FAMILY HANDBOOK

2026 - 2027 SCHOOL YEAR

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WELCOME

We are so glad you are here as a part of The Miquon School community! Welcome. Kindly take the time to read through this handbook as a way to understand the flow of our school day, review important school policies, and learn about our community culture.

The Miquon School
The Miquon School is a non-sectarian, co-educational day school that provides a Progressive educational program for children ages 3-12. More information about Progressive education and the school's educational philosophy can be found at miquon.org/about/mission.

Mission Statement
A beacon of Progressive Education, Miquon celebrates childhood, cultivates a love of learning, and inspires children to advocate and care for themselves, each other, and the world.

Diversity Statement
Miquon commits to being an anti-racist community through its curriculum and ongoing efforts to dismantle structural racism within and beyond the institution. We value the beauty and richness of our differences and are stronger because of our distinct backgrounds and plurality of perspectives. At Miquon, conversations about differences and belonging are integral not only in building an honest community but also in supporting each student in the development of their sense of self. We engage children intentionally in thoughtful, age-appropriate classroom discussions about real-world inequity. In philosophy and practice, Miquon strives to support every kind of diversity, be it an individual's race, religion, gender, sexual orientation, socio-economic status, political views, learning style, or ability. This work requires ongoing critical self-reflection, targeted education, and responsive action. We continue to learn, grow, and strive to create a school community that lives up to our ideals.

Honoring equity and diversity involves acknowledging when we fall short of creating a space where every community member can be appreciated for who they truly are. For Miquon, this work is innately collaborative. We support students and adults in deliberately confronting bias and racism, developing reflective practices, and valuing different points of view as we solve problems. The responsibility for creating a culture of belonging is one that lies with every member of this community, from our students and staff to our families and the Board.

Ultimately, any conversation at Miquon begins with the premise that our efforts are never complete. We recognize that conflicts can be rooted in limited perspectives and collective biases, and we aim to challenge them with vulnerability, honesty, and empathy. Each time we set foot on campus is an opportunity to live out our philosophy and create an environment in which more members feel ownership.

Miquon addresses equity, action, community, and belonging, with staff, families, and the Board working toward incorporating stronger practices throughout our community and work. A board committee, called the Equity, Community, and Culture Committee, works on initiatives within our current strategic plan. The Board also engages in a discussion at each of its monthly meetings that follows the ABA 21-day racial equity challenge created by Dr. Eddie Moore, Jr. of America & Moore, LLC. Over the last few years, our DEA work has focused on developing a series of educational and community building events for families, as well as creating a diversity statement for the school. This work also led to the development and board approval of our tenth tenet: "Children can be upstanders and agents of change." Our staff committee, which is led by teachers, looks at how we continue to integrate DEA work into our practices and curriculum.

Non-Discrimination Policy
The Miquon School does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, sexual orientation, or gender identity in the administration of its admissions and educational policies, financial aid programs, athletic or other school-administered programs, or in regard to the terms and conditions of employment. This statement applies to all students and employees of the school.

New Policies and Procedures
The Miquon School retains the right to make periodic revisions to the Family Handbook policies and procedures to which families agree when enrolling their child in our programs. We attempt to keep our handbook current and relevant throughout the school year, and when a revision is necessary, we update digital versions and notify the community via our *Miquon Matters* e-newsletter and other communications.

PROGRAM AND CLASSROOM ACTIVITIES

Curriculum
Curricular information can be found on our Program and Philosophy webpages, which include a scope and sequence for each academic subject. Classroom emails, social media pages, and blog posts are also a great source of curricular information.

Families are invited to several curriculum events throughout the year, such as Curriculum or Look Ahead Night, the Alumni Panel, Specialists Night, Learning to Read Night, and/or Math Night. These events are designed to share program and curriculum highlights by grade level and demonstrate how we meet learning goals at our students' different ages and developmental stages.

Many classes will also host an afternoon or evening event to culminate a unit of study, and often a larger learning celebration happens in the spring. Delicious food is a typical feature, as is a dramatic or musical presentation. Families are invited and may get a call from the group teacher or class to lend a hand.

Assemblies
An all-school assembly is held weekly on Friday mornings. Groups may perform, staff may share a talent or an interest, or we may spend the time singing or dancing as a whole school. Outside groups may make special presentations. We hold a Good of the School (GOTS) assembly numerous times per year, which is moderated by our sixth graders. This is a time for students to voice opinions and for the community to consider problems and solutions.

All children attend assembly, with the exception of GOTS, which the nursery classes do not attend. Families are always welcome to attend any assembly.

Back to School Night
Held in September, this meeting is important for all families to attend. Families gather for remarks from the Head of School and the Associate Head of School for Teaching and Learning before meeting with teachers to hear about the program for the year.

Book Fair
Once a year we host the Miquon Book Fair. You will find a large selection of children's books on display at the fair, designed to please all ages. Children preview the selection and, with the librarian's help, create wish lists for purchases. Funds raised from this popular event directly benefit the library.

Buddies
Each year the children in older groups become 'buddies' with children in younger groups. This is an informal arrangement greatly enjoyed by the children, which frequently includes reading together and may extend to other activities such as fieldwork or service projects. Children usually sit with their buddies at assembly.

Fieldwork
All groups take occasional trips off campus to visit sites that are related to their classroom or specialist programs. Fieldwork allows children to actively extend their learning beyond the Miquon campus. Teachers will alert you to these trips in advance, and often parents/guardians are invited to come along as chaperones and drivers (pre-trip clearances are necessary to participate). There is no additional charge to families for these trips, except when older groups plan an overnight trip. In this case, some fundraising may be necessary and is organized within the classroom. Parents/guardians wishing to attend a trip should review the "Volunteers" section under "Family participation" in this handbook.

Booster Seats
On field trip van rides, we ask that you please ensure your student's safety and compliance with Pennsylvania State Law, which states that children between ages four and their eighth birthday must be in a booster seat. We know that every child is a different size and shape, and we trust that families will check to make sure each child's seat is appropriate for them. No matter the child's age, we hope that families will always ensure they are providing the right size and type of seat (booster, high back booster, car seat with five-point harness, etc.) that best fits their child.

The statute also gives many exceptions and suggestions based on the height and weight of a child, as well as if a child can safely sit in a vehicle. While a child may fit well in their family's vehicle(s), that may not be the case for whatever vehicle is being used for a field trip. In Spring 2023, after consultation with our insurance company, child health agencies, our legal counsel, and based on our experiences, school administration decided that we will ask for families to bring boosters and it will be a *school decision*, based on the vehicles used for the field trip, whether a student is safely secured in the vehicle. At the time of departure, school adults will determine if a student needs a booster. Our policy comes from prioritizing student safety.

If your child (between ages four and their eighth birthday and / or whose size indicates they need to be using a booster) is attending a field trip, please send in a booster seat the morning of the trip. Seats may be dropped off on the bench at the bottom of the office path the morning of the field trip. Please label your child's seat.

The Pennsylvania State Law website referenced above provides further information and resources on booster seat guidelines with regard to child weight and height and child safety in vehicles.

Morning Meeting

Each classroom begins the day with Morning Meeting. This approach is based on the Responsive Classroom pedagogical framework as an engaging way to start each day and aims to both build a strong sense of community and set children up for social and academic success.

Each morning, students and teachers gather in a circle and interact with one another during four purposeful components:

- Greeting: Students and teachers greet one another by name and practice offering hospitality.
- Sharing: Students share information about important events in their lives, while listeners often offer empathetic comments or ask clarifying questions.
- Activity: Some groups participate in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills. Examples may include reciting a poem, dancing, singing, or playing a game.
- Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Mini-Courses

Mini-courses are an opportunity for students to choose "electives" based on interest and curiosity. Sample past topics include cooking, flag football, origami, woodworking, and computer games. Mini-courses happen once per week and are arranged in three sessions of approximately eight to ten weeks throughout the year. Older children participate in mini-courses for the full year, while younger students (but not our youngest!) join in the winter and spring. Some mini-courses are led by Miquon staff members, while others are proposed and run by fifth and sixth graders. Parents/guardians who wish to offer a mini-course are encouraged to do so, and should contact our Associate Head of School for Teaching and Learning to make arrangements.

Miquon Grass

This is an annual student publication - every Miquon child submits a piece of writing and often an accompanying illustration. Teachers work with their groups in the spring to identify or produce a writing piece for *Miquon Grass*. A print copy goes home to each family and copies are available in the library (children love to go to the library and look at their work from earlier editions).

YOUR CHILD'S PROGRESS

Reports

Classroom teachers provide two written progress reports on each student during the school year. Reports contain a description of each student as a member of the group and as a learner. Reports detail their strengths, areas needing support in each academic subject, recommendations for summer work, and references when appropriate to prior agreements about supporting the child over the year. In addition to classroom reports, specialists also complete reports for each child. These reports include information about the specialist subject and a brief comment about the student. Classroom reports and specialist reports come out at two points in the school year, February and June.

Teacher Conferences

Conferences happen twice per year, in November and March, and provide a time for families to meet with teachers to discuss a student's progress and plans for further growth. Parents/guardians are asked to sign up for morning, afternoon, or evening time slots and when possible, Miquon provides child care opportunities.

Additional conferences may be held at other times at the request of a child's parents/guardians or teachers.

Professional Services and Resources

Child Guidance Team (CGT)

Miquon offers a team approach to supporting children in their learning and growth. The CGT is made up of professionals in several different specializations. Sometimes children require outside educational assessment or additional classroom support of one kind or another. The CGT –

which can include the school counselor, learning specialists, the Associate Head of School for Teaching and Learning, other supportive entities hired by the school, and/or the Head of School – will gather to address the specific learning needs of children using the protocols developed. The child's parents/guardians are invited to meetings with the CGT when needed, and informed of special recommendations or strategies that are being implemented.

Learning Coordinators / Reading Specialists
The learning specialists work with children in classrooms and act as an advisory resource to teachers at all levels. They may assist teachers in assessing children's literacy skills and conferring with parents/guardians about their child's progress. The learning specialists also work one-on-one and in small groups with children who need additional support.

School Counselor
A licensed school counselor serves Miquon on a full-time basis throughout the year. This person is an essential participant in CGT meetings with teachers, families, and outside educational evaluators. During the school day, the school counselor works either together or individually with children, parents/guardians, and teachers. Information shared with the school counselor is kept in complete confidence and appointments may be made by calling the office and requesting to speak with the school counselor directly.

Speech Therapy
A speech therapist from the Montgomery County Intermediate Unit (MCIU) is assigned to Miquon on a consultation basis. The therapist sees children who have been recommended for speech therapy by their teachers, by the speech therapist from the MCIU, or other professionals.

Tutoring
Tutors are contracted to work at Miquon to assist some children who need one-on-one time on specific aspects of their learning, at the family's expense. Children are referred to tutoring through the CGT and always in consultation with the family. We may also recommend after school tutoring arrangements. Families may inquire through their child's teachers and the CGT.

FAMILY PARTICIPATION

Families Active @ Miquon (FAM)
Also known as FAM, Miquon's family organization is a group of adult volunteers from Miquon families who work to build community and support staff with communication, outreach, and events. As Miquon ambassadors both on and off campus, they promote the school's philosophy of Progressive education and encourage all families to learn about and embrace its values. FAM recruits class *FAMbassadors* (see below), matches buddy families, and organizes community events such as the annual campfire, gear sales, a book club, trivia nights, and more. FAM is also integral in the planning and execution of Miquon's annual Spring Fair, alongside administrative staff. FAM can be reached at familiesactive@miquon.org.

FAMbassadors
Each classroom group has one or two volunteer *FAMbassadors* who help families make connections within the group. They arrange events such as potlucks, group play dates, and picnics. They also help to schedule volunteers for Spring Fair, help teachers to share classroom-specific information, and find volunteers for classroom help as needed. Your FAMbassadors are a great school resource - contact them throughout the school year if you have questions.

