



Parent and Family Handbook

• 2026 - 2027 •

A practical guide to learning, wellbeing, communication,
safety, and family partnership

Welcome to FISV

Welcome to Fairmont International School Vietnam (FISV). This handbook explains the shared expectations, routines, and principles that support a safe, inclusive, and ambitious learning community. It is designed to help families understand how the school works, how student learning is supported, and how we can communicate and solve concerns together. The handbook is intentionally learning-centered. It reflects FISV's assessment and reporting framework, Behavior Policy, safeguarding expectations, communication chain, International Schools Partnership (ISP) Learning.First™ approach, and the standards of effective international schools.

IMPORTANT DOCUMENT STATUS

This handbook summarizes key school expectations. Detailed FISV policies and annual operational procedures take precedence where they provide more specific requirements. Calendars, timetables, contact lists, uniform items, transportation arrangements, and activity schedules may be updated during the year through official school communication.



A Message from the Superintendent

At FISV, our commitment is to place students and their learning first. We want every child to feel known, safe, appropriately challenged, and proud of their progress. We also want families to see clear evidence of what students are learning, understand the next steps, and feel confident that questions will be heard and addressed.

The strongest schools are built through trust, clarity, and shared responsibility. This handbook is one part of that promise. It sets out what families can expect from us and what the school asks from students and parents in return. Together, we can develop confident, curious minds prepared to contribute responsibly in Vietnam and the wider world.

A handwritten signature in black ink, appearing to read 'Allen S. McInnis', with a long horizontal flourish extending to the right.

Allen McInnis
Superintendent

Document Control

Field	Information
Document	FISV Parent and Family Handbook
School year	2026-2027
Owner	FISV Leadership Team
Application	All FISV students and families
Review	Annual, or earlier when policy, legal, safeguarding, accreditation, or operational needs require
Related documents	Assessment and Reporting Policy; Behavior Policy; Safeguarding and Child Protection Policy; Inclusion Policy; Academic Integrity Policy; Acceptable Use and Digital Safety procedures; Communication Chain and Escalation Framework

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1. Our School and Learning Community

1.1 Fairmont International School Vietnam

FISV provides international and bilingual educational pathways from Primary through High School. The school combines Fairmont's educational heritage, FISV's local context in Hanoi, and the global learning community of the International Schools Partnership.

Our educational program is designed to support strong academic achievement, multilingual development, life competencies, international opportunities, and future pathways. We are committed to continual improvement and to demonstrating the impact of our programs through evidence of student learning.

1.2 Our Learning Commitments

- Students and their learning are at the center of decisions.
- Every student is entitled to safety, dignity, belonging, challenge, and appropriate support.
- Learning is made visible through clear goals, evidence, feedback, reflection, and improvement.
- Families are valued partners in student learning and wellbeing.
- Academic expectations remain high while access, inclusion, and reasonable support are provided.
- School improvement is informed by evidence, professional reflection, family voice, and accreditation expectations.

1.3 FISV Values

Kindness

Showing care, empathy, and consideration for others.

Collaboration

Working productively, listening, contributing, and helping a group succeed.

Respect

Protecting dignity, privacy, culture, learning, and the rights of others.

Responsibility

Being prepared, honest, safe, dependable, and accountable for choices.

Determination

Applying effort, strategy, and focus when learning is challenging.

Resilience

Learning from mistakes, responding to feedback, and continuing to improve.

1.4 Life Competencies

The FISV values support five areas of life competency: Cognitive, Interpersonal, Self-Leadership, Digital, and Global. These competencies are developed through subjects, projects, advisory and homeroom programs, activities, reflection, service, technology use, and relationships.

The goal is growth, not compliance

At FISV, behavior, assessment, and student support are designed to help students develop the knowledge, judgment, habits, and relationships they need to thrive. Students are not expected merely to follow rules; they are expected to understand expectations, take increasing responsibility, and learn from experience.

2. Academic Pathways and Curriculum

2.1 Academic Pathways

INTERNATIONAL PATHWAY

An international program aligned with approved FISV standards and U.S. Common Core-aligned frameworks, leading toward the FISV High School Diploma and university preparation, including approved Advanced Placement opportunities.

BILINGUAL PATHWAY

A program combining applicable Vietnamese curriculum and regulatory requirements with selected international learning experiences, subjects, or approaches in English. The Bilingual Program is led by the MOET Principal.

NATIONAL REQUIREMENTS

Where applicable, official MOET/DOET learning, assessment, promotion, and reporting requirements are followed and documented.

Specific subjects, course offerings, graduation requirements, and pathway structures may develop as the school grows. Families receive current program and course-selection information through official school publications and meetings.

