

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:20	Center Play				Assembly
9:20-9:40	Morning Circle				
9:40- 10:00	Morning Snack & Outdoor Play				
10:00-10:30	Phonics				
10:30-11:00	Theme				
11:00-11-30	English Enrichment Program				
11:30-12:30	Lunch				
12:30- 1:30	Nap Time				
1:30-2:00	Afternoon Snack & Indoor Play				
2:00-2:30	Math				
2:30 - 3:00	Special Activities				

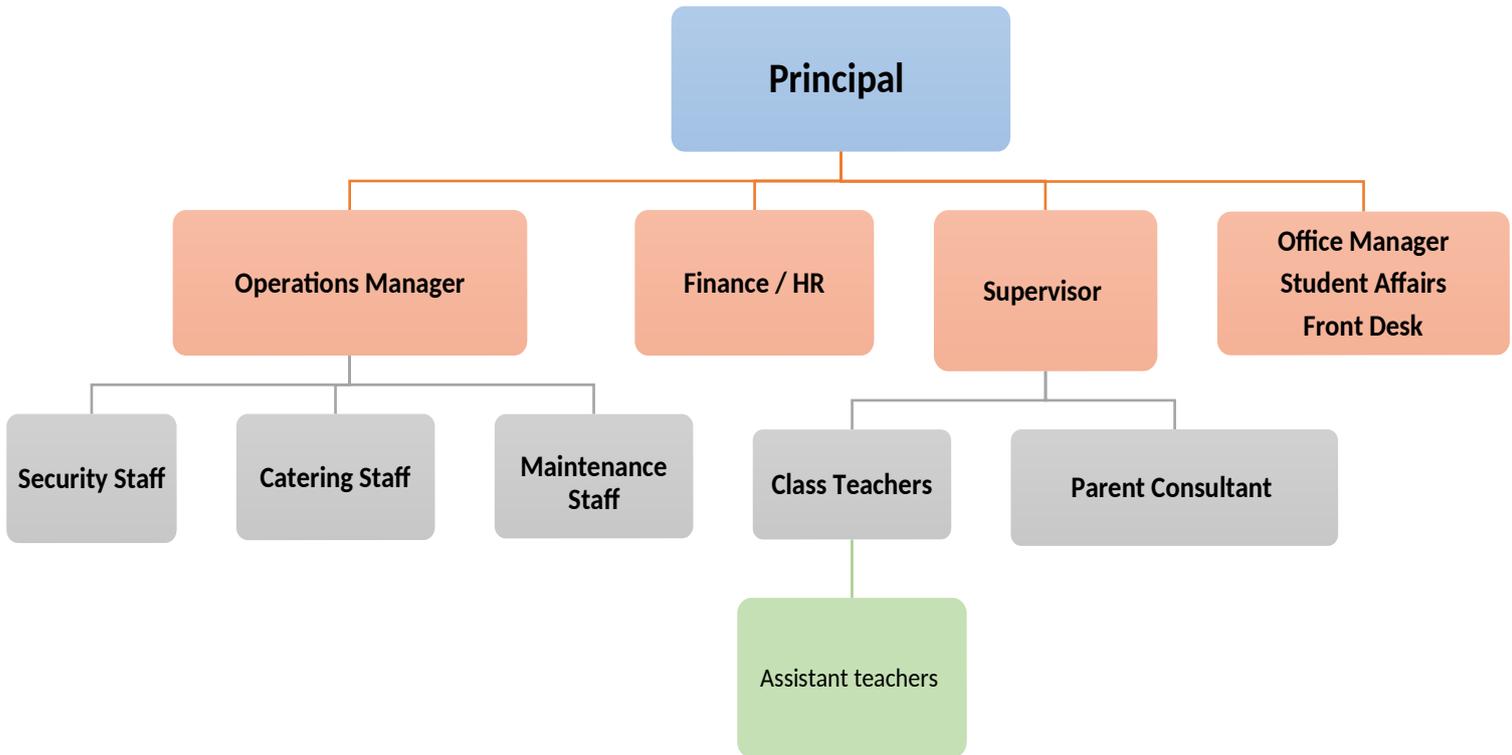
Table of Contents

1. LCIS Administrative Structure.....	5
2. Welcome Message.....	6
3. Introduction to HCIS/LCIS.....	7-13
a. Philosophy, Mission, Vision & Values	
b. Early Childhood program	
c. Daily Schedule & Nap Time/ Rest Time	
d. Assessment	
e. Child development	
f. Assessment Results	
g. Confidentiality	
h. Observation and Portfolios	
i. Meeting individual Needs of children	
j. Transitioning New children	
k. Separation	
l. Potty/Toilet Training	
4. Direction of School.....	14
a. Inspire and Challenge Young Minds	
b. Create a Committed and Caring International Community	
c. Achieving Excellence	
d. Assuming Responsibility	
e. Become Life-Long Learners	
5. Enrolment Policy.....	15
a. Tuition Policy	
b. Withdrawal Policy	
c. ID Cards	
d. P.E. Clothes	
6. General Information and Polices.....	16-19
a. Arrival and Dismissal	
b. Drop-off and Pick-up Information	
c. Arrival and Dismissal Policy	
d. School Ferry	
e. ID Policy for Parents/ Guardians	
f. Guardian Card Policy	
g. Early Leave of A Student	
h. Student Absenteeism	
i. Visitor's Policy	
j. CCTV	
k. Nutrition	
l. Suspension of Classes Policy	
7. Child Abuse Policy.....	20-21
a. Guidance and Discipline	
b. Use of Corporal Punishment and Harsh Language	
c. Discipline strategies used by teachers	

8. Accident Report Policy.....	21-22
a. Accident Report Policy Form Template	
9. Medical Care Policy.....	23-27
a. Medical Care Accidents & Illness	
b. Emergency procedures	
c. General safety practices	
d. Excluding a Sick Student from School	
e. Excluding a Student from Activities (Physical Education)	
f. Students Returning after Illness	
10. Social Media Policy.....	27-29
a. Good Judgment	
b. Be Respectful	
c. Confidential Information	
d. Private and Personal Information	
e. Images	
f. Other Sites	
g. Netiquette	
h. Personal Safety	
i. Cyberbullying	
j. Acceptable Use	
k. Unacceptable Use	
l. Limitations of Liability	
m. Violations of Policy	
11. Parent Code of Conduct.....	29-30
a. Scope	
b. Ethical Conduct	
c. Communication with Staff, Parents and Students	
d. Inappropriate Conduct with Staff	
e. Parental Social Media Requirements	
12. Family Involvement.....	31-32
a. Parent Participation	
b. Parent Communication	
c. Parent and Teacher Conferences	
d. Program Evaluation	
13. Complaint Policy.....	32-34
a. Introduction	
b. Purpose	
c. Definitions	
d. Aims and Objectives	
e. Policy Implementations	
i. Level 1 - Informal	
ii. Level 2 – Vice Principal/ Supervisor	
iii. Level 3 – Head of School	
iv. Closing Statement	

LCIS Administrative Structure

The purpose of the LCIS administration is to enable the educational process for children and to support and create a positive work environment for staff members. The below organizational chart is meant for general information only. Employees should refer to their own job descriptions for a more comprehensive explanation of the scope of their duties.



