose of this group is to act as an umbrella organization for parents to ensure that their questions and concerns are addressed at the appropriate level of school administration. The members of the Parent Community Organization help improve the communication between parents and school administration by providing parents with necessary information from meetings with the Director and vice versa.

This organization is involved in arranging parent events, supporting leadership of events such as International Day and supporting the PR & Marketing Officer in improving the communication between school and community. The Director shall approve activities involving ISPP facilities or personnel.

Welcoming newcomers to the ISPP Community is an additional role of this group. To help with this, a parent representative program for each classroom on the Elementary campus and in the middle school has been implemented. In addition, the PCO organizes a New Parent Barbeque each August and an Ice Cream Social each January to welcome new families to ISPP.

Mission Statement

The mission of the ISPP Parent Community Organization (PCO) is to support and enhance the school program. We aim to:
Foster a positive partnership which will help the school listen to parents and help parents to be better informed about the school;
And,
Welcome new families and promote a spirit of community by offering assistance, information, and friendship to all members.

Organization

Parents from all grade levels are eligible to join this organization and will act as a two-way communication group between home and school. The group allows direct access to the school administration by parents.

Membership

All ISPP parents are automatically considered to be part of the PCO. Those who would like to be actively involved are encouraged to attend meetings. Meeting attendance is purely voluntary and needn't be regular or require any additional participation. The PCO will strive to have at least one parent from each grade level who will attend meetings regularly.

One Parent Board Member will be part of this organization. The purpose is to provide a link between parents and the board.

The PCO members will select a chairperson and a co-chairperson.

Members shall sign up for specific activities at the organizational meeting at the beginning of the year.

Class Reps

In Elementary School, each class has a parent acting as Class Representative. The Class Reps serve as liaison between teacher and parent for class or grade activities but is also a valuable contact for new parents arriving to the school. They can help new families find the information that they need.

Your child's teacher will be able to give you the contact details for their Class Rep.

Meetings

The PCO usually meets on the third Wednesday of the month at 12.15pm over a light lunch in the Central Office Conference Room; as scheduled on the School Calendar.

The Director is invited to attend a part of each meeting to provide information and to listen to questions, concerns or suggestions from members. The Principals of the Elementary and Secondary School may be invited to attend the meetings on an as-needed basis. Teachers may also be invited to become involved in events or meetings on a needs basis.

All PCO meetings are informal and have a portion of the meeting time open to any ISPP parents to bring questions from themselves or other parents to meetings for review. A Parent Board Member serves to report these issues to the Board.

Finance

The fiscal year of PCO will be from 1 August to 31 July. The PCO receives funding as part of the ISPP annual budget to fund events, publications and other community related activities.

4 School History

ISPP was started in 1989 by a group of families working for non-government organizations. The first six students, aged three to seven, met part-time in the home of one of the parents who was also the teacher.

In 1990, in a rented villa, ISPP took the first real steps to become a normal day school. A curriculum was developed and a kindergarten to Grade 4 Program set in place. Student numbers increased at the start of the school year to 11. ISPP's Charter was written and approved, establishing it as a parent-owned and operated non-sectarian, non-profit school.

By 1995 the full-time expatriate faculty numbered 14 and the student body 230. In February, following in-service training, the school developed an innovative approach to effectively meet the needs of the EAL learners at ISPP. A Biology laboratory was established for the secondary school along with the continued expansion of the Computer Lab and the Media Centre.

A committee of parents and teachers revised the ISPP Mission Statement to crystallize its focus as an educational institution of "academic excellence and responsible global awareness in a caring, international setting". In November a preliminary candidacy visiting team from the Western Association of Schools and Colleges (WASC) visited ISPP. The visiting team members examined many of the school's documents including its curriculum, policy manual, charter, financial reports, and Philosophy-Mission Statement and spent many hours in classrooms. As a result of the WASC visit ISPP was fully accredited in 2001.

Early in 1996, a formal learning support Program was developed and a full-time learning support teacher was employed later in the year. A strategic plan was also developed for the integration of technology into the ISPP curriculum. A technology committee was established to facilitate this plan.

In 1998-1999 the school presented for its final international accreditation with WASC following three years' provisional accreditation. The full accreditation visit took place in March 1999 and in May the school was notified that it had scored a full 6-year accreditation at its first attempt! Success meant that ISPP became the only fully internationally accredited school in Cambodia at that time.

1999-2000 saw a number of other significant developments take place. A decision had been made by the Board to become an IB World School. The International Baccalaureate Organization (IB) carried out an authorization visit and approved the school as an IB Diploma school. In 2001 the school was also authorized to offer the Middle Years Programme (MYP) of the IB and the IB Primary Years Programme authorization was granted in September, 2004. During the 2004 – 2005 School Year, we were also accredited by the Council of International Schools (CIS) and WASC.

In 2009-2010, the faculty produced a comprehensive Self-Study for the joint 5-Year CIS/WASC/IB accreditation visit which took place in April 2010. ISPP was the first school in the world to pilot a joint 5-year accreditation. ISPP was also the first school to use Moodle as a collaborative tool to produce the self-study and supporting collect evidence. All three IB programmes were examined for authorization during this visit. ISPP was re-accredited by CIS/WASC in 2010 for five years and was re-authorized for all three IB programmes as well.

In 2010-11, a new 5-year Strategic Plan was created at ISPP to guide its development well into the middle of this decade.

5 School Profile

- ISPP is an international school, serving ages 3 to 18 through a comprehensive academic program.
- Students from thirty-eight different countries were enrolled during the 2010-11 school year. The major points of origin of our students include (as of June 2011): Cambodia (22%), USA (14%), Korea (13%), Australia (7%), UK (7%), Malaysia (3.5%), the Netherlands (3%), Japan (3%), Germany (3%), Canada (3%), as well as the Philippines, India, France, Sweden, Singapore and New Zealand.
- Sixty-three full-time and twelve part-time teaching staff represent 14 different countries, the vast majority from Australia, Canada, New Zealand, the United Kingdom and the United States. Each possesses certification and many have advanced degrees in education whilst others have such degrees in progress.
- The student to teaching staff ratio is 7.1:1, providing a high level of individualized attention. ISPP recognizes the importance of class size in relation to educational excellence and our guideline is to have a maximum class size of 22 students.
- The International Baccalaureate Diploma, an internationally recognized Program, is offered in Grades 11 and 12 so that secondary school students may earn college credit and facilitate college entrance.
- Since 2004 ISPP has been fully authorized for all three International Baccalaureate Programmes and is the only functioning IBO World School in Cambodia.
- Two campuses provide renovated facilities including three science labs, two computer labs, outdoor courts for sports, swimming pool, playgrounds, two spacious media centre/libraries, nearby field sports area, and an auditorium.
- A dynamic After School Program offers nearly 40 different activities each week to students of all ages
- An effective Learning Support Program addresses the needs of students with mild learning and behavioural difficulties.
- The English as an Additional Language (EAL) Program is provided for students with little or no English as is a graduated program of ongoing support for students who do not have English as a first language.
- Khmer, French, Mandarin and Spanish are offered as foreign languages.
- ISPP also supports an optional Mother Tongue Program.
- The school has dedicated Internet access, computers in every classroom in addition to the two computer labs, and wireless access on each campus.
- Over 600 students from nearly 40 countries experience...
 - academic excellence...
 - responsible global awareness...
 - a caring international setting
- The International School of Phnom Penh, established in 1989 is owned by the ISPP Parent Association and governed by a Board of Directors. ISPP is a private, not-for-profit non-sectarian day school for students from Pre-School through Grade 12 authorized to operate in Cambodia by the Royal Government of Cambodia through the Ministry of Education, Youth and Sport. ISPP is located conveniently and securely in the centre of Phnom Penh's international community.
- ISPP has been a member of the East Asia Regional Council of Schools (EARCOS) since 1991 and is the only school in Cambodia with Western Association of Schools and Colleges (WASC) accreditation and International Baccalaureate (IB) Diploma authorization. ISPP is also a member of the Council of International Schools (CIS) and the Mekong River International Schools Association (MRISA).

6 School Fees

ISPP is a non-profit parent-owned association and relies almost completely on fee income to assure sufficient resources for the school's operation. Fees are reviewed annually during the development of the budget, which is approved by the Board in January, and the fee schedule for the following school year is released in February.

Parents or legal guardians of enrolled students are responsible for reading the full guidelines for payment of fees and additional charges included on the fee schedule, which is available on the website or at school offices. Parents or legal guardians are liable for fee payment immediately on enrolment, irrespective of whether fees are paid personally or by an employer.

Invoices are issued two weeks prior to the deadline and sent home with the youngest child, unless other arrangements are made with the finance office. Since the school is dependent on fee income for all resources, parents are asked to respect the payment deadlines published in the fee schedule. Penalties will be charged for late payment and non-payment of fees may lead to dis-enrolment of a student.

It should be noted that all fees other than tuition fees are non-refundable; tuition fees can be refunded for full quarters of non-attendance only, irrespective of date of withdrawal.

The school budget is set both for Capital and Operational expenditure:

- Capital fees are charged annually and used for purchase of equipment and facilities construction/renovation, as well as contributing to reserves for a planned purpose-built facility.
- Entrance fees for students enrolling in Primary Years Reception (PYR) to Grade 12 are charged once only on registration; students in Early Years are charged an annual fee which is applied to the full fee should the student progress to PYR.
- Enrolment deposit is required to secure a place reservation on enrolment and is applied to the first tuition payment.
- Tuition fees are charged annually at a different rate for each Program (EY, PYP, MYP, DP). Payment may be made annually, by semester or by quarter/term; a finance charge is applied to payment by instalment (2% semester or 4% quarter).
- Additional fees are charged at rates according to the level of support where a student receives individual support services for English as an additional language or special education needs.
- Language as a condition of admission. Rates vary according to the level of support.
- Additional charges may be made for certain activities on a cost-recovery basis. Currently these charges are made for some educational travel and for the Mother Tongue Programme.

Fees for the 2011-2012 school year are as follows:

Enrolment Deposit		\$ 750
Entrance Fee	Early Years	\$ 500 per year
	PYR to G12	\$ 2,500
* Capital Fee	Early Years	\$ 780 per year
	PYR to G12	\$ 1,880 per year
* Tuition	Early Years 1	\$ 5,040
	Early Years 2	\$ 6,280
	PYR to G5	\$12,220
	G6 to G10	\$14,760
	G11 to G12	\$15,980

* Payment options are available at additional cost

EAL/SEN (per quarter)	Early Years to Grade 1	No fee charged
	Partial Support (G2 to G10)	\$ 400
	Full Support (G6 to G10)	\$ 1,325

Fee-related queries should be addressed to the Finance Office or directly to the Business Manager, Ms Sally Relph, at #146, Norodom Blvd. T:023 213 103 or sallyrelph@ispp.edu.kh

7 Facilities

ISPP facilities are currently at the following sites:

- #146, Norodom Boulevard: Central Office
(Director's Office, Finance, Business Manager, Operations Manager)
- #158, Norodom Boulevard: Secondary School
- #191, Norodom Boulevard: Elementary School
(swimming pool, After School Program Office)
- Chao Ponhea Hok School, Street 380: Sports field

Access to all ISPP facilities is with a valid ISPP ID card only; since the security of our students may be jeopardized by breaches of procedure, we ask all parents, staff and students to respect the requirement to show their ID, irrespective of how well-known they may be to a particular guard on duty. Visitors may access by signing in at the gate and proceeding to the school office only.

Sports/recreational facilities are open to ISPP families during times not required by school or after-school activities; elementary students must be properly supervised when using facilities outside school hours.