2.2 Curriculum Design

FISV curriculum documents identify standards, priority learning, enduring understandings, essential questions, learning experiences, assessment evidence, and resources. Teachers adapt learning to the age, language profile, readiness, and needs of their students while maintaining the intended academic standards.

- International subjects use the approved FISV standards and curriculum frameworks.
- Bilingual Program subjects follow applicable Vietnamese requirements and approved FISV program documents.
- Projects and interdisciplinary learning connect knowledge and skills across subjects where this strengthens learning.
- Curriculum is reviewed using student evidence, teacher collaboration, parent feedback, school-improvement priorities, and accreditation expectations.

2.3 Multilingualism

Multilingualism is an asset and a whole-school responsibility. English is the main language of instruction in designated international subjects, while Vietnamese and additional languages are valued and developed through the relevant programs. Students receive appropriate language scaffolds when language proficiency is not the intended focus of an assessment.

3. The School Day, Attendance, and Campus Routines

3.1 School Week and Published Schedule

The regular school week is Monday through Friday. The school publishes the annual calendar, daily timetable, arrival and dismissal times, activity schedule, and holiday dates before or at the beginning of the school year. Families are responsible for reviewing updates and ensuring students arrive on time and are collected according to the published arrangements.

Operational details

Because schedules may change as programs and transportation routes develop, the current school calendar and official daily schedule issued by FISV should be used rather than older versions of this handbook.

3.2 Attendance and Punctuality

Regular attendance and punctuality are essential to learning, belonging, and progress. Families should notify the school promptly when a student will be absent or late and provide supporting documentation where required.

- Students should arrive with enough time to be settled and ready for homeroom and the first learning period.
- Repeated lateness or absence will lead to supportive follow-up with the family.
- Patterns affecting learning may require an attendance plan, meeting, or additional support.
- Absence does not remove the student's responsibility to re-engage with essential learning, although teachers will support a reasonable return.

3.3 Arrival, Dismissal, and Authorized Collection

- Students must use the designated gates, routes, and supervision areas.
- Students who arrive after 8:00am in the morning must sign in at the Reception desk.
- Primary students must be released only to an authorized adult or approved transportation arrangement.
- Students from Grade 4 or above may go home by themselves if agreed in writing by the parents.
- Families must keep the authorized-collection list and emergency contacts current.
- A student leaving during the day must be signed out through Reception according to the published procedure.
- Changes to dismissal or transportation should be sent through the approved school channel early enough for staff to verify and implement them safely.

Students who are picked up after 3:30 PM on Mondays and Fridays and after 4:30 PM on Tuesdays, Wednesdays and Thursdays will be required to stay in the Late pick-up room and supervised by designated staff. Parents will be required to pay for an administrative fee. The School will not be held responsible for students who leave school premises in breach of school rules or regulations and students who walk or take their own transportation to/from school on their own. Students are not permitted to be on campus unsupervised.

3.4 Items Delivered During the School Day

To protect learning time, forgotten items should be minimized. Essential items may be left at Reception and will be passed on when operationally appropriate. Families may not go directly to classrooms during the school day without authorization.

4. Safeguarding, Wellbeing, and Student Support

4.1 Safeguarding Commitment

The welfare of the child is paramount. Every student has the right to be protected from harm, abuse, neglect, exploitation, bullying, discrimination, harassment, and unsafe conduct. All adults working at or visiting FISV are expected to follow the school's safeguarding requirements.

- Concerns should be reported promptly to a trusted staff member or the Designated Safeguarding Lead.
- Families should share information that may affect a child's safety, emotional state, behavior, attendance, or ability to learn.
- The school may need to share information with appropriate professionals or authorities where safeguarding or law requires it.
- Confidentiality means information is shared carefully with those who need it; it does not mean keeping a safety concern secret.

4.2 The Power of a Trusted Adult

Students are encouraged to identify trusted adults at school. A Homeroom Teacher, classroom teacher, counselor, inclusion specialist, nurse, or school leader can help a student seek support and connect the family with the right person.

We cannot support what we do not know about

When something upsetting happens at home, online, on the journey to school, or between students, please inform the school. A brief message can help staff provide the right support from the moment the student arrives.

4.3 Inclusion and Reasonable Support

FISV maintains high expectations while recognizing that students differ in development, language, neurodiversity, health, experience, and social-emotional need. Fairness does not always mean an identical response.

- Student support may include classroom strategies, language scaffolds, accommodations, counseling, targeted intervention, or a documented plan.
- Families are expected to share relevant reports and participate constructively in planning and review.
- Adjustments are designed to help students access learning and meet expectations; they do not automatically lower the intended standard.
- Where a curriculum modification is required, it will be documented and communicated clearly.

