

PARENT HANDBOOK

CHISINAU INTERNATIONAL PRESCHOOL CHIPS

WHERE LEARNING BEGINS. IN ENGLISH



Chisinau International Preschool

Dear Parents,

Welcome to **Chisinau International Preschool CHIPS**. Our goal is to provide a welcoming, safe and developmentally appropriate environment for every child.

CHIPS offer a curriculum based on the International Baccalaureate Primary Years Program (PYP). The curriculum aims to help students develop the skills, knowledge and attitudes they need to excel not only in their studies, but also in their personal growth.

This handbook is designed to ensure that your family has a rewarding experience with the program. In the handbook we have tried to anticipate many of your questions about the program. The purpose of this handbook is to outline the program's policies and procedures.

We expect parents to be open and honest with us regarding your feedback about the program. We strive to work closely with parents in a partnership that will facilitate the transitions between home and school. Daily communications and a sense of TRUST between parents and teachers are vital.

We welcome your comments, questions, concerns and suggestions about your child's experience and the program. We understand that nothing is more important than your child's early education and care experiences.

We welcome you to Chisinau International Preschool CHIPS!

Kind Regards,
Rodica Stelea
Director



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I. ADMISSIONS POLICY

The CHIPS Admissions Policy and the described procedures are characteristic of an inclusive, diverse and rapidly expanding international school. Moreover, as a candidate school for the International Baccalaureate Primary Years Program, CHIPS strives to provide equal access to a high quality-learning environment.

This document depicts the relevant policy and its context, outlines certain procedures whereby the policy is affected and where further explanation may be appropriate, provides some rationale.

CHIPS sits in the heart of Chişinău where a mix of Moldovan, Romanian, Russian, American, as well as other cultures (German, French, African and Chinese) work and call home. Our student body reflects much diversity, stemming from relatively mobile families often linked to the world beyond Moldova's borders. Students come from families with backgrounds of varying professions such as business, governmental rankings, diplomatic missions and non-governmental organizations (NGOs) charitable foundations.

Our little people now range from *3 to 7 years of age*, speaking as many as 3 languages. Collectively, our school community has been exposed internationally and has a common perspective and appreciation for a diverse learning environment. International-mindedness is stimulated every day with our kids interacting with their peers, teachers, staff and other families.

Mission

CHIPS is committed to inquiry-based learning and international mindedness. Through a thoughtful and stimulating environment, structured play, song, art and movement, children develop language, social, emotional and cognitive skills that lay the foundation for their long term personal and academic success.

Aims

CHIPS is a multicultural community of learners committed to motivating students to attain their fullest potential through play and inquiry-based, world-class curricula that promote creativity, critical thinking, self-awareness, independence and responsible reflective attitudes.

The school is dedicated to nurturing communication, open-mindedness and compassion towards diverse individuals, maintaining a spirit of service and inclusivity. At **CHIPS**, we aim to enable and encourage students to take initiatives using the knowledge, skills and global awareness necessary to continue their education. In turn our little people will become active contributors to their global community.

The first point of reference for CHIPS personnel handling admissions is the applicant student's current and/or previous school report(s). A judgment will be made as to the extent to which the report is authentic and a reliable basis for decisions.



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Admission to CHIPS

Admissions to CHIPS shall be made without regard to race, colour, religious creed, ancestry, national origin, disability, age or gender. Our little people (ages 3 to 7) are placed in one of three classes:

Mandarin (ages 3 to 4)

Lime (ages 4 to 5)

Raspberry (ages 5 – 7)

In addition, the acclimation processes as well as the implementation of pre-assessment tools, children are placed in smaller groups according to their abilities for Language and Mathematics so that teachers can continue formative assessments throughout the academic school year.

MANDARIN (AGES 3 TO 4)

At CHIPS, the first stage of school life is in the Mandarin class. This is the **Preschool stage**. For admission to the Mandarin class, the eligibility criterion is that the child should be 3 years old by the end of October of their year of enrollment; there are of course exceptions to this rule if children are socially and academically prepared. An assessment will be given to all pupils entering the Mandarin class.

LIME (AGES 4 TO 5)

Admission to CHIPS Lime Class (IB PYP Candidate) (Ages 4 to 5) The eligibility criterion is that the child should be 4 years old by the end of October of their year of enrollment. An assessment will be given to all pupils entering the Lime class.

