

# Student & Parent Handbook 2024–2025



**FOOTPRINTS**  
INTERNATIONAL SCHOOL

# TABLE OF CONTENTS

|  |           |
|--|-----------|
| <b>The School</b>                                    | <b>5</b>  |
| <b>Footprints Mission, Vision, and Values</b>        | <b>5</b>  |
| <b>Campuses</b>                                      | <b>10</b> |
| <b>Age Placement</b>                                 | <b>10</b> |
| Study Pathways                                       | 11        |
| Calendar and Schedules                               | 12        |
| School Hours   | 13        |
| <b>Transportation</b>                                | <b>14</b> |
| <b>Staffing</b>                                      | <b>14</b> |
| <b>Enrollment Procedures</b>                         | <b>14</b> |
| Midterm Enrollment                                   | 18        |
| Withdrawal & Re-enrollment                           | 18        |
| Class Placement                                      | 18        |
| <b>School Fees and Refunds</b>                       | <b>19</b> |
| Late Pick-Up Fees                                    | 20        |
| <b>Footprints Policies</b>                           | <b>21</b> |
| <b>Uniform Policy</b>                                | <b>21</b> |
| <b>Everyday Footwear for Students</b>                | <b>22</b> |
| Absence and Tardiness Policy                         | 22        |
| <b>Behaviour Policies</b>                            | <b>23</b> |
| Behavioral Expectations for Students                 | 23        |
| Code of Conduct for Parents, Caregivers and Visitors | 24        |
| Classroom Behavioral Management                      | 24        |
| Early Childhood Programme Student Management Policy  | 25        |
| Primary Programme Student Management Policy          | 25        |
| Secondary Programme Behavior Management Policy       | 26        |
| Merit System   | 28        |
| Code of Conduct for Online Classes                   | 30        |
| <b>Suspension</b>                                    | <b>31</b> |
| <b>Napping Policy</b>                                | <b>31</b> |
| <b>Biting Policy</b>                                 | <b>31</b> |
| <b>Homework Policy</b>                               | <b>31</b> |
| <b>Confidentiality and Privacy Policy</b>            | <b>32</b> |
| <b>Photography Policy</b>                            | <b>32</b> |
| <b>Conflict Resolution Policy</b>                    | <b>32</b> |
| <b>Drop Off &amp; Pick Up Policy</b>                 | <b>33</b> |
| <b>Pick-up Cards</b>                                 | <b>34</b> |
| <b>Visitor Policy</b>                                | <b>34</b> |
| <b>Food and Drink Policy</b>                         | <b>35</b> |
| Suggested healthy snacks:                            | 35        |
| Please do not send these items to school:            | 35        |
| <b>BYOD Policy</b>                                   | <b>35</b> |
| <b>Footprints International School Curriculum</b>    | <b>37</b> |

|  |           |
|--|-----------|
| Beliefs and Principles   | 38        |
| Aims and Objectives  | 38        |
| <b>FIS Early Childhood Curriculum</b>  | <b>39</b> |
| Subjects   | 39        |
| Science and Social Studies   | 39        |
| Language Arts  | 39        |
| Language Arts - Kindergarten Cambridge Primary English (CPE) Stage 1                 | 40        |
| Reading  | 40        |
| Writing  | 41        |
| Speaking and Listening   | 41        |
| Transition to Stage 1 Mathematics - Kindergarten Cambridge Primary Mathematics (CPM) | 41        |
| Transition to Stage 1 Science -Cambridge Primary Science( CPM)                       | 42        |
| Bridging Programme for Kindergarteners   | 42        |
| Kindergarten Khmer Lessons   | 42        |
| <b>Footprints Primary School Curriculum</b>  | <b>43</b> |
| Subjects   | 43        |
| Cambridge Primary Computing  | 46        |
| Assessment   | 47        |
| <b>FIS Secondary School Curriculum</b>   | <b>52</b> |
| Grade Rehabilitation Policy  | 56        |
| Students Who Are Not on Track for Graduation:  | 57        |
| <b>Centre for Wellbeing and Career Excellence (CWCE)</b>                             | <b>57</b> |
| <b>Counselling Programme</b>   | <b>61</b> |
| <b>The Khmer National Curriculum</b>   | <b>66</b> |
| <b>Physical Education (PE) and Swimming</b>  | <b>67</b> |
| <b>Extracurricular Activities</b>  | <b>68</b> |
| <b>Class Shuffle</b>   | <b>68</b> |
| <b>General Information</b>   | <b>69</b> |
| <b>Inclusion</b>   | <b>69</b> |
| <b>Illness and Absence</b>   | <b>69</b> |
| <b>Head Lice Policy</b>  | <b>70</b> |
| Parents Away   | 70        |
| Accidents, Injuries, and Health Problems   | 71        |
| Contacting Parents   | 71        |
| Emergency Contact  | 71        |
| Medication   | 71        |
| <b>Library Books and Kindles</b>   | <b>72</b> |
| <b>Main Communication Channels</b>   | <b>72</b> |
| Early Childhood Programme  | 73        |
| Primary Programme  | 73        |
| Secondary Programme  | 73        |
| National Programme   | 73        |
| <b>Bringing Items to School</b>  | <b>73</b> |
| <b>Lost and Found Items</b>  | <b>74</b> |
| <b>Parents in Partnership</b>  | <b>75</b> |

|                                    |           |
|------------------------------------|-----------|
| Ways to Assist Your Child at Home  | 75        |
| <b>Suggestions for Improvement</b> | <b>76</b> |
| <b>Final Words</b>                 | <b>76</b> |

# 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



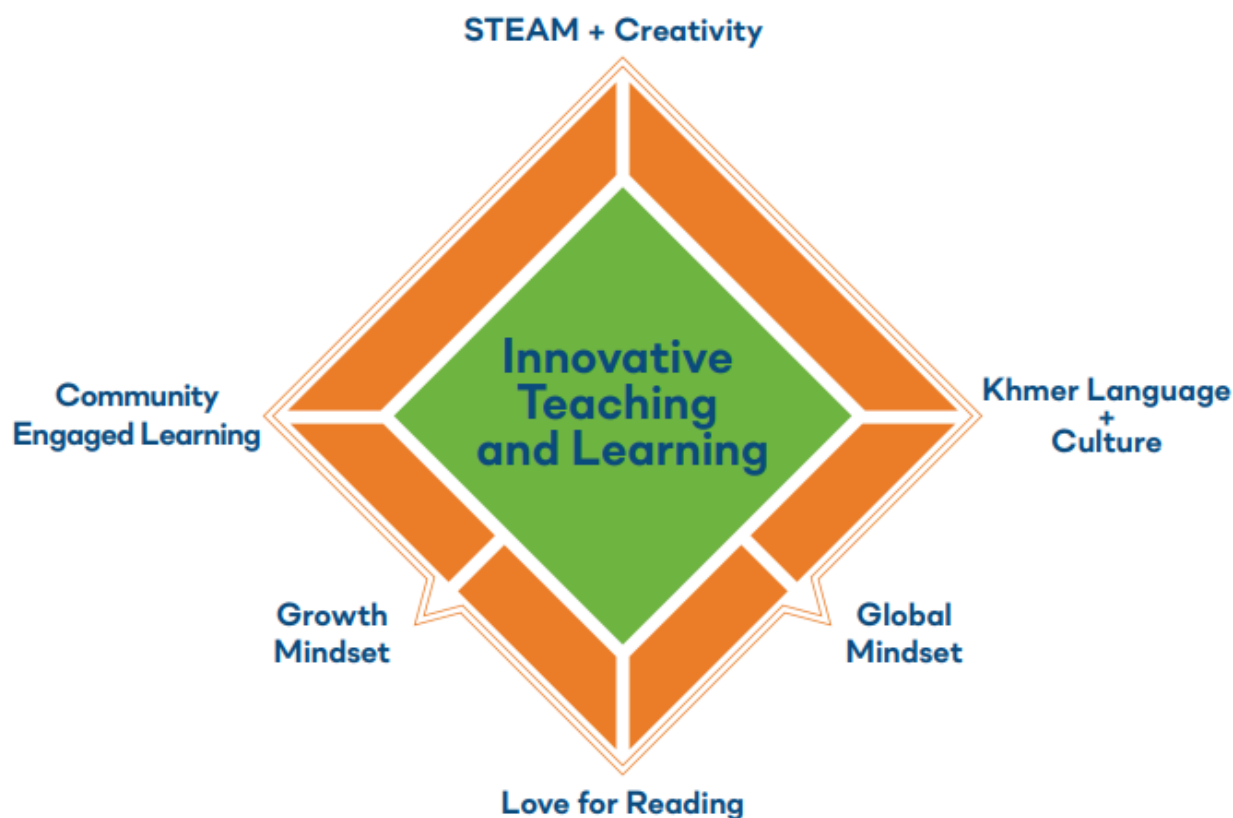
មេត្តាធម៌  
Compassion



ការបញ្ជាក់ចិត្ត  
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:







