Student & Parent Handbook 2026–2027

FOOTPRINTS
INTERNATIONAL SCHOOL

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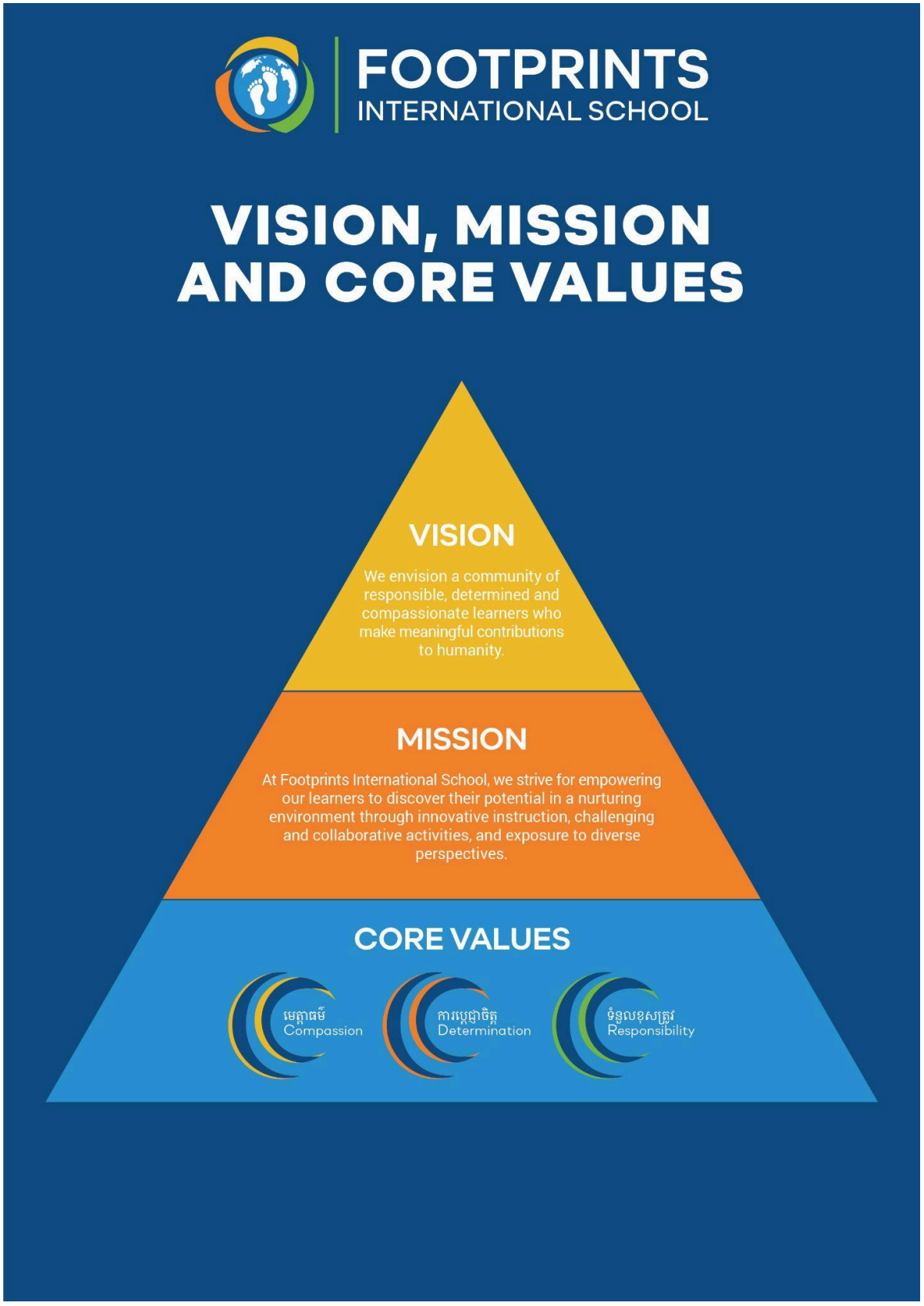
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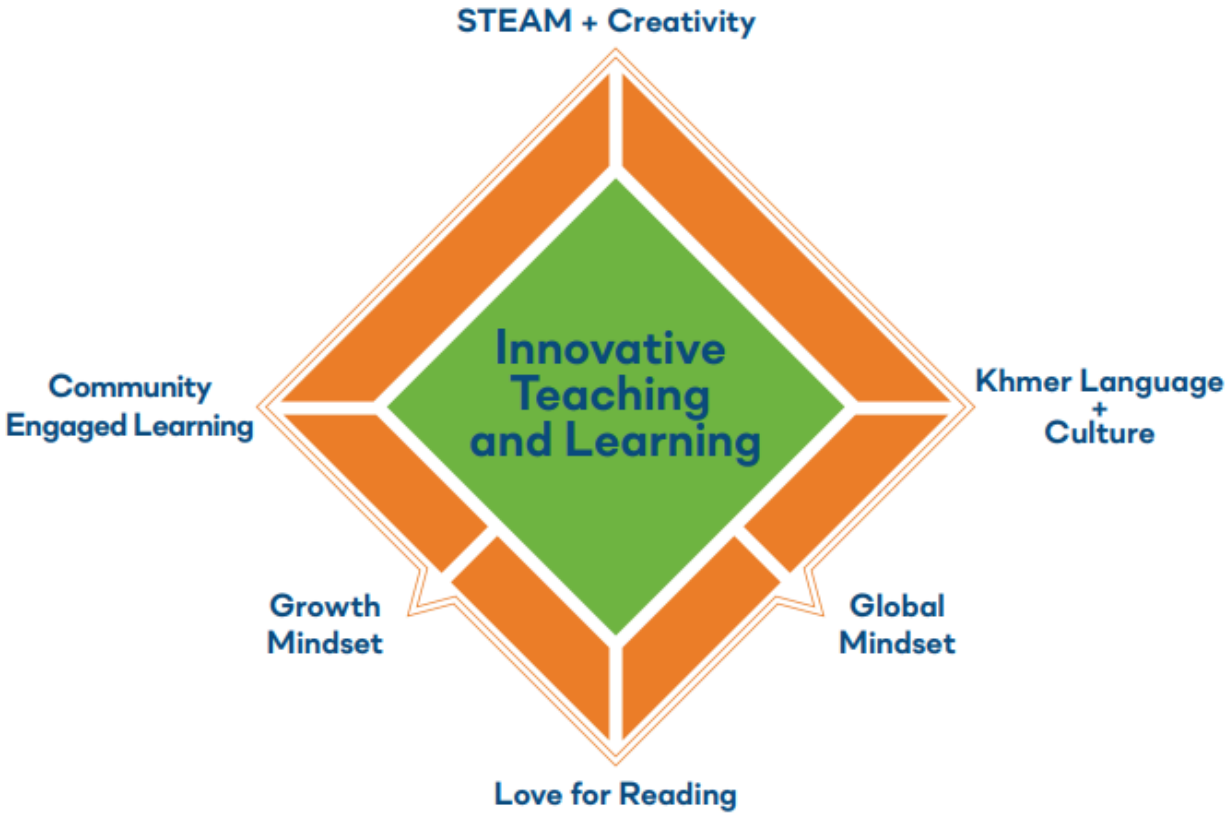
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The School

Footprints Mission, Vision, and Values





The Footprints International School community considers innovative approaches to teaching and learning as the central methodology to guide students' education toward the Schoolwide Learner Outcomes (SLOs).

These approaches support students in developing a growth mindset that fosters lifelong learning, while also instilling a global perspective through the adoption of 21st-century skills and healthy, sustainable living practices.

Creativity is fostered through an emphasis on integrative and experiential learning in the areas of Science, Technology, Engineering, the Arts, and Mathematics (STEAM).

Community-Engaged Learning, with a focus on the importance of Khmer language and culture for FIS families, is a key initiative to ensure learning is both authentic and locally relevant.

Another important initiative, "Fostering a Love for Reading," addresses critical learner needs in literacy development, particularly for younger students.

The holistic approach of these educational anchors at Footprints International School is embedded in the school's vision, mission, and values. It supports students in achieving the Schoolwide Learner Outcomes, developing the Cambridge Learner Attributes, and meeting the academic standards of the Cambridge International Curriculum.

FOOTPRINTS
INTERNATIONAL SCHOOL

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:

