



LEXIS Kindergarten

NURTURE LIMITED

New Hub Street, Plot No. 170
(behind Shoppers Mikocheni)
Regent Estate, Dar Es Salaam

Parent's Handbook

2020

Based on Rudolf Steiner's curriculum,
LEXIS Kindergarten aims to awaken and inspire children's critical thinking,
emotional intelligence and artistic expression,
preparing them to bring relevant contributions to the world.



Dear Family,

This handbook has been written to serve as a bridge between the home and the classroom, between the teacher and the family, as we work side by side to create healthy environments in which the children can thrive.

With this handbook we want to share important information about the kindergarten and shed light on our approach to the young child. Please read it and keep it as a reference during the year. We are always open to parent's questions and concerns and are working toward building a meaningful school community as we learn and grow together.

We look forward to working together, as parents and teachers for the care of the young child. Your child fundamentally, wants to be assured that the world is a good and safe place to be.

All of our kindergarten teachers feel truly able to offer our children days filled with intention, grace, joy, respect and most of all, love.

With Warmth,

Your LEXIS Team



PHILOSOPHY AND PROGRAM DESCRIPTION

OUR VISION

We are a nature-focused kindergarten and we dedicate our care to the whole child (head&heart&hands), providing an atmosphere of love and beauty, able to spark imagination as the basis for all creativity, crafting and learning. We are committed to nurturing each child in a way that he or she will explore his or her unique identity and talents and develop his or her boundless abilities to communicate and thus contribute to the future of the world with clear and creative thinking, compassion, moral strength and courage.

OUR MISSION

We want to open the world to the child and prepare the child to conquer it. We live in a new époque of technological advancement with an overflow of information and soon artificial intelligence will be able to perform many of the tasks we had been taught during our time at school.

That is why our focus from an early age is on communication and creative thinking. Our focus is on the qualities that make the human experience unique and let us stand out. It is the child's abilities and talents, that

guide us and that lead us in supporting the child to form its distinct personality.

Some of the child's most pertinent needs are located in his/her ability to explore its surrounding external world and simultaneously to develop his/her internal world; forming identity, a sense of self and purpose. It follows that we are committed to pursuing a culturally responsive pedagogy, one that promotes positive racial, cultural and gender identities and that affirms the pride of place, confidence and importance of the same as essential bases for providing a holistic, rewarding educational experience, built for achieving academic success as well as resilienceⁱ.

From the nuances of stories and imageries, the appearances of toys and book characters, our ethos manifests in the everyday and we seek to affirm the positivity and beauty of our natural looks, the richness of our cultures and the uniqueness of our identities. We ultimately believe that by embracing these foundational aspects of who we are, we open a powerful channel to instill confidence, pride and a strong individual and collective sense of purpose.



OUR PROGRAMMES

At LEXIS Kindergarten we focus on developing the growing child's senses, imagination, and awareness of self and others, in a nurturing, rhythmical, and homelike environment.

Our Early Childhood Program is structured to provide a gradual transition from the life of the home to the structure of an elementary school. It is based upon the simple yet profound concepts of imitation, repetition, and creative play developed by Rudolf Steiner. We use the name "Kindergarten" because in the literal interpretation it means "children's garden." This is the image that we choose to carry on behalf of the young child: a place where childhood is considered a valid and honourable experience, not a time to be rushed toward adulthood.

In the kindergarten, a child will gradually become accustomed to being part of its culture, of working within a group, listening to stories, interacting with a teacher, and following a daily routine, while at the same time being aided in his or her development as an individual through the encouragement of creative play, practical life skills, and artistic opportunities. The teacher deeply understands the young child and the need for movement, as well as the child's devotion to learning about the world through imitating everything he or she experiences.

