



NORTHBRIDGE INTERNATIONAL SCHOOL
CAMBODIA
A NORD ANGLIA EDUCATION SCHOOL

Early Learning *Handbook*





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Welcome to Early Learning

We trust that you will find this guide informative and helpful. It has been designed to give you an overview of what is expected in the Early Learning here at Northbridge as well as some hints to help you and your child settle into our school community.

The classroom teachers will communicate with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals.

Although this guide will give you an overview of our expectations and curriculum, we realize that you may have further questions or concerns. Please do not hesitate to contact your child's teacher if you have any need for clarification or further information.

It is our hope that we can build a partnership with your family this year, through keeping all channels between the home and school as open as possible.

We look forward to welcoming you and your family to our school!



Who We Are

Our Mission

"Inspiring dynamic, respectful and compassionate global citizens"

An environment of intercultural understanding and integrity. A place where everyone is involved, valued and happy. A hub of innovation, enabling creativity and contemporary learning. A community where individuals succeed and make a difference.

"We are many communities, but we are one"

Our Values

We believe in the active engagement of the whole community. We believe that contemporary learning takes place when we are creative, collaborative and connected. We also believe that we have a shared humanity and we need to demonstrate compassion and ethical responsibility by enriching each other through our differences.

"Caring hearts, ambitious minds"

School Ambition (Vision)

A dynamic NAE, International Baccalaureate Continuum World School in South East Asia where everyone succeeds.

"Excellence in everything we do."

Strategic and Objectives

Contemporary Learning and Ambition

Everyone will succeed.

Leadership and Service

We will make a positive contribution to our society.

Community and Balance

Our community will be balanced and demonstrate unity.

Passion and Loyalty

Our teachers will be reflective, passionate professional educators who demonstrate loyalty and care.

Sustainability and Pride

Teaching and learning will be supported and enhanced by a safe, clean and ever changing environment.

Growth and Reputation

We will become the school of choice for students, parents and teachers.

Fulfilling Our Vision

Students at Northbridge International School Cambodia have the right to learn in a mutually respectful and safe environment. Respect for self, peers, faculty and school is expected of all students. Students are responsible for their choices and actions and are expected to conduct themselves ethically, responsibly, and with compassion. Students are expected to act in a manner that reflects positively on Northbridge International School Cambodia while at school, school events, school trips or in the greater community.



Unique Opportunities for Your Child when Joining a Nord Anglia Education School

Global Campus

The Global Campus connects all of the schools in the Nord Anglia family around the world, giving our students daily access to global opportunities. This allows our students to develop a truly international perspective through outstanding online, in-school and worldwide experiences. The Global Campus offers learning opportunities that empower, excite, inspire and challenge our students. Our students have the opportunity to travel overseas, collaborate with students around the world and benefit from Nord Anglia Education's outstanding global partnerships.

MIT

By tackling real-world challenges across the subjects of science, technology, engineering, art and mathematics (STEAM), your child will develop transferable skills such as flexibility, creativity and communication. They will be encouraged to experiment rather than wait for instructions, and will learn that collaboration and critical thinking can solve even the trickiest problems. Nord Anglia Education has a partnership with one of the best universities in the world, MIT (Massachusetts Institute of Technology). In collaboration with MIT, we will introduce your child to this innovative way of learning the STEAM subjects which encourages creativity, experimentation, and teaches them how to apply their skills to real-world situations.

Juilliard

Your child will follow an innovative embedded arts curriculum created in collaboration with The Juilliard School, a world leader in performing arts education. It enriches the high-quality teaching and learning offered in our schools with the artistic values, traditions and expertise of Juilliard.





A Continuum of International Education



At Northbridge we offer three of the International Baccalaureate Organisation's (IBO) programmes:

The Primary Years Programme (PYP)

Early Learning 3 - Grade 5



The Middle Years Programme (MYP)

Grade 6 - Grade 10



The Diploma Programme (DP)

Grade 11 - Grade 12



The three programmes have a common framework and philosophy about teaching and learning. They are committed to developing the whole child and the overarching concept of developing international-mindedness within students through developing the attributes of the learner profile.

Why did Northbridge choose the PYP?

Northbridge offers the Primary Years Programme (PYP) because it not only puts the student at the center of the learning, but it also aligns with our school mission, vision and values.

The driving force behind the PYP is a philosophy about the nature of education, which is expressed in the IB's mission statement, in the IB learner profile and in the fundamental principles on which the curriculum is based and which continue to inspire its development.

International Baccalaureate Mission Statement

The International Baccalaureate programmes aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

"To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO)

The Learner Profile - Our Schoolwide Learner Outcomes

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st Century. The learner profile provides a long term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes. At Northbridge, these are our schoolwide learner outcomes. The IB has incorporated the learner profile into all three programmes so that it is the common ground on which all IB World Schools stand, and contains the essence of what they, and the three programmes, are about.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





The PYP in the Early Years

At Northbridge we are authorized to teach the International Baccalaureate Primary Years Programme (IB-PYP). The PYP is an integrated curriculum that is relevant, challenging and engaging for learners from Early Learning to Grade 5. It is a process-led, inquiry-based curriculum framework that actively encourages students to ask questions and seek answers about the world around them.

The PYP in Early Learning:

- Offers young children authentic opportunities to focus on key developmental abilities.
- A time when play is the primary driver for inquiry.
- Play involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests.
- Play, relationships, learning spaces, symbolic exploration and expression are central features of learning in the early years.