Work Parties
Work parties have been a tradition at Miquon since our founding in 1932, making it possible to complete projects of all sizes that school administrative staff could not complete alone. The timing and specific projects vary year to year, but the parties typically occur in the fall and spring. Dates for the upcoming year can be found on the school wall calendar and google calendar. *We ask that all families attend work parties*. They are generally festive in atmosphere and your children are welcome to come and help as they are able. Work parties conclude with a barbeque and bring-your-own picnic lunch. Families may also be invited by their child's teachers or by the maintenance staff to help out with specific indoor or outdoor projects.

Volunteers
Miquon relies on families for support and actively welcomes volunteers. Parents/guardians who have ideas, particular skills to offer, or who just want to help in some way, should contact FAM, their class *FAMbassadors*, or their child's teachers. There are opportunities to help with class projects and field trips, and *families are expected to volunteer in some capacity for school-wide special events like Spring Fair*. Sometimes, requests for help with particular activities such as campus plantings and open house tours will be announced in *Miquon Matters*. At other times, families may be contacted individually.

Volunteer clearances
All Miquon School volunteers who are responsible for the welfare of a child or have direct volunteer contact with children must complete all necessary child clearances. Direct volunteer contact is the care, supervision, guidance or control, and routine interaction with children. Routine interaction is regular and repeated contact that is integral to a volunteer. Examples of volunteers requiring clearances include, but are not limited to, attending a field trip, driving children for school-related trips, running a mini-course, etc. Occasions when clearances are not required include: Winter Assembly, Spring Fair, Graduation, assemblies, classroom presentations, or sharing in the classroom with a Miquon staff member present. Those requiring clearances should contact clearances@miquon.org for specific clearance requirements. Requirements for driving include a special Miquon application and submission of driving record information.

HOLIDAYS AND SPECIAL EVENTS

Holidays
School is closed for most federal holidays. As a non-sectarian school, we are not able to close for every religious holiday celebrated by various members of our community. However, we support families who choose to keep their children at home for religious observance on days that Miquon is open. Sometimes classes discuss religious beliefs and traditions in connection with holidays, and families may be invited to participate in related activities in the classroom or at assembly.

We urge families not to plan extended vacations that keep their children out of school for a day or two before or after holidays. These can be the hardest days for children to miss as they often include introductory or culminating activities for an academic unit.

In-Service Days
There are usually three staff in-service days for professional development each year. School is closed, but vacation care is available. Miquon's wall calendar and google calendars will list all relevant dates.

Grandparent and Grandfriends Day
Grandparents and grandfriends are invited to spend one morning during the year visiting the children's classrooms. It's a great way for these family members to experience Miquon firsthand. If there is no grandparent in your family or if they live far away, another adult or "grandfriend" is encouraged to come. Children without a special visitor will buddy-up with a classmate and their grandfriend. We also offer a virtual Grandparents and Grandfriends Day event for those who want to connect but cannot come to Miquon.

Photo Day
Arrangements are made annually for a photographer to take individual and sibling portraits, class, and all-school photos. You will receive order information in *Miquon Matters* once the photographs are available for purchase. Most children do not dress formally for their pictures.

Fall-o-ween
At the end of October we celebrate our own version of Halloween, complete with a costume parade. Because our families have a wide range of practices and beliefs, we also offer a special fall craft activity. Families are invited to attend both (equally fun!) events.

Winter Assembly
The Winter Assembly is typically held on the last day before Winter Break at an off-campus location. It is a festive and non-religious event, all families are invited, and the event ends with an early dismissal. Miquon's after care program is closed on this day.

Martin Luther King, Jr. Day
School is closed to celebrate Dr. King's birthday on the Monday of the federal celebration. While Miquon's anti-bias curriculum includes helping children become upstanders and agents of change throughout the year, the school often offers special assemblies and/or service opportunities for anyone who wishes to participate as one way to recognize MLK and his work.

Doldrum's Day
This is a unique Miquon holiday created to give us all, staff and students alike, a physical/mental/psychological/spiritual day of rest during the long winter. It speaks to Miquon's sensitivity to our human needs, and to our desire to foster a good quality of life. Doldrum's Day is added onto the President's Day national holiday, extending the break through Tuesday of that week.

A little bit of Miquon history about how this holiday came about
Many, many years back, administrative staff decided we needed a day off in February when it was cold and dark and everyone was in the doldrums. Someone in the office typed up the calendar and erroneously made what should have been a plural "doldrums" into a possessive "doldrum's" with an apostrophe. This error made it look like the day was honoring a specific person, and so administrative staff invented Elizabeth Doldrum to celebrate on this particular February day. The day has been officially known as Doldrum's Day here at Miquon ever since.

Spring Fair
Spring Fair is organized collaboratively by administrative staff and Families Active @ Miquon as a fundraiser. There is much need for adult help, and there is a strong expectation that all families will volunteer before, during, or after Spring Fair. FAM organizes people to work at either a class booth or at some other station (i.e., serving food, handing out prizes, etc.). Families may be asked to get supplies or to help set up, supervise, or take down the booths. Proceeds contribute to the school's operating budget. There is also an informal alumni reunion component to the event as well.

Last Day of School for N/K/1
The day before Graduation is the last day of school for our nursery, kindergarten, and first grade students. Usually these groups host a "goodbye" family event at their classroom buildings. Children in these groups are not expected to attend Graduation and vacation care will be open on Graduation day for any N/K/1 students who need care.

Skit Night
The evening before Graduation, the fifth graders perform skits to highlight an amusing story from each graduating sixth grader's past. The entire community is invited to bring a picnic dinner and to come celebrate our graduates at this silly, joyful event.

Graduation
Graduation is held on the last day of school and is a truly special event for the community. Current students in grades 2 - 5 attend, but N/K/1 students and their families are welcome, as well as staff, families and friends of the graduating sixth graders, and members of the larger community. Each graduate writes and shares a speech with the community, one they have worked hard on over several weeks. Each child also receives a diploma which has been lovingly written and crafted by teachers and staff, then transformed into a work of art by a local artist. In a true Miquon send-off, the graduates also lead the entire community in song before officially stepping into their new roles as Miquon alumni. Refreshments follow for graduates and their families. There is also an early dismissal for grades 2 - 5 at 12:30 p.m.

COMMUNITY CUSTOMS

Using the Campus
Miquon families are welcome to visit campus on the weekends (this includes class playdates). Outside of regular school hours, we expect children to follow all of the Miquon rules and adhere to their regular boundaries. We also expect that a supervising adult is with any children on campus. Children must be within their grade-level boundaries or within a parent/caregiver's line of sight at all times. Children are not allowed to visit the Bamboo Forest independently at night. Please note that bathrooms are only open if a staff member is present on campus.

Birthdays
Children are able to celebrate birthdays at school with their classroom group. Families should check in with their child's teachers about how birthdays are celebrated in the class and if there are any food allergies to be aware of if bringing a treat. Often parents and teachers will arrange a time for parents to come in and read a birthday book to their child's class. It is also traditional – but certainly not mandatory – for families to gift a book to the Library on the occasion of a child's birthday (children enjoy finding each other's gifts). Lastly, if your child has a summer birthday, many classroom teachers will get in touch to organize a "half birthday" celebration so your child is able to celebrate with their classmates during the school year.

Gifts to Teachers
Families sometimes like to show their appreciation for their children's teachers with a gift, either for the holidays, a teacher's birthday, or at the end of the year. Your FAMbassador may contact you about contributing to a class gift for these occasions, but please know that gift-giving is optional and there is no pressure to participate. If you would like to celebrate your child's teachers in your own way, here at Miquon we also encourage folks to create handmade gifts and keep spending to a minimum. A card from your student to their teachers would be great! Maybe your family wants to share a list of favorite podcasts, recipes, Netflix shows, or books to get from the library. You can also just write out a heartfelt thank you note.

School Store and Miquon-Branded Gear
The Miquon gear store is always open! T-shirts, sweatshirts, hats, and mugs with the Miquon logo are available for purchase. You can view the store webpage here. FAM also runs occasional sales during the year at on-campus events.

Service Projects
We believe that service is a learned response to a perceived need, that service learning happens best when it is actively modeled by others at home and at school, and that it is best learned when there is an authentic relationship and reciprocity between "server" and "served." Miquon kids have a long tradition of campus grounds stewardship ("we take care of our environment") and of older/younger class buddies ("we take care of each other"). Each classroom group has a campus job, an area, or a task for which they are responsible on behalf of the whole school. In addition, some individual classes have established long-term connections with outside organizations.

Renting Miquon Facilities
Our campus grounds, pool, and the Moore Building Gymnasium are available to rent for events such as weddings, birthday parties, or b'nei mitzvot. We have a rental policy that includes a required fee, security deposit, and certificate of insurance. Please contact the Director of Development for details. Groups may not use the campus for any event without a signed rental agreement.

DAILY ROUTINE

School Hours
The school day for all children begins promptly when the buzzer rings at 8:25 a.m. The school day ends for all grades with a buzzer at 2:55 p.m. Lunch and choice time happen between 12:15 p.m. and 1:15 p.m. We also include a rest and digest period in second - sixth grades from 1:15 p.m. to 1:30 p.m. and a more extended quiet rest time in nursery, kindergarten, and first grade.

The office is typically staffed between 7:45 a.m. and 4:00 p.m. If we do not pick up the phone promptly, you can leave a message on the voicemail system.

Attendance Policy and Procedures
Miquon believes that good attendance is necessary for students to receive the full opportunities and benefits of school. Our attendance policy allows families and the school to work together to ensure that students consistently attend school and realize those benefits. Miquon's policy is based on state law and applies to all students in kindergarten through sixth grade.

Definitions (pursuant to Pennsylvania law)
- Compulsory school age is defined as "the period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than six years of age until the child reaches eighteen years of age."
- Truant means three or more school days of unexcused absences during the current school year by a student of compulsory school age.
- Habitually truant means six or more school days of unexcused absences during the current school year by a student of compulsory school age. If a student under the age of fifteen becomes habitually truant, the home district must take action consistent with the Pennsylvania School Code to improve the student's attendance. Possible actions by the home district include referral to a school-based or community-based attendance improvement program, referral to a local children and youth agency for services or disposition as a dependent child, and/or citation of the parents/guardians.
- School-based or community-based attendance improvement program is a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences.

If your child will be absent from school
- Email their classroom teachers and frontdesk@miquon.org. Please use this subject line: *[Insert Name] will be absent [insert day]*.
- Within ten days of the absence, submit a written explanation to frontdesk@miquon.org.
- If the absence will be for educational travel, you ***must*** submit an Educational Trip Absence Request Form (you can find this form located in the Family Hub) to frontdesk@miquon.org at least two weeks in advance for approval by the Head of School. Families are responsible to coordinate time out of the classroom with their individual teacher(s) and students are responsible for completing any required assignments missed due to the absence.
- If you are planning an extended absence or leave that is not for educational travel, you must submit a written notification with explanation to frontdesk@miquon.org well in advance. Your child's place in the overall enrollment of the school will be held at the discretion of the School (a deposit may be required).

Excused absences

- For an absence to be excused, a written explanation must be submitted within ten days by either a parent/guardian or a licensed medical practitioner.
- For an absence of over three consecutive days to be excused, a note from a licensed medical practitioner is required.
- The following situations are acceptable reasons for an excused absence: student illness, family emergency, death in the family, school visit, observance of religious holidays, medical or dental appointments, recovery from accident, legal proceedings, excused lateness or early dismissal, and educational travel. Educational travel requires prior approval from the Head of School or their designee.
- A maximum of ten days of cumulative excused absences are permitted during each school year, including approved educational trips.
- All absences beyond ten cumulative days require a written excuse from a doctor or other licensed medical practitioner to be deemed excused, and will require approval from the Head of School or their designee.

Unexcused absences

- All absences which do not meet the criteria above for an excused absence are deemed unexcused and will be reported to the student's home school district as required by law.
- Unexcused lateness is recorded by the school and may result in an unexcused absence if a pattern of lateness persists which disrupts the learning process.