4.4 Medical and Emotional Safety

Families must provide accurate medical, allergy, medication, and emergency information. Medication may be administered only through the approved school process. Students who become unwell or require immediate emotional support will be referred to the Nurse, safeguarding team, counselor, or school leadership as appropriate.

5. Learning, Homework, Assessment, and Reporting

5.1 How Assessment Supports Learning

Assessment at FISV is not simply the production of grades. It is a continuing process through which teachers and students clarify goals, gather evidence, identify strengths and misconceptions, provide feedback, plan next steps, and evaluate growth.

Type	Purpose
Diagnostic	Identifies prior knowledge, readiness, misconceptions, and support needs before or early in learning.
Formative	Provides evidence during learning so students and teachers can adjust, practice, reteach, extend, and improve.
Summative	Provides a defensible judgment of achievement against identified standards and criteria at an appropriate point.
Benchmark / standardized	Supports growth monitoring, program review, intervention, and comparison with external reference points. It does not automatically become a report-card grade.

5.2 Evidence of Learning

Teachers use a range of evidence, including observation, conversation, questioning, practical work, performances, reading, writing, mathematics, projects, portfolios, drafts, tests, examinations, and student reflection. No single task or response mode should determine the complete judgment.

- Students should know what they are expected to learn and how quality will be judged.
- Evidence should be current, relevant, sufficiently consistent, and as independent as is developmentally appropriate.
- Teachers use professional judgment supported by criteria, multiple sources of evidence, and moderation.
- Academic achievement is reported separately from behavior, effort, attendance, punctuality, organization, participation, and work completion.

5.3 Primary School Reporting

International Primary reports use standards-based performance indicators. These show the student's current level of achievement against grade-level expectations rather than ranking the student against classmates.

Indicator		Meaning
5	Above the Standard	Consistently demonstrates the grade-level standard independently and applies or extends learning in new or more complex contexts.
4	At the Standard	Consistently demonstrates the grade-level standard with appropriate accuracy, understanding, and independence.
3	Approaching the Standard	Demonstrates important elements, but performance is not yet sufficiently consistent, complete, or independent.
2	Beginning Toward the Standard	Shows emerging evidence and requires substantial scaffolding, explicit teaching, or an alternative access pathway.
1	Insufficient Evidence	There is not enough valid, current evidence to make a defensible judgment.

Bilingual Primary official records follow applicable DOET requirements. Standards-based descriptions and feedback may also be used to help families understand learning and next steps.

5.4 Middle and High School Reporting – Bilingual Program

Bilingual Middle School uses the approved 1-10 achievement framework and subject-specific criteria. Bilingual Program grades and official records follow applicable MOET requirements. Detailed scales and course-specific expectations are communicated through the Assessment and Reporting Policy, course outlines, and reporting procedures.

Middle and High School Reporting – International Program

International Middle School uses the standard American A-F scale and GPA achievement framework and subject-specific criteria. International High School uses the approved grading, course-credit, and transcript framework. Detailed scales and course-specific expectations are communicated through the Assessment and Reporting Policy, course outlines, and reporting procedures.

5.5 Feedback, Revision, and Reassessment

Feedback should help students understand what is secure, what needs improvement, and what action to take next. Revision and reassessment may be appropriate where they support further learning and produce valid evidence, subject to the approved procedure.

- A reassessment is not an automatic right to repeat every task until a preferred score is reached.
- Students may be required to complete feedback, practice, correction, or additional learning before reassessment.
- Academic integrity and the authenticity of evidence must be maintained.
- The most defensible current evidence is used according to the policy; grades are not determined by mechanically averaging unrelated evidence.

5.6 Independent Practice and Learning Beyond School

Independent practice is used purposefully for practice, reading, preparation, completion of meaningful learning, or extension. It should be developmentally appropriate, connected to taught learning, and balanced with wellbeing and family life.

- Parents should provide a suitable routine and environment, encourage independence, and communicate when work is persistently unmanageable.
- Parents, tutors, or other adults, should not complete or substantially rewrite a student's work.
- Late or missing work is addressed through support, communication, and opportunities to provide evidence; it is not treated as proof of low academic achievement by itself.
- Use of AI, translation, tutoring, or other assistance must follow the teacher's instructions and be acknowledged where required.

5.7 Reports and Conferences

Formal reports, progress updates, conferences, and curriculum meetings follow the published annual calendar. Families should not wait for a reporting period when there is a concern; teachers and families should communicate early so that support can begin.

5.8 Questions About an Assessment Judgment

1. Begin with the teacher and request clarification of the learning standard, criteria, evidence, feedback, and judgment.
2. If unresolved, request a review through the relevant Lead, Department Head, Coordinator, or Principal.
3. A formal written appeal may be considered by the designated Principal or Superintendent according to the published procedure.

