


# PARENTS


# HANDBOOK



 [thelilliputworld.jogja](https://www.instagram.com/thelilliputworld.jogja)

 [www.tamanciptakarya.or.id](http://www.tamanciptakarya.or.id)

 +62 821-3740-1199

 **OFFICE HOUR**  
Monday – Friday  
8:30 AM – 4:00 PM

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## A. INTRODUCTION TO THE LILLIPUT WORLD



The **Taman Cipta Karya Nusantara Foundation (TCKN)** is an educational and social institution committed to advancing education and enhancing the life of the wider community. It puts this commitment into action in several ways, the first of which was the establishment of **The Lilliput World**, a school which focuses on early childhood education. The Lilliput World opened its first classes on 20 September 2021, offering a Toddler Class for children aged 1–3 years, called the Arjuna Class and a Pre-school Class for children aged 3–6 years, named the Bima Class.

Since it first started, The Lilliput World has been playing an important role not just in furthering early childhood education but also creating opportunities for parents to participate in their children's early learning. Its positive impact on the community has been deepened through the establishment of Parents Group Discussions (PGD) for parents of The Lilliput World students. These discussions serve as a peer-to-peer platform for parents to exchange knowledge, share experiences and discuss parenting strategies, fostering a supportive and collaborative network for families.

Building on this success, TCKN established **The Bridge Academy** to ensure the quality of teaching and learning. It also founded the Parents' Community, which is overseen by The Bridge Academy, to promote family well-being, provide a platform for parents to engage more closely with school life and strengthen the role of parents as active participants in their children's education. The Lilliput World curriculum is regularly reviewed to ensure that it continues to be comprehensive and integrates local values and cultural heritage, global issues and advancements in physical education. The Foundation believes that a holistic approach is essential to ensure that children receive a well-rounded education that prepares them for their continuing education and a complex and rapidly changing world.

# 1

## Our Motto: Learn, Understand and Grow



### Learn

The Lilliput World is a place where children and adults around them learn together as part of an educational community. Children learn to discover themselves and others, as well as how to interact with people and the world around them. Adults learn how best to support and mentor their children, helping them grow and develop according to their unique abilities and interests. Learning is a lifelong journey that should begin early.



### Understand

Learning is the foundation of understanding and we need to understand ourselves and the world around us as well as the usual school subjects. Curiosity and the wish to know and understand can be applied in solving problems and completing tasks and goals. Our approach to life becomes more confident, empathetic and compassionate when there is understanding. This creates a strong foundation for personal values, reinforces the joy of learning and prepares children for later life in a world that is increasingly challenging but also full of opportunities.



### Grow

We can all continue to improve ourselves, grow and develop as individuals and members of the global family, starting with the small circle of The Lilliput World and reaching out to the wider world. As we grow, so does our sense of community and connection with others and the natural world, built on our understanding of who we are, the kind of world and life we want and the values that we can put into action to help make that possible.

## 2

## Vision and Mission Statement



Nurturing the younger generation and stimulating their curiosity while fostering a love of learning and encouraging a commitment to values as they realise their individual potential with the dynamic support of parents as fellow members of the learning community.



- Creating a top-quality educational and development environment for all children in The Lilliput World with a focus on a values-based learning environment, intellectual and personal development and harmony with the natural world.
- Walking together with children as their companions on their journey of growth and development, supporting them to make the most of their innate gifts.
- Providing a nourishing, safe and loving environment in which children may explore, experience, express and deepen their values and character while learning about and cultivating their sense of identity and the best of the country's cultural values and heritage.
- Strengthening practical and everyday life skills through routines and classroom activities so as to support the development of each child's independence and self-confidence from an early age.
- Providing balanced, continuous and appropriate basic stimulation to create a strong foundation for the next level of education.
- Creating a supportive space where parents and teachers are partners and companions with each other and students as they learn and play so that students receive social and emotional support from both teachers and parents.

### 3 Accreditation and Recognition

The Lilliput World was founded and is managed by Yayasan Taman Cipta Karya Nusantara, an education and social foundation registered no. 5021022734103130 with the Ratification of the Establishment of a Legal Entity No. AHU-0006844.AH.01.04. Year 2021.



## B. CURRICULUM

The school curriculum is derived from the Montessori Method, The Living Values Education Approach and Ki Hajar Dewantara education philosophy.



