

iCAN British International School

Family Handbook 2026 – 2027

Contents

DISCOVER

Our vision	1
Our school campus	2
Our values	3
Our Team	4
Who's who	5
Wellbeing	6
Peer massage & Wake Up Shake Up	7
Sustainability	8

LEARNING

The Early Years	9-10
Primary (MP1-MP3)	11
Maths	11
Learning Journey and the IPC	12-13
Literacy	14-15
Reading, library, and Book Week	16
Home challenges and enrichment tasks	17
Assemblies	18
Specialist sessions	19
Art	20
Music	20
Swimming	21
Digital Learning	22
Languages	23
PE and Sport	24
Learning Support	25
Extra Curricular activities	26
The iCAN Swim Team	27
The iCAN Teams	28



LIFE AT iCAN

Share

Communication with families	29
Contact and social media	29
Learning blog	30
Family contact details	30

Understand

Our school year	31
Our school day	31
Arriving at school & drop off	32
Attendance and Punctuality	33
Break and Lunch times	34
Collection and parking	35
Late collection	36
Medical information / medicines	37
AQI	37
Fire Drills	37
Communicable diseases	38
Valuables	39
Lost and found	39
Dealing with bullying	40
Plastic free	41

Family

Family Learning Day	42
Learner Led Conference	42
Learning Reviews	43
Learning Review meetings	43

Community

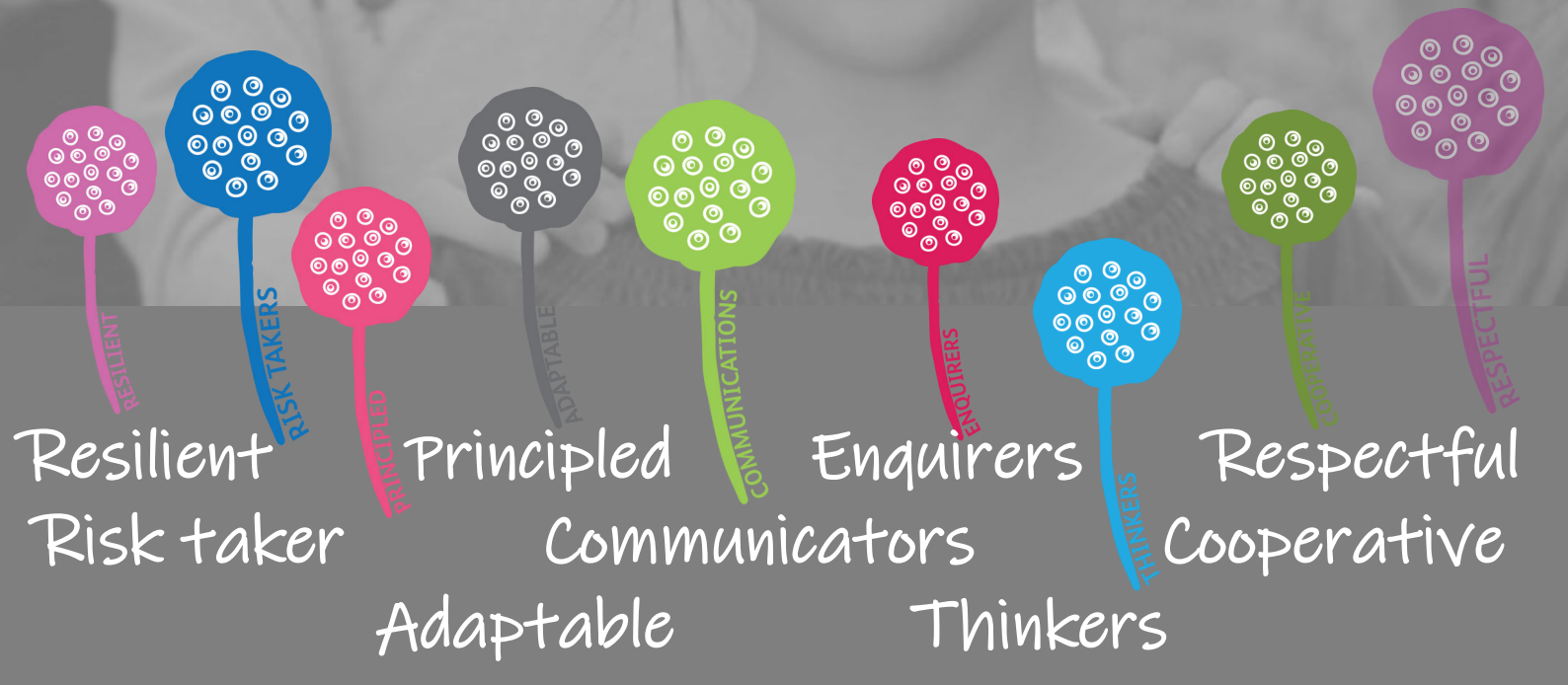
Family Coffee mornings	44
Drop- in sessions	44

Taste

Healthy Lifestyle	45
Water	46
Snack	45
Lunch	45
Teeth cleaning	45
Birthdays	45

Explore

Trips and visits	46
Sleepovers	46
Residential	47
Fees and payments	48



Our school vision

to

inspire

every child

to recognise their full potential,

believe

they can make a difference, and

respect

themselves, others, and the world in which they live.

Welcome to iCAN British International School. We are excited that you have chosen to become part of our community and hope that this handbook allows you to better understand what our school has to offer. This guide sets out the expectations that we have for each of our learners and our community.



Great learning is at the heart of everything that we do, and ensuring each child's happiness is of the utmost importance to us. Wellbeing is deeply embedded in our curriculum to ensure that our learners grow and evolve, emotionally, socially, and academically.

We believe that good communication with families is essential, so you will be hearing from us on a regular basis. We hope that this handbook provides you with the information that you will need to feel at home in our learning community.

Michaela Gale

School Principal



Our Campus:

Located on Street 9, iCAN is hidden away from the hustle and bustle of Phnom Penh. Its peaceful, wrap-around garden provides the site with a sense of isolation and tranquility, as well as endless opportunities for mini-beast hunts, and games of hide and seek!

Learning Environment:

Our rooms are full of natural light. Each display is planned and designed with thought to ensure that they are both interactive and purposeful.

At iCAN we understand that our children learn best when they are in an environment that inspires creativity and caters for their individual learning styles. We know that children learn in many different ways and so we allow them to have autonomy in certain aspects of their learning. This may mean that they work standing up, read lying down on a bean-bag, or make a video whilst nestled inside a nook. They may use different mediums to convey their understanding, such as voice recording their learning instead of writing it by hand. We don't believe in a *one size fits all* approach because we know that is not the case.

We use *Cooperative Learning* across the school, so you are unlikely to be in a room of hushed silence for long. Through this approach, we nurture positive interdependence, individual accountability, equal participation, and simultaneous interaction across all of our lessons. These core principles of cooperative learning allow our team to facilitate learning and foster strong social and emotional skills. In a cooperative classroom there is often a buzz of conversation, active listening and lots of moving around! Within a planned cooperative learning structure, learners are encouraged to be out of their chairs, moving to find another partner, or to be working at a different table. This allows our children to build strong relationships through teambuilding and become more adaptable when working with others.



Our values

At iCAN we care about developing every child as a whole. As an international school, we know that fostering resilience and adaptability in our learners is an incredibly important aspect of their development. There is an expectation that each learner will apply themselves in a principled manner to every part of school life, and it is essential that our children learn to have respect for themselves, each other, and the wider world.