Welcome Message

Dear Parents, Guardians and Students,

Welcome to the 2020 – 2021 academic school year at LCIS!

Welcome to the Little Champs International Preschool for Children and Families preschool program. Our goal is to provide a welcoming, safe and developmentally appropriate environment for every child.

This handbook is designed to ensure that your family has a rewarding experience with the program. In the handbook we have tried to anticipate many of your questions about the program. The purpose of this handbook is to outline the program's policies and procedures. We strive to work closely with parents in a partnership that will facilitate the transitions between home and school. Daily communications and a sense of trust between parents and teachers are vital.

Our goal is to provide the highest quality care and education for children and to ensure that parents are valued and respected. To accomplish this, we depend on parents to be responsible and active child care consumers. We expect parents to read this handbook, follow the policies and procedures outlined, provide us with all the necessary information, and be open and honest with us regarding your feedback about the program. We welcome your comments, questions, concerns and suggestions about your child's experience and the program. We understand that nothing is more important than your child's early education and care experiences. Given the nature of an ever-changing quality early education and care program, this handbook is a "living" document. You will be notified of formal policy changes during the year via a written policy notice through email. In addition, the handbook will be updated as needed.

Come and talk with us should you have any suggestions, questions or concerns.

Sincerely,

Board of school

INTRODUCTION TO HCIS/LCIS

We want to extend a warm welcome to the HCIS/LCIS family. The purpose of providing this Student – Parent Handbook is to acquaint you with the rules, regulations, policies and procedures of the school. There will be important information about our school in this handbook and should be used as a guide for expectations of both the student and the parents.

HCIS/LCIS requests that all newly enrolling and re-enrolling students and parents read this handbook to become familiar with our mission, vision, core values and direction of the school. We put a high priority on providing the best educational environment and learning outcomes for your child. It is important that the values and rules of this handbook are observed and reinforced with your children.

Philosophy

LCIS preschool embraces an inclusive and child-centred approach to education that respects the integrity of each and every student. We believe in the importance of meeting the educational requirements of students with a diversity of backgrounds and learning profiles, with the goal of nurturing each child's engagement and skills so they can achieve their personal and academic goals. We believe that children's progress in key social and cognitive developmental milestones is a prerequisite to academic success. To implement our inclusive vision of education, our curriculum and teachers' professional development are based on the latest research on child development and education neuroscience.

Mission

The LCIS preschool embraces the most current practices in Early Childhood Education and values whole child development through interest and project-based curriculum. Our teachers are committed to providing a safe and loving environment in which children explore, discover, learn and play.

Vision

- Help children to develop, achieve and succeed
- Nurture children to reach new heights
- Train children to be confident, competent and creative
- Deliver a comprehensive and holistic learning environment for language acquisition
- Focus on developing professional skills of child care teachers
- Provide the world-class education for children
- Educate and cooperate with parents to obtain a full potential development of children
- Foster love of country and a deep commitment to the culture, tradition and care for environment.

Values

The values that HCIS/LCIS incorporates into its classrooms are what helps our students develop into Global Citizens. We expect all of our staff to uphold these values in their classrooms and their daily behavior in the school.

- Respect
- Honesty
- Kindness
- Integrity
- Responsibility
- Social Awareness
- Diversity
- Creativity
- Teamwork

Early Childhood Program

International Early Years Curriculum (IEYC)

The International Early Years Curriculum is an innovative, research-based curriculum that integrates play-based learning with thematic learning. The program is based on the philosophy that helping young children learn—academically, socially, emotionally, and physically—is the real purpose of schools.

The curriculum emphasizes interactive, hands-on projects that spark curiosity, engage students, encourage teamwork, and make connections to children’s lives. The IEYC taps into students’ interests and strengths, developing their innate love of learning.

Early childhood classrooms at LCIS have the following characteristics:

- **Play-based learning** rooted in the IEYC themes, Learning Strands, and Learning Goals. Our teachers put research and understanding of best practices of play in early childhood to work. Following the student’s lead, teachers engage with students around the themes they are exploring, with the goal of strengthening their social-emotional regulation and deepening their content knowledge. In play, students practice the personal goals, with special focus on adaptability, communication and cooperation.
- **Extensive use of small-group instruction** which provides differentiated learning opportunities and supports students in practicing respect, communication, and cooperation. In small group work, students explore and express the knowledge and skills they are developing through the work in their classrooms with teachers and peers.

- **Project-based** work gives teachers flexibility to follow children's interests, while following the IEYC unit sequence and themes.
- **Arts integration** provides both motivational and cognitive benefits for student learning. The thematic units of the IEYC provide extensive opportunities for students to deepen their understanding and express their learning through multiple forms of art. In addition to arts integration with academic subjects, students receive a well-rounded curriculum of stand alone arts classes throughout Enlightenment subjects (Physical Education, Global Languages, Music, and Visual Arts).

DAILY SCHEDULE

Each classroom has a daily schedule that is posted on the parent bulletin board inside each classroom, but the following are some components that will be incorporated into each day:

Activity:	Staff Responsibility:
Arrival: Wash Hands/ Health Check-up	Checks and records student's health condition. When a student seems sick or not feeling well, the teacher will send him or her to the clinic for further check-up by the doctor or nurse. In case the child is sick, parents will be informed immediately by teacher and to pick up the child. He or she has to wait in the clinic with a teacher or nurse until the parents or guardians arrive.
Choice Time/Indoor Explorations –children select from a variety of activity areas including: Art, House/Dramatic Play, Reading, Science, Math, Writing, Sand and Water Table, Games and Puzzles or Project work	Supervise all areas, assist children with choices when necessary, discuss and motivate cooperation, creativity and peer interactions. Encourage children to help keep choice time areas organized and neat.
Group Time –large group activity which begins the day with introductory songs, events of the day, news, sharing and discussion of project work.	Participate in singing, focus children's attention on teacher directing activity, and encourage participation of all children.
Morning Snack –nutritious snacks are provided for the children with milk and water.	Supervise hand-washing, wash tables with three step method before and after snack. Encourage self-help skills and assisting with clean up after snack. Sit with children at tables and encourage conversations.
Outdoor Explorations –Outdoor play on playground with a wide variety of age appropriate equipment, games and materials. **We will play	Check that all children are properly dressed before going out. Check all equipment and toys prior to use. All areas of playground must be

outside in the rain if lightning and thunder are not present.	supervised. Avoid personal conversations with other staff. All equipment must be stored in proper places.
Music and Movement –Children will be given opportunity to have a music and movement experience.	Encourage children to participate in singing and discussion. Help focus children on the story. Quietly redirect children and avoid calling out names. Sing along! Learn the songs, share a new song, play and instrument, or teach a finger play.
Munch & Mingle Lunch –Children will have lunch. They will be served family style if eating hot lunch at school or they will get out their lunch boxes if eating a cold lunch from home.	Supervise hand washing. Supervise and help as needed with lunch. Sit with children and engage children in conversations at the table. Assist with clean up after lunch. Staff offer alternative activity for those finished eating
Rest Time –Children will assist getting rest cots ready by putting on crib sheet, blanket, pillow and stuffed animal. Children will rest quietly on rest cots/ bed comforters.	Help distribute rest cots or bed comforters, remembering to leave space between each child. Help settle children and avoid conversation. Staff offers alternative quiet activity for children who have rested after a certain period of time.
Afternoon Snack –nutritious snacks are provided for the children with milk and water.	Supervise hand-washing, wash tables with three step method before and after snack. Encourage self-help skills and assisting with clean up after snack. Sit with children at tables and encourage conversations.