A review checks whether the approved policy and criteria were applied fairly and accurately. It is not simply a request for a higher grade.

6. Positive Behavior, Recognition, and Support

6.1 FISV Approach

FISV is committed to a safe, respectful, inclusive, and orderly environment in which every student can learn and belong. Behavior is explicitly taught, modeled, reinforced, and supported. It is not treated only as a matter of punishment.

- Educational and humane: responses help students understand, learn, repair, and improve.
- Preventive: clear routines, strong relationships, engaging learning, and explicit instruction reduce concerns.
- Restorative: where safe and appropriate, students are supported to recognize impact and repair harm.
- Inclusive and individualized: context, age, development, language, disability, and need are considered.
- Proportionate and fair: responses reflect the nature, frequency, impact, and consequences of the behavior.
- Safeguarding-informed and confidential: concerns may indicate unmet need or risk and are addressed privately.

6.2 Student Rights and Responsibilities

Students have the right to	Students are responsible for
Safety, dignity, fairness, respect, and appropriate confidentiality.	Demonstrating the FISV values and following reasonable instructions.
Learning protected from bullying, discrimination, harassment, violence, and unnecessary disruption.	Protecting the safety, dignity, property, privacy, and learning of others.
Be listened to and given an age-appropriate opportunity to explain.	Using respectful language and responsible digital behavior.
Understand the concern, response, support, and next steps.	Participating honestly in reflection, restoration, and support.
Reasonable support where individual needs affect behavior.	Seeking help when worried, unsafe, or unable to manage a situation.

6.3 Shared Expectations

Type	Purpose
Learning	Arrive prepared; engage; follow routines; complete work honestly; allow others to learn.
Relationships	Use inclusive language; listen; collaborate; resolve disagreement safely; seek adult help.
Safety	Follow instructions; avoid dangerous conduct; report hazards, threats, or unsafe items immediately.

Type	Purpose
Property and environment	Care for personal and school property; use resources correctly; keep spaces clean.
Technology	Use devices only as authorized; protect privacy; do not record, post, bully, harass, or impersonate.
Attendance and movement	Be punctual; remain in authorized areas; follow transitions, dismissal, and transportation procedures.
Uniform and presentation	Follow the published uniform and appearance expectations, with approved accommodations where required.

6.4 Recognition and Commendation

Recognition should celebrate progress, contribution, improvement, resilience, service, conduct, and achievement, not only the highest attainment. Recognition may include specific praise, value or house points, class or school acknowledgment, letters, assemblies, and certificates approved through the school recognition framework.

Public comparisons that may embarrass or disadvantage students are avoided.

Food, sweets, and snacks are not used as general rewards.

6.5 Responding to Concerns

- Regulate and secure safety.
- Listen and establish the basic facts privately.
- Identify the appropriate pathway: classroom support, inclusion, safeguarding, anti-bullying, digital safety, academic integrity, or serious incident response.
- Teach, coach, and support the expected behavior.
- Use an age-appropriate formal measure where required by the Behavior Policy.
- Repair harm where appropriate and safe.
- Record, communicate, monitor, and review.

6.6 Primary and Secondary Support Tools

Phase	Typical in-school support
Primary	A developmentally appropriate behavior chart or short-term monitoring tool may be used to make expectations, feedback, and progress visible. Parent involvement and a Behavior Support Plan may follow when concerns persist or are complex.
Secondary and High School	A behavior report card or short-term monitoring tool may be used to focus on agreed goals and feedback. Parent involvement and a Behavior Support Plan may follow when concerns persist or are complex.

These tools are not public punishment systems. They are temporary teaching, communication, and support tools with clear goals and review points.

6.7 Formal Measures and Prohibited Responses

Formal disciplinary measures follow the FISV Behavior Policy and applicable Vietnamese requirements. Primary measures are warning and supported verbal apology. Secondary and High School measures are warning, private formal critique, and written behavior reflection with family confirmation where required.

What FISV does not use as school disciplinary sanctions

Corporal punishment, humiliation, public shaming, collective punishment, degrading language, forced physical activity, academic mark reduction, compulsory loss of an entire break, internal suspension, external suspension, expulsion, and public reprimand are not used as disciplinary sanctions under the FISV Behavior Policy.

A student may be supervised temporarily in a safe space or collected by a parent when required to protect safety, provide care, calm a situation, or support a safeguarding process. This is an operational protective arrangement, not a disguised suspension, and must include continued learning and a timely return plan.