What does learning look like in the PYP early years?

- Flexible timeframes and routines that are responsive to the needs of the students.
- Play that is co-constructed between students and teachers.
- Literacy and numeracy experiences that develop a wide range of playful, inquiry-based explorations into symbolic and representational learning.
- Development of self-regulation through play, modelling behaviours, language, group games, and music and movement.
- Units of inquiry that are iterative and flexible, centring on concepts of significance in the lives of young students.
- Learning spaces that promote high levels of independence, offering students opportunities to access materials and manage learning.
- Learning spaces where play and choice are central features of everyday learning.
- Flexible learning spaces that provide for many different learning experiences at all times.
- Learning spaces where students have sustained time to select their learning experiences based on interests and social connections.
- Assessment that monitors and documents students' learning against individual developmental milestones and celebrates achievements at times that are pertinent to individuals.
- Responding to the individual learning and development journey as well as valuing and recording the learning of the whole group.

Adapted from 'The Learner', p.6 - 11, International Baccalaureate, 2018



Our Philosophy

We believe children learn best when:

- They learn through explorative play, inquiry and discovery.
- They are at the centre of the learning experience.
- They are supported by viable, valuable and nurturing relationships and environments.
- Holistic approaches to learning are embedded in practice.
- They have the opportunities and time to choose, explore, take risks, and discover.
- They feel comfortable in an emotionally supportive environment.
- They interact socially with peers and adults.
- Each individual is celebrated as a unique and special being, bringing their own skills, interests and culture.
- Knowledge, concepts and skills are developed through authentic and relevant play at home and at school.
- We value and extend their prior knowledge and experience.
- The environment is stimulating, therefore it will constantly shift to meet the learner's interests and needs.
- Parents are encouraged to be actively involved, sharing their expertise and knowledge about their child.

The Role of the Child

Children inquire, question, wonder and theorize about themselves, others and the world around them. We believe that all children are curious and capable learners, who bring individual and valid skills, preferences and understandings to their learning. Through play, children are developing important skills, at their own pace, such as; language (communication), social skills, critical and creative thinking, perseverance, gross and fine motor skills, independence and personal well-being.

The Role of the Teacher

- Respond to the learning development of the individual child
- Shape and plan shared investigations
- Interact with children
- Support children in their social and emotional development
- Support children in their transitions in Early Learning and provide structures to build independence
- Partnership with parents and keep them informed of learning on a regular basis
- Document the child's learning development
- Create stimulating spaces in the learning environment (indoors and outdoors)
- Scheduling uninterrupted time for play in both indoor and outdoor spaces



In our play-based learning environment we also provide continuous provision in the following areas to develop foundation skills such as early literacy and numeracy, alongside the developmental skills mentioned above:

- Playdough area
- Family area / Socio dramatic play including babies, beds, kitchen, food, plates, cups, utensils, telephones, fabric pieces
- Library area - books on display and cosy areas for snuggling up and reading.
- Musical instruments (percussion instruments) are in the classrooms. Music, rhyme and singing are used daily to support language development and to foster an interest in music.
- Writing and mark making - paper, clipboards and writing implements are made available for students in all areas of the classroom. Recording of ideas and mark making is encouraged through providing tools and opportunities, and through teacher planned and guided activities.
- Big muscle play, bikes, wagons, water-play and the sand pit are available outside for children.
- Children have PE once per week and one swimming lesson a week.
- Blocks, Mobilo, Lego/Duplo, foam shapes, counters, pattern pictures, and puzzles are always available to children.

The Role of the Parents

- Download the Seesaw app to your phone and check it regularly. This is the most important communication tool between you and your child's teacher. Each week there will be photos and updates of your child's learning and class activities. Essential information on school life is also shared through Seesaw.
- Parents and caregivers are expected to respond to posts on Seesaw by liking, writing a comment, or sharing a voice message with their child.
- Talk with your child about their day and attend school events and conferences. Help to develop a positive attitude towards learning in your child by reading, playing and spending time with your child.
- Having time to settle into their day and develop a routine is important for a child's sense of well-being and belonging. Please ensure your child is at school on time and ready to enter the classroom with their friends in the morning.
- It is a parent's responsibility to make sure their child arrives at school each day having eaten a healthy breakfast and with healthy snacks. See page 14 for more information on snacks and lunches at school.
- Your child's safety is very important. Please wear your ID card around your neck anytime you are on school grounds. Discuss with your nannies and drivers that they are to wear their ID cards at all times and are not to use another person's card.
- Ensure that children have their PE kit and swimming clothing every week and support your child to participate in these classes.



Our Curriculum

Much of the curriculum is arranged and taught through large, cross-curricular units of study known as units of inquiry. Throughout the Primary school these units of inquiry are arranged under six transdisciplinary themes. The same themes are repeated at every year level. In our Early Learning and Kindergarten classes four of these themes are covered, whereas in Grade 1 to Grade 5 all six are covered.

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry.

The transdisciplinary themes are:

Who We Are

An inquiry into :

- the nature of the self; beliefs and values
- personal, physical, mental, social and spiritual health
- human relationships including families, friends, communities, and cultures
- rights and responsibilities
- what it means to be human.

How We Express Ourselves

An inquiry into :

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- the ways in which we reflect on, extend and enjoy our creativity
- our appreciation of the aesthetic.