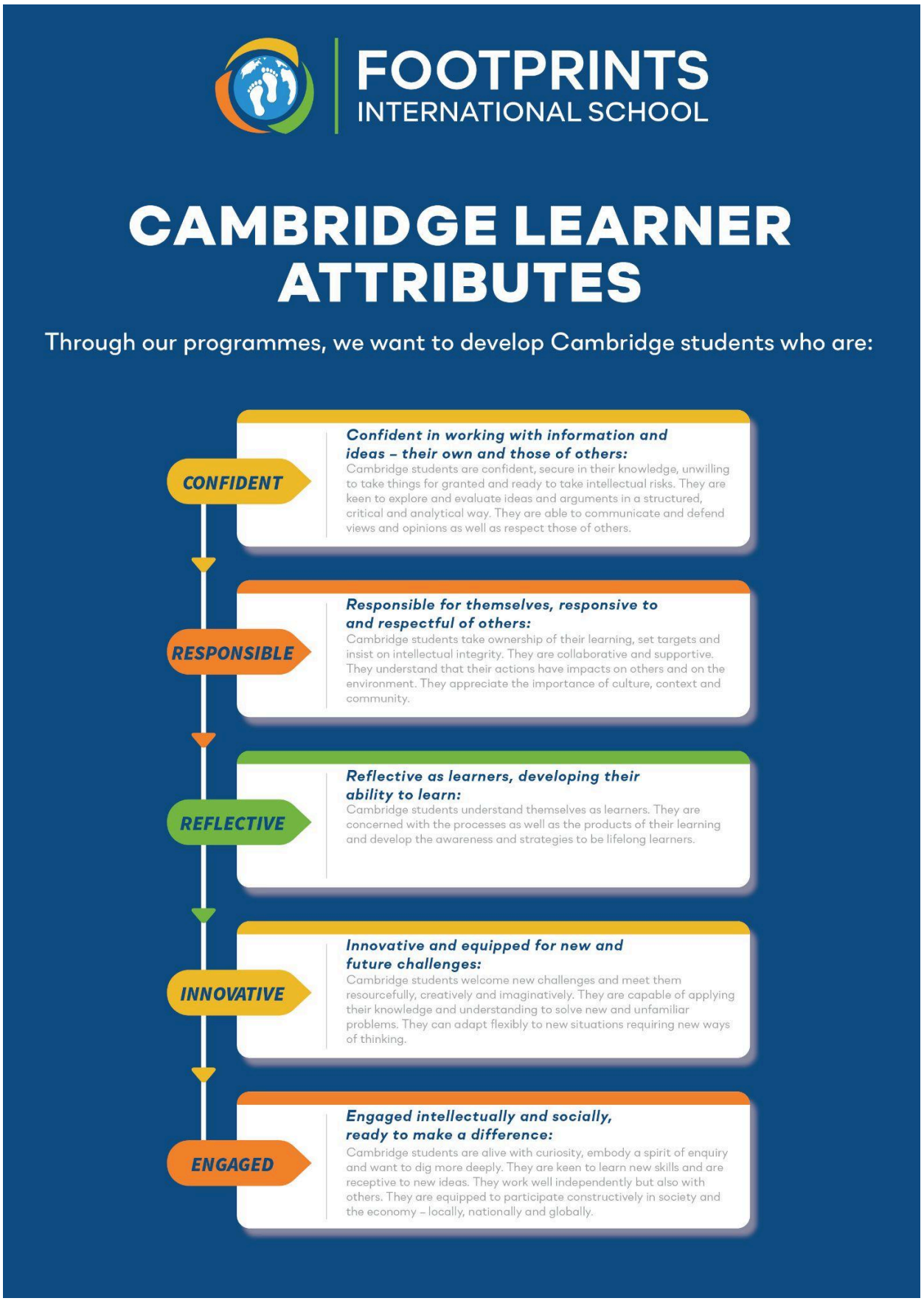
- Demonstrate an understanding of the perspective of others.
- Predict consequences for themselves, others and the environment, when making decisions.
- Make considered decisions based on reason, personal values and available information.

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.


FOOTPRINTS
INTERNATIONAL SCHOOL
CAMBRIDGE LEARNER ATTRIBUTES
Through our programmes, we want to develop Cambridge students who are:
CONFIDENT
Confident in working with information and ideas – their own and those of others:
Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.
RESPONSIBLE
Responsible for themselves, responsive to and respectful of others:
Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.
REFLECTIVE
Reflective as learners, developing their ability to learn:
Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.
INNOVATIVE
Innovative and equipped for new and future challenges:
Cambridge students welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.
ENGAGED
Engaged intellectually and socially, ready to make a difference:
Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.


FOOTPRINTS
INTERNATIONAL SCHOOL
STRATEGIC DIRECTIONS
Responsible Growth
So as to ensure the sustainability of the school, the growth in any aspect needs to be essentially profitable.
Creating a Nurturing Learning Eco-System
Enhancing and expanding the learning experience of students while creating a culture of education as a partnership and engaging families and the wider community to build a sense of shared purpose.
Developing an Effective & Efficient Management Platform
Building a growth supporting platform requires an effective & efficient management system on all levels and strong alignment with educational needs.
Building Capacity
To best deliver the educational and family engaging services, building, retaining, attracting, & aligning compassionate, determined and responsible staff members is critical for success.

Campuses

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

Name	Location	Classes offered
Tuol Tum Pung (TTP) Campus		
Tuol Tum Pung (TTP)	Building C No. 84, Street 123 Sangkat Tuol Tum Pung I, Khan Chamkar Mon 095 222 084 *admission@footprintsschool.edu.kh*	Nursery – Pre-K2
Tuol Tum Pung (TTP)	Building B No. 84, Street 123 Sangkat Tuol Tum Pung I, Khan Chamkar Mon 077 222 084 *admission@footprintsschool.edu.kh*	Kindy – Grade 5
Tuol Tum Pung (TTP)	Building A No. 84, Street 135 Sangkat Tuol Tum Pung I, Khan Chamkar Mon 017 222 084 *admission@footprintsschool.edu.kh*	Grade 6 – Grade 12
Toul Kouk (TK) Campus		
Tuol Kouk (TK)	Building B No. 46, St. 572 Sangkat Boeung Kak II, Khan Tuol Kouk 089 788 563 *admission@footprintsschool.edu.kh*	Nursery – Grade 1
Tuol Kouk (TK)	Building A No. 16-18, Street 570 Sangkat Boeung Kak II, Khan Toul Kouk 089 337 752 *admission@footprintsschool.edu.kh*	Grade 2 – Grade 12

Age Placement

As Footprints uses 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.

SCHOOL YEAR 2026-2027		
Year of Birth	**Footprints/ American School**	**British School**
2024	Nursery	Nursery

2023	PreK1	Pre-Reception
2022	PreK2	Reception
2021	Kindy (Kindergarten)	Year 1
2020	**Grade 1**	**Year 2**
2019	Grade 2	Year 3
2018	Grade 3	Year 4
2017	Grade 4	Year 5
2016	Grade 5	Year 6
2015	Grade 6	Year 7
2014	Grade 7	Year 8
2013	Grade 8	Year 9
2012	Grade 9 – IGCSE level	Year 10 – IGCSE level
2011	Grade 10 – IGCSE level	Year 11 – IGCSE level
2010	Grade 11 – AS level	Year 12 – AS level
2009	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 an 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 in the Early Childhood Programme, from PreK1 to Kindy, will have Khmer Language and Culture integrated into their learning. This helps build key communication skills, promotes cultural awareness, and supports multilingual development from an early age. Furthermore, 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, pathway no.2 (International Programme), or pathway no.3 . 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 mid-June, with a total of **184** school days. It is divided into three terms, with assessments and reporting for the Early Childhood and Primary Programmes, and into two semesters for the Secondary Programme. The school calendar can also be viewed on the school website or click **here.**

- Academic Year Begins : 10 August 2026
- Winter Break : 21 December 2026 – 11 January 2027
- Academic Year Ends : 18 June 2027
- Summer Camp : 5–23 July 2027

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 a 30 min snack break and an 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: 7:40am – 2:35pm with a 10 min snack break from 9:45 am -9:55 am and one hour lunch break from 11:45am - 12:45pm.

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 Programme (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 with close attention to their qualifications, international teaching experience, dedication to student learning, and their genuine respect and care for children. As part of our commitment to safeguarding, the school follows international recruitment standards, including comprehensive reference and police background checks, in full alignment with our rigorous Child Protection Policy.

At Footprints, we prioritise professional growth through a system of trust-based observations, designed to build a culture of reflective practice, collaboration, and continuous improvement among our international faculty. These regular, non-judgmental observations provide space for open dialogue, peer learning, and professional coaching, supporting teachers in refining their practice in meaningful and empowering ways.

In addition to ongoing reflective supervision, all teachers undergo a rigorous evaluation process at the end of their probationary period and again at the end of each academic year. These evaluations are comprehensive and ensure accountability while recognizing each teacher's contribution to student learning and school development.

Teachers also participate in ongoing training and professional development sessions throughout the year, including external Cambridge International Curriculum training. Regular staff meetings and collaborative planning sessions create further opportunities for curriculum alignment, knowledge-sharing, and collective problem-solving — all aimed at enhancing the quality of teaching and learning for the Footprints student body.

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

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

studentfirstname.studentlastname@footprintsschool.edu.kh, for example
Student: dara.kong@footprintsschool.edu.kh
Our IT Representative will assist parents to access their Footprints email at school to check if it is working properly.

STEP 5 – Bring Your Own Device (BYOD)

