

**Learner's World International School  
Universal School of Lebanon  
LWIS-USL**



*...a fun place to  
play and learn!*

**Early Years Guide  
2025-2026**

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## 1. ORGANIZATION OF THE HANDBOOK

This handbook is compiled to fit the needs and requirements of the LWIS Network of schools. It was developed to organize, detail and exhibit policies and procedures relevant to parents and learners of a LWIS school.

## 2. OWNERSHIP OF THE HANDBOOK / COPYRIGHTS

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School Development Consultants-(SDC) Lebanon SARL on behalf of the Learner's World International Schools (LWIS) Organization

Attention: Department of Research & Development

KBC Center, 4<sup>th</sup> floor

Kaslik, Keserwan, Lebanon

+961 (9) 639 356

[www.sdclw.org](http://www.sdclw.org)

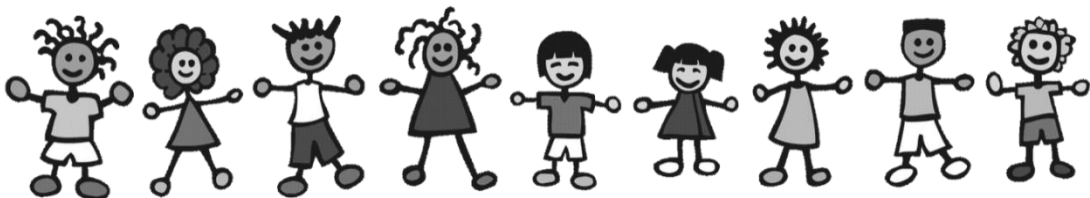
## 3. WHAT IS PRESCHOOL?

### 3.1. Welcome

We are delighted that you have joined our Preschool. Entering Preschool is an exciting time for every child. Our team of educators is trained to help your children transition into Preschool as comfortably as possible. Our school community eagerly anticipates an eventful and adventurous year filled with a variety of experiences for both you and your child.

This handbook serves as a guide that emphasizes the importance of individual differences, gender, temperament, learning styles, language, special needs, and culturally diverse backgrounds that are key variables in monitoring our learners' developmental milestones. Teachers will create developmental profiles that include observations, anecdotes, assessments, self-evaluations, photos, videos, learners' work, and information from parents that will show the progress of learners. Our teaching strategies include differentiated instruction and inquiry-based learning with the integration of technology. The LWIS Preschool Handbook focuses on play-based learning center environments and the thematic/project approach.

We believe that parents are the prime educators of their children and it is our task to work in collaboration with you to help your children develop to their full potential during their time with us. We hope this handbook will help you and your child adjust readily and happily.



### **3.2. Introduction to the Preschool Program**

The Preschool program is based on the following beliefs relating to preschool children, their learning, and their home and community environments.

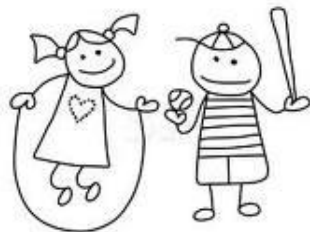
- Preschool children arrive from diverse backgrounds and with a variety of experiences. Our program provides learning experiences that meet individual needs, interests and developmental levels. Support is provided to children with special learning needs to help them increase their potential for learning.
- Preschool children are naturally curious and eager to explore and learn about their surrounding environment. Learning is enhanced by interaction and cooperation with others, including adults and their peers. Through interaction, organized activities and purposeful play in the Preschool program, children explore and experiment with their environment to add to their knowledge, learn new skills, and practice familiar ones.
- Parents play a key role in the lives of their children. Preschool parents and teachers form a partnership to support learning at home and at school. We ensure that the values and beliefs of the home are acknowledged.

## **4. HOW DO PRESCHOOL CHILDREN DEVELOP?**

Preschool children are developing socially, physically, cognitively, creatively and emotionally. All these developmental areas are related to and dependent on one another. The early years of a child's development is a time of rapid cognitive growth and development. The enhancement of cognitive abilities is influenced by social, physical, creative and emotional growth. The Preschool program provides learning experiences that meet the developmental needs of all children. Children move through similar stages, at their own rate of development and learning.