How the World Works

An inquiry into :

- the natural world and its laws
- the interaction between the natural world (physical and biological) and human societies
- how humans use their understanding of scientific principles
- the impact of scientific and technological advances on society and the environment.

How We Organise Ourselves

An inquiry into :

- the interconnectedness of human-made systems and communities
- the structure and function of organisations
- societal-decision making
- economic activities and their impact on humankind and the environment.

Sharing the Planet

An inquiry into :

- rights and responsibilities in the struggle to share finite resources with other people and with other living things
- communities and the relationships within and between them
- access to equal opportunities
- peace and conflict resolutions.





A Student's Typical Day

7:50 Arrivals

Children arrive in the classroom and are greeted by the adults and their peers. They are supported in organizing their belongings and attempting some form of self registration (e.g. finding their picture and copying their name). They may engage in some initial exploration of the environment either independently or facilitated by an adult.

10:00 Snack time

We encourage healthy snacks every day. Children are encouraged to sit and eat in a social setting. Families are asked to send in healthy snacks such as sliced fruit, nuts, yoghurt, fruit juice or non-flavored milk for a morning snack. Please avoid sugary snacks and drinks.

11:40 Lunch time

Children have the option of a home lunch or a school lunch.

12:30 Rest time (Up to one hour)

Children are given time in the afternoon to rest or sleep.

14:45 Farewell Time

Children and adults come together to share stories, songs and reflections from their day.

Early Learning Program for 2 Year Olds Program (EL2)

- EL 2 has two stand- alone classrooms composed of up to 15 students.
- Students enrolled in this program need to be 2 years old by the 31st of August.
- There is an option of a half day program (8am-11:30am).
- During the second week of school students will be attending school for half of the day.
- If a child is not ready for a full day program at the end of the first month, teachers, parents and principal will meet to agree on a new date on which to transition the student to a full day program.
- A full day program schedule is Tuesdays Fridays from 8am - 3pm and Mondays from 10am - 3pm.
There is a staggered start to the school year for the first week. During this time students come to school together for an afternoon of Early Learning classroom visits.
- A letter from the school will be sent home early June or upon admission with the relevant details about this week's schedule.
- In the first week of school, the teacher and teaching assistants visit homes to learn about the child and their families. These visits are pivotal and essential to a successful year in Early Learning at NISC. The teacher will schedule these meetings by calling the parents.





Early Learning 3 years-old Program (EL3)

- EL 3 is made up of three classes in a shared space with two teachers and three teaching assistants.
- EL 3 is a full day program. A full day program schedule is Tuesdays-Fridays from 8am - 3pm and Mondays from 10am - 3pm.
- Students enrolled in this program need to be 3 years-old by 31 August and be toilet independent.
- There is a staggered start to the school year for the first week. During this time, students and parents come to school together for a morning or part of a morning for 'Early Learning Classroom Visits'. A letter from the school will be sent home early June or upon admissions with the relevant details about this week's schedule.
- In the first week of school, the teacher and teaching assistants visit homes to learn about the child and their families. These visits are pivotal and essential to a successful year in Early Learning at NISC. The teacher will schedule these meetings by calling the parents.
- Students who join the school during the year will join their classmates for half days for at least two weeks prior to commencing the full day program. This is done to support the transition of students to a new environment and to ensure a successful learning experience for all of our EL3 students.

Early Learning 4 years-old Program (EL4)

- EL 4 is made up of three classes in a shared space with two teachers and three teaching assistants.
- EL 4 is a full day program. A full day program schedule is Tuesdays-Fridays from 8am - 3pm and Mondays from 10am - 3pm.
- Students enrolled in this program need to be 4 years-old by 31 August and be toilet independent.
- There is a staggered start to the school year for the first week. During this time, students and parents come to school together for a morning or part of a morning for 'Early Learning Classroom Visits'. A letter from the school will be sent home early June or upon admissions with the relevant details about this week's schedule.
- In the first week of school the teacher and teaching assistants visit homes to learn about the child and their families. These visits are pivotal and essential to a successful year in Early Learning at NISC. The teacher will schedule these meetings by calling the parents.

Our program for EL 3 and EL 4 is a full day program, however, for some students and families this can be overwhelming when they join the school. In these cases, parents and teachers and the Head of Primary will meet to discuss a plan which will help students transition to attending a full school day.





Healthy Snacks and Lunches at School

- To promote active learning and healthy development, the students are requested to bring in slices of fruit and vegetables for snack everyday.
- Students have lunch in their classroom. Children have access to water at all times.
- We recommend sending in a healthy lunch from home which includes a piece of fruit, a sandwich or a rice dish. Please ensure that we limit waste by sending in appropriate portion sizes with your child. Another option for parents is to purchase school lunches.
- Please do not send in canned drinks, sugary snacks, crisps or cakes for lunch as students will not be allowed to eat/drink them at school.
- No favoured milk for all EL classes.
- No milk formula bottles for EL3 & 4.



Birthdays

- Birthdays are a significant milestone in any child's life especially at this early stage. To ensure that they feel special, we will sing songs for them, make a hat and a card and generally make a big fuss of them.
- We love celebrating birthdays and welcome parents to join us in the class. We encourage parents to bring in a small cupcake for every student in the class with no frosting or anything fancy on it. Other option could be a small cake with limited decorations or frosting.



