AL-BAYAN
BILINGUAL SCHOOL

BBS PRESCHOOL HANDBOOK

FOR PARENTS

2026-2027

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Introduction and Principal's Message

Founder's Vision

Al Bayan was founded by the late Mrs. Fawzia Al-Sultan Al-Essa (*God bless her soul*), supported by fourteen women. The purpose was to establish a school that bridges the progress of the West and the traditional values of the Arab culture. Thus, the bilingual program of the school came into existence, a program that prepares the students for the world of today and the challenges of tomorrow, a program that constitutes a happy marriage between the "Modern" and the "Traditional". With this clear vision, Al Bayan Bilingual School was established in 1977, as the first bilingual school in Kuwait.

School Mission

Al-Bayan Bilingual School is an Arabic and English learning community nurturing compassionate and innovative students, leading sustainable change and progress in Kuwait and the global environment.

Al-Bayan Objectives

Al Bayan prepares and inspires its students to be:

- Fluent in Arabic and English
- Critical thinkers and lifelong learners
- Independent and collaborative
- Innovative and creative
- Ethical and compassionate
- Civically engaged locally and globally
- Environmentally conscious

Al-Bayan Character Ethos

Al-Bayan Bilingual School community members take responsibility for themselves, act with honesty, treat themselves and others with respect, and model the behavior they expect from others.

Al-Bayan Character Beliefs

- I am responsible for myself.
- I choose to act with honesty.
- I treat myself and others with respect.
- I model the behavior I expect from others.
- We are all part of one community.

As our school philosophy states, we expect all of our stakeholders (students, teachers, administrators, support staff, Board of Trustees, and parents) to embody and express a well-defined code of ethics, values, and standards

on a daily basis, in and out of school. At BBS we strive to develop a spirit of independence, responsibility, empathy, respect, and acceptance.

These values have always been close to BBS's heart. As our school grows and evolves we must continually renew and recommit ourselves to maintaining and developing these qualities that are the center of the BBS ethos.

As you have entrusted us to develop your child in all ways, we ask you to trust our efforts in accomplishing this goal.

Principal's Message

Welcome to Al-Bayan Bilingual Preschool! We would like to warmly welcome you and your child. This is a wonderful time in your child's life. Children are curious about the world around them and are asking questions. They are developing cognitively and physically every day and this varies from child to child.

In Preschool, we believe that early childhood education paves the path to lifelong learning. With nurture and encouragement, we motivate our young learners to be independent and confident critical thinkers. We value the whole child, which means to develop the physical, social, emotional, and cognitive growth of each student.

Taking inspiration from the Reggio Emilia approach, we encourage our students to scaffold their own learning, by exploring and discovering. Through invitations and provocations, our teachers foster thinking and wondering, to better meet and support each student's learning needs.

As educators in the Preschool, we strive to provide your child with the best opportunities to learn and to have the best learning experiences possible. The faculty is aware of the children's needs and provides plenty of stimulating activities to encourage and help them achieve their potential. We are certain that with your support and cooperation, this year will be a successful and enjoyable experience for your child.



Warm Regards,

Sura Abdul-Niby

Preschool Principal

Administration & Support Staff:

Director: Mr. Wayne Richardson	wayne.richardson@bbs.edu.kw
Deputy Director: Mr. Paul Said	paul.said@bbs.edu.kw
PS Principal: Ms. Sura Abdul-Niby	sura.abdulniby@bbs.edu.kw
PS Assistant Principal: Ms. May Al Andary	may.alandary@bbs.edu.kw
PS Office Manager: Ms. Walaa Nasrawin	walaa.nasrawin@bbs.edu.kw
PS Admin. Assistant: Ms. Rima AlZain	rima.alzain@bbs.edu.kw
PS Admin. Assistant: Ms. Iman Dalli	iman.dalli@bbs.edu.kw

School Hours & Information:

- Office Hours: 7:00 am - 3:00 pm
- Student Day: 7:30 am - 12:30 pm
- Telephone: 2227 5000 - Ext. 7100

Division Information

School Hours

The classroom program commences at 7:30 a.m. Parents should not send their children before 7:00 a.m. because there will not be any supervision before that time. Therefore, the school is not responsible for any child left alone before 7:00 a.m.