NAP/REST TIME

Nap time is an important opportunity for growing, active children to rest and re-energize. This is also a time for teachers to regroup, clean, do paperwork, discuss the day’s activities, and plan future curriculum for the class.

Nursery and Pre-KG students rest in the afternoon. (KG level doesn’t have nap time to prepare them for Grade 1 session.) Children are asked to rest but are not required to sleep. Children are helped to relax by a variety of methods: darkened room, soft music or story tapes, rubbing backs, etc. Non-nappers are asked to rest quietly on their cot for 30 minutes. After that time, they may get up and participate in quiet activities. We will try to accommodate parent’s requests to individualize children’s rest routines. Please discuss specific accommodations with your child’s teacher.

We ask that parents bring a small soft blanket, a crib sheet and a pillow or soft toy. We will send these items home weekly for the parent to do laundry and return to school the first day the child attends in the following week.

ASSESSMENTS

Child assessment is a vital and necessary component of all high-quality early childhood programs. Assessment is important to understand and support young children's development. Each classroom completes screenings and authentic assessments that encompass all areas of development; sensory, language, cognitive, gross-motor, fine-motor, and social-emotional. Assessment is also essential to document and evaluate how effectively programs are meeting young children's educational needs, and to inform of program improvement.

CHILD DEVELOPMENT

Children do not just grow in size. They develop, evolve, and mature, mastering ever more complex understanding of the people, objects, and challenges in their environment. There is a general pattern or sequence for development that is true of most children. However, the rate, character, and quality of development vary from child to child. Culture influences development in different ways, and the goals for children differ from culture to culture.

Quality assessment looks not only at what is happening within the child, but also to the care that the child requires in order to thrive. For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for interaction and stimulation, affection, security, and learning through exploration and discovery.

All staff is trained in the use of assessment in an early childhood program which includes the purpose and value of assessment and appropriate assessment tools. LCIS staff works closely with EYEF Framework and through discussions at center staff meetings to have a continuing process of evaluating the effectiveness of the assessment's tools and program.

Confidentiality – All information gathered about a child is kept confidential. Records are kept in a secure area with limited access except by authorized personnel.

- Information obtained and collected by the program will be shared with other staff only on a "need to know" basis.
- Parents and guardians may ask to view screening and assessment results through asking the classroom teacher or the director.
- All information compiled during screenings and assessments will be used to promote the healthy developmental growth of the child. As appropriate the classroom teacher, the parents, and other essential personnel will be involved in making goals for the child or a referral in cases of developmental delays.
- No information shall be shared with an outside agency without the written consent from the parent or legal guardian.

OBSERVATIONS AND PORTFOLIOS

During the preschool day, teachers will utilize observations and interactions to gain knowledge about each child and their learning. Each observer will use guidelines on how to observe children and record their observations.

Child Portfolios-tools may include checklists, social inventory, anecdotal records, self-reflections, progress reports, samples of work, drawings, paintings, writings, stories and photographs, etc.

****Parents are welcome to view their child's portfolio at any time. ****

MEETING INDIVIDUAL NEEDS OF CHILDREN

TRANSITIONING NEW CHILDREN

We prefer to have new children ease into the room and routine. If a child enters the program in the middle of the year, we recommend a few short visits, gradually lengthening the visit time, prior to full-day enrollment. This helps your child become familiar with the environment and also helps us get acquainted.

Each child is unique in his/her patterns and ease of adjustment to new situations. Be sure to talk with the staff daily during the transition phase. A consistent daily schedule (arrival and departure routines) also helps children adjust to a new routine and environment.

When transitioning your child into our classrooms during the initial visit, we ask that you stay with your child as they will not be officially enrolled and are not included in the teacher-child ratio. It is suggested that visits last, on the average, 2 - 3 hours. If you would like your child to experience different times of the day, schedule your visits accordingly. For liability purposes, parents may not leave their child unsupervised during visits.

SEPARATION

Children sometimes have difficulty separating upon arrival at the school. This is typical behavior which, over time, should decrease as children become more secure in their new environment. Here are a few suggestions to help ease separation:

- Allow adequate time in the morning for arrival adjustment before needing to leave for work.
- While traveling, talk to your child about going to "school," who will be there, etc. This prepares your child for what will occur. When you are rushed, children feel hurried and anxious.
- When you arrive, help your child get "settled in" by becoming involved in play.
- Once your child is playing comfortably, tell your child it's time for you to go. (You might also try a two-minute warning ahead of time.) Please, do not leave without letting your child know. Children are establishing their sense of trust and need to see you go and see you return at the end of the day.
 - Give hugs and kisses and reassure your child you will be back. It is helpful to give them an idea of your return by identifying a time of day you will be back (e.g. "I'll see you after snack").
 - If there is still protest and difficulty, teachers are close by to help your child when you leave. Usually, children calm down and begin to play soon after you leave. Remember, even those children who are comfortable in play and in their environment need your attention, affection, and reassurance.

Getting ready for potty training

Using a potty will be new to your child, so get them used to the idea gradually.

Talk about your child's nappy changes as you do them, so they understand wee and poo and what a wet nappy means. If you always change their nappy in the bathroom when you're at home, they will learn that's the place where people go to the loo. Helping you flush the toilet and wash their hands is also a good idea.

Leave a potty where your child can see it and explain what it's for. Children learn by watching and copying. If you've got an older child, your younger child may see them using it, which will be a great help. It helps to let your child see you using the toilet and explain what you're doing. Using your child's toys to show what the potty is for can also help.

You could see if your child is happy to sit on the potty for a moment, just to get used to it, when you're changing their nappy, especially when you're getting them dressed for the day or ready for bed at night.

DIRECTION OF SCHOOL

Inspire and Challenge Young Minds

- Stimulate inquiring minds and initiate enthusiasm for discovery and exploration
- Focus on all aspects of student development: the creative, the intellectual, the academic, the physical, the ethical, the social and the emotional.

Create a Committed and Caring International Community

- Provide a supportive and open-minded environment through an atmosphere of commitment, open-mindedness and compassion.
- Facilitate the acquisition of languages and the respect and understanding of other cultures by communicating in English and providing instruction in Myanmar and other languages.
- Promote global-mindedness throughout the curriculum by exploring the diversity of culture and languages at our school.

Achieving Excellence

- Promote the acquisition of skills, knowledge, concepts and attitudes required to think critically, pursue excellence and reach our personal potential.
- Be a dynamic and innovative school with strong resources and innovative programmes.
- Pursue excellence through a personal and academic commitment to the Cambridge Curriculum.