Reporting Procedures in the Primary School

At Northbridge, we believe it is important to regularly assess student growth and achievement to inform our teaching and planning. The purpose of our reporting system is to communicate with parents about a range of topics including:

- what a child knows, understands and can do academically, emotionally, socially and physically
- student learning goals that have been set by students and teachers and progress on these goals or ways they have been achieved
- a student's learning progress over time
- how parents can be involved in their child's learning.

Many opportunities have been scheduled throughout the year to keep the channels of communication open between parents and teachers.

Written Reports

An important part of our reporting procedure is our written reports which are sent home at the end of each semester. These written report cards offer a detailed description of a child's achievement and progress throughout the year in all development areas. These will also include an overall comment.

Conferences

Conferences are scheduled throughout the year to allow parents, teachers, and students to discuss each child's learning. These include:

- **Hopes and Dreams Conferences** - An opportunity for parents to tell the classroom teacher all about their child and what hopes they have for them. These conferences take place in the first month of school.
- **Parent Teacher Conferences** - In these conferences, the teacher meets with the parent to discuss their child's growth and areas for improvement.
- **Student-Led Conferences** - These conferences involve the child discussing their learning with their parent. Two conferences are scheduled during the year. These conferences place the responsibility on the child for sharing and discussing their learning with their parent. It will involve looking through their portfolio, which shows samples of work and achievement from all subject areas.
- **Three-Way Conferences** - This conference involves the student, parent and the teacher discussing the child's growth, achievement and goals for the year.

Student Portfolios

Student portfolios play a key role in our reporting system. Portfolios are purposeful collections of students' work from all learning areas students and teachers select pieces of work which are placed in the student portfolio and are annotated with a description of the context in which it was generated and a comment on the product.

We are confident that this blend of online information, written reports and conferences will allow teachers, parents, and students to have a shared understanding of each child's development, strengths and areas for improvement.

Our hope is that all of these parts of our reporting procedures will support conversations between you and your child around how they can grow and develop as lifelong learners.



Overview of Reporting System in Early Learning



TIME OF YEAR	REPORTING STRATEGY	PURPOSE
AUGUST	HOPES AND DREAMS <ul style="list-style-type: none">Conference	Teacher finds out information about a child from a parent's perspective.
OCTOBER	PARENT-TEACHER CONFERENCES <ul style="list-style-type: none">Conference	The purpose is for teachers to share key information related to progress, attainment, and needs.
DECEMBER & MAY	STUDENT LED PORTFOLIO CONFERENCE <ul style="list-style-type: none">ConferencePortfolio	The Student-Led Conference is a meeting in which the students use their Portfolio as a basis for discussion with their parents about their learning. The conferences allow students to play an active role in the reporting process.
END OF SEMESTER 1 & 2	REPORT CARDS <ul style="list-style-type: none">Printed reports	EARLY LEARNING: details the child's development in key areas: e.g. Language, Mathematics, Physical, Personal, Social and Emotional, Literacy and Creative Development.
MARCH	THREE WAY CONFERENCE <ul style="list-style-type: none">ConferenceMid-semester academic update (completed with the student)	The purpose of the 3 Way Conference is for both the teacher and student to collaboratively report on and share the student's growth and progress and identify goals for the rest of the school year.





Student Support Services

The mission of the learning support department is to provide students access to all areas of the curriculum in the most inclusive, and least restrictive environment possible. Therefore the majority of support services are delivered through push-in services at Northbridge with the general education teacher providing differentiated and scaffolded instruction and materials. However, based on learning needs, there are some students who do require pull out intervention services. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Student Support Services personnel include: Counselling, teachers, and Learning Support (LS) teachers.



Special Education Needs (SEN)

Our Learning Support services include both internal and external providers that nurture our children's holistic development. We use a variety of SEN teaching and learning strategies to address the specific needs of each student, adhering to principles of Inclusion and Least Restrictive Environment (LRE).



These principles are reflected in our admissions policies and in the integration of children with special educational needs in our mainstream classrooms. We address our children's needs through high-quality, research-based classroom instruction, push-in and pull-out academic interventions, Speech and Language Therapy, Occupational Therapy, and socio-emotional counseling.

Guidance and Counseling Services

Students are supported academically, socially and emotionally by a qualified school counselor. The counselor also works closely with administrators, teachers, learning support, and the school nurse.

Outside Resources

Our staff provides most of the support that our students need. However, there are times when our students need specialized support in an area that we cannot provide. We currently work with an external Speech and Language Clinic and an external Occupational Therapist to provide some of these specialized services, and are constantly exploring other options that might allow us to expand our offerings. There are also times when our students' difficulties require further investigation by specialized professionals, such as Educational Psychologists. When this need arises, we refer students to local and regional experts, according to their needs.



General Information

School Year

The school year at Northbridge runs for approximately ten (10) months with 180 student learning days. The year is divided into two semesters (with two quarters each) for grading and for fee payment purposes and generally runs from early-August to mid-June.

School Day

The regular school week runs from Monday through Friday. Every Monday the school has a delayed start to provide professional and curriculum development time for Northbridge faculty.

On Mondays, school starts at 10:00am and students may be on-site from 9:30am. From **Tuesday to Friday** the school day runs from 8:00am to 3:00pm. There is an after school activities programme called LEAP (Learning Enrichment Afterschool Programme) which runs from 3:15 to 4:00pm daily.

The teaching block schedule runs on a five-day schedule (Monday to Friday). Students in Early Learning enjoy specialist classes in PE, Swimming and Khmer language.

Absences

Please contact the school when your child is absent. The Primary Secretary will contact you for an explanation of any absences.

