STATUTE OF A NON-PUBLIC Preschool BRIGHT BEGINNERS in Ślęza

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Chapter 1
General Provisions

Whenever the following terms are referred to without further specification, they shall be understood as follows:

1. Preschool – Bright Beginners Non-Public Preschool in Ślęza;
2. Act – the Act of December 14 2016 – Education Law (i.e. Journal of Laws of 2024, item 737, as amended);
3. Education System Act – the Act of September 7 1991 on the educational system (i.e. Journal of Laws of 2024, item 750, as amended);
4. Statute – the statute of Bright Beginners Non-Public Preschool in Ślęza;
5. Director – the Director of Bright Beginners Non-Public Preschool in Ślęza;
6. Teacher – a pedagogical employee employed at Bright Beginners Non-Public Preschool in Ślęża;
7. Children and Parents – children attending Bright Beginners Non-Public Preschool in Ślęza, as well as their parents, legal guardians, and individuals exercising foster care over the child;
8. Authorized Representative – the International Education Center Spółka z ograniczoną odpowiedzialnością, with its registered seat in Ślęża, 7 Szyszkowa Street;
9. Authority in Charge of Pedagogical Supervision – the Lower Silesian Superintendent of Education.

§1

1. Bright Beginners Non-Public Preschool in Ślęza is a non-public institution which:

1) Implements preschool education programmes in line with the core curriculum of preschool education;

2) Employs teachers with qualifications specified in separate regulations.

2. Bright Beginners Non-Public Preschool is based in Ślęza.
3. The preschool operates in a building located at 7 Szyszkowa Street, 55-040 Ślęza.
4. The person in charge of the preschool is an Authorized Representative – International Education Center Spółka z ograniczoną odpowiedzialnością, with its registered seat in Ślęza, 7 Szyszkowa Street.
5. The preschool is under pedagogical supervision of the Lower Silesian Superintendent of Education.

6. The preschool is entered in the register of non-public schools and establishments maintained by the Kobierzyce Commune Head.
7. Pedagogical supervision over the preschool is exercised by the Lower Silesian Superintendent of Education.

Chapter 2
Aims and Objectives of the Preschool

§2

1. The preschool implements aims and responsibilities resulting from the core curriculum of preschool education and legal regulations.
2. The preschool organises its activities in a manner tailored to the needs and developmental potential of the child, maintaining ongoing communication with parents.
3. The preschool is guided by the principle: "Help me do it myself." The teacher accompanies the child, encourages independence and active exploration of the world, and offers support when necessary.
4. The primary aim of preschool education is to support the comprehensive development of the child. This is achieved through the entirety of educational interactions, enabling the child to discover and realise their own potential, as well as to acquire knowledge, gain experience, and develop skills. A well-planned and implemented educational process also enables children to achieve school readiness.

§3

The objectives of the preschool are as follows:

1) To provide children with care, upbringing, and education in an atmosphere of acceptance and safety;
2) To support and guide the individual development of the child in accordance with their innate potential and developmental capabilities, while respecting the socio-cultural and natural environment;
3) To ensure optimal conditions for the development of the child, including access to psychological and pedagogical support;
4) To foster and develop children's initiative and activity, while enabling them to maintain their national, ethnic, linguistic, and religious identity;

5) To support families in the process of raising the child;

6) To prepare children for school by creating conditions conducive to achieving school readiness;

7) To teach English through play, daily interaction within an international environment, and continuous contact with native English speakers.

§4

The responsibilities of the preschool include:

1. **Supporting individual child development by:**

1) Creating favourable conditions for the child's multidirectional activity and the acquisition of experiences in the physical, emotional, social, and cognitive areas of development;

2) Enabling children to develop freely, play, and rest in a safe and supportive environment;

3) Encouraging activities that enhance children's sensory integration;

4) Fostering an environment conducive to experiences that enable children to expand their knowledge and acquire skills, while also supporting children who are developing in a disharmonious, delayed or accelerated manner;

5) Facilitating children's independent exploration of the world, selecting content appropriate to the child's development level, perceptual abilities, imagination, and reasoning skills, whilst respecting individual needs and interests;