The swimming pool should be accessed by the gate on Street 360 and all users should sign in with the pool supervisor on duty; visitors accompanying ISPP families are limited and must pay an entrance fee. Pool opening hours are published in ISPP News and displayed on the website and display-boards on campus; hours may vary due to changing needs of the school or after-school activities. No access to the pool is permitted outside opening hours when there is no pool supervisor on duty.

The sports field is shared between ISPP and Chao Ponhea Hok School; the schedule for use is posted near the entrance to the field. Users are requested to take particular care during rainy season when the field is easily damaged and to refrain from riding bicycles or other vehicles on the running track.

Rules for the use of facilities are clearly displayed; we ask that users are mindful of the high demand and take care to abide by the rules to safeguard the facilities for student use. ISPP is committed to providing a safe, secure and appropriate environment for student learning; however, since ISPP is currently housed in renovated buildings, maintenance can be challenging and the assistance and support of the community is appreciated. Any damage to the facilities or maintenance issues arising or noted during community use of the facilities should be reported to the school office at the first opportunity; urgent or emergency maintenance problems should be reported to the on-call maintenance staff on 092 601 422.

VI The School Year

1 Instructional Days

The school year runs from early August until the beginning of June, with 180 teaching days. It is divided into four terms with a mid-year vacation period from mid-December to mid-January. The main Cambodian holidays are observed and the school and offices close on these days.

2 Holidays

The School has two extended holiday periods and these dates are published well in advance of the school year. To ensure effective continuation of studies and to ease the burden on the students and staff we ask that parents always take these dates into consideration when making their holiday bookings.

If students know in advance of any likely absence they should make it a priority to collect and, if possible, complete work set by teachers before departure from school. Our courses tend to be structured in such a way that one topic builds on work studied in a previous one. This means that students, even if they miss only a few lessons, can quickly fall behind in some subject areas.

3 School Office Hours

Monday to Friday:

- Central Administration Office: 07:00 – 16:30
- Elementary School: 07:00 – 16:30
- Secondary School: 07:00 – 16:30
- After School Program: 10:00 – 17:00

4 Annual School Activities Calendar 2011-12

Please refer to the ISPP calendar issued to every family (youngest child) at the beginning of the school year or upon enrolment throughout the year. This can also be located in the ISPP website: www.ispp.edu.kh or telephone to the Central Office for more information.



School Calendar 2011-12



July 2011

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



August 2011

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug 3-5 Teacher Work Days
Aug 8 First Day of Term 1

September 2011

Su	M	Tu	W	Th	F	Sa
					1	2
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sep 6 Early Dismissal (PD)
Sep 21-22 Elem Conferences
Sep 26-30 Pchum Ben Holiday

October 2011

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct 10 First Day of Term 2
Oct 13 Early Dismissal (PD)
Oct 18-20 Secondary Conferences
Oct 27-30 MRISA HS Volleyball
Oct 31 King Father's Birthday

November 2011

Su	M	Tu	W	Th	F	Sa
					1	2
					3	4
					5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Nov 3-6 MRISA MS Basketball
Nov 9 Independence Day
Nov 9-11 Water Festival
Nov 15-20 Singapore MUN
Nov 21 Early Dismissal (PD)

December 2011

Su	M	Tu	W	Th	F	Sa
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec 19 - Jan 9 Winter Holiday

January 2012

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 10 Teacher Work Day
Jan 11 First Day of Term 3
Jan 19-20 Elem Conferences
Jan 23 Chinese New Year

February 2012

Su	M	Tu	W	Th	F	Sa
					1	2
					3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

Feb 4 International Day
Feb 7 Early Dismissal (PD)
Feb 9-12 MRISA HS Basketball
Feb 15-18 MRISA MUN
Feb 16-19 MRISA MS Soccer
Feb 27 - Mar 2 Week w/o Walls

March 2012

Su	M	Tu	W	Th	F	Sa
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb 27 - Mar 2 Week w/o Walls
Mar 5-6 PD Days
Mar 7-9 Mid-Semester Break
Mar 15-18 MRISA HS Soccer
Mar 26 First Day of Term 4
Mar 29 Early Dismissal (PD)

April 2012

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Apr 4-5 Secondary Conferences
Apr 13-20 Khmer New Year
Apr 26 Annual General Mtg

May 2012

Su	M	Tu	W	Th	F	Sa
					1	2
					3	4
					5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 1-2 Elementary Conferences
May 1-21 IB Exams
May 3-6 MRISA Cultural Exchange
May 10-13 MRISA MS Volleyball
May 14-15 King's Birthday
May 23 Early Dismissal (PD)
May 25-26 MRISA Swimming

June 2012

Su	M	Tu	W	Th	F	Sa
						1
					2	3
					4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jun 2 High School Graduation
Jun 8 Last Day of School



VII Instruction

1 Levels of Instruction

This may be different from the curriculum in your home country. Descriptions of the curriculum for each grade level are available for your examination. Please consult with the elementary or secondary principal regarding specific placement decisions for your son or daughter.

The school is divided into two sections:

Elementary School

- Primary Years Programme for students from 3 to 11 years (Early Years to Grade 5 with blended classes at PYR/1, 2/3, and 4/5)

Secondary School

- Middle Years Programme: Grades 6 to 10 (11 to 16 years old)
- Diploma Programme: Grades 11 and 12 (normally age 18)

The instruction at the Elementary School is delivered in self-contained classrooms. In the Secondary School it is organized according to the subject areas of the MYP and the IB Diploma courses.

2 Student Placement

The initial placement is usually based on the student's age cohort. At the Elementary School subsequent class placement is performed at the end of the academic year working towards equity of student numbers and a balance of gender, ability, EAL needs and friendships. The principals will make placement decisions.

Students wishing to enrol must reach the respective chronological age between 1st September and 31st August of the current academic year and successfully meet all other entrance criteria. Please see the respective Principal for further information.

3 Waiting Lists

In the case that any particular grade reaches its capacity, an official waiting list will be prepared and maintained by the Elementary and Secondary offices. Names will be placed on the list in the order that enrolment is completed, as stated above. When a space becomes available, families will be notified. Upon notification of an opening, families will have seven (7) days to respond. If there is no reply, the school administration will notify the family of the next student on the waiting list.

During the fourth term of each school year, a period of enrolment for the following school year will be offered to families of those students who are attending ISPP at that time. Following this period, enrolment for the following school year will be open to the public on a first-come, first-served basis. The non-refundable enrolment deposit of \$750 is due at enrolment. This deposit is used as a seat reservation and will be applied to the first Tuition payment. Continuing students and parents do not need to pay this fee, but should inform the school of their intentions as space continues to be a consideration.

4 International Grade Level Comparison

Elementary School

ISPP Level (Aug-June)	Age Sept	Australia (Jan-Dec)	USA/ Canada (Sep-Jun)	New Zealand (Jan-Dec)	India (Aug-June)	UK (Sept-June)	The Netherlands (Aug-Jun)
Early Years 1	3	Preschool	Preschool	Preschool	Nursery	Nursery	Preschool
Early Years 2	4	Preschool	Preschool	Kindergarten	K-1	Reception	Group 1
Primary Years Reception	5	KG/Prep	Kindergarten	Year 1	K-2	Year 1	Group 2
Grade 1	6	Year 1	Grade 1	Year 2	Standard 1	Year 2	Group 3
Grade 2	7	Year 2	Grade 2	Year 3	Standard 2	Year 3	Group 4
Grade 3	8	Year 3	Grade 3	Year 4	Standard 3	Year 4	Group 5
Grade 4	9	Year 4	Grade 4	Year 5	Standard 4	Year 5	Group 6
Grade 5	10	Year 5	Grade 5	Year 6	Standard 5	Year 6	Group 7

Secondary School

ISPP Level (Aug-June)	Age Sept	Australia (Jan-Dec)	USA/ Canada (Sep-Jun)	New Zealand (Jan-Dec)	India (Aug-June)	UK (Sept-June)	The Netherlands (Aug-Jun)
Grade 6	11	Year 6	Grade 6	Year 7	Standard 6	Year 7	Group 8
Grade 7	12	Year 7	Grade 7	Year 8	Standard 7	Year 8	Class 1
Grade 8	13	Year 8	Grade 8	Year 9	Standard 8	Year 9	Class 2
Grade 9	14	Year 9	Grade 9	Year 10	Standard 9	Year 10	Class 3
Grade 10	15	Year 10	Grade 10	Year 11	Standard 10	Year 11	Class 4
Grade 11	16	Year 11	Grade 11	Year 12	Standard 11	Lower 6th	Class 5
Grade 12	17	Year 12	Grade 12	Year 13	Standard 12	Upper 6th	Class 6

VIII The Curriculum

1 ISPP General Learning Targets

The International School of Phnom Penh is an IB World School and as such, our General Learning Targets encompass all of the characteristics and profiles found in each of the IB Programmes. It is our expectation that students attending the International School of Phnom Penh will:

be THINKERS

- Think and problem solve analytically, critically, creatively, and strategically
- Apply interdisciplinary academic skills and concepts
- Develop an understanding and appreciation of the reflective process
- Analyze their personal strengths and weaknesses in a constructive manner
- Question themselves, others and ideas analytically, objectively, reflectively
- Acquire and apply knowledge, construct meaning, and develop understanding

be COMMUNICATORS

- Communicate effectively as listeners, speakers, readers and writers to a range of audiences for a range of purposes
- Develop their abilities in more than one language
- Express themselves academically and socially
- Use available resources and technology
- Work collaboratively with an open mind

be PRINCIPLED and BALANCED

- Demonstrate dignity, compassion, and a caring attitude towards themselves, other people, cultures, and the environment
- Take responsibility for their own actions and the consequences that accompany them
- Have a sound grasp of the principles of ethical reasoning, displaying empathy, integrity, honesty, and a sense of fairness and justice
- Understand the importance of physical, mental and spiritual balance to achieve personal well being
- Engage in artistic, musical and dramatic forms
- Display a growing personal commitment to community and service
- Recognize the need and benefits of leisure time

be INQUIRERS

- Actively seek to make sense of the world around them
- Investigate and develop information which has local and global relevance and importance
- Value learning as a lifelong pursuit in striving to reach their potential
- Are willing to take risks in trying new ideas, activities, and solutions
- Develop confidence and independence in approaching new or familiar situations, roles, ideas and strategies
- Demonstrate curiosity and a joy for learning
- Are courageous in articulating their beliefs

2 The International Baccalaureate Organization (IB)

ISPP offers a curriculum for students from the age of 3 to 18. It follows three programs adopted from the International Baccalaureate Organization (IB).

The IB offers high quality programs of international education to a worldwide community of schools. There are three programs for students aged 3 to 19 that help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. There are more than 946,000 IB students in 3,267 schools in 141 countries. The IB provides a framework for curriculum and instruction, assessment of student work, and professional development. Member schools pay for this framework and develop their own curriculum and instruction to meet IB guidelines.

There are three Programmes on offer:

- Diploma Programme (DP), for students in the two final years of secondary education (Grades 11 and 12)
- Middle Years Programme (MYP), for students aged 11 to 16 (Grades 6 to 10), and
- Primary Years Programme (PYP), for students aged 3 to 12 (Early Years to Grade 5)

Each programme can stand alone, depending on a specific school's needs. The IB offers a curriculum framework and it is expected that schools will develop curriculum based on that framework. At ISPP we are developing our own curriculum EY-12 using all three IB frameworks, a combination of various national and international curricula, and our General Learning Targets (GLTs). The GLTs encompass all of the Learner Profile and are the subject area delivery mechanism.