Yet we also want our learners to feel that they can have their own opinions, be curious, vulnerable, and not be afraid to take risks. Much of the learning at iCAN happens collaboratively, using the *Kagan Cooperative Learning structures.* These encourage learners to develop and implement, not only their communication skills, but also many of the other personal goals. We use these 9 Personal Goals to facilitate and remind learners and our community how to incorporate these values into their everyday lives.







Who we are

We choose to keep our class sizes small and we pride ourselves in knowing each and every one of our learners. iCAN has a *family feel* and many of those who join us, have multiple children enrolled throughout the school, from iCAN Play to Year 6. Our classes have no more than 24 learners in Years 3– 6 and no more than 20 learners in MP1 because we believe in providing quality education to each and every child.

You also won't find us setting formal homework for our learners, or planning for lots of tests for that matter. This is because we believe that the school day is sufficiently mentally and physically challenging for our learners. Instead, we encourage project based learning at home in the form of *Enrichment Tasks.* We provide home challenges, which are based around the personal goals, and we place importance on reading for pleasure. We believe that it is important for children to have the opportunity to play, relax, and focus on passion projects in their own time.

Our experienced Learning Facilitators have joined us from all over the world, and help to make up our diverse community. Many of our team have been at iCAN for most of their teaching careers and, of those who left us for new opportunities, many have also returned to be part of our team again.



Our Admin Team



Michaela

School Principal

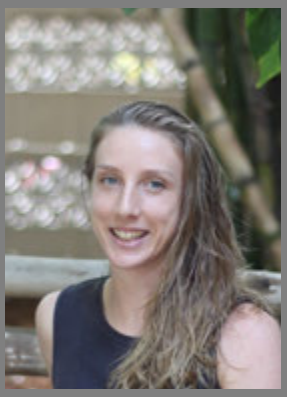
michaela_gale@ican.edu.kh



Sophak

School Coordinator

sophak_chhim@ican.edu.kh



Rosie

Vice Principal

rosie_tamblyn@ican.edu.kh



Serai

IT Manager

serai@ican.edu.kh



Thida

Admin Supervisor

admin@ican.edu.kh



Maline

Administrator

maline_kimsuor@ican.edu.kh



Kunthy

School Accountant

sokunthy_sea@ican.edu.kh

Learning Team Leaders



Anjali

Early Years Leader

anjali_pothupitiya@ican.edu.kh



Abbey

Learning Lead

abbey_mcarthur-mclean@ican.edu.kh

Wellbeing

Positive health and wellbeing underpins the development of every child and is a prerequisite to learning. The emotional health and wellbeing of all members of iCAN is fundamental to our philosophy and aims. Emotional health is closely linked to mental health and, as a school, we encourage positive development of this from early childhood, through to adolescence. We want all of our learners to develop the self-esteem, awareness, resilience and self-confidence needed to be able to play an active part in school life and life beyond school.

Peace corners

Each of our classrooms has a peace corner. This is a space in which the learners can go to independently regulate their emotions, reflect on their feelings, or compassionately resolve a conflict with another learner. Learners may also use mindfulness techniques, which are taught in class and as part of our Wellbeing curriculum, to calm themselves. We encourage our learners to resolve their own grievances and to follow the *4 Part Apology* when working through disagreements or situations which may have caused a problem.



Morning meetings

At the start of the school day, our children have a morning meeting to help them to mentally and emotionally prepare for the day of learning ahead. These sessions help to encourage honest sharing, empathic listening, build a strong sense of community, and set children up for success both socially and academically. These sessions may include mindful practices, or specific activities that can help to prepare the mind and body for learning. Learning facilitators use the Mood Meter as a visual tool to support learners with this process and they return to this emotion tracker throughout the day. To support these social and emotional skills, iCAN has adopted the RULER approach which consists of four key elements to develop emotional literacy among our learning facilitators, staff, learners and family community. **RULER** is an acronym for the 5 key skills of emotional intelligence:



Recognising emotions in ourselves and others

Understanding the causes and consequences of emotions

Labeling emotions accurately

Expressing emotions in accordance with cultural norms and social context

Regulating emotions effectively

Compassionate Communication

iCAN learners and staff also learn the key elements of compassionate communication. Learners are taught to communicate in a non-violent way and to understand the connection between feelings and needs, either met or unmet. They learn to observe behaviour without judgment, both for themselves and towards others. This process helps to build both self-compassion and empathy towards others, and is used alongside the four part apology in order to empower learners to resolve conflict. This process is taught gradually, and visual feelings and needs cards are referred to during morning meetings and throughout the day, to help model this type of communication.

Peer Massage

Our learners also take part in regular *Peer Massage* sessions. This may seem unusual in a school environment, but this practice has many researched and proven benefits. Not only does it teach our children about the importance of consent and respecting each other, it also promotes mood boosting feelings of happiness and an overall sense of calm.

Wake up and Shake up

Wake up and Shake up happens every Tuesday to Friday morning before the start of the school day, and last between 5 – 10 minutes. We believe that it has the following impact on our learners:

- Enjoyment of school life and a sense of well-being
- Improved self-esteem, impacting on other curriculum areas: 'success breeds success'
- Improved co-ordination
- Improved rhythm and timing
- Improved concentration and application to tasks immediately after the brief exercise session
- Increased stamina
- Improved behaviour

Sustainability

At iCAN we feel strongly about developing each and every child's ability to care for planet Earth. We hope that all of our learners are able to respect themselves, others, and the world around them. Each learning facilitator will incorporate the iCAN Sustainable Development Goals and help children to learn about global issues at an age appropriate level.

Our youngest learners begin by exploring their environment and finding things in nature that spark a sense of curiosity and wonder for them. They will make deeper connections with plants, insects, and animals and their habitats. The children will begin to explore the close relationship between humans and the natural world.

From MP1 onwards, the learners will build on these skills in more depth and begin small projects which they can progressively work on over the sessions. These projects will derive from their own ideas about how they hope to support the environment in a positive way.

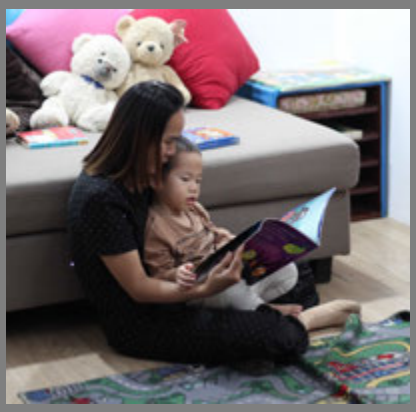
From MP2-3 they will begin to address issues that are within, or closely linked to, the iCAN community. They will form projects from these, which allow them to begin to find possible solutions. The learners may choose to look at issues such as plastic in the environment, energy consumption of the school, or food waste.



The Early Years

The Early Years Foundation Stage (EYFS) is a vital time in any child's life. At iCAN our EYFS accommodates learners between the ages of 2 and 5 years of age. Young learners at this developmental stage gain the knowledge, skills, and understanding to prepare them for their future learning experiences. Children in our EYFS learn by playing and exploring, being active, and through creative and critical thinking; this all takes place both inside and outdoors.











These are demonstrated and explored through 7 areas of learning:

- Expressive Arts & Design
- Communication & Language
- Literacy
- Understanding the World
- Mathematic Development
- Physical Development
- Personal, Social & Emotional development

iCAN Early Years Centre



Milepost 1- Milepost 3

Maths

At iCAN, our aim is to provide a maths curriculum which will develop learners to be numerate, creative, independent, inquisitive, enquiring and confident. We aim to provide a stimulating environment with a range of supportive resources so that all learners can develop their mathematical skills to their full potential. We aim to provide learners with rich and enjoyable experiences related both to their individual needs and to the wider world.