6) Strengthening the child's sense of self-worth, individuality, and originality, as well as their need to build personal relationships and function within a group;

7) Promoting health by creating situations that foster the development of healthy habits and behaviours, leading to independence, health care, and physical fitness, and teaching safety rules, including road safety;

8) Preparing children to understand emotions — their own and those of others — and caring for their mental health through natural, task-based learning situations appropriate to their intellectual and developmental stage;

9) Creating educational opportunities aimed at developing the child's sensitivity, including aesthetic sensitivity, across various domains: speech, behaviour, movement, environment, clothing, music, dance, singing, theatre, and visual arts;

10) Creating conditions that allow for safe, independent exploration of the natural environment, supporting the development of sensitivity, and enabling the child to learn values and norms related to nature, appropriate to their stage of development;

11) Providing opportunities for the safe, independent exploration of technology in the environment through constructing, tinkering, planning, engaging in intentional action, and presenting the outcomes of their work;

12) Interacting with parents, various communities, organisations, and institutions recognised by parents as sources of significant value in shaping the child's identity;

13) Collaborating with the above-mentioned entities to create situations that support the child's learning of social values and norms derived from the family, peer group, adults, and older generations;

14) Systematically enriching educational content — with parental consent — in response to significant changes or phenomena in the child's environment, relevant to their safety and harmonious development;

15) Continuously supporting the development of the child's learning strategies, leading to school readiness;

16) Organising activities, in accordance with identified needs, that allow the child to learn about the culture and language of a national or ethnic minority, or a regional language;

17) Creating educational situations that foster a child's interest in modern foreign languages and a desire to learn about other cultures.

2. Supporting the family in raising the child by:

1) Cooperating with parents in the upbringing and education of their child, while respecting for the rights of parents;

2) Assisting in identifying the child's developmental capabilities and needs, and providing early specialised intervention when necessary;

3) Agreeing on methods and directions of action to stimulate child development;

4) Enabling parents to access knowledge about preschool child development.

3. Preparing the child for school by:

1) Promoting an active attitude towards their own mental and physical health;

2) Developing motor skills;

3) Enabling the acquisition of linguistic competence, pre-reading skills, and symbolic representation e.g. drawing, writing;

4) Developing independence.

§5

The preschool implements its aims and objectives through:

1) Organising groups of children of similar age, taking into account parents' individual requests and each child's developmental predispositions;

2) Adapting methods and forms of work to the needs and capabilities of the individual child, and implementing all educational areas specified in the core curriculum for preschool education;

3) Using a variety of methods, including those that allow children to choose the space and type of activity;

4) Individualising the pace of didactic and educational work for children with disabilities, and applying learning methods and organisational strategies, in accordance with the recommendations of the Psychological and Pedagogical Clinic.

Chapter 3
Psychological and Pedagogical Assistance

§6

1. The preschool organises and provides psychological and pedagogical assistance to its pupils, their parents, and teachers, in accordance with the provisions of the regulation on the organisation and provision of psychological and pedagogical assistance.
2. Psychological and pedagogical assistance provided to children consists of identifying and responding to their individual developmental and educational needs and recognising their individual psychophysical capabilities.
3. Psychological and pedagogical assistance provided to parents of children and teachers is intended to support them in resolving educational and didactic challenges.
4. The organisation of psychological and pedagogical assistance is the responsibility of the Director.
5. The use of psychological and pedagogical assistance is voluntary and free of charge.
6. The detailed rules for the provision of psychological and pedagogical assistance to children are set out in the Education Law and the regulation issued pursuant to it.

Chapter 4
Safety of Children in the Preschool

§7

1. The preschool ensures the full safety of children in both physical and psychological terms.
2. The preschool assumes responsibility for the safety of the child from the moment the parents place the child in the care of the teacher, until the child is collected by the parents.
3. In the preschool, children receive constant care from teaching staff with the support of administrative and support staff.
4. During walks, excursions, and other outings beyond the premises, the preschool ensures the care of children in accordance with the established procedure for outings and excursions.