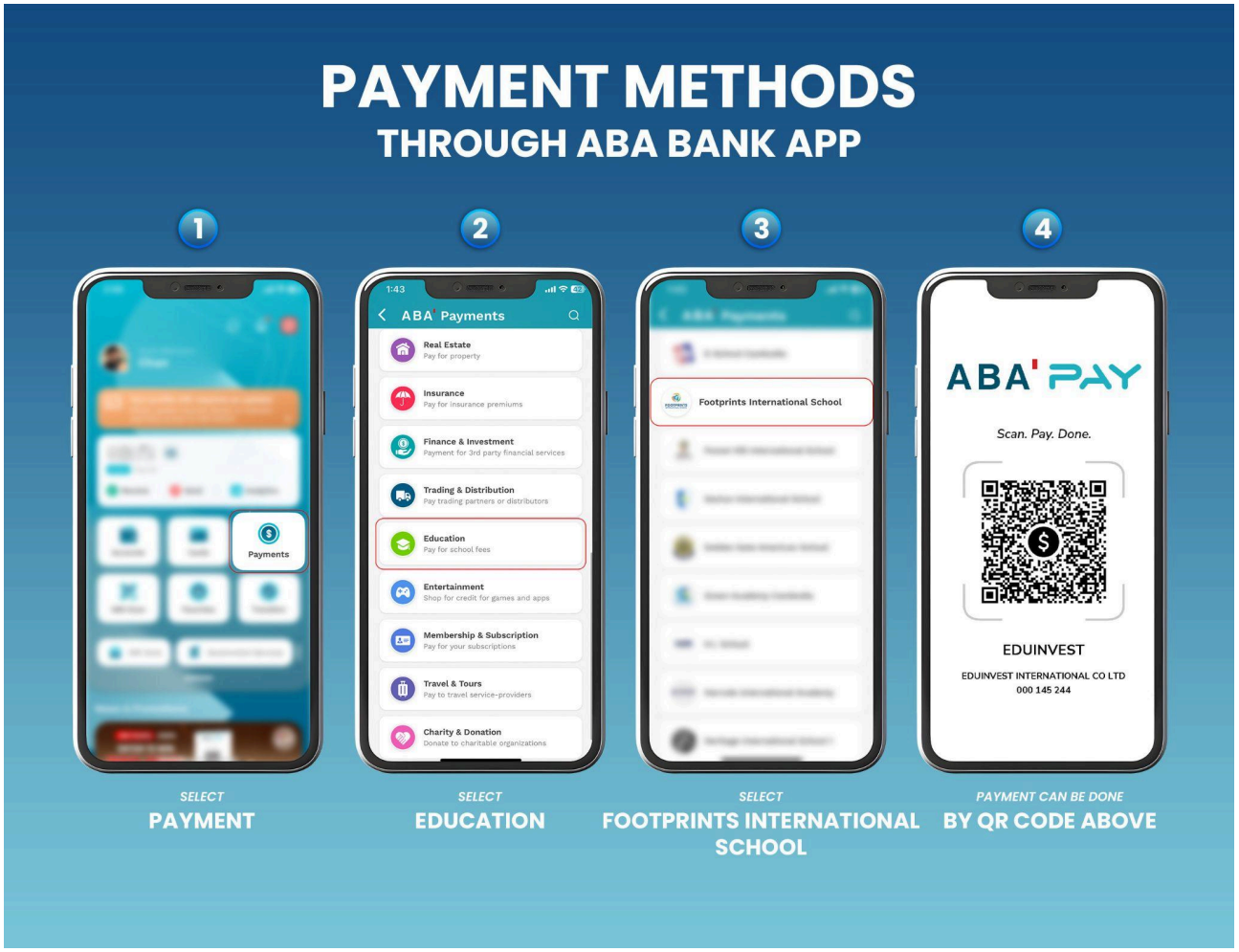
Footprints requires students to bring their own devices to school to enable easy access to online content used to support learning growth across all facets of the curriculum. When students bring their own device to school, parents are required to register their child's device (Laptops and Chromebooks are the only recognised learning devices.) with the Parent Liaison Officer in the school office. A Footprints 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.

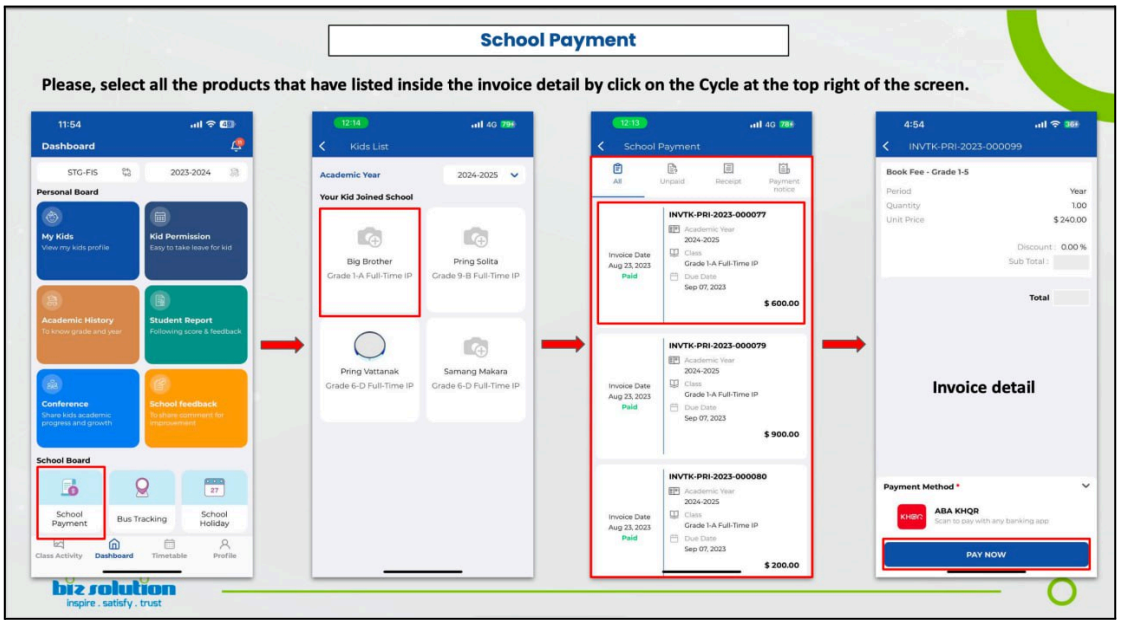
Local Payment:

1. Payment can be done through ABA App (Education) or QR code (KHQR below)



2. Payment via our Footprints Parents Portal App **(Please click the link to access the login and usage slide)**

សូមស្កែនកូដដើម្បី Download Phum Parent Portal App របស់សាលាហ្វូតព្រីនអន្តរជាតិ។	សូមស្កែនកូដតេឡេក្រាមដើម្បីសាកសួរពីការចុះឈ្មោះ និងរបៀបប្រើប្រាស់ App ។
Download Parents APP Phum Parents Portal	Parents Portal Support
Please scan the QR code above to download the Phum Parent Portal App of Footprints International School.	Please scan the QR code above to join the Telegram group for assistance with logging in and using the app.



International Transfer:

Beneficiary Name: EDUINVEST INTERNATIONAL CO LTD

Account Number: 000145244

Beneficiary Bank Name: ADVANCED BANK OF ASIA LIMITED

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

Beneficiary Bank SWIFT: ABAAKHPP

By cheque: please address it to : EDUINVEST INTERNATIONAL CO LTD

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

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

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

STEP 7 – WAITING LIST

If a place is not available at the time you wish to 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 format 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 determined based on the student's age-appropriate grade, as outlined in the Age Placement section of this document. For new enrollees, the school considers a range of factors to ensure that each student is placed in the most appropriate grade and class. These factors include:

- Social-emotional development and maturity
- Independence and communication skills
- Behavioural readiness and ability to participate appropriately in a classroom environment
- Overall school readiness
- English language proficiency
- Results of the placement assessment (for K–12 enrollees)
- Previous schooling and academic history

Footprints reserves the right to determine the appropriate grade and class placement for each student based on the information available and the student's overall readiness. The school also reserves the right to decline enrollment where a student's academic, social, emotional, or behavioural needs cannot be appropriately supported within the school's programmes and resources.

Once a student has been assigned to a class for the academic year, the class placement is considered final and cannot be changed at the request of the student or family. Footprints may, however, review a placement if there are significant educational, developmental, or wellbeing concerns that require consideration.

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

For 2026-2027 Tuition Fees, please click here.

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

Tuition fees
Tuition fees can be paid either in full annually or in three termly installments. Parents who choose to pay annually will receive a partial discount on tuition fees, as indicated in the Schedule of Fee released every year.

Enrollment fee is a one-time only fee paid when the student first enrols 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 5 working days, the school cannot guarantee to hold a space for the child.
If a student withdraws and re-enrolls within the same academic year, no additional enrollment fee will be charged. However, if the student re-enrolls in a new academic year, the enrollment fee will apply. For siblings will receive 50% off upon acceptance.

Capital and Administration fee is a yearly fee required of all students, new and returning. Its purpose is to support the long-term development and smooth operation of the institution. The capital fee helps fund infrastructure improvements and facility maintenance, ensuring a high-quality learning environment for students. This fee is non-refundable, non-transferable, and shall be paid in full before the child is permitted to attend classes. 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. Capital and Admin fee charge 50% when students enrol in Term 3.

Print and Digital Media Learning Materials is a yearly fee required of all students. This fee covers the costs of textbooks and also includes Learning Resources for students. This is a non-refundable and non-transferable fee. If students lost a book during the school year, they are required to purchase it at the office. The books will be provided to students once full payment has been made. For Grades 9 to 12, textbooks are used for two academic years. However, if a student changes their subject choices after the textbook order has been confirmed, they will be required to pay an additional fee for the new subject textbooks.

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.

Summer School Fees is the fee charged for programs, courses, or activities offered during the summer break. It typically covers tuition, materials, and activities for short-term educational or recreational programs. This fee is separate from regular tuition. The fees must be paid in full at the time of enrollment. All payments made toward summer school fees are non-refundable and non-transferable, regardless of the reason for withdrawal, absence, or dismissal etc.

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; therefore, the fees may vary from year to year. Please click this link to see the video on the exam.

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
- International Programme Transcript: $30. The $30 fee also applies to requests made for grades below Grade 12.
- Letter for Visa Request: $10
- Certificate of Enrolment: $10
- Letter of Recommendation (No charging for academic purpose): $10

Extracurricular activities Fees

These fees are charged only when services are required and it is non-refundable and non-transferable.

Other Fees

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

Other Services

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

Fee Timetable

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

Capital & administration fee	Payable upon enrollment for new students; Or by April 30 to hold a place for the following school year
Tuition fees for Term 1	Due July 31
Tuition fees for Term 2	Due November 06
Tuition fees for Term 3	Due February 26

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.

Failure to pay tuition and other fees in full may result in temporary suspension and the withholding of academic documents.

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**.

Refunds on paid tuition and lunch fees shall be applied only for full terms not attended. Parents shall complete and submit a Refund Request form to Footprints School. Please note that processing charges equal to 10% of the refunded or transferred amount shall apply.
Moreover the 10% charge for refunding and transferring shall be applied to the Cambridge International Examinations fee if the students or parents decide to quit or change the exam subject by themselves.