Assuming Responsibility

- Develop a strong sense of personal and social responsibility that sets the foundation for a balanced lifestyle and encourages service to others, our community and our environment.
- Stimulate inquiry into local and global issues from different perspectives and develop an attitude that the opinions of others might be correct.

Become Life-Long Learners

- Encourage parent and family involvement in every student's learning to increase the success of our programmes.
- Excel in all standards of education with dedicated teachers and staff who have a commitment to life-long learning
- Challenging our students to become life-long learners by taking risks, reflecting on their experiences and preparing for their futures.

ENROLMENT POLICY

Any student who is planning to enroll at LCIS must follow our enrolment procedures to efficiently complete the process and payment guidelines:

- Parents and students must visit the campus and meet with our Student Affairs Officer to discuss our mission, vision, core values, grade-level expectations, student achievement, tuition costs and payment programs.
- Parents must provide student documents from a prior school to verify achievement in grade-level achievement and complete admissions application form for review.
 - Previous school transcripts, letter of recommendation and birth certificates or ID card
- Meet with Principal to discuss academic policies.
- Read and sign Student-Parent Handbook, complete all registration forms such as emergency contacts, and make school tuition payment

Tuition Policy

Payment can be made in one installment or a three-installment plan that will be discussed with our finance office. All registration, books, uniform and material fees will be paid in the first installment prior to the start of the school year. Installment plans can be discussed with our Finance Officers.

Withdrawal Policy

When a LCIS student has or had their enrolment terminated, the school policy dictates that the students place will be given to a new enrolment.

If a LCIS student leaves the school, they will need to return any textbooks, library books, materials and their ID card. Any outstanding fees that haven't been paid will need to be settled with the school promptly. These may include tuition fees, damages incurred by the student, library fees, café, canteen fees, any sports or extra-curricular club fees.

At LCIS, any student terminating their enrolment at our school who does not meet the above conditions regarding termination will not be issued any school documents during their time at LCIS.

ID Cards for the Students

All students will be provided with a school ID card at the start of the year. Students will need to have their picture taken to create the ID card.

P.E. / Gymnastics Clothes Students are required to wear appropriate sports uniform. P.E. or Gymnastics uniforms must be purchased upon successful registration of students. Students must wear approved school uniform dress-code everyday.

Approved Clothing for PE Class

- HCIS sports shirt and shorts
- Football (Sports) or running shoes

Students who do not have the required clothing for P.E. will not be allowed to participate in class that day. Parents should make sure that their student has the required clothing each day.

GENERAL STUDENT INFORMATION

Arrival

During arrival it is very important to set up a routine that your family can follow every day. This provides your child with a sense of security. Please keep teachers informed about your child's health, mood, eating habits, family situation, or anything you think might affect your child's behavior at school. We recommend that you help put away items in their cubby, walk your child into the room, greet the teachers and friends, help wash their hands and assist your child in selecting a toy or joining an activity. When it is time for the person dropping the child off to go, tell the child you are leaving, and say, "Good-bye". If your child is having difficulty separating, signal a teacher for assistance. Feel free to call us later if your child is upset when you leave, and we will let you know how he or she is doing.

DEPARTURE

If someone we do not know is to pick up your child, please inform the teacher. This person must be listed as authorized to pick-up your child on the enrollment paperwork. Remind the authorized person that we may ask for picture identification to ensure your child's safety. We are not allowed to release your child to an older sibling. If there are any changes in emergency contact information or individuals who are authorized to pick up your child, please fill out a Change of Information Form immediately. You may have up to three (3) different people who are authorized to pick up your child on the emergency directory. We strongly encourage families to have at least two (2) authorized people listed. During departure, it is also important to follow a set routine. We recommend that when you arrive, you greet your child and the teachers, and let your child know how much time he or she has to wrap up the ongoing project or activity. While your child is finishing up is a good time to talk with the teachers to discuss your child's day, but this is not the time to have a full conference with the teachers. If you feel you need a conference, please ask the teacher to set a separate time for you to meet. Be sure and say, "Good-bye" to your child's teachers, so they know you and your child are leaving. Once you have reunited with your child and begun departure, the LCIS preschool is no longer responsible for your child's safety. Please be sure he/she remains with you both inside and outside of the building. Please use the sidewalk when going to your vehicle in the circle drive.

Drop-off and Pick-up Information

Parents will follow directions from the HCIS security guards when bringing or picking-up their child from the school campus. As there are risks with students walking through the drive-through lane, we ask that are parents are diligent in their child's safety and following school policies.

Dropping-Off

- **Please follow the security guards directions at all times**
- Drive at an appropriate speed when entering the school
- Parents will bring students to the front of the school and drop off their child.
- No parking in the drive-through lane as it blocks other parents from driving through.
- Parents can stop for no longer than one-minute to help their child out of the car and gather their belongings

- If you need to come into the school after dropping off your child, please park in the provided spaces at both sides of the school. Parked cars will not be tolerated in the drive-through lane.
- Be aware of pedestrians

Picking-up

- **Please follow the security guards' directions at all times**
- The drive-through lane in the front of the school will be closed to enter. Please park and enter the school to pick-up your child
- Do not park in an area that will block cars from driving on the road

School Ferry

The school does offer a ferry service to bring and take-home students Monday – Friday. The fee for this service will be passed along to the parents who choose to use this service. Students are required to follow the Student Conduct Code while riding in the ferry.

ID Policy for Parents/ Guardians

We are proactive in implementing and securing the safety of the students and our school. Parents are required to submit 3 legal names of responsible persons to pick up the student. They should also submit photos of those persons for quick identification. The parents or guardian will be given their I.D. **Take note that without presenting the I.D. the person will not be allowed to enter the school compound. The ID will be the gatepass. It is the responsibility of the parents or guardian to update the records and inform the Class Teacher, in case one of the submitted names is not anymore allowed to pick up the child.**

Guardian Card Policy

Parents or Guardians are required to bring updated Guardian Card every time they pick up the student during the dismissal period. In case, they failed to present it, the teachers are not allowed to immediately send the student. They need to make a phone call to the parents for confirmation or verification.

Early Leave of A Student During the School Time

In some cases, a student needs to go home early due to sickness or the parents or family's request to attend some personal affairs or plans. The parents should inform the teacher or office prior to the picking up time of the student. The Class teacher must inform the Supervisor or Principal and must ask the parent or guardian to sign on the Early Leave Log Book. They must still observe the ID for Parents/Guardians and Guardian Card Policies.

Student Absenteeism

At LCIS, as a part of our duty, we carefully monitor all student attendance.

If a student is absent or will be absent for a period of time the parents or caregivers must phone the school before 8:45am on that day to have the absence verified.

Parents or caregivers will be contacted as part of the school's duty of care, if this communication does not occur. It is expected that parents or caregivers will be vigilant in this matter.

If a student is absent for a week or more due to health conditions or sickness the parents are required to submit medical record and medical clearance. If the medical records and medical clearance are submitted, the teacher can give some hand-outs or review the lessons or have a 30 minute make up class a day until the missed lessons or lesson objectives are achieved.

If the reason of long absent days due to family trip or personal plans. Teachers are not responsible to give some hand-outs or remedial classes. We advised the family to have a good timing or planning the trips.