Chapter 5
Authorized Representative and Director

§8

The tasks and responsibilities of the Authorized Representative include:

1) Granting the statute;
2) Approving amendments to the statute;
3) Making financial decisions regarding the preschool;
4) Entering into property-related obligations on behalf of the preschool.

§9

The Director is the authority of the preschool as defined under the Education Law. The responsibilities of the Director of the preschool include:

1) Managing the operations of the preschool and representing it externally;
2) Exercising pedagogical supervision;
3) Organising childcare and ensuring conditions for harmonious psycho-physical development through active, health-promoting activities;
4) Managing financial resources in agreement with the Authorized Representative;
5) Performing other duties arising from special regulations;
6) Approving educational programmes proposed by teachers for preschool use;
7) Establishing the daily framework schedule for each group;

8) Organising the recruitment process in accordance with the Education Law;

9) Deciding on the removal of a child from the preschool register, in cases specified in these statute;

10) Organising psychological and pedagogical assistance;

11) Implementing recommendations arising from decisions issued by psychological and pedagogical clinics;

12) Conducting teacher evaluations within the timeframes specified by law;

13) Supporting teachers in obtaining professional development qualifications;

14) Implementing technical and organisational measures to ensure compliance with data protection regulations;

15) Determining the fees charged at the preschool;

16) Exercising management control within the preschool.

§10

The Director of the preschool is the head of the workplace for the teachers, service, and administrative staff employed at the preschool, and in particular:

1) Directs the personnel policy of the preschool, including the hiring and dismissal of teachers and other employees;

2) Appoints the Deputy Director;

3) Grants awards and imposes disciplinary measures on teachers and other employees of the preschool;

4) Verifies candidates for employment in the preschool — whether as teachers or in other roles involving the upbringing, education, or care of a child — against the Sex Offender Registry;

5) Notifies the disciplinary ombudsman, no later than 14 working days after becoming aware of the act, in the event that a teacher commits an offence that violates the rights or welfare of a child.

§11

In the performance of their duties, the Director of the preschool cooperates with the Authorized Representative and the authority responsible for the pedagogical supervision.

Chapter 6
Scope of Responsibilities of Teachers and Other Employees of the Preschool

§12

1. The preschool employs teachers and administrative and support staff.
2. The rules governing employment of teachers and other employees, as referred to in paragraph, 1 are specified in separate regulations.
3. The preschool may fulfill its responsibilities with the assistance of specialists working under civil law contracts, as well as with volunteers, apprentices, and interns.

§13

1. The Deputy Director is appointed and dismissed by the Director of the preschool.
2. The Deputy Director performs tasks in accordance with the established division of responsibilities between the Deputy Director and the Director of the preschool, and in particular:
    1) Directs the day-to-day work of the preschool;
    2) Coordinates the creation of a calendar of events and celebrations in the preschool;
    3) Plans and supervises the organisation of preschool events;
    4) Oversees the work of novice and assistant teachers to improve efficiency and quality of work;
    5) Coordinates the care of children;
    6) Ensures hygienic and safe conditions for children during their time in the preschool;
    7) Informs employees and parents about the statute, regulations, and standards of the institution;
    8) Represents the preschool in the absence of the Director.
3. The Deputy Director is responsible for the organisation of the teaching process and ensuring the quality of education in the preschool.
4. The duties of the Deputy Director within the scope indicated in paragraph 3 include:
    a) Systematically analysing and evaluating the quality of the preschool's work;
    b) Inspiring and assisting teachers in improving the quality of their work;
    c) Holding meetings with teachers and parents.

§14

1. The basic duties of administrative and support staff include, in particular:

1) Performing tasks conscientiously, efficiently, and impartially;

2) Maintaining courtesy and kindness in dealings with parents, legal guardians, the Director, the Deputy Director, colleagues, and other staff;

3) Behaving in accordance with generally accepted social norms;

4) Continuously improving professional skills and qualifications;

5) Diligently carrying out instructions issued by the Director, the Deputy Director, or other authorised persons;

6) Adhering to the detailed responsibilities associated with their job role.