PE Uniform and Swimming Attire Expectations

All students are given a PE uniform from the Northbridge School Store each school year. All students should wear proper, supportive athletic shoes for PE. Swimming is taught as a component of the Physical Education program. Students are expected to follow their assigned schedules and come appropriately prepared with swimsuit and towel, flipflop or slides on the designated swimming days to be in the pool. If your child is too unwell to swim please keep them at home or send them with a doctor's note explaining why they can not swim.





No Hat, No Play

To protect our students' skin from sun damage, Primary has a strict No Hat No Play rule. Please ensure that your child packs a hat each day from home, or they can use the one provided by the school at the start of the school year.

Cafeteria Food Service and Drinking Water

All Northbridge students have a mid-morning break for a snack. Students may bring snacks with appropriate drinks. All Early Learning and Kindergarten students eat lunch in their classrooms. Students may bring their lunch from home or purchase a lunch program option.

Students are cautioned against drinking from the general water supply. However, commercially prepared drinking water is available at all times from water coolers located around Northbridge. Primary school students should bring their own drinking containers or use the water bottle provided at the start of the school year.

Library

The Northbridge Library is located on the ground floor of the Hub building. It is open during the following times:

Mondays from 9:30am - 4:30pm

Tuesday to Friday from 7:30am - 4:30pm

Students are allowed to have up to five library book checked out at a time. The library provides 24/7 access to subscription databases, resource lists, pathfinders, and online learning opportunities. The library supports our students to develop a love of books and a culture of selecting their own reading material.

The library assistants are available to support children during their visits. If you have any resources you would like the library to acquire, please communicate your recommendations to the library staff.

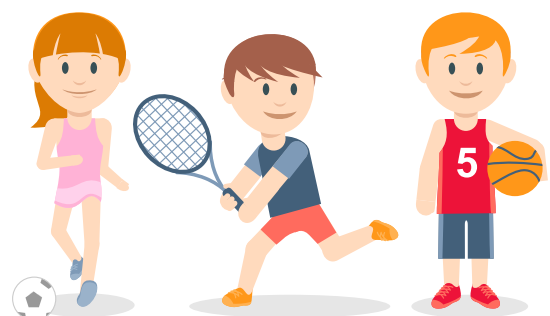
In the case of loss or damage of a library book the student must pay a replacement fee. Fees are levied at the current cost of the lost or damaged book plus shipping and handling.

Learning Enrichment Afterschool Programme (LEAP)

Northbridge International School Cambodia provides participating students with the opportunity to broaden their interests and skills in areas that complement the regular school programme.

LEAP provide a wide range of activities which promote skill development and social and personal growth. The activities include options for students to participate in sports, arts, language learning and more. Activities vary with each session depending on scheduling and availability of facilities. Fees are charged for participation in LEAP and costs for activities differ. Activity schedules and registration forms are available in the Northbridge International School Cambodia Administration office at the beginning of every session.

If a child is signed up for a LEAP activity, they need to be collected at 3:00 and accompanied to the lesson by their care-giver.





Transportation: Optional Bus Provision

For the convenience of students needing transportation to or from Northbridge, the school subcontracts bus services through a local transportation company. Student bus service is applied for through the Main office. Bus transportation is an optional service and fees must be paid in advance. Fees are charged on a per quarter basis; any use within a quarter is levied a full quarter's fee.

Bus students wishing to ride a bus other than their regularly assigned bus **MUST** bring a note signed by a parent or guardian to the school office early at the beginning of the day of the change request. In case of crowded buses, such requests may not be honored. Students are not permitted to ride on a different bus without prior permission.

Students who have not signed up for the regular bus service may still ride the bus home on a specific afternoon by following these guidelines:

1. They must make prior arrangements through the school office to guarantee space;
2. A one-way ticket costs \$7.00 per trip. For requested use of the LEAP bus (one-way only) by a non-regular bus rider, confirmation must first be given by the Main Office that there is an available bus route that meets the needs of the family. Once this confirmation is given, the fee must be paid at least 24 hours in advance at the Finance Office.

To discontinue use of the bus service, written notice must be given to the Northbridge Business Office at least two (2) weeks in advance. Refunds will be made for only quarters in which the student has not used the bus. Good behavior by students while entering, riding and disembarking from buses is essential and required. Failure to adhere to established expectations is grounds for discontinuing bus privileges.

In case of suspension from riding the bus due to misconduct, a student will forfeit any refund of bus fees already paid.

Field Trip and Travel Policies

Educational field trips are occasionally part of the school's overall educational provision. When a field trip is planned, parents will receive notice of the trip and related details including any costs associated with the trip. Parents are required to sign a permission slip allowing their child to go on the trip. We also ask parents to sign a local field trip permission slip that will be valid the entire school year. Students without permission will not be eligible to attend the trip. Students should come prepared for varying weather conditions, which includes bringing a hat, sunscreen, and a raincoat when appropriate.





Health Services and Requirements

The school's Health Room is overseen by a registered nurse. The Health Room is provisioned with medical kits and other items to deal with minor illnesses and injuries. The services of the Health Room are available throughout the school day. For emergency needs, a school vehicle is available for transporting an ill or injured student to a local clinic or hospital. Parents are notified immediately whenever an emergency occurs.

With their teacher's permission, an ill or injured student may check in at the Health Room at any time during the school day. Otherwise, a teacher may refer a student to the school nurse for specific reasons – personal health, hygiene concerns, or other problems related to their health and general Wellbeing. Parents will be notified as needed.