# 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    |
|-----------------------------------|---|--------------------|
| <b>Tuol Tum Pung (TTP) Campus</b> |   |                    |
| <b>Tuol Tum Pung (TTP)</b>        | Building B No. 84, Street 123<br>Sangkat Tuol Tum Pung I, Khan Chamkar Mon<br>☎️ 📞 077 222 084<br>✉️ <a href="mailto:admission-ttp@footprintsschool.edu.kh">admission-ttp@footprintsschool.edu.kh</a> | Pre-K1 – Grade 5   |
| <b>Tuol Tum Pung (TTP)</b>        | Building A No. 84, Street 135<br>Sangkat Tuol Tum Pung I, Khan Chamkar Mon<br>☎️ 📞 017 222 084<br>✉️ <a href="mailto:admission-ttp@footprintsschool.edu.kh">admission-ttp@footprintsschool.edu.kh</a> | Grade 6 – Grade 12 |
| <b>Toul Kouk (TK) Campus</b>      |   |                    |
| <b>Tuol Kouk (TK)</b>             | Building B No. 46, St. 572<br>Sangkat Boeung Kak II, Khan Tuol Kouk<br>☎️ 📞 089 788 563<br>✉️ <a href="mailto:admission-tk@footprintsschool.edu.kh">admission-tk@footprintsschool.edu.kh</a>          | Nursery – Grade 1  |
| <b>Tuol Kouk (TK)</b>             | Building A No. 16-18, Street 570<br>Sangkat Boeung Kak II, Khan Toul Kouk<br>☎️ 📞 089 337 752<br>✉️ <a href="mailto:admission-tk@footprintsschool.edu.kh">admission-tk@footprintsschool.edu.kh</a>    | Grade 2 – Grade 12 |

## Age Placement

As Footprints use the Cambridge Curriculum for the International Programme and the Cambodian National Curriculum for the National Programme, we place students in grades based on their age, guided by the Cambridge Primary curriculum framework and Article 32 of the Cambodian Law on Education. Although Footprints uses a British curriculum for the International Programme, we use an American system of naming classes, which aligns with the National Programme.

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 table below.

| <b>SCHOOL YEAR 2024-2025</b> |                             |                |
|------------------------------|-----------------------------|----------------|
| Year of Birth                | Footprints/ American School | British School |
| 2022                         | Nursery                     | Nursery        |
| 2021                         | PreK1                       | Pre-Reception  |
| 2020                         | PreK2                       | Reception      |
| 2019                         | Kindy (Kindergarten)        | Year 1         |

| <b>2018</b> | <b>Grade 1</b>         | <b>Year 2</b>         |
|-------------|------------------------|-----------------------|
| 2017        | Grade 2                | Year 3                |
| 2016        | Grade 3                | Year 4                |
| 2015        | Grade 4                | Year 5                |
| 2014        | Grade 5                | Year 6                |
| 2013        | Grade 6                | Year 7                |
| 2012        | Grade 7                | Year 8                |
| 2011        | Grade 8                | Year 9                |
| 2010        | Grade 9 – IGCSE level  | Year 10 – IGCSE level |
| 2009        | Grade 10 – IGCSE level | Year 11 – IGCSE level |
| 2008        | Grade 11 – AS level    | Year 12 – AS level    |
| 2007        | 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 (AY) starts at the beginning of August and runs until in the middle of June, including 188 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 also be viewed on the school website [here](#).



## Academic 2024-2025 Calendar ( Student )

|  |  |
|--|--|
| <span style="background-color: red; color: white;">■</span> Holiday  | <span style="background-color: orange; color: white;">■</span> Festival of Learning                    |
| <span style="background-color: green; color: white;">■</span> Khmer or International/ IP Exam  | <span style="background-color: lightblue; color: white;">■</span> NWEA MAP Test & Cambridge Mock Exams |
| <span style="background-color: yellow; color: black;">■</span> Tentative Parent Teacher Conferences (PTC)/ Student Parent Teacher Conferences (SPTC) | <span style="background-color: grey; color: white;">■</span> Teacher & Staff Orientation               |

| August-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 |

Aug 1-6: Teacher & Staff Orientation  
Aug 7: Term & Semester 1 Start

| September-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 |    |    |    |    |    |

Sep 9-20: 1st Grade 3-5 NWEA MAP Test/  
1st Secondary NWEA MAP Test  
Sep 16-21: Khmer Exam  
Sep 24: Constitutional Day  
Sep 30-Oct 5: Pchum Ben Holiday

| October-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 |    |    |

Oct 1-5: Pchum Ben Holiday  
Oct 15: Commemoration Days of King's Father  
Oct 26: Tentative Semester 1 Secondary SPTC  
Oct 29: King's Coronation Day

| November-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 |

Nov 8: End of Term 1 (ECP & Primary)  
Nov 18: Term 2 Starts (ECP & Primary)  
Nov 9: Independence Day  
Nov 11-16: Water Festival  
Nov 30: Tentative Term 1 PTC (ECP & Primary)

| December-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 |    |    |    |    |

Dec 2-19: Secondary IP Exam (1st Sem)  
Dec 23-Jan 4: Winter Break

| January-25 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| 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 6: Teacher & Staff Orientation  
Jan 7: Victory over Genocide Day  
Jan 8: Student Back to School  
Jan 16-22: Khmer Exam  
Jan 17: End of Semester 1  
Jan 20: Semester 2 Starts ( Secondary)  
Jan 28-29: Chinese New Year

| February-25 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| 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 |    |

Feb 8: Tentative Semester 2 Secondary SPTC  
Feb 21: End of term 2 (ECP & Primary)  
Feb 22: Festival of Learning  
Feb 24: Term 3 Starts (ECP & Primary)

| March-25 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| 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 1-7: Khmer Exam  
Mar 8: International Woman's Day  
Mar 10-26: Grade 10-12 Cambridge Mock Exams  
Mar 15: Tentative Term 2 PTC (ECP & Primary)  
Mar 31-Apr 11: SEC Grade 10-12 IP Exam (2nd Sem)

| April-25 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| 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 |    |    |    |

Mar 31-Apr 11: SEC Grade 10-12 IP Exam (2nd Sem.)  
April 14-19: Khmer New Year  
April 17: Holiday instead of Vaisak Bochea Day  
April 21-May 2: 2nd Grade 3-5 NWEA MAP Test  
April: 28-May 9: SEC Grade 8-9 IP Exam (2nd Sem.)

| May-25 |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|
| 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: 2nd Primary NWEA MAP Test  
May 5-10: Khmer Exam  
May 14: King Norodom Sihamoni's Birthday  
May 15: Royal Ploughing Ceremony  
May 19-23: 2nd Secondary NWEA MAP Test  
May 23: End of Term 3 (ECP & Primary)  
May 26-30: Grade 3-5 CAIE Progression Test

| June-25 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| 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 7: Tentative Term 3 PTC (ECP, Primary & Secondary)  
June 13: End of Semester 2/ Last day of school.  
June 14: Kindy & Grade 12 Graduation Day  
June 18: King's Mother's Birthday

| Number of School Days |            |              |            |
|-----------------------|------------|--------------|------------|
| ECP & Primary         |            | Secondary    |            |
| Terms                 | Days       | Semester     | Days       |
| Term 1                | 60         | Semester 1   | 93         |
| Term 2                | 56         | Semester 2   | 95         |
| Term 3                | 57         | <b>Total</b> | <b>188</b> |
| Ass & Rep             | 15         |              |            |
| <b>Total</b>          | <b>188</b> |              |            |

**Please Note:**  
May 26-Jun13: Assessments and Reporting for ECP & Primary

\* 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

អង្គការអិនវេស្ត  
អ៊ិនវេស្តអ៊ិនធឺណេស្យែល ខ្មែរ អ៊ីលធីឌី  
EDUINVEST INTERNATIONAL CO., LTD.