### **4.1. Our Understanding of Holistic Development**

#### **4.1.1. Social Development**



Preschool children are becoming more socially oriented and are making friends with children of their own age. They are learning to share, cooperate and play in groups. They are increasing their awareness of a variety of social behaviors and situations, such as being friends, taking turns, being fair, solving problems, negotiating, and solving conflicts.

#### 4.1.2 Physical Development

Preschool children have better control of their large muscles than of their small muscles and continue to develop abilities such as skipping, climbing, hopping, balancing and jumping. They are increasing their ability to control and coordinate movements such as throwing, kicking and dribbling, and catching a ball. They need assistance in manipulating small materials, such as writing tools, scissors, puzzles, beads and shoelaces. Children of this age are full of energy. They tire easily, but recover quickly. Sitting still for long periods of time is difficult. Preschool children need a balance of active and quiet times.



#### 4.1.3. Cognitive Development

Preschool children are gaining knowledge through relationships, events and exploring their surrounding environment by doing, observing, imitating and exploring. They are developing fundamental thinking skills related to their direct experiences, whereas their reasoning, memory and problem-solving skills are evolving continuously. Often preschool children think and act in the here-and-now and they view things mainly from their own perspective. As children develop and are given developmentally appropriate learning experiences and an



active learning environment, children then become more able to plan and think ahead and understand the views of others. They are developing the ability to pay attention for longer periods of time and their memory is increasing. Listening and speaking vocabularies increase rapidly and they seem to enjoy engaging in conversations. They develop their ability to stay on topic, take turns, and tell/re-tell stories. They ask many questions about the world around them. They experiment with the sounds of

language and begin to express their ideas in pictures and writing. They develop a “sense of story” through listening, reading and viewing.

#### 4.1.4. Creative Development

Preschool children express their personal ideas and feelings to adults that listen, interact, and respond to them. They explore, experiment and create using a variety of materials. Their work becomes more detailed and they talk about what they have created. They often take part — imaginatively and spontaneously — in movement, dancing and music. During dramatic play time, children experiment with different roles and discover new solutions to problems. The process of creating is often more important to them than the end product.



#### **4.1.5. Personal Development**

Personal development is experiencing and expressing feelings, developing independence and decision-making skills, and taking initiative. Preschool children display their emotions easily and visibly. They are developing the ability to understand and differentiate between their own emotions and those of others. They are learning socially appropriate ways to express their emotions. They learn to do things themselves to demonstrate their confidence and independence. They are ready to take on more responsibility and are developing a sense of self—a feeling of being different from others. They may also express fears and show anxiety when separated from familiar people, places and things.

### **5. WHAT DO CHILDREN LEARN IN PRESCHOOL?**

Children begin to develop independence, initiative, creativity, early literacy, numeracy skills, decision-making ability, and how to relate to others, verbal communication skills, and feelings of self-worth. What young children learn at this stage will have a major impact on successful learning experiences in school, as well as their personal development.

The learning areas focus on the early learning in English Language Arts, Mathematics, Science, Arabic, French, Physical Education, and the fine arts. Information and communication technology is included in instructional activities. Our program is designed to provide a transition to the subject area expectations of elementary schooling.



#### **5.1. Early Literacy**



Language is the basis of all communication. Early literacy focuses on children being actively engaged in acquiring language and constructing their own understanding of how oral and written language works.

Children participate in shared reading, listening and viewing experiences using picture books, rhymes, fairytales, stories - fiction and nonfiction, photographs, illustrations and videos. They share stories using rhymes, symbols, pictures and role-playing to celebrate individual and class accomplishments. Children draw, record and tell about their own ideas and experiences and participate in class and group language activities. Children begin to use language prediction skills when stories are read aloud and to ask questions and make comments during listening, viewing and reading activities.

They read their own names as well as words that they are exposed to in the classroom and the environment. Children categorize objects and pictures and represent and share ideas and information about topics of interest. They form recognizable letters, print their own names, and explore and experiment with new words.