Consequences of unexcused absences and truancy

- Miquon will notify parents/guardians in writing regarding each unexcused absence.
- A student who accumulates three or more unexcused absences in the current school year is truant:
    - Miquon is required by law to report the student's truancy at once to the student's home district.
    - Within ten days of the third unexcused absence, Miquon will notify the parents/guardians that the student is truant and the consequences if the student becomes habitually truant.
    - Parents/Guardians will have ten days to correct the truancy by providing Miquon with a written explanation for each unexcused absence.
    - If the truancy continues, Miquon will notify the student's home district as required by law and schedule a School Attendance Improvement Conference to discuss the truancy and develop a mutually agreed upon School Attendance Improvement Plan. See the next section for more information. Miquon will give the home district the option to participate in the conference.
- Miquon will continue to report unexcused absences to the home district throughout the school year so that the district may properly enforce the attendance and truancy requirements.
- A student who accumulates six days of unexcused absences in the current school year is habitually truant and Miquon will report the student's ongoing attendance issues to the home district. The home district may refer the student to a school-based or community-based attendance improvement program or the local children and youth agency.
- Students who are absent from school for ten consecutive days will be dropped from the active membership roll unless Miquon is provided with evidence that the absence is excused.
- Miquon is required by law to report to a student's home district when a student withdraws from school.

School Attendance Improvement Conference and written plan

- The School Attendance Improvement Conference is held after the third unexcused absence. During the conference, Miquon will explore possible solutions to increase the student's school attendance and formalize a plan for the student, parents/guardians, and school to collaborate.
- Miquon will invite the student, parents/guardians, other individuals identified by parents/guardians who may be a resource, appropriate school personnel, the home district, and recommended service providers to the conference. Participation by the student and family is an integral component of this conference. However, neither are required to participate, and the conference will be held even when the parents/guardians decline to participate or fail to attend.
- Issues to be addressed at the school/family conference may include, but are not limited to:
    - Reason for absences
    - Appropriateness of the student's educational setting
    - Possible elements of the school environment that inhibit student success
    - The student's current academic level and needs
    - Social, emotional, physical, mental, and behavioral health issues
    - Issues concerning family and home environment
    - Any other issues affecting the student's attendance
- Miquon will document the conference in a written School Attendance Improvement Plan. The plan will be shared with the student and a copy will be retained in the student's file. A copy of the plan will also be sent to parents/guardians and the home district. Miquon will use the School Attendance Improvement Plan Form to document the conference and the improvement plan.

Driving, Parking, and Parking Lot Safety
As a significant number of cars and buses move through our very small driveway and parking lot at arrival and dismissal times, the safety of all children and adults is our first concern. In addition, parking on campus is very limited and so we use a specific configuration to meet the needs of the community.

Please review the following guidelines and adhere to them at all times

- Please drive mindfully down Harts Lane out of respect for our neighbors.
- We will distribute Car Tags at the beginning of the school year. Please ensure they are visible from your car during arrival and dismissal so that staff in the driveway can easily see them.
- Drive very slowly, keeping to the right and observing the one-way circle (counterclockwise) in the parking lot and at the bottom of the drive near Harts Lane.
- Be sure children are safely buckled in their seats for the duration of travel on the driveway, just as they are on the roads.
- Never drive around or in front of school buses or vans unless directed by a Miquon staff person.
- Follow the one-way traffic throughout the parking lot rather than making a three-point turn.
- Do not park in front of the two dumpsters at the end of the driveway near Harts Lane before noon. You may park in front of the dumpsters for dismissal.
- Do not use the Moore Building driveway or Meadow Nursery lot except as directed during evening meetings.
- The drive running between Harts Lane and the main parking lot is narrow, so be extra vigilant when parking and walking there.
- The middle of the parking lot is reserved for staff parking. Please park around the perimeter of the lot or on the drive running from Harts Lane to the main parking lot.

Arrival Procedures
Families do not use the Pikmykid app for arrival so there's no need to log in each morning.

- Staff are in the driveway and ready to receive children as early as 7:45 a.m., but no earlier. *You may not drop off a child unless staff is present*. Children in second - sixth grades will play on the Woodchip Field until 8:25 a.m. when they will go to their classrooms. Staff will stay with nursery, kindergarten and first grade students at the Playbarn until it is time to walk up to their classrooms at 8:15 a.m.
- When you arrive, pull your car up to the Woodchip Field near the curb and come to a complete stop before letting children out of the vehicle. You may exit your car to help children out of the vehicle *on the curb side only*. Please be mindful of cars around you.
- At arrival, you will notice Miquon Staff with iPads checking children on to campus. Please make sure to have your Car Tag visible so we can check your child in (you will receive a Car Tag at the beginning of the school year).
- If you are a nursery, kindergarten, or first grade family: you are welcome to park and walk your child up to their classroom after 8:15 a.m. If you arrive before 8:15 a.m., you may wait with your child at the Playbarn or stay with your child in their classroom's outdoor space.
- If you arrive after 8:25 a.m. and there is no staff waiting outdoors to check children in on the iPad, children in second - sixth grades should go to the office to sign in before going to class and nursery, kindergarten, and first grade parents should park, walk your child to the office to sign in, and then walk your child to class.

Students who arrive late are missing important social and instructional time in their classrooms, including Morning Meeting. Families are encouraged to get students to school early enough so that they are exiting the car before the 8:25 a.m. buzzer and have time to get to class.

Dismissal Procedures
Dismissal starts at 2:55 p.m. for all groups. Please be prompt to pick up your child and let us know if you are unavoidably delayed. If you have not arrived by 3:15 p.m., your child(ren) will go to After Care and you will be charged accordingly. Dismissal happens outside during all weather conditions except thunderstorms, torrential rain, and/or very high winds so please make sure your child is prepared daily with appropriate outdoor clothing.

Car line

- When you arrive, use the Pikmykid app to announce that you are in the car line by clicking the "Pickup" tab at the bottom of the screen and announcing each child.
- As you get closer to the Woodchip Field, a staff member will check your Car Tag, verify your place in the car line, and use the app to alert teachers to send your child to the pick-up area.
- Staff will wave drivers to one of four different spots in the pick-up area. The first car to arrive should pull up to the #1 spot in the loading area.
- Please refrain from pulling out of line unless directed by staff.
- Staff will bring your child to your car and you can help them get into their seat as needed.

Bus and van

- You will receive a notification from the Pikmykid app when your child's van or bus has left campus.

Park and pick up or stay and play

- If you would like to park and pick up your child on the Woodchip Field instead of joining the car line, or if you would like to stay on campus to play after dismissal, there will be staff by the tree stump benches on the Woodchip Field ready to dismiss your child into your care.
- You do not need to announce this option in Pikmykid, but you do need your phone number and ID available.

Making changes to your child's regular dismissal plan

- We will follow the dismissal plan you have indicated in the app at dismissal time. However, here's what to know if you need to change your child's plan:
  - Early changes: You can freely change your child's dismissal plan any day ***before*** the day of the change.
  - Day-of changes: If you need to make a day-of change, such as switching your child from After School to Car Line for that afternoon, **please note that last minute changes can only be made between 9:00 a.m. and 2:30 p.m. on the day of the change.** After 2:30 p.m., call the office and we will try to accommodate you.
  - Alerting your child about a day-of change: If you make a change during the day that your child does not know about and you would like to get that message to your child, please call the office.
  - Early dismissals: we do not use Pikmykid for early dismissals. If you need to pick up your child early, please email your child's teachers and frontdesk@miquon.org with the date, time, and the name of the person who will be picking up your child.
- **Please keep the app up-to-date!**
  - You are responsible for your child's information and dismissal plan. Miquon recommends, whenever possible, to keep your child's arrival and dismissal schedule consistent.
  - If you have trouble navigating the app or have questions about Miquon's arrival and dismissal policies, please call (610-828-1231) or email frontdesk@miquon.org for help.

Transportation

Over the summer, we ask families to tell us the type of transportation they plan to use for the upcoming school year – school bus, Miquon van, car line, or family carpool. Questions about transportation should be directed to alisong@miquon.org.

Carpools

Some families are able to organize carpools from their neighborhood. You can use the Family Directory within the Family Portal to find families in your immediate area.

School buses

Your school district will determine the location of your stop and time of pickup. Unfortunately, Miquon has no influence over these decisions. If your child is not at the designated stop, the driver will not wait beyond the pickup time. Please be aware that some variation in timing is to be expected in the morning and afternoon. If you are concerned about the non-arrival of a bus, you should call the bus company directly. If you have questions about your stop or pickup time, call the office to see if they have received any new or additional information.

Miquon vans

Families contract to have their child ride a van, and the exact routes are determined in late summer. A consistent weekly schedule must be indicated in the van contract. An adult from home must assist young children on and off the van in the morning and afternoon. All children must use seat belts, parent-provided booster seats, and parent-provided car seats in compliance with Pennsylvania state law. Nursery and kindergarten children will be dropped off at the Woodchip Field and walked to their classrooms by a staff member.

Behavior on buses and vans

There are clear expectations for responsible behavior on buses and vans. Drivers have the authority to report children who misbehave, and offenders may be suspended from riding the bus/van for a period of time. The school's concern is always to support the driver in maintaining safety in the vehicle. At the beginning of each year, children riding the bus or van will be asked to acknowledge the Bus Riders' Bill of Rights and Responsibilities at Appendix 5 or the Van Ridership Expectations document at Appendix 6. In addition, Miquon staff members serve as bus liaisons each year, working with bus groups to ensure all riders and the drivers are having a good and safe experience.

Lunch and Snacks

Families should provide lunch and snacks for their child every day.

In addition to packing lunch, your child can participate in the fifth / sixth grade pizza lunch sale, which happens on most Fridays and is organized by the fifth / sixth grade groups to benefit their class budget, end-of-year trips, and any student-selected social action causes. Order forms are sent

home early each week and must be returned to school by Thursday mornings in order to participate in the Friday lunch sales. If a pizza sale is not happening on a particular week, we will make note of that change in *Miquon Matters*.

Contact our Director of Enrollment Management if you have any concerns about providing your child with lunch and snacks for the school day or if your family would benefit from a lunch grant to help fund your child's participation in the fifth / sixth grade lunch sales.

Nuts and Other Food Allergies
Miquon is not a nut-free campus. At the beginning of each year, teachers will advise families if there are children in the classroom group who are severely allergic to a certain food and, if necessary, ask families to refrain from including that food in their children's lunches. If acceptable, a classroom might designate an allergen table where students will sit if they have brought a specific ingredient to school.

Miquon makes an effort to be sensitive to food allergies commonly found in any large community, including but not limited to peanuts, tree nuts, dairy, eggs, and gluten.

Clothing
Comfortable and practical play clothes are the rule at Miquon. Children play outside in all weather and engage in many indoor activities that may leave marks or messes on their clothing. Please ensure that your child has:

- Sneakers for physical education class
- Warm and weatherproof outdoor clothing, including sturdy shoes to run around in
- A pair of waterproof creek boots (second grade and below)
- A complete change of season-appropriate clothes to keep in the classroom, including socks and underwear
- Name or initials clearly marked on every piece of clothing that might possibly be taken off

Lost and Found
Clothing and other items that are marked with a name will be returned to the child's classroom. Unmarked clothing will be added to the lost and found box located at the entrance to the Woodchip Field. Occasionally we will display items on a clothesline located near the Woodchip Field and you can check either location for missing items. Throughout the year, we'll also take opportunities (such as at assemblies) to ask children to examine and claim lost clothing. Anything unclaimed is donated to a local organization in June while small items, such as watches, are usually brought to the office.

What Not to Bring to School
The following items are not allowed on campus:

- Drugs, medications, and herbal remedies
- Alcohol or tobacco
- Guns, knives, or any weapon, including toy guns
- Electronic devices and electronic games
- Skateboards, roller skates and bicycles, except with permission for a special activity
- Toys from home, although younger children may bring one small stuffed animal for rest time
- Money, except small amounts for lunch and pretzel / water ice sales
- Candy or gum
- Your family dog

Unless specifically authorized by the child's teacher, we do not permit children to use the following personal electronic devices while they are at school or attending any of the extended day programs:

- Cell phones or other portable communication devices such as smartwatches
- Personal cameras or video cameras
- Personal computers or iPads
- Personal music players such as iPods

We strongly prefer that these devices do not come to school at all, as we have equivalent equipment at school for children to use. If it is necessary for a child to carry any of them for use after the school day, please support us in our requirement that the devices remain switched off, in a backpack, until your child has left school.

