

Student & Parent Handbook 2023–2024



FOOTPRINTS
INTERNATIONAL SCHOOL

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The School

Footprints Mission, Vision, and Values



FOOTPRINTS
INTERNATIONAL SCHOOL

VISION, MISSION AND CORE VALUES

VISION

We envision a community of responsible, determined and compassionate learners who make meaningful contributions to humanity.

MISSION

At Footprints International School, we strive for empowering our learners to discover their potential in a nurturing environment through innovative instruction, challenging and collaborative activities, and exposure to diverse perspectives.

CORE VALUES



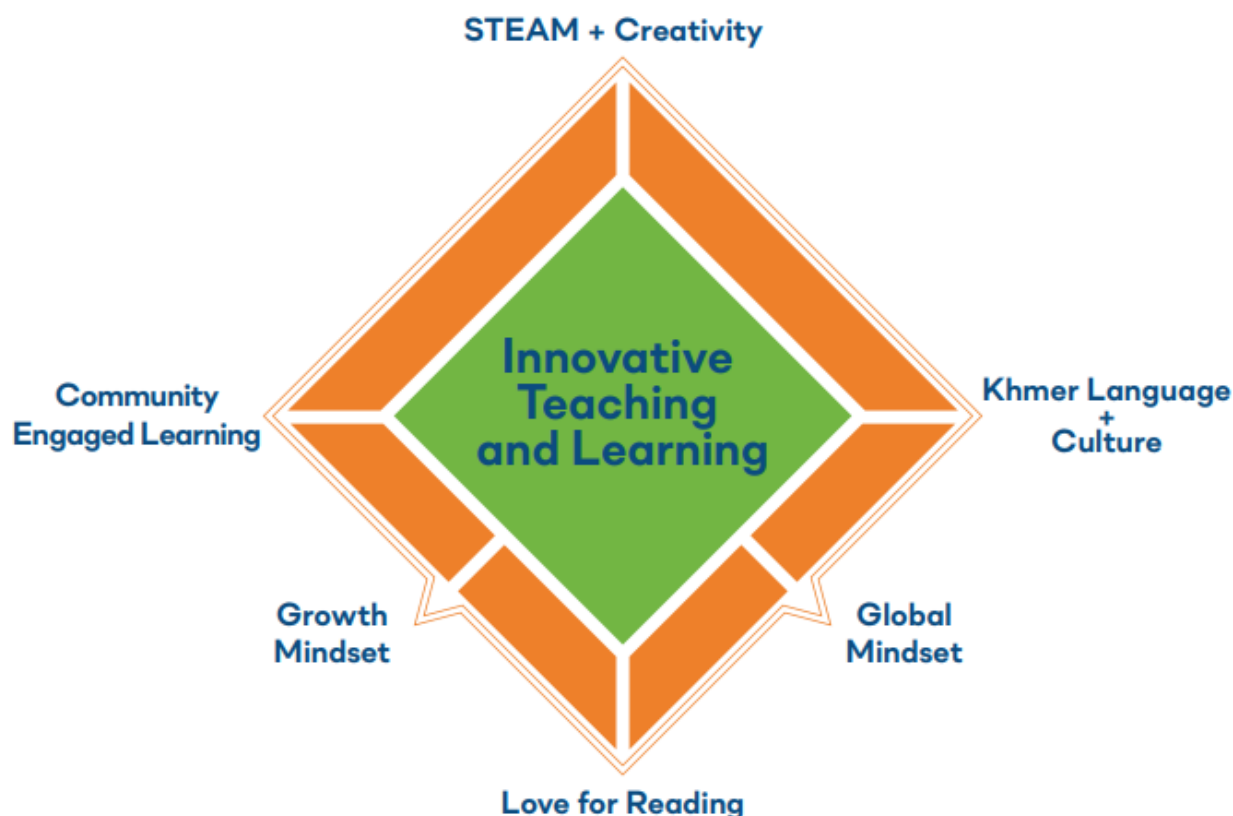
មេត្តាធម៌
Compassion



ការប្រឆាំងចិត្ត
Determination



ទំនួលខុសត្រូវ
Responsibility



The Footprints International School community considers innovative approaches of teaching and learning the centric methodology to gear students' education towards the schoolwide learner outcomes (SLOs).

It shall support the students in developing a growth mindset that leads to habits of lifelong learning on the one hand and on the other hand instils a global mindset through which the students adopt 21st century skills and healthy and sustainable living practices.

Creativity shall be fostered through an emphasis on an integrative and experiential learning approach to Sciences, Technology, Engineering, the Arts and Mathematics (STEAM).

Community Engaged Learning in the context of the importance of the Khmer Language and Culture for the FIS families is one key initiative to ensure that learning is authentic and locally relevant.

Another key initiative "fostering love for reading" addresses critical learner needs identified in the areas of literacy, in particular for the younger learners.

The holistic approach of these educational anchors at Footprints International School is embedded in the school's vision, mission and values. It supports the student's achievement of the schoolwide learner outcomes, Cambridge learner attributes and the academic standards of the Cambridge international curriculum.



SCHOOLWIDE LEARNER OUTCOMES

We Aim for Our Students to Be:



INVESTIGATIVE LEARNERS WHO:

- Use explorative techniques to deepen their understanding.
- Identify, analyze and evaluate issues of local and global significance.
- Apply appropriate technology responsibly and effectively.



COLLABORATIVE LEARNERS WHO:

- Listen and respond to others with respect.
- Express ideas confidently and recognize contributions from multiple perspectives.
- Team up with peers to address challenges.



INNOVATIVE PROBLEM SOLVERS WHO:

- Adapt bravely to changing situations.
- Develop ideas and concepts of current and future relevance.
- Create unique solutions.



CRITICAL THINKERS WHO:

- Question the world around them.
- Compare and contrast all sides of an issue.
- Evaluate objectively by using all available evidence.



INFORMED DECISION MAKERS WHO:

- Demonstrate an understanding of the perspective of others.
- Predict consequences for themselves, others and the environment, when making decisions.
- Make considered decisions based on reason, personal values and available information.



REFLECTIVE LEARNERS WHO:

- Assess their thinking and the ways they learn to identify areas of growth and improve their learning.
- Review decisions made and their impact on other citizens locally and globally.
- Discuss how experiences and information underpin and change views about the world.



ACTIVE CITIZENS WHO:

- Contribute with compassion to the wellbeing of their school, local and global communities.
- Demonstrate accountability for their decisions and determination in their actions.
- Take on responsibilities as leaders within their communities.





CAMBRIDGE LEARNER ATTRIBUTES

Through our programmes, we want to develop Cambridge students who are:

CONFIDENT

Confident in working with information and ideas – their own and those of others:

Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

RESPONSIBLE

Responsible for themselves, responsive to and respectful of others:

Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

REFLECTIVE

Reflective as learners, developing their ability to learn:

Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

INNOVATIVE

Innovative and equipped for new and future challenges:

Cambridge students welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

ENGAGED

Engaged intellectually and socially, ready to make a difference:

Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.



STRATEGIC DIRECTIONS



Campuses

Footprints International School was founded on 7 March 2007 and now has two campuses that offer classes ranging from nursery through grade 12.

Name	Location	Classes offered
Tuol Tum Pung (TTP) Campus		
Tuol Tum Pung (TTP)	Building B No. 84, Street 123 Sangkat Tuol Tum Pung I, Khan Chamkar Mon ☎️ 077 222 084 ✉️ admission-ttp@footprintsschool.edu.kh	Pre-K1 – Grade 5
Tuol Tum Pung (TTP)	Building A No. 84, Street 135 Sangkat Tuol Tum Pung I, Khan Chamkar Mon ☎️ 017 222 084 ✉️ admission-ttp@footprintsschool.edu.kh	Grade 6 – Grade 12
Toul Kouk (TK) Campus		
Tuol Kouk (TK)	Building B No. 46, St. 572 Sangkat Boeung Kak II, Khan Tuol Kouk ☎️ 089 788 563 ✉️ admission-tk@footprintsschool.edu.kh	Nursery – Grade 1
Tuol Kouk (TK)	Building A No. 16-18, Street 570 Sangkat Boeung Kak II, Khan Toul Kouk ☎️ 089 337 752 ✉️ admission-tk@footprintsschool.edu.kh	Grade 2 – Grade 11

Age Placement

Class	Age
Nursery	18 months – 3 years
Preschool 1 (also called Pre-K1)	3-4 years
Preschool 2 (also called Pre-K2)	4-5 years
Kindergarten (also called Kindy)	5-6 years
Grade 1	6-7 years
Grade 2	7-8 years
Grade 3	8-9 years
Grade 4	9-10 years
Grade 5	10-11 years
Grade 6	11-12 years

Grade 7	12-13 years
Grade 8	13-14 years
Grade 9	14-15 years
Grade 10	15-16 years
Grade 11	16-17 years
Grade 12	17-18 years

FIS uses an American system of naming classes, which aligns with the National Program. However, Footprints uses a British curriculum for the international program, and thus texts used to facilitate learning are adjusted so all learning is age appropriate.

For example, a child in Grade 1 will use Year 2 Cambridge materials. When providing letters of recommendation or transcripts this is made clear, which helps to avoid confusion when moving between different education systems. Please see the chart below.

Age	American School	British School
2-3 years	Nursery	Nursery
3-4 years	PreK1	Pre-Reception
4-5 years	PreK2	Reception
5-6 years	Kindergarten	Year 1
6-7 years	Grade 1	Year 2
7-8 years	Grade 2	Year 3
8-9 years	Grade 3	Year 4
9-10 years	Grade 4	Year 5
10-11 years	Grade 5	Year 6
11-12 years	Grade 6	Year 7
12-13 years	Grade 7	Year 8
13-14 years	Grade 8	Year 9
14-15 years	Grade 9 – IGCSE level	Year 10 – IGCSE level
15-16 years	Grade 10 – IGCSE level	Year 11 – IGCSE level
16-17 years	Grade 11 – AS level	Year 12 – AS level
17-18 years	Grade 12 – AS/A level	Year 13 – AS/A level

Study Pathways

Footprints International School offers 3 study pathways to choose from:

1. Dual Programme - Students study the full Cambridge International curriculum in the mornings and the Cambodian National curriculum (abbreviated) in the afternoons. Successful studies of the dual programme lead to two graduation diplomas, the International High School Diploma and the Cambodian National High School Diploma.
2. International Programme - Students study the full Cambridge International curriculum in the mornings only and graduate with the International High School Diploma. Due to the official recognition of the school's International High School Diploma by the Cambodian Ministry of Education, Youth and Sports (MoEYS), graduates of this study pathway are eligible to study at any private and public university in Cambodia without the requirement of taking the Khmer National G12 examinations.
3. International Programme with Khmer Language and Culture - Students study the Cambridge International curriculum in the mornings and in addition from Grade 1 to Grade 5 in the afternoons every day 1.5 hours Khmer language and culture. From Grade 6 to G12 students can either be part of no.1 (Dual Programme) by learning different subjects for advancing the Khmer language and Culture or switch to pathway no.2 (International Programme). This pathway leads to the same benefits of university acceptance as described under the International Programme pathway (no. 2), but emphasises the students' mastery of the Khmer language and culture.

Calendar and Schedules

The academic year starts at the beginning of August and runs until in the middle of June, including 190 school days. The academic year is divided into three terms for Early Childhood and Primary Programmes and two semesters for the Secondary Programme. The school calendar can be viewed on the school website [here](#).



Academic 2023-2024 Calendar (Student)

No Class

Khmer or International Exam

Parent Teacher Conferences (PTC)/ Student Parent Teacher Conferences (SPTC)

August-23						
Su	Mo	Tu	We	Th	Fr	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 1-4: Teacher & Staff Orientation

Aug 7: Term & Semester 1 Start

September-23						
Su	Mo	Tu	We	Th	Fr	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 4-13: 1st Secondary NWEA MAP test

Sep 11-22: 1st Grade 3-5 NWEA MAP test

Sep 25-30: Khmer Exam

NWEA MAP test

Teacher & Staff Orientation

October-23						
Su	Mo	Tu	We	Th	Fr	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 5: World Teacher's Day

Oct 11-17: Pchum Ben Holiday

Oct 15: Commemoration Days of King's Father

Oct 28: Semester 1 Secondary SPTC

November-23						
Su	Mo	Tu	We	Th	Fr	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: End of term 1 (ECP & Primary)

Nov 6: Term 2 Starts (ECP & Primary)

Nov 9: Independence Day

Nov 18: Term 1 PTC (ECP & Primary)

Nov 27-Dec 2: Water Festival

December-23						
Su	Mo	Tu	We	Th	Fr	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 4-15: International Exam (Secondary)

Dec 18-30: Winter Break

January-24						
Su	Mo	Tu	We	Th	Fr	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 1: New Year's Day

Jan 2: Teacher & Staff Orientation

Jan 3: Student back to school

Jan 15-20: Khmer Exam

Jan 19: End of Semester 1

Jan 22: Semester 2 starts (Secondary)

February-24						
Su	Mo	Tu	We	Th	Fr	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 3: Semester 2 Secondary SPTC

Feb 9-13: Chinese New Year

Feb 23: End of term 2 (ECP & Primary)

Feb 26: Term 3 Starts (ECP & Primary)

March-24						
Su	Mo	Tu	We	Th	Fr	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						

Mar 8: International Woman's Day

Mar 16: Term 2 PTC (ECP & Primary)

Mar 18-23: Khmer Exam

April-24						
Su	Mo	Tu	We	Th	Fr	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				

April 8-12: Grade 10-12 International Exam

April 13-20: Khmer New Year

April 22-May 3: 2nd Grade 3-5 NWEA MAP test

May-24						
Su	Mo	Tu	We	Th	Fr	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: Labour Day

May 2-3: 2nd Primary NWEA MAP test

May 6-11: Khmer exam

May 13-14: King Norodom Sihamoni's Birthday

May 15-21: Grade 6-9 Int exam--2nd semester

May 24: End of Term 3 (ECP & Primary)

May 22-29: 2nd Secondary NWEA MAP test

May 22-29: 2nd Secondary NWEA MAP test

* Holidays may change when the Cambodian Public Holidays are released by the Government

* Students in Grades 7+ also study Khmer a half day on Saturdays

June-24						
Su	Mo	Tu	We	Th	Fr	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						

June 8: Term 3 PTC (ECP & Primary)

June 14: End of Semester 2/ Last day of school (Secondary Open House/ PTC)

June 15: Kindy & Grade 12 Graduation Day

June 17-29: Summer Break

Number of School Days			
ECP & Primary		Secondary	
Terms	Days	Semester	Days
Term 1	60	Semester 1	97
Term 2	59	Semester 2	93
Term 3	56	Total	190
Ass & Rep	15		
Total	190		

Please Note:

Assessments and Reporting for ECP & Primary :

May 27- June 14

School Hours

For ECP (Nursery, Preschool and Kindergarten), class hours are as follows:

Monday – Friday:

8:00am - 11:30am (morning session)

11:30am - 1:30pm (lunch and napping)

1:30pm - 4:00pm (afternoon session)

To help our school run smoothly, we encourage all ECP families to pick up their children no later than 4:30pm. Our latest pick-up time for ECP is 4:45pm.