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.

Please click here to see the school catalogue.

Nursery to Kindergarten

School Uniform



Grade 1 to 5
School Uniform



Grade 6 to 12
School Uniform



PE
School Uniform




STUDENT UNIFORM (SHOES)

Absence and Tardiness Policy

Absences: Parents are required to request Short Leave (up to 1 week) through the Parent Portal App **(Student Absence)**. The Family Engagement team will approve these requests, and the parents will receive notification via the app. For a Long Leave (more than 1 week), parents have to contact the school office at least one week before the leave begins 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. Parents can view each student's number of absences on the Parent Portal App.

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. The expectations on academic honesty as well as the use of artificial intelligence tools by students are regulated in the Schoolwide Academic Integrity Policy.

Teachers are encouraged to confer with the 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.

The Footprints Way

The Footprints Way provides a shared framework for how students, staff, and families contribute to a positive, respectful, and inclusive school community. It is grounded in our three core values of Compassion, Responsibility, and Determination. Through these values, students are encouraged to treat others with kindness, take responsibility for their choices and learning, and persevere when facing challenges.

The Footprints Way is embedded across school life, including classroom expectations, assemblies, Circle Time, restorative conversations, and communication with families. It supports students in understanding not only what is expected of them, but also why their choices matter and how they can positively contribute to the wellbeing of others.

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 follows a positive, consistent, and restorative approach to student behaviour, aligned with the Footprints Way. Students are explicitly taught expectations based on Compassion, Responsibility, and Determination and are supported in understanding how their choices affect their own learning, other people, and the wider school community. At the beginning of each school year, students collaborate with their class teacher to develop and commit to an agreed-upon Classroom Charter. The charter establishes clear expectations for behaviour and interactions, helping to create a safe, respectful, and positive classroom culture.

When concerns arise, staff respond in a calm, fair, and age-appropriate manner. Depending on the nature, frequency, and impact of the behaviour, support may include a reminder of expectations, time to regulate, a restorative conversation, reflection, problem-solving with the teacher, communication with families, or an individual support plan. Serious or repeated concerns may be referred to school leadership and relevant student-support staff and will be recorded on an internal, confidential student behaviour tracker. Responses and consequences are determined according to the individual situation and the student's developmental and support needs, with the aim of repairing harm, rebuilding relationships, and helping the student make more positive choices in the future.

1. Corrective warning to reinforce behaviour expectations
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 Behaviour 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

Behaviour 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 Behaviour 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 and SLOs.

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

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

Merit		
Value	**Embodiment of the school vision**	**Points**
Responsibility	Demonstrating leadership	5
	Learner did more than was expected (completed extra classwork or homework)	5
	Setting and achieving a personal milestone (done in collaboration with an educator)	5
	Maintains presentable and respectable level of hygiene	5
	No tardiness for any classes	5
	Wearing proper uniform/dress code	5

	Keeping classroom and school clean and organised (picking up litter around the school)	5
	Kept locker clean and organise	5
	Submitted all online work on time	5
	Consistent in keeping his/her camera on during virtual classes	5
Determination	Positive attitude towards school work (diligence)	5
	Significant academic improvement (overall semester grade)	5
	Demonstrating respect (values other's opinions and property, listens to peers and superiors)	5
	Perfect attendance	5
	Being in top 5 of subject achievers	5
	Free of any demerits within the semester	5
Compassion	Demonstrating trustworthiness (returning lost items, honesty)	5
	Demonstrating fairness	5
	Demonstrating caring (holding the door, saying please and thank you, assisting a classmate)	5
	Speaking up and taking initiatives against bullying	5
	Any positive or special support to school personnel	5
	Supporting and/or participation in any sport or cultural event	5
	Volunteering for community service	5

School Rules:

- Collaboratively promote school values
- Wear uniforms in school (If a student is found without a school uniform, the office will contact the parents to bring the uniform for the student).
- Come to school regularly and on time. If a student is absent, the parents are supposed to notify the office. If late, go to the office to get the late letter and teachers will not allow you to be in the class without the letter.
- Take care of school property (no graffiti on the desk, wall, no damage rooted in careless or intentional activity)
- Do the tests on your own (no cheating in any kind is allowed)
- Be actively involved in classroom activities and do not disrupt the class or other classes
- Keep the classroom clean and tidy (Be responsible for your own belongings or space)
- Eat food outside the classroom (Food is not allowed during class).
- Bring healthy food from home or from the office (Students are not allowed to order food by themselves)
- Play safety games during break time (Activities or games which may highly cause danger to yourself, others or school property are not allowed)

- Respect yourself and others (students, teachers and staff)
- Accept diversity and do not discriminate.
- Ask permission from teachers or administrators for school leave or class leave. Students are supposed to wear a pass (toilet, nurse, or hall pass) outside the classroom.
- Demonstrate trustworthiness (return lost items, display honesty, and no stealing)
- Prohibited items are not allowed to bring to school (playing cards, sharp, explosive weapons, drug, vape, e-cigarette, match, lighter, gum, alcohol, and other dangerous products
- Students from G6 to G8 are not privileged to bring their smartphone to school while G9-12 can, but used only when required for learning activities.
- Do not display public affection
- Disrupting normal operations of the school (disconnecting wifi cable and other electronic devices, playing with school phone, execute false alarm)
- Promote peace and collaboration. Do not provoke anger, bullying/ cyber bullying.
- NP G9 and G12 are eligible to take the national exam if their semester score is equal to or above average (>=25.00)

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

- Participation in restorative circles/peace talks
- 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 of PreK1 students and above in the Early Childhood Programme are required to sign a biting policy agreement before their child 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 time extension to complete their work, 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 do 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 students. 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. We encourage all parents to share posts from the school's official Facebook, Instagram and Linkedin pages.

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. Staff 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.

Late Pick-Up

The school day ends at 4:45 pm. For students who cannot be collected before this time, we provide a supervised babysitting service from 5:00 pm to 5:30 pm.

After 5:30 pm, our staff on duty will call parents to request that children be collected as soon as possible. While our staff continue to supervise and care for students until 6:30 pm if necessary, parents are reminded that the school is officially closed at that time and only security personnel remain on campus.

Although some schools charge late pick-up fees, Footprints International School does not impose such charges. We ask for the full cooperation of parents in respecting the school's hours and ensuring that students are collected promptly.

Pick-up Cards

To ensure the safety of all students, Footprints International School requires that parents and guardians use a school-issued pick-up card when collecting their child at the end of the school day.

Virtual Pick-Up Card (Parent App)

- Parents need to use the **virtual pick-up card available in the Parent App**.
- The virtual card is fully valid and recognised by school staff, and it provides convenience for families who may need to share access with authorised guardians.

Gate Monitoring Procedures

- Gate monitors are responsible for verifying pick-up cards each day.
- Even if a staff member is familiar with a family, it remains their duty to check the card.
- This is a **school policy** and is **non-negotiable** for both staff members and guardians.

Special Circumstances

- If you need to update your child's pick-up card, please contact the office and return the old card.
- If a guest is collecting your child, please call the office in advance to provide the individual's full name. They will be required to present valid identification at the gate.

Policy Statement

The pick-up card system—both physical and virtual—is a key mechanism for safeguarding students during dismissal. We ask for the cooperation of all families in following these procedures to ensure the continued safety and security of our school community.

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.

Campus Security and Parent Visitors

The safety and security of all students is a top priority at Footprints International School. Parents and guardians play an important role in supporting a safe and orderly school environment.

Visitors and Appointments

- Parents and guardians must sign in with the security guard upon arrival and receive a Visitor Card.
- During class time, parents must report to the office first and should not go directly into classrooms.
- Office staff will notify the teacher of the visitor and, where possible, escort the parent to the appropriate classroom.
- At the end of the visit, parents must return the Visitor Card and sign out at the gate.
- Parents wishing to meet or speak with teachers should arrange an appointment in advance to minimise classroom disruption.

Lunch Deliveries

- Parents may deliver lunches to the designated gate-side drop-off point. Containers must be clearly labelled with the student's full name and class.
- Parents are not permitted to enter the campus to deliver lunches, and students are not allowed to leave campus to collect food.
- Late lunch deliveries must be coordinated with the school office.

General Security Expectations

- Parents are expected to follow all school security procedures respectfully.
- For safety reasons, gates remain closed at all times outside designated entry periods.
- Failure to follow procedures may result in delayed access to the campus.

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.

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. Please find here the student assessment policy for all international programmes.

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

Inspiring joyful learning through inquiry, creativity, and connection

At Footprints International School (FIS), our Early Childhood Programme is rooted in the belief that young children learn best through play, exploration, and meaningful connections. Grounded in the International Early Years Curriculum (IEYC), a globally recognized and research-informed framework designed specifically for young children, our curriculum is thoughtfully designed to meet children's holistic developmental needs while promoting curiosity, creativity, and foundational skills for life.

The IEYC aligns with best practices in early childhood education and is built upon the latest neuroscience and developmental research. Its wide use across more than 90 countries reflects the trust and value placed in the curriculum by international schools and educational leaders worldwide.

By using the IEYC, we ensure that our students benefit from a curriculum that is developmentally appropriate, culturally inclusive, and recognized across international school communities for its quality and effectiveness in preparing young learners for future success.
Each term is structured around rich, engaging thematic units that support children in making sense of the world through hands-on, inquiry-based learning. These themes guide cross-curricular experiences that integrate language and literacy, mathematics, science, social studies, the arts, technology, physical development, and social-emotional learning.