IB Learner Profile: The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB Learner Profile has now been adopted by all three programmes and is fully represented within the ISPP GLTs.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

2.1 Diploma Programme (DP)

One of the three programmes offered at ISPP as part of the International Baccalaureate (IB), the Diploma Programme for grades 11 and 12 represents the most recognized and most rigorous academic programme available worldwide. The Programme is externally assessed. The Diploma curriculum is directly transferable and recognized by many national systems, which is why it is such a powerful choice for international schools. IB Diploma holders gain admission to universities throughout the world, including the most selective. Universities in the United States often give college credit to students who have successful scores in the IB Diploma courses. More detailed information can be found in the ISPP DP Handbook available from the Secondary Office.

International Baccalaureate Diploma: This is a two year course of study resulting in a Diploma that is highly recognized worldwide. Students choose courses from six (6) subject areas (Science, Mathematics, Languages (2), Humanities, and the Arts), complete a course in Theory of Knowledge (TOK), complete an Extended Essay, and fulfil Creativity, Action, and Service (CAS) requirements. The IB Diploma can be attempted by any student at ISPP, but its rigorous requirements and high academic focus may prove too demanding for some students.

International School of Phnom Penh Diploma: The ISPP Diploma is awarded to all students who meet ISPP's graduation requirements, regardless of whether they pass the IB Diploma. While all courses in grades 9-12 are based on the requirements and criteria of the MYP and the Diploma Programme, ISPP is also accredited by the Western Association of Schools and Colleges (WASC, an accrediting agency based in North America) and the Council of International Schools (CIS, an accrediting agency based in Europe). Because ISPP is an inclusive school, not all students may be capable of meeting the IB Diploma requirements.

It is important to note that many national systems have specific requirements for university admission. All students should check the requirements in their country of choice when reviewing diploma options.

Frequently asked questions about the IB Diploma Programme

If my child does not earn the IB Diploma can he/she still go to university?

Yes, students who receive the ISPP diploma but not the IB diploma go to university. Since 2002, approximately 50% of ISPP graduates have earned the IB Diploma, whereas nearly 87% have attended university. At ISPP, all of our programmes are designed with the expectation of continued education beyond high school.

Is it easier to get into university if you have an IB Diploma?

This question cannot be simply answered with a yes or no. It depends on the university and the chosen programme of study within that university. It also depends on the pool of applicants that the particular university gets in a given year.

For the most competitive universities it is really a matter of supply and demand. The more demand a university has for its seats, the higher the price they can charge. This price comes in two forms; in the form of actual money, paid in fees and tuition but more often in the form of a student's demonstrated talents on which the university can capitalize.

In general, universities look for students who have been successful in their chosen programme and who have chosen the most rigorous programme for which they could reasonably be successful. Therefore, since the IB Diploma is one of the most recognized and rigorous, passing with high marks places a student in a highly competitive ranking.

For details about a particular course and the options refer to the Diploma Years Programme Handbook available in the Secondary office or the Diploma Coordinator's office.

2.2 Middle Years Programme (MYP)

The International Baccalaureate Middle Years Programme (MYP) is designed for students aged 11 to 16 (Grades 6-10). The curriculum contains eight subject groups together with a core made up of five areas of interaction; approaches to learning, community and service, human ingenuity, environments, and health and social education. The MYP offers a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in the overall rank order. Schools may request final grades to be validated or "moderated" by the International Baccalaureate (IB). More detailed information can be found in the ISPP MYP Handbook available from the Secondary Office.

Frequently asked questions about the MYP

Do all students at ISPP follow the MYP?

The MYP is intended to be an inclusive programme that has something to offer everyone. The central place of approaches to learning, in the Areas of Interaction (AoI) helps teachers and students respond in a flexible way to varied learning needs, including individual needs related to language acquisition for second-language students, or special educational needs.

What are the Areas of Interaction?

The curriculum model of the MYP places the student and the way the student learns at its centre, as the child's development is the basis of the whole educational process. The areas of interaction are used as "lenses" through which to view the curriculum and to provide a base for teachers upon which they can encourage student reflection on the issues at hand. They allow connections among the subjects themselves and between the subjects and real-life issues.

What is the status of the MYP certificate as a school-leaving certificate?

The MYP was not developed in order to lead to a “school-leaving certificate,” but to provide the student with good preparation for further studies (IB Diploma Programme or other) and to develop lifelong learning skills and dispositions. The MYP certificate represents global achievement within an MYP curriculum framework, and takes into account academic as well as non-academic aspects (personal project and community and service activities). Students who obtain the MYP certificate are well prepared for independent study and the rigor of the Diploma Programme.

What are the MYP assessment criteria?

There is no external assessment in the MYP, so there are no formally externally set or externally marked examinations. All assessment is carried out by teachers and relies on their professional expertise in making qualitative and quantitative judgments. Each subject has specific summative assessment criteria that students are familiar with and against which students must be assessed.

How do we make sure that ISPP's standards are internationally recognized?

We take part in the IB moderation process at MYP Grade 10. Samples of work from each subject are sent to trained moderators around the world who determine whether we are applying the criteria at the correct level and give us very informative feedback and advice.

Do all students in an MYP school need to complete the personal project?

The personal project has a central place in the MYP, and as such is part of every student's experience. The personal project is the culminating activity through which students present, in a truly personal way, their understanding of themes, concepts and issues related to the areas of interaction. The students' gradual development of effective approaches to learning should prepare them to work independently and lead a project over an extended period of time. All students in Grade 10 complete the personal project. At ISPP, students have an opportunity to choose projects that allow them to explore topics of interest to them, and to present the topics in ways that reflects their individual learning styles.

2.3 Primary Years Programme (PYP)

The Elementary school received full authorization to offer the Primary Years Programme (PYP) by the International Baccalaureate (IB) in October 2004.

PYP is designed for students aged 3 to 12 (EY1 - Grade 5). It is a transdisciplinary programme of international education designed to foster the development of the whole child. It offers a comprehensive approach to both teaching and learning and offers a framework that meets children's many needs: academic, social, physical, emotional, and cultural. The curriculum is broad-based and transcends into other disciplines.

The PYP curriculum model provides guidelines for:

- what do we want students to learn
- teaching methodology (how best will students learn)
- effective assessment strategies (how will we know what students have learned)

The PYP strives for balance between understanding of concepts, the acquisition of knowledge and skills, the development of positive attitudes and the opportunity for positive action. The programme identifies a body of knowledge for all students in all cultures, in six subject areas. Languages, Social studies, Science and Technology, Mathematics and Personal, social, physical education.

In order for students to be well prepared for life beyond school, and addition to subject area knowledge, a set of skills - thinking, social, research, communication and self-management - are developed in the process of structured inquiry. Structured inquiry is used as a vehicle for

learning. It is expected that students be engaged in inquiry learning for around half of their learning time.

The knowledge component is developed through inquiries into six transdisciplinary themes of global significance (Who we are; Where we are in time and place; How the world works; Sharing the planet; How we express ourselves, and How we organize ourselves), supported and balanced by six subject areas.

Teachers and students use key questions that are concept-based to structure the units of inquiry. They acquire and apply trans-disciplinary skills while developing an understanding of these important concepts.

Finally in order to develop an internationally educated and minded person, the programme promotes and fosters a set of attitudes which are addressed explicitly within the curriculum: appreciation, commitment confidence, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, tolerance, and enthusiasm.

Unlike the other two IB Programmes (MYP and DP) it is not externally assessed or moderated. Curriculum overviews for each level are available on request from the Elementary Principal.

Frequently asked questions about the PYP

What makes the PYP special?

It is inquiry based - taking a student from where they are in their understanding and using inquiry to further develop their knowledge and understanding. Learners construct meaning through units of inquiry. The PYP places significant focus on developing international mindedness.

Does it help my child fit in another PYP school?

Yes, all PYP schools use the same pedagogical approach: inquiry based learning. These “big picture” concepts are readily transferable to new situations

Will my child find it easy to fit back into our home country curriculum?

Yes, curriculum frameworks are similar all over the world. It is the timing of various content strands that differ as well as the teaching methods. In today’s world with virtually unlimited content knowledge available, what is most important is to teach students how to think, communicate and access information. This allows for ready transfer to any new system.

What are the Units of Inquiry?

Each year, classes work through a cycle of 6 units of inquiry. The units mainly have a Science or Social Studies focus, however we do have some that are more “arts” related. Many areas of the curriculum can be linked to a current unit and so specialist teachers often work with classroom teachers to create a transdisciplinary approach to learning.

Will there be gaps in English/Mathematics?

Again, content is what differs most in terms of timing and delivery. It is doubtful, however, that there will be gaps as the PYP framework is very developmentally sound and ISPP matches it’s internal benchmarks to other international assessment results (i.e., ISA results, see below).

How do mathematics and language work as part of the units of inquiry?

Where there is a natural integration, concepts are taught. The PYP believes student learning is best done when it is authentic – relevant to the “real” world and transdisciplinary.

Does it (PYP) help students to move into MYP?

The PYP is based on skills, knowledge, concepts, attitudes and action which are transferable learning experiences and understandings. The programmes do not lead into each other but there are a number of aspects that coincide.

What is “action” or community service in the PYP?

The PYP has an action component which is where students use their own initiative to demonstrate their commitment to what they have learned. Action often comes as the result of deep inquiry that becomes personal and meaningful. At its most authentic, action occurs outside of the classroom, at home or within the larger school or local community and can occur at any time.

How do student led conferences help my child?

Student Led conferences allow your child to discuss with you their progress and their understanding of new knowledge, concepts or skills. It is a powerful assessment strategy that uses self reflection as the tool to measure progress.

What is the exhibition?

It is a requirement of the PYP that students in their final year of elementary school engage in an exhibition where all their skills, knowledge, understanding of concepts and ability to take “action” are used in a unit of inquiry.

IX About ISPP

1 ISPP Pulse

To keep parents informed about what goes on at school, the school publishes ISPP Pulse on a monthly basis, which reviews school activities and announces future events. Parents should also view the school's website www.ispp.edu.kh which is regularly updated featuring school news and events.

2 Day or Overnight Trips

Educational trips may be scheduled during the school year. Such trips will be organized by members of staff. Trips may be up to one week in duration and could involve cost of meals, lodging, and transportation. Every effort will be made to keep the costs of such trips within the reach of all students and to ensure parents receive adequate notice of any school trip.

Extended overnight trips are included on the school calendar for the coming year. However unforeseen local events and booking logistics may lead to changes. Trips are always associated with the learning objectives in the curriculum and are, therefore, an important part of the student's school experience. Attendance is strongly recommended.

3 The Libraries

There are two libraries – one for the Secondary Campus (Middle and High School), and one for the Elementary School Campus. Content of the libraries differ, reflecting the student needs.

Both libraries are educational resource centres, serving students, staff and parents. The libraries are in warm and friendly settings and have efficient information retrieval. We do our best to ensure the collection remains relevant and attractive to library users. We strive to do this in discussion with students, teachers, and the school community.

Your family ID card will allow you to borrow books and make use of the library facilities. Library hours are Monday to Friday, 7:15am to 4:00pm.

4 The Computer Rooms

The two computer laboratories are learning centres for the whole school. The computer laboratories are open during the school week from 7:45am to 2:45pm (Elementary) or to 4:00pm (Secondary). The Media Department have their own agreements with students and parents on the use of computers, on-line access and permission to publish on the Internet. These written agreements are available from the school offices.

5 Lost Property

Students are strongly advised against bringing valuables such as jewellery, portable sound players, cameras, large amounts of money, etc. to school. In the event of loss, the school cannot be held responsible.

If, on occasions, jewellery is removed for PE, or another class, it should be kept locked in the student's locker.

Valuable lost and found items are kept with the secretarial staff. Any valuable items should be given to the office the day they are found. Other lost items are placed in the “Lost and Found” basket. See the respective offices for the location. Please make sure your child’s name is clearly written on all their belongings.