017 222 084 | 069 222 084  
enquiries@footprintsschool.edu.kh  
Footprints International School

www.footprintsschool.edu.kh  
#16-18, Street 570, Toul Kork,  
Phnom Penh, Cambodia



# 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 Programme: Monday – Friday 7:45 am – 1:50 pm with 1-hour lunch break

National Programme: 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 Programme: Monday – Friday: Grade 6-12: 8:00am – 2:35pm with one hour lunch break

National Programme:

From Monday – Friday, the classes will start immediately after the International Classes and end at 4:50 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 programme 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 Programme is optional, although most of the student body chooses to study it. Students who do not study the National Programme 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

Footprints 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. Footprints 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 (PLO) 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 enrol 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 coloured 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. Footprints email will be the medium of communication between parents and teachers. It is also used for logging into Google Classroom, which allows parents to access their child's Google Classroom

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

[studentname\\_parent@footprintsschool.edu.kh](mailto:studentname_parent@footprintsschool.edu.kh), for example  
([dara.kong\\_parent@footprintsschool.edu.kh](mailto:dara.kong_parent@footprintsschool.edu.kh))

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

[studentfirstname.studentlastname@footprintsschool.edu.kh](mailto:studentfirstname.studentlastname@footprintsschool.edu.kh), for example  
Student: [dara.kong@footprintsschool.edu.kh](mailto: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**

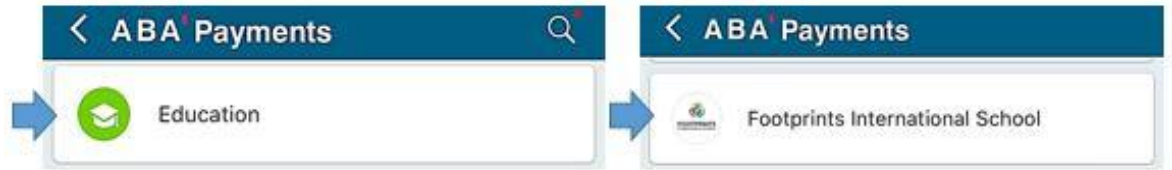
When a place is offered, payment of Enrollment, and Capital & Admin fees must be made before your child can start studying at Footprints. Enrollment, Capital & Admin fees, and Bus fees are non-refundable. Once the Capital and Administration fee is paid, this will guarantee your child's enrollment. Footprints has a limit on the number of students to 26 students that can be enrolled per



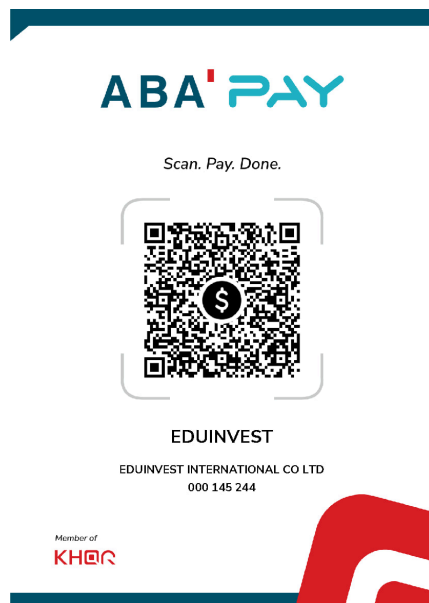
grade. Footprints values the safety and security of our students and staff; therefore, a cash limit of no more than \$100 is accepted by staff in our office. For amounts more than \$100, we accept cheques, bank deposits, or bank transfers.

Local Payment:



- Payment can be done through ABA App ( Education )

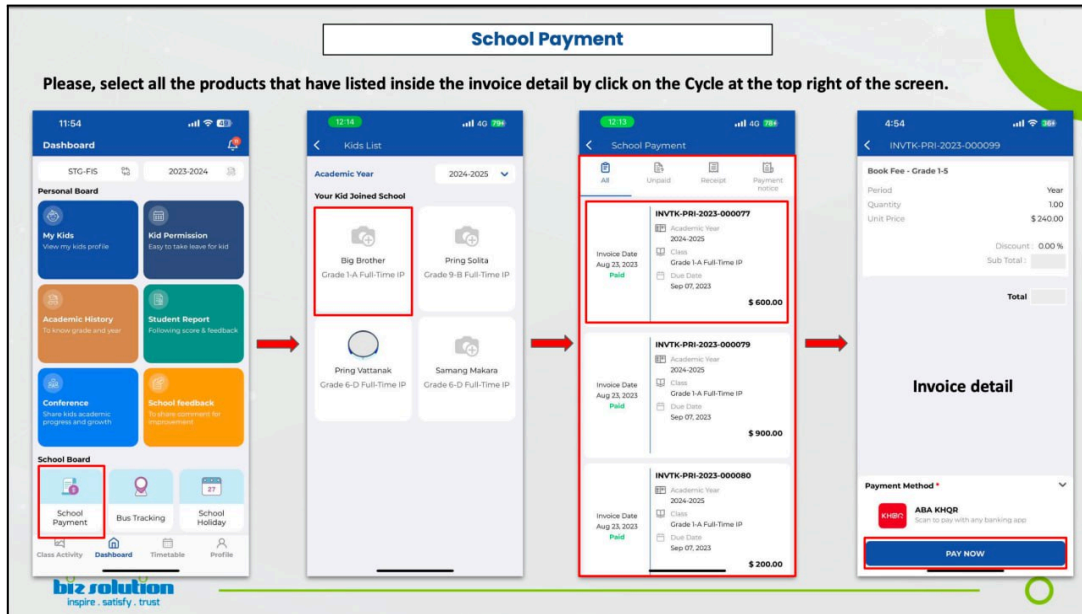


- Payment can be done by QR code below (KHQR)



- Payment via our Footprints Parents Portal App ([Please click the link to access the login and usage slide](#))

|   |   |
|---|---|
| <p>សូមស្នែនកូដដើម្បី Download Phum Parent Portal App<br/>របស់សាលាហ្វីត្រីនអន្តរជាតិ ។</p>                       | <p>សូមស្នែនកូដតេឡេក្រាមដើម្បីសាកសួរពីការចុះឈ្មោះ<br/>និងរបៀបប្រើប្រាស់ App ។</p>                                  |
|                              |                              |
| <p>Please scan the QR code above to download the Phum Parent Portal App of Footprints International School.</p> | <p>Please scan the QR code above to join the Telegram group for assistance with logging in and using the app.</p> |



**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:** ABAKHPP

**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](mailto:admission-ttp@footprintsschool.edu.kh)

TK campus: [admission-tk@footprintsschool.edu.kh](mailto:admission-tk@footprintsschool.edu.kh)

**STEP 7 – WAITING LIST**

If a place is not available at the time you wish to enrol 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 & 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.

## **Enrollment for Upper Secondary**

### **Transient Students and Transfer Credits**

For students transferring into Footprints International School, credit may be awarded for subjects from other schools. Each case is handled individually by the Secondary management team.

Footprints International School may grant credit for classes that have been taken at another school under the following conditions:

- Approval has been given by the Principal; the student receives a passing grade for International programme; the school offering the class is an international school; fully-accredited school; and an official transcript and report cards from the school are sent to Footprints International School once the course is completed.
- Academic credit granted for subjects successfully completed by the student during summer class shall count as high school credit toward graduation requirements.

Students may earn a maximum of three credits every summer class. A student may not be admitted into the programme if there is not enough summer class for the student to earn the missing credits. The student may still be admitted however may only receive a certificate of attendance due to incomplete credits.