Upon arrival, children put their lunch bags in their cubbies and then go to the playground to wait, supervised by a parent or personal nanny, (students may not be left alone) until the morning bell for morning duty in the playground is sounded at 7:00 a.m. At 7:00 a.m. teachers will be on morning duty to supervise students in the playground. Children do not stay inside the building unless the weather is bad (rainy, dusty, cold, humid, or very hot). The outdoor morning routine begins at 7:20 a.m. daily, beginning week 3 of school.

The Preschool program ends at 12:30 p.m. Parents or nannies will be asked to sign on a "Sign-out" sheet for the release of children at the end of the day. No child will be released with a different person unless a notice has been sent or a call has been made to the school office, and identification is provided.

Arrival/Dismissal of Children

It is very important that a child attends class on time. Failure to be on time greatly affects the child's level of language fluency because they miss out on important phonics skills. All children arriving after 7:45 a.m. are required to pass by the nurse's office for a late pass. The child will be escorted to their classroom. We encourage all children to stay until the end of the day. We believe in "bell to bell" instruction. If you have to take your child early, please go to the Preschool reception and tell the name and class of your child. The classroom teacher will be notified and your child will be escorted to you. You will be given a dismissal slip to be given to the guards at the gate when exiting. Parents cannot go directly to the child's class and take him/her. This is for their safety and the safety of other children as well. **Permits for early dismissal will not be given after 12:00 p.m.**; except in emergency situations.

Additional Information:

- Drivers are not allowed on campus.
- Parents are not allowed to go into the classroom during instructional time to try to talk to the teacher when the children are in the classroom.
- Parents may not stand outside the classroom doors during the school day.

Safety

The streets around the school are very crowded during dismissal time. Please remind your child to hold their nanny's hand and not to run or walk freely. The same applies to nannies; please remind them that their prime

responsibility is the safety of the child and that they should not let him/her run or walk alone between cars. The nannies should follow the security guards' directions as well. **Nannies should not use cell phones once inside the gate**. A BBS identification card must be worn to enter the gate.

Daily Routine

A typical daily classroom routine includes a combination of direct instructions and opportunities for children to choose their own activities. Children will work individually, in small groups, and as part of a large group. The use of worksheets and drill instructional practices is kept to a minimum. The Reggio inspired program invites students to explore and scaffold their learning with a focus on different themes, pre-reading skills, pre-writing skills, oral language and critical awareness. Additionally, class activities are differentiated to meet students' different needs. Other areas in the curriculum include developing fine motor skills, math, Islamic Studies, art, physical education, music, and child protection. Each week, built into the schedule, each student will have English music, Arabic music, P.E., and time in the Atelier, with a specialized teacher for each subject. Students will also have weekly Protect Ed lessons, taught by the counselor and classroom teacher.

Class Lists

Preschool students move up to the next grade level with some students from the same class from the previous year. This supports students in adjusting at the beginning of the school year and seeing familiar faces. However, it is also important for children to make new friends. Sometimes there are requests from parents to move students to another class, however moving one child means switching with another child from another class to keep numbers balanced, which would not be fair to separate a student from their familiar group. Al-Bayan Bilingual School's objective is to create the BEST possible learning environment for EVERY child in EVERY class. **School management will NOT accept any requests to place children in specific classes.** Instead, the school will continue to do everything in its power to do what is best for the students, keeping the best interests of all children in mind. This is our school policy.

Health Clinics

Role of a Nurse

- Provide medical care for injuries and acute illness.
- Long term management of children with special health care needs.
- Maintain children's health records regarding issues of each child from mild illnesses and/or injuries that happened in school.
- Conduct child developmental screening upon entry to school and per semester. These screenings record each child's: weight, hearing, and vision.

Illness

A child that has a fever, a runny nose, a persistent cough, an unfamiliar rash, diarrhea or is vomiting must stay home until he/she is symptom free for at least 24 hours. No fever medicine will be administered at school.

Contagious diseases

If your child has a contagious disease such as measles, chicken pox, mumps, head lice or HFMD, he/she must stay home until he/she is no longer contagious. Parents must inform the school immediately when symptoms are noticed. A child will be permitted to return to school upon presenting a written note by a physician to the nurse that the child is no longer contagious.