Here are some of the core activities of our program and the significance of each in relationship to lifelong learning:

BIRTHDAYS

Your child's birthday is a special and most intimate personal festival. Each teacher has a slightly different way of honouring your child and your family. We always ask for the parents to write down keywords from the child's first few years so that we can honour the uniqueness and connectedness of the child. Some of the other different components include a story, verse/poem, singing, birthday cake, cards made by the children, and a special gift given by the teachers to the child. Parents are welcome to participate in this special celebration. Your teacher will contact you, close to the birthday, to choose the date and discuss any necessary preparations.

CIRCLE TIME

The class is brought together to sing songs, dance and recite verses with the teacher. There will be a focus on Tanzanian traditional songs, dances and stories. There may be a connection with the seasons, a particular fairy tale or story, or just part of the general lore of childhood; all guaranteeing good fun for the children.



Repeating and remembering verses sets the stage for the more intense memory work that will be required in elementary school. Repetition is lauded as a foundation for healthy brain development. Rhyming sounds and alliteration found in poems and songs educate the ear, forming the beginnings of spelling and phonics. Directed movement is a basis for healthy brain development.

CRAFT, ARTISTIC ACTIVITY AND NATURAL TOYS

Arts and crafts such as watercolour painting, beeswax modelling, crayon drawing, as well as various forms of handwork such as finger knitting, simple sewing, and woodworking are done as group activities or at the individual initiative of a child. Also we have a schedule with artists who come to teach the children their trade – basket making, weaving, wood arts, pottery etc. These activities encourage the child's natural sense of beauty, colour, and form, as well as laying the groundwork for artistic techniques that will be needed later. They also aid in the development of fine motor skills. High quality natural materials are used for these activities.

We specifically avoid plastic toys because we believe they can be potential health hazards for young children. Natural toys without batteries invite open-ended play - the type of play that fosters creativity and keeps the child interested in the toy for many years. Open-ended toys inspire a child to imagine the countless possibilities for

that toy, and all the while the child is focusing on just that toy. Their thoughts are not jumping from one toy to the next as often occurs when the toys think for the child. The combination of blinking lights, loud sounds or music, and automated movement can be too much information for a small child to process. Pressing one button to make lights blink and sounds appear merely teaches a child simple cause and effect and passes up a wonderful opportunity to encourage more creative play on the child's part. The environment is completely different in a room with natural toys than in a room with battery-operated plastic toys - quieter, more beautiful, and inviting in a very different way, and the child is calmer because of it.

CREATIVE PLAY TIME

The children have a long period of time each day during which they are encouraged to imagine and play, following their own initiative. During this time, the teacher is involved in preparing the snack, sewing, cleaning, making toys or any of a number of practical activities in which the children are welcome to participate. An atmosphere of work and play permeates the room. Within the activities of play, children integrate the world and practice their life skills such as movement and balance, sensory integration, speech and language capacity, social and emotional interactions, and imaginative and cognitive development.



FESTIVALS

We mark the rhythms of the year through the coming and going of religious and culturally relevant festivals. As the year weaves from one festival to another, we are provided with a true reason for preparation and celebration. For the young child, the preparation is half of the joy. They love decorating the room, creating handcrafts, baking special treats, and learning songs and verses chosen just for that particular festival. The stories that are told give the children a pictorial understanding of the festivals, and speak deeply to them, so that we do not need to make explanations.

The teacher will periodically decorate a nature table which changes with the seasons and according to the changes in nature (rain season, fruit seasons, blossom cycles of different plants etc.), bringing into the room a way for the children to celebrate these changes. You might like to let your child have a small table, shelf, or windowsill to create his or her own nature table at home with treasures from walks and outings.

Your teacher will ask for information and details of the festivals and traditions you honour in your family in order to be able to incorporate them at the kindergarten.

LIFE ARTS

Part of the daily experience is tending to the domestic life (cleaning, gardening, cooking, repairing) and self-care (toileting, hair brushing, hand washing). It is a process-oriented approach. For example, the children may grind the grains that they will later mix into their flour for bread making.

Involving the children in practical activities and care of their materials, their environment, and themselves lays the groundwork for organizational skills needed in adult life.