### 1. Montessori Method

Maria Montessori described the Montessori Method as an “aid to life”. In the early 1900s, she developed this philosophy of education based on her scientific observations of children from diverse cultures. She saw universal principles of human behaviour, common to all peoples in all places.

Through this method, the classroom is built around sets of objects that ‘materialise’ educational knowledge in a concrete form and which children can manipulate with their hands. The objects aim to: capture interest; invite interaction and manipulation; encourage precise use; extend concentration; and challenge the intellect act as an indirect preparation for future experiences. With the guidance of adults, children are shown how to use the objects around them and given very exact language to talk about the concepts that the objects materialise. After the lesson, children can work with the objects whenever they choose. Because the objects ‘remember’ the concepts in a form children can, literally, ‘grasp’, when children choose to work with the objects, they can do so independently and for extended periods. As children grasp and manipulate the objects with their hands, they are learning how to grasp and manipulate the corresponding concepts in their minds (Montessori National Curriculum, Australia, 2021).

The majority of Montessori educational materials are commonly displayed in the indoor environment, but their use is not restricted to the indoor environment. Practical life activities are part of both the indoor and outdoor environments. Children may also choose to work with materials in the sensorial, mathematics or language areas in the outside environment as long as they are using the materials for the educational purpose for which they have been designed. In addition, the outdoor environment includes gardens (both wild and planted), which children care for and in which they develop a growing awareness of the importance of the natural environment to the well-being of all living things.

Montessori-prepared environments have two key features. First, the classrooms are beautiful and ordered and they are designed for multi-age groupings. Second, Montessori educational materials relate to practical life activities, sensorial development, culture studies, literacy and numeracy.



## 2. Taman Siswa Philosophy

Ki Hajar Dewantara saw education as a garden for students and that "teaching" is liberating humans from external aspects of life such as poverty and ignorance. On the other hand, "education" liberates humans with regard to the inner aspects of life. Through education, people are educated to have the autonomy to think and make decisions, to have dignity and a democratic mentality. Education, he said, must also start from a shared perception of stakeholders about the concept of education itself. In a real sense, education is a process of humanising humans (humanisation), for example through the concept of "self-mastery". Ki Hajar believed that if every student is able to control her/himself, then they will also be able to determine their attitude as independent and mature individuals. Ki Hajar Dewantara introduced a philosophy of Asah, Asih and Asuh.

ASAH means sharpen, and sharpening the mind can be seen as similar to "learning". Children, parents and teachers learn together to sharpen their knowledge and realise their potential to be better and to master anything they are interested in, especially practical life skills.

ASIH means love, care and patience and these are to be seen in interactions between children and teachers, adults around them and the environment and nature as a whole. No matter how much diversity there may be, everyone will feel like family members in the learning community and will learn how to appreciate anything they have while loving, caring for and respecting each other.

ASUH means taking care, protecting and ensuring safety and is about providing early childhood care that is rooted in mutual respect and the best of traditional culture and civilisation such that children absorb the philosophy of Pancasila as part of the community, helping each other and feeling at home.

## 3. A Philosophy of Education Based on Values

Education is carried out by and for people and we all bring to school our personality and values which we express in our relationships with each other. Children's development is greatly affected by the environment and atmosphere around them. Inspired and guided by The Living Values Education Approach, The Lilliput World is committed to ensuring that values are the foundation and ethos of all that it does and that its teachers bring a values-based approach to their work, modelling values so that they teach by the example of their actions and what they do just as much as by what they say. Values education is then first and foremost a way of being and the culture of the school may be seen as a culture of values. Children thrive and flourish in an environment where values such as trust, care, kindness, optimism, mutual respect, tolerance, simplicity, fairness, honesty, responsibility, love and harmony are part of their daily lives. Values are deeply part of our identity as individuals and lie at the heart of Javanese culture and our national identity.

## C. CLASS OFFERED



### 1. MUM AND ME

The Mum and Me class is open to prenatal parents and children aged 6 months to 15 months, with one parent attending per child. The class aims to stimulate children according to their age and developmental needs while at the same time educating parents and parents-to-be and primary caregivers within the family. Each session lasts 1.5 hours.

There are many challenges during pregnancy and the infant stage. The Mum and Me class accommodates and facilitates learning moments for both parents and infants. The class setting is based on the Montessori approach for babies, catering to their needs for movement, eating and sleeping. The learning areas are equipped with safety features to encourage exploration and hands-on experiences. Our directress guides and supports these learning moments through observation and necessary guidance. The class fosters warm and gentle interactions while allowing children the freedom to move in the classroom. From time to time, experts and guest speakers from external institutions will be invited to conduct sessions on particular topics of importance.