Fractures and bone injuries

In the case of any fractures or broken bones, a medical report is required outlining details of the injury and specific care instructions, in order for the school to accommodate for your child's needs during this time. Our goal is to ensure your child's learning is not disrupted, however, in the case where we are unable to meet specific needs or adequate documentation is not presented, your child may be asked to stay home.

Medication

If it is necessary that your child take medicine at school, a written note from the parent or physician is required stating the child's name; name of medicine; dosage; time the medicine needs to be given; and the reason for the medication. Medicine must be in the original packaging.

Sleep

Children at preschool age require more sleep than adults. Each child's needs are different. The easiest way to determine the amount of sleep your child requires is to observe him/her on a non-school day. Note the time he/she is put to bed and allow him/her to wake up on his/her own the next morning. Note how many hours he/she slept. This will more than likely be between 9-12 hours. This is the amount of sleep your child needs. Please put him/her to bed so that he/she will receive this number of hours before the time he/she must get up for school. Mornings and the adjustment to school will be much easier if he/she gets a good night's sleep.

Nutrition and "Nut Free" Zone

We emphasize proper nutrition in Preschool and encourage parents to pack a healthy lunch. We are a "nut-free" campus.

Suggestions	Not allowed
✅ Fresh fruits and vegetables (already cut for easy eating) ✅ Juices, Milk ✅ Cheese pieces ✅ Sandwiches (not chocolate) ✅ Low sugar cereals in a bag ✅ Zaatar, Labneh, Yogurt ✅ Boiled eggs	☒ Chips, crisps, etc. ☒ Cakes, cookies ☒ Soda (fizzy drinks) ☒ Candy, chocolate, gum ☒ Nuts of any kind

Absence

Parents are responsible for notifying the school when a child is absent. The teacher will call parents on the third day to inquire further about a child's absence.

Communication

Classroom newsletters, sometimes referred to as weekly schedules, are posted on Seesaw at the end of each week. These are to inform you about what your child will be learning the following week. Parents are encouraged to read the newsletter and use it to reinforce the skills taught at school. All important dates, such as field trips or special events, will also be listed on these weekly newsletters. We encourage all parents to download the Seesaw app and join Seesaw Family.

A monthly newsletter from the Preschool administration will be sent by email at the end of each month. These newsletters will highlight student learning and activities throughout the month and share any announcements relating to Preschool. They will also contain information about any upcoming important dates.



Parent/Teacher Conferences

- If you wish to discuss your child's progress with the teachers at any point in the year, please call the school reception office to set up an appointment.
- If you are concerned about any matter, please see the teacher first. If you need further advice after speaking with the teachers, the Assistant Principal or Principal will be happy to assist.

Parent conferences are held twice a year. Meeting times are scheduled through Skoolee and parents may select from available times offered. However, meetings are only for ten minutes. If you feel more time is needed, you are welcome to schedule a parent conference for another day.



School Counselor

The preschool Counselor is available to advise both parents and faculty on academic or social problems. The School Counselor works with the teacher and gives advice and recommendations when a child has been referred. The administration, teachers, and counselor work together for the benefit of the children.

Parent Process for Sharing Concerns

On occasion, problems or concerns will come up in which you, as the parent, need to voice your concern. We encourage you to let us know when something arises so we may work together to address and resolve any issues, and maintain good communication.

Here are the steps to take toward solving a problem:

What to Do:	Keep in mind:
1. Speak with your child's teacher either through email, phone, or leave a message for the teacher to call you back. Teachers have the most contact with your child and most influence for helping to solve the problem immediately, especially if the problem is between students in the classroom. 2. If after discussing the problem with the teacher and things continue to persist, please contact Ms. May, Assistant Principal. 3. Problems that are very serious should be brought to Ms. Sura, PS Principal, or if a problem is not resolved. 4. Contacting the BBS director, Mr. Wayne should be a last resort for matters regarding your child. The director has the least contact with your child and may not have all the details to help you.	1. Parents should not talk to other students who may have been involved in a disagreement with their child. 2. If your child reports a problem to you, please keep in mind there are usually many perspectives and at least two sides to the story.

Additionally, if you have any further questions or concerns, please do not hesitate to make an appointment.