Learners will start to explore number in the Early Years, beginning with correct number formations, practising how to count, and developing basic ordering skills. These skills will gradually become more complex as the children gain in confidence and numerical fluency.

In lessons, learners are supported to become fluent in both mental and written methods. Numerical confidence is a key focus at iCAN; Learning Facilitators use *Number Talk* to encourage the learners to find a range of ways to find an answer or solve a problem.

Every year, all learners partake in *Maths Day*. This experience encourages them to think in an entrepreneurial way and see how skills can be directly applied in to real life situations. The learners have to think about carrying out market research for their product, costing it out, and calculating the profit or loss that they may potentially make .



Learning Journey

The International Primary Curriculum (IPC) begins with a set of learning outcomes. These clearly define what children should be working towards at certain important periods of their development. The standards are explicitly described in terms of the knowledge children should acquire, the skills they should be able to demonstrate, and the understanding they should develop.

The curriculum provides opportunities for Learning Facilitators to assess the quality of children's learning through a range of assessment or evaluative opportunities. The curriculum addresses the development of knowledge, skills and understanding through three key areas: the subjects (science, history, geography, design technology & innovation, and health & wellbeing) personal development, and international understanding. The other subjects from the IPC curriculum (art, music, PE, and languages) are taught through our specialist sessions.

The IPC design is influenced by two ideas. First, the key concepts of independence and interdependence, which underpin our view of what it is to have an international mindset and, secondly, the lessons learnt as a result of a decade of research into the brain and the development of brain-friendly learning and teaching strategies.

iCAN is part of a learning community of schools across the world that uses the International Primary Curriculum (IPC) to support learning. There are currently over seventy different units of learning for our team to choose from. This unique curriculum has a strong element of internationalism built into learning. By adopting the IPC, we are central to a learning global community. The elements of the International Dimension encourage our children to:-

- Recognise their own culture and have a sense of identity
- Be open-minded
- Be respectful of other cultures and beliefs (be sensitive to other cultures and beliefs)
- Be aware of and be able to celebrate diversity AND commonality
- Have respect for and value other people and their ideas and opinions
- Be able to communicate (have good interpersonal skills)
- Be adaptable
- Be aware of and have an interest in global issues



Literacy

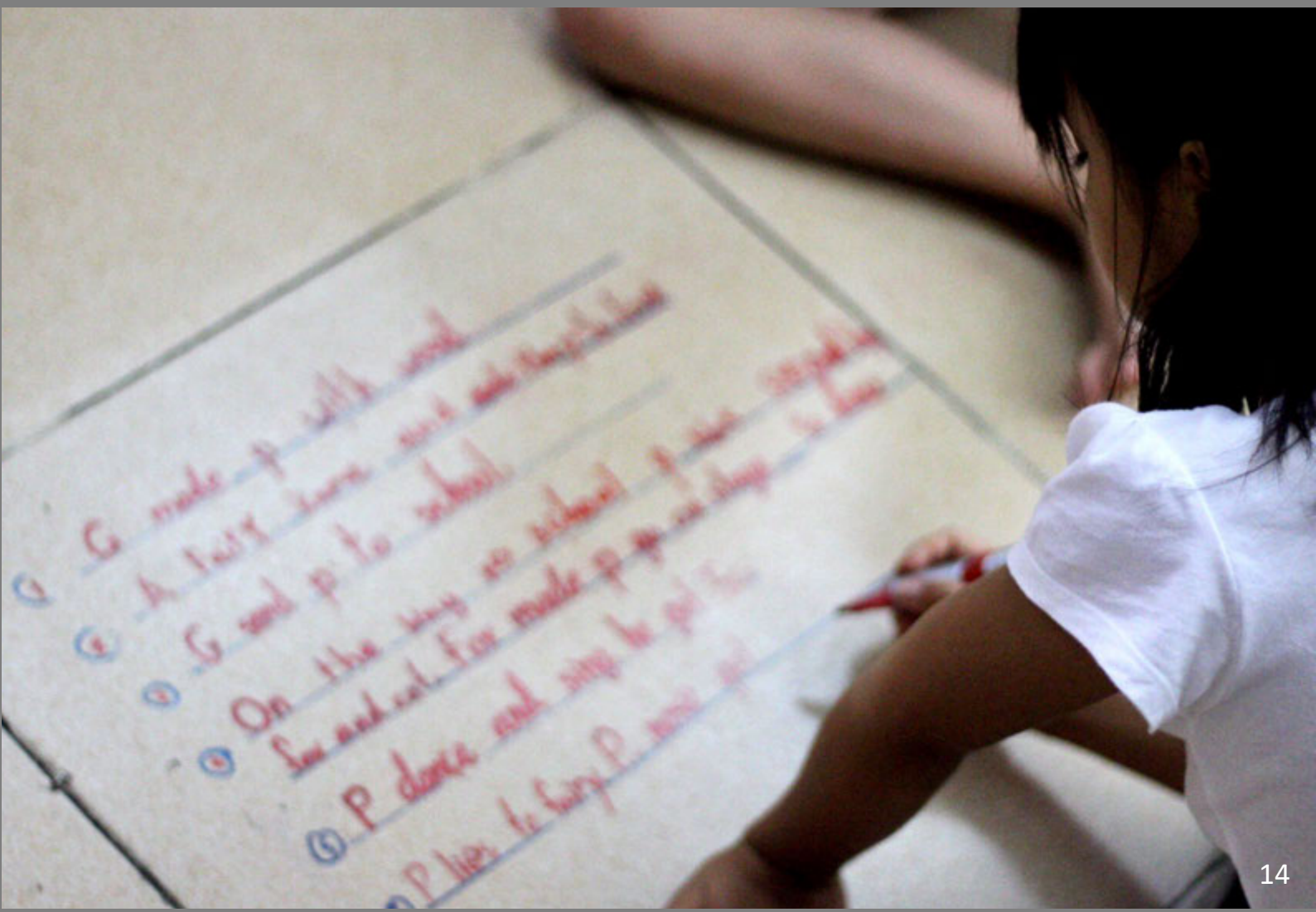
Literacy allows children to express their opinions, contribute their ideas, and have a voice in the wider world. Being able to read with fluency and accuracy, provides them with the opportunity to access a wealth of knowledge.

iCAN has created its own literacy curriculum. Our Learning Facilitators create meaningful links with the whole curriculum. Literacy is related to IPC units when appropriate; this allows the learners to make links and deepen their understanding by practising their skills in different contexts.

In the Early Years, our learners are encouraged to discover language through play-based exploration. Children will listen for sounds in their environment, form letters in natural resources, and develop their fine motor control through various activities.

ICAN follows the *Read, Write Inc* phonics programme.

In Years 1-6 , The Literacy Curriculum has been specifically developed for iCAN learners. This has incorporated elements of the National Curriculums of England, Australia and New Zealand. The learning goals include essential speaking and listening skills which enable our learners to present and perform their ideas with confidence and communicate effectively.




By
Dr. Seuss

Reading

Reading is the key to learning and we aim to instill a love of reading and books at iCAN. All reading books at iCAN have been colour banded. The learners are able to choose any of the books within their appropriate colour level, but are encouraged to read a range of genres within or below their level. Learners are assessed using a PM reading assessment benchmark, which enables us to ensure progression through the colour bands. The learners will participate in regular *Guided Reading* with a learning facilitator. During these sessions, learners will be reading one colour band above their individual level. This allows them to have greater exposure to more challenging texts whilst being supported by an adult. All learners are encouraged to read at home regularly.