2. Employees of the preschool who, in connection with their duties or position, gain access to the personal data of children, parents, teachers, or other preschool staff shall process such data solely for the purpose of fulfilling their responsibilities under the law and must maintain confidentiality in accordance with the Education Law and General Data Protection Regulation.

§15

1. The preschool employs teachers with pedagogical qualifications to work with preschool children.

2. While on duty, a teacher enjoys the legal protection granted to public officials.

3. In all teaching, educational, and caregiving activities, the teacher is obliged to act in the best interests of the children, care for their health, and respect their personal dignity.

4. The teacher plans and implements educational and didactic activities in accordance with the current core curriculum and programmes approved by the Director, which include the content of the core curriculum. The teacher is responsible for the quality and results of their work and must respect the dignity and rights of the child.

5. The teacher is responsible for the life, safety and wellbeing of children during their stay in the preschool and outside its premises including excursions and walks, and in particular:

1) Follows the safety procedures established in the preschool, including the procedures for bringing and collecting children by parents or authorised individuals;

2) Remains with the group of children entrusted to their care at all times and may leave the group only after handing over responsibility to another teacher;

3) Maintains cleanliness and order in the learning environment and reports any damage to toys,

equipment, or facilities to the Deputy Director (or other person replacing them);

4) Provides first aid to the child in the event of an accident and informs the Director or Deputy Director of the preschool, followed by notifying the child's parents in consultation with the Director or Deputy Director;

5) Immediately notifies Director or Deputy Director of the preschool upon noticing any worrying symptoms of illness in pupils;

6) Checks the safety conditions for conducting classes before they begin to ensure they do not pose a threat to the safety of children or the teacher. If the classroom or playground does not meet safety requirements, the teacher is obliged to report this immediately to the Director or Deputy Director. Until the defects are repaired, classes are held elsewhere;

7) Records all outings beyond the premises of the preschool in the register of group outings.

6. The teacher's responsibilities related to planning and conducting educational and teaching work, and ensuring its quality, include:

1) Implementing the curriculum with care and accuracy;

2) Planning work with children and preparing monthly work plans;

3) Delivering planned topics during activities with the whole group, as well as in small groups formed spontaneously by the children or selected by the teacher;

4) Maintaining pedagogical documentation in accordance with applicable regulations;

5) Creating a friendly, calm atmosphere for play and learning;

6) Ensuring a sense of security for children;

7) Directing the child's activity by organising a nurturing environment, creating supportive situations, providing content, and using a variety of methods and forms of work;

8) Caring for the welfare of children and respecting their dignity;

9) Establishing individual contact with each child and understanding their abilities and needs in order to individualise the educational and teaching process;

10) Preparing children for school readiness and transition to primary education;

11) Cooperating systematically with parents and involving them in the work of the preschool;

12) Submitting proposals for the annual work plan;

13) Participating actively in meetings of the Pedagogical Council;

14) Conducting an analysis of the child's school readiness (preschool diagnosis) in the school year preceding entry into the first grade of primary school.

7. The teacher's responsibilities related to conducting pedagogical observations and documenting them include:

1) Getting to know each child in order to create the conditions for optimal development, meet their individual needs and capabilities, and support the appropriate planning and implementation of the didactic, educational, and caregiving process;

2) Conducting systematic observations;

3) Drawing conclusions from observations as a basis for further educational and caregiving work, and for taking measures to support and guide the child's development;

4) Proposing the form and method for documenting observations in the preschool group;

5) Conducting a school readiness analysis during the year preceding potential admission to primary school;

6) Preparing information on school readiness for children completing annual preschool preparation.

8. The teacher's responsibilities in cooperation with specialists providing psychological and pedagogical assistance include:

1) Getting to know each child, their developmental history, and the conditions of upbringing in the family and wider environment;

2) Observing behaviour and developmental progress, and documenting it;

3) Understanding the causes of behavioural difficulties and developmental disorders;

4) Providing individual care to each child;

5) Offering additional care to children with disabilities or developmental difficulties;

6) Taking corrective and supportive actions to aid the child's development;

7) Bridging developmental and environmental gaps and addressing difficulties arising in early childhood;

8) Promoting equal educational opportunities;

9) Maintaining contact with parents to understand the child's developmental needs, determine forms of support, and involve families in preschool life;

10) Cooperating with the appropriate psychological and pedagogical counselling centre;

11) Implementing tasks related to the provision and organisation of psychological and pedagogical assistance, and documenting these activities in accordance with legal requirements and the provisions of the statute.