RASPBERRY (AGES 5 – 7)

Over the course of 2 years. The school, (based on all the information gathered through the application process) will make the final decision on class placement. CHIPS reserves the right to deny admission or re-enrollment to any applicant if, in its opinion, there were reasons to believe that admission or re-enrollment would not be in the best interest of the applicant or CHIPS. We also reserve the right to postpone admission, if a class is full. In this case, the applicant is placed on a waiting list. The qualified applicants are then accepted in order of date of application, subject to the above priorities. The final decision on grade placement will be taken into consideration by the school Director based on all the information gathered through the application process.

Admission Regulations

In cases of separation anxiety, parents and children are given 3 weeks if the adaptation process proves difficult for the child. The first recommendation is half-day attendance and monitoring sleeping habits. If in fact half days and sleeping prove particularly difficult, our second recommendation is that the family join our international small group that creates an atmosphere liken to that of CHIPS.



II. PROGRAM PHYLOSOPHY

Early Childhood Development: The Environment at CHIPS

Children learn by using all of their senses, by experimenting, exploring, and by finding out for themselves. The classroom is their laboratory, and as teachers, we both guide and assist in their learning process. We designed CHIPS to reflect our understanding of how young children learn taking into consideration their social and emotional, cognitive development.

Young learners are very busy. Almost everything interests them. They learn by exploring, handling things, struggling with problems that intrigue them, trying things that don't work and then trying again. They learn by interacting with adults and other children. Young children, even more than older children, learn through hands-on and "minds-on" activities.

Young children learn what is meaningful to them. Learners of any age, and especially young children, understand and remember new things that relate to the experiences, knowledge, and skills they already have.

Fostering Social, Emotional, Cognitive and Physical Development

Social and Emotional Development

As teachers, we encourage the development of social skills that children need in order to get along well with others. These skills include: sharing, turn taking, and conflict resolution.

At CHIPS, we encourage children to help make classroom rules. Early learners can do active social problem solving, such as figuring out what to do when everyone wants to use the block area at the same time.

Early learners begin to know the power of words as they realize that they can hurt other children's feelings by saying things like, "You can't come to my birthday party." We understand this phase and actively work to foster children's empathy and concern for others. Lastly, we work on helping students recognize what self-control is and what it feels like.

We understand children need to work out the developmental issue of control and power. Children feel powerful and develop confidence through making artistic creations, building with blocks, working out a disagreement with a peer to the satisfaction of both, helping another classmate, and physical activity. We also intentionally build opportunities for children to talk about their feelings during Morning Meeting Time, and when conflict arises during play.

Intellectual/Cognitive Development

As teachers, we carefully plan the classroom environment, materials, and experiences that are available to children. Because our young students have an increased ability to remember concepts and strategies learned through experience, they need time and opportunities for exploring, experimenting, and pursuing their ideas. We spend a lot of time observing children, watching and learning about their interests, abilities, and needs.



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Through sand and water exploration, constructing with blocks, and working with levers, pulleys, scales, and other such materials, children begin to learn basic scientific and mathematical concepts. What floats and balances? What happens while pouring sand from a tall skinny container to a short fat one?

Most children become readers between the ages of six and eight. At CHIPS, some students are already reading, and most are developing pre-reading skills that will help them learn to read and develop a strong interest in reading and writing. They also acquire book handling.

The daily schedule for the Mandarins, Limes, and Raspberries will be posted in their respective classroom spaces. Parents will also receive electronic copies of the schedule.

International Baccalaureate Primary Years Program (PYP)

CHIPS is basing learning on the IB's PYP, and the school has begun a three-year authorization process that we will keep you fully informed of and involved in as we move forward together in this process with your children.

Teacher Professional Development

The culture of teacher development and reflective practice at CHIPS, most importantly, is skills, and skills such as reading from left to right. We emphasize the connection between letters and letter sounds, and our classrooms are filled with books, written words taped near the objects they represent, charts with words the children might be expected to recognize, and samples of the student writing.

Physical Development

To develop gross motor coordination, CHIPS students have at least 60 minutes of scheduled physical activity in the CHIPS Playroom and outdoor playground every day. Children also engage daily in activities that develop fine motor skills development, activities such as using markers, crayons, pencils, scissors and glue, drawing pictures and forming letters. Furthermore, puzzles, or other objects that can be taken apart and put back together, and toys and materials that challenge the young child's growing fine motor coordination are readily available in our classrooms.

Education Program at CHIPS

Daily Schedule

The culture of teacher development and reflective practice at CHIPS, most importantly, is ongoing. Our calendar outlines Teacher Professional Development days, and over the summers.