For Primary Programme (grades 1-5), class hours are as follows:

International Program: Monday – Friday 7:45 am – 1:50 pm with 1-hour lunch break

National Program: Monday - Friday 1:50 pm - 4:45 pm, but for students who choose the Khmer Language and Culture will be released at 3:30pm.

For Secondary Programme (grades 6-12), class hours are as follows:

International Program: Monday – Friday:

Grade 6-11 : 8:00am – 2:20pm with a 50 minute lunch break

Grade 12 : 8:00am – 1:30pm with a 50 minute lunch break

National Programme:

From Monday – Friday, the classes will start immediately after the International Classes and end at 4:45 pm. Saturday: 8:00am - 11:45am (except grade 6)

***Please note** that schedules are adjusted in the case that lessons have to be taught online. Online schedules will be shared with parents in the event of a school closure.

In nursery and preschool, Footprints International School offers full time or part time classes. Part-time classes run from 8:00am to 11:30am.

Supervision of students is provided from 7:30am to 12:00pm for students who only attend the morning session. For full day students, they may access the library, study hall and playground after lunch. Children in preschool and kindergarten who are full day students have a supervised lunch and rest time between 11:30am-1:30pm. We ask that parents pick up their child by 5:00pm.

In Kindergarten (Kindy), Footprints offers only full-time classes. Footprints fully implemented this policy to help Kindergarten students prepare for primary school.

In the primary school (grades 1 and above), Footprints runs a dual curriculum: the international program is in English and taught by foreign teachers; the Cambodian National curriculum, accredited by the Ministry of Education, Youth and Sports, is taught by Cambodian teachers. Footprints only accepts full time students for grades 1 and above. The National Program is optional, although most of the student body chooses to study it. Students who do not study the National Program have an early release time.

We encourage students to arrive fifteen minutes prior to the start of class to participate in active play. Our gate opens at 7:00am. Prior to 7:00 am there are no staff members to supervise students and students will not be permitted inside the campus grounds. We request that students are on time for class. Tardy students are disruptive to their peers and interrupt learning.

The school also has breaks at Pchum Ben, Water Festival, Christmas/International New Year and Khmer New Year. School holidays are marked on the calendar, but Footprints reserves the right to make changes to the calendar as determined necessary by management. Parents will be notified in writing of any changes.

Transportation

FIS offers a bus service to many parts of Phnom Penh. Each bus is staffed with a bus monitor to help students off and on the bus, and to deal with any behaviour that may be distracting to the driver.

To get children to school on time, children should be ready before the bus arrives. The bus will not wait for children longer than 5 minutes. Parents will be responsible for bringing their child to school if they are not ready when the bus comes.

Please contact the school office to register for the bus service, or for more information. FIS attempts to serve all parents if they require a bus, but in some cases, we may not be able to accommodate families that live far from the school.

Staffing

All teachers at Footprints International School are carefully selected, taking into consideration their qualifications, experience, and dedication, as well as their love and respect for children. In the recruitment process the school applies international standards of reference and police clearance checks to comply with the school's rigorous Child Protection policy. Throughout the year our teachers undergo regular performance evaluations, training, and professional development sessions. They are encouraged to support each other and work together when sharing ideas, strategies, and planning so as to help to continuously improve the quality of learning provided for the Footprints student body. Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss any difficulties, questions, or issues that arise.

Enrollment Procedures

STEP 1 – CONTACT THE SCHOOL AND EXPRESS YOUR INTEREST

Visit Footprints International School Campuses, visit our website for the address at <https://footprintsschool.edu.kh/> or you may contact us by phone, Telegram, using the number in the list above to make an appointment. Our Parent Liaison Officer will inform you if we have space for new enrolments in the grade you are interested in.

STEP 2 – FAMILY MEETING & ASSESSMENT

- For Nursery-PreK2's prospective students

Our Parent Liaison Officer will contact you to schedule a family screening interview. The purpose of this interview is for us to have an assessment of your child's academic and social development, learn about your family, and gain insight into your child's educational aspirations and interests.

- For Kindergarten and above

All students applying for placement in Kindergarten-Grade 12 are required to sit for age-related Math and Literacy placement tests to ensure that he/she is prepared for the high quality of education offered at Footprints International School. These must be scheduled through the office in advance. The application fee (\$30) is a non-refundable fee for processing and admission testing. Payable on submission of each application form.

STEP 3 – REQUIRED DOCUMENTATION

To enroll at FIS, please submit the following mandatory documents:

1. Birth Certificate or passport
2. Previous school report cards or transcript
3. Vaccination Record
4. Official transfer document for Khmer Curriculum (Grade 2 and above)
5. Two 4 x 6 cm colored photographs to the enrolment form. (Individual photographs of the student, the mother and the father, and a pick person.)

Your child will not be allowed to start school unless all mandatory documents are submitted to the Parent Liaison Officer (PLO) prior to the first day of class.

STEP 4 – FIS Parent's and Student's Email Address

You will be provided with a Footprints Email for Students and Parents. "FIS email will be the medium of communication between parents and teachers. Footprints email is also used for logging into their Google Classroom. Footprints email allows parents to access Google Classrooms.

Parent email for Nursery to Grade 12 will follow this format:

studentname_parent@footprintsschool.edu.kh, for example
(dara.kong_parent@footprintsschool.edu.kh)

Student email for Grade 1 to 12 will follow the format below:

studentfirstname.studentlastname@footprintsschool.edu.kh, for example

Student: dara.kong@footprintsschool.edu.kh

Our IT Representative will assist parents to access their Footprints email at school to check if it is working properly.

STEP 5 – Bring Your Own Device (BYOD)

Footprints requires students to bring their own devices to school to enable easy access to online content used to support learning growth across all facets of the curriculum. When students bring their own device to school, parents are required to register their child's device (Laptop, Chromebook, or Tablet) with the Parent Liaison Officer in the school office. A FIS IT Representative will install a firewall on every device to ensure safety and security for your child while accessing online content. The firewall will block Social media, adult websites, and non-educational websites. This policy is only applicable for Grade 6 to Grade 12. [Please see the BYOD Policy V2 for detail.](#)

STEP 6 – PAYMENT

When a place is offered, payment of Enrollment, and Capital and Administration fees must be made before your child can start studying at Footprints. Enrollment, Capital and Administration fees, and Bus fees are non-refundable. Once the Capital and Administration fee is paid, this will guarantee your child's enrollment. Footprints has a limit on the number of students to 26 students that can be enrolled per grade. Footprints values the safety and security of our students and staff; therefore, a cash limit of no more than \$100 is accepted by staff in our office. For amounts more than \$100, we accept cheques, bank deposits, or bank transfers.

Local Payment:

- Payment can be done through ABA App (Education)



- Payment can be done by QR code below (KHQR)



ABA⁺ PAY

Scan. Pay. Done.



EDUINVEST

EDUINVEST INTERNATIONAL CO LTD
000 145 244

Member of
KHQR



International Transfer:

Beneficiary Name: EDUINVEST INTERNATIONAL CO LTD

Account Number: 000145244

Beneficiary Bank Name: ADVANCED BANK OF ASIA LIMITED

Beneficiary Address: No.18, St. 570, Sangkat Boeung Kok Ti 2, Khan Toul Kork,
Phnom Penh

Beneficiary Bank SWIFT: ABAAKHPP

By cheques: please writing to : EDUINVEST INTERNATIONAL CO LTD

Note: Please include the full name or student ID, grade, and campus of your child. You can also email the school to inform them that you have paid via bank transfer to

TTP campus: admission-ttp@footprintsschool.edu.kh

TK campus: admission-tk@footprintsschool.edu.kh

STEP 7 – WAITING LIST

If a place is not available at the time you wish to enroll your child, their name will be placed on a waiting list and you will be notified as soon as a vacancy becomes available. Please notify the office of any changes of address or other contact details, or if your circumstances change. Waiting list priority is given to families with siblings.

Midterm Enrollment

If the student's first day of school falls on any day of the first half of the term the student must pay the full tuition fee for the first term. If it is on any day of the second half of the term, the student must pay half of the term.

Withdrawal & Re-enrollment

Parents who wish to withdraw their children from Footprints International School are asked to fill out the termination of enrollment form 30 days prior to the student's last day in school, to enable the office to process all the necessary documentation.

If at a later date, parents wish to re-enroll at Footprints International School, the enrollment fee and capital and admin fee will be waived if it is the same school year. Footprints does not hold space for students unless a parent pays full tuition fees. Re-enrollment after an absence depends on availability. Depending on the length of absence a student may be requested to sit an enrollment test. Any child withdrawn in Term 2 or Term 3 which results in them being unable to complete their grade level will be required to repeat the same grade level the following year and on re-enrollment will be handled as a new enrollment.

Class Placement

Student placement is done in accordance with the students' age appropriate grade stated in the Age Placement section of this document. Class placement for new enrollees considers the students' social and emotional growth, placement test results (for K to 12 enrollees), English

language skills, prior schooling and their academic history. Footprints retains the right to refuse enrollment based on a child's academic, social or behavioural conduct.

Footprints reserves the right to determine which class a student is placed in for the academic year. Class assignments cannot be changed.

School Fees and Refunds

School fees comprise tuition fees, capital and administration fees, enrollment fees, and other fees as determined by Footprints.

Tuition fees cover tuition and other costs and are payable by year or by term. Parents who pay yearly will receive a 10% discount on tuition fees only as indicated in the fee table published annually. Footprints provides each student with one uniform, excluding school shoes, if the tuition fee is paid by the due date.

Enrollment fee is a one-time only fee paid when the student first enrolls at Footprints. The enrollment fee is non-refundable and non-transferrable. This fee holds a child's place at the school for 5 working days only, during which time parents must complete all requested forms and payments. After the fifth day, the school cannot guarantee to hold a space for the child. An additional enrollment fee is required if a student is re-enrolled at Footprints after being withdrawn prior to completion of their Grade (as is stated on page 5).

Capital and Administration fee is paid annually either upon enrollment for new students or at the end of April (April 30th) for students who are going to the next academic year. The capital and administration fee is also to reserve your child's place in the school for the following year. After 30 April, enrollment will be opened to the public and positions cannot be guaranteed without payment of the capital and administration fee. They are used for the purchase or maintenance of equipment and facilities, and for construction or renovations of classrooms. These fees are non-refundable and non-transferable.

Book Fees are payable annually and are non-refundable. Students who mis-place texts and require a replacement are required to pay the cost of replacing any individual books based on Footprints pricing policy.

Placement Test Fee is charged for administering a placement test for students before enrolment. The placement test fee is non-refundable regardless of whether the parent chooses to enroll their child at FIS or not.

Cambridge Exam Fees FIS administers Cambridge International Examinations annually. These exams have a fee applied in the following years:

- Grade 10- IGCSE
- Grades 11-12- A or AS levels and AICE

These examinations are optional; Students are highly encouraged but are not required to take the Cambridge International Exams. For students who choose to take the Cambridge International Exams, parents are responsible for paying the cost of the exams. These exams are external examinations given and marked by Cambridge International Examinations. [Please click this link to see the video on the exam.](#)

For 2023-2024 Tuition Fees, please click [here](#).

Replacement Document Fees

Please note that the first copy of any document is a complementary copy given out free of charge. If a document is lost, a parent can request a document to be reprinted through the Google Form link provided by the office. Documents will be released 5 business days after the request is approved. However, a fee will be charged as below:

- National primary programme record book: \$20
- National secondary programme record book: \$30
- International programme report card: \$10
- Letter for Visa Request: \$10
- Certificate of Enrolment: \$10
- Letter of Recommendation (No charging for academic purpose): \$10

Late Pick-Up Fees

We offer a babysitting service between 5:00 pm - 5:30 pm for students who can not be picked up before 5:00 pm. However, we will charge the Late Pick-Up Fees after 5:30 PM as the following:

Lateness	Monthly Service	Per time
Late pick-up from 5:30 pm to 6:00 pm	\$40	\$5
Late pick-up from 6:01 pm to 6:30 pm	\$100	\$10

Other Fees

These fees are charged only when services are required. For example, a fee of \$10.00 is charged when parents request a new Pick-Up Card. FIS reserves the right to change or alter fees without prior notice.

Other Services

Information on bus services, early drop-off service, babysitting, and after-school activities are available from the office.

Fee Timetable

Fee payments are scheduled below. Dates are also indicated on the school calendar.

Capital & administration fee	Payable upon enrollment for new students; Or by April 30 to hold a place for the following school year
Tuition fees for Term 1	Due June 30
Tuition fees for Term 2	Due November 1
Tuition fees for Term 3	Due February 14

Parents will be notified of the payment dates through a **payment notice** which is sent directly to parents through a personal Telegram message. Parents are requested to regularly check their Telegram channel for any information from the school.

Late Payment Fee

All tuition fee due dates are indicated in the Fee Timetable. Late payment shall incur an additional penalty charge of **\$5 per day**. To avoid the \$5 per day penalty, parents are expected to contact the school before the due date to propose a date for the late payment and fill out a **Footprints late payment form** which requires authorization from the Head of Campus. Late fee charges start on the first day payment is missed.

If a late payment exceeds 12 school days the student(s) will not be permitted to attend school until all outstanding fees have been paid. Should a parent wish to un-enroll their child at this time, leaving certificates and other documents will be given out only on full payment of all outstanding fees.

Refund Policy

All fees, except tuition and additional services such as lunch, are non-refundable. If a refund on tuition fees is requested, parents must fill out a refund request form and submit it to the office at least 30 days prior to the student's last day of school.

Refunds on paid tuition fees shall be applied only for **full terms that are not attended**.

For other services such as meals, the unused portion shall be refunded. Parents shall complete and submit a Refund Request form to Footprints.

Please note that a processing fee equal to 10% of the refund amount shall be charged when parents request a refund. Please refer to the school calendar for term and semester information. FIS reserves the right to change the school calendar without prior notice.

Requests for Held Places

Footprints will not hold a place for a child who will be absent for an extended period of time without prior payment of tuition fees covering the period of absence.

Footprints does not discount, refund or credit fees for holidays, sick days, or any other reasons which result in a student missing school.

Should a parent plan to hold their child's place during a period of absence, then decide not to attend Footprints, the student's tuition fee for this period is non-refundable.

Footprints Policies

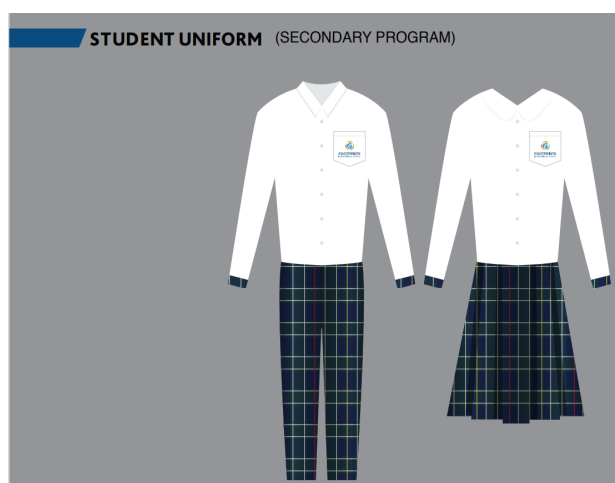
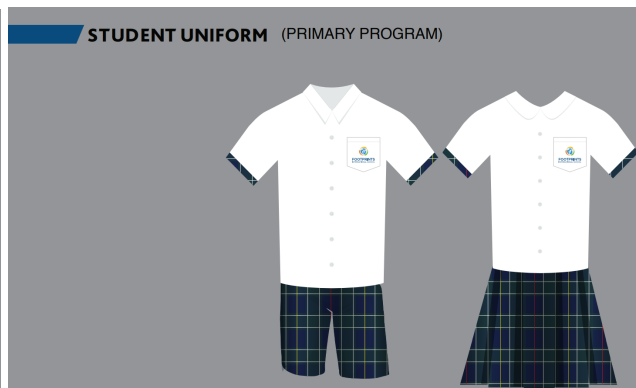
Footprints International School places a high value on a positive school culture, student growth and the engagement of parents in their child's education.. Our mandatory student **Footprints Uniform, Absences & Tardiness Policies** promote a sense of community, determination, responsibility, mutual respect and care among the student body.