In case of serious injury or emergency, a First Aider will first carry out stabilizing first aid procedures while the nurse is notified. Shortly thereafter, the school will notify the parent. If deemed necessary, the school will contact the parent to ensure that the child is taken to a medical facility for treatment as soon as possible - either by school car/bus or driven by their parents.

If a child has a fever or is vomiting, we ask that parents keep them at home to protect the other students in their class until all symptoms have cleared. If a child has a contagious disease or condition – such as the influenza, measles, chicken pox or pediculosis (lice) – they need to

immediately notify the School Nurse or the School Office. Exposure notices will be distributed to affected students, alerting parents and providing them with pertinent information. When the student has recovered and is ready to return to school, they must bring a doctor's note to the school nurse before resuming class.

Old Injuries, Chronic Illnesses and Medication

Full disclosure of a student's medical history helps us to help you. School personnel are not able to treat pre-existing injuries or to prescribe treatment or medication for students. The school nurse may, however, give Tylenol for minor headaches, earaches, sore throats and to reduce fever, as long as parents have given the school prior permission to do so by completing and signing the Health Form.

In addition, the nurse may administer medicine prescribed by a physician, if the student brings a signed note from the parents or doctor with the medication name, dosage and reason for its need. If your child requires a special medication from time to time (for example, an inhaler for asthma; Benadryl for a known allergy), please send it along in a clearly marked package to the School Nurse to be used as needed. Students are not allowed to carry medicine during school hours. A yellow slip should be filled out by parents/guardian from the health room for the medicine to be taken at school.

Reminder: Parents are required to provide emergency contact information for each child enrolled at Northbridge. The school will call the emergency contact in the event neither parent can be reached. It is vital that the school is able to contact a responsible adult in time of an emergency. Please help us keep contact numbers current by updating any changes. Parents are required to give a copy of their child's vaccination to the school nurse. This should be updated whenever a child receives additional vaccinations.



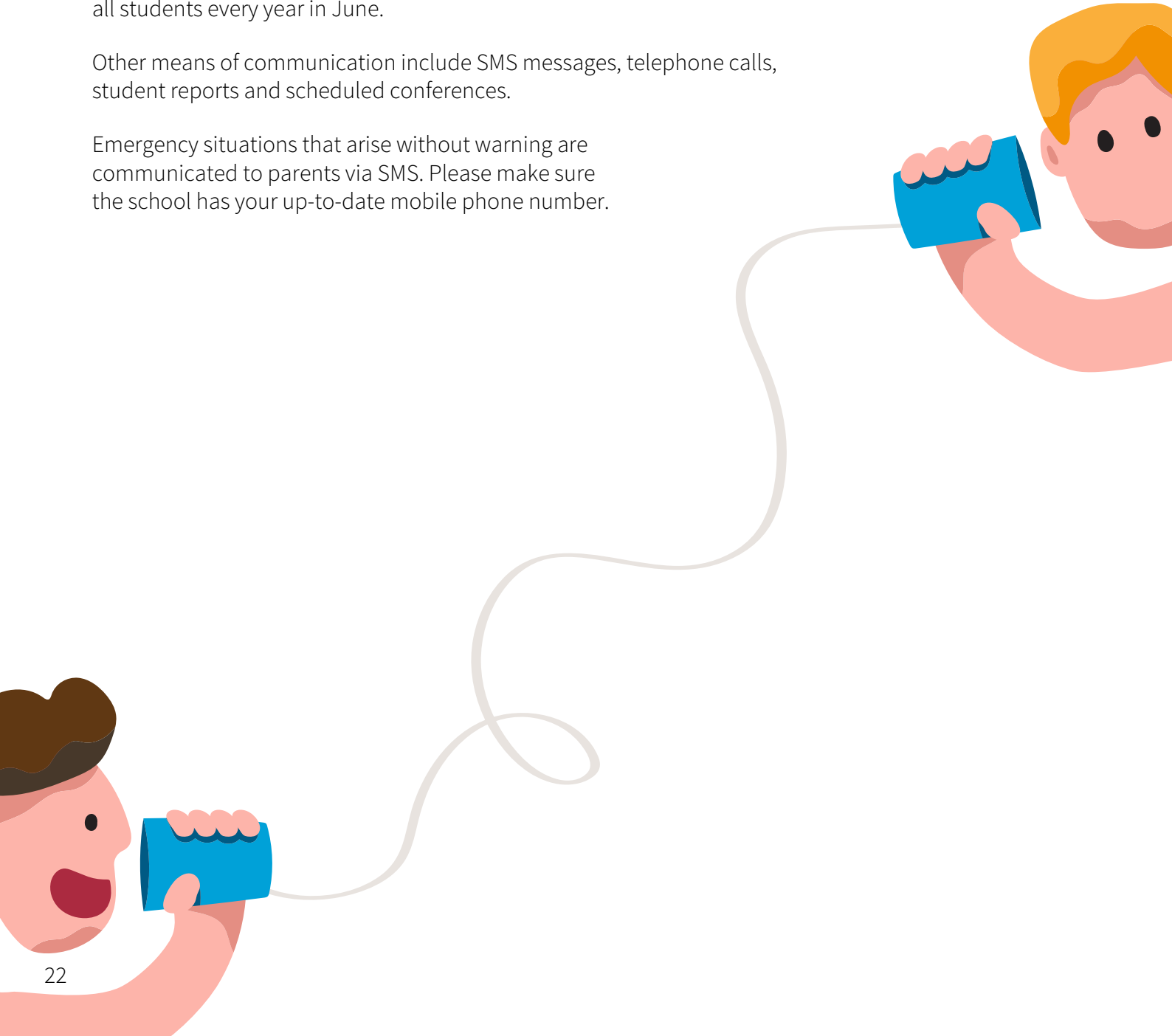
School Communication

Northbridge is proud of its commitment to digital communication and communicates through Seesaw, email, social networks and the school website. We have a commitment to protecting the environment and try to avoid sending paper communication home. It is vital that we have your up-to-date email account in order to communicate with you regularly.