### 2. TODDLER

This class runs 3 days a week, with classes either on Monday, Wednesday and Friday or Tuesday, Thursday and Saturday. The learning hours are divided into two sessions. The morning session is from 09.00 to 11.00. A class normally comprises 12 students with three teachers. Classrooms are equipped with a kitchen corner, snack and library corner. Independence becomes the first skill that toddlers achieve at the beginning of the class. They learn to trust themselves and adults in interacting with the environment. Some basic skills are achieved by collaborating with adults in activities of daily living, such as cleaning, tidying and eating. Communication skills are also built through speaking and intense interaction with the environment and adults.

### **3. Preschool 5-day and 3-day classes**

The Preschool 5-day class runs for five days a week from Monday to Friday in either a morning or afternoon session. The morning session is from 08.30 to 11.30 and the afternoon session is from 13.00 to 16.00. A class normally comprises 25 students with three teachers. Classrooms are equipped with a kitchen corner, snack corner, toilet and library corner.

The Preschool 3-day class runs for three days a week with classes either on Monday, Wednesday and Friday or Tuesday, Thursday and Saturday. Children join either the morning or afternoon session. The morning session runs from 09.00 to 12.00. The class normally comprises 30 students with three teachers. Classrooms are equipped with a kitchen corner, snack corner, toilet and library corner.

Children learn to fulfil their needs independently. Their learning becomes more effective once they gain independence and confidence. Learning from peers becomes the most favourite activity as they begin their social life. Children expand their exploration as they mature in various areas of development, including social-emotional skills, motor skills, language and cognitive abilities. They work for greater internal satisfaction and joy in their progress and the accomplishment of tasks that they have chosen.

### **4. Preschool Full-day**

The class runs for five days a week from Monday to Friday. Learning hours are from 07.30 to 16.30. There are normally 20 children in the class with four teachers. Classrooms are equipped with a kitchen corner, snack corner, toilet, library corner and a bedroom with a capacity of 20 children. Full-day classes include a complete learning cycle from morning until afternoon. The children are stimulated through experiences that involve engaging in routines such as preparing the environment, free working hours, lunch, nap time and individual cleanliness programmes. The Preschool full-day class has direct access to the playground.



## D. ACADEMIC PROGRAMMES

### 1. Class Activities

The Lilliput World classes may contain up to 25 or 30 children in a group class. Children engage in a three-hour learning cycle in the half-day preschool classes (morning or afternoon), two hours in toddler classes and 1.5 hours in the Mum and Me class (for infants). This uninterrupted work period encourages children to show initiative and a willingness to work independently and freely within appropriate limits. A strong foundation in Montessori principles is applied, based on the understanding of the absorbent mind, sensitive periods, normalisation, meaningful work, a balance of freedom and discipline and the spiritual and moral development of the child. Teachers bridge and emphasise the interrelationship between child, adult and environment.

Parents are encouraged to review class activities weekly, guided by the weekly plans.

The Lilliput World also offers activities to help children develop life skills and connect with local culture and traditional celebrations. Children gain skills and useful practical habits through cooking and science experiments, storytelling, Kamis Pon, a coin-saving programme and book shopping days.



### 2. School Trips-Mini Trips

Mini-trips take place three times in each academic year. The destination of the mini-trip is considered based on the theme of the class. Each mini-trip normally lasts for two hours and offers children the opportunity to learn about a particular theme in a real-world environment and with the guidance of adults and peers.

#### School Trips - Dentist Visit

Visits to the dentist are carried out once in each academic year in the second semester. Children gain knowledge from dentists on how to properly care for their teeth. They also receive a dental health check-up with appropriate equipment. Children are supported and encouraged to be brave in experiencing and becoming familiar with a routine dental check.

#### School Trips - Swimming Class

Swimming classes are conducted four times in one academic year with two sessions in the first semester and a further two sessions in the second semester. The swimming class lasts two hours and is guided by a swimming coach. Children have the opportunity to build confidence in the pool while practising basic swimming techniques and skills such as footwork, breathing and floating. Playing in the water with friends and classmates becomes one of their favourite activities.