School Preparation Program

English is the language of instruction at CHIPS, and developing fluency in English reading, writing, listening and speaking is the goal at CHIPS. Language development occurs as children play games, engage in dramatic play, block building, and construction activities.

Typical early learners love to add new words to their rapidly increasing vocabularies, and in the course of projects and activities, unfamiliar words are explained and new words are introduced. They develop their language capabilities, work through problems and share ideas. Children engage in conversation about what they are doing and thinking, and all of this contributes to their language development.



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The *Raspberry Class* has students who will enter a range of education environments after CHIPS. CHIPS can also serve as a venue in the afterschool hours for language-based instruction. Please communicate with the Lead Teacher of the Raspberry Class and the Director if this is of interest to your family.

Behaviour Policy at CHIPS: Positive Behaviour Support

At CHIPS, our behaviour policy is based on Positive Behaviour Support principles. In other words, we actively and intentionally use positive language and redirection appropriately. A busy child often hears only the first few words an adult says. When children constantly hear, “**No,**” “**Don’t,**” or “**Stop that,**” they become discouraged.

On the other hand, if children hear what they can do, “**Balls are for throwing**” or “**Paint goes on paper**” they will be encouraged. Children at this level are empowered to make choices, and they learn their choices have consequences.

At CHIPS, we do not use an official “**Time Out,**” rather, children are encouraged to take the time they need to cool off, and return to the group when they are ready. This can be done alone or with the assistance of a teacher. Children are reminded of other’s feelings. Empathy for those upset by the conflict/situation becomes the focus.

Developing empathy, persistence, and becoming a risk-taker are examples of behaviours we want to encourage at CHIPS. Reinforcing these behaviours at home and school will lead to the best outcomes.

Please see our suggestions below on how we can have a partnership on fostering these desirable behaviours. We would like to know from you the positive behaviours you are working on home. Let us know what is working and where the struggles are, so we can work in partnership.

Empathy

- ✓ *What we can do at school:* We model empathy ourselves and talk about how we imagine someone feels in a specific situation--maybe a character in a book or a child who was left out of a game. We follow through with empathetic behaviour--getting first aid for an injured child, or consoling a child who misses a parent. We ask students to think about ways people might feel on both sides of an argument. We role play every day situations that occur or commonly occur, and discuss each side.
- ✓ *What you might do at home:* All of the things we do at school in modelling empathetic behaviour could also be tried at home.

Persistence

- ✓ *What we do at school:* We encourage students to find and use many strategies for staying with tasks that are challenging for them. These strategies might include: taking a short break, encouraging positive self-talk (I can do this!), breaking the activity down into small manageable parts, and asking for help to get past a difficult situation.
- ✓ *What you might do at home:* Engaging in long-term project such as planting a garden, playing board games, and completing puzzles are examples of activities that encourage the development of planning skills and persistence.



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Puzzles are great for building and identifying multiple strategies. Do you sort the pieces or complete the frame first? Do you sort by colour or shape before starting? Do you turn all the pieces over so you can see them face up? Do you use trial and error or visually scan for a specific piece? Do you leave a puzzle with many pieces out to return to at a later time?

Trying New Things/Risk Taking

- ✓ *What we do at school:* Safety comes first as we offer students new experiences and materials to explore activities that they may have declined previously. We invite students to watch/observe for a while when they need extra time before jumping in themselves. This could extend to trying new foods, or trying something new in the CHIPS Playroom.
- ✓ *What you might do at home:* Be a risk taker and share that side of yourself with your child. It could be as simple as rolling down the hill at a park. Be open about your own hesitation in trying something new, or going somewhere unknown. Help talk your child through how to move forward, despite feelings of anticipation. Be aware of your anxieties and take care in how you express them in front of your child.



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III. CLASSROOM MANAGEMENT POLICY

Daily Schedule

Attendance

School Calendar. CHIPS calendar is posted at the Welcome Desk, as well as sent out to all parents by email.

Sickness

Attendance at school is important for your child's learning. If your child will be absent due to illness, please notify the school by **9 am** by sending an email to info@chips.md or director@chips.md.

Holidays

We appreciate being informed of extended absences, such as for a family holiday during the school term.

Parent Travel

If parents will be out of town for the day or several days, please notify CHIPS, and provide the name and phone numbers (work, home and cell) of the person responsible for your child. Note: it is helpful if your child's teacher can meet this nominated person in advance.