Uniform Policy

Our uniform policy requires all Footprints students to wear an appropriate Footprints uniform to school every day. Students are not allowed to attend classes if they are not wearing the complete Footprints uniform. The office will call parents to send the right uniform for the students. On the last Friday and Saturday of each month, our school holds a school-wide '**Casual Dress**' day where students are allowed to wear appropriate casual attire. .

Everyday Footwear for Students

Acceptable footwear has a rubber sole for traction and holds tight to the student's foot. Please pay special attention to the soles of shoes - plastic bottoms slip very easily and can cause children to get hurt. School shoes should have flat bottoms. We ask that students do not wear heels to school.



Absence and Tardiness Policy

Absences: Any student who has missed 20 days will meet with the program principals to discuss the reasons for excessive absences. Please note that excessive absences may lead to students not being promoted to the next grade. The office will notify the parents of every 5 absences.

Tardiness: The policy requires all Footprints students to be consistently on time, as tardiness is disruptive to the entire class. Any students from Kindergarten to Secondary who arrive at school after 8:00 am are considered late. Please note that 3 tardies is equivalent to 1 absence and will be included in the 20 days absence policy.

Tardiness Policy implementation procedure:

The office will keep the record and monitor the frequency.

Step 1. If a student is late, they have to complete the Tardiness Form in the office and bring it to their teacher. Teachers will not allow students to enter the classroom without the Tardiness Form.

Step 2. If the student is late more **than 5 times**, our office will contact the parents to remind them about the policies. If parents have more than 10 tardies and a Footprints scholarship (through Academics or FISFA), this will be voided for the following year regardless of their status.

Behaviour Policies

Behavioral Expectations for Students

Children and adults flourish best in an orderly environment in which they know what is expected of them, and in which they feel safe, secure, and protected while having the space to be creative and to express themselves. Hence, we strive to provide a learning environment in which children can experiment, explore and try new things and at the same time develop self-discipline in an atmosphere of mutual respect and encouragement. Students at Footprints International School are expected to manage their behaviour in an age-appropriate way and treat one another with respect and care, to express their feelings and needs through appropriate words and not through unwelcome, unkind, threatening, or dangerous actions. Any behaviour which makes another child feel unsafe, put down or contravenes the school or classroom behavioural codes is unacceptable and is dealt with promptly by the nearest staff member. Generally, infringement of school rules (both written and understood) are handled by the teachers involved according to the Footprints International School Behavioral Management and Discipline Policy below.

Teachers are encouraged to confer with the School Principal whenever they deem necessary. Continuing misbehaviour or serious first-time breaches of our Behavioral Code may result in a discussion with parents, and consequent action is taken. For those students with serious behavioural problems, a behavioural contract will be made with the headteacher, student, Principal/Director and with the child's parents. Footprints reserves the right to expel a student from school if their behaviour is repeatedly destructive and damaging to themselves and the others around them.

Code of Conduct for Parents, Caregivers and Visitors

At Footprints International School we are grateful to have a very dedicated and supportive school community. At our school, the staff, parents, and caregivers all recognize that the education of our children is a partnership. We expect our school community to respect our school values and to set a good example of their own behavior when on school grounds.

The purpose of this code of conduct is to provide the expectations around the conduct of all parents, caregivers and visitors connected to our school. We understand at times an Footprints family may be upset by something that has happened at school. We ask that you report these concerns to the office or management directly, so we can resolve the issue in an appropriate and timely manner.

This code aims to clarify the types of behavior that will not be tolerated and seeks parental agreement to these expectations.

Behavior that will not be tolerated when on school property or at school-sponsored functions:

- Belittling, offensive, verbally abusive, or inappropriate language
- Physical aggression towards staff, students, or other parents, including the physical punishment of your own child
- Smoking cigarettes, drinking alcohol or taking drugs
- Bringing weapons, including toy guns, on school property
- Damaging school property
- Approaching a student to discuss an issue that has happened with your own child
- Abusive or threatening messages, phone calls, or emails (including via social media)
- Defamatory, offensive or derogatory comments regarding the school or any of the students, parents, or staff on Facebook or other social networking sites
- Writing or sharing libellous or slanderous comments that bring the school into disrepute
- Failure to comply with security procedures - including parking during high traffic times or pick up card policy

Failure to comply with this code of conduct will be taken seriously and can include reporting to the police or seeking criminal charges when warranted. Other infractions will be dealt with by requesting a meeting to discuss the issue at hand. Failure to attend the meeting will result in a written letter outlining the offense. Repeat offenses will result in a parent being banned from the school. In extreme cases children can be expelled from FIS or parents can be banned on first instances when warranted and approved by the Executive Director.

Creating a respectful, harmonious, and safe environment is considered a basic right for all staff, students, and parents at FIS. Thank you for complying with our expectations and helping us keep FIS a conducive and respectful learning environment.

Classroom Behavioral Management

We approach behaviour management in a positive way, protecting and caring for all students involved in any infractions. Through the teacher's use of consistent, logical, and age-appropriate consequences, students are encouraged to take responsibility for their actions and behaviour and to learn from mistakes and misbehaviour. Vindictive, belittling or shameful "punishment" is not part of Footprints International School, and behavioural management is never physical in its nature. Classroom expectations and rules are made clear and are posted in classrooms, and teachers are expected to lead by example, showing respect and care for their students, other teachers, and the facilities of Footprints International School. Staff members receive training on our Child Protection Policy and classroom management at the beginning of the academic year to help assist them in their behaviour management.

Primary Program Student Management Policy

The Primary Program uses a consistent student management policy with clearly defined steps and related mechanisms to support students regulating their behaviour to facilitate their, and peer learning, social, and emotional growth. If students display behaviours that distract their peers from their learning and or put them in harm the teacher will remind the student of the expected behaviour and depending on the severity or frequency of the behaviour displayed may request the student use their break time to reflect on their behaviour, complete a reflection sheet with the Principal stationed on campus and if needed, meet with parents. Reflection sheets apply a

restorative practice approach that aims to facilitate ownership by the student of the displayed behaviour, facilitate recognition that alternate choices can be made if they find themselves in the same situation again, recognise their behaviour has hurt others and facilitate steps that need to be taken to re-establish the respect and trust of those hurt because of their chosen behaviour. Please refer to steps applied according to the displayed behaviour or the frequency with which it is displayed.

1. Warning (Sad Face)
2. See Me (Break-time discussion with Teacher)
3. See Me x2 in one month (Miss lunch-time – Principal informed)
4. See Me x3 in one month (Lunch spent with the Principal – discussion of behaviour)
5. See Me x4 in one month (Parents telephoned by Principal and behaviour discussed)
6. Parents called into school for meeting with School Director & Principal (Behavior plan established)
7. Suspension
8. Exclusion

The following behaviours will result in the numbered steps as listed above;

- Disrupting Class (1)
- Swearing/inappropriate language (1)
- Disrespect to the teacher (1)
- Refusing to cooperate (1)
- Damage of property (1/2)
- Being unkind to classmates (1/2)
- Stealing (2)
- Bullying (3/4)
- Violence (3/4)

Students who place others in harm because of violent behaviour or systematically bully other students immediately move to step 3 or 4 (depending on the severity) where a discussion with the stationed Principal and the students parents is conducted.

Secondary Program Behavior Management Policy

Merit System

The purpose of the Merit system is to track students' demonstration of the school's core values, Responsibility, Compassion, and Determination.

Students who demonstrate the school vision and positive behaviours can earn merits.

- To earn merits, students must exhibit positive behaviours on a **CONSISTENT BASIS**.
- All learners will start with 0 merit points. Every positive behaviour has a numerical point. The learner starts each semester afresh and has to accumulate new points..
- Merit entries will be submitted through a prepared Google form.
- Students with top merits points will be given certificate/s of recognition of their positive behaviour every end of the semester.
- A student must at least have 50 points from three different school value embodiments to receive a Values Award.

Merit		
Value	Embodiment of the school vision	Points

Responsibility	Demonstrating leadership	5
	Learner did more than was expected (completed extra classwork or homework)	5
	Setting and achieving a personal milestone (done in collaboration with an educator)	5
	Maintains presentable and respectable level of hygiene	5
	No tardiness for any classes	5
	Wearing proper uniform/dress code	5
	Keeping classroom and school clean and organised (picking up litter around the school)	5
	Kept locker clean and organise	5
	Submitted all online work on time	5
	Consistent in keeping his/her camera on during virtual classes	5
Determination	Positive attitude towards school work (diligence)	5
	Significant academic improvement (overall semester grade)	5
	Demonstrating respect (values other's opinions and property, listens to peers and superiors)	5
	Perfect attendance	5
	Being in top 5 of subject achievers	5
	Free of any demerits within the semester	5
Compassion	Demonstrating trustworthiness (returning lost items, honesty)	5
	Demonstrating fairness	5
	Demonstrating caring (holding the door, saying please and thank you, assisting a classmate)	5
	Speaking up and taking initiatives against bullying	5
	Any positive or special support to school personnel	5
	Supporting and/or participation in any sport or cultural event	5
	Volunteering for community service	5

School Rules:

- Collaboratively promote school values
- Wear uniforms in school (If a student is found without a school uniform, the office will contact the parents to bring the uniform for the student).
- Come to school regularly and on time. If a student is absent, the parents are supposed to notify the office. If late, go to the office to get the late letter and teachers will not allow you to be in the class without the letter..
- Take care of school property (no graffiti on the desk, wall, no damage rooted in careless or intentional activity)
- Do the tests on your own (no cheating in any kind is allowed)
- Be actively involved in classroom activities and do not disrupt the class or other classes
- Keep the classroom clean and tidy (Be responsible for your own belongings or space)
- Eat food outside the classroom (Food is not allowed during class).
- Bring healthy food from home or from the office (Students are not allowed to order food by themselves)
- Play safety games during break time (Activities or games which may highly cause danger to yourself, others or school property are not allowed)
- Respect yourself and others (students, teachers and staff)
- Accept diversity and do not discriminate.
- Ask permission from teachers or administrators for school leave or class leave. Students are supposed to wear a pass (toilet, nurse, or hall pass) outside the classroom.
- Demonstrate trustworthiness (return lost items, display honesty, and no stealing)
- Prohibited items are not allowed to bring to school (playing cards, sharp, explosive weapons, drug, vape, e-cigarette, match, lighter, gum, alcohol, and other dangerous products)
- Students from G6 to G8 are not privileged to bring their smartphone to school while G9-12 can, but used only when required for learning activities.
- Do not display public affection
- Disrupting normal operations of the school (disconnecting wifi cable and other electronic devices, playing with school phone, execute false alarm)
- Promote peace and collaboration. Do not provoke anger, bullying/ cyber bullying.
- NP G9 and G12 are eligible to take the national exam if their semester score is equal to or above average (≥ 25.00)

The following corrective measures can be used in cases where school rules are breached:

- Participation in restorative circles
- Counselling
- Warning (reprimand, teacher written warning, etc.)
- Loss of privileges (use of the mobile phone)
- Parental conference (the school reserves the right to inform the family of any infraction)
- Assignments or extra duties may be given to the offending student by the Committee
- Suspension
- Expulsion

Each time a student violates the rules, she/he will be subjected to corrective measures. The school may not accept the student for the next academic year based on past records of misbehaviour by the student (non-re enrollment decision).

Code of Conduct for Online Classes

Footprints International School is committed to providing high-quality education even if it's through online classes. Therefore, students are expected to demonstrate cooperation to make online classes successful. Students are expected to follow the school's rules and regulations and be on their best behaviour even when studying at home.

Below are the guidelines students must understand before joining their classes:

1. Attend classes according to the schedule. The schedules will be posted in the respective Google Classrooms. Join the call 5 minutes before the scheduled time.
2. Their camera must always be on and the microphone muted. Students must switch on their microphones when the teacher asks them to speak. Be responsive and participate to the best of their ability.
3. Students must use their complete name and own photo in their Zoom account to be accepted in the class.
4. Set up a learning space at home where your child can be comfortable studying and where learning materials can be easily accessed. Laying on their bed or couch is not allowed.
5. Online classes are still a formal learning environment and students are expected to dress properly for class. Dressing in pajamas, revealing clothes, and shirts with inappropriate words are not allowed.
6. Online classes require the use of appropriate language. If a student is found using obscene, profane, threatening, or disrespectful language, disciplinary action will be taken.
7. Students must not cut, copy, or plagiarise internet content or the work of their classmates. Teachers utilise technologies to check for authenticity. Copying, knowingly allowing others to copy, and/or misusing Internet content will result in disciplinary action.
8. Recording teachers, classmates, and any class session and transmitting it are not allowed.
9. Attendance is an essential part of online classes. Students must attend the entire duration of the class for the attendance to be recorded. Students or parents must call the office and inform their teachers if they are going to miss a class. It is the student's responsibility to catch up and complete any work they've missed.
10. Students must complete and submit all their assignments on time.

Suspension

A Notice of Suspension will be given to the student after a meeting with the Principal. The student will not be given the opportunity to make up work that he/she missed during the suspension. During the suspension, the student is responsible for getting his/her work assignments from his/her friends and is expected to be up to speed on all lessons upon his/her return.

Napping Policy

For those preschool and kindergarten students who attend FIS full time and nap after lunch, it is expected that parents send in their child's own bedding. The students need to bring a pillow, blanket, and sheet. Appropriately sized bedding should be brought to school on the first day of the week and will be sent home for washing on the last day of the week. This is to prevent the spread of illness and provide a hygienic sleeping environment. It is also recommended that parents send a kit for grooming and changing clothes.

Biting Policy

Biting is a normal phase that children sometimes go through during the early years. Biting is often an expression of emotion. Children bite when they are excited, frustrated, looking for attention, or

exploring. They may also bite because they are teething or because they lack the language skills to communicate their needs. Understanding why children bite is important in preventing biting.

While understanding that children sometimes bite and trying to understand the reasons for that, Footprints International School nonetheless takes it very seriously.

Parents with children in the Early Childhood Program are given a biting policy agreement, which must be signed before a new student can start school.

Homework Policy

Footprints does not give homework in the Early Childhood or Primary Program, but instead allows the teachers to assign meaningful project-based assignments periodically. Students in the Kindergarten and Primary program also participate in an at-home reading program where they are encouraged to read for at least 10 minutes every night. Students may read on RAZ-Kids, a book borrowed from the library or books they may already have at home. If you would like extra work for your child to do at home we have a list of recommended websites and apps.

In Secondary, students have nightly homework, some of which may require computer and Internet access. Homework will NOT be given to students on the exam days of the International or National Program to avoid students' heavy workload.