The iCAN Library

All learners have an allocated library session during the week where they can enjoy exploring the books available in the library. Free Readers from Year 4 upwards are allowed to borrow books from the library. These are logged electronically on the library system under the child's name. Families are asked to pay for any damaged or lost books or blue book bags.

Book Week

Book Week at iCAN is one of the highlights of the year for children and staff alike. The week allows the learners to immerse themselves in stories, oral literacy, and to celebrate the joy of reading. The final day of the week concludes with a whole school parade where everyone dresses up as their favourite book character.









Home Challenges

We have made the conscious decision not to set homework for our learners. Many of our learners already have additional language, music, or sports lessons after the school day and so we feel that is important that their time away from school is used to rest and re-charge. Instead, we encourage our families to engage in quality family time: shared discussions, games, and other fun experiences. We recognise the enormous importance of exposing children to a range of books and stories from an early age; iCAN strongly encourages this and hopes to instill a love of reading in each and every child. We provide monthly *Home Challenges*, which can be accessed via the iCAN website, to encourage learners to incorporate the personal goals in to their lives at home. Each month focuses on a different goal and has age appropriate activities for the learners to attempt at home.

Enrichment Tasks (MP2 & MP3)

The learners from MP2 upwards are also given enrichment tasks by their learning facilitator. These tasks are optional, but the learners are encouraged to attempt these throughout the year to deepen their understanding of a topic and help them to take more ownership and autonomy in their learning. Each task is reviewed by the class learning facilitator and *e-credits* are awarded to reflect the quality and level of effort. *E-credits* from the value of 1 up to 5 may be awarded. Families are welcome to help with these projects, by providing resources, access to technology etc. but the task should be primarily completed by the learner.

At the end of the year, the *e-credits* are totaled up for each learner. These allow the learners to gain access to different levels of reward: the more *e-credits* that they have earned, the more access they can gain to particular activities. This *Enrichment Task Reward Day* is incredibly popular with the learners and is a great way for them to feel proud of their efforts throughout the year.

Assemblies

Milepost, class, and whole school assemblies take place regularly. These include Personal Goal introductions and reflections, Celebrations of Learning, and festival assemblies. Festival based assemblies help our learners to become more internationally minded and to develop respect, and a better understanding of other religions and beliefs.

Each week, one learner from each class is awarded *Star of the Week* for demonstrating one or more of the personal goals. Their certificate is presented in the assembly by their Milepost Leader and their photo is shared in the weekly milepost updates to celebrate their achievement.

Families are invited to join for their child's class Celebration of Learning. These give the learners the opportunity to share their knowledge, skills and understanding with a larger audience. This is a great way for the learners to take risks, show what they have been learning, and practise presenting their knowledge in a fun way.



Specialist Sessions





Art

The learners are encouraged to express their creativity and to explore a range of mediums within art sessions. Learners gradually develop a range of simple techniques through drawing, tracing, painting, collaging, sculpting, and printing. As they progress through the mileposts, the learners are introduced to more complex mediums; they are encouraged to become increasingly more autonomous in their creations. During the final years of Primary, they identify different influences for their art. They explore diverse styles, such as pop-art, and comic books. The learners are taught how to make their own techniques more refined, so that their own pieces of work reflect a particular artist's style.

Learners should bring in an old t-shirt or shirt that will remain in school and can be worn for messy play or painting activities.

Music

Our learners are immersed in a rich music culture where they are given the opportunity to explore music through various conventional and unconventional instruments. There is a strong focus on rhythm and coordination within these sessions. Both of these skills are useful at not only improving music performance, but also by helping to create stronger connections in the developing brain. Music sessions promote our learner's wellbeing by allowing them to express themselves, relax, and engage with the learning in a hands-on way. They begin by exploring music with their voice and body, as their main instruments, before moving on to other skills. As they progress through the years, they will experience playing instruments such as the ukulele, guitar, bass, keyboard, and percussion through the *Musical Futures* approach.



Swimming:

From an early age, the learners are encouraged to feel confident and at ease in the water. Our swim programme begins in Nursery to ensure that the learners feel happy and safe in the water. As learners progress through the mileposts, they follow our progressive programme to help them refine their skills and technique, improve their efficiency, and develop their overall endurance. Towards the end of Primary, the learners take part in water survival practices to further develop their water confidence, and to help them prepare for any eventuality.

Even our tiniest learners participate in water play and swimming sessions each week; ensuring that they feel safe and confident in and around the pool is very important.

Primary learners at iCAN swim once per week and are expected to have their swimwear with them on their allocated swimming day. Children without swimwear will be provided with a spare set to borrow. It is expected that all learners swim, unless they have a doctors note that specifies otherwise.

All learners must wear a swimming cap in the iCAN pool. These are provided, by the school, for each swimming session and are coloured to represent their individual iCAN Team.



Languages

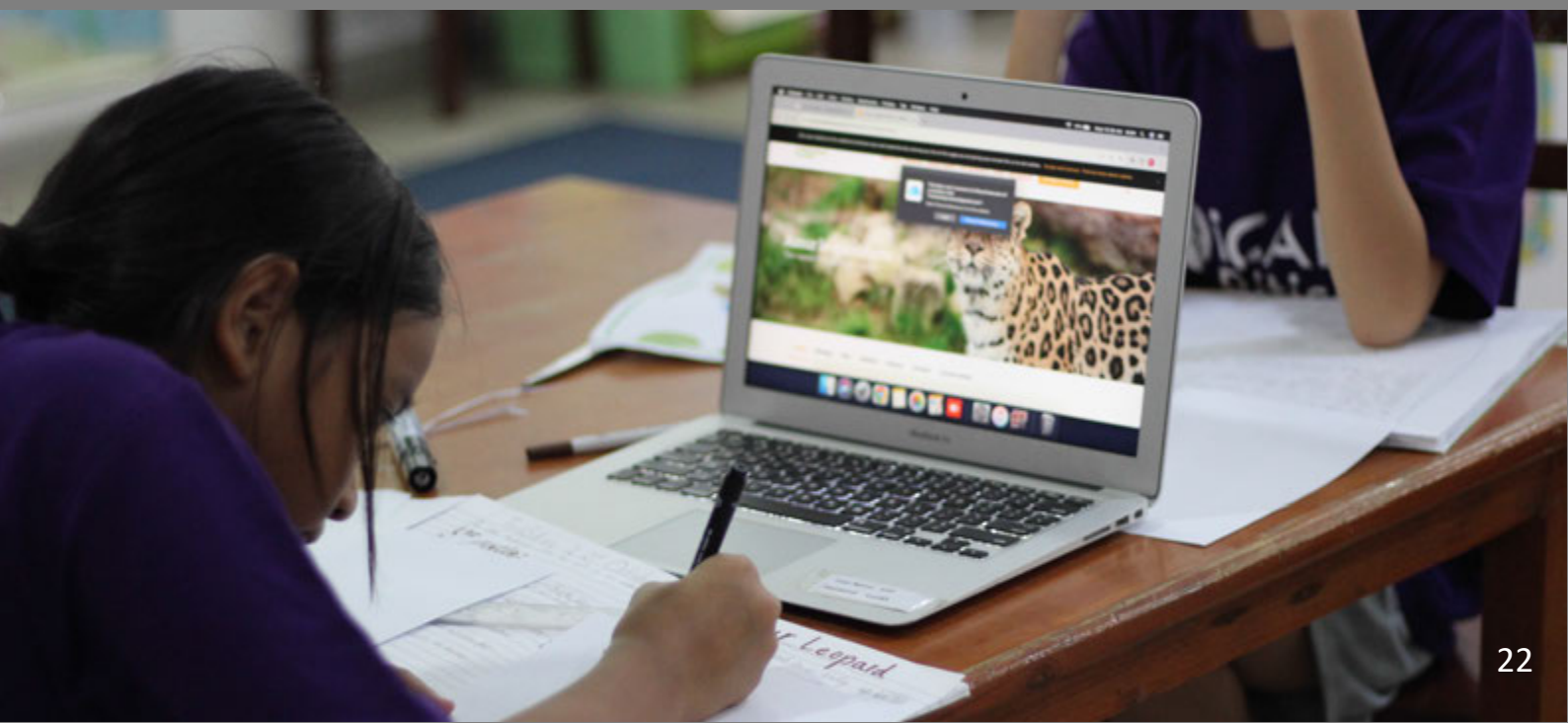
As an international school, languages are an important part of our iCAN curriculum. The learners partake in weekly Khmer lessons, either as mother tongue or as a modern foreign language (MFL). They are also encouraged to become familiar with Cambodian culture. As they progress through Primary, the learners develop their confidence when speaking through the use of: songs, dynamic games, and cooperative learning structures. The learners will utilise the vocabulary that they have started to acquire and begin to communicate with more confidence.