We want to remind the parents or guardians be consistent in sending the students to school regularly. A day of being absent or more of being away from school, the student's performance will be affected.

Visitor's Policy

In the interest of providing a safe and comfortable learning environment for our students, we require any visitor to the school to check in with the Front Office staff to register to enter our campus. Visitors who are listed on the student's information card will be provided a visitor's badge and escorted to the desired location by a school staff member. If the visitor is not listed on the student's information card and is asks to speak, meet or pick up the student, parents will be contacted immediately for verification. Visitors who are not listed on a student contact card will not be granted permission to the LCIS/HCIS campus.

CCTV

CCTV's are installed on campus and in the classroom for the safety and benefit of the students. It is only accessible to the school administrative team.

The parents may request to view the CCTV by asking permission from the Supervisor or Principal only. They are required to set a viewer schedule, state the reason and duration (time & date) and write on the log book.

CCTV footage can be viewed when:

- To check the present child's situation maximum of 30 minutes only (e.g. experiencing separation anxiety or child's performance) but not for the whole day or week
- To check a certain reported incident
- The parents or guardian are strictly not allowed to take pictures nor record the video or footage

Nutrition

Snack Menus are distributed monthly and are posted in each room. The cost for snacks is included in the tuition rates. Your child will be encouraged to sample all foods served, but will never be forced to eat. Morning and afternoon snacks are planned in according to nutrition guideline. Every effort is made to provide a variety of snacks that meet the standards and encourage children to try new and different food items. Parents that have children with food allergies must notify the teachers with a written doctor's statement at the time of diagnosis or at enrollment. If, for any reason, your child

cannot eat a certain food, please provide a written notice from your physician and discuss this issue with your child's teacher.

Suspension of Classes Policy

Guidelines on Suspension of Classes

This policy shall outline the basic framework to follow with regards to the suspension of Classes for LCIS.

With the following objectives:

- Provide a standard procedure in order to streamline the flow of communication to cancellation of classes.
- To protect the welfare and interest of LCIS students and its employees against injury, harm and/or damage to property caused by incidence of calamities either natural (floods, typhoons, earthquake and the likes) or man-caused (fires, terrorism and the likes.) and health threats.
- Observance of the school with state statutes, proclamations, memorandum orders and the likes regarding national holidays, special holidays, local holidays and the likes.

Child Abuse Policy

GUIDANCE AND DISCIPLINE

One goal of the school is to help children develop a positive self-image. We hope to encourage children to be self-directed, exhibit self-control, and become problem-solvers. A philosophy based on providing a positive, supportive environment that focuses on prevention and the teaching of appropriate behaviors guides the staff in their interactions with children.

Young children, due to their developmental age, are not capable of understanding the consequences of many of their behaviors. Therefore, children need to be encouraged to make good choices and to be prevented from harming themselves or others. This can best be accomplished through close supervision, gentle guidance, and most importantly, redirection.

Children need to learn to identify and express their feelings. However, often this requires the caregiver to acknowledge the child's response to the situation, and help him/her use appropriate strategies. For example, if we see a child about to hit another child for taking a toy away, we will prevent that child from hitting the other and say, "It looks like you want to keep the truck", and provide an alternative to hitting. We will also help the child understand the other child's point of view. "I see that Tommy is playing with the truck you had. It looks like he wants it too. Can you tell him that you are playing with it?" Through this method, children can begin to learn about the intentions of others and way, we hope to prevent one child from hurting another and at the same time help that child to learn to identify feelings and verbalize expectations.

Small children are very egocentric. As a result, they are not yet capable of understanding the concept of sharing and taking turns. Therefore, it is our responsibility to lend guidance through redirection to other activities when conflict situations occur.

As every parent knows, caring for young children requires a lot of patience. Children require ongoing guidance and support as they learn about themselves and others. Dealing with challenging behaviors is a process of teaching rather than punishment and control. Children are reminded what TO DO, rather than what NOT TO DO. For example, instead of, "DON'T run", children are told, "Please walk to the door". Through this strategy:

- (1) children know what you expect,
- (2) a more positive classroom climate is promoted, and
- (3) children and adults form supportive relationships.

An additional strategy used with older preschoolers and school-age children is to help them learn how to solve their own problems and resolve conflicts. Teachers provide support and guidance as children develop and practice these skills. The staff at the school recognizes that similarities in principles at home and at school make children more successful in their experiences.

Use of Corporal Punishment and Harsh Language

The use of corporal punishment is forbidden at the school. The discipline philosophy of the center is to help children develop a positive self-image. We hope to encourage children to be self-directed, exhibit self-control, and become problem-solvers. A philosophy based on providing a positive, supportive environment that focuses on prevention and the teaching of appropriate behaviors guides the staff in their interactions with children. Children are re-directed and given choices to encourage appropriate behaviors. The use of threats and derogatory language by staff is not accepted behavior in handling children that misbehave.

Discipline Strategies Used by LCIS teachers

- Maintaining realistic expectations of children based on knowledge of child development.
- Providing clear and simple limits.
- Planning an environment that facilitates a caring atmosphere.
- Providing appropriate activities that keep children engaged to prevent challenging
- Modeling appropriate and respectful behaviors.
- Redirecting inappropriate behaviors toward desired outcomes.
- Giving children choices between two appropriate alternatives.
- Encouraging children to work together to solve problems.
- Encouraging children to use their words to solve problems or to elicit peer cooperation.
- Providing logical and natural consequences for children's actions.
- Guiding children away from the situation until they are able to calm down and address the problem.

When there is an ongoing behavior concern, teachers will contact the child's parents. Communication may be in the form of informal or formal parent-teacher conferences or written behavioral reports. If a conference is scheduled, the parent and teacher will discuss strategies to promote appropriate behavior, and develop a plan for change. If the behavior concern continues after implementation of the plan, a child may be asked to leave the program for a short period of time (1-5 days). If the problem is not resolved, the child may be removed from the program. It is our intent to work together with families to promote a positive experience for their child. However, we do realize that there may be circumstances that keep a child from being capable of fully participating in a group program, and recognize that the program may not be equipped to deal with all circumstances underlying certain behavioral issues.

ACCIDENT REPORT POLICY

The following accident incident report is used in conjunction with the occupational health and safety policies contained within the school policies for medical emergency, science lab policy and any other activity or action resulting in injury or suffering to either staff or students on campus or off campus on field trips.

Any student, who is accidentally injured while at school, coming to or from school or on an official school field trip, will be given medical assistance immediately.

School accidents are defined as accidents suffered by children or students in their educational establishments. They include accidents suffered by children or young people whilst attending schools, nursery schools, after-school care or whilst under supervision by such educational establishments or in association with them immediately prior to or following lessons.

Parents will be notified immediately by the Student Affairs Office of any incident or accident.

The Vice Principal will conduct an investigation into the accident/incident and report to the Head of School.