MUSIC

Singing is woven throughout the day and is often used for transitioning from one activity to another. Simple instruments, such as drums and marimbas, are available for the children's use. Simple singing games provide songs and rhymes for parents and children alike to enjoy. The children develop their sense of rhythm, and enhance their memory skills through the singing of specifically chosen and mostly traditional songs.

Music helps children to interact and engage, to express joy and emotions and to be at ease, but it also strongly benefits sense of culture and heritage, intellectual, social, emotional and motor skills, memory, language, and overall literacy. It helps the body and the mind work together.



That is why music penetrates the daily schedule at our kindergarten and brings a lightness to routines. It is those routines, like tidying up and cleaning, which we often perceive as tiresome and boring, but the music turns them into beloved rituals as the teacher gently starts humming a song e.g. as the allocated time for free play approaches completion. Instead of interrupting the children, who most likely have immersed themselves in playful activities or focused tasks, this song will gently remind them to finish and they join in and sing and help to get ready for another adventure.

OUTDOOR PLAY

The nurturing of a child's senses through outdoor experiences and activities is cherished in the early years. Children deeply experience sunlight and darkness, sparkling rain drops, muddy puddles, and clear blue skies. In addition to free outside playtime, there will be a lot of activities within the different sections of the garden including physical skills and movement, planting and harvesting, learning about plants and insects, etc.

A child's experience of outdoor play lays the foundation for later studies of plants and animals, the weather, geology, astronomy, and sciences in general. Extensive outdoor experiences also hone the child's observation and problem solving skills serves as a crucial part of healthy

growth and development. The caring for animals helps the children to be caring, committed, mindful and responsible.

Research shows us that many of the fundamental tasks that children must achieve, such as, exploring, risk-taking, fine and gross motor development and the absorption of vast amounts of basic knowledge, can be most effectively learned through outdoor play.ⁱⁱ For example, when children move over, under, through, beside, and near objects and others, the child better grasps the meaning of these prepositions and geometry concepts. When children are given the opportunity to physically demonstrate action words as stomp, pounce, stalk or slither, or descriptive words such as smooth, strong, gentle or enormous, word comprehension is immediate and long lasting. The words are used and learned in context, as opposed to being a mere collection of letters. This is what promotes emergent literacy and a love of language. Similarly, if children take on high, low, wide, and narrow body shapes, they'll have a much greater understanding of these quantitative concepts, than children who are just presented with the words and definitions. Learning by doing, creates more neural networks in the brain and throughout the body, making the entire body a tool for learning.

Neural pathways are the connections that allow information to travel through the brain – the more pathways, the larger the brain. A new-born enters this



world with their brain only 25 percent formed and 90 percent of human brain development occurs in the first five years of life. Recent research has shown us that the way a child's neural pathways form is determined by the type of human contact and interactions they have in their early years. The neural pathways that are developed in a child's first three years act like roadmaps to later learning.ⁱⁱⁱ

There is a growing amount of research indicating that physical activity activates the brain much more so, than by doing seat work. It is shown that sitting increases fatigue and reduces concentration, while moderate to vigorous movement feeds oxygen, water and glucose to the brain, optimizing its performance.

SNACK TIME

This is another group activity where the children eat together family-style with their teachers. It is likely that they have also helped to prepare the food and set the table. Afterwards, they clear the table and wash their dishes. Since children learn mostly through imitation in their early years, those daily activities of cooking and washing are some of their favourite accomplishments. An emphasis on gratitude for the food and on table manners sets the stage for lifelong social skills. Expression of gratitude for

the simple gifts of everyday life builds a foundation of appreciation and respect for our environment.

STORY TIME

Children hear a special story each day told directly by the teacher. Stories are often told along with a puppet show or other visual components. The ability to sit and listen to an adult for a sustained period of time is a skill that is gradually developed. The same story maybe told many times and in different languages providing the children with a certain familiarity and confidence. The oral tradition of language arts development and the content of the mostly traditional stories expose the children to the beauty of language and literacy and nurture pride in their heritage.