Learning Through Themes

We introduce children to big ideas through IEYC units such as *Healthy Habits, Once Upon a Time, Animal Rescuers*, and *Mindful Play*. These units are framed by personal and international learning goals, allowing teachers to design experiences that are grounded in real-life contexts. Each theme encourages exploration, storytelling, problem-solving, and collaborative play across subjects.

Language & Literacy

We nurture a lifelong love of reading and communication by immersing children in storytelling, dramatic play, music, and meaningful conversations. Literacy in the early years includes:

- Read-alouds and story acting using high-quality books
- Phonological awareness through songs, rhymes, and movement
- Twinkl-Phonics and Raz Kids to support playful introduction to sounds and letters
- Early writing through drawing, mark-making, letter formation, and name writing
- Speaking and listening activities embedded in group time, puppet shows, and peer interaction

In Kindergarten, students use Cambridge Primary English, which supports the transition from pre-literacy to early reading and writing, while building vocabulary, sentence structure, and comprehension.

Khmer Language & Culture

Starting from PreK1, full time students are introduced to the Khmer language and Cambodian cultural heritage through engaging and age-appropriate experiences, including:

- Simple vocabulary and greetings
- Traditional music, stories, and crafts
- Cultural celebrations such as Pchum Ben, Water Festival, and Khmer New Year
- Community visits and guest storytellers

This bilingual approach supports identity development, respect for local culture, and foundational language skills in both Khmer and English.

Mathematical Thinking

Math is explored through hands-on manipulatives, puzzles, dramatic play, and STEAM provocations. Children investigate patterns, shapes, numbers, and measurement through real-world contexts and playful inquiry.

- In Kindergarten, children build upon this foundation using the Cambridge Primary Maths curriculum, applying math concepts through problem-solving, stories, and interactive group tasks.

Science & Global Perspectives

Science and social understanding are embedded into our IEYC topics and extended through hands-on discovery and inquiry.

- Nursery, PreK1 and PreK2 explore science through sensory play, nature walks, cause-and-effect provocations, and seasonal changes.
- Kindergarten students extend these concepts using the Cambridge Primary Science curriculum, conducting simple investigations and learning to observe, question, and record findings.

Topics include *Weather, Plants & Animals, Healthy Bodies, Electricity, Forces* and *Celebrations Around the World*, presented through music, cooking, drama, storytelling, and collaborative projects.

STEAM

We integrate Science, Technology, Engineering, Arts, and Math (STEAM) into our daily experiences at STEAM Camp.

Each afternoon, children join mixed-level groups for STEAM Camp, rotating through engaging, teacher-led stations.

Creative expression is further supported through music and movement, dance, puppet shows, and dramatic play, often tied to the current theme.

Social-Emotional Learning

Children learn best in a nurturing environment where they feel seen, safe, and supported. We embed social-emotional development into every part of the day using:

- Our Schoolwide Learner Outcomes (SLOs) like *Kind Listener, Problem Solver* and *Brave Leader*
- Puppet role-plays and social stories
- Mindfulness and breathing routines
- Cooperative games and group reflection
- Resources of the commonsense.com digital literacy and wellbeing learning hub

Children build empathy, independence, and conflict-resolution skills through guided play and teacher modeling.

At Footprints International School, student wellbeing is an integral part of the International Primary Programme and is embedded throughout daily learning experiences. Through our Personal, Social and Health Education (PSHE) curriculum from Jigsaw and the Commonsense Digital Literacy and Wellbeing programme, students develop the knowledge, skills, and attitudes needed to thrive academically, socially, emotionally, and digitally. The integrated wellbeing curriculum supports students in building positive relationships, managing emotions, making responsible decisions, developing resilience, and becoming safe and responsible digital citizens. Together, both programmes promote the Schoolwide Learner Outcomes and help students develop the confidence, empathy, responsibility, and self-awareness needed to lead healthy, balanced, and successful lives. Further information can be found in the *Personal, Social and Health Education (PSHE)* and *Digital Literacy and Wellbeing* sections below.

In Secondary Programme, dedicated Career and Wellbeing classes are provided to all grade levels to foster holistic student development. Our curriculum seamlessly integrates Social-Emotional Learning (SEL), Child Protection, Career Exploration, and Service Learning.

- Personal, Social, and Health Education (PSHE): Utilizing the Jigsaw PSHE curriculum, we equip students with practical tools to manage emotions, build healthy relationships, and develop effective coping mechanisms.
- Child Protection & Digital Safety: Also powered by Jigsaw, this component empowers students to recognize and respond to unsafe situations. Key topics include personal boundaries, consent, healthy relationships, and navigating online interactions safely.
- Career & Service Learning: Driven by the Overcoming Obstacles curriculum, students begin exploring their career interests and aptitudes early, allowing ample time for self-discovery. This structured approach helps Grade 8 students make informed, pathway-aligned subject choices for Grade 9. Through hands-on service learning projects, students develop essential leadership, teamwork, and problem-solving skills in a gradual, structured environment.

Physical Development

Movement is a key part of early learning. Our classrooms and indoor/outdoor spaces are designed for:

- Gross motor play: obstacle courses, climbing frames, tricycles, and balance beams
- Fine motor practice: tweezers, cutting, pouring, play-dough, drawing, and construction
- Dance, yoga, and movement games support rhythm, coordination, and self-regulation

Family & Cultural Partnerships

Families are valued as partners in the learning journey. We build strong home-school connections through:

- Home learning extensions tied to themes
- Family celebration days and cultural sharing
- Regular communication via learning stories, photos, and newsletters
- Parent-teacher conferences and student portfolio showcases

Assessment & Reflection

Teachers use ongoing observation and documentation to track each child's learning. Assessment is integrated into daily play and routines through:

- Learning stories and photo documentation
- Developmental checklists and informal assessments
- Portfolios of artwork, writing, and reflections
- End-of-term reports and celebration of learning events

At FIS, we honor the magic of early childhood with a curriculum that supports children to wonder, explore, build, express, and grow. Through IEYC themes, STEAM play, bilingual learning, and a strong foundation in literacy and numeracy, we prepare children to become confident learners and compassionate citizens of the world.

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.

FIS Primary School Curriculum

1. Subjects

Cambridge International Education (CIE) Primary Mathematics

The Footprints International Primary Programme follows the Cambridge International Education (CIE) Mathematics Curriculum. The primary mathematics curriculum framework explores four key content areas (or strands): Number, Geometry & Measure, Statistics & Probability, and Thinking

and Working Mathematically, which is integrated across the other three strands. The curriculum is underpinned by the Cambridge Primary Mathematics framework of objectives.

These learning objectives outline what learners should know and be able to do at each year level of the programme (from Grade 1 to Grade 5) and support each of the four strands: Number, Geometry & Measure, Statistics & Probability, and Thinking and Working Mathematically. Each strand is further divided into sub-strands or units of work (for example, "Counting and Sequences") to ensure a logical progression of learning. This enables students to continually build on prior knowledge and effectively apply their developing mathematical skills and understanding when solving mathematical problems.

Cambridge International Education (CIE) Primary English

The learning objectives within the Cambridge Primary English curriculum are organised into three main areas, known as *strands*, which run through every stage (grade level) of the programme. These strands are Reading, Writing, and Speaking & Listening.

The Cambridge Primary English curriculum is designed to provide balanced coverage of the fundamental English language skills and knowledge required at this level. Although the curriculum framework is divided into three strands, they are taught in an integrated manner within each unit of work. Within the Reading, Writing, and Speaking & Listening strands, learning objectives are grouped into the following sub-strands:

Strand 1 - 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. Recognise conventions and evaluate viewpoint, purpose, themes, and ideas in texts.

Strand 2 - 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 individual circumstances.

Strand 3 - 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 within the CIE Primary English curriculum are taught through the lens of a factual, imaginative, or persuasive genre. Throughout each unit, students apply and practise a range of pre-writing skills to develop a deep understanding of the focus genre. This understanding enables them to produce their own piece of writing in the same genre studied during the unit.

In addition to English lessons, students are provided with opportunities to further develop their writing mechanics during review sessions conducted before English classes or from 7:45 a.m. These sessions focus on the *Caught Ya* activity, with a particular emphasis on sentence structure. During *Caught Ya* sessions, students participate in short, teacher-led editing activities in which they practise the accurate use of language, grammar, and punctuation.

Once each term, for approximately one week, students participate in *Talk for Writing* learning activities, an effective approach to writing instruction developed by Pie Corbett in the United Kingdom. The *Talk for Writing* approach supports students in becoming independent writers who can write for a variety of audiences, using a published story as the foundation for their own writing. A key feature of this approach is that children internalise the language structures needed for writing through "talking the text," creating actions to accompany the text, and developing story maps that help them internalise the story before writing independently.

Reading

Alongside the Cambridge Primary English curriculum, the International Primary Programme at Footprints International School implements a comprehensive primary reading programme. This programme varies according to the student's grade level.

Students in Grades 1 and 2 participate in a differentiated reading programme underpinned by the series of levelled readers produced by the Reading A–Z website. After an initial assessment through a Reading A–Z running record, students are organised into three differentiated groups per class, according to their reading level. They then receive targeted reading and comprehension instruction designed to support growth in their reading development.

In Grades 3 to 5, the entire class reads a fiction or non-fiction chapter book aligned with the expected reading level for that grade and stage of the school year. Throughout the programme, challenging vocabulary is explicitly defined and discussed. Students are encouraged to read aloud to the class and with their peers, read independently, answer targeted questions aligned with specific comprehension skills, and engage in discussions about the text. Teachers maintain high expectations for student reading and provide appropriate scaffolding and support for students who require additional assistance.

In addition, students across all grade levels participate in whole-class modelled reading lessons that focus on the development of specific reading comprehension skills and strategies. Weekly library lessons further foster a love of reading within a structured and supportive environment.