### 5.2. Early Numeracy

Young children are naturally curious and develop a variety of mathematical concepts before entering Preschool. Children make sense of their environment through observations and interactions in the classroom and at home. Mathematics learning is embedded in activities throughout the day such as playing, reading, beading, threading, storytelling, building, role playing, and helping around the home. Hands-on activities contribute to the development of number and spatial sense in children. Mathematics is taught through building curiosity when children are engaged in and talking



about activities such as searching for patterns, comparing quantities, sorting objects, ordering objects, creating designs, classifying, and building with blocks. Number sense is the most important foundation of numeracy. A true sense of number goes beyond rote counting and develops when children connect numbers to their own real-life experiences. Learning to work with patterns helps children develop mathematical reasoning. Spatial sense is developed through a variety of experiences and interactions within the environment that involves shape, size, position, direction, and movement, and describes and classifies the physical world we live in. In Preschool, children explore numbers, patterns, shapes, and space by working with appropriate manipulatives and equipment. They learn to count and show a given number using pictures or objects. They recognize and create patterns and compare objects in length, weight or volume. Children sort objects by shape, color or size and build and describe real-life objects. Children begin to develop problem-solving skills that they will continue to develop throughout their schooling.

### 5.3. Citizenship and Identity

Children bring their own cultures and experiences to the Preschool classroom. Children begin to develop their sense of identity and citizenship through active inquiry into their social, physical, cultural and linguistic environments. Children will have opportunities to



become aware of who they are as individuals and that each child is unique. They begin to identify similarities and differences among their peers and adults. They express themselves by sharing their personal stories and experiences. Children will discover how they are connected to their communities and will be encouraged to express interest, responsibility and sensitivity in their interactions with others. Children will be given the many opportunities to celebrate their cultural backgrounds.

#### 5.4. Environment and Community Awareness

Children use their five senses to investigate, explore, experiment and describe their environment and community. Children explore and simulate the design, function and properties of a variety of natural and manufactured materials. Using different tools in a safe and appropriate manner, they select and work with a variety of materials to build structures. They explore scientific and artistic concepts using water, sand, rocks, twigs, blocks, clay and other materials, and begin to use some technology appropriately. Children explore familiar places and things in the environment and the community. They role-play familiar home and community situations and activities that have occurred. They are able to identify familiar shapes, symbols and distinguish different sounds and recognize familiar animals and seasonal changes in their surrounding environment and community.



#### 5.5. Personal and Social Responsibility

In the Preschool program, children begin to develop and practice skills that they will continue to enhance throughout their lives. Children will participate actively in learning tasks, trying new things and taking risks, and children begin to see themselves as capable learners. They begin to accept rules and deal with routines in a school environment. They become more independent and learn to take some responsibility for selecting and completing learning activities. Preschool helps children learn how to work and play with others. Children learn to express their feelings in a socially acceptable manner and show respect and a positive caring attitude toward others.



Physical activity is vital to all aspects of growth and development and is integrated throughout the program to ensure the development of active, healthy lifestyles. Health and life skills involve learning about the habits, behaviors, interactions and decisions related to healthy daily living and well-being. Through movement, games and activities, using a variety of equipment, children develop coordinated movement, balance and stability. Their fine motor skills also improve. They learn to grasp a writing implement and control its movements. Hand-eye coordination increases as children work and manipulate small materials such as cubes, buttons, blocks and beads. Children are exposed to making healthy food choices and learn to observe safety rules; children develop attitudes and practice behaviors that promote wellness and an active, healthy lifestyle.

## 5.6. Creative Expression

Children investigate and express their thoughts and feelings through visual arts, music, movement and role playing. They become aware of their own creativity and imagination, and that of others, as they interact with different materials and respond to various forms of expression. They begin to develop an appreciation of the fine arts as they become aware of why and how ideas and feelings are communicated and expressed in many ways. By viewing and responding to everyday objects and various forms of art, they begin to learn about how we appreciate various forms of artwork. Children express themselves through movement, individual and group musical activities, songs, finger plays, and games. They listen to and begin to appreciate a variety of musical instruments and distinguish between the different kinds of musical instruments. Dramatic play and movement enhances the children's growth in self-awareness and self-confidence and develops their imaginative and creative thought.



## 6. WHAT WILL YOU SEE IN THE PRESCHOOL AREA?

The Preschool area design is bright, colorful, cheerful and busy. You will see children's work displayed everywhere. Our Preschool program features a variety of spaces for independent, small or large group activities. Inside the Preschool classes you will see learning centers that include:



- **Art Center** – paint and painting tools, a variety of art and recycling materials for children to explore.
- **Construction/Block Center** – blocks, manipulatives, and woodwork tools for children to design, create and build.
- **Dramatic Play Center** – props for a house or store, puppets, and dress-up clothes for children to enjoy imaginative play.
- **Manipulatives Center** – puzzles and table games for children to play cooperatively, think, and problem solve.
- **Library Center** – a variety of books for children to read and listen to.
- **Computer Center** – tablets, I-pads, smart boards, a variety of educational games and videos.
- **Math and Science Center** – manipulatives, materials and tasks for children to sort, count, classify, measure, observe and experiment.
- **Literacy Center** – paper, pencils, markers, crayons, and possibly a computer for children to express their thoughts and ideas.
- **Playing Area** – an indoor or outdoor area for children to play cooperative games and develop physical skills.