RHYTHMS

Children are carried along by the rhythms of the world they live in, from the rhythms of breathing in their bodies, to the daily rhythms of sleeping and waking. Our view is that children flourish when their daily activities reflect the natural order of life with a rhythmic arrangement of the day. Just as children are carried along by the regular rhythms of the school day, they are also nourished by the regular routine at home (please contact our teachers if you want ideas or inspiration).



POLICIES AND PROCEDURES

SCHOOL CALENDAR 2020

January - March term

beginning of term: 14th January 2019
end of term: 22nd March 2019

April - June term

beginning of term: 1st April 2019
end of term: 28th June 2019

Aug - Sept term (with July as recompensation)

beginning of term: 29th June 2020*
end of term: 27th September 2019

October - December term

beginning of term: 7th October 2019
end of term: 13th December 2019

January - March 2020 term

beginning of term: 6th January 2020
end of term: 3rd April 2020

April - June 2020 term

beginning of term: 14th April 2020
end of term: 27th June 2020

Aug - Sept term

beginning of term: 3rd August 2020
end of term: 1st October 2020

October - December term

beginning of term: 11th October 2020
end of term: 17th December 2020

	Mo	Tue	Wed	Thu	Fri	Sat	Sun
Jan-20			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
Feb-20						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	
Mar-20							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
Apr-20			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
May-20					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23*	24
	25*	26	27	28	29	30	31
Jun-20	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

	Mo	Tue	Wed	Thu	Fri	Sat	Sun
Jul-20			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
Aug-20						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
Sep-20	1	2	3	4	5	6	
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				
Oct-20					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28*	29*	30	31
Nov-20	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
Dec-20			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

- Sundays and public holidays
- school closed
- beginning/end of term
- holiday camp

*date may vary according to government directives



REGISTRATION PROCESS

We are delighted for you and your child/ren to become part of the LEXIS family! Upon registration we will need you to fill out basic information about your child in the form provided as well as your contacts and emergency contacts.

A non-refundable registration fee of \$100 as well as a refundable deposit of \$200, which will be reimbursed against the first fees payment, is required.

Kindly settle unpaid amounts before the term starts to avoid late payment charges.

SCHOOL FEES AND PAYMENT POLICY

	Half Day	Half Day extended	Full Day
hours	8.00-12.00	8.00-14.00	8.00-17.00
	(incl. snack)	(incl. snack & lunch)	
payment per term	\$1000	\$1150	\$1,350

(4 terms per year; monthly instalments possible upon request)

There is an option of attending the kindergarten only 3 times a week, however, it is preferable for the children to attend all week to gain from a full and balanced spectrum of activities. The reduced days option is only available for the first term after registration if the transition from home

to school is delicate or in exceptional cases. Fees are \$600 per term (3days/week) for the Half Day programme (8.00-12.00) or \$690 per term (3 days/week) for Half Day extended (8.00-14.00).

WAITING LIST

Good things start small. We are starting with a number of 20 children and will eventually expand, but the intention is to remain a small boutique type of kindergarten, where we have enough time and space to dedicate to each individual child. If your child could not be admitted immediately, please bear with us whilst on the waiting list, which is managed on a first come first serve basis (according to the date of the written application). Siblings will be prioritized on the waiting list, because we think it is important for them to stay together if possible.

MORNING ARRIVAL

Children are the most sensitive in the mornings. Especially at the beginning of terms we have a short outside playtime in the mornings. This allows the children an opportunity to make a transition between home and school, to find an activity or a friend, or make a connection with a teacher.

Parents are reminded that the class rooms are the kingdom of children and we kindly ask for the children to be dropped off quietly and as swiftly as possible without the



parents entering the class room. This helps avoiding too many interruptions during the activities.

Children can be dropped off between 8 and 8.30 am (latest). At 8.30 we start with our activities and 9.30 the morning circle. There is morning care available, which begins at 7:30 am for parents who need to drop their children early on their way to work. If this concerns you, please let us know in advance.