Phonics

In Grades 1 and 2, students participate in several stages of the Twinkl Phonics Programme in addition to the differentiated reading programme. At the beginning of each school year, students' phonemic awareness is assessed to determine the appropriate entry point within the programme. In conjunction with the differentiated reading programme, students receive targeted phonics instruction designed to develop effective word-attack skills, including blending, segmenting, and spelling. These skills support the development of reading fluency and comprehension.

Circle Time

Circle Time is an important part of the International Primary Programme and provides students with regular opportunities to develop their social, emotional, and interpersonal skills. Through age-appropriate discussions, stories, reflection, mindfulness, cooperative activities, and problem-solving scenarios, students learn to identify and manage emotions, build positive relationships, resolve conflicts, and make responsible choices.

Circle Time also supports the Footprints Way by helping students explore the values of Compassion, Responsibility, and Determination in meaningful situations. It creates a safe and inclusive space where students can express themselves, listen to others, strengthen their sense of belonging, and contribute positively to their class and wider school community.

Holistic Student Development

At Footprints International School, education extends beyond academic achievement. The International Primary Programme supports the development of the whole child by addressing students' academic, social, emotional, physical, and ethical growth. Learning experiences are designed to help students develop confidence, independence, creativity, resilience, empathy, and a strong sense of responsibility toward themselves and others.

Student wellbeing is supported through Circle Time, Personal, Social and Health Education, digital wellbeing, physical education, restorative practices, safeguarding procedures, and collaboration with families and the Centre for Wellbeing and Career Excellence. Teachers monitor students' development and work collaboratively with school leaders, families, and relevant support staff when additional support may be needed.

Cambridge International Education (CIE) Primary Global Perspectives

The CIE Primary Global Perspectives curriculum develops students' ability to apply transferable 21st-century skills through the Global Perspectives strands of Research, Analysis, Evaluation, Reflection, Collaboration, and Communication while learning about contextually relevant social studies themes.

Through a series of Global Perspectives challenges, students work collaboratively on a variety of projects throughout the year. Each project provides opportunities for students to develop and apply different transferable skills. In addition to strengthening these essential global competencies,

the Global Perspectives curriculum aims to create meaningful connections with other curriculum areas, including English as a First or Second Language, Mathematics, Science, Information and Communication Technology (ICT), and the Footprints International School School-Wide Learner Outcomes (SLOs), which complement the Global Perspectives strands.

Cambridge International Education (CIE) Primary Science

The Cambridge Primary Science curriculum explores four key content areas, or strands: Biology, Chemistry, Physics, and Thinking and Working Scientifically, which is integrated throughout the other three strands.

The curriculum promotes an inquiry-based approach to learning by organising both content knowledge and scientific skills into structured units of study. Students develop their understanding through a wide range of activities, including opportunities to design and conduct hands-on experiments and scientific investigations. The curriculum also provides dedicated support for the accurate use and application of scientific vocabulary and language.

Personal, Social and Health Education (PSHE)

Our Personal, Social and Health Education (PSHE) curriculum is based on the UK *Jigsaw* programme. Footprints International School is committed to developing children not only academically, but also socially, emotionally, and spiritually.

As a result, all primary students participate in PSHE lessons that are underpinned by the learning objectives of the Jigsaw curriculum. Teachers plan and deliver lessons using the Jigsaw framework and approach, which integrates Personal, Social and Health Education with emotional literacy, social skills, and spiritual development.

Cambridge International Education (CIE) Primary Music

The music curriculum in the international primary programme is underpinned by the Cambridge Primary Music framework of objectives. It fosters creativity, builds musical confidence, and enables students to express themselves through music. The curriculum highlights the importance of communication as learners connect with fellow musicians and audiences.

Students explore music as performers, composers, and informed listeners. They create, understand, and appreciate music from different cultures, historical periods, and places, while developing leadership, collaboration, and self-confidence.

Cambridge Primary Music learners:

- Cultivate a love and enjoyment of music through meaningful and engaging musical 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 both individual and collective creativity.
- Use their growing musical knowledge to explore and create music that is unique, relevant, and valuable.

Cambridge International Education (CIE) Primary Art and Design

The Art and Design curriculum is underpinned by the Cambridge Primary Art & Design framework. It provides learners with opportunities to express themselves while fostering imagination, creativity, and transferable skills.

Students are encouraged to explore ideas, challenge boundaries, and develop as reflective, critical, and decisive thinkers. They learn to articulate personal responses to their experiences and develop creative skills that support many aspects of future learning and personal development.

Students will:

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

Cambridge International Education (CIE) Primary Physical Education

Our Physical Education (PE) curriculum is underpinned by the Cambridge Primary Physical Education framework of objectives. The Footprints PE curriculum includes three units of study each school year, providing opportunities for creative movement, games-based learning, and the development of healthy lifestyle habits.

Physical Education is an essential component of a balanced curriculum. Regular physical activity contributes to both physical and mental wellbeing, and there is growing evidence that it can also enhance academic performance across the curriculum. Establishing positive exercise habits during the primary years provides learners with a strong foundation for an active and healthy lifestyle.

Physical Education is about both learning to move and moving to learn. Students develop skills through a wide range of age-appropriate physical activities, including games, gymnastics, and dance. As individuals and team members, learners will:

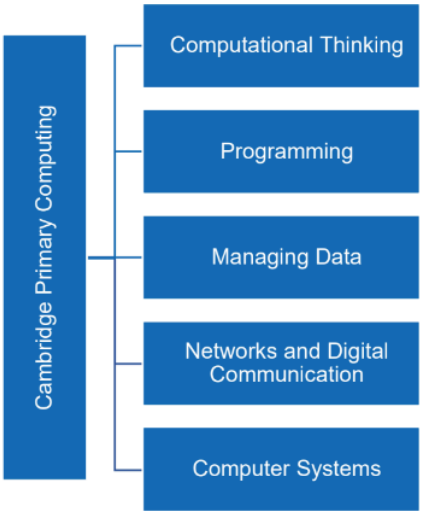
- Increase confidence by moving with greater control, fluency, and variety.
- Improve their understanding of concepts, rules, tactics, strategies, and compositional ideas.
- Participate in respectful and responsible ways while engaging safely and appropriately.
- Develop knowledge and understanding of how physical education contributes to a healthy and active lifestyle.
- Build transferable skills that promote physical, cognitive, and social development, becoming increasingly independent, critical, and reflective movers and thinkers.

Cambridge International Education (CIE) Primary Computing

The Cambridge Primary Computing curriculum provides students with a comprehensive set of learning objectives across all primary grade levels. While the curriculum framework provides a clear structure for teaching and learning, it also serves as a reference point for monitoring students' development of knowledge, understanding, and skills.

The learning objectives are organised into five key areas of learning, known as *strands*. Although each strand has a distinct focus, they are closely interconnected, reflecting the holistic nature of the Cambridge Primary Computing curriculum.

The five strands are outlined below.



Computational Thinking

Learners develop an understanding of the importance of logic, accuracy, and precision when solving problems. They become increasingly aware that there is often more than one solution to a problem or task and learn to evaluate different approaches.

Programming

Learners explore how instructions can be created and communicated to computers to perform specific tasks. They develop an understanding that computers can only respond accurately when instructions are precise and complete. Students also learn the importance of testing, debugging, and learning from mistakes to improve their programs.

Managing Data

Learners investigate the role of data and information in everyday life and develop an understanding of the differences between the two. They explore how computers are used to collect, store, search, analyse, and present data as meaningful information.

Digital Communication

This strand complements Cambridge Primary Digital Literacy and helps learners understand the technical concepts that underpin computer connectivity at both local and global levels.

Learners explore:

- What connected computers enable people to do.
- The hardware required to create and maintain networks.
- The safeguards needed to protect transferred data and network infrastructure.

Computer Systems

Learners develop an understanding of how computers work, including how devices process inputs to generate outputs. They also explore how computers can be used to control other machines and systems.

As technologies continue to evolve, learners investigate how computing enables individuals and industries to achieve outcomes that extend far beyond the typical uses of personal digital devices.

Digital Literacy and Wellbeing

At Footprints International School, we recognise that technology is an important part of children's lives and learning. Our Digital Literacy and Wellbeing programme from Common Sense Education helps students develop the knowledge, skills, and habits they need to use technology safely, responsibly, and confidently both at school and beyond.

The programme is designed to support students in becoming thoughtful and responsible digital citizens. Throughout Grades 1 to 5 in the international primary programme, students learn how to stay safe online, protect their privacy, communicate respectfully, evaluate information critically, build healthy technology habits, and make positive choices when interacting in digital environments. As students progress through the grades, they develop a deeper understanding of topics such as digital footprints, online relationships, cyberbullying, media influence, online research, and responsible use of technology.

In addition to developing digital skills, the curriculum promotes important life skills such as critical thinking, creativity, empathy, collaboration, responsible decision-making, and self-reflection. These skills are directly linked to the Footprints Schoolwide Learner Outcomes and help students navigate an increasingly digital world while maintaining healthy relationships and balanced technology use.

Rather than being taught as a separate subject, the Digital Literacy and Well-Being programme is integrated throughout the international primary curriculum. In Grades 3 to 5, lessons are embedded within ICT classes, while in the lower primary years they are incorporated into integrated technology learning experiences. Many topics are also connected to Personal, Social and Health Education (PSHE) through the Jigsaw programme, allowing students to explore themes such as wellbeing, relationships, safety, responsibility, and citizenship in meaningful and age-appropriate ways.

By combining technology education with social and emotional learning, the programme helps students develop the confidence, resilience, and judgement needed to become responsible digital citizens and lifelong learners in an increasingly connected world.