Learning centers encourage children to explore, discover and take responsibility for making choices and completing a variety of activities with peers or independently. The teacher organizes the work spaces, activities and materials in response to the children’s diverse needs, and interests.

## 7. HOW DO PRESCHOOL CHILDREN LEARN?

Through play learners construct their understanding of the world, re-creating their knowledge, developing their own rules, making ideas part of their reality, and discovering solutions to problems they encounter. Learners are given the opportunity to learn how to cooperate, problem solve, make choices, and be held accountable for their decisions through self-directed uninterrupted play. Play fosters and supports all the skills in the four developmental domains, increasing learners’ abilities to think, be creative and imaginative, make judgments, synthesize, formulate, and start and end relationships. Children who play are known to be more flexible and versatile, thus creating more competent leaders. Creating as much play experience as we can will provide our learners with plenty of opportunities to respect themselves and make positive contributions to the lives of others.

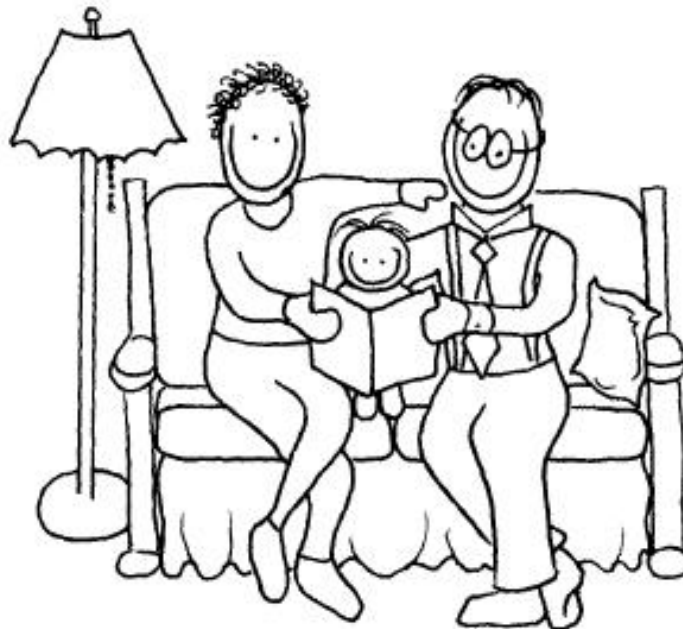
Samples of typical things children do when they play are listed below to help you better understand the skills children acquire through the activities they do:

When Children Do This:	They Are Learning To:
<ul style="list-style-type: none"> <li>• Put blocks in trucks and dump them out</li> </ul>	<ul style="list-style-type: none"> <li>• Understand size, weight, and number concepts, manipulating blocks, etc.</li> <li>• Cognitive / Language / Physical Development</li> </ul>
<ul style="list-style-type: none"> <li>• Use blocks and wooden animals to create a zoo</li> </ul>	<ul style="list-style-type: none"> <li>• Classify, sort, manipulating, make choices, communication</li> <li>• Language / Cognitive / Personal and Social Development</li> </ul>
<ul style="list-style-type: none"> <li>• Balance one large block on top of another</li> </ul>	<ul style="list-style-type: none"> <li>• To observe</li> <li>• Problem solve</li> <li>• Develop hand-eye-coordination</li> <li>• Physical / Cognitive Development</li> </ul>
<ul style="list-style-type: none"> <li>• Put on dress-up clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their fine motor skills and self-help skills</li> <li>• Personal / Physical Development</li> </ul>
<ul style="list-style-type: none"> <li>• Pretend to be grown-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Understand their experiences better (Abstract Thinking)</li> <li>• Language / Social / Personal Development</li> </ul>
<ul style="list-style-type: none"> <li>• Put pegs in a pegboard</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate small pieces (Hand-eye coordination and Reading/Writing Readiness)</li> <li>• Physical / Language Development</li> </ul>
<ul style="list-style-type: none"> <li>• Sort pictures that are the same</li> </ul>	<ul style="list-style-type: none"> <li>• Match and Classify</li> <li>• Cognitive Development</li> </ul>
<ul style="list-style-type: none"> <li>• Finish a puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a task,</li> <li>• Develop their fine motor skills</li> <li>• Manipulate puzzle pieces</li> <li>• Physical / Personal / Social / Cognitive Development</li> </ul>