Digital Learning

Technology has become part of our everyday lives and can enhance learning. Digital learning at iCAN aims to support the development of skills through an integrated model, creating opportunities for learning. Learners begin by experimenting with the use of computers, learning basic skills to enable them to solve simple problems, and finding ways to enhance their learning using technology. They then take their next steps by becoming creators of content, and further enhance their knowledge of the different key skill areas. The responsible and safe use of technology is regularly taught, and re-visited, through digital citizenship sessions.

Digital Citizenship

While technology provides lots of amazing opportunities for creativity and learning, it also poses many dangers and risks. For children and young people, digital life is real life. It's where they build friendships, take a stand on issues, and do so much more. At iCAN, we see it as our responsibility to give our learners the tools and understanding to behave safely and respectfully in the online world. We teach children Digital Citizenship using the curriculum from Common Sense Media and include the learning goals across our curriculum where appropriate. Our curriculum covers a range of topics from online safety and cyberbullying to media balance and learning with technology. We also host regular sessions with families about Digital Wellbeing and resilience.



PE and Sport

At iCAN, all learners are encouraged to engage in physical activity on a regular basis. Within PE sessions, they participate in a wide variety of invasion and net games, as well as exploring athletics, gymnastics, and a range of dance. Learners not only practise skill development, but also develop their ability to cooperate, to communicate with others, and to demonstrate good sportsmanship. The learners are provided with additional opportunities to be involved in sports within the iCAN After School Activity programme.

Our annual Celebration of Physical Activity is a great opportunity for the learners to enjoy sports in a fun atmosphere.



PE Kit and Footwear

All learners participate in PE once per week and must wear their iCAN PE kit and trainers for their weekly sessions so that they can participate safely.



Learning Support

Our school is constantly growing and changing. At iCAN we feel that it is important to know each child individually, and to recognise their potential in all areas of learning. Each learner's needs are supported by Learning Facilitators and Learning Support Assistants who are in close communication with the leadership team and, where appropriate, the families of the child.

The progress and development of our learners' is constantly monitored and assessed to identify individual needs. To aid this, iCAN has a small, dedicated team of qualified learning facilitators who work to provide consistent and high quality support across the school. This team works together with the class Learning Facilitators and the Learning Support Assistants to ensure that each child in the class is accessing the curriculum. This support can be in, or out, of class and varies from one-to-one support, to facilitated support provided by an external agency. The Learning Support programme is intended to support each learner so that they can achieve their potential within the school curriculum.



After School Activities:

iCAN offers an *After School Activity* programme throughout the academic year on a **Monday, Tuesday, Wednesday** and **Thursday** for learners from Year 1 through to Year 6. The activities are created with learning in mind, and are planned and carried out by our learning facilitators and where appropriate specialist staff from outside providers to ensure that a quality session is provided for the learners.

Sessions range from sports, to music, to arts and crafts. Throughout the year, the Learning Facilitators send out a new list of choices for families to sign up to. Spaces are limited to ensure that the session is of good quality and is beneficial to each individual learner.

Prices and detailed information regarding these activities is sent to families two weeks prior to them commencing. iCAN uses a Google Form request system to ensure fairness to all families.





The iCAN Swim Team

Upon invitation, learners from Year 3, and above, have the opportunity to refine their technique and develop their resilience within the iCAN Swim Team. Members of the Swim Team train up to four days per week, either before or after school. Our specialist programme is designed by our coaches to build endurance and develop specific skills and techniques. Learners on the iCAN Swim Team are encouraged to demonstrate their commitment and dedication to the team by attending sessions on a regular basis. Members of the Swim Team also participate in a number of international school swim meets over the year.

iCAN Teams

Each learner, from Year 1 - Year 6, is allocated a place in one of the four iCAN teams. These have been named after a particular endangered Cambodian animal. The teams are used for sporting events and for various school activities throughout the year. Teams are mixed, with learners from all mileposts, this encourages the older learners to support, and to look out for the younger children. Each team has its own qualities and characteristics which are based around the team's specific animal. The teams aim to provide learners with a sense of ownership and belonging. During the annual iCAN Celebration of Physical Activity, the learners perform team chants to cheer on their fellow team members.









iCAN British International School

Communications:

We are really committed to developing more effective channels of communication with members of our community. Improving communication between home and school is a priority for us. There are a number of communication systems in school, both formal and informal.

Written communication:

This is usually e-mailed home and sent via Telegram, unless a consent form needs to be completed, in which case a paper copy also goes home.

-**Incidental letters**

- Our **iCAN Facebook, and Instagram** are updated regularly. This contains information about the learning that is taking place across mileposts, and about planned events.

-Our **iCAN website** and our **online school calendar** is updated with the latest school events. This online Google calendar can also be downloaded to your computer, tablet, or smartphone. Reminders can be set up so that you don't miss any of the upcoming school events.

-Our **chalkboard noticeboards** are located outside of each classroom and display upcoming events and notices for all families to access.

The **reading records** that go home each day in your child's reading folder are another means of communication with your child's class learning facilitator about their reading. At iCAN PLAY there are *home–school* books which families and learning facilitators use to write messages about individual learners in.

Who do I ask?

Generally, if your question or concern is related directly to your child e.g. progress, health or behaviour then your first port of call is your child's class Learning Facilitator. Learning Facilitators are usually happy to have a quick chat in class at 7.20am or straight after school to give verbal feedback but if you need longer, then please make an appointment to meet with them. If you need further clarification or, if your question is related to a wider school issue, please make an appointment to see Ms. Rosie (our VP) or Ms. Michaela, (Principal). If the matter is related to general day to day administration such as the payment of fees please speak to Ms. Sokunthy, Ms. Thida or Mr. Sophak.

See *Our Team, Who's Who* on pg. 5 for further information.

We mostly communicate with families via email and Telegram. Additional, more detailed learning updates are sent via our learning blog from Early Years to the end of Primary. These milepost summaries are shared weekly to families via email and Telegram. They aim to give a snap-shot of the learning that has happened across the week as well as informing families of what is coming up in the weeks ahead.

We will send regular updates via Telegram about events and upcoming trips, new units and change of dates.