## D. ACADEMIC PROGRAMMES

### 3. Co-Curricular Programmes

#### Music Class

Music classes are held every two weeks with a duration of 45 minutes. The learning process is in the hands of the music teacher and includes methods of playing and singing practice. The scope of learning materials includes notation, beat and rhythm of songs in English, Indonesian and regional languages.

#### Physical Exercise Class

This 60-minute class or training session runs once every week for all classes under the guidance of our sports coach. Children experience the learning process with several sports aids and learn basic physical exercise techniques such as walking, running, jumping, catching and other basic physical movement activities.

#### Art Class

Hand art skills classes last one hour each and are guided by our art teacher. Children will be supported in producing artwork according to their interpretation of a particular theme. The results of this art activity will be displayed within the school and may also be displayed in public. Art classes are held once every two weeks, alternating with dance classes.

#### Dance Class

Dance classes, which are held every two weeks, last for 45 minutes each and are led by our dance teacher. The dances studied include modern and traditional dances. Children learn basic dance movements and practise body coordination to create movements that are in harmony with accompanying music or songs.



# E. SCHOOL RULES – DAILY LIFE AT SCHOOL

## 1. Arrival

Mornings can be busy times and play a significant role in setting the tone for the day. The activities associated with arrival time should remain stable so that children feel comfortable and secure when starting their day. If changes are made during the year, be sure children are prepared for them. A smooth arrival helps children to settle easily into the rhythm of the day.

## 2. Arrival Procedure:

- a. Ensure the child's morning routine needs are met before leaving home.
- b. Confirm the child is in good health before departing for school.
- c. Check to ensure that a child has all of his or her required daily items (including spare clothes) and that his/her water bottle and lunch box are labelled with his or her name.
- d. Make sure the child arrives at school on time.
- e. Assist the child in safely entering the school premises and meeting the teachers.
- f. Greet the teachers upon arrival.
- g. Communicate any important information that the teachers should know about a child's morning or changes to the schedule at home.
- h. Say farewell to the teachers and the child before leaving the child at school.

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*Note: while the first few steps above take place at home, steps e-h above take place in the school welcoming area.*

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**Separation:** Separation from a parent or caregiver in the toddler/preschool classroom is an important accomplishment for every child. Although parents may wish to remain with a child who is having difficulty separating, they should trust that their child is under the care of trained teachers who are familiar with and can manage such situations, that the child is learning important skills and that any tears are often solely for the parent's benefit. Parents can help their children most by demonstrating positivity and confidence in the teachers, stating their imminent departure and leaving promptly.

The teachers are prepared to be handed an emotional child and provide one-on-one time before the transition in the classroom. Below is the settling-in procedure for new students.

# E. SCHOOL RULES – DAILY LIFE AT SCHOOL

## 3. Settling in procedure during transition:

- a. Parents/guardians understand the steps of transition during the first, second and third weeks and it is recommended that they attend the school welcoming session for parents.
- b. New parents bring their child to the classroom.
- c. Parents and children greet the teachers.
- d. Each child will be appointed to the care of a designated class teacher.
- e. The parent will be assured of the value of their presence to the child during this process.

**First week:** the parent is allowed to enter the classroom and join the child's activity.

**Second week:** the parent sits in a specific spot and accompanies their child from a distance. Parents can encourage their child to work with friends.

**Third week:** the parent asks the child's permission to leave and may wait outside the classroom.

*Parents/guardians will be made aware of the necessity of interacting with their child and other people to reassure the child of the safety of the new surroundings.*

- f. Some children in the full-day class may not be ready for a full session after transition and the teacher will advise the parents/guardians about this as required.
- g. For children who need more time to settle in, parents may discuss with the class teachers about a programme specifically tailored to the child's needs.
- h. Teachers find out the new child's interests; this becomes easier as the child begins to build trust in the teacher, so enabling the teacher to build a bond between them.

## 4. Dismissal

Should a person other than the child's parent(s) or nominated person arrive at school to pick up the child, a parent and/or the first available person on the emergency contact form for the child will be notified and the child will not be released until proper authorisation is received.

Should an unauthorised person become confrontational or uncooperative with school staff, the teacher may decide to notify the police. The teacher will not release a child to any parent, relative or other authorised adult who appears to be under the influence of drugs or alcohol. In such circumstances, the teacher may decide to notify an alternate emergency contact person or the police.