The Northbridge Facebook page provides informal updates, photographs and videos of school life. There is an annual Yearbook, which is provided to all students every year in June.

Other means of communication include SMS messages, telephone calls, student reports and scheduled conferences.

Emergency situations that arise without warning are communicated to parents via SMS. Please make sure the school has your up-to-date mobile phone number.





Communications Outline

A summary of our tools and systems

DIRECT



E MAIL

This is the most commonly used form of communication between the school and parents – please make sure we have your most up-to-date contact email in our records (P) (S)



PHONE

From time to time we will call you directly by phone and possibly, in the case of emergency. As with email, please make sure that we have your correct phone number (P) (S)



SMS

When required or in an emergency, we may send you SMS messages directly to your phone – please make sure we have your up-to-date contact number in our records (P) (S)

ONLINE



WEBSITE

This online hub for the school contains a wealth of information about the school such as curriculum, catering, events and staff profiles – make sure you save the page! (P) (S)



SOCIAL MEDIA

The school runs several social media accounts where photos, videos and links are regularly shared. Search online for 'northbridgecambodia' and follow us today (P) (S)



BLOG

The Northbridge Principal, Head of Secondary and Head of Primary all write weekly blogs which are posted on our website and the link shared via both email and Facebook (P) (S)



PARENT PORTAL

Currently under development, this addition to the website will provide all of our parents with an important resource for school information, policies and documents (P) (S)



(P) = PRIMARY

(S) = SECONDARY



APPS



SEESAW

Used throughout Primary school, this secure app allows teachers to send you photos and videos of your children in class, as well as newsletters and announcements (P)

PERSONAL



FACE TO FACE

Regular opportunities for staff and parents to exchange information, such as 3 Way Conferences and Parent Coffee Mornings (P) (S)



PARENT COUNCIL

In monthly meetings, the Parent Council gives parents the chance to discuss various topics and hear different opinions (P) (S)



CLASS TEACHERS & ADVISORS

Questions or concerns about students can go directly to Primary Class Teachers, Secondary Advisors or Grade Level Leaders in both Primary and Secondary schools (P) (S)

OTHER



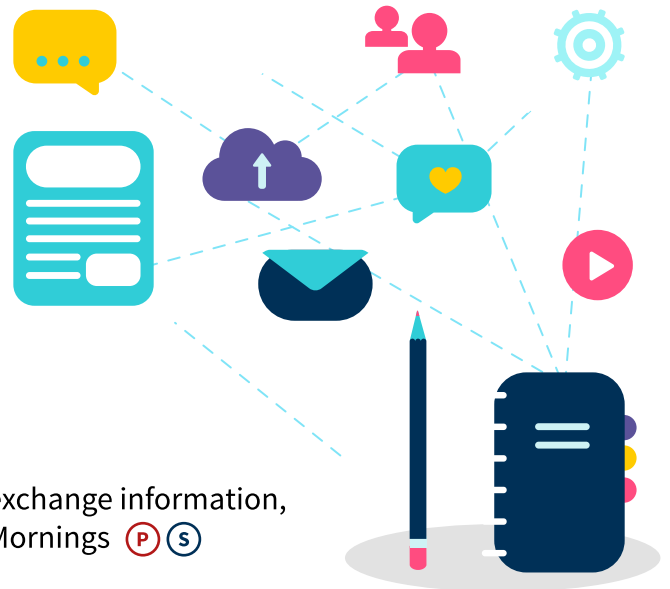
PUBLICATIONS

Print material is given to students and parents throughout the year, including End of Year Reports, Yearbook and Calendar (P) (S)



COMPLAINTS PROCEDURE

We have both informal and formal avenues to make complaints or constructive criticism about the way school can improve-this includes our annual Parent Satisfaction Survey (P) (S)





Security and Emergency Procedures

The purpose of gate control is to ensure the safety of children and staff at the school as well as the protection of school property. In order to achieve this, guards will only allow a person(s) to enter the school grounds with a valid reason. All students, parents, teachers, drivers, and nannies who have a photo ID swipe card will be allowed access through the Primary and Early Learning Gate. Any other adults will need to register at the main gate and receive a visitor's card.

Beginning of the Day:

All Early Learning students to enter through the EL gate. If students arrive late, they will enter through the main gate.

No entrance through the internal gate for anyone before 9.30am on Mondays and 7.30am on Tuesday to Friday.

End of the Day:

All students are to exit through their respective gates or main gate from 3.00 pm until 3:30 pm. After 3.30pm the main gate will be used. All students on site after 3:00 must be accompanied by an adult.

Students in Early Learning need to be dropped off and collected from their classroom by an adult wearing a school-issued ID card.