9. The teacher's responsibilities related to cooperation with parents include:

1) Informing parents about the tasks arising from the preschool education programme implemented in the child’s group;

2) Identifying the child’s developmental needs and, if necessary, initiating early specialised intervention;

3) Providing timely updates on the child’s progress;

4) Aligning educational interactions in collaboration with parents;

5) Involving parents in the activities of the preschool;

6) Providing information about the child’s school readiness to support their transition to primary school.

§16

1. The Director of the preschool entrusts each group to the care of one or two teachers, depending on their working hours or the additional tasks they undertaken. In particular:

1) Checking the technical condition of equipment and devices before entering the classroom, and reporting any irregularities to the Director or Deputy Director;

2) Familiarising children at the start of the school year with the rules for staying in the room and using equipment;

3) Checking the condition of field equipment;

4) Familiarising children with the rules for the safe use of playground equipment;

5) Ensuring that children do not leave the room without stating a reason and destination (e.g. to the lockers), and ensuring they are always under adult supervision.

2. For misconduct affecting the order of work, teachers are subject to disciplinary action in accordance with the Labour Code. For violations of the dignity of the teaching profession or of their professional duties, teachers are subject to disciplinary responsibility.

3. Teachers of the preschool who, in connection with their duties or position, gain access to the personal data of children, parents, teachers, or other preschool staff shall process such data solely for the purpose of fulfilling their responsibilities under the law and must maintain confidentiality

in accordance with the Education Law and General Data Protection Regulations.

Chapter 7
Preschool Organisation

§17

1. The basic organisational unit of the preschool consists of children grouped according to similar age. Grouping criteria may also be extended to include children's interests, talents, and individual needs (e.g. inclusive groups involving children with disabilities).
2. Mixed-age groups may be created in the preschool. Decisions regarding the composition of groups for the next school year are made by the Director of the preschool, based on information about children continuing their education and those newly admitted.

§18

The number of children in a group shall not exceed 25, unless otherwise provided by specific regulations.

§19

1. Upbringing, teaching, and caregiving work is carried out on the basis of the core curriculum and preschool education programmes approved for use by the Director of the preschool. The programme is made available to parents.
2. Where organisational possibilities allow, activities beyond the core curriculum may be conducted at the preschool. The duration of such activities should be adapted to the developmental capabilities of the children.

§20

1. The daily organisation of preschool groups is determined by a framework schedule based on a daily rhythm—systematically repeated phases that help children gradually understand the concept of time and routine, while providing a sense of security and calm. The schedule supports the child’s harmonious development, takes into account health and hygiene requirements, and is adapted to the educational programme and parents’ expectations.
2. The method of documenting the activities conducted in the preschool is governed by separate regulations.

§21

1. The preschool operates throughout the school year, except during holiday periods set by the Director of the preschool at the beginning of the school year. The preschool may also be closed in emergency

situations.

2. The preschool operates from 7:30 a.m. to 5:30 p.m.
3. The daily working hours of the preschool are determined by the Director of the preschool.
4. Due to the organisation of meals and the need to implement the core curriculum, parents are required to observe the designated arrival time (by 8:50 a.m.) or notify the preschool by telephone of late arrival no later than 8:50 a.m.

Chapter 8
Operation of the Preschool During the Suspension of Classes

§22

1. Classes at the preschool may be suspended in the event of:

1) Threats to the safety of children related to the organisation or conduct of national or international events;

2) Outdoor temperatures or indoor conditions in teaching areas that endanger children's health;

3) Threats arising from an epidemiological situation;

4) Any other extraordinary event that endangers the safety or health of children.

2. If the suspension of classes referred to in paragraph 1 continues for more than two days, the Director of the preschool shall organise classes using distance learning methods and techniques. These classes shall begin no later than on the third day following the start of the suspension.