Please see next page for an example of a Student Accident Report Form



STUDENT INCIDENT/ ACCIDENT REPORT FORM

Name of Child: _____

Class: _____ Class Teacher: _____

Date/Time /Location of Incident: _____

Description of Incident: _____

Witness or witnesses: _____

First Aid Treatment: _____

Medical Staff's Name /Signature: _____

Parent contacted / informed : Yes No
How parent was contacted: Phone Personal Other

Time the parent was contacted or informed: _____

Report prepared by: _____

Report received by :

L.C.I.S Principal/ Supervisor

Parent's Name & Signature

MEDICAL CARE POLICY

Medical Care Accidents & Illness

In the event of an accident, parents will be notified, and if needed an ambulance will be called. If treatment is necessary but it is not an emergency, parents will be called to take the student for medical care.

An accident report will be completed by the school. It is important that parents cooperate in providing information for the report at the earliest time possible. In the case of hospitalization, the doctor or the hospital should always be informed by the parents that it was a school related accident.

In the event of severe illness, the nurse will notify the school office and the parents. Parents are required to make arrangements to transport their child to a physician for treatment. If, however, the illness is so severe that there is not sufficient time for the parents to come to the school, an ambulance will be called and the student will normally be taken to the nearest hospital.

Sick students may expose all staff and students they come into contact with the illness. Therefore, it is the parents' responsibility to be contactable during school hours to take their sick child home. If the parents cannot be reached, there must be an alternative emergency contact person who is able to take the sick student home.

No student is permitted to leave the school on account of sickness without contacting the Student Affairs Office. The Principal/ Supervisor must be informed if a student leaves the school due to illness prior to departure.

Students should not contact their parents due to sickness during school hours, they should be assessed by the nurse or doctor and the parents will be contacted if necessary.

The school makes every effort to ensure the safety of students from environment hazards and pollution through the use of environmentally friendly supplies and spraying for insects is not done when students are present and is done in a timely manner that no students will be in the area immediately after treatment. All chemicals and cleaning agents are kept in locked cabinets or closets.

Emergency Procedures

- Emergency phone numbers are clearly posted by all phones.
- The parent/guardian provides, in writing, the names and phone numbers of persons to contact if the parent/guardian cannot be reached.
 - In case of an emergency, a faculty/staff member may go with the child to the emergency room and remain until a parent/guardian arrives.
- Teachers report in writing any injuries that may occur while the child attends the school.
- Teachers notify the parent/guardian of any injury requiring first aid treatment.
- Teachers report serious injuries to the Director immediately.
- Fire drills are practiced once each month and earthquake drill every three months, to prepare children in the case of an emergency. Drills are held at irregular intervals throughout the year.
- Emergency evacuation plans are posted in each room, the hallway, and outside the school.
- The signal for fire, earthquake, and/or shelter-in place is part of the school alarm system.

General Safety Practices

- Teachers, students, and volunteers are required to have a yearly TB test and a health form on file.
- All staff members are mandated to report any suspicion of child abuse/neglect.
- Children are supervised at all times and appropriate child: staff ratios are maintained.
- Authorized pick-up information is on file and in the emergency directory.
- If we are not familiar with the authorized pick-up person, we will ask to see identification and will match the person's ID with the emergency directory information provided by the parent(s).
- Teachers move throughout the play yard to ensure adequate and appropriate supervision.
- Staff is trained in CPR, First Aid, and Choke Saving/Rescue Breathing.
- Medicines are stored out of children's reach and administered only with written permission of parent/guardian.
- Individuals who serve food wear gloves when handling ready-to-eat foods.
- Teachers fill out documentation for accidents, incidents, and health-related situations. Parents receive copies of accident/incident forms.
- Toys are checked frequently and broken toys are discarded.
- Emergency numbers and first aid kits are included in fanny pack for walking and field trips.
- Parents are informed in advance of all field trips.
- Teacher-child ratio is adjusted for field trips to ensure that there is a higher ratio of adults to children.
- On field trips children must stay where teachers can see them at all times and vice versa.
- Health and safety information incorporated into the curriculum and taught to the children on a regular basis.

Well Checks

Early Care and Education staff will do a visual check of the children upon arrival each morning. If a staff member notices anything unusual, they are required to point this out to the parent at that time. If your child has an accident overnight, please notify staff members when dropping off so that we can assist in watching the child for side effects.

Each child must have a current health form with immunization history signed by a physician on file at the school. Classroom teachers will notify parents when certain communicable diseases are present and we ask that you notify the center when your child is out with a communicable disease.

ALLERGY POLICY- When children are diagnosed with an allergy or there is a known allergy at the time of enrollment the parent must notify the school with a written doctor's statement. This would include food or other allergies (such as bee stings). If there is doctor's plan for care of the child due to the allergy, this must be given to the center and must have the doctor's signature to meet licensing standards.

If, for any reason, your child cannot eat a certain food, please provide a written notice from your physician and discuss this issue with your child's teacher or the director. Food service may be able to accommodate different dietary needs (e.g. vegetarian, lactose intolerant). The school will provide food substitutes to the best of our ability. The preschool will always be able to provide alternative beverages (100% juice or water).

A list of the children with allergies to various foods will be posted in the kitchen for those that prepare snacks and lunch to use in providing alternate selections. Parents will be asked to complete a release form allowing the center to post identified allergies. This form will be available from the school.

CPR/FIRST AID TRAINING FOR STAFF

The school nurse is CPR and First Aid trained. Each year, training in CPR and first aid are made available to staff and student employees at no cost to the individual. Classroom teachers and Graduate Assistants are required to have the training.

CLASSROOM FIRST AID KITS

Each classroom will have a backpack of First Aid supplies. This pack is to be taken with the class whenever leaving the room for outdoor play or taking a "field trip" to a destination on campus. The kit will contain the following items: CPR Mask, gloves, antiseptic wipes, and alcohol wipes, antibiotic ointment, band aids, gauze pads, Kleenex, paper towels, and germ-x. The classroom teacher should keep the school nurse informed when supplies need to be replaced.

Children with the following may NOT be brought to the LCIS preschool:

- Chicken Pox
- Conjunctivitis
- Whooping Cough
- Lice
 - Measles
- Scabies
- Mumps
- Rubella
 - Scarlet Fever
- Flu

Unusual behaviors will be monitored closely and parent(s) will be contacted if other symptoms develop. These behaviors include, but shall not be limited to:

- Cranky or less active behavior than usual
- Crying more than usual
- Feeling general discomfort or seeming unwell
- Loss of appetite

The school has limited isolation space, children developing any symptoms that require dismissal shall be picked up by the parent/guardian as soon as possible. Children will be kept at the clinic until the

parent/guardian comes. The child will be supervised at all times while at the clinic by the nurse during her regular hours or by office staff if the nurse is not on duty.

If the child is well enough to come to school, he/she is well enough to participate in the regular program, including indoor and outdoor activities.

Excluding a Sick Student from School

Sick students should be kept home for a number of reasons. Attending school when sick can lead to the illness worsening, an increase in recovery time and spreading the illness to others. Regardless of the illness type, it is best to keep your child at home until they are feeling better.