If your child is being collected by an adult who is not registered with a school ID card. Please notify the office/child's teacher in advance. Otherwise the child will not be able to leave school until there is a verbal confirmation from the parent.

Leaving School Early

If a student needs to leave school before 3:00pm, they must have written permission from a parent

or guardian. This should be given to the Primary receptionist in the Primary School office who will call home to verify. A leaving slip will then be issued for the student to leave school grounds. The security guards will not permit any student to leave the site without this.

Visitors

Visitors to the Northbridge campus are required to check in and out at the security station to receive a visitor's pass. Visitors must display their pass at all times while on the Northbridge campus. Visitors should not be on campus during school hours without official business and may be directed to the main office.

Emergency Procedures

At Northbridge, safety is our top priority. To that end, Northbridge will conduct regular emergency drills. Emergency evacuation routes will be posted in each room. Students are expected to follow teacher directives to ensure their own safety and the safety of others.

Fire, Emergency and Evacuation Plans

Emergencies are occurrences that we all hope will never happen. Even so, the school's staff and students prepare for such events. Everyone on campus must follow plans and procedures centered on the need for a safe and well-executed evacuation or lockdown. Safe place and fire drills are regularly practiced under strict supervision throughout the school year.

In the event of a civil unrest, the school administration will be in contact with local authorities and embassies to determine the seriousness of the situation. In the event of an emergency or evacuation, parents will be contacted and asked to come pick up their children. Children will not be released to unauthorized people. Situations may arise where the safety of Northbridge students is best served by having them remain on campus. In this case, parents will be notified by SMS and telephone.



For this reason, it is extremely important that parents keep the school advised of any changes in home and/or emergency contact telephone numbers.

Serious flooding may occasionally disrupt the normal school day. This is not necessarily flooding of the school grounds, but more likely (during the rainy season) flooding of roads and residential areas away from the Northbridge campus. When flooding occurs, everyone may expect delays in the school buses' schedules. Students riding the school buses will be required to remain on board until they arrive safely at school, home, or at their designated pick-up /drop-off points.

Insurance Coverage

Northbridge carries public liability insurance, which covers limited student medical treatment for injuries occurring at school; it does not include long-range health care coverage. In addition the school carries passenger liability insurance coverage (for 24 hours a day) for all regular bus passengers – those who ride the school bus both ways. The school does not carry insurance to cover occasional riders.

Driving Motorcycles and Cars

For safety reasons all Northbridge students are expected to wear protective helmets when driving or riding on a motorcycle to and from the school – on regular school days or for any school-sponsored events.

Animals on Campus

Due to safety and health concerns, we ask that pets and animals remain at home without advance permission from the school office. When visiting the school with an approved and anticipated pet, you are asked to accompany and

keep them secured at all times. If you do bring a pet or animal to school without prior authorization, please tether the animal securely inside the school fence away from students or restrict its movements to your (well-ventilated) vehicle.

Closed Campus

Northbridge is a closed campus. Once on campus, students are not permitted to leave the campus without parental permission and office approval before 3:00pm. This includes going to Northbridge Community residences. Parents are asked to contact the Primary receptionist if their child plans to leave school early.

If a student feels unwell at school, the office staff will notify their parents and arrangements will be made to leave school. Students are not permitted to leave campus without prior parent written notification.

Nannies, Family Caregivers, and Bodyguards

Northbridge has qualified and trained teachers and teaching assistants who care for your children as they learn to be personally independent and responsible. For that reason, it is our policy that nannies, family caregivers, drivers and bodyguards should not be on the school campus during the school day. If proper identification is clearly displayed and if school rules are obeyed, they may accompany children to their classroom in the morning and pick them up at the classroom at dismissal. If they stay at Northbridge during the school day, they must stay in the driver and bodyguard area at the main security entrance.

Firearms and Weapons Policy

Firearms and other weapons are not allowed on the Northbridge campus at any time.



How Parents Can Help

Classroom Assistance

At times during the year, a letter from the grade may be sent asking for your assistance in relation to guest speakers for a particular Unit of Inquiry. As a parent you may be able to share your expertise or knowledge with the students. Please read newsletters carefully and assist where possible.

At Home

Allow your child to take on the next stage of responsibility and independence. Maintaining communication with your child is extremely important. As a parent you can follow up on your child's learning. For example, ask, "What questions did you ask today?" "What did you find interesting?" but do not worry if you don't get the response you wanted. Wait for the right time!



Communication

Most of the communication occurs between parents and teacher via weekly newsletters, See Saw and emails. Please refer to the Principal and Head of Primary blogs for details of approaching dates and events. Classroom notices are emailed home weekly in the newsletters.

Meetings

If you have a concern or worry, please contact your child's classroom teacher as soon as possible via email, note or by phoning the Primary school secretary to arrange a suitable time to meet. Teachers are happy to meet with you, but please note that your child's teacher may have after school commitments such as LEAP or staff meetings so a scheduled appointment is necessary.

Conferences

Throughout the year there will be formal meetings scheduled so teachers can discuss your child's progress and achievement with you. Please make every effort to attend these conferences.

These include:

- Parent-teacher conferences
- 3-Way Conferences
- Student Led Conferences/Parent Teas

Parent Coffee Mornings

These are scheduled regularly throughout the year on Friday mornings and cover a wide range of topics. Your attendance at these will keep you up-to-date on all the latest developments at Northbridge and give you a better understanding of our teaching practice and philosophy.



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