# 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 full payment of the capital & administration fee. These fees cover the cost of study materials and resources for students for the entire school year. The 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 enrol 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 2024-2025 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:

| <b>Lateness</b>                      | <b>Monthly Service</b> | <b>Per time</b> |
|--------------------------------------|------------------------|-----------------|
| 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;<br>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 (Including Summer School fees), are non-refundable and non-transferable, except tuition and additional services such as lunch. 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

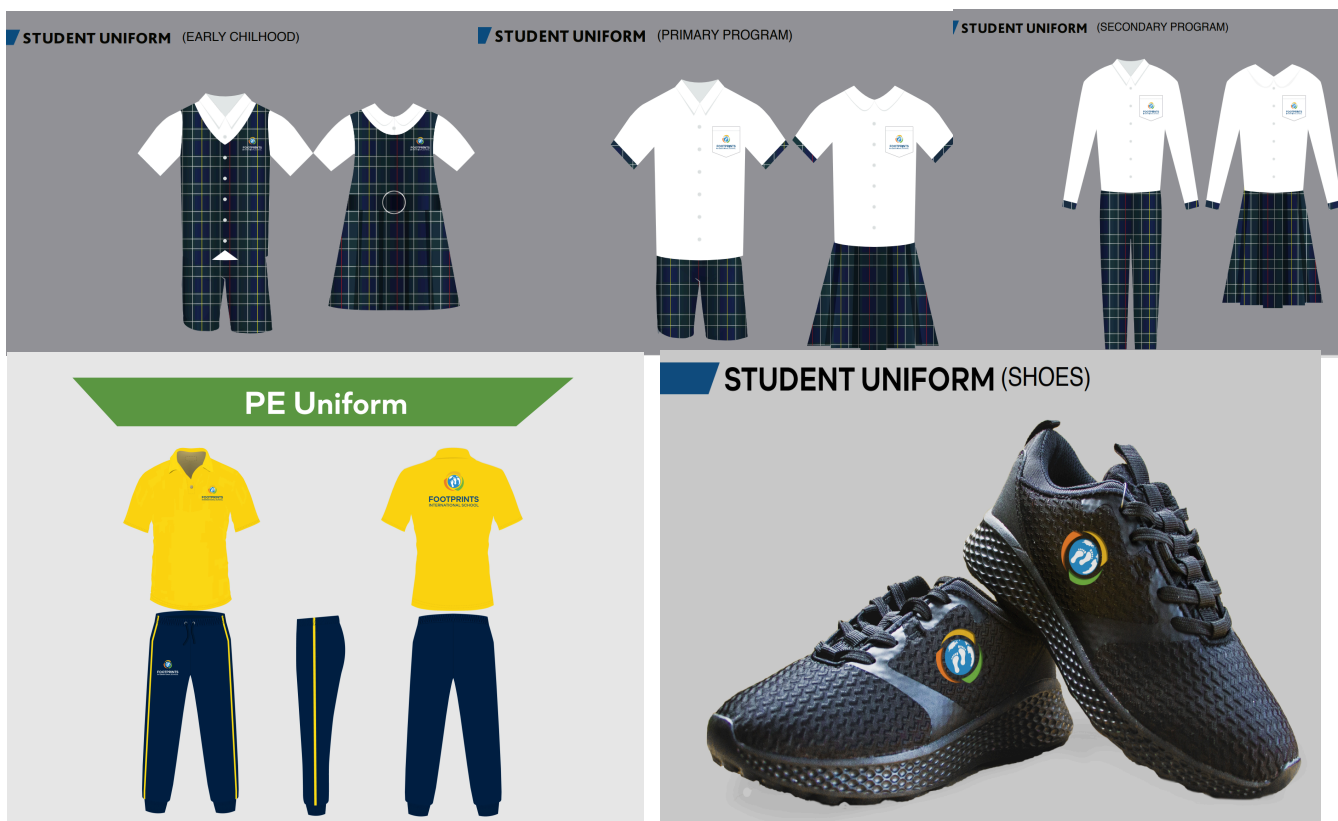
Footprints International School places a high value on a positive school culture, student growth and the engagement of parents in their child's education. Our mandatory student **Footprints Uniform, Absences & Tardiness Policies** promote a sense of community, determination, responsibility, mutual respect 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:** Parents are required to request Short Leave (up to 1 week) through the Parent Portal App (Kid Permission). The Family Engagement team will approve these requests, and the parents will receive notification via the app. For Long Leave (more than 1 week), parents have to contact the school office to communicate with the programme principals or vice-principals, who will decide on approval. Any student who has missed **20** days will meet with the programme 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. Parents are requested to inform the school in advance if their children will be arriving 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.

**Absence during Semester Exam:** Students are eligible to take a make-up exam if they miss a scheduled assessment due to:

- Documented illness: A doctor's note verifying the illness and its duration is required.
- Family emergency: Documentation confirming the emergency is necessary.
- School-sanctioned absence: This includes approved academic and athletic competitions, or other official school activities.
- Other extenuating circumstances: These circumstances will be evaluated on a case-by-case basis by the school administration.

Parents and students must follow these steps to request a make-up exam:

1. Notify the school: Inform the PLO of the absence and reason for missing the exam as soon as possible, preferably before the scheduled assessment.
2. Provide documentation: Submit proper documentation to support the reason for absence (e.g., doctor's note).
3. Approval: Once the documentation is verified, the teacher and PLO will notify the student of their eligibility for a make-up exam.
4. Schedule the make-up exam: Upon approval by the management team, the make-up exam will be scheduled.

## 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 behaviour 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 behaviour that will not be tolerated and seeks parental agreement to these expectations.

### ***Behaviour 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 offence. Repeat offences 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.

### **Early Childhood Programme Student Management Policy**

The Early Childhood Programme is responsible for teaching children who are in their most formative years of life. Before age 5, children are not developmentally ready to understand the consequences of their actions. For this reason, we view all challenging behaviours as a teachable moment and an opportunity for our students to learn emotional regulation skills.

Every ECP classroom uses the Zones of Regulation to help teach children how to identify their emotions and provide them with tools to help them deal with their big feelings in the most developmentally appropriate way.

There are four zones: blue, green, yellow and red which each represent levels of energy in the human body that are associated with different emotions. Green is the best zone for learning, but all of the Zones are OK and all zones are a normal part of human development.

Most behaviours are caused by the feelings that the child is experiencing at any given moment, so to address the root of challenging behaviours, we first teach the child how to manage their feelings. We welcome families to speak to us about the Zones of Regulation, ask questions and use a Zones of Regulation check-in at home to reinforce our Social-emotional learning in the classroom.

### **Primary Programme Student Management Policy**

The Primary Programme 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 Programme Behavior Management Policy**

At Footprints International School (FIS), our secondary students are supported in meeting school expectations and embodying the school's vision, mission, and core values through a process of restorative and reflective practice. This process empowers students to consider the impact of their decisions on themselves, their peers, and the wider school community.

All staff members are committed to supporting students' success in this area. They engage with students in a calm and authoritative manner when observing or being alerted to behaviour that does not align with school expectations.

The behaviour management process follows a "**nudge, warning, choice, consequence**" cycle:

### **Nudge:**

Staff signal to the student that their current choices do not reflect the school's core values, and it is time to realign their behaviour.

### **Warning:**

If the behaviour continues, the staff member will issue a verbal warning to the student, highlighting that they are still not meeting expectations and need to make a choice.

### **Choice:**

If the student chooses not to respond to the nudge or warning, the teacher will log an entry in the behaviour tracker. The student will then be given a choice to redirect their behaviour to align with school expectations. This choice highlights the decision the student needs to make, while also signposting the consequences that will result if they choose not to modify their behaviour.

### **Consequence:**

If the student continues to behave in a manner that does not reflect the school's values after the nudge, warning, and choice process, the staff member will issue a restorative consequence. This consequence is designed to support the student in reflecting on the choices that led to the consequence, and may include but are not limited to:

- A reflective conversation with the class teacher, homeroom teacher, vice principal, or principal
- Completing a reflection form
- Taking part in a period of reflection during break or lunch, where they complete work related to their choices
- A meeting with their parents and members of the academic team to discuss challenges in meeting FIS expectations
- Removal from circulation for a fixed period (internal suspension), during which they complete reflective activities

- Staying home for a fixed period (external suspension) to receive time and space for reflection

### **Behavior Report:**

Students who frequently struggle to meet school expectations and appear on the behaviour tracker multiple times will receive targeted intervention through the school's behaviour report system. This is not a punishment, but rather a supportive tool that provides students with feedback after each class on how well they have met expectations.

Students work with their homeroom teacher to set three improvement targets and a strategy to achieve them. They receive a score of 1-4 and a comment from each teacher reflecting their progress. The student is responsible for ensuring they receive the report at the start and end of each class, and for meeting with their homeroom teacher at the end of each day to review their progress.

If the student continues to find it challenging to meet expectations, the report system can be escalated to the Vice Principal or Principal, with the student reporting directly to them at the end of each day.

### **Positive Behavior Report:**

To support students during the challenging secondary school years, some may benefit from targeted praise on their performance. This positive behaviour report allows students to see their successes and build self-confidence.