Confidentiality and Privacy Policy

Confidentiality is important to protect students, teachers, and parents of Footprints International School. In accordance with Cambodian laws, Footprints will keep all personal information (staff, family of staff, and students) private and confidential. Any matters relating to attendance, non-payment of fees, and student behaviour will be dealt with directly with the parents or primary caregivers named on students' registration forms. Under no circumstances will teachers give out names or contact details of children, teachers, or families attending Footprints without prior written consent.

We also ask that parents who visit the school to not discuss things they have seen regarding other children, and direct any concerns or worries to either the office or directly to their child's teacher. It is important that the school's Telegram messenger app groups are not used to share or discuss any matter that is related to individual student matters. Concerns or complaints about the school or other children or parents shall NOT be shared in Telegram messenger groups but be communicated to the office or directly to the teacher.

Finally, we ask parents not to take photos of students who are not their children. Please exercise caution when posting photos of your own child on social networking sites, such as Facebook, to make sure that no other students are visible in the background of your photos.

Photography Policy

Footprints International School uses photographs and videos of students for the purpose of sharing children's learning achievements. Your child's image or images of your child's work may be posted on school displays, bulletin boards, newsletters, our Facebook page or our website. If any photo of your child is used in a manner you deem inappropriate, please feel free to contact the office and the photo will be removed immediately.

Conflict Resolution Policy

Ideally, any concerns and conflicts should be first discussed and resolved by simple verbal communication with the child's teacher. However, in instances where this is not possible, or the

outcome was unacceptable, parents should use the guidelines below to assist in resolving the problem.

Step 1

The parent should submit to his or her child's teacher, office staff or program principal in writing what the complaint/problem is (the nature of the problem, the facts on which it is based), and what action the parent requests. This should be done within five working days of the incident/problem that prompted the complaint. Please address the staff members directly and do NOT make use of the Telegram chat class group.

At Footprints, our class teachers are required to notify their program principals or management about any immediate complaints or grievances. Our team will investigate the grievance, will make a determination about the grievance, and will reply to the parent in writing within five working days of receiving the written grievance.

Step 2

If the parent wishes to appeal the teacher's response, the parent shall do so in writing to the Principal within five working days of the teacher's response. This written appeal should include a copy of the original grievance, a copy of the teacher's response, and a letter explaining why the parent does not find the answer to be satisfactory and what action is requested.

If the subject of the parent's grievance is the child's teacher, the parent may start the process at Step 2 of the grievance procedure.

The Principal will meet with the parent and appropriate persons to discuss the grievance, will make a determination, and will inform the parent in writing within five working days from the receipt of the appeal.

Step 3

If the parent is not satisfied with the response of the Principal, (s)he may appeal in writing within five days to the School Director, giving reasons for dissatisfaction. A copy of all the correspondence should be attached.

The School Director will conduct an investigation and issue a written answer within fifteen working days of receipt of the appeal. The decision of the School Director shall be final and binding.

Drop Off & Pick Up Policy

At pick-up and drop-off times, we find the area in front of the school is very busy. Please take extreme care when pulling in and out of the school grounds and driving away, as children, motorbikes, and other vehicles are also moving in this area.

There are two options to drop students off. Parents may use the school driveway to drop students at the front gate. Staff will assist the students from the car and welcome them to the school.

The second option is for parents to park in the area immediately around the school grounds and walk their child into school. Between 7:15 am-8:00 am, the area immediately in front of the school is a **no-stopping zone**. If you need to come into the office, please park across the road. This system helps to ensure the smooth and safe flow of traffic around the school area.

At pick-up time, it is the responsibility of the parents to park and collect their children from inside the school. Teachers are not permitted to bring students outside to cars or motorbikes. To ensure the safety and protection of our students, we have staff at the gate each day to make sure all adults collecting a child from school, including parents, have their FIS pick-up card. All adults, parents included, who do not have their cards will be asked to proceed to the office for clearance before they are able to leave the school grounds with any children. Please aid us in keeping your children safe by bringing your pick-up card each day. Fines may be imposed on parents who consistently do not have their pick-up cards.

Pick-up time is from 4:45pm (4:00pm for ECP) until 5:30 pm. We understand that parents are busy and there are traffic delays. However, FIS does not have the capacity to provide child care after 5:30 pm. In order to facilitate safe supervision of students after 5:30 pm, FIS needs to pay overtime to staff who work late. Therefore, parents who pick up their children after 5:30 pm will be charged a late pick-up fee in accordance with the FIS fees policy.

Pick-up Cards

Parents get two pick-up cards each year. The parent must give us an up-to-date photo of their child, and can have up to 3 adults who are authorised to pick up the child on the card. Each school day, we have gate monitors who are responsible for checking the pickup card for safety. Please remember to bring your pick-up card each day and present it to the staff. Footprints has many students and staff members, and even if the gate monitor knows the family it is still their responsibility to check the pick-up card. This is a school policy and is non-negotiable for the staff member and the guardian.

If you need to make a change to your pick-up card, please see the office and cut up your old card. If you have a special guest picking up your child please call the office in advance and give them the full name. Then when that individual picks up the child, the office will ask to see their ID for verification.

If you require more than two pick-up cards, please purchase one in the office for \$10. If a family consistently does not have the pick-up card, and it is the same person picking up the child each day, on the 10th offence Footprints will make a pick-up card for the family and charge them \$10 to the family.

The pick-up cards are our main mechanism for keeping the students safe at the end of the school day. Please be understanding that we must enforce all policies regarding the pick-up card procedure.

Leaving School Grounds

No child may leave the campus during school hours unless he or she is with a parent or with an approved adult for a specific school-related activity. Parents who need to take their children out of school during the school day **MUST** inform our School Office at least 30 minutes in advance. Children will not be released to any unauthorised party at dismissal time. Parents must confirm any change in their child's dismissal routine by visiting the School Office in advance.

The safety of the children is our primary concern. Please exercise caution, patience, and courtesy at all times when collecting students and understand that the school has a duty to care for all children to ensure their safety and safe dismissal from school.

Visitor Policy

We are always glad to welcome volunteers and visitors to the school. In order for us to avoid classroom interruptions and to keep track of who is in the building for safety reasons, visitors must follow the procedures listed below.

- Upon arrival at school, all visitors must sign in with our guard and receive a visitor's badge.
- During class time, all visitors must proceed to the office first – they should not go directly into classrooms.
- Office staff will inform the teacher of their visitor(s) and escort them to the appropriate classroom if possible.
- At the end of the visit, the visitor will return the badge and sign out at the gate.

Parents are welcome to meet and speak with teachers, but to help ensure the smooth running of classes, please make an appointment with the teacher in advance. If parents wish to drop things off for a child, they can do so at the office.

Food and Drink Policy

Every student is expected to bring their own healthy food to school every day. Students are not allowed to order or collect food or drinks from delivery drivers. Parents are urged to help their children choose a well-balanced, nutritious, and appropriately sized snack. Food which is healthy and nutritious gives student's extra energy to concentrate and focus in class. Sweet and sugary foods can leave students feeling tired, shaky or unfocused.

Suggested healthy snacks:

- Fresh vegetables and fruit
- Milk (unsweetened preferred)
- Yoghurt
- Cheese
- Dry crackers or cereal (no salt, no sugar preferred)
- Eggs, dried fish, or other meat
- Granola bars
- Rice
- Sandwich, pasta, soup

Please do not send these items to school:

- Chips, crisps (fried foods), cookies
- Soda or other energy drinks
- Sweets, candies, chocolates, chewing gum

These items will be confiscated and in the case of continuing infractions of our Healthy Food Policy, we reserve the right to not return these to the student.

If parents need to bring lunch for their child, we would like to insist that you bring it by the time that the school set. We also ask that parents do not sit with their child when they eat lunch. The school provides lunch monitors to ensure that students eat their lunch in a safe and sanitary manner. Lunch time provides students an opportunity to socialise and we ask that parents respect that by dropping off lunches at the gate.

Footprints International School Curriculum

If learning is the core purpose of school, then the curriculum is at the heart of all the school does.

The curriculum is all the planned activities that the school organizes to promote learning, personal growth, and development. It includes elements such as what is taught, how it is arranged into learning experiences, the teaching methods used to deliver such experiences, and how learning is assessed. It is the framework through which teaching and learning take place.

In addition, it is what the children learn from the way they are treated and expected to behave.

Beliefs and Principles

Underpinning the international curriculum at Footprints are a number of beliefs and principles about education, teaching, learning, and curriculum.

The curriculum should:

- be aligned to the vision, mission, and values of the school
- gear all learning towards attainment of the schoolwide learner outcomes (SLOs)
- develop enjoyment and commitment to learning
- engage children in their learning and activities
- equip students with essential literacy and numeracy skills
- provide for current and future learner needs
- be relevant and context-specific
- be goal-oriented and aligned in terms of planning, teaching, learning, and assessment
- encourage an understanding of their own and other cultural heritages
- develop their capacity to learn and work independently and collaboratively
- provide opportunities to think creatively and critically, to solve problems, and to reflect on their learning
- promote opportunity, quality, continuity, and cohesion across all the school
- promote the academic, social, and emotional well-being of children

Helping children learn should be at the core of everything the curriculum does. Good teaching that delivers and facilitates opportunities for effective learning is the most essential ingredient of all.

Teaching and Learning should:

- be fun and active
- be purposeful
- be achievable but challenging
- build on prior learning
- make connections across different aspects of their learning and life
- address different learning styles
- cater to multiple intelligences
- allow time for reflection and consolidation
- happen most effectively in an environment in which children feel safe, comfortable, and able to take the risks involved in learning new things

Aims and Objectives

The curriculum is embedded in the vision and mission of the school and as such the primary aims of the curriculum are to give children the knowledge, skills, and attitudes to become confident, responsible, reflective, and innovative, and engaged learners.

Furthermore, the curriculum aims to:

- provide all children with the opportunity to learn to the best of their ability
- instill in children a love of learning and prepare them to be lifelong learners
- develop appropriate knowledge, skills, and understanding in a range of disciplines
- nurture the social and emotional development of each individual
- develop an understanding and appreciation of their own and other cultures and beliefs

Finally, we believe that responsibility for the learning of students needs to be shared between their teachers, parents, caregivers, and students themselves. Learning will be organized in such a way that, by the end of the primary years, children will begin to take responsibility for their own learning.

FIS Early Childhood Curriculum

Educational experts believe that children learn better when new skills and ideas are taught to them using a theme or a topic to help them learn.

Footprints Early Childhood Curriculum is designed around different topics. Each month pupils have a different Science or Social Studies Unit which they focus on. Within this topic, the teacher teaches all the other subjects in a cross-curricular manner. Pupils are given time to be creative and innovative during drama and role-playing and rhythmic and music time. We also designate time for sensory and fine motor skills and for core subjects such as phonics, maths, and storytime.

Topics and Learning Goals guide the teachers' planning. Teachers use the Internet and other available activity guides, materials, and resources to plan their lessons.

Subjects

Pre-Maths Skills: Pupils in Nursery and Preschool learn shapes, numbers, counting, patterns, and classification of objects, writing numbers, and many other maths concepts through hands-on learning. PreK 2 is using the Early Bird Maths Textbook A, while the kindergarten is using Textbook B. The Early Bird Maths Textbooks are adopted from Singapore. Besides these, teachers also use many hands-on activities to teach these ideas in an age-appropriate manner. Teachers also focus on writing numbers 0-9 correctly, as these form the basis of all English numbers. Calendar time and other practical activities are used to encourage confidence with Maths. Problem-solving strategies are presented through stories.

Science and Social Studies

Learning Goals are set to teach pupils about the world around them, and to encourage them to learn, to think, and to ask questions. Students study one topic for 4 - 5 weeks and cover things such as Animals, Solar systems, Transport, Home Sweet Home, Cultural Activities, and Weather. Teachers use different activities to teach this curriculum and also use these topics to support Math and Language Arts. All teachers in the ECP are guided by key concepts and keywords for each monthly theme. ECP activities are presented in various ways such as videos, stories, music, crafts, and role-playing.

Language Arts

Language Arts in the Preschool grades is focused on developing Pre-Reading and Pre-Writing skills. Teachers use storybooks, drawing pictures, and storytelling to develop children's ideas of writing and reading. Phonics is taught using the Zoo Phonics and Reading A-Z, an American-based curriculum created as a way to teach children the sounds, letter recognition, and early use of the English alphabet. The Kindergarten uses Cambridge Primary English Teachers also to teach correct letter formation as pupils learn to write and recognize each letter of the alphabet. This is a very hands-on approach to Language Arts.

Pupils are provided with workbooks compiled by the school and writing books for each pupil to draw stories and pictures, as well as a whiteboard for classroom activities, Projectors to project online lessons, and teachers use worksheets and other copied material as necessary.

Please note that pupils are not expected to be able to read and write by the time they finish PreK1. We expect that at the end of PreK2, pupils should be able to write letters of the alphabet, their names and can begin reading basic word families and sight words.

Preschool is about teaching pupils the very important skills they need to know before they learn to read and write fluently.

The Language Arts curriculum for Pre-Kindergarten 2 and Kindergarten incorporates and integrates all four areas of literacy: Reading, Writing, Speaking and Listening.

- Phonics, Mechanics, and Fluency - Understanding sounds through letter recognition, blending, and decoding is the foundation for pre-reading and reading.

- Reading Comprehension Strategies - Building critical thinking skills through read-aloud, questioning, and hands-on activities to foster pre-comprehension skills such as sequencing, retelling, and predicting.

- Writing - Beginning with prewriting, applying the writing process, sentence structure, spelling, sequencing, conventions, various genres of composition, response, analysis, and creative thinking structures students' writing.

This is done through the Reading Program and using resources from www.readinga-z.com.

Language Arts - Kindergarten Cambridge Primary English (CPE) Stage 1

The Cambridge Primary English Curriculum Framework promotes an inquiry-based approach to learning to develop learners' confidence, creativity, and intellectual engagement. The curriculum framework provides a comprehensive set of progressive learning objectives for English. Strands within the Cambridge English Curriculum include Reading, Writing and Speaking, and listening. Reading and Writing are included as learning objectives in the sub-strands, develop broad reading skills and develop broad writing skills. These skills are best assessed through teacher-, peer- and self-assessment and achieving lifelong learning experiences

With the implementation of the Cambridge Primary English (CPE) for English language arts, the study and practice of the language arts in reading, writing, speaking, listening, and language use are more important than ever. The primacy of language use and the reading-writing connection are integral to each strand of the Common Core standards, reflecting FIS ECP adherence to more rigorous expectations for all Kindergarten pupils. FIS ECP Kindergarten pupils must learn how to learn using every one of the language arts – speaking, listening, reading, writing, and language, especially concentrating on the following:

Reading

1. Identify the purpose and type (fiction and nonfiction) of text.
2. Use association strategies to identify letters.
3. Demonstrate phonological awareness through the segmenting and blending of phonemes.
4. Use knowledge of letter-sound correspondence (alphabetic principle) to decode words in context.
5. Expand oral language through the use of an increasingly robust vocabulary.
6. Recognize different types of genres such as poetry and fiction.
7. Identify literary elements (characters, settings, and problems) in stories.
8. Recognize literary devices (e.g., rhyming, alliteration).