When Children Do This:	They Are Learning To:
<ul style="list-style-type: none"> <li>• Playing with play dough</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how materials change, rolling, pressing, (fine motor skills)</li> <li>• Cognitive / Physical Development</li> </ul>
<ul style="list-style-type: none"> <li>• Draw a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Use symbols, expressing ideas (Reading/Writing Readiness)</li> <li>• Language / Physical / Personal and Social Development</li> </ul>
<ul style="list-style-type: none"> <li>• Find ways of moving across the carpet without their feet touching it</li> </ul>	<ul style="list-style-type: none"> <li>• Think creatively to solve problems</li> <li>• Language / Physical / Cognitive / Personal Development</li> </ul>
<ul style="list-style-type: none"> <li>• Try out a computer program together with another child</li> </ul>	<ul style="list-style-type: none"> <li>• Share and play co-operatively with others</li> <li>• Social / Physical / Language / Cognitive Development</li> </ul>
<ul style="list-style-type: none"> <li>• Using paint and gadgets to create their own art work</li> </ul>	<ul style="list-style-type: none"> <li>• Express their ideas using art</li> <li>• Experiment using a variety of materials</li> <li>• Make choices</li> <li>• Creative / Language / Personal Development</li> </ul>
<ul style="list-style-type: none"> <li>• Talk about changes in plants, people and things outside as seasons change</li> </ul>	<ul style="list-style-type: none"> <li>• Sharpen observation skills</li> <li>• Communicating their findings</li> <li>• Cognitive / Language Development</li> </ul>
<ul style="list-style-type: none"> <li>• Make boats sink</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize cause and effect</li> <li>• Cognitive Development</li> </ul>
<ul style="list-style-type: none"> <li>• Pour without spilling</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their fine motor skills, and practice self-help skills</li> <li>• Personal / Physical Development</li> </ul>
<ul style="list-style-type: none"> <li>• Turn pages of a book from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>• Read a book from left to right (English) or right to left (Arabic), Reading and Writing Readiness</li> <li>• Language Development</li> </ul>
<ul style="list-style-type: none"> <li>• Scribble on paper</li> </ul>	<ul style="list-style-type: none"> <li>• Use writing as a means of communication (Reading and Writing)</li> <li>• Language / Physical Development</li> </ul>
<ul style="list-style-type: none"> <li>• Listen to a story and talk about what happened</li> </ul>	<ul style="list-style-type: none"> <li>• Love books, recalling details and express ideas</li> <li>• Language Development</li> </ul>
<ul style="list-style-type: none"> <li>• Prepare a recipe that calls for adding ingredients by teaspoons, cups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand measurement</li> <li>• Observe changes</li> <li>• Follow directions</li> <li>• Language / Cognitive / Personal Development</li> </ul>
<ul style="list-style-type: none"> <li>• Create different sounds by putting more (or fewer) beans in cans and shaking them</li> </ul>	<ul style="list-style-type: none"> <li>• Explore cause and effect (Logical Thinking)</li> <li>• Cognitive / Language Development</li> </ul>
<ul style="list-style-type: none"> <li>• Sing or do a finger play with the other children and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Participate co-operatively in a group</li> <li>• Social / Language / Personal / Creative Development</li> </ul>

Here are some things you can do to be more involved in your child's world at school:

- Open your child's folder daily and encourage your child to do the required activities.
- Please take the time to read with your child and share your comments.
- Listen to what your child has to say about his/her day by using phrases like "How was your day?" "It seems like you had a ... day" (depending on child's expressions) etc. "Wow! Look at all your beautiful work.... I wish I could do that... Can you show me how to do it?"
- Discuss with your child upcoming events/themes.
- Further discuss what your child is currently learning in school.
- Praise your child's accomplishments when he/she brings home his or her work or theme packages, keeping in mind it is the process that counts, not the product.
- Display and hang your child's masterpieces and artwork at home.
- Learn the songs your child has learned and join in singing.
- Set some quality time aside to play, encourage art activities, interactive games such as blocks, building toys, all sorts of manipulatives, puzzles and outdoor games.
- Encourage your child to practice self-help skills like trying to dress alone, put on and tie shoes, put toys away, clean up, etc.
- Make sure that computer games and television do not occupy your child's whole day.
- For ideas on activities you can share at home with your child, please consult with your child's teacher (they have a lot of creative and fun activities up their sleeves).