The following are the school health guidelines for excluding a student from school:

- Temperature of 37.5°C or above
- Nausea, vomiting or severe abdominal pain
- Diarrhoea
- Acute cold, sore throat, persistent cough
- Red inflamed, or discharging eyes
- Acute skin rashes or eruptions
- Suspected scabies or impetigo
- Dengue Fever or Malaria
- Swollen glands around jaws ears or neck
- Earache
- Any weeping skin lesions unless protected and diagnosed as non-infectious
- Head lice
- Other symptoms that represent a severe illness

Excluding a Student from Activities (Physical Education)

If for some reason, (illness or physical disability) a student cannot participate in physical education activities, he or she must bring a doctor's or parent's note to school stating the condition and length of time the student is excused from this activity. The nurse will only issue such excuses under very special circumstances. If the student does not bring a note from a doctor or parent / guardian, then the student will be expected to participate in physical education.

Students Returning after Illness

Please report any contagious conditions such as chicken pox, infectious diarrhea, scarlet fever, tuberculosis, impetigo, meningitis, mononucleosis/glandular fever, dengue fever, malaria or hepatitis before the student returns to school. When your child is ready to return and medication is required, a "Medication Authorization" form must be signed by the parent and placed on file so that the school nurse or if the nurse had gone for the day the classroom teacher can administer the medication.

Students with these conditions, but not limited to only these, should return with a doctor's note stating they are no longer contagious or stating which special precautions must be taken.

Students with head lice should not attend school until they are effectively treated. They should return with a doctor's note stating they are lice free. This procedure is necessary to ensure the health and safety of the others in school.

SOCIAL MEDIA POLICY

Higher Champs International School (HCIS) recognizes that access to technology in school gives student's, parent's and teacher's greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

This Acceptable Use Policy outlines the guidelines and behaviours that users are expected to follow when using school technologies. Students, parents and teachers are expected to follow the same rules for good behaviour and respectful conduct online as well as offline. Misuse of social media can result in disciplinary action.

HCIS makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from misuse of social media technologies.

We've created these social networking/media guidelines for you to follow when representing the school in the virtual world.

Please do the following:

Use Good Judgment

- We expect you to use good judgment in all situations.
- You must know and follow the school's Code of Conduct and Privacy Policy.

Be Respectful

- Always treat others in a respectful, positive and considerate manner.
- Be responsible and ethical

Don't share the following:

Confidential Information

- Do not publish, post or release information that is considered confidential or not public.

Private and Personal Information

- To ensure your safety, be careful about the type and amount of personal information you provide.
- Avoid talking about personal schedules or situations.

Images

- Respect brand, trademark, copyright information and/or images of the school.
- Do not post pictures of others (students, etc.) without their permission.

Other Sites

Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They actually serve a purpose and protect you and the school.

And if you don't get it right...

Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

Personal Safety

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Cyberbullying

Cyberbullying will not be tolerated. Don't be mean. Don't send emails or post comments on the internet of humiliating, hurting, or intimidating someone else.

Engaging in these behaviours or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained by others.

Examples of Acceptable Use

I will:

- Follow the same guidelines for respectful, responsible behaviour online that I am expected to follow offline.
- Treat social media carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening/bullying, inappropriate, or harmful content (images, messages, posts) online.
- Be cautious to protect the safety of myself and others.

This is not intended to be an exhaustive list. Users should use their own good judgment when using social media.

Examples of Unacceptable Use

I will not:

- Use social media in a way that could be personally or physically harmful to myself or others.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others-staff or students.
- Try to find ways to circumvent the school's safety measures and filtering tools.
- Use language online that would be unacceptable in the classroom.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media.

Limitation of Liability

Little Champs International School (LCIS) will not be responsible for damage or harm to persons, files, data, or hardware.

Violations of this Acceptable Use Policy

- Violations of this policy may have disciplinary repercussions, including:
- Removal of the student from HCIS.
- Additional consequences determined by Administration.

Parent Code of Conduct

Scope

This policy applies to all adults including parents, guardians, step-parents, grandparents, extended family, caregivers and any others while involved in activities or communication related to **LCIS**. For the purpose of this policy, the term “parent” refers to all caregivers as listed above.

Ethical Conduct

Parents play a key role in the education of their children and should act in the best interests of students, their families, staff and the School community.

The School values its diverse community and respects the rights, beliefs and practices of individuals and their families.

Parents are students' most significant role models. Accordingly, the School expects a high standard of personal behavior from parents when they are on School grounds, attending events or communicating with staff or other students. For example:

- Refraining from engaging in malicious or judgmental gossip (either directly or online) and ensuring that anything they say about others is fair and truthful.
- Refraining from actions and behavior that constitutes bullying, harassment, discrimination or vilification.
- Refraining from offensive, insulting or derogatory language or conduct. This includes wearing clothing with offensive language or insignia.
- Dressing appropriately according to the occasion.
- Not attending School events if affected by alcohol or any other intoxicant.
- Showing proper care and regard for School property, the property of others and Occupational Health and Safety considerations.

Communication and Interaction with Staff, other Parents and Students

- Parents are expected to interact civilly with staff, students and other parents at all times. Written and spoken communication should be courteous and respectful. Abusive language, raising your voice, insulting or violent behavior to **anyone** on school grounds, social media or at any school-related event is not tolerated.
- Parents are expected to ensure that relationships with students are strictly in accordance with appropriate roles and that favoritism and special treatment are avoided.
- Parents are expected to ensure that physical contact with students is appropriate given the age of and relationship with the student such that questions of impropriety do not arise.
- While interaction between students can become unruly, it is not appropriate to discipline another parents' child whilst on school grounds, unless there is a reasonable health and safety concerns. This can result in removal from school.

- Physical contact should be avoided unless there is a reasonable health and safety concern.
- In some circumstance's parents are required by law to advise the school of areas of potential conflict, such as parenting and family court orders.

The school expects parents to behave lawfully on school grounds and observe the terms of any order, obligation or undertaking they may be subject to.

Inappropriate Communication with Staff

In cases where a parent does not interact civilly with staff, either in person in or outside of the school grounds, during a phone call, or via email, the staff member may take the following actions:

- Request that the parent cease their inappropriate communication in order to allow the communication to proceed.
- Inform the parent that unless the inappropriate communication ceases, the staff member may put an end to the phone call, meeting or discussion.
- Request another staff member be present for the remainder of the meeting, if deemed necessary to proceed with such.
- Lodge a complaint against the offending parent.

Parental Social Media Requirements:

- Not posting photos, videos or comments that include other children at the school
- Not accessing social media while helping at school or on school visits
- Raising queries, concerns and complaints directly with the school rather than posting them on social media – whether on their own pages, in closed groups (e.g. groups set up for school parents to communicate with each other) or on the school's pages e-pages.
- Online disputes with other parents that are posted publicly are strictly prohibited
- Not posting anything malicious about the school or any member of the school community
 - Sharing any information about school policies, procedures, proprietary information is strictly prohibited
- Respect brand, trademark, copyright information and/or images of the school.

Defamation of School

At no time will the defamation of the school in any manner be tolerated by our parents or guardians. We expect parents to bring any concerns or issues they may have to the Head of School to resolve and not attack the school, staff or student's reputation via any method. This will be grounds for immediate removal from the school.

Breaching of this policy will not be tolerated and can result in the removal as a member of the school.