6 Student Support Services

At ISPP, we strive to provide the type of support that students in the community require. A multi-disciplinary team works together to identify needs and design and deliver an effective support program for individual students. We focus on using students’ strengths to help them develop confidence, a sense of self-advocacy and a desire to maximize their learning. The elementary and secondary campuses each have a Student Support teacher. These teachers work collaboratively with other teachers, parents, external specialists, when needed, and the administrative team to determine the best way to meet the needs of all students.

Learning support at ISPP is flexible and based on the particular needs of the students in our community. Support may take on a variety of forms: one-on-one, small group or in-class. The support teacher monitors, assesses and documents student progress relative to the targeted goals. The aim is to provide a tailor-made program that best meets the needs of the individual, taking advantage of the expertise and strengths of all those associated with the ISPP community. We value individual growth and development and do our best to provide all students with the type of support that ensures their success at some level.

7 English as an Additional Language (EAL) Support Programs

In terms of ISPP’s General Learning Targets, the EAL Program aims to encourage and support students to:

- Communicate effectively as listeners, speakers, readers and writers to a range of audiences for a range of purposes
- Develop their abilities in a second or additional language
- Express themselves academically and socially
- Develop confidence and independence in approaching new or familiar situations, roles, ideas, and strategies
- Demonstrate curiosity and a joy for learning
- Be courageous in articulating their beliefs

7.1 EAL Elementary Program

What is EAL?

The aim of an EAL Program is to provide support to students whose mother tongue is not English. EAL support is available from grade 2 to grade 5. All new students to the school are assessed and placed at the appropriate level of assistance. As children are given attention individually or in small groups, an extra fee is charged for the full EAL Program.

What do the children do in EAL class?

During EAL the children participate in many different activities designed to develop skills in reading, writing, speaking, and listening. The students benefit from small group size where they can “have a go” at presenting. Activities include home reading or group reading, re-telling a story, vocabulary games, drama, sentence structure practice, phonics activities, handwriting practice, and listening to cassettes and songs.

What do the children miss while in the EAL class?

EAL class takes place during the class language time and when the other students are learning a foreign language. Therefore they are participating in activities similar to what the mainstream class is doing but with more focus on increasing English language proficiency.

How long will my children attend EAL classes?

On average elementary school students need about 18 months to 2 years of some form of EAL support before they have sufficient English to function independently in the mainstream. But even here it is necessary to stress the words "on average". The actual time needed will depend on a number of learner variables, such as the native language of the learner, language learning aptitude, student motivation, similarity between the mother tongue languages and so on. When students can benefit from working with the main-stream class, they usually spend some time receiving support within the Program at no additional cost.

Assessment

All students whose first language is not English undergo a language assessment upon entry to ISPP Secondary. The EAL department, in collaboration with mainstream teachers, will periodically review EAL student progress. Student transfer to other EAL Programs or full mainstream is dependent on established EAL exit criteria.

7.2 EAL Secondary Program

The English as an Additional Language (EAL) Department serves non-native English speakers. To this end, the EAL Department strives to increase students' English language proficiency through rigorous literacy- and language-based courses while simultaneously supporting teachers whose students have English language learning needs.

Placement

Prior to enrollment, students without a demonstrated competency in English are given a grade-level placement test. The results of this test will determine student placement in one of the following:

Mainstream: Students need no support to succeed in the reading and writing requirements of all of their classes.

Partial Support: Students have a reading and writing proficiency close to that of their peers but require additional support before completely entering the mainstream.

Students receiving this level of support will have the following classes: Physical Education, Science, Mathematics, Design Technology/Computer Technology, Arts (Music, Visual Art, Drama), Language A (English) and Humanities.

For their additional language, **Partial Support** students must take **Language B English**.

Full Support: Students requiring a significant amount of support in reading and writing are placed in Full Support. Students work with their peers in Physical Education, Science, Mathematics, Design Technology/Computer Technology, Arts (Music, Visual Art, Drama).

Full Support students also receive focused, "sheltered" instruction in a double block of Literacy Support while their mainstream peers are in Language A English and Humanities.

For their additional language, **Full Support** students must take **Language B English**.

Course Overview: Partial and Full Support

Language B English (Partial and Full Support)

STUDENT – PARENT HANDBOOK 2011 – 2012

This is taught in accordance with the Middle Years Programme (MYP) curriculum. The primary focus of Language B English is to improve student performance in the four skill areas (reading, writing, listening and speaking) by focusing on learning strategies and confidence-building activities. Language B English also supports the work of other subjects by providing opportunities to examine reading and writing assignments in more linguistically appropriate depth and detail.

Literacy Support (Full Support)

The purpose of this double-block course is to improve student proficiency in reading and writing, so that students will be able to participate more productively in their mainstream classes. This course allows students to receive individualized attention and appropriate materials for their literacy needs while also supporting their reading and writing requirements across the curriculum.

Exiting the EAL Program

When they meet designated literacy targets of reading and writing at or near their grade levels, students may exit the EAL program, generally at the end of a semester. Their assessment consists of work done in class, test results, and their independent reading and writing abilities. Students can move from either from Full Support to Partial Support or from Partial to Mainstream.

8 After School Program

ISPP's After School offers a wide range of instructional and recreational activities to ISPP students, and a few for adults as well. All activities are open to the Phnom Penh community. Classes and activities offered are: Instrumental music lessons, sports, creative activities, language classes and other activities. There is something for all age groups, with a variety of days and times for the different activities.

The classes are generally on either campus or at the sports field. When activities take place outside the campuses students are transported in the school vans. Most activities are Monday to Friday between 2:45 and 5:30pm. Nevertheless a few activities are in the evening or on Saturday morning.

The After School Office is on the Elementary Campus. Here the current program is available and more information can be obtained. Enrolments and payments are done here as well. The office hours are Monday to Friday 10:00am - 5.00pm.

X Procedures

1 Communicating with Parents

Parent conferences, three-way conferences and student-led conferences are held throughout the year.

On these reports the teachers will comment on a student's individual progress in each subject and his/her social and study habits. For students who are not making satisfactory progress between reporting periods, the parents will be formally notified and remedial action suggested.

In the Secondary School students will use ISPP Homework Diaries to keep a record of homework assignments, important dates and events. Parents will be asked to read and sign these weekly to ensure students have completed homework, read any staff observations and have the opportunity to make comments themselves.

During Parent - Teacher Conferences, parents may see samples of their son's or daughter's work, achievement records, both formal and informal, and hear about his/her strengths and weaknesses, general behaviour, and adjustment to school. Students are encouraged to accompany parents at Secondary School Parent conferences.

Parents can help the school by giving relevant information about the student's reaction to the school, physical condition and general health, activities, hobbies, special interests, and strengths and weaknesses as viewed by the parent.

2 Orientation Day and Curriculum Evenings

There will be an Orientation Day before the beginning of each semester for new students and parents. The Elementary and Secondary schools will also hold separate Curriculum Evenings in September in which all staff will present themselves and their programs to parents. Please refer to the school calendar for this year's dates.

3 Visits to the School

Parents are urged to contact us whenever they have questions about the school Program. Appointments to speak to members of staff or visit a classroom should be made through the respective office at any time during school hours. Teachers prefer to see parents after 2:45pm. For the security of all students and staff and as a matter of courtesy all visitors should check in at the office before visiting a classroom or seeing a student or a teacher.

4 Absences

The parent or guardian is expected to notify the school in writing or by telephone in the event of the absence of a student. Students who are absent for more than three (3) days as a result of a medical situation should bring a doctor's note to school upon return.

Excessive absences will impact a student's educational program. Parents are therefore asked plan their travel so that students are present for the beginning of the school year and do not miss extra days around vacations and holidays.

Students who are absent from school, or who arrive after the start of the lunch period, may not participate in after school co-curricular activities of any sort on that day. Students who

are dismissed from school early also may not participate in co-curricular activities on that day.

In Grades 9 to 12, if a student who is absent more than twelve (12) school days during a semester, he/she will not receive credit or grade for the course. In addition, students who are regularly absent from specific classes will not receive credit for the individual course if absences exceed twelve (12) per semester.

(See also Graduation Requirements for Secondary students).

5 Emergency Drills

Fire and evacuation drills are held regularly. Students are expected to be quiet and orderly, go quickly to their assigned positions, accompanied by a teacher, and remain there quietly until the signal to return is given. In case of emergency and evacuation of the school parents are contacted by any means possible e.g. the established telephone tree, e-mail or text message. Children are properly supervised during emergencies.

ISPP uses three different alarms:

- **Lock Down**
A Lock Down procedure will be used only with the possibility of an armed and dangerous intruder or other perceived threat, and the building and occupants need to be secured. All students and staff are to go inside, lock the room and stay out of sight.
A Lock Down is announced by a message over the PA system
- **Safe Haven**
On site Safe Haven procedures will be followed in the event that an external threat or threatening situation is imminent and there does not appear to be time for an evacuation of the school. All students and staff are to go to a prearranged location and await further instructions.
A Safe Haven procedure is announced by a message over the PA system
- **Fire / Emergency**
Used to evacuate the school in any other emergency. All students and staff are to go to a prearranged location and calmly evacuate the campus.
An Emergency is announced by long bell bursts over the PA system

6 Leaving the School Grounds

During the school day children in the Elementary are only allowed to leave the school grounds with their parents with their family I.D. card or with the written permission of the parents and must be escorted by an adult.

Students from Grade 6 to Grade 10 are not allowed to leave the school premises after arrival without parental permission. This permission should preferably be in writing and addressed to the Principal.

Grade 11 and 12 students are, with parental permission, allowed to leave the school premises during the school day only if they have no scheduled classes during that time. If a student feels unwell, the student's parents will be contacted at the discretion of the school nurse. If a student is ill, parents must make arrangements to take the student home. In the Secondary School a student needing to leave school for any reason must bring a signed note from his/her parents, indicating the time, method of departure, and the person responsible for the student once he/she leaves campus. Immediately prior to departure, the student must fill in a 'Signing Out Slip,' available from the Secondary office. Upon leaving the premises the student should sign the book at the gate and leave the slip in the book. The student must sign back in to school upon his/her return.

7 Student Code of Conduct

ISPP encourages an attitude of individual responsibility towards the quality of life in the community. This concerns itself not only with student discipline, but also with the general enhancement of positive student behaviour. It relates to and is consistent with school priorities and community expectations in such areas as:

- the encouragement of educational achievement and excellence
- the prevention of bullying and violence
- the elimination of discrimination based on difference of culture, race and gender
- the acceptance of difference as a consequence of disability
- the maintenance of dress standards,
- regular school attendance
- and punctuality.

Specifically students will be expected to:

- show respect for themselves and others
- respect school property and the property of other students
- arrive at school on time
- attend all classes regularly and arrive at class on time.
- dress in such a way as not to offend others
- bring required materials to class (books, paper, pens, pencils, etc.)
- complete assignments on time
- follow the ISPP behavioural expectations during the regular school day, while at sports, during field trips, and while participating and/or attending any ISPP function
- demonstrate a good overall work ethic.

Implementing the student code of conduct

The Director is responsible for overseeing the effectiveness of the implementation of the code of conduct. The principals and teaching staff have responsibility for developing and implementing strategies for the implementation of the code.

Each teacher is responsible for developing classroom strategies consistent with the school's code of conduct. Students can be involved in the development of these strategies.