## 8. PRESCHOOL POLICIES

### 8.1. Positive Guidance

We believe that children have the right to positive guidance by supportive adults who provide opportunities that optimize growth and development within a safe and healthy environment. Our Behavior Management Policy is a written procedure for monitoring the behavior management practices of employees who provide care and/or guidance at the school.

Do's	Don'ts
Praise, reward and encourage the children.	Spank, shake, bite, pinch, push, pull, slap or otherwise physically punish the child.
Reason with and set limits for the children.	Make fun of, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children.
Model appropriate behavior for the children.	Shame or punish the children when bathroom accidents occur.
Modify the classroom environment in attempt to prevent problems before they occur.	Deny food or rest as punishment.
Listen to the children.	Relate discipline to eating, resting, or sleeping.
Provide alternatives for inappropriate behavior to the children.	Leave the children alone, unattended, or without supervision.
Provide the children with natural and logical consequences for their behaviors.	Allow discipline of children by children.
Respect the children's needs, desires, and feelings.	Criticize, make fun of, or otherwise belittle children.
Ignore minor misbehaviors.	Punish children for every small outburst or misbehavior.
Explain concepts to the children (based on their levels).	Compare a child to peer(s).
Occasionally, use short supervised periods of "time out."	Use time out as a consequence for every misbehavior.

## **8.2. School Uniform**

Students are expected to wear their uniform at all times in school and during field trips. They are also expected to wear the full PE uniform on PE days. All items are available for purchase at the school office.

Jewelry is considered to be hazardous and unsafe. Please make sure your child does not wear jewelry to school. Please provide your child with a change of clothes in case of an accident and a sun hat to wear at playtime during the hotter spring/summer months. Make sure to label all items with your child's name to prevent any loss of clothing.

## **8.3. Meals/Snacks**

The school offers nutritious snacks and meals. Junk food such as chips, candy, gum, soda drinks, etc. will be confiscated and returned to parents.

## **8.4. Absences**

If your child is ill or going to be absent, please contact the school so that we can take note of the absence.

## **8.5. Field Trips**

Throughout the year, field trips will be organized for the children's educational interests. A memo informing parents of the field trip will always be sent home. A child will only be allowed to participate in the field trip if the permission slip is signed by a parent or guardian. The parents are advised well in advance of any planned field trips and have the right not to send their child on the field trip.

## **8.6. Health Policy**

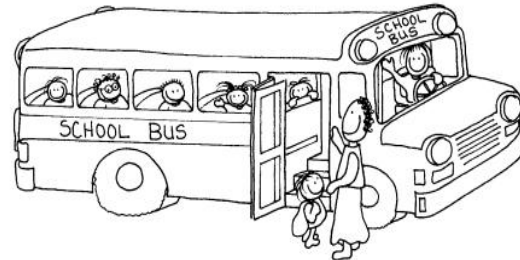
Children with an infectious disease must be excluded from Preschool for specified times. If your child contracts German measles (Rubella), please inform the teacher immediately. In case of infectious diseases, some procedures for parents include the following:

- Measles and German Measles – child to be excluded for seven days after beginning of the rash.
- Mumps and Chicken Pox – child may return to school when he/she is feeling well again and the swelling or scabs have dried up.
- Head Lice – child to be excluded until effectively treated.
- Ringworm – child to be kept home until a medical certificate is received stating that the child is being treated.
- Conjunctivitis (pinkeye) – child to be excluded from school until there is no longer any discharge.

In cases of illness, parents are asked to use their own judgment about whether a child is fit to attend. If parents think a sickness is likely to worsen, the child should be kept at home. A child who becomes ill during a session will be removed from the group to rest in a quiet place; parents will then be contacted immediately.