# E. SCHOOL RULES - DAILY LIFE AT SCHOOL

## 5. Student pick-up card

A student pick-up card will be provided for each child to indicate that the holder of the card is authorised by his or her parents or guardian to pick the child up from school. If the card is lost, stolen or damaged, the parents or guardian should report it immediately and request a replacement which will be provided for a fee. A pick-up card must be presented by the person picking up the child and shown to staff at the designated pick-up area. Proof of identity should be presented if requested. The school does not accept any responsibility for situations that may arise if the card is lost or given to an unauthorised person.

If the relevant pick-up card is not presented or if there is uncertainty about the identity of the pick-up person, the school may decide not to release the child until the relevant parent or guardian is contacted to confirm the person's identity. In case of any dispute or emergency regarding release of a child, the school may contact local authorities as it considers appropriate to help ensure the child's safety.

## 6. Early or late pick-up

Student Drop-off and Pick-up Procedure:

- Students should be dropped off no more than 15 minutes before the learning session begins and picked up no later than 15 minutes after the session ends.
- The person dropping off or picking up the student must be a parent or guardian who has provided the necessary pick-up information as confirmed by the school.
- If the pick-up person is not the parent or a confirmed guardian, parents are expected to inform the school as soon as possible and, in any event, well before dismissal so that there is ample time for any necessary checking and the making of appropriate arrangements.
- If the pick-up person is unknown to the teacher or has not been confirmed by the parents, the class teacher has the right to hold the student until confirmation by a parent has been received.

# E. SCHOOL RULES – DAILY LIFE AT SCHOOL

## 7. Tardiness

Within each calendar month, late pick-up is only tolerated five times. The school may send a written reprimand if the delay exceeds the tolerance amount. A child who has not been picked up on time may be taken by the class teacher to the teachers' room or asked to accompany the class teacher while the teacher carries out other activities. In the event of late pick-up, the school may charge a late fee, calculated as a pro-rata hourly proportion of the monthly school fee, which will be included in the next month's school fee bill.

## 8. Dresscode and appearance

All children are to dress comfortably and appropriately based on the class schedules. Each class has its own schedule for when to wear outing clothing, sports uniform and batik clothes.

## 9. Backpack

School bags must be of an appropriate size for the child, according to age and body size and we suggest that the child bring a backpack that can hold spare clothes, a snack box and a bottle.

## 10. Toys and personal belongings

Toys are not allowed to be brought into the classroom as they are likely to cause distraction. It is suggested that personal belongings have a label on them to avoid them getting lost. Mobile phones and other electronic devices should not be used during school hours or school programmes.

## 11. Lunchtime and snack

Depending on the age of the child and the length of time at school, a child may have one or two snacks each day. For toddlers and preschoolers, snack preparation at school is included in cooking activities when the teacher or an assistant can supervise the children during snack preparation. By the time children are three years old, they are usually able to pour from a small jug or pitcher and clean up after themselves. This makes it possible to incorporate a snack centre into the activity time. The benefit of the snack centre is the independent behaviour and social interactions it fosters.

Snacks and drinks brought as children's packed snacks or meals should consist of healthy food and beverages and, as far as possible, avoid ultra-processed food (UPF).

1. It is recommended that priority be given to natural whole food-based snacks (such as boiled corn or sweet potatoes), fresh fruits, traditional snacks or snacks with minimal sugar content.
2. The provision of packaged snacks should be limited to a maximum of one packet per day.
3. Snack or drink containers should be ones that the child has been trained to open and close independently. These containers should also be suitable with regard to the size of the child's bag so that they can fit comfortably within it.
4. Children are taught to sort and reduce their waste at school. We kindly request parents' cooperation in managing and reducing waste by minimising the use of packaged wrappers.

Lunchtime is a regular activity for the full-day class. Lunchtime is at its best when children can eat together in small groups, serving themselves as they would in a family. The teacher shows them the way to serve from a large dish to their own smaller ones, how to use their utensils and simple first steps in good manners. Lunchtime is a warm and relaxed period. Discipline is maintained while permitting small talk and serving actions which build bonding amongst the class. Lunchtime in school is a pleasant time when everyone enjoys the meal, togetherness and happiness.

## **12. Birthday Celebrations; Criteria for providing goody bags and eco-friendly packaging**

Birthday celebrations are eagerly anticipated by both children and parents. In addition to preparing a birthday cake, parents often plan to give goody bags as souvenirs to their close relatives and friends.

Parents are advised to contact the classroom teacher to determine the schedule for the birthday celebration and the form of activities that may be carried out at school.