As with the behaviour report, students identify areas of concern with staff support. Teachers then provide only positive feedback on the student's performance during the lesson.

Through this comprehensive behaviour management policy, FIS is committed to supporting our secondary students in developing the skills and mindset to meet school expectations and embody our core values.

## **Bullying**

Footprints International School believes that every student and member of staff has the right to be happy and feel safe at school.

The school is committed to safeguarding all members of the school community, both students and adults and we expect all staff and volunteers to share this commitment, which is integral to the school ethos and values. No student or adult deserves to be bullied and bullying of any kind will not be tolerated.

Students are constantly encouraged to confide in someone, no matter who, and understand explicitly that bullying is not something they have to endure and has no part to play in the life at FIS.

However, if an instance of bullying is identified and in partnership with the students, staff, parents, and the CWCE, every effort will be made to stop the bullying, support the victim and re-educate the student(s) who have chosen to display bullying behaviour.

To ignore an act of bullying is to condone it and cases that have been investigated and substantiated claim will receive the reflective and restorative consequences outlined below:

- 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

## 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 ( $\geq 25.00$ )

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 pyjamas, 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 Programme 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 Programme, but instead allows the teachers to assign meaningful project-based assignments periodically. Students in the Kindergarten and Primary programme also participate in an at-home reading programme 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 may be given 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 Programme 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 programme 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 programme 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 10<sup>th</sup> 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 Card.
- 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.

## **BYOD Policy**

### **Fundamentals**

Our Bring Your Own Device (BYOD) laptop programme requires all students from Grade 6 to G12 to bring a laptop device to school everyday.

Ready access to laptops that students are familiar and comfortable with enables teachers to make even more effective use of technology, both within and outside of the classroom, and help us to prepare students with skills for the digital world.

### **What Device?**

From 1st of August 2024, only laptop devices will be accepted. Only for the remainder of the school year 2022/2023 that Ipads have been allowed as learning devices. For the school year 2024-2025, Ipads will no longer be allowed.

Smart phones are not to be used as learning devices.

Here is a list of suitable devices available in shops around Phnom Penh (minimum, standard and superior - as of January 2023)

## **Internet Safety**

VPN (Virtual Private Network) services are not permitted for use in school, and parents have to ensure they are not installed on student laptops.

Connecting the learning device to any hotspot linked to 4G Internet while at school is not permitted.

Gaming websites are restricted through the school's internet connection, firewalls, ad-blocker, etc. These restrictions DO NOT work if students use VPN, or connect to a hotspot.

## **Usage of Devices in Breaktimes**

Grade 6 to Grade 8 students are not allowed to use their laptops during break/lunch times for non-educational purposes, with the exception of designated spaces.

The use of the devices for gambling, as well as video/audio streaming or downloading, and file sharing of harmful content is strictly prohibited.

## **Usage of Devices in Lessons**

Students must remember at all times that it is their teachers who allow and regulate the use of all devices in the classroom. Technology shall be used only as instructed by the teacher, and should not be used unless permission has been granted.

Phones and any other accessories such as earbuds and headphones are not permitted in the classrooms and must be kept in their lockers.

## **Consequences of Violating the BYOD Policy**

Any inappropriate use of the learning device or of social media or incidents of cyberbullying that impact on another member of the FIS community, whether carried out in school or not, will be investigated and resolved following the school's behaviour policies.

The school also has the right to take action if students are (allegedly) involved in incidents of inappropriate use of devices, including but not limited to accessing and confiscating the device.

Phones brought inside the classroom without authorization will be confiscated and may only be collected back by the student's parent or guardian.

## **Security of Accounts**

Students must ensure that they maintain the security of their online accounts through the use of effective passwords. Passwords should be sufficiently strong and must not be shared or kept in unsecured places.

Students should refrain from using their phone number, real names and their own birth date as passwords.

Students are responsible for all materials within their accounts.

## **Care of Devices**

Students have a responsibility to keep their belongings safe and secure at all times.

Devices should be transported in a protective case. This could include a sleeve, laptop case, or appropriate backpack. Attention should be paid to ensuring that devices are protected from the rain.

Students must make use of their locker to ensure their device is safe when not attended. For this purpose students have to bring their own padlock.

## **Charging of Devices**

A flat battery renders a device useless. Students are expected to fully charge their devices at home every evening, and to take steps to ensure that there is sufficient battery life for the full school day.

Limited facilities are available for students to charge devices at school and can not be relied upon. Students should not expect to be able to charge their devices during lessons.

## **Use of Smart Phones for G6 to G8**

Grade 6 to Grade 8 students are not allowed to bring their smartphone to the school or during a school organised activity/event/trip. They are allowed to use any instant messenger app on their learning device to reach out to their family members or others during their break times as needed. In exceptional cases, with permission of the parents, students may be allowed to bring their smartphones and drop it in the morning at the reception desk to pick it up after school hours.

## **Use of Smart Phones for G9 to G12**

For G9 to G12 students the permission to bring smartphones to the school and school-organised activities/events/trips is a privilege. The use of smartphones during class hours is strictly forbidden unless it is specifically allowed by the teacher. A written authorization will be required. Any violation of usage regulations and this BYOD policy can result in the withdrawal of the privilege to bring smartphones to school for individuals or groups instructed by the Principal or Vice-Principal.

## **Support for Parents**

Whilst technology can be used as a fantastic tool for education, the school understands that parents will have some concerns over their child's use when outside of the school supervision. There are many resources available online to support parents in dealing with this, whilst allowing children to make the most of the opportunities available. The school will offer workshops and distribute some videos and articles from commonsensemedia.org

# **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 organises 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
- instil 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 organised 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 Programme and using resources from [www.readinga-z.com](http://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 organisation.
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 programme 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 organised 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 programme 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 Programme for Kindergarteners**

Early Childhood supports students and families in being ready for school. The Bridging Programme 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 programme 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 programme structure for Academic Year 2021-22.

The Bridging programme 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 minute 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 International Education (CIE) Primary Mathematics**

The Footprints Primary programme 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 programme (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 International Education (CIE) 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 analyse 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 organise 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 organise 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 practise 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 internalise the language structures needed to write through 'talking the text', creating movements to match the text and creating story maps that help them internalise the story, before writing it.

## **Reading**

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

Students in Grade 1 and 2 participate in a differentiated reading programme underpinned by the series of levelled readers produced by Reading A to Z website. After being assessed using the Reading A to Z running record, students are organised 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 programme 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 programme students also work through stages of the Twinkl phonics programme. In the beginning of the year every student's phonemic awareness is assessed to identify the stage within which the programme will begin. Then, in conjunction with the differentiated reading programme, students receive targeted phonics instruction that facilitate effective word attack skills used to build fluency and comprehension of read texts.

## **Cambridge Assessment International Education (CIE) 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 (CIE) Science**

The Footprints Primary Programme 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 CIE 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**

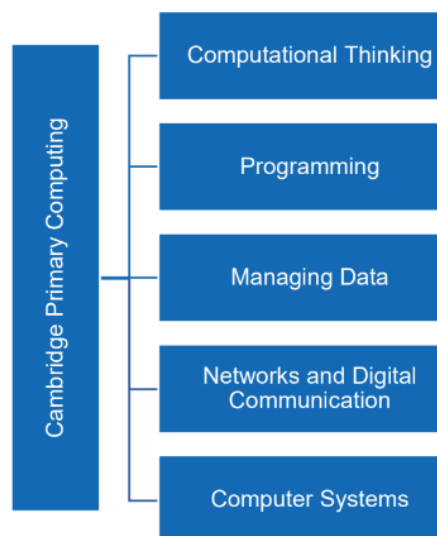
Our Physical Education (PE) curriculum is underpinned by the CAIE Primary PE framework of objectives. The Footprints PE curriculum covers 3 units of study that facilitate opportunities for creative movement, games based development and living a healthy lifestyle.

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.

## **Cambridge Primary Computing**

The Cambridge Primary Computing Curriculum provides students with a comprehensive set of learning objectives for all primary grades. The learning objectives in the curriculum framework provide a structure for teaching and learning. They also provide a reference for checking learners' development of knowledge, understanding and skills. The learning objectives are divided into main areas of learning called 'strands' (see below). Although each strand is discrete, it is intimately connected to the other strands due to the holistic focus in Cambridge Primary Computing. The Cambridge Primary Computing strands consist of:



The content of each strand can be briefly described as follows:

## **Computational Thinking**

Learners consider the importance of logic and precision, and become increasingly aware that there is often more than one solution to a problem or task.