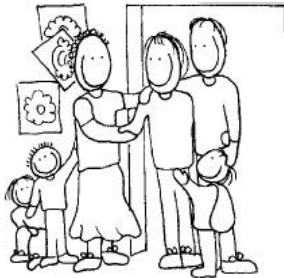
### 8.7. Transportation

Bus service to and from school is provided upon request. The buses follow fixed routes and schedules. Parents will be informed of the bus number that their child is expected to board and of the pick-up and drop-off times. Children who take the bus have to abide by the rules and regulations set for this service; otherwise they will be asked to stop using the bus. Parents are urged to have an adult waiting to receive their child on time.



In the event where a parent wishes to change his/her child's daily bus routine for any reason (e.g. accompany a friend home, etc.) the parent has to notify the school in writing 24 hours prior to the routine change.

### 8.8. Parent/Teacher Meetings and Progress Reports



You will be notified of regularly scheduled Parent/Teacher meetings to discuss your child's progress in Preschool at the end of every term. Written progress reports are sent home during the year. Teachers report on the following development domains: *Aesthetic/Creative, Cognitive, Language, Physical, and Personal/Social Development*. Preschool teachers will be in touch with you whenever they need to discuss any issue concerning your child. You are also welcome to contact us to make an appointment if you feel it is necessary.

### 8.9. Academic Open House

Once a year, teachers invite parents to attend an open house. This event provides an opportunity for teachers to provide an overview of their program and answer general questions about the curriculum.



### 8.10. Outdoor Play

Outdoor play is an important part of the child's daily well being. Parents must remember to dress their child appropriately (in school uniform), keeping in mind weather conditions.

### 8.11. Birthdays

Since birthdays are important to children, the school celebrates each child's birthday and encourages the learners to share and celebrate it with his/her friends. Parents may bring a cake, but they need to book the date beforehand.



### 8.12. Treasures from Home

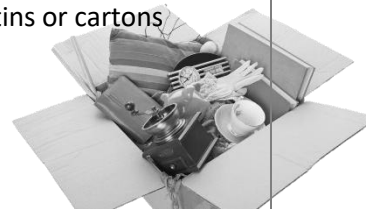
For the safety of your children, wearing jewelry is not allowed. In addition, we do not wish to diminish your child's enthusiasm, but we would appreciate it if toys are not sent to school. Treasures can be lost and broken. Your child will be given a chance to share precious and special things from home during 'Show and Tell'. Your child is always encouraged to bring interesting objects such as rocks, shells, flowers, etc. Bringing in tame pets would require pre-arrangement with your child's teacher.

Sharp objects, toy weapons or other toys of violence and destruction are prohibited.

### 8.13. We Want Your Junk!!

Many important skills are developed by the children's use of junk materials; thus we need a constant supply of all sorts of junk, such as:

<ul style="list-style-type: none"><li>○ Scraps of cardboard/paper of any size, color, or shape</li><li>○ Magazines, catalogues, old pictures and books</li><li>○ Silver and gold foil</li><li>○ Cardboard cylinders</li><li>○ Wool</li><li>○ Material scraps</li><li>○ Shirt boxes</li><li>○ Stamps/envelopes</li><li>○ Bottle tops</li><li>○ Small boxes/match boxes</li><li>○ Spools</li><li>○ Pipe cleaners</li><li>○ Old paintbrushes</li></ul>	<ul style="list-style-type: none"><li>○ Greeting cards</li><li>○ Wrapping paper</li><li>○ Cellophane/crepe paper</li><li>○ String/lace/ribbon</li><li>○ Buttons</li><li>○ Paper bags/gift bags (not plastic bags)</li><li>○ Ice cream sticks</li><li>○ Calendars</li><li>○ Newspapers</li><li>○ Corks</li><li>○ Empty and clean milk tins or cartons</li><li>○ Sand paper</li><li>○ Squirt bottles</li><li>○ Old compact discs</li></ul>
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**And Anything Else You Think We Might Be Able To Use!!**

## 9 BOOKS TO SHARE WITH YOUR CHILD ON STARTING SCHOOL

- "Ned", by Selina Young, published by Walker Books
- "What Will Mommy Do While I'm at School", by Dolores Johnson, published by Macmillan/McGraw-Hill
- "Will I Have a Friend?", by Miriam Cohen, published by Macmillan/McGraw-Hill