If it is possible for your child to use a device responsibly, they may be permitted to listen to music or read a book on the bus only. Any equipment used inappropriately will be confiscated by the bus driver and returned directly to a parent/guardian.

FAMILY-SCHOOL COMMUNICATION

Keep Contact Info Current
Use the Family Portal to keep all address, email, and phone information current as most of our communications are by email and text messaging.

***Miquon Matters* Newsletter**
Miquon Matters is a weekly email, sent over each weekend, that contains all of the important news for the upcoming week and beyond. Also included is any other pertinent information we think families might need / want to know related to school happenings. Families are responsible for reading this important publication each week. You are also welcome to submit items to be included by emailing communications@miquon.org.

Community Directories
The family directory can be accessed in the Family Portal. It's a great way for families to reach out to other families to form carpools or plan play dates. Please keep directory information confidential.

Use of the directory to send or distribute non-school-related information is strictly prohibited. Please note that if preferred, families can opt out of their information being listed on the directory through a checkbox on the Family Portal.

Staff and board member lists are published on the school website.

Family Portal
The Family Portal is an online resource where families can update contact information, view classroom and specialist teacher reports, monitor their child's attendance status, submit forms, update their child's information, and access the family directory. Parents/guardians are given accounts at enrollment and can access those accounts by navigating to the Current Families tab at the top of Miquon's website. If you need assistance with your login, contact our Director of Enrollment Management.

Family Hub
The Family Hub is a family-only section of Miquon's website where families can find frequently requested school resources, check the family calendar for upcoming dates and deadlines, learn more about school events, share community news, and more. The passkey to log in to the Hub is shared weekly in Miquon Matters. If you wish the Hub had any additional resources, email communications@miquon.org and let us know!

Website
Visit Miquon's website if you need to access the staff or board directories, explore Miquon's academic program, visit the Family Portal or Family Hub, learn more about Miquon's day camp, donate to the Annual Fund, or a large variety of other reasons!

Family-Child Phone Calls
All family-child communication during the day must be facilitated through the office or through the child's teacher. We do not allow children to call parents/guardians, friends, or anyone else during the day except with permission. If you need to get a message to your child during the day, call the office. Children are not permitted to use cell phones on campus.

Teacher Communication
Each teacher team sends out a weekly email with the latest updates from your child's group. Email is also the easiest way to contact your child's teacher separately, if and when needed. You can find all staff email addresses on the website at www.miquon.org/about/staff. Teachers do not check email while classes are in session, therefore parent-teacher phone calls and emails typically occur outside of school hours. School policy asks that parents/guardians allow 24 hours for a response to email. You can also ask office staff to leave a message, as we will not redirect calls into classrooms unless teachers have specifically asked us to do so.

Individual Emergencies
Every child must have up-to-date emergency phone numbers on file in the Family Portal. *It is essential that this information be submitted each school year and kept up to date*, as it is the only way we have to contact you if your child has an emergency during the school day.

School Closings
Closed or delayed for weather
If school is closed or has a delayed opening for weather or other emergencies, we will send both a text and email by 6:00 a.m. to the contacts you provided for that purpose. Please contact communications@miquon.org if you wish to check that we have your correct cell phone numbers and/or email addresses. You can also check the school website or call the school and listen for a recorded announcement.

Generally speaking, the After Care program is closed when school is closed.

In terms of inclement weather, Miquon tends to follow the lead of the local school districts because so many of our students use their buses. Sometimes we must close because of local conditions regardless of what other districts are doing.

Van transportation during inclement weather

Based on guidance from Miquon's insurance company and using an abundance of caution, the following policy applies to Miquon van transportation when **snow, ice, or other conditions make travel on roads unsafe**.

- **Miquon will not run vans** when either Colonial School District (our local district) or the School District of Philadelphia is closed for in-person learning due to snow, ice, or other conditions, which make roads unsafe. This is true even if Miquon is open. On these days, you will need to provide transportation for your child(ren).
- **Miquon will operate vans on a delayed schedule** if either Colonial School District or the School District of Philadelphia is operating on a delayed schedule due to snow, ice, or other conditions, which make travel on roads unsafe. This is true even if Miquon is operating on a full-day schedule.
- **If your child rides a Miquon van**, please watch for a message from the driver and the school with transportation updates.

Early dismissal for inclement weather
In the event of an unscheduled early dismissal, we will notify families via text and email. Children will be sent home according to the mode of dismissal indicated in the Pikmykid app – either by bus, van, or car line. Stay informed of the weather reports and make arrangements for your child to be home early. If you are picking up your child, please come to school as soon as possible, so that staff may also leave before conditions become dangerous.

Other Emergencies
If regular communications are disrupted, we will use any available means to contact families. You can check phones, your email, and the school website for up-to-date information.

School Emergency Contact Information
In the event you have an emergency and need to contact us immediately, call the office at 610-828-1231 or email us at emergency@miquon.org.

HEALTH AND SAFETY

Emergency Information and Health Records
The details you provide in the Family Portal and the forms you complete annually provide the information we need to treat your child in case of illness or injury, and to contact you if necessary. We are required by law to have health records on file for every child, with information provided by the child's doctor and dentist. Children may not attend school without these records and if your child transfers from another school, the records must be released to us. Specifically, you are asked to submit:

- A Physical Examination Form is required for all new students, all rising kindergarteners, and all rising sixth graders. This form must be signed by a physician.
- A Dental Examination Form is required for all new students (except new nursery students), all rising kindergarteners, and all rising third graders. This form must be signed by a dentist.
- An Allergy Action Plan Form is due for any child with an allergy. This form must be signed by a physician.
- An Asthma Action Plan Form is due for any child with asthma. This form must be signed by a physician.
- A Medication Permission Form is due for any student who needs any medication during the school day - this includes over the counter or prescription medications. This form must be signed by both a physician and the student's parents or caregivers in order for Miquon to administer any medication.
- A Release of Records Form from a previous school (for all new students in first grade and above).

Medications, Chronic Conditions, and Allergies
If your child has any medical condition(s) that may require immediate treatment, including diabetes, asthma, food allergies, bee stings, and other insect reactions, please provide as much detail as possible ***annually*** when you and your child's physician complete the Physical Examination Form.

You must also submit a physician-approved action plan in order for your child to attend school so the medical response team and/or Paramedics-EMT know how to respond in case of an emergency. A new plan is required at the beginning of each school year and we will expect to talk with you about how to handle emergencies and any special classroom protocols.

Children who must take medication at school on a daily or occasional basis must submit a Medication Permission Form, signed by both a parent/guardian and a licensed healthcare provider. Families must also provide a supply of that medication to school in the original pharmacy-labeled container with complete ***written*** directions for its storage and administration. The office will be responsible for dispensing it, and the classroom teacher will also be informed. Children may not keep medications in their cubby or backpack, even when they are older children who are independent and responsible about taking medication at home.
Inhalers and EpiPens, which may be kept and administered in the child's classroom, are the exception to this rule. If special training is needed, please be sure to call the office and schedule a meeting before the opening of school, if possible.

Miquon will not dispense outdated medication. It is your responsibility to check that medications have not passed their expiration date.

From time to time, we may have children with serious allergies to foods such as gluten, eggs, peanuts, and/or tree nuts. While Miquon is not a nut-free school, teachers and staff work closely with a child's parents/guardians to implement classroom routines and protocols that are safe for that child. The entire school community will be reminded of the need for awareness and vigilance (for example: please label potluck menu items at school functions with all ingredients).

Immunizations
Miquon follows Pennsylvania school immunization requirements as defined by the CDC. Miquon also requires that all children are up to date with COVID-19 immunizations. Each student must present an immunization record before the start of school to be officially registered. Miquon also has a process for considering immunization exemption requests: parents/guardians must submit a written request using the Immunization Exemption Form, and they will then be contacted to meet with the Immunization Committee to discuss their request prior to enrollment. Please contact covid@miquon.org for the form.

In the event of an outbreak of a vaccine-preventable disease (as designated by the Montgomery County Health Department), unvaccinated children may be excluded from attending school. We will follow the recommendations of the Health Department for when and how long to exclude a student. In addition, if we are aware of an outbreak of a vaccine-preventable disease and there is a student who is immunocompromised, our nurse will notify that family.

School Nurse and Health Screenings
The Montgomery County Health Department visiting nurse is responsible for checking and maintaining health records. The nurse also conducts screenings of children for height, weight, vision, and hearing. You will not hear from the nurse unless the screenings indicate a need for follow-up by your child's doctor. We will provide notice of screenings when they are scheduled by the visiting nurse. If you wish to be present or wish to have the screening conducted privately at your expense, please notify the school. Please also notify the school of any religious exemptions to the health screenings.

Sick or Injured Children at School
Sick or injured children are brought to the office for assessment. Minor ailments are treated appropriately with remedies such as Band-Aids and ice. We cannot dispense any medications, including Tylenol, Advil, or Benadryl, without a note signed by both the child's doctor and a parent/guardian. We will contact the child's parents/guardians about the possibility of a concussion, if we have removed a tick, if we have discovered head lice, if the injury/illness appears to be serious, or if the child's particular medical history warrants it.

COVID-19 Plan and Precautions
Miquon has an ever-evolving COVID mitigation strategy plan with the primary goal of keeping our community safe and healthy. It has been developed in accordance with federal, state, and county guidelines and in consultation with CHOP and current community members who are also in the medical profession. We will share any updates with the community via email and *Miquon Matters*. Contact covid@miquon.org with specific questions.

Other Infectious Illness
Please tell us if your child is diagnosed with an infectious illness other than COVID. Strep throat and conjunctivitis (pink eye) are conditions that can spread rapidly. A child who has had a fever or vomited must stay home for 24 hours after the fever or vomiting has ceased. Contact us if you are unsure if your child should attend school, or check the Family Hub for our illness guidelines.

Head Lice

As is the case at any school or camp, Miquon children may be afflicted with head lice from time to time. However, per Montgomery County Health Department guidelines, we do not check children for lice at school. Therefore, we encourage parents/guardians to look for signs of lice on a regular basis.

Children who have lice will not be sent home immediately, however we will contact you if we notice a live louse infestation. We strongly suggest that a child leave school early for treatment. We will ask them to tie up their hair as well, if they have longer hair. *We require students to be treated before they return to school*. Once a child has been treated, we ask that you check again for any live lice within 24 hours. Please let school staff know immediately if your child has lice.

Nits (the eggs) are hard to remove. If your child has nits, they can come to school. You still need to treat your child for lice. Please recheck and comb out your child's hair for nits each day for ten days from initial treatment. If you still see nits after ten days, please re-treat.

To help prevent the spread of lice, please remind your students not to share hair accessories, hair brushes, combs, or hats. Keeping long hair up in a ponytail or braid is a great idea.

Here are some resources our nurse provided from the American Academy of Pediatrics and the CDC:
How to Examine for Head Lice
Head Lice: What Parents Need to Know
Local resource: https://licelifters.com/

Outdoor Safety and Boundaries

Children thrive and develop independence, common sense, and responsibility when allowed to play outside. Choice time is one such opportunity for outdoor play. Miquon adults are consistently present and visible throughout the campus during choice times and children are encouraged to seek out adults for help when needed. Adults will also intervene when necessary.

All children are restricted to the physical boundaries set by their teachers, and these boundaries are different for each age group. There are a few outdoor safety rules that are taught and reinforced. For more information on safety and choice time, please see Appendix 1 regarding independent play.

Safety Drills

Miquon regularly practices fire drills and other drills for evacuation and shelter in place. These and other emergency procedures are reviewed on an annual basis.

Internet (online) Safety

Teachers closely supervise children's use of school-issued tablets, Chromebooks, and computers. Blocking software is installed where appropriate and children are instructed in safe online habits. Teachers work with families to maintain a virus-free environment as work is transferred between home and school computers. Portable electronic devices are not allowed at school because it is so hard to maintain oversight.