Arrival and Departure

Morning Arrival

Families are welcome to arrive anytime between 8:00 and 8:45. Please try to arrive at school no later than 09:00.

Late Arrival

If you do arrive when the children are in their classrooms, we ask you to sign your child in. One of our staff members will walk with your child to the classroom.

Every morning, breakfast will be available for all students and served between **9:00 and 9:30 am. Students who arrive after 9:30 may not be served breakfast.*

Check In Procedure

Parents will **sign their child(ren) in** by class at the Welcome Desk. All children need to change into their indoor shoes in the Cubby Room. Limes and Raspberries enter teacher supervised free flow activities in the CHIPS Playroom, and Mandarins go to the outdoor play area (when weather permits) or their classroom.



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Afternoon Pickup

Sign out with Classroom Teacher. Children will be together with their teachers near the Welcome Desk ready with their backpacks and outdoor shoes. Please remember to sign out your child.

When someone other than a parent or otherwise authorized individual will be picking up your child, please notify the school by sending an email to our **Vice-Director - info@chips.md** or **Director - director@chips.md**.

In emergency cases, we can accept a phone call. We know that this may be an inconvenience to you at times, but the safety of all children is our first priority. Identification will be requested.

Note: Children are not allowed to leave CHIPS with an unauthorized individual.

Early Pickup

If you need to pick up your child early, please inform the administration of this schedule change so we can have your child prepared to leave at the Welcome Desk.

Late Pickup

If you arrive later than 3:15 pm, your child will be placed with the teachers in the **After-School Program and a fee for after school will be applied.**

Afterschool Program

CHIPS offer an Afterschool Program from 3:00 to 6:00 pm, Monday to Friday. There is a charge of 150 Euro per month, and 15 euro per day, for participation in the After-School Program. Parents can sign up their child(ren) for monthly participation.

If the child is not enrolled in the after school care and an unexpected situation arises, and parents are in need of care, please call the office to make arrangements. The family will be billed 15 Euro per day for this care, and the charge will be on the following month's invoice.

**More details can be offered in the administrative office*

Quiet Period

Each day, children at CHIPS have a scheduled slow down/quiet period.

Clothing

General Information

In order to foster independence, please select coats and boots that your child can handle with the least amount of assistance from adults. Please label the extra clothing you leave in your child's cubby.

Change of Clothes

Also, please bring two changes of clothing, including underwear, in a bag marked with your child's name to be kept at school. We will ask you to change this clothing as the seasons change. Please label extra-clothing.



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Outdoor Play

We will play outside on the playground at least once a day, including during the winter. In cases of extreme weather (thunderstorms, heavy rain/snow) we will have our playtime inside. Since we will be going out during winter months, each child must have proper clothing with them. These items include snow pants, winter jacket, snow boots, gloves, and hats.

Sunscreen, Hats, Water Bottles

Please apply sunscreen to your child before school, when needed. We ask that children come with hats for all seasons. You can send in a water bottle. We will send it home in the evenings for washing, however, we have water and cups available in each classroom as well.

Toys

No Toys or Electronic Games. Because we want to promote the most positive learning environment possible at CHIPS, toy and electronic games/devices are not allowed at CHIPS. Except for toys that are needed in the very opening days of school to help ease your child's transition from home to school, we ask that you leave your child's toys home. CHIPS is well equipped with age-appropriate toys for all students to play with throughout the day. We ask that you do not allow your child to bring toys to school. If your child needs a special toy on a particular day for reassurance, we are flexible and understanding!

Please know that CHIPS is not responsible for lost or broken toys brought to school.

Food

Children have a healthy breakfast at 9.00 am, lunch and two snacks each day at 14.30 and 16.00. Administration is coordinating the healthy lunch program. Menus will be sent in advance, and we encourage you to provide suggestions and feedback on e-mail info@chips.md or director@chips.md

Water

Water is the preferred drink at CHIPS. There are water pitchers and cups for children in each classroom.

Candies/Chocolate

Teachers are not permitted to give children candies/chocolates or any sugary food at CHIPS. We ask that you please do not send candy or sugary drinks to school. At CHIPS, we believe in healthy eating, and water is our preferred drink.

Birthdays

We know birthdays are special! We shall organise a special day for your child by providing a special snack for all class. Please connect with your child's classroom teacher about birthdays and/or our Administrative Office.



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Parking

Temporary parking is permitted in front of CHIPS.