DROP-OFF TIME

It helps children to know how drop-off time will go. You may inform them ahead of time, assure them that they will have a great time playing with their friends and that you will pick them up – and then leave with confidence, knowing that your children are in good hands. If they cry for long, we promise to call, but that is a rare event. Usually the anticipation of you leaving is the worst part. Soon your child will be happily playing or helping the teacher.

SIGN-IN AND SIGN-OUT

All children must be signed-in and signed-out on a daily basis. There is a dedicated person who fill out the date, the child's name, the time when the child arrived and left the centre and the parent / guardian or registered pickup person has to sign.

The teachers use this book as a valuable tool to keep track of the children, checking it each day against the head count, and taking it with them during fire drills to make sure all are present.

NANNIES

Nannies who come to accompany young kids during their first time at the kindergarten will receive an introduction by our teachers in order to blend in with the rhythm of our activities and teaching methods. The goal is of course, for the child to come independently. If there is a need for an individual arrangement, please speak to our teachers.

ATTENDANCE

Please call or text your child's teacher by 8:30 am each day that your child will be late or absent.

AFTERNOON PROGRAM

The children who are enrolled in the half-day program will be dismissed at 12:00 pm. Children attending the extended half-day programme will eat lunch at the kindergarten and will be dismissed at 14.00. The children attending full days will stay for the afternoon program that includes lunch and a nap period when the children will rest or sleep on a mat for a period of time. During the nap period, the teachers may sing, play an instrument or tell a story. Upon



awaking, the children play indoors or go out to the playground to play and have an afternoon snack. All children who stay for nap are asked to bring a small pillow, which is clearly labelled. The afternoon program ends at 17:00.

HOLIDAY CAMPS

We will keep you up to date about our holiday camps and the respective details (themes, activities, time/date, fees etc.) at least one month in advance.

RELEASING CHILDREN FROM THE SCHOOL

Your child will only be allowed to go home with you or persons listed on their forms as a Pickup Person. If someone else is needed to pick up your child, you need to add his or her name to the form and let your child's teacher know. If its short notice, please call your child's teacher and send a picture of the pickup person via WhatsApp. In the event that your child has not been picked up at the time of closing of the kindergarten, the aftercare or afternoon teacher will wait for you, or someone designated to pick up your child to arrive. If you are held up, please call the reception to let us know that you will be late. If the teacher cannot contact you, the parent, they will call your emergency contacts.

ILLNESS

The best place for your child to be properly nursed through a sickness is at home. Kindergarten is

a busy place and not the right environment for a sick child. Please do not send your child to school if they have symptoms of illness. If a child has a fever with flu-like symptoms, they may not return to school until they have not had a fever for 24 hours without the use of fever-reducing medication.

Children can be adamant about wanting to come to school, but it is far better for them to remain at home until they are truly well. After an illness, children often appear healthy in the morning, but are still not up to the vigorous activity of the classroom. Please allow your child at least one full day of rest after an illness before returning to class. Please notify your child's teacher of any illness your child has as well as any exposure to communicable or highly contagious illnesses.

FOOD AND INDEPENDENT EATING

At LEXIS we prepare meals for all children and we eat together. All meals are prepared with natural ingredients of highest quality. Whenever possible, organic food is served. We provide the children with water and cups and



encourage a lot of water drinking; water is available throughout the day for the children. Each child's special needs are considered. If your child has allergies, please speak to your teacher.

We encourage independent eating even for the little ones. It helps them enjoy their meals more and they will learn to listen to their body and to understand how much food their body needs and when they are full. This is essential to develop strong independent beings who are in tune with their bodies.

CLOTHING

Please bring a labelled cloth bag containing extra clothes to hang in your child's cubby. Don't forget socks and underwear. **All clothing must be labelled with your child's name.** It can be distressing to fall in a puddle or arrive late to the toilet, and it helps if an upset child is able to put on his or her own clothing. The clothes need to be replenished with clean ones as they are used.