Instructional program

Play is the primary vehicle of learning for the young child. Play allows the child to experiment, explore and manipulate his/her environment while developing imagination and creativity. Engaging in symbolic play allows a young child to express his or her thoughts and ideas, practice and rehearse new roles, and test out newly acquired knowledge and skills. Young children construct knowledge based on their real-life experiences; they learn by doing. Children increase their own knowledge of the world through repeated interactions with people and materials. Our classrooms are designed to encourage children's active exploration with adults, other children, and materials.

Al Bayan Bilingual Preschool also follows curriculum goals that encourage children to be actively involved in the learning process and to experience a variety of developmentally appropriate activities and materials. It also develops practical life skills and provides the children with the necessary foundation for future years.

Our KG program is inspired by the Reggio Emilia approach to early childhood education. We value the child as strong, capable, and rich with wonder and knowledge. Every child brings with him/her a deep curiosity and potential to make meaning of their world and their place in it. We strive to help every child reach his/her full potential in a caring and nurturing environment. Our Reggio-inspired program is aimed at developing learning through hands-on explorations while fostering a rich language environment. Complementary to the Reggio Emilia approach we follow the AERO standard based curriculum. Additionally, we have adopted the UFLI phonics program to enrich reading fluency.

Some of our curriculum objectives include the following:

Language Development

- Recognize their names
- Recognize letter names and sounds
- Communicate their needs and thoughts in words
- Develop their spoken language, and expand their vocabulary
- Listen with understanding and respond to directions and conversations
- Understand the purpose of print and become familiar with books
- Dictate stories and experiences
- Read sight words
- Read/ write simple sentences

Math

- Sort and classify
- Recognize patterns
- Identify and name shapes and colors
- Recognize numbers, count objects and understand one-to-one correspondence

Physical Development

- Develop large muscle skills through exercise, creative movement and balancing, running, jumping, throwing, and catching
- Develop fine motor skills through the use of scissors, crayons, puzzles, and beads

Science

- Appreciate science through hands-on activities
- Make observations and draw conclusions
- Investigate living things in the environment
- Use scientific tools such as balance scales and magnifying glasses for investigation
- Use common weather-related vocabulary
- Understand basic safety practices
- Be aware of health & nutrition through healthy eating and proper hand washing routines

Fine Arts & Music

- Explore creativity and various art forms
- Develop an appreciation for the Fine Arts and Music

Social - Emotional Development

- Develop self-control and comfort away from parents
- Manage transitions and begin to adapt to changes in routine
- Engage in cooperative group play
- Share materials and experiences
- Take turns
- Develop relationships with other children and adults
- Show initiative and independence in actions
- Exhibit eagerness and curiosity as learners
- Develop problem-solving skills
- Develop listening skills and learn to follow basic instructions

Home Learning

Purpose

Home learning in Preschool should focus on reading, language development, reinforcement of classroom learning, and positive family engagement.

Expectations

- Provide a small number of purposeful home-learning activities each week, usually inquiry based.
- Prioritize reading with and to children in both English and Arabic.
- Encourage students to talk about, draw, create, or practice concepts introduced at school.
- Use home learning to build positive attitudes toward learning rather than compliance with formal homework.
- Activities should be developmentally appropriate and should not require significant parent teaching.

Platforms and Resources

- Seesaw may be used for English and Arabic activities.
- Raz-Kids and I Read Arabic may be used to support reading.
- Students may take appropriate books home and record reading in a reading log.

Assessment

- Preschool home learning is not formally graded.
- Participation

may be discussed during parent conferences and, where appropriate, referenced in report card comments.

Parent Role

Parents are encouraged to read, talk, encourage, and participate, rather than complete activities for their children.

Each year, the curriculum objectives are discussed at our 'Back to School Night' event, to provide parents with a better understanding and grade specific overview.

Field Experiences (Trips)

Field Experiences are an essential part of the educational program. They provide children with hands-on experiences and they help to reinforce topics taught. Field experiences are scheduled throughout the school year. Payment and consent for field trips are received through Skoolee. If your child is sick, please keep him/her at home. It is difficult to give your child the extra attention needed when he/she does not feel well on these field experiences. In some cases, parents may be invited to participate in a field trip experience.