The following are the criteria for the supply and distribution of goody bags:

1. Goody bags should be made of bio-degradable materials to minimise waste.
2. Packaging should use eco-friendly materials such as simple paper bags, bamboo bags or banana leaves for food. Avoid plastic spoons or other utensils.
3. Avoid goody bags primarily made of plastic or containing snacks mainly packaged in plastic.
4. Choose healthy snacks such as fresh cooked foods, fruits or traditional cakes with minimal sugar and avoid snacks that are high in sugar, additives or artificial colouring.

## **13. Waste management**

1. Waste is grouped into three categories; organic, plastic and paper.
2. Plastic and paper waste is cleaned or washed and then dried before being put in the appropriate bin.
3. The class teacher will explain the categories of waste during the three-week transition period in accordance with the class lesson plan.
4. Teachers monitor the child's learning process about waste sorting.
5. Teachers ensure that all children understand and carry out waste sorting activities.
6. Parents and guardians are required to participate in waste management while in the school environment.



# F. PARENT SCHOOL INFORMATION

## 1. Submission of parental complaints

- a. Parents submit any complaints to the school administrator through the school Front Office orally or in writing.
- b. The school administrator may request that a complaint be put in writing before it is conveyed to the classroom teacher and school management.
- c. The classroom teacher will have a direct discussion with parents if the complaint is related to the child's learning and mentoring.
- d. The school management may arrange a personal meeting with the classroom teacher and/or parents as appropriate.

## 2. Conflict Resolution

Handling a situation of conflict

*Montessori classrooms creatively resolve conflict using six principles, namely: "cooperation, caring communication, appreciation of diversity, appropriate expression of feelings, responsible decision making and conflict resolution skills" (Powell, 2001, p. 33).*

This approach safeguards each member of the school community and is supportive of our social, emotional and spiritual curriculum. Our discipline approach is not just to keep students "behaving" so the teacher can teach. It is an important part of the curriculum; good discipline is a values-based practice that helps students learn how to work together, respect their community and be mindful of the needs of others. To this end, and to help avoid conflict arising, each student is encouraged to behave in a manner that: i) supports the general learning environment; ii) respects the right of all to live and learn in a physically and emotionally safe atmosphere; iii) develops independent and collaborative learning skills; iv) supports the development of problem-solving skills; and v) generally upholds the noblest aspects of the human spirit.

Our teachers are committed to making The Lilliput World a respectful, values-based community and so, should a conflict arise, the teacher will want to hear from the children involved. This is important as a problem cannot be fixed if the school community is not aware of the problem or aware that a particular situation, policy or action is/was considered a problem or matter of concern to the teacher or the community.

The following is the class conflict resolution process:

- a. Identify and define the conflict and its cause or origin.
- b. Recognise that conflict is a normal part of the human condition and does not mean that any of those involved are right or wrong. To recognise our feelings and to directly raise the matter with the person in question or the teacher may require courage.
- c. What really is the problem? Can you identify the problem without blaming the other person or group? Think in terms of “I want/need/feel...” rather than “You did this” or “You didn’t do that.” Be aware of true and deeper feelings and the feelings of others.
- d. Find a safe way to vent a feeling without damaging the community. Feelings strongly influence our behaviour and they need validation. It is human nature to want to validate our feelings or to simply think them through while spreading the problem to others often creates stronger feelings and moves the situation beyond a proportionate or helpful perspective.
- e. When possible, it is recommended that parents work directly with a child’s teacher (or applicable person) if they have concerns or needs that involve the teacher or a classroom situation. This way, teachers and parents can work together to solve the problem.

In a school community, many conflicts are resolved after the first two steps. When a conflict or concern is shared directly with the teachers or parents, it often happens that a miscommunication, misinformation, missing information or a misunderstanding comes to light. If this is the case, it may be easy to resolve the issue (if it hasn’t spread among too many people). Listening will be a priority, rather than coming to an immediate judgement or conclusion or trying to offer an immediate solution, so that the teacher/parents may analyse and/or observe firsthand (if applicable) the situation and gather information. A day or as long as several weeks may need to be allowed for each of those involved to respond.

## **F. PARENT SCHOOL INFORMATION**

### **Conflict Resolution between School and Parents**

It is our intention to work collaboratively with our families to address all issues and find solutions that work for everyone. Parental concerns relating to the curriculum, field trips or classroom management issues should first be addressed with your child's teachers. Administration and communication matters are handled by the School Principal. If all appropriate channels have been exhausted, any unresolved issues may be raised, in writing, with the committee of Yayasan Taman Cipta Karya Nusantara, with a copy to the School Principal. The committee and the Principal will then work together to address the concern and resolve the issue. It is our goal to model both the value of healthy discussion aimed at finding mutually satisfactory solutions and the peaceful resolution of differences.