## **Programming**

Learners understand how the sets of instructions that they follow and create for a range of tasks can be given to a computer. Learners will begin to understand that the computer will not respond as expected, unless the instructions are precise and complete. Learners also begin to understand the benefits of testing their programmes and of learning from their mistakes.

## **Managing Data**

Learners consider the role of both data and information in their lives, as well as the differences between the two. They also investigate how computers are used to gather, store, search, analyse data so that it can be presented as information.

## **Digital Communication**

This strand complements Cambridge Primary Digital Literacy and enables learners to understand the technical aspects behind the connectivity of computers and related hardware, both locally and globally. Learners consider:

- what connected computers enable us to do
- the network hardware and
- the safeguards that need to be in place to protect the data that is being transferred and to protect the network hardware.

## **Computer Systems**

Learners understand how computers work, including how devices process inputs to create outputs. They also begin to understand how computers can be used to control other machines. They explore how evolving technologies enable both individuals and entire industries to achieve new things that extend far beyond the tasks that personal digital devices are typically used for.

## **Assessment**

Assessments conducted in the primary programme 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 the level at which students are secure in the transferable skills that underpin the Global Perspectives curriculum and the level at which students are secure in the Footprints SLOs by completing termly, end of unit challenges/projects.
- 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 programme 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:**

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

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

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

## **FIS Secondary School Curriculum**

### **Lower Secondary: Grades 6, 7, and 8**

Our Lower Secondary Programme caters to students aged 11 to 13 years. During this stage, students will have access to a diverse range of subjects, including English, Mathematics, Science, Global Perspectives, Music, Arts, Physical Education, Digital Literacy and Mandarin. We believe that students should have a solid foundation in these core subjects to develop the critical thinking, problem-solving, and communication skills needed to succeed in higher education and beyond. In addition, students can also choose from a variety of co-curricular clubs, such as journalism, story writing, performance arts, varied team sports, and more.

| <b>Subjects</b>  | <b>Sessions per week</b> |
|--|--------------------------|
| First Language English   | 5                        |
| Mathematics  | 5                        |
| Combined Science   | 5                        |
| Global Perspectives (GP)   | 4                        |
| Digital Literacy and Computing   | 3                        |
| Physical Education   | 1                        |
| Arts   | 1                        |
| Music  | 1                        |
| Chinese  | 1                        |
| Co-curricular clubs<br>Students choose 3 from Sports clubs, music/arts-related clubs<br>and academic-focus clubs | 3                        |

## Upper Secondary: Grades 9 and 10

Our Upper Secondary Programme is designed for students aged 14 to 16 years. During this stage, students can select from a diverse range of subjects, including Mathematics, Sciences, Humanities, and Languages.

| Type                                  | Subjects                                  | Sessions per week               |          | Credits     |
|---------------------------------------|---|---------------------------------|----------|-------------|
|                                       |   | Grade 9                         | Grade 10 |             |
| Compulsory subjects                   | First Language English                    | 4                               | 4        | 2           |
|                                       | Mathematics                               | 4                               | 4        | 2           |
|                                       | PE  | 1                               | -        | 0.5         |
|                                       | Chinese                                   | 1                               | 1        | 1           |
|                                       | Health                                    | -                               | 1        | 0.5         |
|                                       | Career                                    | 1                               | 1        | 1           |
| Students choose 2 Science subjects    | Biology                                   | 8 (4 sessions for each subject) |          | 4           |
|                                       | Physics                                   |                                 |          |             |
|                                       | Chemistry                                 |                                 |          |             |
| Students choose 2 Humanities subjects | Global Perspectives                       | 8 (4 sessions for each subject) |          | 4           |
|                                       | History                                   |                                 |          |             |
|                                       | Economics                                 |                                 |          |             |
|                                       | ICT                                       |                                 |          |             |
| Students choose between Music or Arts | Arts                                      | 1                               | 1        | 1           |
|                                       | Music                                     |                                 |          |             |
| Students choose 1 Elective subject    | Sports, music/art-related, academic focus | 1                               | 1        | 0.5         |
| <b>Total Credits</b>                  |   |                                 |          | <b>16.5</b> |



## Advanced Secondary: Grades 11 and 12

The two-year Cambridge AS & A Level programme is an academically challenging, rewarding and highly-respected qualification, recognised by universities around the world. We also offer guidance and support to students who are preparing for university admissions tests and applications.

| Type  | Subjects               | Sessions per week for grade 11   | Sessions per week for grade 12   | Credits   |
|---|------------------------|----------------------------------|----------------------------------|-----------|
| Compulsory subjects   | First Language English | 5                                | 5                                | 2         |
|   | Mathematics            | 5                                | 5                                | 2         |
|   | Career                 | 1                                | 1                                | 1         |
| Students choose 2 Science subjects  | Biology                | 10 (5 sessions for each subject) | 12 (6 sessions for each subject) | 4         |
|   | Physics                |                                  |                                  |           |
|   | Chemistry              |                                  |                                  |           |
| Grade 11 students choose 2 Humanities subjects, Grade 12 students choose 1 Humanities subject | Global Perspectives    | 8 (4 sessions for each subject)  | 5                                | 3         |
|   | History                |                                  |                                  |           |
|   | Economics              |                                  |                                  |           |
| <b>Total Credits</b>  |                        |                                  |                                  | <b>12</b> |

Students in Grades 9 and 10 study IGCSE courses and may sit for the IGCSE exams at the end of Grade 10. Grade 11 students may register for the AS Levels examinations at the end of their Grade 11 year. In Grade 12, students may write the AS & A Level examinations.

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

### 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:

Students need to achieve 60% of each subject to pass the class and to receive credit. Students must complete a total of **28.5 credits** and **60 hours** of documented community service in four years starting from grade 9 to grade 12, for them to graduate with a diploma.

Students are expected to achieve 15 hours of community service hours each year from grade 9 to grade 12. Students can earn their community service hours through in-school and out-of-school community service activities. By the end of grade 12, they will earn **60 hours** of community service hours.

| 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<br>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 programme. The Secondary Programme 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 Programme 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 may sit for the exams which may 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 four out of five of their core subject classes (Math, English, Science, Global Perspectives, Digital Literacy and Computing). Students who fail any subjects in Grades 6-8 will be given an opportunity to attend and pass a summer school class for each of the core subject classes that the student failed.

Upon successful completion of the summer class, the student's grade will be adjusted and given D-60 as a yearly average for the subject they remediated. Students who do not complete the requirements above may be retained in the grade in which they failed or re-enrollment for the next school year may be considered.

### **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 attend summer classes and get a passing score on a project provided by the teacher. Upon successful completion of the summer class, the student's grade will be adjusted and given D-60 as a yearly average for the subject they remediated. Students may earn a maximum of three credits for every summer 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 and 60 hours of community service can receive a Diploma.

## Centre for Wellbeing and Career Excellence (CWCE)

The Centre for Wellbeing and Career Excellence (CWCE) was established as part of the schoolwide action plan at FIS. The goal of the action plan is:

*To foster a positive school culture and environment that makes everyone feel safe and cared for with a particular focus on child protection, social-emotional learning, career guidance, leadership, personal growth and the wellbeing of all students and staff.*

*The Centre for Wellbeing and Career Excellence (CWCE) will provide a comprehensive and integrated approach to student support and development, addressing the social, emotional, physical, and mental health needs of students.*

The CWCE will provide resources for personal and emotional wellbeing, including support groups and individual counselling. Parents' engagement will be fostered by offering workshops in the form of webinars, and on-site workshops on various wellbeing-related topics. The Centre will also play a key role in taking care of the wellbeing and career development of teachers to ensure career excellence.

### 1. DEFINITION OF MENTAL HEALTH AND WELLBEING

Mental wellbeing is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness. We use the World Health Organisation's (WHO) definition of mental health and wellbeing:

... a state of wellbeing in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to her or his community.