Policy For: Parents invited to accompany children on a school field trip:

- The parent will use personal transportation to drive themselves to the experience.
- The parent has to comply with school policies and procedures during field trips.
- The parent will assist teachers and take responsibility for a small group of children during the field trip.
- Parents should refrain from taking photos or videos of children other than their own.

School Activities

The Preschool department hosts various events that parents are invited to attend, such as Orientation, Back to School Night, Sports Days, Reggio Open Day, Musical Concerts, Graduation, and Parent-Teacher conferences. A live event calendar is shared with parents on the school website and weekly schedules.

Assessment

Report cards are an indication of your child's progress through the school year. Parents must remember that children develop at different rates and should be encouraging and supportive towards their child. A Progress report is shared in November, and report cards are distributed in March and June.

Students will have ongoing assessments throughout the school year. Teachers take anecdotal notes from day to day and record student progress and achievements. A big part of the Reggio approach is documentation. This means the teachers often observe and record what they see. Documentation is done for the purpose of identifying a child's strengths and their thinking at the time. Teachers use this documentation to scaffold a child's learning. Documentation is displayed or easily accessible to provide a record of the learning process.

Community Policy

- Members of the BBS community include students, parents, faculty, staff members, and school employees.
- The right to an education means that teachers are free to teach and students are free to learn without being interrupted by inconsiderate and unruly behavior.
- Members of the BBS community have the right to develop their own individuality without criticism or pressure from others, so long as it does not interfere with the rights of others.
- Members of the BBS community have the right to privacy.
- Members of the BBS community have freedom from being set apart or mocked because of race, sex, religion, culture, disability, classroom performance, etc.
- Members of the BBS community have the right to have personal and school property respected and safeguarded.
- All stakeholders are expected to treat each other with dignity and respect; this includes all faculty, support staff, maids, guards, students, and parents. All members of the BBS community are afforded this right.
- The school owners, the BOD, and the divisional school administration will work to ensure that the school's rules, policies, and procedures, for all BBS stakeholders, must be consistently and fairly enforced.
- Faculty and staff must enforce and follow all school rules, policies, and procedures with consistency, fairness, and respect, and are expected to model these values in their interactions with peers, students, and parents.
- Students and parents are expected to follow all school rules, policies, and procedures; by reinforcing these. Parents and students join the school in modeling these values. Rules, policies, and procedures are available for parents through divisional school guides, the school website, through information detailed at "Back to School" nights, and through other available communication.
- Consequences for breaking rules or policies must be accepted in a mature and respectful manner by teachers, students, and parents.
- Students and parents must communicate their concerns respectfully and promptly following school protocol, as outlined in the divisional guides.
- The parent, hereby, declares and agrees that under no circumstances, whatever the reasons or motives, will he/she intimidate/threaten, or physically, verbally, or mentally abuse any BBS community member for any matter relating to his/her son or daughter, whether inside or outside the school campus.
- If a parent breaches the above agreement, the school administration reserves the right to immediately expel the student from the school without notification or warning and to take appropriate legal action against the parent.

Admission, Promotion & Retention

Students in Preschool are automatically promoted to the next grade level. Preschool makes recommendations for improvement and monitors the progress of these students; and provides the necessary support to help students achieve the expected grade level standards as much as possible. Preschool administrators and teachers ensure to share all relevant information with parents.

In a few cases, some students may not be promoted to the next grade level if they have not acquired the necessary skills to succeed in the school. Rarely, some students may be required to withdraw from the school if they are unable to meet the minimum academic, social, emotional and behavior requirements to be successful in Preschool. These requirements are:

- Adapting to daily school routines.
- Following classroom agreements, and being able to work collaboratively with others.
- Meeting basic academic skills to be successful for the next school year.

In Preschool & Elementary School, students are automatically promoted; however, the school administration can consider 'conditional promotion' should the student be failing to meet grade-level requirements. The 'conditional promotion' letter clarifies the expectations for follow-up on the student's academic performance and the support required for meeting the next grade-level requirements. Based on the discretion of the school administration, the Retention Protocol might be considered.

Transitions

School transitions, whether moving from one educational phase to the next or transitioning to a new school, are significant events that can impact a student's academic performance and overall well-being. Positive experiences during transitions can increase a student's ability to adapt to future changes and provide a more secure foundation for their development. It is essential to enable parents/carers and staff to support and facilitate successful transitions through responsive relationships that are secure, consistent, and continuous.