2. Assessment

Assessments conducted in the International Primary Programme include daily assessments used to inform instruction day on day (formative) and assessments used to identify student achievement and progress (summative). Formative assessment strategies used to inform instruction include Q&A on whiteboards, exit ticket questions, marked bookwork, self-assessment, peer assessment, mini projects, end-of-unit tests, reading running records, assessed writing pieces and NWEA MAP assessments for grades 3 to 5 (conducted twice a year).

Summative assessments vary depending on the grade level. All grades conduct a variety of summative assessments 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 project challenges.
- Assessing student achievement in Mathematics and Science for all grades by completing end-of-unit tests and CIE progression tests for Grade 3 to 5.

Primary Grading Protocol for Termly Report Cards

Student achievement in the primary programme is reported on by 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 one of the following level of achievement per subject, 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

- T1 report: average of all T1 unit test scores
- Mid year report: average of all T1 and T2 unit test 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 - CIE progression tests

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

Science

- 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 - CIE Progression Tests

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

How to apply both rubrics when reporting on student achievement (in G3 to G5) at the end of the school year (Mathematics and Science)

1. Plotting student achievement using in-house **end-of-unit test data:**
    a. 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 - 39

→ **Equals 2**

2. Plotting student achievement using **CIE progression test data:**
    a. 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**

3. Calculate overall average achievement level
    a. Add both scores derived from both rubrics, i.e. End-of-unit tests and Progression tests (NE=0, BE=1, AE=2, ME=3, EE=4)
    - Divide by 2
    - Round and then teacher makes a professional judgement of moving one achievement level up or down.

→ **2+3= 5, 5/2= 2.5 which is ME after rounding**

Reading (RAZ levels)

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

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

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

FIS Secondary School Curriculum

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 individual and team sports, and more.

Subjects	Sessions per week
First Language English	5
Mathematics	5
Combined Science	5
Global Perspectives (GP)	4
Digital Literacy and Computing	4
Physical Education	1
Arts	1
Music	1
Chinese (for grades 7 and 8)	1
Co-curricular clubs Students choose 2 from Sports clubs, music/arts-related clubs and academic-focus clubs	2
Career and Wellbeing	1
Language Enrichment (for grade 6)	1

Upper Secondary: Grades 9 and 10

Our Upper Secondary Programme is designed for students aged 14 to 15 years. During this stage, students can select from a diverse range of subjects, including Mathematics, Sciences, Humanities, Languages, and Business Studies.

Students are required to complete 60 hours of community service from the beginning of Grade 9 through the end of Grade 12.

Type	Subjects	Sessions per week		Credits
		Grade 9	Grade 10	
Compulsory subjects	First Language	4	4	2

	English			
	Mathematics	4	5	2
	PE	1	-	0.5
	Chinese	1	1	1
	Health	-	1	0.5
	Career and Wellbeing	1	1	1
Students choose 2 Science subjects	Biology	8 (4 sessions for each subject)		4
	Physics			
	Chemistry			
	ICT			
Students choose 2 Humanities subjects	Global Perspectives	8 (4 sessions for each subject)		4
	Economics			
	Business			
Students choose between Music or Arts	Arts	1	1	1
	Music			
Students choose 1 Elective subject	academic focus	1	-	0.5
Co-curricular clubs Students choose 1 from Sports clubs, music/arts-related clubs and academic-focus clubs	Sports clubs, music/arts-related clubs and academic-focus clubs	1	1	-
Total Credits				**16.5**

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 and Well-being	1	1	1
Students choose 2 Science	Biology	10 (5 sessions	12 (6 sessions	4

subjects	Physics Chemistry	for each subject)	for each subject)	
Grade 11 students choose 2 Humanities subjects, Grade 12 students choose 1 Humanities subject	Global Perspectives IT Economics	8 (4 sessions for each subject)	5	3
Co-curricular clubs Students choose 1 from Sports clubs, music/arts-related clubs and academic-focus clubs	Sports clubs, music/arts-related clubs and academic-focus clubs	1	1	-
Total Credits				**12**

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 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 Cambridge Insight 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 Remediation 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)

Overview

The Centre for Wellbeing and Career Excellence (CWCE) serves as the central hub for student wellbeing, counselling, and career development at FIS. Through a whole-school approach, the CWCE promotes a safe, inclusive, and supportive environment that fosters academic success, personal growth, resilience, and positive mental health for students, staff, and families.
The CWCE recognises wellbeing as more than the absence of mental illness. Guided by the World Health Organisation's definition of mental health, the centre seeks to help students develop self-awareness, confidence, resilience, healthy relationships, emotional regulation, and the skills needed to cope effectively with life's challenges.

Whole-School Approach to Wellbeing

The CWCE works collaboratively across three key areas:

- Curriculum, teaching, and learning
- School culture and environment
- Family and community partnerships

This preventative and developmental approach aims to promote wellbeing, identify concerns early, provide appropriate interventions, and ensure that all members of the school community feel valued, supported, and included.

Key areas of focus include:

- Social-emotional learning and resilience
- Student voice and participation
- Staff wellbeing and professional growth
- Early identification and intervention
- Collaboration with parents and carers
- Respect for diversity, inclusion, and equity

Please click this link to view the CWCE in detail.

Counselling Programme

School counselling is an integral component of the CWCE and supports students' academic, social, emotional, and personal development. Counselling helps students overcome barriers to learning, develop healthy coping strategies, strengthen decision-making skills, and achieve their personal and educational goals.

Counsellors serve as advocates, collaborators, and consultants who work closely with students, families, teachers, and administrators to promote student wellbeing and success.
The counselling team currently consists of two qualified school counsellors, with a counsellor based at each campus to ensure accessibility and continuity of support for students. Counselling services are provided in both English and Khmer, enabling students and families to access support in their preferred language.

Services include:

- Individual short-term, goal-focused counselling
- Group counselling and support programmes
- Crisis intervention and referrals
- Social-emotional skill development
- Consultation with parents, teachers, and school leadership
- Collaboration with external specialists when required

The school uses a tiered support system to identify student needs and provide interventions at the appropriate level. More complex concerns may be referred to external professionals through the CARE Centre.

Partnership with Families and Staff

The CWCE views parents and carers as essential partners in supporting student wellbeing. The centre provides workshops, resources, consultation, and ongoing communication regarding student support plans. Staff are also supported through professional development, wellbeing initiatives, consultation, and training.

Professional and Ethical Practice

All counselling services are delivered in accordance with the ethical standards of the American School Counsellor Association (ASCA). Counsellors are committed to safeguarding student welfare, maintaining confidentiality within legal and ethical limits, promoting equity and inclusion, obtaining informed consent, and acting in the best interests of students at all times.
Student safety remains the highest priority. Concerns involving abuse, risk of harm, or threats to safety are managed according to school safeguarding procedures and legal requirements.

Commitment to Student Success

Through counselling, wellbeing initiatives, parent engagement, and collaborative support systems, the CWCE seeks to empower students to develop resilience, emotional wellbeing, positive relationships, and the skills necessary to thrive academically, socially, and personally, both within school and beyond.

Please click this link to view the Counselling Programme in detail.

The Cambodian 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 កម្មវិធីសិក្សាជាតិ 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. We run both Primary and Secondary Education in our National Programme, while we offer Khmer Language and Culture in the Early Childhood Programme (ECP).

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 Studies (Khmer Culture), with Math and Science being taught to enrich students' Khmer vocabulary.

For secondary students (Grade 7-12), 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, we provide options- science and social science- for students to take based on their goals and learning preference. For those who choose science stream, they are supposed to study Khmer language, Mathematics, Physics, Chemistry, Biology and History. For those who take the social science stream, they will focus on Khmer language, Mathematics, History, Geography, Moral-Civics and Earth Science for the National Grade 12 Exam.

To meet a variety of student's needs, we have created more options for students who do not take the national exams. We have **Khmer language and culture (KLC)** for those who just want to study Khmer language for reading, writing, listening and speaking and who wish to learn more about the culture. They will study in the separated class on three subjects- Khmer language, History and Moral-Civics. Another option is learning **Khmer as a second language (KSL**) which is for foreign students who wish to learn Khmer language.

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, since the COVID-19 pandemic during the 2019–2020 school year, MoEYS has allowed us to conduct the exam at our school, with MoEYS monitoring the process. The Lower Secondary Diploma is also permitted to be signed by our school principal.

3. Grade 12 National Exam: This exam serves as a gateway for students to enter local universities or receive scholarships if they choose not to use the equivalent diploma from our International Programme. It is the most challenging national exam and requires extensive preparation and knowledge to pass. Like the Grade 9 National Exam, we support our students with intensive review sessions to ensure they are well-prepared. Students are required to sit for the exam at a state school, alongside peers from both public and private institutions. Upon passing, they receive the National Baccalaureate, 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 PreK2 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 Poung 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 , Taekwondo, 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

Student Absences and Illness

For reasons of safety, parents must notify the school whenever their child will be absent. The most convenient way to do this is through the Parent App, which allows you to record the absence and provide an explanation. If no notice is received, the school will attempt to contact parents to confirm the student's whereabouts.

If a student becomes unwell while at school, staff will assess the situation. The final decision about whether a student should be sent home lies with the campus nurse. Parents will be contacted by the nurse or office whenever necessary, and always before any medicine is given.

Footprints International School has the duty to protect the health and well-being of all students. Students with illnesses that are contagious or may spread to others will not be permitted to stay in school.

Parents are asked to keep their children at home if they are unwell, particularly if they have a fever, diarrhoea, vomiting, or a persistent cough. Children who have experienced vomiting or diarrhoea should not return to school until at least 48 hours after the last episode.