6.8 Family Responsibilities

- Support school expectations and communicate respectfully.
- Share information that may help the school understand or support the student.
- Participate in meetings, restorative planning, monitoring, and Behavior Support Plans.
- Help the student recognize the concern, learn from it, and remedy consequences.
- Confirm and support a written behavior reflection when required.
- Supervise and guide a student whose online or offline behavior may pose a risk to self or others.

7. Communication and Partnership with Families

7.1 Communication Principles

- Communication should be respectful, factual, timely, and focused on the student's learning, safety, and wellbeing.
- Concerns should be resolved at the lowest appropriate level whenever possible.
- The person closest to the issue should normally have the first opportunity to clarify and respond.
- Student, family, complaint, and incident information must not be discussed publicly or shared with other families.
- Urgent safeguarding, legal, whistleblower, or immediate safety concerns follow the relevant direct reporting process.

7.2 Parent Communication Chain

Concern	First Contact	Next step	Final school escalation
Classroom or learning	Teacher	Lead / Department Head / Coordinator	Principal, then Superintendent
International Primary	Teacher	Primary Lead	Primary Principal, then Superintendent
International Secondary	Teacher	Head of Department	Secondary Principal, then Superintendent
Bilingual Program or MOET subject	Teacher	MOET Lead / MOET Coordinator	MOET Principal, then Superintendent
Project-Based Learning	Project-Based Learning Teacher	Relevant International Lead / Department Head / Coordinator	International Principal/ Bilingual Principal then Superintendent
Behavior or wellbeing	Teacher / Homeroom Teacher	Relevant Lead, Coordinator, counselor, inclusion or safeguarding staff	Relevant Principal, then Superintendent

The Bilingual Program is under the MOET Principal. PBL teachers remain line-managed through the relevant International Principal structure, while MOET leadership may be involved for Bilingual student needs, Vietnamese-language support, regulatory alignment, family context, or cross-program coordination.

7.3 Reasonable Response Expectations

Teachers are teaching and supervising throughout much of the school day. Families should not expect an immediate response during lessons. The school aims to acknowledge routine communication within one working day and to provide a fuller response as soon as the relevant information has been gathered. Complex matters may require meetings, translation, consultation, or review.

For urgent messages affecting collection, transportation, safety, or health, contact Reception or the approved school channel rather than relying on a message sent directly to a teacher.

7.4 Meetings and Respectful Communication

- Appointments should be arranged in advance; parents should not enter classrooms or teaching areas without authorization.
- Meetings should focus on evidence, impact, support, and reasonable next steps.
- The school may arrange interpretation or include relevant leaders and specialists.
- Recording a meeting, class, staff member, or student without authorization is not permitted.
- Threatening, abusive, discriminatory, defamatory, or harassing communication is not acceptable.

7.5 Communication Beyond the School

School-level concerns should follow the FISV communication and escalation framework. Communication to the Regional Office or beyond about school operations, programs, staffing, student concerns, complaints, or policy interpretation should occur only after the Superintendent has been informed and the school has had a reasonable opportunity to respond. Safeguarding, legal reporting, and approved whistleblower processes are exceptions.

8. Digital Learning, Phones, Smart Devices, and AI

8.1 Educational Technology

Technology is used when it improves access, creativity, collaboration, feedback, research, communication, or the quality of student learning. Device use is directed by staff and must follow FISV acceptable-use, privacy, safeguarding, and academic-integrity expectations.

- Students must use authorized accounts, networks, platforms, and applications.
- Passwords and personal data must be protected.
- Students may not, by any definition, record, photograph, post, livestream, bully, harass, impersonate, or share another person's information without permission.
- Phones, Smartwatches and other personal smart devices are not permitted to be used on campus.
- Attempts to bypass filters, access prohibited material, tamper with systems, or use another person's account are not permitted.
- Families remain responsible for insurance, care, security, and suitability of personal devices unless a separate school agreement states otherwise.

8.2 Phones, Smartwatches, and Contact During Lessons

Uncontrolled messages during lessons can interrupt learning, create emotional distress, draw students into situations outside school, and make it difficult for staff to fulfill their duty of care. Personal phones and smart devices must therefore remain off and stored, or used only as directed by the school.

Why this matters	How families can help
Messages during lessons can disrupt concentration and emotional safety.	Save non-urgent contact for breaks and lunch or use the official school communication channel.
A student may report an upsetting issue to home before staff know support is needed.	Inform the school so a trusted adult can support the student during the school day.
Covert calling, recording, messaging, or posting creates privacy and safeguarding risks.	Reinforce that devices are used only with staff authorization and never to record others without permission.

Urgent messages

School staff can pass urgent messages to students quickly and safely. Please contact the school rather than calling or messaging a child during learning time.