The clothes your child wears to school need to be sturdy. We would prefer no fancy or faddish clothes, but rather standard play clothes. We also prefer no media-inspired clothing. Natural fibre clothing is recommended for your child's health and breathability of the skin. We will provide

dungarees for outdoor play time in order to protect their clothes.

The children go outside every day, where they usually play in the shade, however, we still recommend sun hats to protect your child and allow them to play comfortably.

POTTY

For children new to potty training, we take regular potty breaks, but occasionally accidents happen, even with children who have been potty trained for a while. Sometimes the excitement of being in a new place can be a distraction for a while.

DIAPERS

We have a shelf to store diapers and wipes, please bring a supply for your child to keep at school. The teachers will let you know when more diapers are needed. The changing table is cleaned with antiseptic spray and we always wash the children's hands and our own. The children are encouraged to try the potty when they show interest after seeing their peers using them. If you wish for us to use special cream for your child, it must be clearly marked with the child's name and we must have a signed permission from you as parents.



SHOES AND SLIPPERS AND GOING BAREFOOT

The children play heartily and do a lot of physical activities outside so please do not send them in high-heeled or slippery bottomed shoes.

However, we encourage them to walk barefoot whenever it's safe. There's nothing better for young feet than walking barefoot. It helps muscles develop, allows the skin to breathe and feeling the ground beneath their feet will help them being confident and agile.

WEATHER

We are outside every day in most weather, so it is imperative that your child is dressed appropriately. When it's hot, all children must wear sunhats, we encourage play in the shade and give access to plenty of drinking water. When it's raining we will still go outside, with children dressed appropriately and for a shorter period of time.

PRO-SOCIAL BEHAVIOUR/GUIDANCE AND DISCIPLINE

As teachers we see our task to be removers of hindrances, allowing the children's gifts to unfold. We try to harmonize the children's development by providing opportunities for physical activity, creating feelings of security (which involves the teachers being

kind but strong individuals), providing warmth (both outer to protect their organs and inner warmth to make them feel acknowledged, accepted, and cared for), serving good, nutritious whole foods for optimal growth, providing behavioural boundaries (rules), presenting calm activities that interest but do not overwhelm, allowing children to do things for themselves, and providing predictable and rhythmic days, full of time for imaginative play.

It is fundamental to see and affirm the children for who they are, and to assist them when they are having social difficulties. "No" is saved for the occasions when children may hurt themselves, others, or the classroom things.

Occasionally a child may need to be separated from the group in order to have guidance from a teacher or in order to calm themselves. On these occasions they are most often with an adult who keeps the child close by her side. Children are never separated for more than a couple of minutes from their classmates, and children are not left alone nor locked up. If a child needs this type of separation from the group on a regular basis parents will be notified. We do not use any corporal punishment or such threats. We do not tolerate humiliating or yelling or abusive language or punishment associated with food or naps.



FIELD TRIPS AND TRANSPORTATION

Every teacher has a checklist of items as a support tool to promote safety, communication, and planning for outings. A Class Field Trip Form is filled out and returned to the office listing the names of the children in attendance, the destination, destination phone number, and directions to the destination. The date/time leaving the kindergarten is listed, along with the return time. A Field Trip Driver/Chaperone Information Sheet lists every driver, their cell phone and their passengers.

Each driver will carry directions and a complete set of Back to School forms for the class with permission from the parents and emergency contacts. Copies of drivers' licenses, registration and insurance are required from each driver who drives children who are not their own. The teacher talks to the parents concerning seating (proper seat belts and restraints) and emergency procedures on the road. Each car carries some first aid items with them.

EMERGENCY CONTACTS

It is essential that we always have a current phone number so we can reach you should an emergency arise. Please keep the office and your teacher up-to-date as to your whereabouts and any changes in your address, e-mail, or

home, office, and cell numbers. Parents will be called to pick up a sick child.