Preschool transitions will be planned with sensitivity to each student's needs.

- Entry to Preschool
- Moving from Preschool to Elementary School

The benefits and importance of a successful transition

A planned transition has long-lasting benefits. Such as:

- Feeling comfortable, relaxed and valued
- Giving students a clear understanding of the new academic expectations and responsibilities ahead of them
- Support towards independence and developing their confidence and ability to cope with change
- Feeling excited and motivated to learn
- Having good relationships and a peer network with others
- Developing a sense of belonging within the school community.

A positive start can make a big difference to students' school engagement, learning and wellbeing.

Strategies

BBS offers a number of experiences to support a successful transition for students. Such as orientation sessions, visits to schools and classrooms, presentations to parents, and opportunities to meet teachers and administrators.

Assessment

During transitions, ongoing assessment provides an essential means to monitor student academic and well-being progress to parents, guardians, and relevant stakeholders. It includes both formal reports (such as report cards) and informal updates (such as parent-teacher conferences), and gives a clear picture of a student's strengths, academic and well-being progress to date, challenges, and next steps for learning.

Monitoring and Evaluating Policy

Monitoring and evaluating transitions across the school are crucial for ensuring that the policy is effective and supportive of student learning and wellbeing. This involves regular reflection on the effectiveness of BBS's transition policy and practices, gathering feedback, and assessing how well the transition program supports student outcomes as they move from one school to the next. Continuous transition reviews help to identify areas of success, areas for improvement, and ensure that the policy remains responsive to the evolving needs of the school community.

Management of Transitions / Procedures and Practices

KG1 to KG2

- Towards the end of each school year, each KG1 class visits a KG2 class for a story/activity.
- There is an orientation day at the beginning of the school year for students to meet teachers and familiarize themselves with their new classes.

KG2 to Grade 1

- A session for all kG2 students takes place in the Elementary multipurpose room to share information.
- KG2 students will visit the Elementary School classes for a day and have a tour around the building. They are partnered with grade 1 students.
- The Elementary school leadership team holds an information session about grade 1 at the end of the school year for KG2 parents.
- Students receive a transition pack from the grade 1 team before the summer break.
- The counselors are involved in the planning and execution of the transition plan.
- Principals and counselors collaborate and work closely throughout the process to make any adjustments where necessary.
- There is an orientation day at the beginning of the school year for students to meet teachers and familiarize themselves with their new classes.

Student Code of Conduct

School Uniform

Children should be dressed in the official Al Bayan uniform with the BBS logo.

- These are sold through the BBS website.
- Each article of clothing should have the child's name on it.
- Tennis or rubber soled shoes with Velcro fastening are mandatory.
- Open toed sandals/Crocs are not permitted for safety reasons.
- Children should not wear jewelry to school. The teachers or school will not be responsible for any lost items.
- Free Dress: On certain occasions, children will not be required to wear their school uniform, but may come in free dress. These days will be announced. Usually they are on the last Thursday of every month. Please check Seesaw for class announcements to be sure.
- Teachers request an extra change of clothing for your child to be kept at school, in case of an accident. Clothing should be placed in a Ziploc bag and properly marked with the child's name.

Learning Circles

Al-Bayan is proud to be a Learning Circles school. All teachers, from KG1 to Grade 12 are trained to use the Learning Circles process, which strongly supports the character education goals at BBS. Learning Circles engages all teachers, administrators, support staff, students, and families in working together to create a supportive learning community through the daily use of the four Learning Circles Agreements:

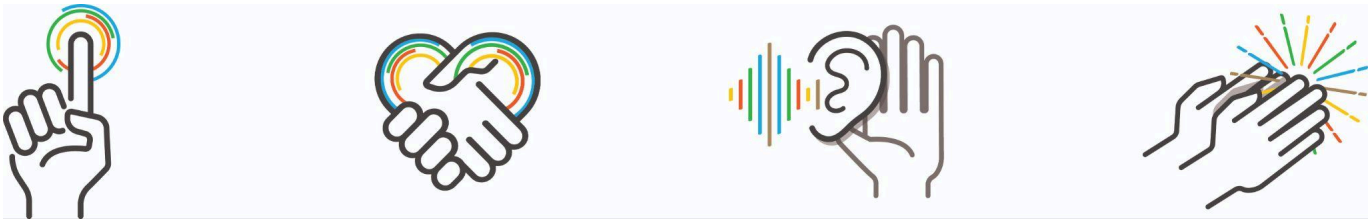
- Right to Participate/Right to Pass
- Attentive Listening
- Appreciation/No Put Downs
- Mutual Respect