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- ★ Feel confident in themselves
- ★ Be able to express a range of emotions appropriately
- ★ Be able to make and maintain positive relationships with others
- ★ Be resilient and able to cope with the stresses of everyday life
- ★ Be able to manage stress
- ★ Be able to deal with change
- ★ Experience a sense of optimal balance to learn and achieve

### 2. A WHOLE-SCHOOL APPROACH TO PROVIDING MENTAL HEALTH AND WELLBEING

A whole-school approach defines the entire school community as a single unit and involves coordinated action between 3 interrelated components:

- curriculum, teaching and learning
- school ethos and environment

- family and community partnership.

We take a whole-school approach to promoting positive mental health and wellbeing that aims to help students become more resilient, happy and successful and to prevent problems before they arise. At our school, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

All students go through ups and downs throughout their school career and some face significant life events. Mental health problems are neglected for many reasons such as stigma, lack of awareness and apathy. As in many cultures, there remains a significant stigma associated with mental disorders in Cambodia. It is widely acknowledged that the treatment gap remains wide for people with mental disorders in Cambodia and the government's mental health plan is yet to be fully implemented. More resources are needed to address the treatment gap, which includes implementing school- and community-based preventive initiatives.

Schools have a role to play in supporting students to be resilient and mentally healthy. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, the school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting students' wellbeing and can help engender a sense of belonging and community.

The role of the Centre for Wellbeing and Career Excellence (CWCE) at FIS is to ensure that they can manage times of change and stress, be resilient, and are supported to reach their potential and access help when they need it. Our role includes ensuring that students learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

We aim to help develop the protective factors which build resilience to mental health problems and be a school where all students are valued, have a sense of belonging and feel safe to talk openly with trusted adults about their problems without feeling any stigma. Positive mental health is promoted and valued and bullying is not tolerated.

In addition to students' wellbeing, we also recognise the importance of promoting teacher and staff mental health and wellbeing.

## 2. PRINCIPLES TO PROMOTING A WHOLE-SCHOOL APPROACH TO MENTAL HEALTH AND WELLBEING<sup>1</sup>

The following principles are followed in promoting a whole school and college approach to mental health and wellbeing.

- Curriculum teaching and learning to promote resilience and support social and emotional learning
  - Enabling student voice to influence decisions
  - Staff development to support their own wellbeing and that of students
  - Identifying needs and monitoring the impact of interventions
  - Working with parents and carers

---

1

- Targeted support and appropriate referrals
- An ethos and environment that promotes respect and values diversity

### 3. HOW WE PROMOTE WELLBEING

This encompasses the following:

- creating a culture of wellbeing and promoting practices and behaviours that support mental health and encourage resilience
- helping students to develop social relationships, support each other and seek help when they need to
  - teaching students social and emotional skills and raising awareness of mental health
  - early identification of students who have mental health needs and planning support to meet their needs, including working with specialist services
  - effectively working with and involving parents and carers
  - supporting and training staff to develop their skills and resilience
  - ensuring that teachers are supported in ways that contribute towards their wellbeing
  - creating an open and positive culture that encourages discussion and understanding of mental health and wellbeing issues
  - providing signposting and information on mental health and wellbeing where students can see it regularly
  - organise an annual schoolwide wellbeing week
  - utilise the annual Global Mental Health Day to raise awareness
  - providing information and signposting to organisations on our website on mental health issues and local wellbeing and parenting programmes.

The Centre for Wellbeing and Career Excellence:

- coordinates all social-emotional support schoolwide
- leads on and makes referrals to services
- leads on and works with other staff to coordinate whole school activities to promote wellbeing and positive mental health
- provides advice and support to staff and organises training and updates
- keeps staff up-to-date with information about what support is available
- liaises with Faculty on teaching about mental health and wellbeing
- communicates with mental health services
- actively engage with the parent community to raise awareness of wellbeing and mental health and ensure their support

Many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and the CWCE will refer them via the CARE Centre to mental health professionals and organisations that provide support to students with mental health needs and their families.

Our approach is to:

- provide a safe and stimulating educational environment that promotes all facets of wellbeing
- identify appropriate support for both students and teachers based on their needs
- involve parents and carers when their child needs support
- involve students in the available care and support services
- regularly monitor, review and evaluate the support with students and keep all the relevant stakeholders updated

#### 4. ASSESSMENTS, INTERVENTIONS AND SUPPORT

All concerns are reported to the Head of the Centre for Wellbeing who will coordinate the intervention. The 3 Tier assessment system based on levels of need is used to ensure that students get the support they need, either from within the school or from an external specialist service. We aim to put in place interventions as early as possible to prevent problems from escalating.

#### 5. WORKING WITH SPECIALIST SERVICES

In some cases, a student's mental health and wellbeing needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. This is handled on the Tier 3 level and involves the CARE Centre. We make links with a range of specialist services and have regular contact with the services to review the support and to consider the next steps.

Referrals to a specialist service will be made in liaison with the inclusion of the Head of the Centre for Wellbeing and Career Excellence following the assessment process and in consultation with the student and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the student's specific needs.

#### 6. INVOLVING PARENTS AND CARERS IN PROMOTING MENTAL HEALTH AND WELLBEING AWARENESS IN THE PARENT COMMUNITY

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular, supporting their children with mental health and wellbeing needs.

To support parents and carers we organise a range of Parents workshops. Topics such as verbal and non-verbal indicators to look out for, what wellbeing entails and the link between wellbeing and academic performance, anxiety, stress management, proper nutrition and the importance of sleep. We also provide information for parents and carers to access support for their own mental health needs. We follow an open-door approach in supporting parents and carers with children with mental health and wellbeing needs through sensitive and supportive regular meetings and signposting.

When a disclosure was made by a student or a concern has been raised the school will consider the nature of the disclosure and concern and first apply the 3 Tier System to decide on an Action Plan. In most cases, parents and carers will be involved in their children's interventions. A record of the meeting is made and a mutual agreement is reached on an Action Plan. Ways on how the parents and carers can support their child are discussed. An undertaking is made to keep parents and carers up to date and fully informed of decisions about the support and interventions.

Parents and carers will always be informed if their child is at risk of danger.

We provide information and signposting to organisations on our website on mental health issues and local wellbeing and parenting programmes.

We make every effort to support parents and carers to access services where appropriate. Students are our primary concern, and in the rare event that parents and carers are not accessing suggested services, we will seek further advice on a modus operandi to follow.

#### 7. INVOLVING STUDENTS

We seek students' views and feedback about our approach and the whole school mental health and wellbeing activities through the student representative bodies, surveys, class questions, surveys, and suggestion boxes.

## Counselling Programme

### INTRODUCTION

School counsellors provide vital support and guidance to students, helping them navigate the complex terrain of modern education. They offer a range of services that are essential for student well-being and success.

Counselling is designed to facilitate student achievement, improve student behaviour and attendance, and help students develop socially. School counselling focuses on the relations and interactions between students and their school environment to reduce the effects of environmental and institutional barriers that impede student academic success and ensure all students graduate from high school ready to succeed in college and their careers. It forms an integral part of the educational programme touching both prevention and intervention measures.

School counsellors are an essential part of the education system, playing a crucial role in helping students academically, socially, and emotionally. These professionals are trained to provide students with guidance and support throughout their educational journey, from elementary school to high school and beyond.

School counsellors work to maximise student success, promoting access and equity for all students. As vital members of the school leadership team, school counsellors create a school culture of success for all.

Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals

(American Counseling Association, 2010).

### OBJECTIVES OF THE COUNSELLING PROCESS

Counselling refers to the process of aiding individuals to resolve their problems and difficulties. It is the process of helping individuals discover their potential and enhance the same to become responsible members of society and contribute to its welfare. Guidance and counselling can be viewed as both educational and developmental.

The aims and objectives of guidance and counselling are as follows:<sup>2</sup>

- Personal Development

Guidance and counselling aim to give individuals a better understanding of the self. It helps them recognise their abilities and potentialities and turn them into useful skills that can contribute to the welfare of society.

---

<sup>2</sup> [Aims and Objectives of Guidance and Counselling - Education Summary](#)



- Realistic World View

Guidance and counselling aim to keep individuals grounded in the real world. It is important to stay in touch with reality despite one's imagination running wild at times. Hence, proper guidance and counselling aim to keep individuals in touch with reality.

- Inclusion of Real-Life Experiences

Guidance and counselling aim to include real-life experiences to help individuals understand the world around them and to help them adapt to it.

- Decision-Making Ability

Guidance and counselling aim to enable individuals to make their own decisions.

- Contribution to Society

Guidance and counselling aim to help individuals to contribute their best to society. It helps them become responsible members of society.