Use of Photos, Videos, Writing, Audio Recordings, and Artwork

School staff may use photos and videos of students as well as text, images, and audio recordings of their work – including examples and extracts of collaborative student work – for a variety of purposes related to teaching, the curriculum, professional development, communication with families, publicity, and promotion. Community members will find representation of our students' work on websites, blogs, e-newsletters, photo galleries, and social media.

Staff members are required to adhere to guidelines that protect the safety of students and adults in the community, and we expect families to abide by the same guidelines. In doing so, we model caution and the responsibility to be the good digital citizens that we are trying to develop in our students. Specifically, our guidelines include:

- Online photos or videos of students will not be accompanied by their names (first or last).
- Online student work and staff communications will generally avoid using student names. Limited use of initials or first names, at the staff member's discretion, is acceptable provided there is no related identifying information.

Parents/guardians may withhold consent for such usage using the *Photo/Video Release Form* in the Family Portal, which is administered every winter with enrollment packets.

Risk Assessment

In the event that a staff member or fellow student has concerns about the safety of your child, the Head of School or school counselor may be required to speak to your child to conduct a risk assessment, regardless of whether or not you have provided consent for your child to be seen by the school counselor. In the event that either the Head of School or the school counselor determines that your child is at risk of harming themselves or others, your child may be referred to a crisis center or a psychiatrist to determine the degree of risk to themselves or others before they may return to school. In some circumstances, the school may require a second opinion from a third-party medical professional.

Medical Leave
The family of any student may request a medical leave. Medical leave will be granted when a student is unable to, or chooses not to, participate in school life at Miquon for reasons of physical or mental health. In rare instances, Miquon may deem it necessary to mandate a medical leave when a student is unable to participate in school life due to medical issues. No student will be required to take a medical leave without an individualized assessment and consideration of reasonable modifications or accommodations which, if accepted by the student, would allow the student to participate in campus life. The decision to mandate a medical leave will be made jointly by the Head of School and the Child Guidance Team. In determining when a student can return, Miquon will make an individualized assessment of the student's medical and academic situation. The final decision about whether the student is able to effectively and safely participate in campus life, with or without reasonable accommodations, will lie with the Head of School.

EXTENDED DAY PROGRAMS

The various childcare options available to families outside of the regular school day are known collectively as Extended Day Programs (EDP). They include the following:

Morning Care
Supervised care is provided from 7:45 a.m. - 8:15 a.m. on school days for all grades, including nursery and kindergarten. We are not available to receive children before 7:45 a.m. Children in second - sixth grades are welcome to play independently at the lower end of the Woodchip Field, while nursery, kindergarten, and first grade children will stay with a staff member at the Playbarn for play and read-alouds until the buzzer rings and they are escorted to their classrooms.

After School Care
3:00 p.m. - 6:00 p.m. on school days for all grades. This is a fee-based service that requires an annual contract, though emergency drop-ins are available and non-emergency drop-ins are available based on availability. Children are checked into the after school room during dismissal and stay under the care of extended day staff until they are picked up. Toys, games, arts and crafts, and indoor / outdoor free-play opportunities are available. An afternoon snack is also provided.

Vacation Care
Vacation care is offered during the school year on select days when school is closed, i.e., Winter Break, Spring Break, and some holidays. Most of the time is spent outside in free play or organized activities around the campus. Staff keep the children involved with games, stories, toys and activities. Children bring their lunches to vacation care and snacks are provided.

Summer Vacation Care
Summer Vacation Care is offered during the summer weeks that Miquon's day camp is NOT in session for children ages 4 - 12, with games, craft projects, and outdoor activities. All children participate in a daily swim that is supervised by vacation care staff and a certified lifeguard. Children bring their lunches and snacks are provided.

Event-Specific Care
Childcare is often provided to families for specific events, such as for an evening program parents are attending on campus. Advanced notice of these events and how to register for childcare will be provided through *Miquon Matters*.

All of the EDP programs are managed by the Director of Extended Day Programs. Details, rates, and registration information for each type of care can be found on our Extended Day Programs webpage. Billing is done through our FACTS tuition management system.

Children registered for any EDP program are directly under the supervision of the EDP staff, who demonstrate and reinforce the physical boundaries, behavioral expectations, and routine of the program. EDP staff are closely in touch with daytime staff and aware of school events and specific daily experiences that may affect your child's well-being after the school day. Consistent attendance is the best way for the EDP staff to

build a satisfying program for every child, and advance communication with staff about routine changes is requested. EDP staff may be reached at extendeddayprogram@miquon.org.

FINANCIAL MATTERS

Payment of Bills
The Business Office handles all inquiries regarding payments for tuition, tutoring, van transportation, the Extended Day Programs, and any other special/auxiliary programs. FACTS tuition account instructions and additional information for both newly enrolling and returning families is typically sent by the end of May for the coming school year. More information is included at Appendix 6. All invoicing and payments are processed through the FACTS tuition management system. Re-enrolling families can view their tuition accounts by the end of May and new families can view their accounts once enrollment is complete and their FACTS account is set up during June prior to the enrollment school year. For new families, FACTS enrollment email invitations are sent in late May as long as enrollment and/or financial aid deadlines have been met. Otherwise, the FACTS enrollment invitations are sent as soon as all enrollment and/or financial aid requirements and deadlines have been met.

Re-Enrollment
Current families are invited to re-enroll their children in early January, with a late January deadline as posted. Timely re-enrollment helps us to plan programs and our budget for the next year. A non-refundable re-enrollment deposit of $750 is required. Families applying for financial aid may instead make a deposit of $150, which is refundable if families decide to decline the financial aid award by the due date. The deposit amount will be credited toward the coming year's tuition balance.

Applying for Financial Aid
Applications for financial aid must be renewed every year and families may apply each year, even if they did not receive aid in previous years. The financial aid process begins each year in November for current families, but we encourage you to apply as soon as applications open on Clarity (as early as September 1). Application procedures and deadlines are posted on the Miquon website. *Families must return a signed copy of their enrollment contract, which includes their final financial aid award, in order for the award to be applied to their tuition bill.* Questions may be directed to the Director of Systems and Operations.

The Annual Giving Campaign and Capital Fundraising
Like all other independent schools, Miquon is unable to meet its budgeted needs from tuition income alone. The Annual Giving Campaign runs each year and directly aids the daily operations of the school. Gifts to Annual Giving support everyone in the Miquon community and contribute necessary resources such as teacher and classroom materials, field trips, campus improvements, and more. Truly, every family and every student benefits from the generous support of our trustees, families, grandparents, friends, alumni, and staff.

Every year, all members of the community receive a request to contribute. Everyone is strongly encouraged to make a donation, as Miquon's annual and capital fundraising campaigns are essential to the financial health of the school. No matter the amount, every gift has a direct impact! For more information, contact the Director of Development.

Classroom Fundraising
The fifth / sixth grade lunch sales, held most Fridays during the school year, are a long-term fundraising effort organized by their classrooms to benefit classroom trips (as well as social action causes selected by the students). Water ice / soft pretzel sales are also periodically run by the fifth and sixth grade classes.

Miquon Bond
Each family is required to purchase a $200 Miquon School corporate bond as a condition of enrolling their first child. The bond is redeemable upon request when the family no longer has a child enrolled at Miquon. If a bond refund is not requested within one year after the family's last child has left the school, the amount of the bond automatically remits to Miquon. Families will be billed for the bond via their FACTS account.

BOARD OF DIRECTORS

Bylaws of the Corporation
The Bylaws of the Miquon School Corporation are posted on the school website here and are made available in print upon request.

Board Meetings
Keep an eye on Miquon Matters and Miquon's online calendar for board meeting dates each month. All current parents/guardians are members of the Corporation and are encouraged to attend board meetings. Families will be reminded of board meeting dates in *Miquon Matters* and will be provided an RSVP link to register. Motions and resolutions are posted on the Board of Directors webpage.

Board Members
The composition of the board is described in the Bylaws, but the majority of board members are current parents/guardians. Miquon was founded by, and continues to rely heavily on, parents/guardians for their expertise, energy, and participation in a multitude of activities. The Board Nomination Committee welcomes nominees to the board each spring. Members are elected at the annual Meeting of the Corporation held each May. Board members and officers are listed in the online board directory.

Board Committees
Joining a board committee -- which is an opportunity open to all -- is a good way to give time to the school. Some committees are permanent, while others are constituted on an as-needed basis. The best way to follow all committee activity is to attend meetings. It is always acceptable to contact the board or its members to ask about serving on a committee.

COMMUNITY POLICIES

Admissions Policy for Siblings, Legacies, and Staff
Special consideration is given to qualified applicants who are siblings of currently enrolled students, children of Miquon alumni (legacies), and children of full-time staff members. Siblings, legacies, and staff children are expected to complete the steps in the admissions process and follow the same admissions timeline as other applicants.

Child Abuse Prevention
All staff and volunteers, including substitute teachers and van drivers, must obtain their child abuse clearances according to Pennsylvania state law. All Miquon staff members are mandated reporters, and as such, any staff person who has reason to believe that a child enrolled in the facility has been abused is required to report suspected child abuse, whether at home or at school, to ChildLine as mandated by the Child Protective Services Law. Staff members receive periodic training from the Montgomery County agency responsible for abuse prevention. The County provides the Miquon administration with detailed policies, legal information, and instructions about the correct procedures to follow.

Confidentiality
All members of the Miquon community are charged with respecting and maintaining the confidentiality of sensitive information that may come to them by any means, including word of mouth. Families can expect that specific information about their child and family will not be shared. Likewise, families should refrain from spreading information that is private and sensitive to them or another family. Families who are the targets or recipients of gossip or rumors should always approach the Head of School for assistance.

Creating a Cooperative Community
One of Miquon's greatest strengths is the close community that is created for students, staff, and families. We strive to create a community in which each person feels known, included, and valued, and we are proud that our students graduate from Miquon knowing how to be responsible and contributing members of a community.

Educating children to take responsibility for the consequences of their behavior, not just the intent, and to work to restore the relationship when trust has been broken, is an integral part of our program. Here, we identify the behaviors and skills we wish to instill in the students under our care.

Assumptions

- Our behavior is powerful and what we do as adults shows children what matters. Thus, we need to model behavior we wish to nurture, affirm behavior we value, and demonstrate flexibility and gentleness when responding to frustrations.

- When adults ignore inappropriate behavior, they may send a tacit message that that behavior is acceptable.
- We need to consistently communicate to children that ***they*** matter, their behavior matters, and that it is healthier and better for the entire community when we all strive to do the right thing.
- Media, popular culture, social media, and the internet are much more powerful influences on our children than we can imagine, and our role is to protect our children from inappropriate content. At Miquon, we closely monitor the kinds of external influences our children face. For example, we do not allow children to listen privately to music using ear buds, and we do not allow music with offensive or violent content. We strongly suggest that families do the same by *significantly limiting television/video viewing and closely monitoring the television / video programs and music their children watch and listen to. We also encourage paying close attention to children's interactions on the internet, social media sites, and through any email accounts.*

Goals for our community
Our commitment is to educate each child in developmentally appropriate ways. We see the education of our students as an ongoing process that will continue well beyond their years as a Miquon student.

- We want everyone to feel safe, valued, and free to grow and change.
- We want the campus and all of its elements to be cared for, explored, and treasured.
- We want our classrooms to be places of learning, excitement, and purpose.
- We want our children to develop the behaviors that will make them contributing, trusted members of any community.
- We want all members of our community to recognize bias, racism, and injustice and to build the tools and mindset to speak out against it.