Direct Phone: +855 (0)23 222 4168

Email: ican@ican.edu.kh

Website: www.ican.edu.kh

Instagram: @icanschoolphnompenh

Facebook: www.facebook.com/iCANBritishInternationalSchool

iCAN British International School (subscribe)

Family contact details

It is essential that we have the correct, up to date, contact information for families. Families are responsible for ensuring that the school has the correct emergency contact information on file. Please notify the admin team of any changes to your phone numbers or email addresses. Once your child has enrolled at the school it is advised that you sign-up to the Telegram group for your child's class and regularly check your emails from the school for important updates. Our social media platforms also provide up to date information about learning and what is coming up in the learning block.

Our School Year:

The school year runs from August to June and is divided into learning blocks (LBs). There are 6 learning blocks in our academic year that are arranged around the allocated breaks; Pchum Ben, The Water Festival, The Mid Year Break, February Break, Khmer New Year and our Summer Break. See our iCAN Calendar for specific dates.

Our School Day:

The school week runs from Monday to Friday. On Mondays we start at 8.30am to accommodate for staff professional development and curriculum planning.

iCAN PLAY Early Years (Part time)

Monday 8am -11.00 (Gates open at 8am)
Tuesday—Friday 7.30am -10.45 (Gates open at 7.30am)

iCAN PLAY Early Years (Full time)

Monday 8am –2.10pm (Gates open at 8am)
Tuesday—Friday 7.30am –2.10pm (Gates open at 7.30am)

MP1

Monday 8.30am-2.25pm (Gates open at 8am)
Tuesday—Friday 7.20am-2.25pm (Gates open at 7am)

MP2-MP3

Monday 8.30am-2.30pm (Gates open at 8am)
Tuesday—Friday 7.20am-2.30pm (Gates open at 7am)



Staff Planning Days

During the year, some half days have been allocated for curriculum planning and development. On these days learners go home at **11.05 am.**

Attendance and Punctuality

Absence

If your child is unable to attend school, please contact the school office at the start of the day and provide a reason for their absence. For planned absences, please contact the principal in advance to request prior permission.

Punctuality

Our registers are taken at 8.30am on a Monday and 7.30am Tuesday to Friday. Children who are not present at this time are marked late. If a child has arrived at school late during the week, an email is sent to families on Friday. We value the importance of our learners being at school on time so that they are ready to start learning. We ask our families to support us in ensuring a positive start to the day for all learners.

Arriving at school

On **Mondays ,** iCAN PLAY Early Years starts at 8am

Tuesday - **Friday**: iCAN PLAY Early Years starts at 7.30am

On **Mondays** for learners from Year 1 to Year 6, the gate is open on **Main Site** and **MP3 site** from **8.00am** and school starts at **8.30am**.

Learners from Year 1 - Y6 may play outdoors in the garden, or sit quietly in the covered outdoor areas, **until 8.30am**, when they will make their way to classes.

Tuesday - **Friday** for Year 1-6 the gate is open from **7am** and school starts at **7.20.**

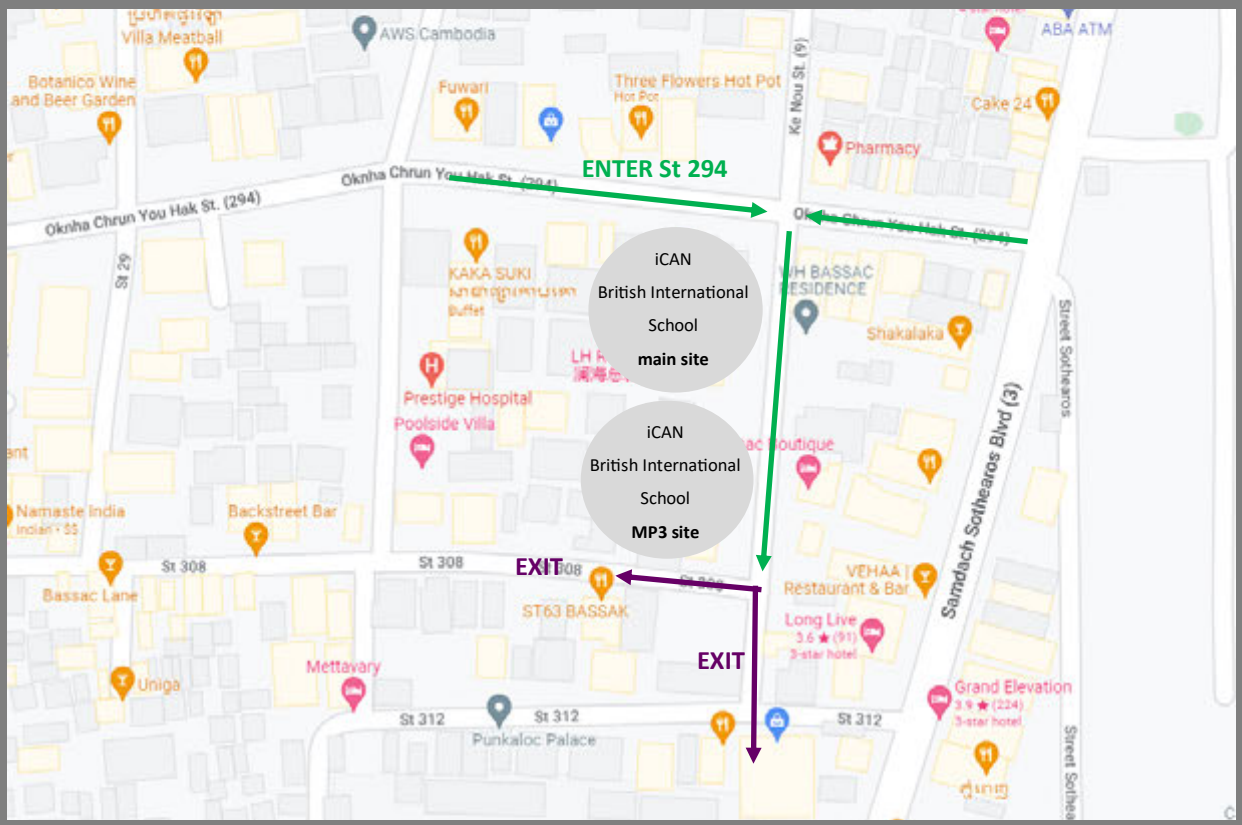
iCAN staff are not responsible for children who arrive before the gates are open

iCAN School is located on St 9. This is a small street which is set behind Sothearos Blvd. There are 2 separate sites on this street: our main iCAN campus and the MP3 site.
iCAN Play Early Years Centre is located on St 21.

As St 9 is a small street, it is essential that you follow the drop-off procedure to prevent any unnecessary traffic congestion or incidents.

The map below shows the entry and exit routes which should be taken when dropping off or collecting learners from iCAN.

Enter St 9 from the North, from St 294, turn on to St 9, iCAN School will be located on your right.





Break Times and Lunch Routines

Families, drivers or nannies should not remain at school during lunchtime.

At lunch times the children will eat class by class in the canteen and outside seating areas. Each class will have an opportunity to eat first. Children waiting to eat will play outside. Once children have eaten they may play in any area.

We expect all of our learners to treat the food & beverage/premises teams politely and to remember to say *please* and *thank you*. LSAs and learning facilitators can give children '*caught you being … respectful'* tokens for working towards this personal goal.

Fresh fruit and vegetables are provided for the learners in the mornings and on a Friday we also provide rice cakes.