Family Involvement

The role of parents is vital. Family involvement and connectedness is an integral piece of what makes our program strong. Families are frequently visible in and around the center, sharing life and what they love with the children. Their role in informing and working together with their child's teacher is the glue that keeps our center in place. It is important to us that we develop skills and knowledge to work effectively with our diverse families. Our staff will use a variety of formal and informal strategies (including conversation) to become acquainted with and learn from families about their family structure, their preferred child-rearing practices and information families wish to share about their socio-economic, linguistic, racial, religious and cultural backgrounds. Program staff will actively use information about families to adapt the environment, curriculum and teaching methods to the families we serve.

PARENT PARTICIPATION

You are invited to observe anytime. Observing allows you to note age and individual related behavior patterns and to watch your child as he/she interacts in a social environment. Families and culture are celebrated at the school. If you have questions about what you observe (i.e., children's behavior, use of materials, teacher's behavior, etc.), please ask the teacher about it. When observing, people often see only a snapshot in time and may not clearly understand the context surrounding a certain action in the classroom.

Your participation is eagerly welcomed in the programs. Your involvement can take many forms, and we hope that all parents will find meaningful ways to participate in their child's school experience. Some ways in which you may choose to participate include, but are not limited to:

- Field trip supervision
- Assistant teaching (occasionally or on a routine basis)
 - Leading or assisting in special projects (carpentry, sewing, music, cooking, science experiments, cultural experiences, etc.)
- Construction or collection of materials for school use such as paint aprons, raw materials for art projects, dress-up clothes, dramatic play props, carpentry materials, etc.
- Attending or planning parent workshops

PARENT COMMUNICATION

Weekly copies of the classroom routine and activities will be posted on the parent bulletin boards outside the preschool rooms. It is helpful for you to review activities planned for the day with your child. This is a great way to talk with your child about his/her day. You may find if you ask your child, "What did you do today?", you might hear, "Nothing". If you know about specific activities that occurred, you can ask more direct questions: "Can you tell me about the picture you painted today?" Because the curriculum is planned in advance, some changes based on spontaneous learning opportunities, children's interests and needs can be expected.

We encourage you to provide the school with an e-mail address. This can facilitate timely communication and notification of special classroom and school events. The teachers may also use email to send newsletters and weekly project work descriptions to you.

The school will also host a page on Facebook where happenings and pictures will be posted only to the members of the page.

PARENT AND TEACHER CONFERENCES

Individual parent-teacher conferences will be offered at least twice during each school year. Parent Conferences for the school year will be held in September and February. During the conference, you will review and receive a copy of the Developmental Summary on your child.

Ongoing, informal communication of parent or teacher concerns and the sharing of special joys, sorrows, and accomplishments in the child's life are important. Please feel free to speak with your child's teacher during arrival/departure, or schedule a time to talk privately.

PROGRAM/CENTER EVALUATION

LCIS preschool conducts evaluations through parent input (informal visits/conferences and a formal parent survey), licensing requirements and ECCD accreditation standards.

COMPLAINT POLICY

Introduction

Our school is committed to being "open and respectful" and thereby, working with our community to promote transparency and confidence. These policies are available to whoever requests them and will be made available to all current and new students and parents. All complaints will be kept confidential.

Purpose for this Policy

The purpose of this policy is to ensure that:

- Families understand how their complaint is managed and how it can be escalated, if required
- The school demonstrates how it responds to complaints in a fair, effective and efficient manner.

Definitions

For the purpose of this policy the following terms are defined as follows:

- A '**parent**', in relation to a child, includes a guardian and any person who has parental responsibility for the child including parental responsibility under the Family Law Act of the Commonwealth, and any person with whom a child normally or regularly resides.
- A '**complaint**' is an expression of dissatisfaction, either written or verbal, with an action taken, decision made or service provided, or the failure to provide a service, take action or make a decision at a school.
- A '**complainant**' is the party making the complaint.
- A '**support person**' is someone who assists the complainant through the complaint process.
- An '**advocate**' is someone acting on behalf of the complainant.

Aims and Objectives

- This policy seeks to set out a clear definition of a complaint; the process to be followed at defined stages; and the responsibilities involved.
- This policy aims to encourage resolutions of problems by informal means wherever possible.

- This policy seeks to provide a simple, impartial and swift process for dealing with complaints effectively.
- This policy seeks to respect confidentiality and provide a fair and open complaints procedure.
- This policy seeks to provide information for school leadership that can be used to improve communication and continue to develop our services.

Policy Implementation

Level 1: Informal Concerns

- Concerns raised should be passed to the appropriate person and attempts be made to resolve those concerns in an informal manner – usually during a meeting with the complainant.
- All concerns must be investigated, and a response given at the earliest time
- If the complainant is unsure as to who to discuss the matter with, they should contact the school directly or the Office Manager for clarification.
- The matter will be looked into thoroughly and the complainant will be informed of the outcome within five working days with what action, if any, the school proposes to take.
- If the complaint is about management, it should be discussed informally in the first instance.

Level 2: Complaints Investigated by the Principal

- A complaint can still be discussed informally with the Office Manager but, if an informal resolution is not reached, the complainant will be asked to put the complaint in writing to the Vice Principal. The Principal will acknowledge receipt of the complaint within five school days.
- An opportunity will be provided for the Vice Principal to meet with both the complainant and the person against whom the complaint has been raised with five school days.
- The Principal will provide a written response to both the complainant and the person against whom the complaint has been made, in addition to the Head of School within five school days.
- Where a complainant is dissatisfied with the outcome or handling of the complaint, he/she should write to the Head of School immediately and attach the original complaint form. The Head of School will acknowledge receipt within five school days.

Level 3: Complaints Heard by the Head of School

- The Head of School will notify all parties (including the complainant) of the date, time and location of the meeting. Five school days' notice will be given to attendees. The complainant (usually a parent) will attend this meeting and can be accompanied by a support person.
- The complaint will be heard by the Head of School within five school days of receiving the written request.
- Draft minutes of the meeting will be distributed to the Head of School, complainant and the person against whom the complaint was made within five school days. Responses must be made within a further five school days.
- The agreed minutes will then be made available to all parties on request and chronological outline of written responses will provide resolution.

Monitoring and Evaluation

- The purpose of monitoring and evaluating is to ensure that the policy and procedures are followed and that the school reflects upon complaints in the respect of future school policy and practice. If unsure as to who should deal with concerns, please seek clarification from the Office Manager.
- All staff responding to concerns raised by members of the community should keep a record, logging the date, nature of the concern and the action taken.
- The Head of School should monitor the school's handling of formal complaints and keep a file, which should be available for scrutiny at any given time by the parties involved.
- Any correspondence, statements and records relating to individual complaints will be kept confidential.

CLOSING STATEMENT

A strong home and school environment is essential when building a good environment for young children. All of our staff will try to do our very best to keep you informed and involved in our preschool program. Clearly, ongoing communication and support from both families and staff make the connection between home and school a two-way street. Please share with us information about your child and report any changes especially during a major crisis. Anything you share with us will be held in confidence. We hope to nurture mutual trust and respect at every opportunity. There will be many ways for parents to become involved in the activities of school program for Children and Families. We look forward to getting to know you and your family.

Thank You