We see it as important that students who are experiencing difficulties in relating positively to other students and staff are encouraged to discuss these difficulties with staff responsible for student welfare. Whenever possible, concerns will be dealt with on an informal level. This includes talking with the student and the teacher and/or parents. If a student is beginning to build up a history of unsatisfactory behaviour, parents/guardians will be notified with a view to negotiating an agreed approach to solving the problem before it becomes a more serious matter. Habitual behaviour that deviates from the code of conduct, or major violations, may lead to a withdrawal of privileges, disciplinary probation, or suspension.

8 Parent Code of Conduct

A positive, collaborative, working relationship between the School and the student's parents/guardians is essential to the fulfilment of the School's Mission. One of the Parameters of that Mission is that the School does not tolerate behaviour that is detrimental to the safety, integrity, or dignity of any individual or group. Therefore, the School reserves the right to discontinue enrolment if it concludes that the actions of the parent/guardian make such a relationship impossible or otherwise seriously interfere with the School's accomplishment of its educational purposes.

9 Policy on Gifts & Solicitation

Faculty, staff, and students may not be directly solicited, or solicit funds, donations, dues or services at school, other than for activities directly related to ISPP's curricular or co-curricular programs and approved by the Administration.

10 Policy on Student Gifts

ISPP discourages students and their parents from presenting gifts to individual ISPP employees. The Board shall always welcome the writing of letters to faculty or staff members expressing gratitude or appreciation.

The School understands that gift-giving may be culturally based, so any gift received by an individual faculty or staff member with a value over \$25.00 shall be turned over to the Director for use as a donation to support the school's community service programs.

Elementary School

Principal: Ms. Tracy France-George

Assistant Principal/PYP Coordinator: Ms. Kim Engasser

Office hours: 07:00am – 16:30pm from Monday to Friday

#191 Norodom Boulevard

Tel: (+855) (0) 23 213 103

Email: elementary@ispp.edu.kh

XI Elementary School

1 Welcome to ISPP Elementary!

Our aim is to provide an exciting, challenging learning centre for your child, a place where they will make friends from around the world and where we will work cooperatively with your family to develop happy, confident learners, who strive to achieve their personal best. This handbook aims to describe day-to-day procedures to ensure the smooth operation of the elementary school and provide tips to maximise your child's experience at ISPP.

2 Elementary School Curriculum

ISPP is an International Baccalaureate World School. We received full authorization to offer the Primary Years Programme (PYP) in October 2004. To ensure that schools continue to meet the requirements of the organization schools are required to be reevaluated every 5 years.

The aim of the IB Primary Years Programme is to develop an internationally-minded person; who achieves a balance between the understanding of concepts, the acquisition of knowledge and skills, the development of positive attitudes and an opportunity for action. Throughout the elementary school (early years to Grade 5) the PYP programme focuses on the development of the whole child and aims to meet the academic, physical, emotional and cultural needs of each student and so helps us fulfil the ISPP mission statement:

ISPP empowers students, in a caring international environment, to achieve their potential by pursuing personal and academic excellence, and to grow as responsible global citizens who celebrate diversity.

Specialist teachers complement the curriculum in music, art, media/technology, swimming, physical education, French, Khmer, and Mandarin additional languages. These specialist subjects are an extension of particular curriculum areas provided by teachers who have specific skills and who can enrich and support the homeroom teachers to provide a well-rounded programme.



3 Mixed Age Classes

The elementary school is organized into composite classes covering appropriate developmental stages. Students are grouped according to their age between September and August of the current academic year.

Early Years 1 and 2	Ages 3 to 5
Primary Years Reception and Grade 1	Ages 5 to 7
Grade 2 and 3	Ages 7 to 9
Grade 4 and 5	Ages 9 to 11

This grouping enables us to facilitate our aim to create lifelong learners. In order for learning to become a process for life, children must see their work at school as meaningful and enjoyable.

Our class grouping allows the homeroom teacher to stay with a student for more than one academic year. It enables teachers to direct attention on the learning needs of individuals rather than on meeting the requirements of a strict grade level curriculum.

As students work through the two-year cycle with their teacher they have different roles and responsibilities. No student is continually identified as the oldest or youngest in the class and each one has an opportunity to build her or his self-esteem by mentoring and providing a role model for younger students. It is essential for students to complete the two-year cycle and remain with their correct age group if they are to gain full advantage from the opportunities offered by mixed age grouping.

4 Effective Partnership with Families

We support an 'open door' policy for our families. Our aim is to establish an effective working relationship with families. Children will achieve greater success at school if parents/guardians have confidence in the staff and curriculum of their child's school. If they understand and support what the school is aiming to achieve this will encourage their child to benefit fully from the learning experience the school offers. We appreciate families who share their perceptions of our school and come to us with their concerns or comments on our success. In addition parents are encouraged to accompany their children on field trips, come in as guest speakers and volunteer their time in other capacities such as classroom representatives.

5 Recognizing and Celebrating Achievement

The Learner Profile from the IB identifies qualities we hope to see all students develop. Children and staff reflect on and celebrate the development of these in the school community and in their reports to parents.

From Early Years to Grade 5, many of the following are examples of how of we celebrate progress.

- Portfolios
- Displays around the school
- Certificates for achievement in various learning and sports activities
- Stickers with incentive or messages of congratulations
- Publishing work in the ISPP Pulse (a monthly school-wide publication)
- Using assembly to celebrate achievement in social and intellectual development.

We do not award traditional grades in our reports. The reports incorporate written comments as well as these indicators.

- **Well-established:** The student shows clear evidence of having mastered the skills, concepts and knowledge.
- **Established:** The student displays understanding of skills, concepts and knowledge competently at their current grade level.
- **Developing:** The student is working towards gaining skills, concepts and knowledge in this area.
- **Not Demonstrating:** The student has not yet demonstrated an understanding of the skills, concepts and knowledge in this area.

6 Language

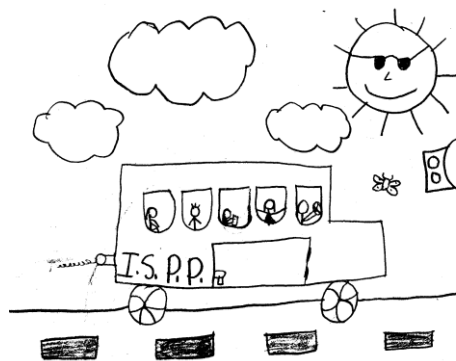
The language of our school is English and all communication between home and school is in English. The only exception is the reports from the mother tongue classes. Parents are welcome to bring interpreters with them to conferences with the teacher or to ask the school to provide an interpreter.

7 Student Placement/Admissions

There are two forms of student placement, placement on initial enrolment and placement in classes at the beginning of each academic year.

Students will be placed initially with their age cohort. It is strongly recommended that parents appreciate the benefits for their child working with the correct age group. Our policy does not allow us to place children in an advanced age group unless there is evidence that the student has already completed that grade level in an accredited international school and can achieve an average mark on the placement test for the age group.

Towards the end of each academic year, the principal and class teachers will collaboratively place each student in a class for the following year. In doing so, we work towards equity of student numbers, a balance of gender, ability, EAL needs and friendships in each class. The principal will consider requests from parents and guardians for special consideration as a part of this process, however, a priority is to balance our classes and the principal will make the final decision on individual placement.



8 The Elementary School Day

Our school day starts at 7.30am. Students who are late miss vital parts of the Programme so it is essential for them to arrive on time.

The school day ends at 11.30am for children in the Early Years 1 morning class. All other students finish at 2.30pm.

The **students' entrance is via Street 360**. Parents who wish to park their car and enter with their child should park further along Street 360 towards Norodom Boulevard as the lower end is for drop off and pick-up only. Although parking on Norodom is possible, please avoid double-parking at all times.

9 Procedures at the End of the School Day

As a part of our security measures, we have a procedure at the end of school day for delivering each student to the adult approved for her or his collection from school.

At the 2:30pm dismissal time, the students who go home by any other means than by car congregate near the gates in Street 360. A teacher and assistant call the students to the large gate to be collected by those adults who are waiting for them. Many parents or guardians come into the school grounds to collect their children personally. Parents are requested to show their ID cards on entry and exit.

Children who go home by car gather near the gate in Street 51. Drivers queue along Street 51, progressively move along to the gate, and collect the students as our staff dismisses them. Cars must display the large card with the student's name; these cards are issued on enrolment. Parking is available in street 360 on the school side of the road only.

Drivers are requested not to park on the opposite side of the street or prevent the flow of



traffic by leaving their vehicle in the flow of traffic leading up to the car dismissal gate in Street 51.

If you wish your child to return home with someone other than the person that usually collects them, written permission with the name of the person who will collect your child must be provided to the child's teacher and/or the elementary office in advance. If parents are already on campus at 2:30pm and wish their child to go home with another child please inform the teachers on duty personally. We do not accept requests from nannies, parents themselves must contact the school.

Elementary students must be collected by the adult responsible for them. Students will not be allowed to cycle or walk home alone.

10 Security during the School Day

Unfortunately we are educating children in a time when security must be a top priority and for this reason we need to carefully control entry and exit to and from our school campus. Our guards have been instructed to ask parents to show their family ID cards when they enter. The guards find this particularly challenging and are conscious they may offend some parents, so please help them by showing your ID card when you enter the school grounds.

Parents will need to present their ID card if they wish to take their child out of school during the school day and should inform the office that they are taking their child off the campus. Any other person coming to collect a child must report to the elementary office with a letter from the parent giving them permission to take the child out of school, they will be given a permission slip in order to show the guards at the gate.

11 Break and Lunchtimes

Snack: During the morning all classes have a 20-minute break where children have the opportunity to have a small snack and a drink. Please send your child with a snack and drink. Fruit or cookies and fruit juice or water is all that is needed at this time. We do not allow chewing gum and fizzy canned drinks at school.

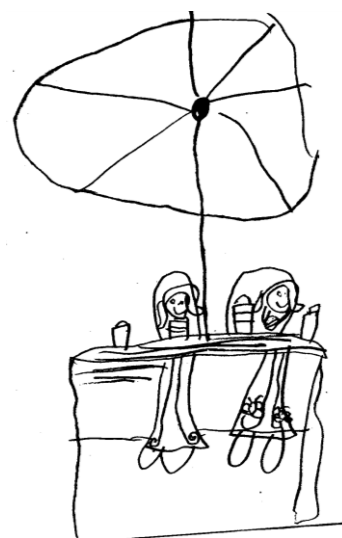
Water: We provide water coolers on the campus. Your child should have a plastic bottle, which they can refill, at the cooler.

Lunch: Food from home is usually delivered just before lunch 11.35am for Early Years 2 and 12.05pm for Primary Years to Grade 5. In the interest of security, domestic helpers are not allowed onto the campus at lunchtime and should leave the lunch in the baskets provided at the entrance in Street 360. These baskets are identified with a photograph and name of the class teacher. Children may also bring lunch with them. It is advised that lunch be placed in a cooler bag with a freezer pack in it to keep the food fresh.

Buying Snack at School: An external caterer provides on campus sandwiches and snacks during the morning recess break. Please ask the office for more information.

There are designated eating areas for all students, as these are all outdoors in wet weather lunch and snack is eaten in the classrooms.

12 What should my child wear/bring?



We do not have a school uniform. A good educational Program includes lots of activity and children should be appropriately dressed so they can move easily and freely. Sensible footwear that allows students to climb and run safely is essential. Students will also need a backpack, refillable water bottle, snack and lunch. All items should be clearly labelled with the students' names.



13 Precautions

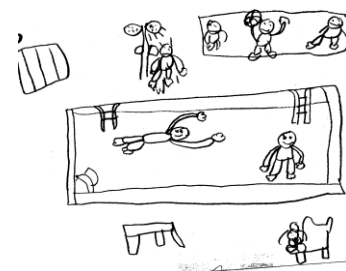
The sun in Cambodia is strong. We encourage children to wear hats when outside. Getting into the habit of applying sunscreen every day is recommended.