8.3 Digital Citizenship at School and Home

- Discuss age-appropriate content, online risk, cyberbullying, consent, privacy, and digital footprint.
- Agree on reasonable routines for screen time, sleep, and device use in bedrooms.
- Use parental controls as part of an ongoing conversation, not as the only safeguard.
- Encourage students to show a trusted adult content or contact that worries them.
- Tell the school when an online issue may affect safety, relationships, mood, or learning at school.

8.4 Artificial Intelligence

AI tools may support learning when authorized and used transparently. Students must follow the teacher's instructions about whether AI is permitted, how it may be used, and how assistance must be acknowledged. Submitting AI-generated work as independent evidence, fabricating sources, or using AI to avoid the intended learning is an academic-integrity concern.

9. Health, Food, Birthdays, and Medical Care

9.1 Healthy Food and Water

Students should bring water in a named, non-breakable container and food that supports health, concentration, and the published school day. Families must inform the school of allergies, medical diets, religious requirements, and other relevant restrictions.

- Glass bottles, energy drinks, and items prohibited by school procedure should not be brought to school.
- Students should not share food because of allergy, medical, religious, dietary, hygiene, and safeguarding considerations.
- Food should be eaten only in designated areas.
- Sweets and snacks are not used as routine behavior or academic rewards.

9.2 Birthdays and Celebrations

FISV recognizes that birthdays are important milestones for students and opportunities to strengthen classroom community. To ensure celebrations remain safe, inclusive, equitable, and minimally disruptive to learning, all birthday celebrations must follow the guidelines below.

Food is not permitted for birthday parties at FISV out of concern for sugar, allergies, and hygiene during the event.

Preparation	Expectation
Advance Planning	Parents must coordinate birthday celebrations with the Homeroom Teacher at least one week in advance.
Timing	Celebrations may only take place during a scheduled break period and may not interrupt instructional time, assessments, interventions, or other academic activities.

Preparation	Expectation
Setting	Celebrations will take place during break times under the supervision of the teacher.
Delivery of Items	Small party trinkets (pencils, erasers), decorations, birthday hats, or approved celebration accessories must be delivered to the Main Office before the start of the school day.
Supervision & Cleanup	The Homeroom Teacher will coordinate and supervise the celebration and ensure the celebration area is cleaned and returned to normal use.
Photos & Communication	The Homeroom Teacher may take photographs and share them through approved school communication platforms such as Classroom Dojo, subject to school media and privacy requirements.
School Expectations	All student behavior expectations remain in effect throughout the celebration.
Gifts	Gifts to the student or attendees of the party must be arranged after school hours and never exchanged on school property

Birthday celebrations should be simple, inclusive, and brief. Celebrations are intended to recognize a student's special day while maintaining the regular rhythm of the school day. Under no circumstances should birthday celebrations interrupt instructional time, assessments, interventions, student support services, assemblies, or other scheduled learning activities.

All celebrations must take place during an approved break period and should be planned in a way that minimizes disruption to teaching and learning.

9.3 Illness and Medication

- Students who are unwell, contagious, or unable to participate safely should remain at home according to school health guidance.
- The school should be notified promptly of significant illness or absence.
- Medication must be delivered to and administered through the approved medical procedure; students should not carry or share medication unless specifically authorized.
- Emergency medical decisions will prioritize the student's safety, and families will be contacted as soon as reasonably possible.

10. Uniform, Belongings, Facilities, and Activities

10.1 School Uniform

The FISV uniform supports a sense of belonging, promotes readiness for learning, enhances safety, and contributes to a positive and inclusive school identity. Students are expected to wear the approved school uniform correctly and take pride in their appearance while demonstrating the values of Respect, Responsibility, and Professionalism throughout the school day.

- Wear the published FISV uniform during the school day and at designated school events.
- Ensure all uniform items are clean, in good condition, appropriately fitted, and suitable for the day's activities.
- Label uniforms, jackets, bags, and other personal belongings to reduce loss and assist with identification.
- Wear only approved uniform items unless an authorized accommodation or special event expectation has been communicated by the school.
- Students are forbidden to wear excessive/distracting makeup
- Footwear should be practical and pose no safety concerns - Crocs are not allowed for school
- Students are responsible for tying their shoes and keeping them tied
- Parents may request accommodations through the appropriate school process when medical, religious, cultural, sensory, or disability-related needs affect uniform expectations.
- Students are expected to understand that uniform concerns will be addressed respectfully, privately, and separately from academic achievement
- Teachers may not penalize a student academically for being out of uniform
- Students should always represent FISV positively by maintaining a neat, safe, and school-appropriate appearance throughout all school activities.(Consistent with the handbook's expectations regarding belonging, safety, and school identity.)