§23

1. During the implementation of classes using distance education methods and techniques, all teachers are required to ensure the online safety of children.
2. In conducting classes through distance education methods and techniques, teachers use information and communication technologies such as:

1) Instant messaging, email, community groups, and telephone contact;

2) Other tools and platforms not listed above, provided they support the continuation of the educational and upbringing process.

3. Classes using distance learning methods and techniques are organised taking into account:

1) Balanced distribution of activities across the days of the week;

2) Variety of activities offered each day;

3) Children's psychophysical capabilities.

§24

The preschool provides conditions for the safe participation of children in classes conducted using distance learning methods and techniques through:

1) Combining alternating forms of education with and without screen use, including:

a) Providing parents with printable or printed worksheets;

b) Offering suggestions for play using everyday household objects;

c) Sending links to educational videos, multimedia books, and educational games;

2) Adapting all materials to the needs and developmental capabilities of preschool children.

§25

1. During the period in which classes are conducted using distance education methods and techniques, the Director of the preschool shall provide children, parents, and teachers with information on the manner and mode of implementing the core curriculum of preschool education, psychological and pedagogical assistance, compulsory annual preschool preparation, and early support classes for child development.
2. During the period in which classes are conducted using distance learning methods and techniques, the Director, in consultation with the pedagogical council, may temporarily modify:

1) The scope of teaching content resulting from the curricula and the framework schedule of the preschool;

2) The weekly schedule of classes for activities conducted using distance learning methods and techniques.

3. The Director of the preschool shall inform regional education authorities about the method of conducting classes using distance learning, as well as any modifications to the scope of teaching content and the weekly schedule of classes.

§26

1. During the implementation of classes using distance learning methods and techniques, teachers inform parents about the available materials and the possible ways in which these may be used or implemented by the child at home. Materials necessary for home-based learning are provided to parents via email.
2. If the child’s parents do not have access to the internet, the teacher sends information via

mobile phone about the available materials necessary for the implementation of classes using distance education methods and techniques, as well as possible ways for the child to complete the activities at home.

§27

1. Confirmation of a child's participation in classes conducted using distance learning methods and techniques shall include:
    1) Submitting photos or videos showing the child's completed tasks by the parents;
    2) Receiving and responding to messages;
    3) Completing tasks in the format specified by the remote learning tool in use.

2. Confirmation of a child's participation in distance learning classes shall respect the privacy of the child and their parents, and shall take into account the technical capabilities and available software of the devices used to complete the tasks..
3. In the case of parents who do not have access to the Internet, a child's participation is confirmed by receiving text messages, reading the materials provided, and completing tasks in the format specified by the teacher.

§28

1. During periods of instruction using distance learning methods and techniques, the preschool's teachers and specialists shall monitor each child's progress on an ongoing basis and regularly provide parents with updates by telephone or other acceptable means, while maintaining confidentiality.
2. During such periods, parents shall have the opportunity to engage in individual contact with teachers in the form of:
    1) Conducting face-to-face individual meetings;
    2) Having telephone conversations.
3. The Director, upon request from a parent, may organise classes on the preschool premises for a child who, due to a difficult family situation, is unable to participate in distance learning at their place of residence. This is subject to the ability to ensure safe and hygienic learning conditions on the premises and the absence of any incidents in the area that may pose a risk to the child's health or safety.

4. The classes referred to in paragraph 3 may be conducted either in direct contact with the teacher or other educator, or using distance learning methods and techniques, provided that safe and hygienic learning conditions can be maintained on the preschool premises and there are no incidents in the area that may endanger the child's health or safety.

Chapter 9
Principles of Financial Management

§29

1. The activities of the preschool are financed from:

1) Subsidies from the municipal budget local authority budget;

2) Fees paid by parents;

3) Other funds raised under separate regulations.

The rules for the financial management of the preschool are set out in separate regulations.

§30

The preschool fee consists of:

1) An enrolment fee, which is one-time in nature;
2) Fees for educational and teaching activities, excursions, and additional activities, in accordance with the terms of the applicable civil law contract;
3) The meal fee.