Although the school strives to protect the campuses against mosquitoes, we urge parents to take precautions against mosquito bites by adequately covering your child and using mosquito repellent, particularly during dengue seasons.

Head lice are very contagious and are VERY hard to get rid of in a school, particularly among younger children. Head lice also multiply very quickly so early detection is important. As pro-active and responsible members of our community, parents are asked to do regular checks of their children's hair for any small eggs (nits) or adult lice. A special fine-toothed comb makes it easier to check.

14 PE/Swimming

The class teacher will notify you of the days your child will have swimming or PE. On PE days students should come to school dressed for PE. Students may bring a T-shirt, shorts and sports socks/shoes in a bag with the name clearly marked in order to change. Alternatively an extra T-shirt to change into can be refreshing after a hot PE lesson. A hat is essential on these days.



For swimming students need a costume and towel in a bag labelled with their name, caps and goggles are optional. Students with long hair should use hair ties. It is essential to apply or provide sunscreen on swimming and PE days. Staff will not apply sunscreen but are willing to supervise self-application of sunscreen sent from home.

15 Communication between Home and School

There is regular communication between home and school; teachers inform parents about events at school and each new PYP unit of inquiry that is covered in the class.

From grade 2-5, the student's homework planner keeps parents and teachers in touch. Early Years, Primary Years Reception and Grade 1 have a home/school communication book.

In September and January parent-teacher conferences and three-way conferences provide parents with information about their children's progress in school. A Curriculum Evening held in September alongside a PYP information evening provide detailed information about what your child will be learning in school. The school calendar provides parents with the most important dates for the academic year. Families receive a calendar annually and we recommend you keep it in a prominent place at home. Student-Led Conferences are

STUDENT – PARENT HANDBOOK 2011 – 2012

organised during the final term. A written report on student progress is provided at the end of each semester in December and June.

Teachers are willing to be consulted at any time but as they are always busy during the school day parents are asked either to e-mail them for an appointment or arrange an appointment through the elementary secretary.

The principal is available to see parents; appointments can be confirmed with the elementary secretary or by e-mail: elementary@ispp.edu.kh.



16 Homework

From Grades 2 to 5 small amounts of homework are assigned to allow students to develop independent study skills, organize tasks at home and develop the ability to manage their time on projects.

Students may be given practice work to reinforce skills they have learned or need to have reinforced. Students should not spend long periods of time on homework and certainly should avoid staying up late to finish it.

Parents can help their child by setting aside a time and quiet place for homework to be completed. Families are encouraged to communicate with the teacher using the Homework planner or make an appointment if there are any difficulties or misunderstandings about the homework set.

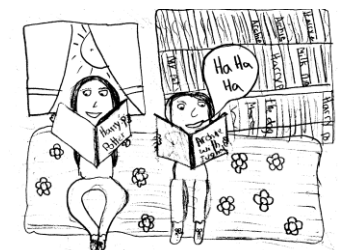
Reading is an important part of student's homework. We encourage students at all levels to take books home either to read alone or share with their families. Reading on a daily basis is encouraged. Reading should be an enjoyable meaningful experience. We want our students to read for pleasure and information. Parents are asked to help them enjoy books; please remember that making sense of the text is more important than reading words. Parents can make a huge difference to their child's growth as a reader by being supportive and sharing books with them.

Once students become readers we encourage them to take responsibility for their own reading and to read the books they borrow from the library.

17 Media Centre

Students have a weekly library session. A strong canvas bag for carrying home books borrowed is essential to keep books dry and in good condition.

Our library is open from 7.15am to 4.00pm; children can visit the library during recess and parents can use the library and computers to help their children with homework assignments, or are welcome to borrow books to share with the family at home.



18 Birthdays

Parents are advised to contact their child's classroom teacher if they wish to celebrate their child's birthday in school. The teacher will advise the family of a convenient time that does not impact learning. Treats for the birthday celebration should be limited to individual servings and should not include gifts for the students or decorations. Please provide plates, forks etc.

19 Playground

In order to keep our students safe we have seven simple guidelines for our recess times. These guidelines are explained to students in an age appropriate way. After dismissal at 2:30pm all children must be directly supervised by the adult that cares for them.

Simple Seven

1. Share equipment and the play spaces.
2. Be communicators by trying to solve problems together.
3. Wear appropriate shoes (closed for kicking, attached to your feet for climbing).
4. Walk on the paved areas, through the hallways and over the bridge.
5. Play safely (do not run, push, jump off or play tag on the playground equipment).
6. Be caring by looking after each other, plants and any little creature.
7. Stay downstairs where teachers can see you.

20 Electronics and Valuables

We discourage students from bringing items of value to school such as iPods, expensive cell phones, cash and electronic games. Students should not wear expensive jewellery. If mobile phones must be brought to school by students they must be turned off and kept in backpacks from arrival at school until dismissal. Students may not use mobile phones to send or receive calls or messages during this time period. Should the need to make a phone call become necessary, the phone in the office is available for student use in urgent situations

21 Toys at School

Toys are not allowed at school. Toy guns and knives are not allowed on school grounds at any time and will be confiscated. For the younger children, security toys and toys which help students transition from school and home are allowed. Teachers and parents will discuss the parameters of their use.

21 Importance of Updated Contact Information

Please advise the elementary office of any change in home address, email addresses and/or home or business telephone numbers immediately. It is particularly important that the school has up-to-date telephone numbers so that parents can be reached in the event of an emergency.

22 Assemblies

Monthly assemblies are held on our basketball court starting at 7:45. Please see the published ISPP calendar for dates. Parents are invited to join us for our assemblies and stay behind for a coffee with the Principal and Assistant Principal immediately afterwards. Assemblies in the elementary school are showcases of student learning in a variety of areas:

units of inquiry, language, maths, PE foreign languages, EAL etc. In addition we welcome new students and say goodbye to departing students on our RAFT. Homeroom teachers will notify you if your child's class will be performing.

23 Attendance

Attendance policy for students:

Attendance is continuously monitored. The faculty and Principal will review the progress of students who are frequently absent. If a student is well enough to attend school, it is school policy that he/she should attend P.E./Swimming classes, unless parents send a note stating otherwise.

Absence for health reasons:

Please keep your child at home if he or she has a fever or has had one within the last 24 hours; a contagious skin disease; episodes of nausea, vomiting or diarrhea, or a fresh upper respiratory infection with flu-like symptoms. Parents should inform the elementary office if their child will not be attending school due to health reasons. Parents should also contact the elementary office/school nurse when their child has a contagious condition such as measles, mumps, headlice, chicken pox, etc. so that a letter can be sent to the parents of the other students in the child's class.

Extended Absences:

When a family must take a student away from school for an extended period, prior notice of at least one week must be given to the Elementary School Office and the student's teacher. We strongly discourage you and your family from taking extended absences for family holidays since it could affect your child's learning. We recommend that whenever possible, trips and home leave be planned to coincide with school holidays

Secondary School

Principal: Mr Anthony Coles

Assistant Principal: Ms Holly Gardner Shaw

Office hours: 07:00 – 16:30 from Monday - Friday

#158, Norodom Boulevard

Tel: (+855) (0) 23 213103

Fax: (+855) (0) 23 213104

Email: secondary@ispp.edu.kh

XII Secondary School

1 Admission Procedures

Parents who intend to enrol their children in ISPP should submit a completed application for each prospective student. Completed application forms and photocopies of all school records (transcripts) should be forwarded to ISPP well in advance of arrival so that efficient scheduling of classes is possible. Once it is determined that attending ISPP is in the best interest of the student, s/he will be admitted on a first come first served basis determined by the date on which required fees have been received. If a class is full, children will be placed on a waiting list.

An official transcript of past courses/credits must be received from previous educational institutions before credit can be given for them at ISPP. This transcript must be written in English and must reasonably describe the courses studied and the grades earned. If the transcripts and other course descriptions are written in a language other than English, an official translation must accompany them.

Students entering ISPP may be tested to determine their level of English.

2 Communication

There are many forms of two-way communication that exist within the Secondary School. If you have a question, comment, or concern we will do our best to address it. Please refer to the following communication guidelines when you need to make an appointment or contact us:

- Issues regarding a student's class work or assignments: Contact or make an appointment with the classroom teacher
- Issues regarding the general academic or social progress of your child: Contact or make an appointment with your child's Homegroup Advisor or the Guidance Counsellor (Karen Skelly)
- Issues regarding the IB MYP or Diploma Curriculum: Contact or make an appointment with the MYP (Brian Webster) or Diploma Coordinator (Jeremy George)
- Issues regarding personal or small group counselling: Contact or make an appointment with the Guidance Counsellor (Karen Skelly)
- Issues regarding curriculum development, a classroom teacher or instructional strategies: Call for an appointment with the Principal
- Issues regarding the Principal: Call for an appointment with the Director

When in doubt, contact the Secondary Secretary who will be able to redirect your query.

3 The School Day

School begins at 7:30 and ends at 14:45 for all classes Grade 6 to Grade 12. Students should arrive to school by 7:25 to ensure they are on time to register.

The day consists of five teaching periods, three 80-minute periods and two 50-minute periods, with the exception of Wednesdays when the schedule consists of four 50-minute periods in the morning with an extended home group and activities in the afternoon.

Morning Break

There is a short morning break from 9:00 – 9:15 on Monday, Tuesday, Thursday and Friday, and from 9:20-9:40 on Wednesday. It is recommended that students bring a snack.

STUDENT – PARENT HANDBOOK 2011 – 2012

Lunch Times

Monday, Tuesday, Thursday and Friday: 11:30am – 12:25pm
Wednesday: 11:25am – 12:05pm

Timetable

Period	Times: Mon, Tue, Thu, Fri		
	Begin	End	Length
Register	7:30	7:35	5 mins
Passing Time	7:35	7:40	5 mins
1	7:40	9:00	80 mins
Break	9:00	9:15	15 mins
2	9:20	10:40	80 mins
Passing Time	10:40	10:45	5 mins
3	10:45	11:35	50 mins
Lunch	11:35	12:25	50 mins
4	12:30	1:50	80 mins
Passing Time	1:50	1:55	5 mins
5	1:55	2:45	50 mins
Dismissal	2:45 PM		

Period	Times: Wednesday		
	Begin	End	Length
Register & Period 1	7:30	8:25	55 mins
Passing Time	8:25	8:30	5 mins
2	8.30	9.20	50 mins
Break	9:20	9:35	15 mins
3	9:40	10:30	50 mins
Passing Time	10:30	10:35	5 mins
4	10.35	11.25	50 mins
Lunch	11:25	12:05	40 mins
Homegroup	12:10	1:05	55 mins
Activities	1:10	2:30	80 mins
Assembly	2:35	2:45	10 mins
Dismissal	2:45 PM		

4 Food and Drinks on Campus

ISPP is committed to promoting a healthy lifestyle for students. This includes healthy food and drink consumption on campus.

Many students have lunches delivered from home. These should be deposited on the shelves inside the Secondary Gate. Please make sure lunch containers or bags are clearly named.

A catering service provides a hot meal, sandwiches, snacks, salads and drinks during the break and during the lunch period. Lunch tickets can be purchased in advance. Water coolers are provided on the campus. Students are encouraged to bring a bottle which they can refill at the cooler. In accordance with our commitment to support student health, neither soda nor bottled sweet tea is permitted to be consumed by students during the school day.

Special exceptions to the drink restrictions for parties and celebrations may be requested through the Secondary office.

5 School Supplies / School Diaries

Teachers will advise students what is necessary for each class. Each student is provided with a school diary which is used to record homework and major assignments. Parents are encouraged to discuss assignments and check the diary to stay apprised of daily work that students are assigned.