Stage	Responsible Staff Member	Action	No of Contacts
Stage 1	Homeroom Teacher	Notify parents of the uniform concern, clarify expectations, and work collaboratively toward resolution.	Up to 3 contacts
Stage 2	Head of Department / Division Leader	Follow up with the family if concerns continue after Homeroom Teacher communication and offer additional support or clarification as needed.	Up to 2 contacts
Stage 3	Divisional Principal	Review the concern, meet with the family if necessary, and determine any further action or support required.	1 final contacts

10.2 Personal Belongings and Lost Property

All clothing, bottles, bags, devices, stationery, and sports equipment should be labeled. Students should bring only items required for learning or approved activities. Valuable or distracting items should remain at home.

- The school is not responsible for loss or damage to unapproved or inadequately secured personal property.
- Lost items are placed in the designated lost-property area for a limited period.
- Unclaimed items may be donated or disposed of after notice.

10.3 Library and Learning Resources

Students are encouraged to read widely and use library and digital resources responsibly. Borrowed materials must be returned on time and in reasonable condition. Families may be responsible for replacement or repair where loss or damage results from misuse or negligence.

10.4 Assemblies, Student Leadership, Sports, and Activities

Assemblies, performances, clubs, teams, student leadership, service, competitions, and extracurricular activities extend learning and build belonging. Participation may require attendance, behavior, academic, safety, uniform, equipment, or consent expectations communicated for the specific activity.

11. Transportation, Excursions

11.1 School Transportation

School transportation is an optional service governed by published routes, supervision, safety, punctuality, and behavior requirements. Families must provide accurate addresses, contacts, and authorized collection information.

- Students must remain seated, use safety restraints where provided, follow the bus supervisor and driver, and protect the safety of others.
- Changes to routes or collection require advance approval and may not be possible at short notice.
- Transport concerns should be reported through the designated school channel rather than addressed directly with a student or another family.
- Students are to remain off of digital devices of all kinds while on the bus.

11.2 Excursions and Off-Campus Learning

Trips and field learning are planned to advance curriculum, relationships, life competencies, and international or community learning. Participation requires appropriate consent, medical information, behavior, clothing, equipment, and punctuality.

The school conducts risk assessment, supervision planning, and safeguarding review. A reasonable alternative may be arranged where a student cannot participate, although the exact alternative depends on staffing and curriculum needs.

12. Swimming and Physical Activity

- Students must follow pool, changing-room, equipment, hygiene, and instructor directions.
 - Medical or participation restrictions must be communicated in writing, by the physician if requested.
 - Appropriate swimwear, caps, towels, and other required equipment must be labeled and brought on the correct day.
 - A student may be removed temporarily from an activity when immediate safety requires it; support and a safe-return plan will follow where appropriate.
-
- Identify the specific concern and the outcome or clarification being sought.
 - Contact the person closest to the issue using the communication chain.
 - Allow reasonable time for information to be gathered and for the staff member to respond.
 - Meet or communicate respectfully, focusing on facts, evidence, impact, and next steps.
 - Escalate to the next level only when the matter is unresolved, sufficiently serious, or outside the first person's authority.

Families should not approach or contact another child directly about a school concern, question another child without staff authorization, or publish identifying information about students, families, or staff.

13. Emergency Procedures and School Closure

FISV maintains emergency, evacuation, lockdown, medical, weather, air-quality, and early-closure procedures. Families must keep contact information current and follow official messages. During an emergency, parents should avoid coming to campus or contacting individual students unless instructed, as this may interfere with accountability and response procedures.

14. Concerns, Reviews, and Family Responsibilities

14.1 Working Through a Concern

- Identify the specific concern and the outcome or clarification being sought.
- Contact the person closest to the issue using the communication chain.
- Allow reasonable time for information to be gathered and for the staff member to respond.
- Meet or communicate respectfully, focusing on facts, evidence, impact, and next steps.
- Escalate to the next level only when the matter is unresolved, sufficiently serious, or outside the first person's authority.

Families should not approach or contact another child directly about a school concern, question another child without staff authorization, or publish identifying information about students, families, or staff.

14.2 Family Partnership Commitments

- Support regular attendance, punctuality, preparation, uniform, health, and safe transportation.
- Keep contact, medical, safeguarding, and authorized-collection information current.
- Read official school communication and respond when action or consent is required.
- Support the FISV values, behavior expectations, academic integrity, and responsible technology use.
- Share information early when it may affect learning, behavior, wellbeing, or safety.
- Respect privacy and use the approved communication chain.
- Participate in conferences, support plans, and reviews with a problem-solving mindset.