Morning drop-off

8:00 am - 8:45 am

Afternoon pick up

2:45 pm - 3:15 pm / 17:45 – 18:00

CHIPS ask that parents/drivers that choose to park on the sidewalk, directly in front of CHIPS, please pull their vehicles entirely onto the sidewalk, being careful not to block traffic. While all parents are permitted to temporarily park in front of CHIPS, we are mindful that parents with two or more children, particularly those in car seats, especially benefit from being able to drop off and pick up from this location. For safety purposes, we ask that parents and drivers never reverse when in this space. We also ask that your car does not block the entrance gate in front of CHIPS.

It is important that we position our cars so we can allow parents to pass through during drop-off and pick-up. We want to be good neighbours, and we thank you all for helping with that effort. We understand that parking at CHIPS may be a challenge, and the safety of your families is our primary concern.



IV. HEALTH AND SAFETY POLICY

In accordance with the Standard Regulation of Early Education Institutions, approved by the Order of Ministry of Culture, Education and Research nr. 254, from 11.10.2017, section 2 and official Treatment Protocols approved by the MOH of Republic of Moldova.

In an effort to keep everyone at school healthy, please consider to not send your child to school if he/she has any of the following symptoms:

A. Body temperature 37,2C or higher, accompanied by one or more of the following:

- Sore throat
- Rhinorrhea (runny nose with yellow/green snot or colourless cloudy snot)
- Persistent cough (wet or dry)
- Diarrhea or vomiting
- Earache
- Rash
- Fatigue that limits participation in daily activities
- Lice or nits
- Chickenpox

B. Diarrhea (2 or more bouts within the past 2 hours) accompanied or not by fever higher than 37,0C. The child can return to CHIPS when normal activities are back for not less than 24 hours.

C. Vomiting symptoms accompanied or not by fever higher than 37,0C.

D. Ear infection: a child may attend CHIPS with these symptoms if a note from the physician is provided.

E. Conjunctivitis until clear or until 24 hours of local antibiotic treatment.

F. Open or oozing sores, unless properly covered and 24 hours has passed since starting antibiotic treatment (if necessary).

G. Recovery after chickenpox: a child may return to school after the 5th day the last itchy blister has appeared on skin.

If the fever or any of the above symptoms occur during the school program, the Nurse or the Administrator will contact the parents immediately, the child will be separated from the group and transferred to medical room/isolator for rest until the parent/guardian or designated emergency contact arrives. The Nurse or the Administrator will stay with the child during this time.

Individual child confidentiality is maintained.

- The child will remain home until fever free for 24 hours (without any fever reducer) before returning to CHIPS. Following exclusion, children are readmitted to the program when they no longer have any of the above symptoms. For the absence up to 5 school days or longer a Physician's Certificate/ Conclusion is needed.
- In order to keep track of contagious illnesses (other than the common cold), an illness Log is kept.



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Staff members follow the same exclusion criteria as children.

- For the families with more than one child enrolled in CHIPS: if one child is sick, **we recommend** the second one to keep at home for observation at least 24 hours.

We go outside daily. If your child is sick to go outside, then your child is sick to come to school.

Incident Reporting

Injuries

If a child sustains an injury at school, first aid is delivered immediately and the *Director* is informed of the incident. If a child is ill or has a minor accident, contact will be made with the parent and further instructions obtained. If the accident is serious, an ambulance will be called immediately and parents advised accordingly. It is essential that parents leave all emergency telephone numbers with the school, including the family doctor, and ensure that an up-to-date record is available at all times.

All incidents are recorded and parents are asked to sign the **Incident Report Form (F-103)** when the staff members have informed them of the incident. If the incident is serious and/or requires parent or medical assistance, a parent will be notified as soon as possible after the incident. Small knocks and scrapes will be reported to parents at pick up time, in the afternoon. In the event of a child requiring transportation by ambulance to hospital, a staff member will accompany the child in the absence of a parent.

Medication

Medication Consent Form

Please contact our administration if you would like to complete a **Medication Form (F-107)** for your child to receive medication. For asthma or other extreme allergies, please leave the medication at school, i.e. nebulizers, inhalers, epi pen. It is the responsibility of the parent to ensure medications are current, and to show the classroom teachers how use to support their children in the use of inhalers and epi pens.

Please note: All medication must be given to the nurse on arrival. For the safety of children, under no circumstances is medication to be left in the child's bag, on top of the cubby or in any other unsecured location.

Emergency Form

All students must have a physical exam and parents provide contact information as part of the application process.