Chapter 10
Rules for Bringing and Collecting Children from the Preschool

§31

1. Parents are responsible for the safety of the child on the way to the preschool and during the return home.
2. Bringing a child to the preschool shall be understood as accompanying the child to the door of the institution and handing them directly to an authorised teacher.
3. It is the responsibility of the parent to ensure that the teacher has acknowledged the child's arrival at the facility.

§32

1. Collecting a child is understood as taking the child directly from the teacher.
2. Children should be brought to and collected from the preschool by parents, legal guardians or a

person authorised by them, who ensures the child's full safety.

3. The authorisation referred to in paragraph 2 must be given in writing and signed by at least one parent.
4. The written authorisation shall include:

1) The full name of the authorised person;

2) Details of the identity document (type, series, and number) to be used when collecting the child;

3) The signature of the authorising parent or guardian.

5. The authorised person must carry the identity document indicated in the authorisation at the time of collection and, upon the teacher's request, present it. In doubtful situations, the teacher or the Director or Deputy Director shall contact the parents.

§33

Parents assume legal responsibility for the safety of the child once collected from the preschool by a person authorised by them.

§34

1. The teacher may refuse to release a child if, in their opinion, the person collecting the child is unable to ensure the child's safety (e.g. due to being under the influence of alcohol or other intoxicating substances).
2. In case of doubts regarding the release of the child, the teacher shall immediately inform the Director or Deputy Director of the preschool. In such situations, the teacher, Director or Deputy Director shall take all available measures to establish contact with the child's parents.
3. If a child is not collected by the established closing time of the preschool, the teacher shall immediately notify the parents and ensure care for the child until their arrival.
4. If contact cannot be made using the provided telephone numbers, the teacher shall inform the Deputy Director and the Director of the preschool.

§35

A parent's request for the other parent not to collect the child must be supported by a final court judgment or ruling, which must be presented to the Director for review.

Chapter 11
Admission to the Preschool

§36

1. The basis for enrolling a child in the preschool is the completion of the "Child Enrolment Card for Preschool", payment of the enrolment fee, and the conclusion of a civil law contract.
2. Children may also be admitted during the school year if places are available.
3. If the number of applicants exceeds the number of available places, a waiting list shall be created. If a place becomes available in the appropriate group, a child from the waiting list may be admitted during the year.
4. A prerequisite for a child's attendance at the preschool is appropriate development in basic self-care activities, such as signalling physiological needs, eating independently, and putting on or removing selected items of clothing.

Chapter 12
Children in the Preschool

§37

1. The child in the preschool has all the rights under the Convention on the Rights of the Child, in particular the right to:
    1) Receiving a properly organised educational and childcare process;
    2) Having their needs respected, and being treated with kindness and individual attention;
    3) Being protected from all forms of violence, whether physical or psychological;
    4) Having their personal dignity respected;
    5) Receiving appropriate care and protection;
    6) Being accepted as an individual.
2. The child's responsibilities include:
    1) Listening to and following the teacher's instructions;
    2) Observing group rules and showing respect for the teacher and others;
    3) Respecting classmates and the outcomes of their work;
    4) Helping peers who need support;
    5) Upholding values such as kindness, truth, friendship, and beauty;
    6) Caring for toys and participating in tidying and self-care;
    7) Staying with the group and not leaving without permission;

8) Reporting any health or physiological issues to the teacher.

§38

1. Children may be rewarded for good behaviour and didactic progress.
2. Rewards may involve verbal praise, stickers, stamps, badges, and diplomas.

§39

1. For behaviour that does not comply with the rules of the preschool, a child may face appropriate consequences, such as:

1) Receiving an individual verbal reminder;
2) Not receiving a reward;
3) Being seated quietly at the table for a short period (if appropriate to the context);
4) Informing the parents about the child's inappropriate behaviour.

2. Consequences shall be applied starting from the least restrictive measure.
3. The teacher shall seek to reinforce positive behaviour and prevent undesirable behaviour through appropriate educational strategies.