Behaviors we expect
In the classroom, we expect children will learn to:

- Come to class prepared and on time, ready to work and eager to learn
- Follow classroom rules
- Support, and not interfere with or demean, the work of the teachers or other children
- Seek help by asking for it directly
- Work cooperatively with others
- Take responsibility for completing assignments
- Bring their best effort to their work

At play, we expect children will learn to:
- Include others in their play
- Settle disputes in nonviolent ways
- Seek an adult for help when a conflict cannot be resolved or when dangerous or abusive behavior arises
- Not use offensive language or verbal intimidation
- Be good sports and play fair
- Stay within the physical boundaries of their play area
- Treat the environment with care

Within the larger community, we expect children will learn to:
- Treat others with care and respect
- Volunteer for special projects
- Help maintain the environs
- Mentor others, especially younger children
- Seek help or intervene when dangerous or inappropriate behavior occurs

Skills we hope to develop in children
At Miquon, we provide a structure for children to develop and practice skills in a variety of contexts throughout the entire day. We use literature, creative arts, role-play, small and large-group discussions, monthly *Good of the School* assemblies, and community-wide events to reinforce our values and build skills (outlined below) in and outside of the classroom.

- Self-awareness
- Awareness of others, including differences in their perspectives
- Negotiation, problem-solving, and conflict resolution

- Good sportsmanship
- Stewardship of the environment
- Desire to look deeper, think critically, and not settle for easy answers
- Willingness to delay gratification, accept disappointments, and make the best of a situation
- Ability to make oneself heard and understood verbally
- Ability to be an upstander and speak up for others who may not be heard

In all of these ways, we strive to create a cooperative, antiracist community. When students do not demonstrate that they are working toward a cooperative community through their behavior, we follow a logical consequences protocol for discipline which can be found in Appendix 2, Student Behavior and Discipline.

See the following appendices for applicable policies and references:

- Principles of independent play, Appendix 1
- Student behavior and discipline, Appendix 2
- Anti-Harassment Policy, Appendix 3
- Bus rider's bill of rights, Appendix 4
- Van ridership expectations, Appendix 5

FAMILY PARTNERSHIP

All Miquon School staff value our parents, guardians, and family members as partners in supporting our students, and we respect the very critical role they play in their student's success at school. As partners, we expect our parents, guardians, and family members to understand the importance of a positive and productive working relationship with the school in support of all students and in fulfillment of the school's mission. It is perfectly acceptable for parents and guardians to voice concerns to the appropriate school employees (see the chain of communication below), but we ask that all families trust the school staff and avoid directing teachers, students, or administrators to determine specific outcomes or to change schoolwide processes.

Developing the Family / School Relationship
In order to achieve a positive and productive working relationship and to create an atmosphere focused on student learning, community health and wellness, mutual understanding, respect, trust, and collaboration, we expect all families to:

- Respect Miquon's mission and philosophy, be familiar with the school's rules and expectations, and hold yourself to the same conduct expected of our students while interacting with members of the school community. Help your child understand and abide by these expectations as you partner constructively with the school.
- Understand that family members and staff need to work together collaboratively and productively for the benefit of the student.
- Demonstrate that all members of the school community should be treated with respect and act in accordance with our school mission, values, and our Diversity Statement and Non-Discrimination Policy.
- Come together in moments of difficulty, confusion, and disagreement in order to assume positive intent and seek clarification.
- Discuss disagreements that may arise in a civil and productive manner, recognizing that some disagreements impact other families and other people's children.
- Seek to clarify a student's version of events with the school's view in order to bring about solutions.
- Communicate in the spirit of cooperation, follow the chain of communication to ensure questions are directed to the appropriate person for effective follow-up, and allow staff the time necessary to thoughtfully follow through with any relevant processes.

If an issue occurs, parents or guardians should contact a student's teacher and give them the opportunity to research and respond. If there is no response within 48 hours, or if further concerns arise after a response is received, then contact the following staff members in the following order:

- Associate Head of School for Teaching and Learning, then
- Head of School

Overall Communication Guidelines for Families
Please see below for the preferred ways to contact Miquon staff when you have questions:

- Email is the most effective way to communicate with Miquon staff. All staff emails can be found in the staff directory.
- If you need to talk to staff by phone, please call the main office at 610-828-1231. If you are calling outside of staffed hours (7:30 a.m. - 3:30 p.m.), you can leave a voicemail. Voicemails are forwarded to staff emails so they can be accessed off campus.
- To maintain appropriate boundaries and privacy, staff are not required to give out their personal cell phone numbers. Our preference is for all communications to occur through Miquon's formal communication channels (email and work numbers) when possible. If you receive a call from a staff member's personal phone, please honor their privacy and do not give it out. Instead, please continue to use email and work numbers as your primary communication channels.
- Do not send communications through students. If parents and guardians have questions for staff, they should be directly communicated between adults.

Communication Timing
In the case of emergency information or an otherwise time-sensitive update, please reach out any time. Otherwise, all non-urgent emails should ideally arrive in staff inboxes between the hours of 7:00 a.m. and 6:00 p.m., Monday through Friday.

Many email services allow you to schedule or delay-send an email. You can use these features and schedule your email if you are writing emails outside of school business hours (how-to video for Gmail here).

48-Hour Response Expectation (Monday - Friday)
Staff are expected to reply to an email, either by acknowledging receipt or responding, within 48 hours (Monday - Friday). If staff are on leave, their auto-response message will notify you of their absence and anticipated return date so you can redirect your message if needed.

If staff need more time to resolve the issue at hand, they will respond to let you know when you should expect to hear back from them with further information.

Emails that come in over the weekend, including on Fridays, will be reviewed/responded to no later than the end of the day on Monday.

APPENDIX 1: Principles of Independent Play

Independence is a vital part of every child's development. We provide guidance and support as they apply their skills within expanding boundaries. With increasing freedom comes greater demand for self-discipline and responsibility; meeting that expectation promotes self-confidence.
– The Miquon School, Tenet #5

Independent play is an essential component of a Miquon education. Independent play enables students to learn what is required to create and sustain a peaceful and inclusive community, spend time treasuring our natural environment as self-directed explorers of the creek and the woods, test their physical skills, learn to be good leaders and supportive partners, and take responsibility and learn from their mistakes. Independent play is also part of a larger goal we have for our children: becoming independent and confident in all academic and creative domains.

Independent play at Miquon is part of a larger philosophical stance that:

- Values children's ability to regulate themselves and recognize their own strengths and readiness when it comes to taking intellectual, physical, and social risks
- Respects and nurtures their individual interests
- Strives to balance a healthy level of adult supervision and guidance with an equally healthy opportunity for students to develop integrity and self-control (qualities of character that are acquired only when there is the opportunity to make choices)
- Supports their participation in decision-making and problem-solving within the institutional community
- Recognizes the importance of letting children learn from and take responsibility for their mistakes as they work to create a society that is joyful, inclusive, safe, and very much their own

Independent play is evaluated and supported by adult observation and involvement that is ongoing and responsive in many different ways. We teach students to be "upstanders" who advocate not only for themselves, but also for others. Students also learn to work out problems peacefully on their own, and to seek out adult help when they believe the problem is more serious or intractable than they can resolve. Much as children learn to read or master multiplication, children learn the skills of independent play through support and interaction with adults and older children in the community. It is through the process of observation, coupled with reflection, that teachers are able to help guide the learning of the children in their care.

Staff Role and Responsibilities
Adult involvement is inextricably linked to student independence. Every member of our staff is responsible for all of our children all of the time. Inside classrooms and out, they are always listening to the language and tone children are using with each other and offering praise or some gentle guidance as seems appropriate.

As is true for every other kind of learning, children move forward at their own pace and in their own style when it comes to understanding and navigating through their social worlds. Along with such things as sentence construction and fraction concepts, we work on the skills needed for each child to be a supportive partner and teammate, a good friend, and an effective problem-solver. It is through their engagement with independent play that we can evaluate their growth in those domains and determine what they need and are ready to do next.

Boundaries
Our children's independent play is framed by explicit, clearly-defined limits / boundaries. These boundaries are physical as well as social and both types expand as students become older and ready for more responsibility. Boundaries are presented not only as limits, but also as opportunities to go further and try new things (as an athlete or artist, an organizer of an inclusive game, an environmental explorer, or a patient mediator when there is conflict). We expect our oldest students to help younger children understand our community expectations and to lead by example as well as by explicit guidance. Rough play by "big kids" in a soccer game is going to be emulated by younger students, but so are good sportsmanship and encouraging comments. The older students can see the effects of what they model and are held accountable for the consequences.

Choice Time
Independent play is an integral part of what we call choice time. More commonly-used terms such as recess and break suggest a time to stop purposeful activity. We see this time as having a great deal of purpose, as choice time is intentionally designated as a chance for our children to make decisions and to do things.

There are indoor places where children find adults nearby, sometimes offering activities and/or resources but still providing a basis for independent decisions. These are their home classrooms and -- from second grade onward and at specific times -- the specialists' spaces: the art room, the library, etc. Children read, play games, build, draw, make music, use computers, write, do craft projects, chat with friends, and do whatever else catches their interest. For many, choice means choosing to go outside, no matter what the weather.

Outdoor Physical Boundaries

Nursery, kindergarten, and first grade are the groups in which preparation for successful independent play begins. Their outdoor world consists of small, protected spaces with very clear physical boundaries: the nursery playgrounds, each located just outside their home classrooms, and the kindergarten / first grade playground, which requires crossing our creek via a wooden bridge.

From second through fourth grade, some of the choice time spaces are still within view of their home classrooms, but students are given more opportunity to play out of the direct sight of adults. The tree-and-vine-filled creekside area that children call "Creekwood Hollow" becomes the center of many students' worlds at this point in school. They build forts, create economies with trade goods and currency, set rules, invent games and imaginative play, and negotiate endlessly over territory, resources, power, and inclusion.

In their last two years at Miquon, fifth and sixth grade student boundaries stretch to the edges of the campus. They can play as invited guests with young siblings and friends in the nursery, kindergarten, and first grade play spaces, and they can take their tag games and explorations all the way down to the magical environment of the Bamboo Forest.

Most groups employ call signals/sounds/bells unique to each classroom to let their students know that it is time to return to the classrooms. However, the two oldest groups have no bell or other signal to call their members back when classes resume. Our fifth and sixth graders are expected to keep track of the time and return on their own, which they quickly learn to do. Here, responsibility and independence are very intentionally linked.

Choice Time for Nursery, Kindergarten, and First Grade

Nursery, kindergarten, and first grade children are closely supervised during outdoor play at the start of the school year. The teachers observe children at play in order to have a good sense of the strengths of the group and the areas in which they will need to support them. Teachers also want to know that the children are clear about their boundaries and understand some basic safety rules.

As the year goes on, teachers set parameters that allow them to evaluate when a group is ready to increase the proximal distance of supervision. Throughout the year, teachers are working with children to develop the skills of self-directed play and developmentally appropriate conflict resolution. Discussions in the classroom and with individual or small groups help children reflect, learn, and grow from their choice time experiences.

Behavioral Expectations at Choice Time

There is a recurring statement that summarizes what we expect from even our youngest children: *We take care of ourselves; we take care of each other; and we take care of our environment*. Teachers and staff help these young learners develop essential skills and attitudes through planned activities as well as responses to problems as they emerge. When issues arise, class discussions are sometimes initiated by teachers and sometimes by students. Stories and role-playing help children build their resources for conflict resolution and safe play within a strong and inclusive social community.

The expectation that students will take care of themselves, each other, and their environment gradually expands to allow children to discover and further develop their understanding of that expectation. This is a time of enormously important learning that provides a personal, experiential basis for engaging with more "academic" explorations of culture, government structures, current events, and history right on through the sixth grade.

Conflict Resolution and Problem Solving

There are several established institutional structures in place to support our children's growth in the resolving of classroom and community problems, including difficulties that may arise during independent play. Although it varies from one group to another, all classrooms have ways of airing and addressing concerns. These methods include daily check-ins, weekly meetings, and discussions that are held on an as-needed basis. They may include role-playing, games, songs, and stories that serve to launch or deepen the topic at hand.

Our "Good of the School" meetings are regular assemblies that involve the students from kindergarten upward, and they are led by rotating teams of two or three sixth graders. A part of Miquon tradition for more than 50 years, "Good of the School" is a town meeting in which classroom news and projects are shared, celebrations of many kinds are noted, and concerns are raised. Child-led discussions during this meeting raise our collective awareness around an issue and, frequently, the situation improves as the children take up a collective ownership of the problem. More trash ends up in the trash cans, the respect for each other's Creekwood Hollow fort materials increases, and the shared play equipment goes back in the storage box instead of being left out to become lost. In this way, the children learn how to define issues, propose solutions, and invoke the values that we have been engendering since their nursery years.