Learning Circles encourage student collaboration, independent learning, and self-reflection through targeted Learning Circles strategies and techniques. More information on the Learning Circles process can be found on the BBS website under "Parent Resources."

Each grade level has a set of classrooms, playground, and restroom rules that each child must follow and abide by. Constant reinforcement of rules helps to maintain a pleasant and stimulating learning environment for your child.

- Use kind words: Please, sorry, thank you
- Listen attentively when someone speaks
- Treat school material with care
- Never leave the playground without an adult
- Use appropriate language with friends
- Wash hands: After recess, after using the toilet and after eating
- Take turns and show patience in the line
- "Walking feet" indoors (no running)
- Take care of personal items (place Items where they belong)

Our goal is to provide a safe and nurturing environment for all students. In some cases, parents may be contacted by the Preschool counselor if the desired environment we strive for is affected by certain student behaviors that do not meet expectations at BBS. The purpose of this communication would be to work in partnership to provide additional support to the student, and cooperation would be expected. In rare cases, the Preschool admin team may become involved to ensure that our high standards of safety, security and trust are maintained.



General Matters

Bus Service

Bus service is available from an external private bus company. All arrangements must be made through the BBS website. Bus children are placed on the bus at 12:15 p.m. The school must be notified if parents wish to collect their child on any day instead of letting him/her ride the bus home. If no phone call is made nor a note is sent, your child will be placed on the bus. All bus children must act appropriately on the bus. It is very important that your children listen and follow directions from the adults or supervisors. If your child rides the bus, we encourage you to discuss the importance of correct behavior on the bus.

Birthdays and Special Events

Please adhere to the following birthday recognition guidelines:

- In our goal to maximize your child's instructional time and in accordance with BBS school policy; birthday parties are not celebrated during the school day.
- Additionally, we respect and value parents' desire to be creative in their approach to celebrating their child's birthday in a special way. However, our need to protect the instructional day is valuable to your child's education. Therefore, please do not send any balloons, gifts, or any other form of entertainment that may cause a disruption.
- Arranging for entertainment, pizza, birthday cakes, classroom parties, activities, games, etc. is not appropriate or permitted during school hours, including snack time. Items will be returned home, if sent to the school.
- If you are planning to have a party at home, please bring paper party invitations only to the guidance counselor; (you should have one for EVERY child in the room or boys alone/girls alone if you wish us to distribute the invitations).
- As always, if you have any questions, please, do not hesitate to ask the teacher, call the office and we will do our best to assist you.

Suggestions for Parents at Home

Children have many needs. There are many things that you as a parent can do to help make school a wonderful experience for your child. **Listed below are some helpful suggestions:**

- Read to your child and have plenty of books at home for your child to see.
- Praise your child when he/she successfully completes a task.
- Set aside a special time each day to listen to and talk with your child. In this manner, you are encouraging listening and showing interest.
- Discuss school activities, school friends, and new experiences with your child. By doing this, you encourage learning.
- Establish bedtime and wake-up routines.

- Have your child participate in everyday chores in order to develop a sense of responsibility (i.e. picking up toys, folding clothes).
- Encourage your child to do things for himself/herself (dressing, carrying own lunchbox, feeding themselves, etc.).
- Encourage your child to go to the bathroom and be able to clean himself/herself without extra help.
- Show an interest in school. Become involved in your child's education and progress. Make appointments with the teachers to discuss your child's progress or concerns.
- Read all the newsletters or notices sent from school.
- Be mindful of what your child brings to lunch every day and encourage him/her to eat healthy food.

Conclusion

The purpose of this handbook is to assist you. If you still have any questions, please don't hesitate to contact us. Our doors are always open! Your support is greatly valued and we look forward to meeting you.