15. Weapons on Campus Policy

15.1 Rationale

It is the policy of ISP to promote the highest level of safety and security in all its activities, accordingly ISP HAS A ZERO TOLERANCE TO WEAPONS AND NO PERSON WHILE ON ISP PREMISES SHALL STORE OR CARRY A WEAPON THAT COULD ENDANGER THOSE AROUND THEM.

13.2 Definitions

Company = any premises that ISP or one of its subsidiaries carries out its daily business from this includes but is not restricted to all schools and offices.

A **Weapon** is defined as a manufactured device, or other item, designed to injure or kill another being, or a device designed to look like a weapon. Examples of weapons include, but are not limited to, firearms, explosives (including fireworks), air guns, pellet guns, BB guns, crossbows, long bows, swords, martial arts weapons, prohibited blades, hunting or fishing knives, brass knuckles, replica, or imitation firearms.

A **Firearm** means any device that shoots a bullet, pellet, flare, tranquilizer, spear, dart, or other projectile, whether loaded or unloaded, including those powered by CO₂. This includes, but is not limited to, guns, air guns, dart guns, pistols, revolvers, rifles, shot guns, cannons and any ammunition for such devices.

Explosives means any combustible capable of causing serious injury including but not limited to firecrackers, black powder, dynamite, plastic explosives or blasting caps.

15.3 Process

All students, staff, parents, visitors, and contractors are strictly prohibited from possessing weapons, including firearms and explosives, anywhere on company property or off company property while attending a company event. The prohibitions apply regardless of whether any legal license has been issued to the possessor. Anyone possessing or using a weapon other than those subject to specific exceptions as detailed in EXCEPTIONS will be asked to immediately surrender the weapon if safe to do so and or the necessary authorities will

be called to disarm said device. All incidents involving weapons on ISP premises should IMMEDIATELY be notified to the Regional Managing Director, Divisional CEO and Group Head of Operational Risk

ISP schools will be responsible for ensuring that all parent and student contracts explicitly refer to this policy and by signing up to the school agreement the parent and student will be acknowledging the importance of and the terms of this policy.

15.4 Sanctions

Category	Sanction
Student	Permanent exclusion, reported to the Police and a lifetime ban from all ISP premises and events.
Staff	Dismissal, reported to the Police and a lifetime ban from all ISP premises and events. Notified to Group Head of People Operations.
Contractor/Third Party	Contract termination, permanent/lifetime exclusion from all ISP properties and events. Embargo on future contracts with ISP.
Parent or Guardian	Permanent severing of contract with family resulting in student(s) leaving the school at the end of the academic year and a whole family permanent/lifetime exclusion from all ISP properties and events.

The Group Head of Operational Risk and the relevant Divisional CEO (DCEO) will agree the final sanction and work with the RMD on communication and process.

[Click here for full ISP Group Weapons on Campus Policy](#)

16. Policy Availability and Updates

The school may revise policies, procedures, schedules, and operational arrangements to respond to learning needs, safeguarding, law, regulation, accreditation, program development, or school improvement. Material changes will be communicated through official channels.

Appendix A. Family Quick Reference

Situation	What to do
Child absent or late	Notify the school through the approved attendance channel as early as possible.
Urgent message during the day	Contact Reception or the approved school channel; do not rely on messaging the child's device.
Learning or homework question	Contact the teacher first.
Assessment judgment question	Ask the teacher to explain the standard, criteria, evidence, feedback, and judgment.
Behavior or wellbeing concern	Contact the teacher or Homeroom Teacher; share relevant context and request support.
Safeguarding concern	Report immediately to a trusted staff member or the Designated Safeguarding Lead.
Bilingual Program concern	Teacher -> MOET Lead/Coordinator -> MOET Principal -> Head of School.
International Program concern	Teacher -> Lead/HOD/Coordinator -> relevant Principal -> Head of School.
Change to collection or transport	Use the approved channel early enough for verification and safe implementation.
Online incident affecting school	Preserve relevant information, do not circulate it, and tell the school promptly.
Birthday	Use a non-food acknowledgment; do not send shared cakes, cupcakes, sweets, or snacks.

Key FISV Principles

- Learning first.
- Safety and dignity are non-negotiable.
- Academic achievement is separate from behavior and work habits.
- Behavior is taught, supported, and addressed privately and proportionately.
- Evidence leads to feedback and action.
- Families and school solve concerns through respectful communication.
- We cannot support what we do not know about.

Appendix B. Parent and Student Acknowledgement

We confirm that we have reviewed the FISV Parent and Family Handbook and understand that detailed school policies, annual procedures, and official communications form part of the school's expectations.

Student name:

Grade / Homeroom:

Student signature:

Date:

Parent / Guardian name:

Parent / Guardian signature:

Date:





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