#### **1. Media Use of Images**

The consent form regarding the use by the school and the Foundation in printed and online media of images and sound forms part of the school registration process.

#### **2. Student Confidentiality**

Members of The Lilliput World community commit themselves to maintaining appropriate professional etiquette and discretion with regard to confidential information they receive. However, confidential information may be disclosed by school staff to the Principal, the Foundation management, appropriate administrators, outside professionals or advisers, law enforcement officers, parents/guardians or others when there is a valid reason for doing so, including, but not limited to, cases of health and safety emergencies, when there is a concern about an individual's ability to function academically, emotionally, physically and/or mentally within the school environment or when legally required to be disclosed.

#### **3. Classroom Observations**

Classroom observations are an important part of understanding your child's educational experience at The Lilliput World. Individual observations are typically arranged by The Lilliput World administration to manage the number of visitors at school and have regard to the child's schedule.

## 4. Parent/Teacher Conferences

Meetings are an essential component of communication between parents and classroom teachers. These meetings are valuable tools in our continuing effort to create and maintain productive working relationships that benefit our families and our children. Conferences are scheduled very tightly, so please be on time. Teachers will also endeavour to make themselves available throughout the school year to address concerns regarding your child that require immediate attention.

## 5. Religious and Cultural Observances

The various holidays for religious and cultural observances are recognised and discussed internally prior to arranging appropriate activities that convey the cultural significance of the holiday. The Lilliput World recognises religious holidays and notes, includes and discusses them and their significance as important events from an educational, cultural and social perspective rather than as religious celebrations, which are left to parents to arrange and engage with as appropriate.



# G. STUDENT HEALTH SERVICES

## 1. Handling major injuries

Recording and Reporting Accidents: All injuries involving bumps to the head, bleeding, broken bones and/or requiring medical treatment are recorded in an incident log. An incident report is also filled out and parents are informed of the injury/accident. The report is signed by the class teacher completing it and by the parent and kept in the child's student file. Copies are given to the parent and Vice Principal.

## 2. Emergencies:

All teachers have undergone First Aid and CPR training, and refresher training is conducted routinely based on volunteer schedules. In the event of an emergency concerning a child, the school administrator will first contact the parent and then, if necessary, the backup emergency contacts. If the emergency requires immediate medical care, the teacher will call for an ambulance while the administrator contacts the parent; alternatively, the teacher may bring the child directly to a nearby clinic or hospital. Throughout the year, please notify the school office of any phone number changes or emergency contacts (including work and mobile phone numbers).

## 3. Handling minor injuries

In the course of normal supervised play, accidents may happen and children occasionally get injured. In case of a minor injury or accident, the teacher will administer basic first aid as appropriate. Any cuts will be thoroughly cleaned with soap and water; ice will be applied as appropriate to any bruises, bites or other injuries. All injuries or illnesses not requiring immediate parental notification will be documented in a Child Incident Report and notified to parents when the child is picked up at the end of the day. The teacher may call and ask parents' permission to apply a topical antiseptic, antibiotic or anti-itch ointment as necessary to treat or prevent infection in minor skin wounds or alleviate itching.

## 4. Handling a sick child

For the protection of all our children, teachers and staff, a child should be kept AT HOME if they show ANY of the following symptoms:

- a. A temperature of 37.3 degrees or more
- b. Discharge from eyes or ears
- c. Diarrhoea or vomiting
- d. Nausea
- e. Fatigue
- f. Headache
- g. New loss of smell/taste
- h. New muscle aches
- i. A bad cold (with coloured discharge)
- j. An unexpected rash
- k. Coughing
- l. Chills
- m. Sore throat
- Any other signs of illness



Children must be free of the symptoms listed above for a minimum of three days (without medication) and may be required to submit a negative antigen test result in order to come back to school. Children who are sent home from school with any of these symptoms must be kept home from school at least for the following day.

If a child becomes ill during school, the school administrator/teacher will contact the parents. A child who may be contagious may be temporarily isolated until parents can be reached. If a child is not collected within 30 minutes of notification to a parent, the school administrator will begin to call the Emergency Contacts. Meanwhile, the teacher will keep the child as comfortable as possible until the parent arrives. Together with the health history and emergency information form, parents must provide the school with a list of persons to contact in case of a health emergency and the phone number at which a parent, guardian or other Emergency Contact can be reached.