Likewise, "Good of the Group" and "Good of the Building" meetings address challenges that may come up within a classroom group or particular age range of kids. Topics have included such things as teasing on the school bus, overly competitive play, negative comments during games of all kinds, and distractions during class. As we listen to our students try to express their concerns clearly, respond thoughtfully to each other's

comments, and arrive at fair solutions, we can evaluate their development of the skills they need to make good decisions during independent play and, when needed, provide guidance.

Responding to a Problem

When problems or conflicts arise, adults take a more active role and intervene to guide the children through active conflict resolution and problem solving. In brief, they:

- Facilitate discussions when there are conflicts that students cannot solve for themselves, sometimes by request and sometimes because adults see that the situation is stressful and not moving forward.
- Set smaller or different boundaries for individual children who are having difficulty navigating the space and expectations that are generally appropriate for their classmates. Teachers, and sometimes the school counselor, work closely with these children in order to restore their full privileges as soon as possible.
- Convene meetings for discussions and problem-solving that may involve an entire classroom, a group/grade band, or a larger student community (such as the landmark summit that a teacher initiated some years ago when the play there had become too contentious)
- Explore strategies and share observations and insights in meetings of just a few teachers, our Child Guidance Team, or the full staff, depending on the situation and the range of students involved.

Expectations (rules) for Independent Play

These rules are to be followed any time children are on Miquon's campus or under the care of The Miquon School:

- Play must be safe and fun for all involved.
- Kids must stay within outdoor boundaries according to their classroom group.
- Kids may not play with sticks longer than their arm (shoulder to wrist), except when building forts. When using longer sticks to build, one end of the stick must be down on the ground.
- Throwing snowballs is only allowed on the lower field, or when supervised, and aimed between the shoulders and the knees;
- Throwing rocks or other hard objects is not allowed anywhere.
- Shoes must always be worn outside, including in the creek and sandboxes.
- No lifting others.
- No tackling.
- Regarding trees
    - No climbing trees when they are wet.
    - Kids can't climb on a tree limb thinner than their own thigh.
    - Kids must climb unassisted. If assistance is required to get up into or down from a tree, then that child should not be climbing that tree.
- No one is permitted to climb on the top beam of the Playbarn, and the second highest beams may only be straddled.
- Let living things be (no picking plants except with staff).
- Things at Miquon stay at Miquon, unless it is something a child made (e.g. artwork) to take home.

Whenever children are on campus, we expect them to follow all our Miquon rules. Children must adhere to their regular boundaries, unless in the presence of a supervising adult. This is true when participating in any of the extended day programs, at school sponsored special events, for families who stay after dismissal, and when families visit outside of the regular school day. No one is allowed to go to the Bamboo Forest at night unless accompanied by an adult.

APPENDIX 2: Student Behavior and Discipline

We are committed to partnering with parents/guardians in teaching students to be responsible and caring members of an inclusive and peaceful community.

Approach to Misbehavior
The Miquon staff looks at students and situations individually, with the overall goal of having an equitable approach to misbehavior campuswide. In matters of misbehavior, teachers try to:

- Focus on the reasons why a child might be misbehaving and implement strategies to help children
- Ascertain the circumstances and the motivation of all parties involved
- React in a calm and consistent way that will discourage misbehavior and support the child's underlying needs

Children are given the language and are treated in ways that teach them how to identify and manage both emotions and appropriate social behavior. If they are unable to, they will experience the logical, natural, and developmentally appropriate consequences of their actions.

The Miquon staff supports children to:
- Take responsibility for their behavior
- Identify how they have hurt or harmed an individual or a group
- Repair harm based on the needs of the individual or group
- Help develop a plan to change their behavior
- Participate in creation of consequences

Minor Incidents
Minor incidents are defined as disruptive behaviors that interfere with the orderly educational process in the classroom or other areas. Examples of minor incidents include, but are not limited to, loud talking, yelling, or horseplay during inappropriate times, not following directions of a staff member, rough play that results in unwanted physical contact, isolated teasing/name-calling, and copying.

Protocols for minor incidents brought to or observed by a staff member include:
- The child talks with a staff member about the incident
- Both involved parties have a conversation to repair harm, restore relationships, and identify logical consequences
- A staff member directs a child to repair minor damage to the environment

Protocols for repeated or multiple minor incidents may also include:
- Reduction in choices, a boundary change, and enforced proximity to a teacher
- Possible extended removal from the group (child may be kept in the Office for a period of time, or the rest of the day, sent home, or asked to stay home for a day or two while community support plans are developed)
- A Miquon staff member will notify parents/guardians
- Parents/guardians may be asked to come into school for a meeting with a Miquon staff member, the Child Guidance Team, and/or the school counselor for information sharing and coordination across all parties

Serious Incidents
Serious incidents are defined as willful defiance or recurring behavior that results in hurting others, continuous disruption, or property damage. Examples of serious incidents include, but are not limited to, hitting, kicking, or shoving down another student, throwing objects in anger, not staying in a physical boundary (e.g., climbing a fence), destroying school property, stealing, and teasing/name-calling that continues after prior interventions.

Serious incidents are most often observed by a Miquon staff member by or through consultation with the Head of School or their designee. Protocols include the above listed protocols for minor incidents, plus:
- The Head of School will investigate, review the circumstances, and hold conversations with all involved parties, staff, and parents/guardians.
- The child will be immediately removed from the group (the child may be kept in the office for a period of time or the rest of the day, sent home, or asked to stay home for a day or two while community support plans are developed).

Following an investigation by the Head of School, additional protocols for serious incidents may include:
- Extended removal from the group
- Additional consequences as determined appropriate for the circumstances

Protocols for either repeated or multiple serious incidents include the above listed protocols, plus:

- A review by the Child Guidance Team (CGT)
- Possible exclusion from school

Handling Profound Behavior Issues

The following procedure can be used when a child begins to exhibit repeated destructive behaviors to the point where the staff responsible for the child's care feel they can no longer effectively support the needs of the child as well as the larger classroom group.

- The teachers involved will meet with the Head of School and the Child Guidance Team (CGT) to report on and explain what steps have been taken with the child. During this meeting the CGT is informed of the issue(s) and possible solutions are discussed and recorded. Staff will implement the solutions set forth by the CGT.
- The CGT will schedule a meeting with the parents/guardians within ten school days. The CGT, staff, and parents/guardians will meet to list the behavior issues, hear parent information regarding the issues, and discuss the possible alternative/additional solutions to alleviate the behavior issues. Before parents/guardians leave, a follow up meeting will be scheduled to occur within thirty school days.
- Staff will monitor the behaviors to see the effectiveness of the solutions over the next thirty days. Then, CGT and staff will meet with the parents/guardians to review the results.
- If no significant improvement in behavior has been achieved, parents/guardians will be required to seek outside help from a specialist and will have thirty school days to begin services. The specialist will also be required to make contact with the school to discuss the behaviors and solutions to those behaviors.
- Miquon Staff will monitor the student's behaviors to see the effectiveness of the meetings with the specialist over the thirty days. Staff and the CGT will meet with the parents/guardians at the end of thirty days to review progress.
- If significant progress has been made, staff will continue to monitor the child's behavior and meet each thirty school days with the parents/guardians. Staff will remain in regular contact with specialists.
- If no significant progress has been made, the process for counseling out the child will begin.

This process will take no more than 110 school days if no progress has been made in improving the negative behaviors. However, the hope is that significant progress will be made and all involved will benefit. The most important advantage of this process is that all parties, including staff, CGT, and parents/guardians, will be in constant conversation about the child throughout the process. Further, the parents/guardians and the staff involved with the child will feel that they are being heard and supported throughout the process and that they are not left to manage an increasingly difficult situation on their own.

Due Process - Expulsion

If it is determined that the child's repeated serious misbehavior is a detriment to the class as a whole, they may be expelled. Expulsion may also result from one instance of serious misbehavior that is sufficiently severe and/or threatening to the welfare of the child or others within the school community.

The process for expulsion is as follows:

- The student and parents/guardians will be notified in writing of the incident and the reasons for the recommendation to expel.
- Parents/guardians and the student will be offered an opportunity to respond.
- The Head of School will notify the student and parents/guardians of the expulsion decision in writing thereafter.
- Parents/guardians and the student may appeal the expulsion to a "fairness committee" made up of one school staff member, the President of the Board, and the school administrator.
- The decision of the fairness committee will be final.

APPENDIX 3: ANTI-HARASSMENT POLICY

It is the policy of the Miquon School that all students and staff are entitled to an environment that is free from harassment based on race, color, national origin, sex, religion, sexual orientation, gender identity or disability. Any student or employee who violates this policy is subject to disciplinary action up to, and including, dismissal or expulsion. Any questions or concerns related to Miquon's anti-harassment policy should be directed to the Head of School.

Definitions
Prohibited harassment is defined as verbal or physical conduct (including insulting or offensive comments, jokes, pictures, etc.) related to an individual's race, color, national origin, sex, religion, sexual orientation, gender identity or disability, when the conduct: (1) has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment; or (2) has the purpose or effect of unreasonably interfering with an individual's work or school performance or opportunities.

Complaint Procedures
The Miquon School does not tolerate any form of prohibited harassment. If you believe you have been subjected to harassment by an employee, student, or anyone else you come into contact with through Miquon activities, please see the following:

- Please report the incident in a timely manner to the Head of School. If the complaint of harassment involves the Head of School, complaints should be directed to the President of the Board.
- Students or employees who in good faith make a complaint of harassment or provide information related to such complaints are protected against retaliation or reprisal of any kind. Any employee or student who takes negative action against another employee or student because of their involvement in a harassment complaint is subject to disciplinary sanction, up to and including discharge or expulsion.
- Employees and students are encouraged to report harassment before it becomes severe or pervasive.
- Harassment complaints will be responded to and investigated as quickly as possible. Miquon will make every reasonable effort to resolve these matters fairly and in the most confidential manner possible. Investigation of complaints may include discussions with the parties who are directly involved and with other individuals who may have knowledge related to the complaint. The investigation will be conducted with appropriate regard for the privacy and rights of all concerned.
- If Miquon's findings substantiate a harassment complaint, the action necessary to address the problem will be determined by appropriate administrative officials. Sanctions against an offender will depend on the specific facts and circumstances and may range from a reprimand up to and including immediate discharge or expulsion. Both the accused and the harasser will be notified of the findings of the investigation.

APPENDIX 4: Bus Rider's Bill of Rights and Responsibilities

At Miquon, we have three BIG rules that guide us everyday:

We take care of ourselves, we take care of each other, and we take care of our environment

A school bus is a great place to practice taking care of yourself, taking care of others, and taking care of your environment.

You are riding with an adult who wants you to arrive safely at school and have a pleasant ride. Since they are driving, YOU, as a rider, must **understand your rights** and **be responsible** to make the bus safe for all. We know you can do it and we will help your bus community learn to take good care of itself!

RIGHTS	RESPONSIBILITIES
You have a seat that is your seat.	**Stay seated in your seat for the entire ride.**
You are entitled to your own space.	**Give people space and only touch their belongings when they give you permission.**
You can have a quiet conversation.	**Adjust your voice to a quiet level.**
You can read or listen to music on a device privately.	**Keep your device private and only use your own device.**
You have a right to not be harmed.	**Be kind and try to repair any harm that you cause.**
You have a right to have adult help.	**Let an adult know if you or someone else needs help.**
You have a right to enjoy your bus ride.	**Act in ways that help others have a pleasant ride.**

Additional important information:

- Riders will follow the school's COVID safety protocols, including masking on the bus when required.
- There is no eating on the bus.