Emergency Procedures

Emergency Communication

On Snow Days we do not close the school unless we feel that conditions are too dangerous for driving and the weather affects the safety of our families traveling to school. If conditions are bad where you live, please make your own decision whether or not to bring your child to school.



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If no announcement is made by 7:30 am, it is a regular school day.

Emergency Drills

CHIPS practices safety drills on a routine schedule. Children participate in fire and earthquake drills, as well as lockdown drills. Teachers are certified in CPR and First Aid, and all classrooms are equipped with smoke detectors and fire extinguishers.

Hygiene measures and procedures

Handwashing: As soon as students arrive to the classroom, they will wash their hands properly. Hands will also be washed throughout the day and more frequently with soap and water for at least 20 seconds. Hand sanitizer will be used for our older classes when soap and water is not available. Sanitizing stations are located throughout our facility.

Sanitizing/Disinfecting: All hard surfaces will be wiped down throughout the day, before and after use as well as at the end of each day. Any toys that go into a child's mouth will be put into the disinfecting process like usual. All surfaces and toys will be sprayed prior to leaving the room throughout the day.

Social distancing: Each class is considered a "family." Each "family" will socially distance from other "families" to assure safety. Children will not need to wear a mask. Classes will not intermix and will be with the same teachers as much as possible. All staff will wear masks when not in their personal office/classroom.

Policy on using photos of children

General Information

Students' photographs are taken, by teachers, as a source of recording each child achieving their learning goals and for weekly reports that are sent out to the parents.

Photographs at CHIPS events

Parents are allowed to take photographs or make a video recording for their own private use during events at CHIPS. Recording and/or photographing other than for private use (e.g., posting photos or videos on social networking websites or with a view to selling videos of an event) would require the consent of the other parents whose children may be captured on film.

Identifying Children/Website

Parental consent will always be obtained before using a child's photograph. The child's name will not appear alongside the photograph.



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Parent Communication

Communications between school and home communication between parents and teacher is encouraged!

General Information

Every Friday, parents will receive a weekly report from the classroom teachers. Also, a newsletter, once a month, from the director. Parents are strongly encouraged to read these emails in order to know about activities happening at CHIPS. A hard copy of the newsletter and the menu will also be posted on the Parent Communication bulletin board.

If parents would like to discuss academic matters pertaining to their child; parents are asked to contact the teacher by e-mail and schedule a meeting.

Parent-Teacher Conferences

Parent-Teacher Conferences will be held twice during the academic year: **December and May** to discuss students' progress. A meeting will be scheduled with each family.

Field Trips

Visiting performances and fieldtrips are organized during the academic year. These are experiences designed to support and extend the children's learning. Parents are welcome to attend any of these events. Information is distributed to parents prior to these occasions and written permission for each child to attend must be signed by parents or guardians at the beginning of the school year.

Director and Teachers Contact

If you need to get in touch with teachers, please e-mail or call them. Teachers will provide contact information, and the best times to reach them. You are always welcome to contact the Director with any comments or concerns.



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V. FEES AND PAYMENT POLICY

CHIPS enforces the following policies and procedures for tuition payments: All tuition is due regardless of sickness, behavioural/disciplinary removal, vacations, weather-related closings or holidays, ***emergency-related closings mandated by the state/local government/DHS, like a pandemic.*** We do not pro-rate any portion of the tuition fee and do not offer refunds due to missed classes, illness, vacation, school holiday, or personal schedule conflicts.

To ensure your child's enrollment, parents must pay the registration fee. The **Enrollment fee** serves as a deposit and guarantees your child's place in our school, for next academic year, pending tuition payment due by Mid-**August**. For returning students, signed enrollment form and deposit are due by March 31.

For students enrolled after the school year has started, tuition and fees must be paid within five working days.

The **Annual Activity Fee** includes school's field trips, special projects, yearbook and birthday celebration. *All the meals are included in the tuition.*

The school covers the cost of all instructional materials, art equipment and project supplies.

Payments may be made by bank transfer, credit card and/or cash.

Our tuition fee is an annual amount, paid as one payment. However, the school may allow for tuition to be paid in two installments. Tuition does not vary according to the number of school days in any particular month; all school holidays have been factored into the annual tuition.

Cancellation and Refund Policy

Withdrawal from the school is permitted up to 10 days before the start of the term with a 75% refund. After that, no refunds will be processed. All requests for cancellation and refunds must be submitted in writing and emailed to info@chips.md.