NOTIFICATION FOR ILLNESSES, ACCIDENTS, INJURIES

In the case of minor illnesses, accidents, or injuries that require a parent or guardian to come pick up your child, we will call the emergency numbers and emergency contacts that you have identified on your form.

HEALTH AND MEDICATION INFORMATION

Because your child spends such a large portion of the day with us at school, it is imperative that we partner with you, the parents, regarding the health and well-being of your child. We need to

know about any special health concerns your child might have such as asthma or allergies. A list of food allergies will be posted discreetly in the kitchen area of the classroom. Please list your child(ren)'s allergies and give us instructions accordingly.

If an illness or injury is serious, we will immediately contact the child's parent(s). The school will err on the side of caution, so if calling an ambulance is necessary, please know that the school insurance covers any cost over and beyond what your insurance would cover for these



services. We want you to know that the staff is trained and certified in CPR, First Aid, Universal Precautions, and Medication Administration.

STUDENT/TEACHER RATIO

The ratio of caretaker to student in the nursery is one to six. Each class has an experienced lead teacher and teaching assistants.

BACK-TO-SCHOOL OPEN HOUSE

Your child's teacher will advise you of the date and time for Back-To-School Open Houses. This is a relaxing time for the parents, children, and teachers to meet and mingle, and watch the children play.

PARENT REPORTING AND MEETINGS

The teachers will be sending out weekly reports about the activities. There is a WhatsApp group for general reminders. We prepare password protected online galleries where parents can download the pictures of their children to keep as memories.

The parent meetings throughout the year will be announced by your child's teacher. Families will be offered an opportunity to ask questions regarding school policies and procedures at the first parent meeting of the school year.

Individual parent-teacher conferences are held twice a year. It is advisable for all parents/guardians to attend when possible. You will hear about your child, and comments may include looking at social skills, personality at school, and anecdotes. It is a time when parents and the teacher can communicate and align their efforts. You will be notified of the dates and times to sign up.

We frequently see and talk to you at drop-off and pick-up times, but any time you have concerns, or wish to have a more in-depth conversation, feel free to contact us. We may call you, or send a note, for example, your child has a minor injury. If your child is experiencing an ongoing difficulty, we will call you to arrange a special conference at any point in time.

TOYS

Please don't allow your child to bring toys to school. Be sure to check pockets as we often find little cars and toys hidden inside. We always find it necessary to put the toys away in cubbies because they can get lost (tears), are distracting, and/or the children fight over them. So please keep them safe at home or in the car.

We will invite the children once a month for a special day, where each child can bring one toy from home and we



will play and share and tell stories about them during circle time.

TELEVISION AND MEDIA

We have found that media screen time is counter-productive to what we are trying to nurture in the young child. We ask that all families make a commitment to protect their growing children by reducing these activities from their children's lives as much as possible – particular in the early years.

We encourage you to explore the many alternatives to media. Examples may be found in any domestic work (washing dishes, gardening, carpentry, polishing shoes or

tables, spraying water on plants). Drawing or beeswax-modelling are good alternative activities. And, of course, play is the best possible work for children of this age. Our teachers would be happy to share ideas or suggest other alternatives for your family. It isn't easy, but the rewards are great and last a lifetime!

VISITORS

Visitors must check in with the receptionist and sign in, stating the time they arrived and what business they have at the school. The receptionist, will assist them. A guest book is on the table for guests to sign.

ⁱ Hanley, M., Noblit, G. (2009). Cultural responsiveness, racial identity and academic success: a review of literature. Retrieved from: http://www.heinz.org/UserFiles/Library/Culture-Report_FINAL.pdf

ⁱⁱ Johnson, J., Christie, J., Wardle, F. (2010). The Importance of Outdoor Play for Children. Retrieved from: <http://www.communityplaythings.com/resources/articles/2010/outdoor-play>

ⁱⁱⁱ De Voy, J. (2014). Nurturing Neural Pathways. Retrieved from: <http://wynyardchiro.com.au/nurturing-neural-pathways/>