Families, drivers, or nannies may either bring their child's lunch to school or families may choose the school meals for their child. Learners who have school lunch are given a choice of three dishes each day

Option 1: red meat
Option 2: white meat/fish
Option 3: vegetarian

School meals are provided in a steel tiffin set for EYs and MP3and on trays fo r MP1/2. Each child will be responsible for rinsing out their own set after they have finished eating.

They are all given fresh fruit for dessert. If families choose to bring/send their child's food to school they may leave the meal at the school gate with the guard. The
LSA will see that the child gets it.



Collection After School

All learners should be collected by an authorised adult.

A collection card will be provided to you as a family. The card must display a photograph of your child and photographs and signatures of the people usually collecting them.

This card must be shown at the gate and a collection form then needs to be signed in the classroom. If you, or a designated carer arrives to collect your child early, the office staff will fill in a *permission to leave* form and give it to the adult who is collecting your child. You/ they will then be asked to show it to the guard at the gate before leaving.

Half day Learners in iCAN PLAY should be collected at **11:00am** (Monday) **10.45am** (Tuesday-Friday). Full day learners should be collected at **2.10pm.**

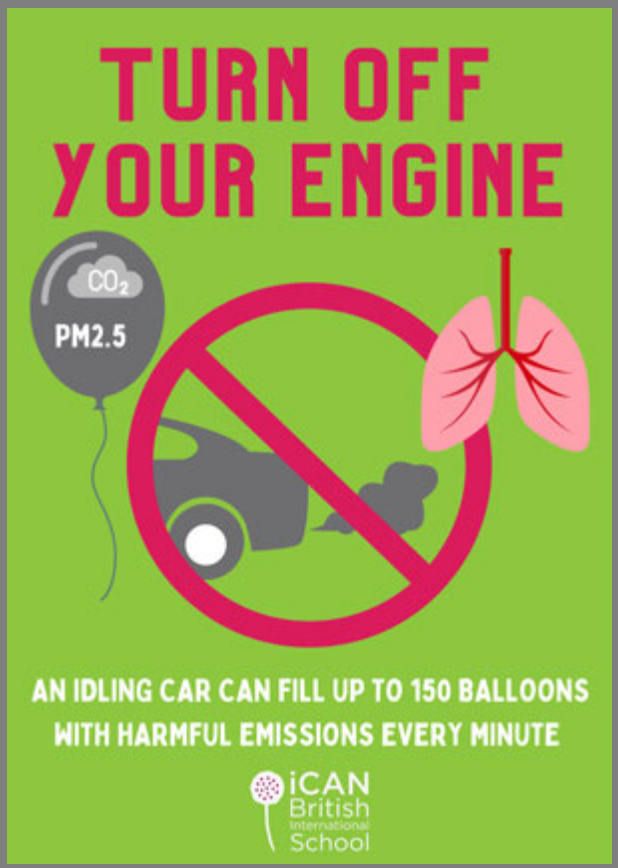
Learners from Year 1 -2 should be collected from their respective classrooms at **2.25pm.**

Learners in Years 3-6 should be collected from their respective classrooms at **2.30pm**.

When collecting children, cars must be parked on St 294. or at the end of St 9, away from the iCAN school entrance.

Parking directly outside school causes traffic congestion and poor air quality on the street. It also makes collection difficult for other families. Please see page 34. for detailed instructions about the appropriate collection and drop-off procedure. If cars are outside school for more than 1 minute, the engine should be **turned off** to reduce poor air quality.





Late Collection

We understand that there are occasions when it is not possible to be at school to collect your child at the set time due to unforeseen circumstances. If you are going to arrive late please contact the office in advance so arrangements can be made. Early Years learners who have not been collected 15 minutes after their collection time will remain at iCAN PLAY and a member of the office staff will contact their family. Learners in Milepost 1/2/3 who are not collected by 2:45pm are brought to the main site office by their LSA and a member of the office staff will contact their family. There is a $5 charge applied if children are collected late. Being collected late can result in children feeling anxious or upset. We ask that if you are going to be late for an unforeseen reason please call the office to inform them and keep them updated so they can reassure your child.



Fire drills

Regular fire drills take place throughout the year to ensure that our team and all of the learners feels prepared in the event of a fire.

Air Quality Policy

We monitor the air quality daily. If the ratings are deemed to be too high, in accordance with our policy, then we may keep the learners indoors until the air quality has improved.

Medical Information

Medication is not allowed in school unless a child has a *Health Care Plan* which has been discussed and agreed with the Principal. For example, a severe allergy or respiratory condition.

If a child without a health care plan needs to have medication for a minor illness during the school day, a family member must come to school to administer it.



Communicable diseases

Where children present with communicable diseases, families **must ensure that their child is well before their return to school.**

Chickenpox: Child must stay at home for at least 7 days until the blisters have healed.

Conjunctivitis (active infection): Child must stay at home until the discharge from the eyes has stopped.

Impetigo: Child must stay at home until effective medical treatment has been carried out.

Measles: Child must stay at home for 7 days from the time of the first appearance of the rash or until a medical certificate of wellness is produced.

Mumps: Child must stay at home for at least 14 days from onset of initial symptoms.

Ring worm: Child must stay at home until a medical certificate that states the child is being treated is received by the school.

Rubella: Child must stay at home for 10 days from the first appearance of the rash.

Scabies: Child must stay at home until a medical certificate that states the child is being treated is received by the school.

Whooping cough: Child must stay at home for 4 weeks or until a medical certificate of recovery is received by the school.

Infectious hepatitis: Child must stay at home for 7 days from onset of symptoms.

Other infectious diseases which may result in exclusion from school until treated include:

Diphtheria, meningococcal infection, streptococcal infections, tuberculosis, and typhoid.

If your child has been suffering from **diarrhoea** or **vomiting** they should not return to school until they have had 48 hours without symptoms. When a child has a bad cough or cold, or other common but highly contagious illness, families are asked to keep the child at home so that the illness is not spread to other children.

A child with an infectious condition or illness **must** be kept at home and needs to present a medical certificate upon returning to school. Children who have a temperature of **37. 4 °C or above must stay at home for 24 hours.**

Head lice: If children have head lice they will not be excluded from school but their family will be informed by the school and are required to treat the infestation.

Lost and Found

Lost and found boxes are located on the shelves in the canteen. All lost and found items that are unclaimed at the end of a learning block will be donated to a local NGO.

Valuables

Children should not bring jewellery, money, or items of value to school. The exception to this is for school events such as *Bake Sales,* where children may then bring in a small amount of money to spend. iCAN does not accept any responsibility for the loss or breakage of any of the learners personal items.

Children with pierced ears are allowed to wear small stud earrings to school. No hooped or dangling earrings are allowed. For safety reasons, the learners may be required to remove these studs for PE or swimming lessons.

Long Hair

Learners with long hair must have this tied back throughout the school day, especially for PE and swimming lessons.

Wearing a Helmet

Learners and adults travelling to and from school on motos or bicycles are expected to wear a helmet for their own safety.

Dealing with Bullying

Our principles and values

As a school we take bullying and its impact seriously. Learners and families should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and we will consistently challenge any behaviour that falls below this.

i zsáÜà~å{ÅyQ

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at iCAN is considered to be, "unacceptable behaviour which occurs lots of times, on purpose." Bullying can be short term or continuous over long periods of time.

Tà~å{Åy sÅ wL

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Ver-bal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet chat Twitter, Facebook misuse, Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, iPad, games consoles…

bÖwâwÅá{ÇÅ

At iCAN we use a variety of methods to support learners in preventing and understanding the consequences of bullying through the promotion of the personal goals, together times, PSHCE, the school vision, assembly themes, peer massage programme and e-safety sessions.