6 PE and Swimming

Students must bring acceptable clothes for PE, as determined by the PE teacher. Students must also bring a change of clothes for PE and swimming (when necessary). Students must shower after PE before returning to class.

7 Dress Code

ISPP does not have a school uniform. Cleanliness, appropriate grooming, and proper dress are important in promoting a positive atmosphere for school and social conduct.

Students are expected to dress in an appropriate manner at all times. Students who come to school without proper regard to personal cleanliness or appropriateness of dress may be sent home to change.

Dress for school is based on comfort, safety, and functionality. As ISPP is an International School with a student and staff population comprised of over 40 nationalities, consideration for all cultures should be taken into account at all times. The Principal will have final authority in determining if the student's dress is appropriate. Students may be asked to change if their clothing is deemed otherwise.

Faculty members will play an active role in endorsing these policies. Morning gate duty teachers and registry (homegroup) teachers will lend assistance in maintaining the highest standards for dress code in order to foster an optimal learning environment.

Specific guidelines enacted by the Student Council include:

- Any clothing containing inappropriate references to drugs or alcohol or containing any form of sexual innuendo will not be allowed in school.
- All shorts, skirts and dresses must be at least as long as the middle finger of the individual's hands when the individual's arms are fully extended downwards.
- Underwear must not be visible in any form whatsoever:
 - For males this entails ensuring that their underwear does not show due to jeans/pants/shorts worn too low;
 - For females this entails ensuring that their underwear doesn't show through spaghetti straps, sleeveless tops, plunging necklines, deep cut backs or low jeans/shorts/skirts.
- Torn or ripped clothing may not be worn.
Violations to the above regulations will result in the following consequences:
 - For the first two offences, the offending party will be asked to change his/her clothing immediately. The student will immediately go to the Secondary Office to receive appropriate clothing to then change into for the rest of the day. Clothing will be returned the following day to the Secondary Office.
 - In case of a third violation, the individual's parents will be notified and may be called for a meeting with the Secondary School Principal. Continued violations of the dress code will result in suspension from school.

8 Student Transport

It is strongly recommended that ISPP students do not drive their cars to school. There is no parking area for student cars on the school grounds. It is strongly recommended that students wear a helmet if arriving to school on motorcycle or bicycle.

There is a daily bus service to pick up and drop off students at your request. Please contact the business office for more information and costs.

9 Procedures at the End of the School Day

School finishes at 2:45 pm. A number of supervised after school activities are available to students. Students who are not involved in supervised activities are expected to leave campus by 3:15 pm rather than linger on the campus unsupervised.

Parents are responsible for ensuring that their children are picked up from school. If students are going home by car, they should wait in the pickup area until their car arrives. Drivers should line up outside the school until students exit the campus. There is a space directly in front of school for fast pick-up or depositing of students. Students who leave by foot, bicycle, taxi or on their own motorbike should leave quickly once they are outside the gate.

10 Leaving the Campus during the School Day

Grade 6 to 10 students are not allowed to leave the campus during the school day without written permission from their parents. Students must have a 'sign-out' slip from the Secondary Office before leaving the campus.

With prior parent permission grade 11 and 12 students are issued off-campus passes to leave the premises. This form is sent home at the beginning of the school year. Not all grade 11 and 12 students take advantage of this privilege.

The off campus privilege is also a responsibility. Students who abuse this privilege will have it revoked indefinitely. Students must sign the book at the gate when they leave and return to school. Failure to return to class on time may result in loss of off campus privilege. Inappropriate behaviour off campus is also a reason for which the off campus privilege may be revoked.

11 Lockers

All students are allocated a locker which is the property of ISPP. A lock is also provided. Students are advised not to bring valuables to campus. It is vital that any items of value, including phones, money etc, are placed in lockers. Students are advised not to leave any items of value in the PE changing rooms or in their unattended bags.

12 Telephone

The school has a limited telephone service, which is to be used for official calls only. Students may call home in the event of illness. Students will be charged for any other calls. Mobile phones must be switched off during class time.

13 Lateness

Lateness to school impacts the learning environment for all students. Students are expected to be at school on time each day.

Students who are late to school must report to the Secondary office to enter their name in the register. Students who are excessively late (more than 3 times per term / quarter) will serve an hour of after school detention for each successive occurrence beyond the third. Detention will be served on the day that the lateness occurs.

14 Counselling & Student Support

The school's philosophy of guidance is that any individual connected with the supervision of students should render positive and constructive help to any student within the school whenever the activities of the student indicate that he/she is not working for the improvement of himself/herself or for the welfare of his/her fellow students. Guidance refers to that part of our educational program concerned with helping students adjust to their present situations and plan their futures in line with their interests, abilities, and social needs. Thus it becomes an organized effort on the part of all members of the ISPP community to aid in the greatest individual development of each student in an educational, physical, moral, social and vocational way. Our guidance program provides means by which all of our students are given help developing their educational program and planning for meeting their potential. Supervision of the Guidance Counselling (Pastoral Care) Structure is the responsibility of the Secondary Principal. The Guidance Counsellor provides direct assistance to students with personal concerns. The IB Coordinators liaise with the subject area teachers in developing and reviewing the learning outcomes that address personal, social, moral, and vocational issues. In addition, each student will be assigned a Homegroup Advisor who will be responsible for looking after the student's academic and social progress.

Please refer to the communication chart outlined previously if you have a counselling need, would like to make an appointment, or have any questions/suggestions about our counselling program.

14.1 Student Support Services (SSS) in Grade 6 to Grade 12

The Support Services program has been developed for students in grades 1 to 12 who have mild learning difficulties. Reading/decoding, comprehension, vocabulary, grammar, written language, spelling, editing, mathematics, and study skills are being taught, as well as content that is specific to a particular assignment in the student's class. Students with special needs may either be taken out of class or assisted in the regular classroom. Students will have a program which focuses on their area(s) of need.

Students with special needs may be issued a modified report if they are unable to successfully meet the criteria for a course. In the event that a student's learning difficulties prevent him /her from fulfilling the graduation requirements, the Principal will meet with the parents in order to determine the best course of action.

14.2 Tutoring

ISPP offers assistance in identifying tutors for students who are in need. Generally, this takes the form of an older, successful student tutoring a younger student in need of extra help.

Students who offer tutoring for younger students are generally working toward completing CAS hours or are paid by the parents (not both). ISPP is not responsible for the quality of the tutoring provided or for the payment arrangements that are made.

14.3 Homegroup Program

Homegroup is an advisory program that meets every week for grades 6 – 12. The students meet with the same Advisor throughout the year during morning Registry as well as for one hour every Wednesday. Homegroup follows a set curriculum with the flexibility to address needs as they arise in our community. Parents may inquire with the Counselor or Homegroup Advisor for a schedule of topics to be covered in a specific grade.

Examples of Homegroup topics (addressed at an age appropriate level):

- Orientation and introduction to Secondary
- Organization & Goal Setting
- Time management
- Communication
- Learning Styles
- Handling Changing Emotions
- Anger Management
- Mutual respect
- Bullying
- Problem Solving
- Puberty (physical & emotional changes, hygiene)
- Relationships
- Drugs and Alcohol
- MYP orientation
- Student Led Conference digital portfolio
- Personal Projects
- Community and Service Record of Achievement
- Personality tests
- DP orientation
- Extended Essay / Research Project
- Career Searches
- College / University search and application process

14.3 University Placement

The Guidance Counsellor will assist students with University placement starting in Grade 11. The Guidance Counsellor may, during scheduled class time, have university/college information sessions for the students. Throughout the high school years, the students should consult with the Guidance Counsellor who will assist them with the process.

15 Homework Planners

The purposes of homework:

- Develops independent study skills, self discipline, and time management.
- Encourages ownership and responsibility for learning.
- Consolidates and reinforces skills and understanding developed at school; allows time for reflection.
- Previews lesson content.
- Provides an opportunity to review class work and ask for help or clarification from the teacher.
- Acts as preparation for tests, exams, projects, or presentations.
- Creates home-school dialogue and information for parents.

Homework will be:

- Well explained, with clear due dates given.
- Given an estimated time to allow students to manage their time effectively.
- Differentiated, either by task or outcome, so it can be completed by all students.
- Marked and returned to students within a clearly communicated time frame (generally within two class periods and within one week for major assignments).
- Due only on days when the class meets.
- Given full credit only if handed in on time (allowances made for illness, usually one class period for each day of absence).

Students are expected to contact their teacher regarding any missed assignments due to illness. Students who miss one day of school should see their teachers the day that they return. Students who miss more than one day of school should contact their teachers (usually via email) to keep updated on class assignments.

How much time should students be spending on homework?

Recommended guidelines for the amount of time students should be expected to spend on homework per week are as follows:

- Grade 6/7 5 – 7 hours
- Grade 8 7 – 10 hours
- Grade 9/10 10 – 14 hours
- Grades 11/12 15 – 18 hours

Homework tips for students:

- Record your assignments in your diary and complete your homework by the due dates.
- Plan your time carefully.
- Study at home in a calm and relaxed environment and have your own work area.
- Have all the necessary materials at hand when you begin your homework.
- Ask for help or clarification, if you need it before a homework assignment is due – hand in drafts if the teacher allows it.
- Regularly review your lesson notes.
- Pace yourself on longer projects i.e. avoid heavy workloads just before due dates.

Home/School links via Homework Diaries and the Homework Planner

- All students will be supplied with a Homework Diary.
- Students should enter all homework in this diary in an appropriate manner – deadlines are very important.
- Parents are encouraged to write in the diaries, especially regarding problems that students have with specific homework assignments.

16 Middle Years Programme (MYP)

The IB's Middle Years Programme (MYP) provides a framework of academic challenge and life skills for students aged 11 – 16 years. The five-year program offers an educational approach that embraces yet transcends traditional school subjects. It follows naturally the Primary Years Programme (PYP). See also the Middle Years Programme guide for more information.

16.1 Assessment

The MYP has a standard seven-point scale that is used in every subject for final assessment at the Grade 10 level. The final mark (out of seven) that is recorded on the student's MYP Record of Achievement or Certificate, is based upon performance against subject-specific criteria for each class. Grade 10 students will have their work measured against these criteria repeatedly over the year. Students in lower classes may meet the same set of criteria or one that follows the same pattern but on a more simple level, one that is made more specific for a particular task, or one altered to give more 'weighting' to certain parts of the course.

16.2 Requirements for the Award of the MYP Certificate

Grade 10 students are eligible for an MYP Certificate if they have participated in the program for at least the two final years (Grade 9 & 10). They must complete at least one of the subjects from each of the 8 subject groups (Language A, Language B, Humanities, Technology, Mathematics, Arts, Sciences, Physical Education). They must also complete a Personal Project. See the MYP booklet for more information.

All students, whether or not they qualify for a Certificate, will receive a Record of Achievement which sets out their individual subject results.

17 Diploma Programme (DP)

The International Baccalaureate Organization's Diploma Programme (DP), created in 1968, is a demanding pre-university course of study that leads to examination; it is designed for highly motivated secondary students aged 16 to 19. The program is a comprehensive two-year international curriculum, which generally allows students to fulfill the requirements of their national or state education systems.

The Diploma is gained by examination following two years of study in the final years of secondary education. The Diploma Programme aims to incorporate the best elements of several national education systems in developing a rigorous, balanced and international curriculum.

During their first year students are offered advice about tertiary education choices. They are introduced to application procedures for college and university in the USA, UK and other countries around the world. Towards the end of the year and then in Grade 12 guidance is given in completing college and university applications.