Writing

1. Identify components of text organization.
2. Identify facts from informational text.
3. Identify important information within an informational text, with teacher guidance and support.
4. Write, dictate or illustrate to convey ideas for a specific purpose.
5. Write, dictate, or illustrate to communicate information.
6. Write words and simple sentences in a logical order.
7. Write using illustrations and descriptive words
8. Revise writing by adding details or missing information with adult assistance.
9. Use age-appropriate conventions of language when writing, with adult assistance.
10. Create letterforms using various materials. Print letters in the name using conventional print.
11. Use invented spelling. Begin to use capital letters correctly. Begin to use end punctuation marks.
12. Create simple sentence

Speaking and Listening

1. Speak clearly enough to be understood by all audiences using appropriate volume.
2. Share stories, familiar experiences, and interests, employing gestures where appropriate.
3. Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think-aloud, retelling, summarising, and connecting to prior knowledge
4. Demonstrate accuracy and automaticity in phoneme segmentation, letter naming, letter-sound correspondence, and blending (decoding) simple words.

Transition to Stage 1 Mathematics - Kindergarten Cambridge Primary Mathematics (CPM)

The FIS ECP program follows the Cambridge Mathematics Curriculum. Concepts are taught with hands-on activities for children to demonstrate understanding and develop thinking skills in an engaging and fun way. It encourages life-long enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions, and relationships. Pupils who are transitioning **from the current Early Bird Math Textbook B** curriculum to the new curriculum may have gaps in their understanding or experience repetition of learning. This highlights the key differences in learning due to these curriculum changes and offers guidance on how to support learners in this transition. Pupils are expected to

think and work mathematically by exploring mathematical ideas using language and strategies that are personal to them.

The framework is presented through learning objectives. The learning objectives within are designed to promote progression in learning that enables the development of knowledge, understanding, and skills through a spiral approach (by revisiting and engaging with topics and skills at deeper levels and in different contexts across the stages). Learning objectives are organized into four content areas (Number, Measure and Geometry, Statistics and Probability and Thinking Mathematically) and are also known as 'strands.' Each strand is broken down further into sub-strands (for example 'counting and sequences'). The curriculum aims to facilitate student application of mathematical knowledge while also developing a holistic understanding of the subject. Cambridge Primary Mathematics was designed for thinking and working mathematically so that the content is meant for pupils and leads them to have a rich understanding of mathematics. Examples are using familiar language to describe sequences of objects. Children count, represent, and write numbers 1-100. Teachers also focus on writing numbers 0-9 correctly, as these form the basis of all English numbers. Calendar time and other practical activities are used to encourage confidence with maths. The concept of addition and subtraction is followed up by hands-on activities and written exercises. Data interpretation better prepares pupils with skills needed to foster a deeper understanding of data analysis that is often presented in real-world contexts.

Transition to Stage 1 Science -Cambridge Primary Science(CPM)

The FIS ECP program follows the Cambridge Science Curriculum. The Cambridge Primary Science curriculum framework provides a solid foundation upon which the later stages of education can be built. The Cambridge Primary Science curriculum is presented in four content areas: Scientific Enquiry, Biology, Chemistry, and Physics. Scientific Enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The Scientific inquiry objectives underpin Biology, Chemistry, and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. This provides comprehensive learning objectives for each year group. The Cambridge Curriculum is founded on the values of the University of Cambridge and best practices in schools. The curriculum is dedicated to developing learners who are confident, responsible, innovative, and engaged. Each curriculum framework for Science is designed to engage learners in an active and creative learning journey

Bridging Program for Kindergarteners

Early Childhood supports students and families in being ready for school. The Bridging Program includes developing the well-being of the whole child to align with the Grade 1 expectations. It is partnering with School Readiness and Transition to Grade 1.

It is a learning program designed to bridge a perceived gap between pupils' existing English language proficiency (especially pupils who otherwise might not meet the usual entry requirements for the academic level). It is a modified support program structure for Academic Year 2021-22.

The Bridging program teacher collaborates with the Kindy Lead Teacher in providing modifications; reading interventions/ assistance as required for transition.

Emphasis on oral language and vocabulary development-At every stage in a pupil's development, oral language is an important factor in literacy development. In young children, and particularly those from disadvantaged backgrounds, a focus on oral language skills can have benefits for both reading and writing.

- Phonemic Awareness, Teaching of Phonics, Decoding and Word Study- Using analytic and synthetic phonics approaches are equally valid.

- Sight Vocabulary
- The teaching of Reading Comprehension Strategies

Kindergarten Khmer Lessons

Kindergarten pupils are also learning the basics of Khmer Language and Mathematics for a stronger foundation of the Khmer lesson when moving to grade 1. Kindergarten class is given a 40 minutes lesson 3x a week in Khmer Math and Language. The pupils learn the Khmer vowels and consonants and basic scribbling of the Khmer alphabet and numbers. The lessons are being taught by a local Khmer teacher. The teacher uses Khmer workbooks, videos, and other Khmer manipulatives to support the class engagement in learning.

Footprints Primary School Curriculum

Subjects

Cambridge Assessment International Education (CAIE) Primary Mathematics

The Footprints Primary program follows the Cambridge Assessment International Examinations (CAIE) Mathematics Curriculum. The Footprints Mathematics Curriculum framework explores four key content areas (or strands) of Number, Geometry & Measure, Statistics & Probability and Thinking and Working Mathematically (which is integrated into the other three strands). Underpinning the subject is the CAIE framework of objectives. The learning objectives detail what the learner should know as well as do in each year of the program (From Grade 1 to Grade 5) and underpin each of the four strands (Number, Measure and Geometry, Statistics and Probability and Thinking Mathematically) Each strand in turn is broken down into sub-strands or units of work (for example 'counting and sequences') to effectively sequence learning so students are continually building on prior knowledge so they can effectively apply mathematical skill acquisition and knowledge when solving mathematical problems.

Cambridge Assessment International Education (CAIE) Cambridge Primary English

Learning objectives within the CAIE Primary English curriculum which is divided into three main areas called 'strands' which run through every Grade. Strands within the Cambridge English Curriculum include Reading, Writing and Speaking & listening.

The Cambridge English Curriculum is designed to provide a balanced coverage of the fundamental skills and knowledge of English at this level. Although the Curriculum Framework is divided into three strands, they are taught in conjunction with each other in a unit of work. Within the Reading, Writing, Speaking & Listening strands, learning objectives are grouped into the following 'sub-strands':

Reading

1. Develop broad reading skills
2. Demonstrate understanding of explicit meaning in texts
3. Demonstrate understanding of implicit meaning in texts
4. Explain, comment on, and analyze the way writers use stylistic and other features of language and structure in texts
5. Recognize conventions and evaluate viewpoint, purpose, themes, and ideas in texts.

Writing

1. Develop broad writing skills

2. Select and develop content and use register and language appropriate to genre, purpose, and audience
3. Structure and organize ideas coherently using sections or paragraphs
4. Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects
5. Use accurate spelling. It may be appropriate to introduce this framework at slightly different ages to suit your own particular circumstances.

Speaking and Listening

1. Making yourself understood
Learners develop oral skills in presenting information clearly; they organize and adapt their talk for different purposes and audiences.
2. Showing understanding
Learners develop skills in listening and responding to others.
3. Group work and discussion
Learners develop skills in collaborating and communicating within a group.
4. Performance
Learners develop confidence and proficiency in reading aloud, performing drama, and giving presentations to an audience.
5. Reflection and evaluation
Learners develop skills in talking about the talk, and in evaluating their own and others' performances.

Writing

Units covered in the CAIE Primary English curriculum are taught through the lens of a factual, imaginative, or persuasive genre. Throughout the unit, students apply pre-writing skills to build a deep understanding of the genre of focus covered in the unit that will facilitate them being able to produce a piece of writing of the same genre covered in the unit.

In addition to English classes, students are also given an opportunity to further develop writing mechanics during review sessions conducted before English lessons or from 7:45am. Writing mechanics sessions are focused on during 'caught ya' where the focus is on sentence structure. During 'caught ya' sessions, students practice accurately applying the correct use of language, grammar, and punctuation during short editing sessions led by the teacher.

Once a term, for a week, students participate in 'Talk for Writing' which is an approach to writing instruction developed by Pie Corbett from the UK. The Talk for Writing approach facilitates students being able to write independently for a variety of audiences using a published story as the foundation for their writing. A key feature is that children internalize the language structures needed to write through 'talking the text', creating movements to match the text and creating story maps that help them internalize the story, before writing it.

Reading

Alongside the CAIE English curriculum sits the Footprints Primary reading program. Our reading program differs depending on the Grade of the student.

Students in Grade 1 and 2 participate in a differentiated reading program underpinned by the series of leveled readers produced by Reading A to Z website. After being assessed using the Reading A to Z running record, students are organized into three differentiated groups according to their reading level and receive targeted reading and comprehension instruction to facilitate growth in their reading acquisition.

In Grades 3 to 5, the whole-class read a fiction or nonfiction chapter book aligned with the Grades expected reading level (at that time of the year). During the program challenging language is defined and discussed, students are encouraged to read out loud to the class and with their peers, read independently, answer targeted questions that align with targeted comprehension skills and

engage in discussion with their peers about the story. Teachers have high expectations of what students read and scaffold for students who need it.

Phonics

In Grades 1 and 2, in addition to the differentiated reading program students also work through stages of the Twinkl phonics program. In the beginning of the year every student's phonemic awareness is assessed to identify the stage within which the program will begin. Then, in conjunction with the differentiated reading program, students receive targeted phonics instruction that facilitate effective word attack skills used to build fluency and comprehension of read texts.

Cambridge Assessment International Education (CAIE) Global Perspectives

The CAIE Primary Global Perspectives programme develops students' ability to apply transferable 21st-century skills or the Global Perspectives Strands of research, analysis, evaluation, reflection, collaboration, and communication when learning about contextually relevant social studies themes. While completing Global Perspectives challenges, students are asked to work collaboratively on different projects throughout the year, with each project allowing students to focus on a different set of transferable skills. In addition to giving students an opportunity to apply transferable skills when learning about social studies themes, Global Perspectives also aims to strengthen links with other curriculum areas like English as a first or second language, mathematics, science, and ICT and our School Wide Learner Outcomes (SLOs) which complement the Global Perspective strands.

Cambridge Assessment International Education (CAIE) Science

The Footprints Primary Program follows the CAIE Science curriculum. The Primary Science curriculum explores four key content areas (or strands) of: Biology, Physics, Chemistry and Thinking and Working Scientifically (which is integrated into the other three strands). The Science curriculum focuses on stimulating an enquiry-based style of learning by breaking down both skills-based and enquiry-based objectives into units and reinforcing understanding through a variety of activities, including opportunities for students to create and conduct hands-on experiments. Within the teaching of the curriculum, there is also dedicated support for students to accurately apply scientific language.

Personal, Social and Health Education (PSHE)

Our PSHE (Personal, Social, and Health Education) curriculum uses the UK 'Jigsaw' curriculum. Footprints International School believes in the development of children not just academically but also Socially, Emotionally and Spiritually. As a result, all Primary students take part in PSHE classes. Teachers plan their PSHE lessons using the Jigsaw framework which connects Personal, Social and Health Education, with emotional literacy, social skills, and spiritual development.

Music

Our music curriculum is also underpinned by the CAIE Primary music framework of objectives. It facilitates creativity and builds confidence musically for students. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences. Learners explore music as performers, composers, and informed listeners. They make, understand, and appreciate music from different cultures, times, and places, helping them to develop leadership and collaboration skills as well as self-confidence.

Cambridge Primary Music learners:

- cultivate a joy of music through participating in meaningful and enjoyable experiences
- develop the knowledge, skills, and attitudes necessary to contribute as musicians

- collaborate with others in purposeful and expressive ways through singing and playing instruments
- nurture their individual and collective creativity
- use their growing knowledge to explore and generate music that is unique, relevant, and valuable.

Art and Design

Our art curriculum is also underpinned by the Cambridge Primary Art & Design framework. It gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical, and decisive thinkers. They learn how to articulate personal responses to their experiences. Students develop creative skills that will help with many aspects of their future learning and development. They will:

- learn to see themselves as artists and become increasingly reflective and independent
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in a creative, innovative, and interconnected world.

PE

Our Physical Education (PE) curriculum is underpinned by the CAIE Primary PE framework of objectives. The Footprints PE curriculum covers 3 units of study that facilitate opportunities for creative movement, games based development and living a healthy lifestyle.

Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in primary school provides learners with the foundation for an active and healthy lifestyle. This subject is about learning to move and moving to learn. Learners develop skills through a wide variety of age-appropriate physical activities, including games, gymnastics, and dance. As individuals and team members, they will:

- increase confidence, moving with increasing control, fluency, and variety
- improve their understanding of concepts, rules, tactics, strategies, and compositional ideas
- participate in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive, and social development and become independent, critical, and reflective movers and thinkers.

Assessment

Assessments conducted in the primary program include daily assessments used to inform instruction day on day (formative) and assessments used to identify student achievement (summative). Strategies used to inform instruction (formative) include Q&A on whiteboards, exit ticket questions, marked bookwork, self-assessment, mini-projects, unit assessments (also used summatively), reading running records (details below, also used summatively), assessed writing pieces (also used summatively) and NWEA MAP assessments (conducted twice a year).

Summative assessments vary depending on the Grade. All grades conduct summative reading assessments 3 times a year, which include:

- Testing reading fluency and comprehension skills using the reading A to Z running records.

- Assessing writing acquisition by having students complete an expository, imaginative and persuasive piece of writing.
- Assessing student achievement in mathematics for all grades by completing end of unit assessments and CAIE progression tests for Grade 3 to 5. Assessing student achievement in Science for all grades by completing end of unit assessments and CAIE progression tests for Grade 3 to 5.

Primary Grading Protocol for Termly Report Cards

Student achievement in the primary program is reported on using both formative assessments conducted regularly during instruction and summative assessments completed at the end of the term and/or year.

Termly, all students are identified as meeting the following level of achievement, according to in class performance throughout the term and summative assessments completed at the end of term:

1. **Not meeting Expectations (NE)**
2. **Beginning to meet expectations (BE)**
3. **Approaching Expectations (AE)**
4. **Meeting Expectations (ME)**
5. **Exceeding Expectations (EE)**

Identifying a students' level of achievement, reported termly to parents, varies depending on the subject area due to differing summative assessments completed per subject at the end of the term or year. Once teachers have collated formative and summative assessments completed throughout the term, they plot student achievement according to the parameters for consideration document (see below). Teachers have the agency to alter their students' level of achievement (one increment above or below) identified on the parameters for consideration document, based on their in-class performance.

For Example:

Hypothetically, if a student were to get an average score of 2.6 for writing in Term 1, according to the 'Parameters for consideration document (see below),' they'd be plotted at AE (or approaching expectations) on their termly report card. However, based on formative assessments conducted throughout the term the teacher believes AE is not a fair indication of the student's level of achievement and they are in fact ME (meeting expectations) the teacher may report that the student is ME (meeting expectations) for writing. The teacher however would not be able to make two incremental jumps and report the student is EE (exceeding expectations) for writing.