The school understands that it may not be easy for working parents to keep their children home during illness and thanks parents for their understanding and observance of the above measures which are designed to help prevent contagion and promote the health and safety of all children. Please notify the school if a child develops or has a highly communicable disease or condition so that other parents can be alerted.

# H. ENROLMENT

## 1. Application for Enrolment

The Lilliput World maintains an enrolment pool. Parents and guardians may pick up an application form at the school and should then return the completed application form with the IDR 300,000 non-refundable application processing fee. Accepted applicants, as determined by our Teachers and the Principal or Vice Principal, will be invited to enrol when a place is available and upon completion of a tour of the campus and a meet-and-greet with the lead teachers of the relevant class. Additional siblings and their families must make a separate application for each child.

## 2. Perpetual Enrolment

All families must complete the registration enrolment pack. Once the initial contract is submitted, students will be considered perpetually enrolled for future academic years unless the responsible party submits to the Principal or Vice Principal, in writing, their intention to withdraw by the specified annual opt-out due date.

## 3. Payment Policy

The entire staff of The Lilliput World is committed to your child's education for the entire academic term in consideration of which we request full and timely payment of all amounts invoiced. All due dates for payments and opt-out dates will be communicated by the school administration; payments are to be made through e-payment directly to the Foundation's account. Once a place has been granted, all deposits, tuition payments and fees are non-refundable and non-transferable (unless admission is denied by the school). Records will not be released and a child may be denied admission to school if amounts invoiced remain outstanding. No reduction in tuition will be given due to a student's inability to attend school because of illness, vacation, inclement weather, suspension, expulsion or any other reason.

## 4. End-of-session Withdrawal

Parents or guardians may withdraw and terminate their enrolment contract at the end of the current school year by notifying the Principal in writing at least one full calendar month in advance.

## 5. Cause of Withdrawal

The Lilliput World understands that from time to time a withdrawal may be caused or necessitated by circumstances beyond the control of the parent or guardian (including but not limited to illness, relocation, suspension or expulsion). Nevertheless, parents or guardians acknowledge the school's need for financial planning and readiness and its dependence on tuition revenues and agree that they shall not be entitled to any refund of sums paid.

# I. PARENTAL BEHAVIOUR AND SUPPORT

For the best interests of the child and to support the school in fulfilling its mandate, The Lilliput World believes in the benefit of a positive relationship between the school and a student's parents or guardians. Effective relationships have the founding principles of clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect and a common vision of goals to be achieved. While recognising a diversity of views and ways of communicating, behaving and living, the Lilliput World reserves the right to dismiss a student whose parent, guardian, family member or other adult involved with the student, in the sole judgment of the school, fails to comply with this or any other policy or procedure of the school, engages in conduct either on or off the school's property that could undermine the authority of the school's administration and/or otherwise behaves in a manner that is unbecoming of a member of the school community.

In order to create the most beneficial relationship, the school expects that parents will observe the following:

## 1. Share in the vision of The Lilliput World

- Support the mission of the school
- Support the school's philosophy, policies and procedures.
- Support the school's disciplinary processes and understand that the school's authority in such matters is final.
- Be supportive of a diverse and inclusive community.
- Acknowledge that the payment of tuition is an investment in the education of the student, not an acquisition of an ownership interest in or management right over the school.

# I. PARENTAL BEHAVIOUR AND SUPPORT

## 2. Participate in a healthy values-based school community relationship built on communication, collaboration and mutual respect

- Support positive attitudes towards the school at home.
- Respect the school's responsibility to do what is best for the entire community, while recognising the needs of an individual student.
- Help to build and maintain a positive school environment by not participating in or tolerating gossip.
- Support the school through volunteering and attending school events.
- Appreciate the value of the educational experience at The Lilliput World by making regular and timely school attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Resolve problems through appropriate channels (i.e., teacher, lead teacher, Principal, Foundation committee, in that order).
- Support the school to the best of one's ability, including by timely payment of fees.

## 3. Support the intellectual, physical and emotional growth of the student.

- Be a role model, especially when it comes to behaviour at school and school events.
- Be aware of the student's online activities and use of computers, television and video games.
- Encourage integrity and civility in the student.