The ethos and working philosophy of iCAN means that all staff actively encourage learners to have respect for each other and for other people's property. Appropriate and kind/polite behaviour is regularly acknowledged and rewarded.

For more information, refer to our policy via our iCAN website:

Plastic Free

iCAN aims to be a *single-use plastic free zone.* When you are entering the site, please do not bring in single use plastic items such as disposable drinks cups, cutlery, plastic bags and plastic carriers. As a school we work hard to model positive behaviour to the learners and educate them about the impacts of a throw-away lifestyle.

Each learner has a re-usable water bottle and is encouraged to use and refill this through-out the day. Our site provides drinking water that is available to everyone on site. Please **do not** bring in water in plastic bottles.

Around the site you will find compost bins and an internal recycling centre for card, paper batteries and cans. This system allows our school to significantly reduce the amount of waste that we send to landfill. Our learners are educated about what can and cannot be re-used, re-purposed, and what has to be thrown away.

iCAN re-uses much of its paper waste within its systems. However, we encourage staff, learners, and families to be mindful of their consumption and only use what they need.





Family Learning Day

Our Family Learning Days are held throughout the year. On these days, we invite you to join your child or children in their learning. Families are encouraged to join one of the learning sessions so that they can experience what learning is like at iCAN.

Learner led conference

At the end of the year, we allow the learners to show off all of their best learning at the *learner led conference.* This session is entirely directed by the child and provides each learner with the opportunity to explain what they have learnt during the year. We encourage families to book in a specific time slot for this really special event where they can dedicate their attention solely on their child and listen to their learning journey. This is a great opportunity for the learners to share their learning with their family and celebrate their successes and achievements.

Learning Reviews

These are issued twice per year: in November/ December and in May/ June. These review the learning from the previous three learning blocks.

Learning Review Meetings

After the first learning reviews have been issued in November/ December, Primary families are invited to attend a *Learning Review Meeting* with their child's Learning Facilitator to discuss their learning.



Coffee mornings

Coffee mornings are held regularly. These run throughout the academic year and focus on a variety of topics. We encourage you to attend these as they aim to help you better understand our teaching practice and school philosophies.

Family Drop-in sessions

Family Drop-in sessions allow our families to check-in with their child's class Learning Facilitator and share in their learning. It is a great opportunity to see what has been going on in lessons, to look at books, or to clarify any queries about the learning. These sessions take place at the end of the school day, several times per year.



Healthy Lifestyle

At iCAN we know the importance of a healthy lifestyle and want every one of our learners to have the best possible start in life. Our school sources local fresh fruit and vegetables which are served during break time. Children take turns in the role of *snack monitor* to prepare this for their own class. All learners are encouraged to carry out good hygiene habits and ensure that their hands are washed properly before enjoying the snack.

Teeth and oral hygiene

Dental hygiene is very important and rates of tooth decay are high in Phnom Penh. We encourage all learners to brush their teeth after lunch each day. All children must ensure that they have a toothbrush and toothpaste (labelled with their name) in school and are encouraged to practice good oral hygiene by brushing their teeth after lunch.

Drinks

Children must only drink water, during the school day, onsite, and are discouraged from bringing in drinks from outside stores, especially those that are served in single use plastic, (please see *Plastic Free Zone* pg. 41)

Snacks

In line with the school's healthy eating policy, learners should not bring in their own snacks to school. If they are found with these in their bag they will be asked to take them home again.

Healthy Brain

We try to encourage learners to drink water during the school day. At iCAN learners are provided with refillable stainless steel water bottles which are named. These are kept in the classroom so that they can have access to drinks freely without needing to leave the classroom.

iCAN water bottles can be purchased from the school office. Each child must have their own bottle with them each day so that they can refill throughout the school day.

These bottles are also taken to other areas of the school such as the canteen, the roof courts and other classrooms where they have specialist lessons.

Learners are required to take their drink bottles home each day to be washed and refilled.

Birthday celebrations

The exception to this is for birthdays. Learners are allowed to bring in cupcakes to share with the other children in their *own* class only. Please be mindful of the packaging and, where possible, do not bring in single use cutlery or crockery for these (see *Plastic Free* on pg. 41). Please liaise with your child's learning facilitator to arrange for these to be brought in towards the end of the school day, so that they can be handed out during reflection time.



Local Trips and Visits

Throughout the year, the learners will visit local places of interest, which are linked to particular topics in their learning, or will attend trips in and around Phnom Penh. A form must be signed at the beginning of the year to allow your child to participate in these. Risk assessments and safety procedures are carried out for each trip.

Year 3 and 4 Sleepovers

In preparation for the residential trips that take place in MP3, learners from Years 3 and 4 have a sleepover at school for one night. This event helps them to get used to being away from home and allows them to feel more comfortable sleeping in an unfamiliar environment. This increased independence and responsibility helps them to feel more prepared for their residential in MP3.

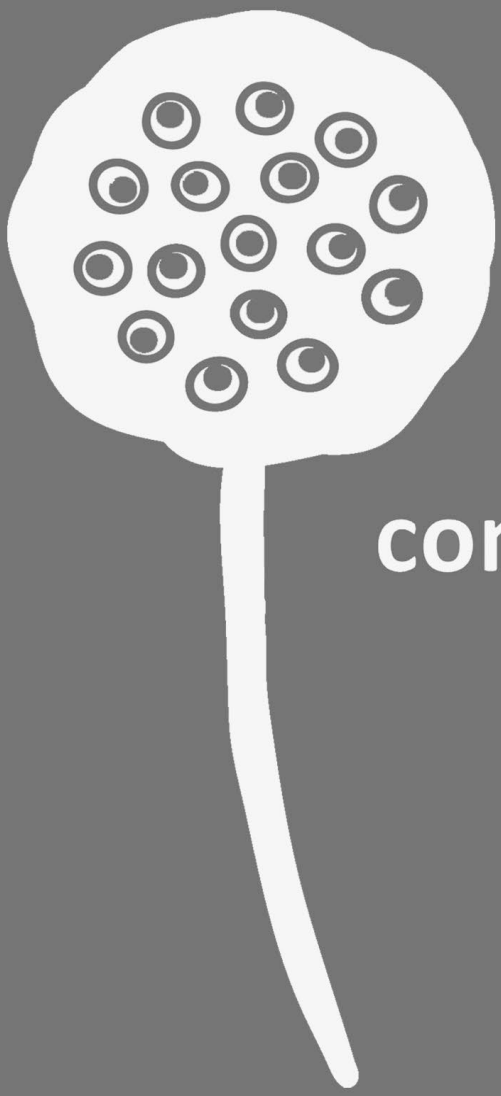
Residential visits

To further enrich their learning experiences, all learners from Milepost 3 go on a residential visit every year. These visits are an exciting and integral part of the learning journey in these year groups.

This is an opportunity for the learners to become more independent, take risks, and spend time away from their familiar environment. This experience is the highlight of the year for many of our learners as they return with a huge sense of accomplishment.



Families are invited to a meeting prior to the trip so that they can find out about the itinerary. Health and safety is paramount and comprehensive, detailed risk assessments are undertaken by a member of our team.



The **lotus pod** represents the sanctuary of **community** where the seeds of **creativity** and **expression** are **nurtured** and prepare for **transformation**.

iCAN British International School

... welcomes all explorers wherever you are on your journey - whether you're in the mud, sprouting through the water, or ready to bloom!

ican.edu.kh

School Fees and Payments

Information about tuition fees and payments can be found on our website.

Please see the relevant contact information on page 31