- Overcome Difficulties

Guidance and counselling also aim to help individuals solve and overcome their problems.

### **KEY ELEMENTS OF THE COUNSELLING PROCESS<sup>3</sup>**

School counsellors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counselling programme. School counsellors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal learning environments for all students.

- Supporting the psychological, academic, and social development of students
- Resolving conflicts between all actors in school life
- Helping students face personal problems
- Consulting with students, parents, teachers, and principals
- Coordinating various school activities.

### **DUTIES OF THE SCHOOL COUNSELLOR**

The duties of the school counsellor may include:<sup>4</sup>

- individual student academic planning and goal setting
- school counselling classroom observation visits
- short-term counselling to students
- referrals for long-term support
- collaboration with families/teachers/administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges

<sup>3</sup> <https://positivepsychology.com/what-is-school-counselor-role/>

<sup>4</sup> [Role-Statement.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/Role-Statement.pdf)

- acting as a systems change agent to improve equity and access, achievement and opportunities for all students

## **PERSONAL GROWTH POTENTIAL OF THE COUNSELLING PROCESS**

- Gaining insight and understanding of oneself, with greater self-awareness
- Changing one's beliefs when necessary
- An increased acceptance and appreciation of oneself
- Increasing Emotional intelligence
- An increased ability to control oneself and one's urges
- Developing skills and abilities that require self-management
- Understanding others and why they act as they do
- An increased appreciation and care for others
- Improving relationships with others
- Taking responsibility for one's actions and making amends

## **BENEFITS OF SCHOOL COUNSELLING<sup>5</sup>**

These are some of the benefits of school counselling:

- Offers support to both teachers and parents who work with the same children
- Creates an open dialogue between all parties involved surrounding any issues that may arise at home or within a student's academic career.
- Helps students set personal goals that they want to achieve
- Gives students the tools necessary for them to become successful adults by teaching them how to manage their emotions and behaviours.
- Helps parents understand their children better by discussing the issues that they are struggling with at school or home.
- allows students to explore different career paths that they might want to pursue in the future.

## **ETHICAL STANDARDS FOR COUNSELLORS**

The guidelines set by the American School Counselor Association (ASCA)<sup>6</sup> are followed. All students have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.
- Equitable access to a school counselling programme that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalised by the education system.
- Equitable access to school counsellors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.

---

<sup>5</sup> [School Counseling: Techniques, Goals, Benefits & More \(mantracare.org\)](https://www.mantracare.org/school-counseling-techniques-goals-benefits-more)

<sup>6</sup> [EthicalStandards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/EthicalStandards.pdf)

- Information and support needed to enhance self-development and affirmation within one's group identities.
- Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce and other postsecondary options can have an impact on their educational choices and future opportunities.
- Privacy that is honoured to the greatest extent possible, which at times may be limited by school counsellors' balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to law policies and ethical standards pertaining to confidentiality and disclosure in the school setting

## ETHICAL DECISION-MAKING

When faced with an ethical dilemma, school counsellors and school counselling programme directors/supervisors use an ethical decision-making model.

- Define the ethical dilemma.
- Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.
- Apply the ASCA Ethical Standards for School Counsellors.
- Consult with appropriate professionals (e.g., supervisors, other student service professionals, school counselling peers, and cultural experts).
- Consider the student's chronological age and developmental level.
- Consider parental/guardian and student rights.
- Apply the ethical principles of:
  - *Beneficence: working for the good of the individual and society by promoting mental health and well-being*
  - *Autonomy: fostering the right to control the direction of one's life*
  - *Nonmaleficence: avoiding actions that cause harm*
  - *Justice: treating individuals equitably and fostering fairness and equality*
  - *Fidelity: honouring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships*

*Veracity: dealing truthfully with whom school counsellors come into professional contact*
- Determine potential courses of action and their consequences.
- Evaluate the selected action.
- Implement the course of action and analyse the outcome.
- Identify any inconsistencies in school policy for potential revision

## PROFESSIONAL AND ETHICAL STANDARDS

The Counselor must maintain professional and ethical standards with regard to:

### Students/Counselees

- Minor students (below 18 years old) should be informed of the counsellor's general obligation to disclose information to parents prior to forming the counselling relationship.
- Counselling should be limited to the areas supported by school policy. · When working with minors, counsellors should encourage family involvement when possible.

- Parents of minors have the right to information in most circumstances. · Legal counsel should be sought when the school counsellor encounters “grey areas”.
- The safety of the students and the safety of the third parties should be paramount.
- Abuse will always be reported.
- Threats of injury to third parties should be reported.

### Parents of the Students/Counselees

- Inform parents of the counsellor’s role with an emphasis on the strictly confidential nature of the counselling relationship between the counsellor and the 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

School Counsellors maintain 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, the counsellor 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.

### An informed consent

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 discuss 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 have 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.

## DELIVERY OF SERVICES

### ➤ INDIVIDUAL COUNSELLING

Planned, goal-focused, short-term counselling sessions to assist students in overcoming issues impeding success or expressing difficulties dealing with developmental tasks.

### ➤ GROUP COUNSELLING

Sessions are provided to students with similar developmental or situational challenges with the goal of achieving healthy personal adjustment and coping with the stress of managing/complex environments.

### ➤ CURRICULUM

Collaboration between teachers, support staff and counsellors where lessons and activities promote knowledge, attitudes, and skills of student competencies through instruction in the classroom (e.g. classroom guidance) or planned activities outside of the classroom (problem-solving skills, decision-making, anti-bullying, learning disorders, etc.)

### ➤ INDIVIDUAL STUDENT PLANNING

Helping individual students create personal and academic goals as well as develop career planning.

### ➤ COLLABORATION

Partnering/working with communities and other stakeholders to support students achievement, and acquire essential skills for successful employment, and responsible citizenship.

## COUNSELLOR ACTIVITIES

- Individual Counselling (routine interviews, diagnostic interviews, walk-ins, referrals)
- Group Counselling (socialisation, group dynamics, buddy system)
- Teaching social-emotional and life skills for example goal setting, decision-making, effective relationships, managing emotions, raising awareness on ASD, Anti-bullying, stress management, conflict resolution, and positive self-concept, etc.
- Research and Evaluation to stay relevant and ensure efficacy.

## 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 Programme at FIS, to make it consistent with International Programme, or in Khmer means កម្មវិធីសិក្សាចំណេះទូទៅខ្មែរ is the formal education controlled by MoEYS. The National Programme 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 Programme Manual for details) We run both Primary and Secondary Education in our National Programme.

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 Programme 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 Programme 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 assesses students transitioning from Lower Secondary (Phase 1) to Upper Secondary (Phase 2) within the secondary programme. Our students are required to take this exam in state schools, alongside students from various private and public schools. The Grade 9 certificate is issued by the Department of Education, Youth, and Sport (MoEYS).

However, during the COVID-19 pandemic from the 2019-2020 school year to the 2021-2022 school year, MoEYS authorised us to conduct the exam at our school and sign the Lower Secondary Diploma. In the 2022-2023 and 2023-2024 school years, MoEYS continued to allow us to conduct the exam at our school with MoEYS monitoring the exam process. The Lower Secondary Diploma is signed by our school principal.

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 Programme. 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 programme 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 programme 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 programmes 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 diarrhoea or a fever. Parents/guardians are asked not to bring into school any child who has been vomiting or had diarrhoea 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) |

## Head Lice Policy

Once a month, Footprints will engage in lice checks for students in the Early Childhood Programme; 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 Programme 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 and parents
  - 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 programmes 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 Programme

The ECP Programme 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 behaviour, 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 Programme

The Primary Programme 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 behaviour. 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 Programme

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 Programme

- **Primary (Grade 1 - 5):** Like the International Programme, the National Primary Programme uses the Class Dojo to communicate with parents. The purpose is the same as what has been mentioned in the International Primary Programme. However, if there is not an emergency case, Khmer teachers will update the information only on Friday.
- **Secondary (Grade 6 - 12):** The Programme will use the same way that the International Secondary Programme 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 practise 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 jewellery
- 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, Telegram 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 organises 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, Instagram, TikTok and LinkedIn 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, writing to us at [enquiries@footprintsschool.edu.kh](mailto:enquiries@footprintsschool.edu.kh), or filling out the Parent Feedback Form by clicking on [this link](#) or scanning the QR code below.



## Final Words

Footprints 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.