Chapter 13
Removal of a Child from the Preschool Register

§40

1. The Director may issue a decision to remove a child from the preschool register in the following situations:

1) Failure by parents or legal guardians to pay fees for a period of one month;
2) Repeated delays in payment of fees;
3) Behaviour by the child that poses a threat to the health or safety of other children;
4) Lack of cooperation between parents and preschool staff;
5) Concealment by parents of important information concerning the child;
6) Unexplained absence of the child from the preschool for a period of at least one month;
7) Failure by parents to comply with the provisions of the statute or with applicable regulations and procedures.

§41

1. Parents may terminate the contract by submitting written notice, with a one-month notice period.

2. The term “one-month notice” means that the preschool fee must be paid for one full calendar month following the date of resignation, regardless of the specific day notice is given. For example, if notice is given on any day in June (1st–30th), the fee for July must still be paid. If a parent wishes to withdraw their child from preschool education from July, notice must be submitted no later than 31 May.

3. During the notice period, the child retains the right to attend the preschool.

Chapter 14
Cooperation with Parents/Legal Guardians

§42

1. Parents or legal guardians have the right to:
   1) Be informed of the core curriculum for preschool education used in their child’s group;
   2) Receive daily brief information about their child;
   3) Access information regarding their child’s educational progress, behaviour, and development;
   4) Obtain advice and guidance on matters related to the upbringing and development of the child;
   5) Participate in ceremonies and events organised by the preschool.

2. Parents or legal guardians' responsibilities include:
   1) Complying with the provisions of this statute, the regulations, and the civil contract;
   2) Informing the preschool of the reason for any child’s absence;
   3) Cooperating with teachers to ensure consistency between family and preschool education;
   4) Bringing only healthy children to the preschool;
   5) Reporting to the teacher any signs of physical or emotional discomfort, including behaviours that may affect group dynamics (e.g. fears, anxieties, or difficult emotions);
   6) Promptly updating changes of address or contact details;
   7) Keeping up to date with information posted on noticeboards, via email, or on the preschool’s website;
   8) Closing the preschool gate upon entering and exiting the premises.

§43

1. The forms of cooperation between the preschool and parents include:
   1) Group meetings;
   2) Consultations and individual conversations with the teacher;
   3) Consultations and individual meetings with the Director or Deputy Director;

4) Exchanging information via the preschool website, email, and the LiveKid online system;

5) Open classes.

2. Meetings with parents for the purpose of exchanging information are held at the preschool twice per school year, or more frequently at the request of parents or teachers. A detailed schedule of group meetings, consultations, and individual contacts is provided during the first meeting of the new school year.

Chapter 15
Children's Clothing and Personal Belongings

§44

1. Children should arrive at the preschool clean, neatly groomed, and dressed in comfortable clothing that allows for independent dressing and undressing. Outerwear should be appropriate to weather conditions and allow for daily outdoor activity. From Monday to Thursday, children are required to wear a uniform consisting of a short- or long-sleeved polo shirt.
2. Each child should have indoor shoes, a bag containing gym clothes, and an extra set of clothing including underwear. All items should be clearly labelled and known to the child.
3. Children should not bring toys from home to the preschool. The preschool shall not be held responsible for the loss or damage of any such items.
4. Food, sweets, money, or other valuables must not be kept in the child's locker.
5. Bringing smartphones or smartwatches to the preschool is not permitted.

Chapter 16
Final Provisions

§45

The preschool keeps and maintains records in accordance with separate regulations.

§46

The statute applies equally to all members of the preschool community: the Preschool Leader, the Director, the Deputy Director, teachers, parents, and administrative and support staff.

§47

Regulations adopted by bodies operating within the preschool may not contradict the provisions of this statute.

§48

In matters not regulated by this statute, the relevant provisions of the Education Act, the Labour Code, and the Civil Code shall apply.

§49

The right to grant and amend the statute belongs to the Preschool Leader.

§50

The Director of the preschool shall ensure that the content of the statute is made available to all interested parties by:

1) Posting it on the preschool’s website;
2) Placing a copy on the premises of the preschool in a location accessible to interested parties.

§51

The statute comes into force on 10.03.2025.