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the IB Diploma requires students to meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the extended essay, Theory of Knowledge (TOK) course and CAS (Creativity, Action, and Service) activities. The maximum score of 45 points includes 3 bonus points for an exceptional essay and work in TOK.

Students are encouraged to engage in the full Diploma programme. Those who do not satisfy all the requirements, or elect to take fewer than the required number of Higher or Standard-level subjects, will be awarded a certificate for Diploma examinations completed. All ISPP students, provided they meet the credit requirements outlined in the next section, will graduate from ISPP.

18 Secondary Exams

A three-day examination period is scheduled toward the end of each semester for students in Grades 9-11. The purpose of these exams is to assess retention of content and to prepare students for the experience of external exams at the completion of the Diploma Programme. To that end, teachers provide time and instruction for revision in order to equip students with stronger exam preparation skills. For students in Grades 9-10, exams are assessed against appropriate MYP criteria.

During Week Without Walls (typically the last week in February), Grade 12 students take mock IB examinations in order to assess readiness and gaps in understanding that may need to be addressed during revision time prior to the actual May exams.

19 Graduation Requirements for the ISPP Diploma

Accredited by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS), the ISPP diploma is globally recognized as completion of a high school (secondary school) level program of study. Earning an ISPP high school diploma is based on a credit system beginning in Grade 9. A passing grade of at least three (3) on a scale of seven (7) in a course that meets on average at least 150 minutes per week earns one credit. Courses that meet less frequently will be awarded partial credits.

Subject	Minimum	Recommended
Language A	3	4
Language B	3	4
Humanities	3	4
Sciences	3	4
Mathematics	3	4
Theory of Knowledge	1	1
Creativity, Action, Service	1	1
Graduation Portfolio	0.5	0.5

Additional requirements for which a student may earn credit include:

- The Arts
- Technology
- Physical Education
- Personal Project
- Independent Study Contract

Requirements / conditions

- Students are required to earn a minimum of 26 credits to receive an ISPP diploma and participate in the graduation ceremony.
- All grades 9 – 12 students must maintain fulltime status by taking at least six (6) credits per year.

19.1 IB Diploma

Certified by the International Baccalaureate Organization, the IB Diploma is globally recognized for successful completion of an externally moderated programme of study. Earning an IB Diploma is based on a points system beginning in grade 11. Passing grades in a course and particular combinations of grades in Theory of Knowledge (TOK) and on the Extended Essay have point value. For subject group courses points earned are equal to the grade achieved. For example a grade of 4 in mathematics would result in 4 points earned. Grades for TOK and the Extended Essay are combined for a maximum of 3 points.

Requirements / conditions

- A minimum of 150 hours of Creative, Action and Service must be satisfactorily completed and documented.
- At least three courses, and not more than 4, must be taken at the higher level.
- Grades of A (highest) – (E) lowest have been awarded for both Theory of Knowledge and the extended essay, with a grade of D or better in one of them
- A total of 24 points must be earned.
- Higher-level points must total at least 12 (16 for students taking 4 HL courses).
- Standard level points must total at least 9 (6 for students taking 4 HL courses).
- A grade of 2 or more must be earned in each of six subject groups. If a student earns a grade of 2 in any higher level course, or a grade of 2 in more than one standard level course, the student must earn a total of at least 28 points (rather than the usual 24) in order to pass. There can be no more than one 2 in higher level courses and or two 2s in standard level courses.
- Overall there can be no more than three grades of 3 or below.
- The candidate must not be found guilty of malpractice by the final award committee.

20 Honour Roll and Awards

The Honour Roll is determined each semester. It is in recognition of genuinely outstanding academic work. The honour roll is based upon a student achieving the following:

Grades 6 – 10

- Director's List : 50 total points (out of 56) or more, and no score less than a four
- Honour Roll: 42 total points (out of 56) or more, and no score less than a four

Grades 11-12

- Director's List: 36 total points (out of 42) or more, and no score less than a four
- Honour Roll: 32 total points (out of 42) or more, and no score less than a four

The Secondary School may also recognize student achievement and effort with the following awards

STUDENT – PARENT HANDBOOK 2011 – 2012

Title	Criteria	Selection Process	Presented at
Presidential Award for Educational Excellence (Gold)	Top 2 students on total semester marks for final two years completed at ISPP.	Determined by final scores on Reports	Graduation Ceremony
Presidential Award for Educational Achievement (Silver)	Max. 2 students who show outstanding growth and commitment but did not qualify for Gold Award. Nominated students must qualify for the Honour Roll in their final semester marks. Students also must have attended ISPP for all of G11 and 12.	Staff nominates students and the Secondary Administration determines final recipient(s).	Graduation Ceremony (if applicable – not awarded every year)
EARCOS Global Citizenship Award	This award is presented to a student who embraces the qualities of a global citizen. This student is a proud representative of his/her nation while respectful of the diversity of other nations, has an open mind, is well informed, aware and empathetic, concerned and caring for others encouraging a sense of community and strongly committed to engagement and action to make the world a better place. Finally, this student is able to interact and communicate effectively with people from all walks of life while having a sense of collective responsibility for all who inhabit the globe.	Staff nominate students for the award. A panel of 2 students, 2 teachers, and the Secondary Management Team discuss the nominations and vote for the recipient.	Second Semester Awards Ceremony
ISPP Legends	Issued for graduating students and leaving teachers who have been a part of the ISPP community for 10 years or more.	Determined by review of records.	Graduation Ceremony
Community and Service Award	Presented to a maximum of two graduates who should be recognized for their positive character and service to the school and the community.	Staff nominates students and the CAS Coordinator and Secondary Admin review the nominations and vote for final recipient(s).	Graduation Ceremony
Leadership Award	Presented to a maximum of two graduates who should be recognized for their leadership contributions and participation in the ISPP decision-making process.	Staff nominates students and the Student Council Advisor and Secondary Admin review the nominations and vote for the final recipient(s).	Graduation Ceremony (if applicable – not awarded every year)
Athletic Achievement Awards	Given to students for their outstanding achievements in sports	Selected by coaches	Second Semester Awards Ceremony
Achievement and Effort Certificates	Awarded to one student in each class for their outstanding achievement or effort during the year.	Each teacher for all classes selects a maximum of one student for achievement and effort recognition.	Second Semester Awards Ceremony

21 Student Council

A Student Council, consisting of President, Vice-President, Secretary, Treasurer, and Class Representatives, is elected each year by the student body. The Student Council takes up school matters of interest to students, acts as a liaison between students and the school, and organizes social and fund raising events. A representative of the Student Council also attends the School Board meetings.

Participation in the Student Council is subject to students being in good academic and behavioural standing, as defined in the Constitution.

22 Inter-House Challenges

House System - The secondary students are assigned to one of four houses whose names are based on endangered species in Cambodia: Sun Bears (Kla Khmom), White Elephants (Dumrey Saw), Dolphins (Psout) and Tigers (Sat Klar).

Throughout the year there are various activities which can gain points for the houses. Some of these are athletic (e.g. various challenges at lunchtime, athletics carnival, etc.) and others are based on activities that may occur in subject areas or for challenges aimed at larger groups (e.g. end of year quiz, scavenger hunt, talent show, etc.).

At the end of the school year all scores are totalled and the winning house is celebrated.

23 Textbooks

The school provides textbooks free of charge and collects them at the conclusion of the course or the school year. When books are issued, a record is made indicating the name of the student who borrowed the book. The teacher will use this as a check when the book is returned. Textbooks are school property and the student must care for them as such.

Any damage or loss will be charged to the student at the end of the school year or when the student leaves the school.

24 Internet and Computer Lab Use

All secondary students are required to adhere to the ISPP Computer and Internet Use Policy. Any student who violates this policy may face disciplinary action and/or have their internet and computer privileges revoked temporarily or permanently.

25 Academic Honesty

The academic program of the International School of Phnom Penh is rigorous and encourages independent project-based learning. Students of ISPP are encouraged to pursue their own authentic thoughts and ideas, and add credibility to their work by properly citing sources where appropriate. In this environment, academic honesty and the trust it engenders is a core value of the community. An environment of trust is required in order for students to develop confidence in their mastery of material and teachers to accurately evaluate student progress and program effectiveness.

Secondary students at ISPP will receive a copy of the ISPP Academic Honesty Policy and are expected to understand its contents. Violations of the policy may have academic and/or disciplinary consequences as stated in the policy.

26 Bullying

ISPP is committed to providing an environment that is physically and emotionally safe for all students. Bullying in any form will not be tolerated. This includes verbal, written, cyber or any other type of bullying behavior. Bullying behavior that occurs off campus will be dealt with in the same manner as that which takes place on campus. All incidents of bullying will be reported to parents and may result in more serious consequences, including suspension if deemed necessary by the administration.

27 Alcohol and Drug Use by Students

Students are forbidden to use, or be involved in any way with the use of alcohol, tobacco or non-medical drugs while on ISPP premises or at any school function or on any school-sponsored field trip (on or off campus). Use of these items will result disciplinary action. Parents will be notified.

28 Procedures for Disciplinary Incidents

The school is responsible for providing a safe and healthy learning environment for all students.

In the event of a disciplinary incident, the following procedure will be followed:

- a. The secondary principal will determine the nature and severity of the incident. This may involve speaking with teachers, students or anyone involved with the incident or who may have knowledge of what happened. Students are expected to be forthright and honest in their account of the incident.
- b. Upon determining the specifics and the nature of the incident, the principal will inform the parents of the situation.
- c. The counsellor or other school personnel may be involved in an effort to reach a resolution.
- d. Depending on the severity of the incident, students may face consequences including but not limited to: apology, restitution (in the case of property), loss of privilege, suspension, recommendation for expulsion (in the most serious cases). The Principal will make this decision with an eye to consistency and fairness.

29 Medication

Any student taking medication of any sort must have information pertaining to the required medication on file with the Secondary office. Any dispensing of medication during the school day must take place through the nurse's office. Parents will be notified if a student requests non-prescription medicine for minor ailments.

30 Parent / Guardianship Travel

Parents / Guardians are the primary caretakers of their children when they are not in school. In the event that parents / guardians travel, parents are required to contact the school in order to provide emergency contact information. The school does not, in general, endorse hired help as appropriate and suggests another parent in the community act as guardian for the student.

31 Co-Curricular Travel Guidelines

The co-curricular program at ISPP is designed to support the curricular program. Travel for all trips, including local events which involve time out of school (such as MRISA Sports, MRISA Cultural, MUN etc) is considered a privilege. In order for a student to travel, s/he must be in good academic standing and good behavioral standing. Co curricular travel may not cause a student to exceed the maximum number of absences allowed per semester (12).

Good Academic Standing is generally defined as not failing any subjects and working to potential, including demonstrating sufficient effort and productivity in class.

Good Behavioral Standing is generally defined as not having been involved in any in major disciplinary incidents during the school year.

Academic Good Standing will be determined by considering:

- first, the most recent formal reporting period – any failing marks or lack of sufficient effort will render a student ineligible to travel. For example, for a student wishing to travel in semester one, the previous semester report card will be considered.
- second, the most recent 'informal' (i.e. conferences) reporting period will be considered.

If a student is failing any subjects or is showing lack of effort in any class, s/he will be ineligible to travel, assuming that there is no irreversible financial impact.

If a student's performance warrants consideration for travel, even though the student was ineligible at the previous formal reporting period, an appeal may be made to the administration. A student may make an appeal once in grades 6 – 8, and once in grades 9 – 12.

Students must present a "Notification of Travel" form to all teachers a minimum of 3 days prior to travel.

32 Insurance

Parents will be asked to provide proof of travel insurance if students are to travel on any overnight trip. The school can assist with the purchase of travel insurance if the student is not covered under the parents' policy.