If a child has a contagious illness, parents should inform the school of the nature of the illness. This allows the school to alert other parents if necessary and to observe other students carefully. If a child attends school but is still contagious, they will be sent home.

The school follows guidance from the UK National Health Service (NHS) for managing infectious diseases. The chart below provides examples of how long children should stay at home with common illnesses:

Illness	Action
Coughs and colds	Children may attend school with a minor cough or cold. If they have a fever, they must stay home until it goes away.
High temperature	Keep at home until the fever has gone.
Sore throat	Children may attend school unless they also have a high temperature, in which case they should remain at home.
Vomiting and diarrhoea	Keep at home until 48 hours after the last episode.
Chickenpox	Keep at home until all spots have crusted over (usually about 5 days after the spots first appear).
Cold sores	Children may attend school. Encourage them not to touch the blister or share cups/towels.
Conjunctivitis	Children may attend school but should practise good hygiene. Seek medical advice if needed.
Ear infection	Keep at home if the child has a high temperature or severe earache.
Hand, foot and mouth disease	Keep at home while the child feels unwell. Once better, they may return.

If you are uncertain whether your child is well enough to attend school, please consult your doctor or contact the school nurse for advice.

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 permission form must be filled out by a parent/guardian. Footprints will not administer any medication without a permission form.

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 ClassDojo, Footprints email, and Telegram for communication. We also share information via the Parent App, which is currently in development. **Please ensure that your phone number and email address are up to date so that you receive all messages.**

Telegram is the school's primary and most efficient communication channel. All parents must contact the school office to ensure they are added to the relevant Class Group and Programme Channel for their child.

The main types of Telegram communication are:

1. **Programme Telegram Channels (e.g., FIS-TTP PRIMARY SY2025–2026, FIS-TK ECP SY2025–2026, etc)**

These channels are used for programme-wide updates, including:

- Term dates and calendar changes
- Programme-wide announcements and reminders
- Schoolwide events and celebrations
- Safety or health updates

2. **Class-specific groups** (e.g., **FIS-TK Grade 5 Sharks**).

These are groups used for class-specific updates and important reminders:

- Announcements about field trips, special events, or assessments
- Occasional messages from the principal or teacher
- Parent surveys or extracurricular sign-ups
- Emergency alerts, if needed

This is **not** a chat group. For personal matters or concerns:

- Contact the front office, or
- Complete the Parent Feedback Form
- For sick leave or permission requests, please use the Parent App

3. FIS National Exam Telegram group for Grade 6, 9, and 12 are for communication about the Cambodian National Exam.

Early Childhood Programme (ECP)

The ECP 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. ClassDojo 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 communicate with their child's teacher via ClassDojo, as we value open and constructive communication between home and school.

Primary Programme

The Primary Programme uses ClassDojo, 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 communicate with their child's teacher via ClassDojo, as we value open and constructive communication between home and school.

Secondary Programme

The Secondary Programme uses Telegram and Footprints email to communicate with parents. Parents need to contact the office to ensure that they are in the relevant Secondary Programme communication group (Telegram). Parents need to activate their FIS email account in order to receive information, and should inform the office if their contact details change at any time throughout the school year.
Parents can also review the content being covered in each subject through the digital Learning Target Board, which is shared in each homeroom's Google Classroom. In addition, parents receive regular updates on student and school activities through the parent newsletter.

National Programme

- **Primary (Grade 1 - 5)**: Like the International Programme, the National Primary Programme uses ClassDojo to communicate with parents for the same purposes as in the International Primary Programme. However, if there is not an emergency case, Khmer teachers will update the information only on Fridays.
- **Secondary (Grade 6 - 12):** The Secondary Programme will use the same method 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 stay in your child's bag and include:

- a comb
- hand sanitizer (optional)
- tissue (optional)
- 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.

Students must bring their own calculators to be used in internal and external assessments. Secondary students need to supply their own calculator. In Grades 8-12 are required to use a scientific calculator.

Students store work on the cloud and submit assignments via google classroom. USBs are not required.

Grade 6-12 students are required to bring their own laptop to school to be used in alignment with the BYOD policy.

Prohibited Items

To maintain a safe and high-quality learning environment, certain items are strictly prohibited at school. These include items that are distracting, pose a risk of theft, or are potentially dangerous to students and the school community. This list includes, but is not limited to:

- Valuable jewellery or personal items
- Large amounts of money
- Toys
- Toy (or real) guns, knives, pocket knives, or any items that may be considered weapons
- Cigarettes, matches, lighters, e-cigarettes, and/or vapes
- Alcohol
- Chewing gum
- Playing cards
- Fireworks or any other dangerous materials
- Drugs (including over-the-counter or prescription medicine without proper authorisation)
- Pets or animals, unless with prior written permission

We would like to point out that the possession of any kind of e-cigarettes and vapes violate national law and may be followed-up with by the competent authorities.
If any of these items are found at school, they will be confiscated. Dangerous items must be collected by a parent or guardian from the school office. Possession of prohibited items may result in disciplinary action, including possible expulsion or non-reenrollment.

The school reserves the right to conduct spot checks at any time 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 items brought onto campus grounds.

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.

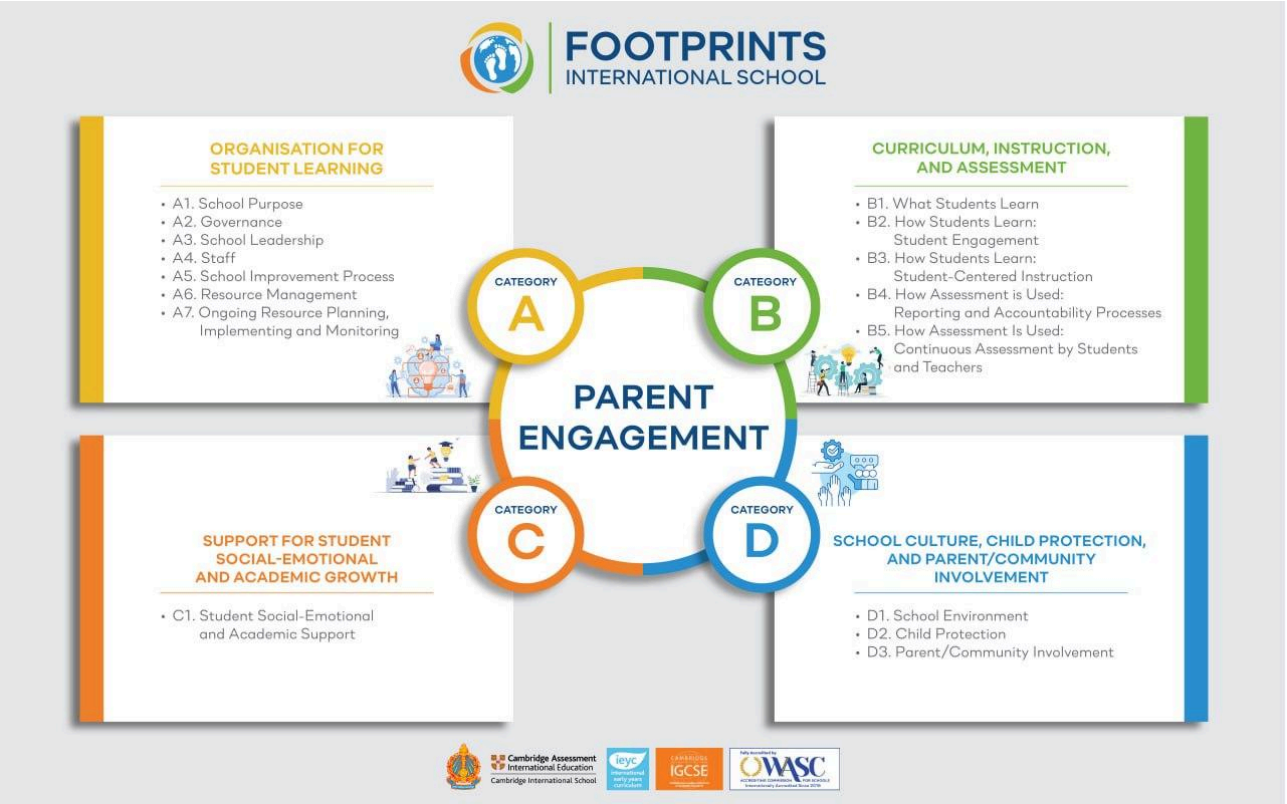
Thus, we strongly urge parents to respond to the teacher's comments and questions through the Parent App, Class Dojo, Telegram or email and report any concerns to the school and teachers on a regular basis.

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 and follow Footprints International School on Facebook. We update Facebook and Instagram 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.

Parent Focus Groups at Footprints International School

At Footprints International School, Parent Focus Groups (PFGs) play a supportive role in advancing school development initiatives and projects. These groups are composed of parents who act as *critical friends*—offering constructive, forward-looking input to help strengthen the school community. It's important to note that PFGs are not advocacy or representative bodies for the parent community. In the school year 2024/2025 the school started with four PFCs in alignment with the ACS WASC accreditation framework:



Meetings are structured, purposeful, and focused on collaboration rather than individual concerns. Personal issues or complaints should be raised through designated channels such as the weekly Zoom meetings with school leadership or the parent feedback form. PFG communication takes place in designated Telegram groups, and any external social media communication is not permitted.

Each PFG is led by a chair who submits meeting agendas in advance, ensures respectful and focused discussions, and serves as a link to the school administration. Through clear organization and positive engagement, the PFGs aim to support the ongoing growth and improvement of Footprints International School in alignment with the Schoolwide Action Plan.

Schoolwide Action Plan 2024/2025 of Footprints International School (reviewed in Aug/Sept 2025)



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, 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.