Termly Report Cards - Parameters for consideration (Summative Assessments)

**allocation of a student's level of achievement can be moved one jump forward or backward based on formative assessments conducted during the term*

Writing

- **assessment score: student score/total score**
- **T1 report: average of 1A and 1B in percentage**
- **Mid year report: average of 1A, 1B, 2A and 2B in percentage**

- End of year report: average of all writing pieces

Level of understanding according to framework objectives	Term 1	Term 2	Term 3
EE	81-100%	81-100%	81-100%
ME	61-80%	61-80%	61-80%
AE	46-60%	46-60%	46-60%
BE	31-45%	31-45%	31-45%
NE	0-30%	0-30%	0-30%

Mathematics – Summative assessment - In house quizzes (average all quiz scores for the term/s, calculated as a percentage (%)):

- T1 report: average of all T1 unit quiz scores
- Mid year report: average of all T1 and T2 unit quiz scores
- End of year report: average of all unit quiz scores of the entire year

Level of understanding according to framework objectives	Parameters for consideration %
	G 1 - 5
EE	80 - 100
ME	65 – 79
AE	50 – 64
BE	40 – 49
NE	0 - 39

Used by Grades 3 to 5 to report on student achievement at the end of the year

Mathematics – Summative assessment - CAIE progression tests (average score for both papers calculated as a percentage (%))

Level of understanding according to framework objectives	Parameters for consideration %
	G 3 - 5
EE	50 - 100
ME	30 - 49
AE	15-29
BE	10- 14
NE	0-9

How to apply both rubrics when reporting on student achievement (in G3 to G5) AT THE END OF THE YEAR:

Mathematics – Summative assessment - In house quizzes (average all quiz scores for the year, calculated as a percentage (%)):

Plotting student achievement using **quiz data**:

- NE=0, BE=1, AE=2, ME=3, EE=4

Level of understanding according to framework objectives	Parameters for consideration %
	G 1 - 5
EE - 4	80 - 100
ME - 3	65 – 79
AE - 2	50 – 64
BE - 1	40 – 49
NE - 0	0 - 40

→ Equals 2

Mathematics – Summative assessment - CAIE progression tests (average score for both papers calculated as a percentage (%))

Plotting student achievement using **CAIE progression test data**:

- NE=0, BE=1, AE=2, ME=3, EE=4

Level of understanding according to framework objectives	Parameters for consideration %
	G 3 - 5
EE - 4	50 - 100
ME - 3	30 - 49
AE - 2	15-29
BE - 1	10- 14
NE - 0	0-9

→ Equals 3

- Add both scores derived from both rubrics, i.e. Quizzes and Progression tests (NE=0, BE=1, AE=2, ME=3, EE=4)
- Divide by 2
- Round and then make a judgement 1 up or 1 down.

→ **2+3= 5, 5/2= 2.5 which is ME after rounding (or you can make a judgement 1 up or 1 down).**

Science – Summative assessment - In house quizzes (average all quiz scores for the term/s, calculated as a percentage (%)):

- **T1 report: average of all T1 unit quiz scores**
- **Mid year report: average of all T1 and T2 unit quiz scores**

- End of year report: average of all unit quiz scores of the entire year

Level of understanding according to framework objectives	Parameters for consideration %
	G 1-5
EE	80 - 100
ME	65 – 79
AE	50 – 64
BE	40 – 49
NE	0 - 39

Used by Grades 3 to 5 to report on student achievement at the end of the year

Science – Summative assessment - CAIE progression tests (average score for both papers calculated as a percentage (%))

Level of understanding according to framework objectives	Parameters for consideration %
	G 3-5
EE	60 - 100
ME	45-59
AE	25 - 44
BE	15- 24
NE	0- 14

***Use the same example shown for mathematics (above) to help when reporting on student achievement in Science at the end of the year. Please note the Science CAIE progression test rubric is slightly different to mathematics rubric.**

Parameters for consideration document – Reading section:

Term 1					
	NE	BE	AE	ME	EE
Grade 1	Less than A	A/B	C/D	E/F	Higher than F
Grade 2	Less than E	E/F	G/H	I/J	Higher than J
Grade 3	Less than H	H/I	J/K	L/M	Higher than M
Grade 4	Less than L	L/M	N/O	P/Q	Higher than Q
Grade 5	Less than Q	Q/R	S/T	U/V	Higher than V

Term 2					
	NE	BE	AE	ME	EE
Grade 1	Less than C	C/D	E/F	G/H	Higher than H
Grade 2	Less than H	H/I	J/K	L/M	Higher than M
Grade 3	Less than K	K/L	M/N	O/P	Higher than P
Grade 4	Less than O	P/Q	Q/R	S/T	Higher than T
Grade 5	Less than T	T/U	V/W	X/Y	Higher than Y

Term 3					
	NE	BE	AE	ME	EE
Grade 1	Less than E	E/F	G/H	I/J	Higher than J
Grade 2	Less than K	K/L	M/N	O/P	Higher than P
Grade 3	Less than N	N/O	P/Q	R/S	Higher than S
Grade 4	Less than R	R/S	T/U	V/W	Higher than W
Grade 5	Less than V	V/W	X/Y	Z	Higher than Z

FIS Secondary School Curriculum

Subjects

Maths

Footprints International School follows the Cambridge Curriculum. Students develop numeracy, reasoning, thinking skills, and problem-solving skills through the learning and application of mathematics. Students in Grades 9 and 10 will be preparing for their IGCSE examinations which will be written at the end of Grade 10. Grade 11 students will sit their Math's AS Levels examinations at the end of their Grade 11 year. In Grade 12, students will write the A-Level examination.

First Language English

The First Language English Curriculum at Footprints International School incorporates and integrates all four areas of literacy: Reading, Writing, Speaking and Listening, and is based on the Cambridge learning objectives. Student writing is developed through the teaching of writing skills such as idea development, organisation, word choice, sentence fluency, presentation and grammatical conventions for the 21st Century. Children are taught to see writing as a process that doesn't just happen but requires sustained engagement and is an essential component in all subjects. Grade 6-8 students will sit the Cambridge Progression Tests at the end of the school year. Grade 9 and 10 students will complete the Cambridge IGCSE course at the end of their Grade 10 year. Students in Grade 11 will write AS Level examinations at the conclusion of their school year. In Grade 12, the A-Level examination will be written at the conclusion of the school year.

Humanities

Global Perspectives caters to the needs of grades 6-8 The programme develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT. Beginning in Grade 9, students will have the option of choosing two classes from among IGCSE Global Perspectives, IGCSE History and IGCSE Economics. Grade 9 students will follow the chosen courses and in Grade 10 can sit the appropriate IGCSE exams. Grade 11 students will follow the AS Level Global

Perspectives course, the AS Level History course or AS Economics. In Grade 12, the students will have the option to take one of these subjects as an A-Level course.

Science

Footprints International School follows the Cambridge Curriculum, which divides each school year between physics, chemistry, and biology learning objectives. Grades 6-8 will help prepare students for the International Cambridge Examinations in individual Sciences, the IGCSEs, which students will take at the end of Grade 10. In Grade 11, students will study Biology, Chemistry, and/or Physics as individual AS Level subjects. In Grade 12, students will take these individual subjects in the A-Level course

To learn more about the Cambridge International Examinations please visit their website at <http://www.cie.org.uk/>.

Cambridge International Curriculums for Secondary

Cambridge International Curriculum is used in 160 countries by 10,000 schools to help prepare students for their future. FIS is registered with Cambridge and uses Cambridge endorsed textbooks. Please see the chart below for more information.

Grade level	Qualification	Assessments
Grade 6	Checkpoint Stage 7	Internal summative assessment, NWEA MAP
Grade 7	Checkpoint Stage 8	Internal summative assessment, NWEA MAP
Grade 8	Checkpoint Stage 9	Internal summative assessment, NWEA MAP
Grade 9	IGCSE	Internal summative assessment, NWEA MAP
Grade 10	IGCSE	IGCSE, Internal summative assessment, NWEA MAP
Grade 11	AS level	AS levels, Internal summative assessment, NWEA MAP
Grade 12	A level	AS/A levels, Internal summative assessment, NWEA MAP

FIS offers learning objectives and tests for grades 6-8 in Math, English as a first language, Science, Global Perspectives, Art, Physical Education, Chinese, Music and ICT.

For grades 9-12, FIS is currently offering English Language Arts, History, Global Perspectives, Economics, Biology, Chemistry, Physics, Chinese, ICT and Math.

In Grades 9-12 career counselling will be provided to students and parents to help in career decision making.

In addition, grade 6-10 students can also choose from a variety of extracurricular clubs, such as Journalism, Music Production, Fashion Design, varied team sports, and more.

Please note that textbooks given at the beginning of Grade 9 and 11 are used for 2 years (Grades 9-10 and grades 11-12). Students are expected to keep them in good condition.

Secondary Grading Policy Conversion from percentage to grade level

Grading Scale 6th - 12th Grade		
Grade	Percent	GPA
A+	97 - 100	4.00
A	93 - 96	
A-	90 - 92	3.7
B+	87 - 89	3.3
B	83 - 86	3.0
B-	80 - 82	2.7
C+	77 - 79	2.3
C	73 - 76	2.0
C-	70 - 72	1.7
D+	67 - 69	1.3
D	63 - 66	1.0
D-	60 - 62	0.7
F	BELOW 60	0.0

Graduation Requirements: Credits are from grade 9 to grade 12:

The graduating class of SY 2023-2024 onwards must obtain onwards must have 28.5 credits to graduate, as follows:

Credit	Subject	Description
4	English	2 years IGCSE First Language
		2 years AS/A Level English
4	Mathematics	2 years IGCSE Maths Core or Extended
		2 Years AS/A Level Maths
8	Science	2 years each of 2 different IGCSE Core or Extended Sciences
		2 years each of 2 different AS/A Level Sciences
7	Humanities	2 years each of 2 different Humanities IGCSE subjects four available Humanities class options
		1 year each of 2 different AS Level Humanities subjects 1 year of one A Level Humanities subject
2	Career	Four years of career classes (0.5 credits per class)

1	Foreign Language	2 years of Mandarin (0.5 credits per class)
1	Fine Arts	2 years of Art and/or Music (0.5 credits per class)
0.5	Physical Education	1 year of Physical Education
0.5	Health	1 year of Health Education
0.5	Elective	1 year of Elective
28.5	Total Credit Hours	

Teaching Methodology

Footprints International School provides a teaching which is deliberate, planned, and responsive to each child's needs. Teachers receive regular training on teaching methodologies, helping them to develop teaching practices that are built on how children learn as well as the curriculum content, which leads to more effective learning in the classroom.

Assessment

Assessment is used at FIS as a way to track students' progress and ensure that each child is making the appropriate progress for their grade and ability. The main objective of assessment at FIS is to provide feedback on the learning process. The principal purposes of assessing what has been learned are to:

- determine what the student knows and understands about the subject/ topic
- inform and differentiate teaching and learning
- monitor student progress
- provide feedback to teachers, students, and parents
- monitor the effectiveness of the curriculum
- inform the professional development of teachers

Placement Tests are administered to students who wish to enter the program. The Secondary Program uses the NWEA Screening Tests in the core subjects, Math and English. The results of the tests are used to determine the most appropriate grade level for the student to be enrolled in.

Progression Tests involve diagnostic assessment at various points throughout the school year which can be used to monitor students' progress in the core subjects, English, Mathematics, and Science. The Secondary Program uses a combination of NWEA MAP Growth Tests to assess student performance against an international benchmark.

Formative assessment is interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage of inquiry.

Summative assessment occurs at the end of the teaching and learning process and provides students with opportunities to demonstrate what they have learned in a particular unit. Students are assessed against specific learning goals set for each subject in each grade. These Learning Goals incorporate knowledge, skills and understanding we expect children to gain from their learning.

Cambridge IGCSE takes place at the end of grade 10 while AS & A level take place in grade 11 and grade 12. These assessments can include written, oral, coursework and practical assessments. All grades 10-12 students can sit for the exams which occur twice a year, in June and November.

IGCSE tests and A/AS level tests are charged per subject. The cost changes annually, and will depend on how many subjects the student chooses to sit. Parents are responsible for the cost of the examinations.

Grade Rehabilitation Policy

Grades 6-8:

All lower secondary students are expected to pass three out of four of their core subject classes (Math, English, Science, Global Perspectives). Students who fail any subjects in Grades 6-8 will be given an opportunity to either:

- a) Attend and pass a summer school class for each of the core subject classes that the student failed; or
- b) Complete a project given by, and assessed by, the teacher of the class of each core subject class that the student failed to be completed by the student during summer break.

Whether the student is required to take a summer class or complete a project to modify their grade is up to the discretion of the academic team. Upon successful completion of the summer class or project, the student's grade will be adjusted in such a way as to give the student a D-(score 60) as a yearly average for that class. Students who do not complete the requirements above will be retained in the grade in which they failed to satisfy the above requirements.

Grades 9-12:

All upper secondary students are required to pass every class in order to satisfy the graduation requirements as approved by WASC. As a result, for every subject that students fail in Grades 9-12, they must:

- a) Attend and pass a summer school class for each subject class that the student failed; or
- b) Complete a project given by the teacher of the subject class that the student failed.

Whether the student is required to take a summer class or complete a project is up to the discretion of the subject teacher. Upon successful completion of the summer class or project, the student's grade will be adjusted in such a way as to give the student a D- as a yearly average for that class.

Students Who Are Not on Track for Graduation:

The above notwithstanding, a student in upper secondary can continue on to the next grade without meeting the graduation requirements set forth above if the parents of the student have signed a waiver acknowledging an understanding that the student will leave Grade 12 with a Certificate of Attendance instead of a Diploma. No student who does not pass all of their classes and receives 28.5 credits can receive a Diploma.

Students Who Have Already Failed a Class in Upper Secondary:

Students who are currently in upper secondary and have failed a class for the year in the past in Grades 9-11 will be given an opportunity this year to receive credit for the class that they have failed. In order to get credit, the student will be required to either pass a summer class or complete a project (as described above). If a project is performed, it will be assigned and assessed by the teacher currently teaching the class that the student failed. Upon successful completion of the summer class or project, the student's grade will be adjusted in such a way as to give the student a D- as a yearly average for that class.

Again, any student who does not pass all of their upper secondary classes and receive 28.5 credits cannot graduate with a diploma.

Secondary Counseling Program

Introduction

The American School Counselor Association defines a comprehensive school counselling program as an “integral component of the school’s academic mission. Comprehensive school counselling programs driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.”

Footprints International School counselling program provides a program of support to help students meet their fullest potential academically, socially/emotionally, and in career decision- making. The Footprints International School Counseling Handbook serves as a guiding tool to help all stakeholders, teachers, community, parents and students.

Footprints International School Counseling Program, provides a service of support to help students overcome emotional, psychological and behavioural challenges, as they progress through their learning journey. The service of support is rendered through: individual counselling, group counselling, career planning, core-curriculum (in-class support) and working collaboratively with families, community agencies and other stakeholders.

Footprints International School Counseling Philosophy

The School Counseling Program of Footprints International School adheres to the philosophy that it will support students in the area of personal, social, emotional, psychological, and behavioural aspects of their developmental growth to help them become well rounded, and purposeful individuals in the community.

Footprints International School Counseling Beliefs

The School Counseling Program is based on the American School Counselor Association (ASCA) and International Model for School Counseling. Academic, Career, Personal/Social and Global Perspective content standards reflect the needs of third culture kids. (ISCA)

Beliefs

- We believe that our counselling program provides students’ insights on how they can better understand themselves
- We believe that our counselling program can help students build an inner positive self-image
- We believe that our program helps student develop skills and abilities that are useful in life
- We believe that the tools we use for our counselling program are accessible to students, parents, teaches, and school management and staff

Footprints International School Counseling Mission Statement

The School Counseling program is designed to empower our learners to discover their potential while being in a nurturing environment. This is done through: multi-tiered support, self-discovery of innate potentials using assessment tools, and by exposing students to practical learning experiences that will promote global competitive skill sets for future success.

Objectives of the counselling program

1. Provide students the opportunity to grow and develop socially, emotionally, physically, and spiritually and to become useful, well rounded, purposeful individuals through
 - individual and group counselling
 - classroom guidance /health education focusing on psychological, emotional, physical well-being and empowering students to make positive choices in life
 - referrals (when necessary)
2. Build a foundation for students to understand their interests, abilities and challenges by developing a career pathway, learning plan, and productive work habits in the classroom that students can apply later when they join the labour force.
3. Enhance students' learning by enabling them to practise skills and test classroom knowledge through related service experiences in the local community.

Benefits of the counselling program (ASCA)

- Prepare students in their academic, career, social/ emotional development
- Enhances personal development
- Assists in developing effective interpersonal relationship skills
- Encourages facilitative, co-operative peer interactions
- Increases opportunities for parent/school interaction
- Provides consultation to assist teachers in their guidance role
- Provides direct services to students
- Fosters a positive team approach, which enhances cooperative working relationships
- Promotes a safe and positive school environment that is conducive to learning
- Connects the community to the needs of the school and the school to the needs of the community

What Is Counselling?

It is the process that occurs when a client and a counsellor set aside time in order to explore difficulties which may include the stressful or emotional feelings of the client. Counselling is an act of helping the client to see things more clearly, possibly from a different view-point. This can enable the client to focus on feelings, experiences or behaviour, with a goal of facilitating positive changes.

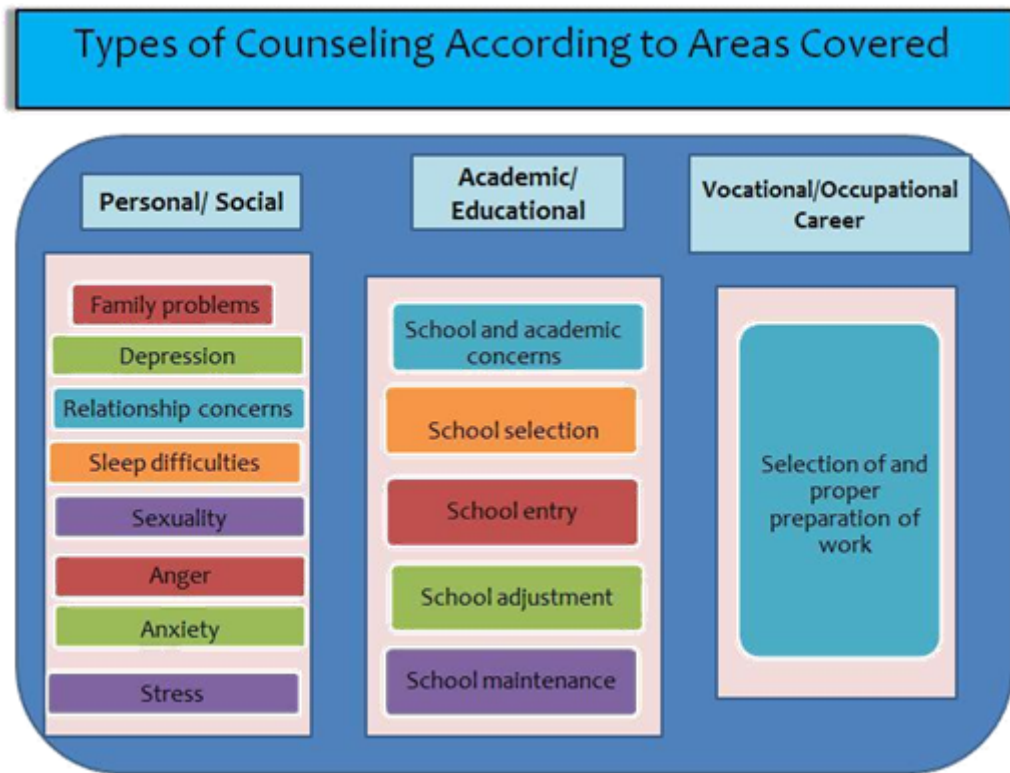
The School Counselor's Role

School counsellors enhance student academic, career and social/emotional development through the implementation of a school counselling program based on the ASCA National Model (2019). Through these programs, school counsellors align with the school's MTSS by:

- providing all students with standards-based school counselling instruction to address universal academic, career and social/emotional development and analysing academic, career and social/emotional development data to identify students who need support
- identifying and collaborating on research-based intervention strategies implemented by school staff
- evaluating academic and behavioural progress after interventions
- revising interventions as appropriate
- referring to school and community services as appropriate
- collaborating with administrators, teachers, other school professionals, community agencies and families in MTSS design and implementation
- advocating for equitable education for all students and working to remove systemic barriers

When do you see a counsellor?....when you.....

- Have some good news to share
- Have conflicts with friends, teachers, or family members
- Have difficulty with school work
- Being bullied
- Have trouble dealing with others
- Are feeling down
- Need to talk to someone



When do Parents Contact the School Counselor?

- Concerns over student achievement
- New school registration and orientation
- Discussing special concerns of their child
- Early discussion of potential crises
- Family difficulties or concerns

Confidentiality

The counsellor must preserve and safeguard the confidentiality of the counselee except:

- When disclosure is required to prevent clear and imminent danger to the counselee and others
- When legal requirements demand that confidential matters be revealed

The FIS counsellor will also:

- Follow the policies and laws outlined by the Ministry of Education, Youth and Sports (MoEYS) Cambodia as well as policies and procedures set forth by FIS
- Follow the ethical standards set forth by the American School Counsellors Association (ASCA)

- Adhere to the proper safekeeping of confidential student records

Parents of the Students/Counselees

- Inform parents of the counsellor's role with the emphasis on the strictly confidential nature of the counselling relationship between counsellor and counselee.
- Provide parents with accurate, comprehensive, and relevant information in an objective and caring manner, as appropriate and consistent with the ethical responsibilities of the counselee.

Maintenance of Records

The School Counselor maintains records in sufficient detail to track the sequence and nature of professional services rendered and consistent with any legal regulatory, agency, or institutional requirement. The counsellor must secure the safety of such records and create, maintain, transfer, and dispose of them in a manner compliant with the requirements of confidentiality and other articles of this code of ethics under ASCA.

Computer Use

When computer applications are used as a component of counselling services, as in testing or assessment, counsellors must ensure that the student is capable of using computer applications and understands the purpose and operation of computer applications. Pertinent records stored in the computer such as counselling transcription, test data, and personal information data must be kept strictly confidential.

Informed consent

A counsellor who provides services for the use of third parties acknowledges and clarifies the informed consent of the counselee. Informed consent is an ongoing part of the counselling process, and counsellors appropriately document discussions of informed consent throughout the counselling relationship. The counsellor has an obligation to review in writing and verbally with the counselee the rights and responsibilities of both the counsellor and the counselee. Counselee has the freedom to choose whether to enter third parties that may include public and private institutions, funding agencies, etc.

Release of Confidential Information to an Outside Agency

Before information from the counselling record is released to an outside agency, written consent must be obtained from the parent/guardian and the Principal or all students below 18, as appropriate. A copy of the written consent, which outlines the information to be released, will be maintained within the counselling record.

Storage and Disposal

Personal information is retained only as long as necessary for the fulfilment of the purpose for which it was collected.

Counselling Activities



- **Individual Counseling** (routine interviews, diagnostic interviews, walk-ins, referrals)
- **Group Counseling** (socialisation, group dynamics, buddy system)



- **Collaboration including conducting Community Service** (outreach programs, networking with International, National, and Local Organisations, educational field trips)
- **Career Exploration** (graduation/entrance requirements, interests, skills, values, career plans, University visits, Business establishment visits, counseling information with parents)
- **Social Skills activities** during classroom guidance/mini-workshops e. g. goal setting, decision-making, effective relationships, managing emotions, raising awareness on ASD, Anti-bullying, stress management, conflict resolution, and positive self-concept, etc.
- **Psychological Evaluation**
- Other school activities such as Honours Assembly, Charity Concerts, Community Outreach Program, Poster and Slogan Competition, etc.

The Khmer National Curriculum

Footprints International School is licensed by the Ministry of Education, Youth and Sports (MoEYS). Therefore, Footprints follows the national curriculum, which is set by the government. General Education, called the National Program at FIS, to make it consistent with International Program, or in Khmer means កម្មវិធីសិក្សាចំណេះទូទៅខ្មែរ is the formal education controlled by MoEYS. The National Program allows learners to develop their knowledge and skills by enhancing their personal, intellectual and physical capacity. Moreover, Footprints makes every effort to align the National and International curriculum where possible, so students have the opportunity to make connections and learn cross-culturally. (See the National Program Manual for details) We run both Primary and Secondary Education in our National Program.

For primary students, we offer Khmer language, Math, and Science-Social for grades 1-3. For grades 4-6, we offer Khmer language, Math, Social, and Science. However, our focus is on Khmer language and Social, with Math and Science being taught to enrich students' Khmer vocabulary.

For secondary students, we offer 9 exam-oriented subjects: Khmer language, Math, Physics, Chemistry, Biology, Earth, Geography, History, and Moral-Civics. However, starting from grade 10 to 12, our focus shifts to Khmer language, Math, Physics, Chemistry, and Biology for the Science Group of the National Grade 12 Exam.

Like those at state schools, our students in the National Program have to sit for three different exams in their school life:

1. Moving Level Exam (grade 6): Grade 6 is the border between Primary and Secondary. Thus, all students are required to take Final Semester 1 and Final Semester 2 exams like those from other grades. However, the difference is that the Footprints National Program

creates its own tests or uses tests from the Office of Education and arranges the exam, but MoEYS will set the exam date, issue the test guidelines, train the individuals involved, and inspect the exam process.

2. **Grade 9 National Exam:** The exam is the assessment for moving students from phase 1 called Lower Secondary to phase 2 called Upper Secondary within the secondary program. Our students are required to take the exam in the state school, which consists of students from different private and public schools. The certificate of grade 9 will be issued by the Department of Education, Youth, and Sport, from MoEYS. However, during COVID-19 from SY 2019-2020 to SY 2021-2022, MoEYS authorised us to conduct the exam at our school and sign the Lower Secondary Diploma. In the school year 2022-2023, the MoEYS continued allowing us to conduct the exam in FIS with the MoEYS' monitoring on the process of the exam and the Lower Secondary Diploma is signed by the school principal. This trend is likely to continue for the following years if there is no change in the MoEYS exam system, the exams are well processed, and the school keeps seeking the approval from MoYES each year.
3. **Grade 12 National Exam:** This exam is the bridge for students to go to local universities if they do not want to use our equivalent diploma from the International Program. It is the most challenging exam and requires extensive knowledge to pass. Like the Grade 9 National Exam, we prepare our students for this examination with intensive review. Our students are required to take the exam in the state school, which consists of students from different private and public schools. After passing the exam, students will receive the national baccalaureate which is issued by the Cambodian Ministry of Education, Youth, and Sport.

However, if parents/ students wish not to participate in the national exams, the students can study only Khmer language and Culture (Khmer Culture = Social Studies) in the primary level. Thus, they can leave school at 3:30 pm.

Physical Education (PE) and Swimming

All students are expected to participate in PE lessons from Kindergarten and above. Students should wear lightweight shorts (not khaki or jean shorts) and the school polo t-shirt, socks and sneakers that have rubber soles and are the correct size to help avoid injury. . Students are encouraged to change out of their PE clothing and into their school uniform at the end of their PE lesson.

Tuol Tom Pong students from Grades 1-9 will have their PE classes on the school site since we have a multi-sport facility available. In the Primary program students will go swimming throughout the year at an external location. All students are encouraged to participate in swimming. School buses will transport students to the pool with the assistance of 3 FIS staff members including the PE teacher. Parent consent will be required from parents for students to attend swimming and parents will be informed of when swimming lessons are scheduled in advance so students know to bring the appropriate clothing.

Tuol Kouk Campus students will have PE on site . Primary program students will also go swimming throughout the year at an external location. All students are encouraged to participate in swimming. School buses will transport students to the pool with the assistance of 3 FIS staff members including the PE teacher. Parent consent will be required from parents for students to attend swimming and parents will be informed well in advance as to when scheduled swimming lessons will be conducted so students bring the appropriate clothing.

If PE classes need to be held outside the school campus, school buses will transport the students from the school to the venue. If for any reason your child cannot participate in PE, a signed letter

from the parent or guardian must be written and handed in to the PE teacher. Without this, the child will be given a zero for participation during that class and it will affect the final grade.

Extracurricular Activities

In addition to our daily curriculum, Footprints offers a range of extra-curricular programs and activities before school hours, after school hours and during the student's lunch break. These vary depending on the expertise of our current teaching staff and the interests of our students and may include Chinese, IT, Karate, team sports and music. At the beginning of each term, parents will be informed of the extra-curricular activities available and will be able to register the child's participation by submitting a parent consent form to the office.

Class Shuffle

Each school year, there is a chance that students will be shuffled to create a vibrant and inclusive learning environment that enhances collaboration and improves overall learning outcomes. Students might be out of their comfort zone for a while, but they will discover their potential through exposure to these diverse perspectives. The students will also have opportunities for forming new friendships and developing social skills, resolving conflicts and building trust. Therefore, any alterations to the shuffled list will be restricted once the final list has been released. The reasons for the shuffle include:

- **Academic performance:** We believe that shuffling the class lists will help to improve academic performance by providing students with new learning opportunities and challenges.
- **Behaviour issues:** In some cases, shuffling the class lists may help to resolve behaviour issues by moving students who are struggling to learn into a different environment.
- **Number of male and female students:** We have also taken into account the number of male and female students in each class to ensure that there is a balanced representation.
- **Class dynamics:** We believe that shuffling the class lists will help to create a more positive and productive learning environment by bringing together students with different skill levels, interests, and needs.

General Information

Inclusion

In accordance with the Ministry of Education, Youth and Sports, we at Footprints will not discriminate. No person should be disadvantaged or receive less favourable treatment than any other on grounds of age, gender, sexual orientation, class, employment status, race or religion, or any other status. Footprints International School considers all discriminatory behaviours and remarks to be unacceptable. School staff members will always strive to maintain a respectful school climate and to be sensitive to the feelings of others. We do not allow physical or verbal harassment of any individual or group by another individual or group.

Illness and Absence

For reasons of safety, it is important to notify the office when your child will be absent. A note for the students' absence, or an explanation, either by phone or in person, by the parent is requested to explain the absence. If an instance arises when we do not receive a call, we will attempt to confirm the whereabouts of the student by contacting a parent.

When students are absent due to illness, they will also be able to make up any missed tests once they are healthy enough to return to school.

Footprints International School has the duty to protect the well-being of all students and therefore students with any contagious illnesses will not be permitted to stay in school.

Students need to stay at home when they are ill, even if they want to come to school, particularly if they are coughing or have diarrhea or a fever. Parents/guardians are asked not to bring into school any child who has been vomiting or had diarrhea until at least 24 hours has elapsed since the last attack.

Children with contagious infections such as Conjunctivitis and Chickenpox are not permitted to attend school. Parents/guardians are asked to keep their children at home if they have any infection, and to inform the school as to the nature of the infection. This will allow the school to alert other parents as necessary and to make careful observations of any other children who seem unwell. If a child comes to school and appears to be feeling well but is still contagious, they will be sent home.

Students who have not been vaccinated, or who have no record of vaccinations, can be sent home at the discretion of the school management if there is an outbreak of a disease which is contagious, but can be vaccinated against. Examples of such diseases are Measles, Mumps, Polio and Rubella. Footprints International School also reserves the right to close school in case of an outbreak of a contagious disease where there is no vaccination. School closing will only take place in extreme circumstances and must be Board mandated. Footprints International School requires that parents have their children vaccinated for Measles, Mumps and Rubella (known as MMR).

Students taking antibiotics should stay at home until the treatment is completed, unless a note from the doctor gives them permission to attend school. Cuts or open sores should be covered with sticking plaster or other dressing. Any child who has sustained a serious injury should be kept at home, until their safety at school can be assured. If a child is deemed too sick to attend school by FIS staff, then parents will be notified and arrangements will be made for the child to return home promptly.

Please see the chart below for information as to how long children need to stay home with contagious illnesses.

Name	Symptoms	How long contagious
Pink Eye (conjunctivitis)	eyes are red; child can feel that their eyes are painful, itchy, watery, irritated and possibly sensitive to light	until eyes are clear
Measles	cold like symptoms, cough, high fever, red rash on head, hands and feet	4 days after rash appears

Mumps	swollen glands in neck, headache, fever, breathing problems, stiff neck	3 days before swelling in neck, and 4 days after
Rubella (also called German Measles or 3-day Measles)	swollen glands, fever, rash (spreads from head to trunk to feet and hands)	5 days after rash appears
Chicken Pox	fever, fatigue, lesions on skins (blisters that eventually scab)	blisters need to be dry and scabbed over (usually takes 5-6 days after the rash appears)
Hand, Foot and Mouth Disease	Fever, blisters and sores in mouth, rash and blisters on hands and feet	Until symptoms are gone

Head Lice Policy

Once a month, Footprints will engage in lice checks for students in the Early Childhood Program; teachers, teaching assistants and office staff will assist with these searches to help expedite the process. **Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.**

Upon confirming the student has lice the parents will be informed, under no circumstances will a student be allowed into the classroom with lice. Once at home we recommend using lice shampoo and waiting until all signs of live lice or eggs are completely gone before sending your child back to school. Absences due to head lice are considered excused by the school.

Upon re-entry into the school the student will be examined and cleared by the office to be readmitted to class. For repeated cases of lice, the school may wish to meet with the parents to discuss ways to minimise head lice.

Parents Away

In some circumstances, it is necessary for parents to travel while leaving their children in the care of other family members or friends. To keep all children safe, we require parents to inform our office in advance if this is the situation. We also ask parents to provide contact details and photographs of the people who will be responsible for caring for the student.

For younger students, it is especially helpful if teachers are aware of parental absences as this may affect the child's behaviour, and teachers are better equipped to reassure and support the student if they are informed.

Accidents, Injuries, and Health Problems

Footprints staff are attentive and attempt to keep all students safe from harm, but some injuries are unavoidable. FIS staff have received first aid training and are able to provide hygienic and prompt care to any student in need. FIS staff, including school nurses, make written reports of incidents, accidents or injuries requiring attention, and a copy of the report is sent home in the child's bag. Further to this, teachers in our Early Childhood Program carry out daily health checks for each student, checking temperature, if the child has a cough or runny nose or a rash.

In an emergency situation, FIS will first attempt to contact parents, then will try the emergency contacts given at enrollment, and finally, the school will take any medical action necessary, including taking a student to a nearby clinic if deemed necessary. In cases of extreme and critical urgency, FIS retains the right to seek the closest medical attention without contacting the parents. FIS is not financially responsible for medical costs. However, every student is insured through the school's Student Accident Insurance Policy for 24 hours and 365 days a year worldwide while enrolled at Footprints. The maximum coverage is 500 USD medical costs per accident to be reimbursed. For further details, please contact the office.

Contacting Parents

In case of illness, parents will be called to pick up their child. If a parent can not be contacted within one hour of trying, the school will contact the next adult listed on their child's enrollment form, whether this is another parent or someone from the emergency contact list.

Emergency Contact

In case of an emergency, Footprints International School will make every effort to contact parents first. However, if we cannot contact a child's parents, we will telephone the emergency contacts listed on the enrollment form. Parents are required to provide this information upon registration. If there are any changes to the information parents must inform FIS office staff so that parents and emergency persons can be contacted when necessary.

Medication

We believe that children who are sick should stay at home until they are well enough to return to school. However, we recognize that sometimes children will need medication to help maintain their health and well-being or to assist when they are recovering from an illness. In these circumstances, Footprints International School will administer medication following the guidelines below. Parents who bring in the medicines are also responsible for picking them up from the office.

- All medication must be brought to the school office. Class teachers do not administer medication to their students. Students cannot self-administer medicine.
- A signed permission form must be filled out by a parent/guardian. Footprints will not administer any medication without a signed permission form. This form must contain the following information
 - a. Full name of child
 - b. Date of birth
 - c. Name of medication
 - d. Instructions regarding dosage to be given – time, quantity if necessary, with or without food
 - e. Purpose of medicine
 - f. Signature, printed name of parent/guardian and date

Footprints reserves the right to not give any medication which has not been identified. In case of a medical emergency or an allergic reaction by a child, Footprints must be able to inform a doctor of any medicine given. We also request that medicine which is known to cause drowsiness, e.g., antihistamines or cough/cold medicines not be given to a child during school hours, as this will interfere with their schooling. However, should this be necessary we will arrange with parents a suitable way to give the medicine so as to not cause discomfort for the child. This may include providing an area for the child to sleep if necessary. Footprints International School will not administer vitamins or supplements, and we reserve the right to request that a parent come into the school to administer medication if we deem this necessary.

If specialist knowledge is required, parents must supply adequate training from a qualified health professional to any staff involved in administering medication.

Library Books and Kindles

Library resources can be signed out by students. Willfully taking library resources out of the library without permission and/or without signing them out will be regarded as stealing and the student will be spoken to and parents will be informed.

Students with overdue library resources are sent reminders through their classroom teachers; students with overdue library resources at the end of any term will not receive their report card until the resources are returned or replacement cost is paid for.

1. Students can check out two books at a time
2. Library books must be kept in the bag provided by the School
3. Maximum check out is 14 days
4. If a student wants to keep a book for more than 14 days, they must bring the book back to school and sign it out again
5. If a student loses or damages a book, he/she will have to buy a new book or pay for its replacement
6. Replacement fees are \$8 USD

Main Communication Channels

Footprints values parents' input and places importance on communication between home and school as a way to support a child's education and to aid in the smooth running of the school.

Footprints International and National programs use Class Dojo, Footprints Email, and Telegram for communication. Please be sure your phone number and email address are up to date so that messages reach you.

Telegram is the most conscient way of communication. Parents need to contact the office to ensure that they are in the relevant communication group. The school will send information about the Telegram group at the beginning of the school year. Parents need to inform the office if their contact details change at any time throughout the school year. The needed Telegram groups are:

- FIS-TTP or TK-ECP/PRIMARY/SECONDARY-SY-202...-202... are the channels that only the office can send the information to all parents.
- Each class group: FIS-TTP/TK Grade... Parents are for sending messages back and forth among parents and school staff regarding academics.
- FIS National Exam for Grade 6, 9, and 12 are for communication about the Cambodian National Exam.

Early Childhood Program

The ECP Program uses Telegram & Footprints Email for school or campus wide announcements. Parents should contact the office to ensure they are included in the relevant communication groups, and inform the office of any changes to their contact details. Class Dojo is used to communicate with parents regarding student progress and achievement, student behavior, class activities and reminders and the curriculum for the week. Parents should download the ClassDojo app and receive a code to join from their child's teacher at the beginning of the school year. Parents are also encouraged to send messages to the teacher through Dojo as we encourage the development of productive communication lines with their child's teacher.

Primary Program

The Primary Program uses Class Dojo, Telegram & FIS Email to communicate with parents. Communication sent through Dojo is either a generic message informing parents of the classes achievements and coverage of the curriculum for the week, or an individual message sent by the teacher to a parent reminding individual students to bring particular resources or to inform parents about student behavior. Parents are also encouraged to send messages to the child's teacher through Class Dojo as we encourage the development of productive communication lines with their child's teacher.

Secondary Program

The Secondary Program uses Telegram and Footprints email to communicate with parents. Parents need to contact the office to ensure that they are in the relevant Secondary Program communication group (telegram). Parents need to activate their FIS email account in order to receive information. Parents need to inform the office if their contact details change at any time throughout the school year.

National Program

- **Primary (Grade 1 - 5):** Like the International Program, the National Primary Program uses the Class Dojo to communicate with parents. The purpose is the same as what has been mentioned in the International Primary Program. However, if there is not an emergency case, Khmer teachers will update the information only on Friday.
- **Secondary (Grade 6 - 12):** The Program will use the same way that the International Secondary Program uses to communicate with parents.

Bringing Items to School

FIS provides all the necessary stationery for your child to be successful at school. At the beginning of each term, students will receive their school supplies in class. Students are expected to leave these at school, in the place specified by their class teacher. Below is a list of other things that your child should bring to school each day.

- Water bottle with child's name on
- Change of clothing in case of accidents (kindergarten and below)
- Swimsuit and towel (on swimming days – check your class timetable)
- PE clothing (shorts, T-shirt, socks and sneakers on PE days – check your class timetable)

Please send water bottles and/or a refillable container with your child's name clearly marked on it so that we can refill drinking water for your child at school. If you send cups to school, we will require that parents take the cups home for cleaning every day.

In Nursery, Preschool and Kindergarten we ask that parents send to school a grooming kit. This kit should live in your child's bag and include:

- a comb
- hand sanitizer
- tissues
- toothbrush and toothpaste (for full time students)

Please check the kit regularly to see if any items need to be replenished. We hope that by students having their own items we can further prevent the spread of germs.

In Grades 1 to grade 10 students need to have instruments for music class. The students will learn how to use the instrument in music class and will occasionally be asked to practice at home. The school will inform parents which instruments are required for each grade and places locally that they can be purchased.

Secondary students need to supply their own calculator. In Grades 8-12 are required to use a scientific calculator. These can be purchased at stores such as IBC or PBC, and will be needed for school work and homework.

Secondary students are encouraged to bring their own USB (also called a flash drive) for storing work and doing homework.

Grades 6-12 are encouraged to bring their own laptop that can be connected to the Internet. The portable devices will be used for note taking, research and access to e-books.

Prohibited Items

To provide a high-quality learning environment, it is necessary to prohibit some items from school. Items which are extremely distracting, at high risk of theft, or potentially dangerous to the students and their environment are strictly prohibited. This list includes but is not limited to:

- valuable or important items of jewelry
- large amounts of money
- toys
- toy (or real) guns, knives, pocket knives
- cigarettes, matches, lighters, e-cigarettes, vape
- alcohol
- chewing gum
- Playing cards
- fireworks or any other dangerous products
- drugs – medicine or otherwise

If found at school, these items will be confiscated. Items which are deemed dangerous will require a parent to collect them from the office. Violation will lead to disciplinary actions and may lead to expulsion or non-reenrollment. The school reserves the right to conduct spot checks at any time and anywhere within the school premises.

Lost and Found Items

All personal articles left about the school are placed into the lost and found box near the office. At the end of each term, the articles will be displayed for students and parents to reclaim. Any articles that are unclaimed will be cleaned and donated to local charities. The school does not take responsibility for lost property. Please do not send valuable items to school.

Please label all of your child's belongings, i.e., water bottle, lunch boxes, clothing, supplies etc. It is much easier to identify things that have been misplaced when they are labelled.

Any valuable items which have been lost or stolen should be reported immediately to the teacher or other staff. Footprints International School will do its best to assist in the recovery of lost items, but takes no financial responsibility for the loss or theft of prohibited items.

Parents in Partnership

Parents are the first and most important educators of their children. The aim of our school is to support parents in their essential role. We aim to meet your child's needs by building strong

relationships with parents and families and making sure that the sharing of information is an ongoing two-way process.

Thus, we strongly urge parents to respond to the teacher's comments and questions through Class Dojo or email and report any concerns to the school and teachers on a regular basis.

At the end of every term/semester, Footprints International School organizes a parent-teacher conference whereby parents can meet with their child's teacher to discuss their child's learning progress and needs. We strongly request that parents make their time available to attend this conference. FIS will ensure that parents are given information about their child's progress on a regular basis, and that they have an opportunity to discuss it with teachers. Staff will always be happy to discuss a child with their parent/guardian and are available to talk with parents directly before and after school, or by appointment as the need arises. Parents may also send direct messages to the teacher on Class Dojo or email their child's teacher directly. We also recommend you like the School on Facebook. We update Facebook regularly with reminders and school activities.

FIS parents will have opportunities to contribute from their own skills, knowledge and interests to the activities of the school. We welcome the contributions of parents, whatever form these may take. All parents/guardians are invited to be volunteers for special activities, and to have the opportunity first hand to observe their child's activities, progress and any concerns they may have. However, parents must observe our Confidentiality Policy whilst at school, and ensure that they do not discuss other children or adults outside of school.

Ways to Assist Your Child at Home

As a parent, it is vital that you are part of your child's education. We encourage parents to be involved in all aspects of their child's learning. There are ways you can assist at home that would greatly benefit your child. First, please follow the class information via Class Dojo, teachers' email or Google Classroom altering email and read the monthly school newsletters to see what your child is learning. Talk to them about what they have been studying. Explaining what you have learnt is one of the best ways to retain knowledge, so let them be the teacher and teach you some things! At the younger levels review and reinforcement are necessary to create a solid foundation of the alphabet. Also, parents can make an appointment with the office to see your child's teacher.

Much of a student learning potential is determined before they even get to school. Hungry, sleepy children find it difficult to focus and learn. It is important for children to eat a healthy diet and get plenty of sleep. Please see the chart below to find the recommended amount of sleep your child should be getting each night.

Age	Hours of Sleep
1 – 3 years	12 – 14 hours
3 – 5 years	11 – 13 hours
5 – 14 years	10 – 11 hours

Additionally, we ask that parents foster a love of learning in their household. Educational toys and websites are a great way for children to expand their knowledge in a technology friendly medium. Family reading is also a great way to spend time. By working together, we can create safe, learning environments at both school and home.

Suggestions for Improvement

We aim to provide the highest quality education and care for all our children. Our intention is to work in partnership with parents and the general community and we welcome suggestions on how to improve our school at any time. You can make suggestions by making an appointment with the principal or writing the school at enquiries@footprintsschool.edu.kh

Final Words

FIS reserves the right to interpret the information provided in this Handbook and to modify our expectations or policies at any time. Annually, we will review all of our policies and make any revisions accordingly. If you have any suggestions which you think would make this book more useful or for any part of our school or services, please call, email, or come by the school office any time. We welcome and appreciate your ideas.