Tracy LaVeyra (Miquon's Social-Emotional Learning Support Coordinator) and Cali Dickens (Miquon's School Counselor) will work with your bus community to assign seats while you practice how to be a responsible rider. All riders will sit safely on the flat part of their seat for the entire ride. No one may reach over the seat and touch you or your clothing, squash you, take your belongings, or crowd you with their backpack.

No one may hit, push, or otherwise hurt you. No one may tease or bully you. No one may do things that make your ride unpleasant. If you ask someone to stop doing something that annoys or upsets you, you can expect that they will stop. If they do not, please talk to Tracy, Cali, or an adult in your family.

The bus driver is the adult in charge when you are riding the bus. It is their responsibility to drive the bus safely, therefore riders may not do anything that interferes with the driver's concentration. The bus driver has the authority to re-assign seats or ask you to be quiet. Riders, rider

families, and drivers are asked to report problems, celebrations, questions, and suggestions to Tracy or Cali. Thank you for reading and discussing this with your family!

Child's name _____

Child's signature _____

Adult family member signature _____

APPENDIX 5: Van Ridership Expectations

We have set these guidelines for safety to create a positive experience for all and to allow drivers the ability to focus on the road without distractions. Please review the following statements with your children.

- Everyone deserves a quiet and peaceful ride. Radio programs, conversation topics, and volume levels need to be appropriate and respectful of all riders/drivers.
- Everyone will be courteous and kind to the riders and drivers, remembering that everyone is different and has different needs and ways of interacting with others.
- Everyone should get on and off the van carefully, stay safely in their seats throughout the whole ride, and use seat belts and/or booster seats appropriately.
- Everyone is welcome to drink from water bottles on the van - no other food or drink is to be consumed. Children are welcome to eat something once they arrive at school.
- Everyone will care for the van equipment as thoughtfully as they would care for the furniture in their own home.
- The driver is in charge and will respectfully give directions that all students are expected to follow.
- Drivers will do their best to alert families if they are running late by either calling or texting with an approximation of how late they are running.
- The driver will do their best to arrive on time for morning pick ups. Riders should be outside and ready to go at their scheduled pick up time. If a rider is not outside at the scheduled time, drivers will attempt to contact families via phone call and/or text. If there is no response from the family and the scheduled departure time has passed, the driver will depart and continue their route.
- If concerns arise, drivers and families are expected to communicate directly with one another first, and then communicate with the administration as necessary.
- Families will communicate changes in plans with both the van drivers and the school office.
- Riders and drivers will comply with all school-mandated safety and health protocols, such as masking.

APPENDIX 6: Tuition Payment Plans & Late Payment Policies

The following summarizes Miquon's current policies and requirements concerning the payment of tuition, transportation, and childcare charges.

1. Tuition plans

Miquon offers three payment options for tuition. Families indicate their choice on the enrollment contract, then select their payment plan and settings directly in their FACTS account.

Tuition plan option	Description of payments (percent due per month)	Payment schedule (percentage due by date)
A. Single payment plan	Tuition paid in full Discount of 1% of net tuition	100% due July 31st
B. Semester payment plan	One payment of 60% One payment of 40%	60% due on July 31st 100% due on January 31st
C. Installment payment plan	10% due each month Families are charged a 1.0% finance charge on the net balance owed as of July 1 (or the date the invoice is prepared following any late enrollment finalization). This finance charge will be paid over the ten-month billing period.	10% due by July 31 20% due by August 31 30% due by September 30 40% due by October 31 50% due by November 30 60% due by December 31 70% due by January 31 80% due by February 28 90% due by March 31 100% due by April 30

2. Tuition payment policy and late fees

Miquon uses FACTS Management to administer all tuition payment plans. Details about FACTS are included as separate documents along with your enrollment contract and are provided by email at the time families both complete their FACTS enrollment and set up their payment plan options. If a payor is someone who is not a signer on the enrollment contract, but who will contribute to tuition payments by paying the school directly, that payor must contact the business office for our payment contract through which an additional party agrees to our payment policies and due dates as outlined in this handbook.

In addition, all auxiliary services (i.e. van transportation, tutoring, after care) will be billed and paid via FACTS. Auxiliary fees will be shared in advance, along with a written agreement/notice between the family and Miquon. Any charges or adjustments made to a FACTS account are communicated via FACTS email to the family well in advance of a given due date.

As stated in the FACTS documents, Miquon will work with families as needed / by written request to businessoffice@miquon.org, to customize a payment plan for particular circumstances when the above plans are not manageable. Automatic payments can be made from a checking or savings account or from a variety of credit cards (a 2.85% credit card fee will apply). Paying in advance of a due date is also an option.

If families ever need additional flexibility in a given month due to personal circumstances, a specific due date can be changed by contacting FACTS or Miquon's business office at least five days prior to the scheduled payment due date.

Every family is responsible for ensuring that payments are made via FACTS in a timely manner, or for requesting adjustments in advance. Late fees will be assessed in FACTS after a grace period of 15 calendar days from the given due date. The late fee will be 1% of the past due amount, at a minimum of $5.00.

3. Past due accounts policy

While there is a clear expectation that all families will make every effort to pay all invoices (including but not limited to tuition, tutoring, van services, After Care, and Vacation Day Care) as agreed to in the enrollment contract, there is also an understanding that, for any number of reasons, a family may fall behind in payment. Accordingly, Miquon has established a schedule of minimum payment milestones that *every* family must maintain throughout the year in order to keep their child(ren) enrolled. These milestones are as follows:

Milestone date	Minimum payment **Milestone (% due)**	Comparison: extended plan (cumulative percentage due)
September 1	**10%**	20%
October 15	**20%**	40%
December 15	**40%**	60%
February 15	**60%**	80%
April 15	**80%**	100%
June 1	**100%**	

These payment milestones represent the *minimum amount* that must be paid before the following policies take effect:

- If a family fails to make a milestone payment, *the student will not be allowed to continue in school*. The student will be allowed to return to school once payment has been made in accordance with the milestone.
- Any family who is behind on payments by the January 15th payment will not receive confirmation of re-enrollment for the following school year until payment has been met in accordance with the milestone. Additionally, every student's re-enrollment is contingent upon continued and timely payment of all charges.
- Miquon will not release the academic records of any student who has left Miquon with an outstanding balance.
- No student will be permitted to graduate or participate in the graduation ceremony unless all tuition and other charges are paid in full by June 1.
- Miquon will not release year-end reports for any student who has an outstanding balance as of June 1. Additionally, no student will be permitted to begin a school year if a balance is due from the prior year.
- A child will not be permitted to enroll in summer vacation care or Miquon's summer camp if any charges remain unpaid at the end of the school year.

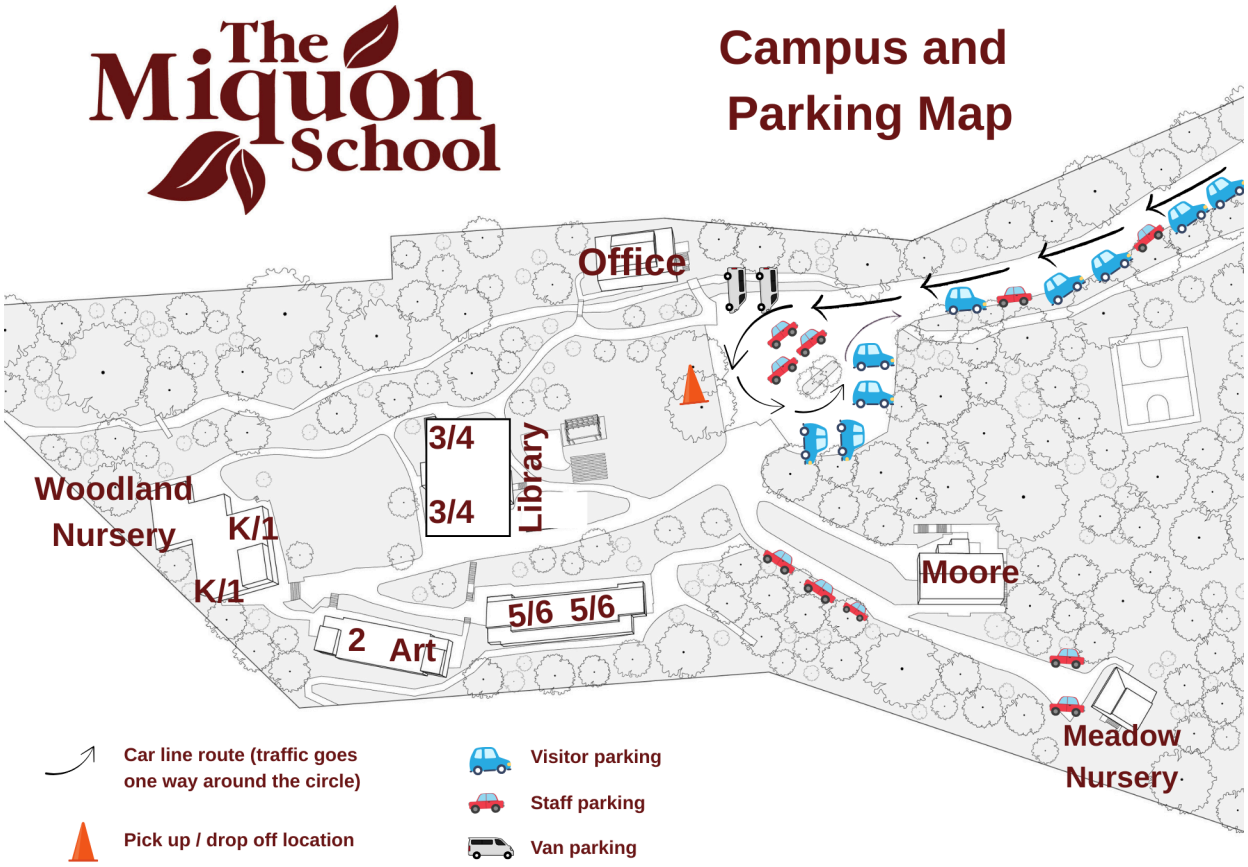
4. Exceptions

Any deviation from these policies must be approved by the Business Office. Accordingly, families who anticipate that they will be unable to pay tuition and/or other charges in accordance with the payment plan because of an emergency or other extraordinary circumstance must submit a letter to the Business Office ***in advance of the milestone due date***, explaining the reason for further delayed payment and proposing a payment schedule.

Miquon will make a concerted effort to work with families in their efforts to pay an outstanding account. If, however, it becomes necessary to engage an outside company for assistance in recovering the monies owed to the school, the family shall be responsible for all costs of collections, including reasonable attorney's fees, which may be associated with the collection of the amount due.

Miquon is still largely a tuition-driven school and depends on tuition payments to meet its financial commitments. Therefore, it is important for all families to adhere to the payment schedule or to contact the Business Office when circumstances prevent timely payment. Thank you for your assistance.

APPENDIX 7: Parking Lot Map



APPENDIX 8: Pikmykid Parent App Guide

Click here to view the complete app guide.

Pikmykid PARENT APP GUIDE

Unless it is for an early dismissal,** all other changes must be made in the Pikmykid app. This applies to both one-off and recurring changes and helps to avoid confusion for your child, staff, and bus drivers, and also keeps our car line running more smoothly (i.e., buses don't block the flow of traffic while we're trying to figure out who should be boarding).

Note: Miquon staff follow whatever your instructions are in the app. If the app says your child should be on the bus, we are putting them on the bus.

Here is a quick guide on making those types of changes in the app.

IMPORTANT NOTE REGARDING "*DAY OF*" CHANGES: You can make changes any time before the day of change. However, if you need to make a change on the day of the effective date, you must do it between the hours of 9am and 2:30pm. Call the office if after 2:30pm. Unfortunately, the Pikmykid platform cannot accept "day of" changes between the hours of 12am and 9am.

To delegate someone else to pick up your child
In the app, select child's name>>tap the date of the change>>more actions>>create pickup>>confirm date of change and repeat pickup>>next>>select pick up mode>>car line 1>>change selection>>open phone book or create contacts>>choose who will pickup your child>>scroll down to confirm change.

To change your child's dismissal mode (i.e., from bus to car pick-up)
Select child's name>>tap the date of the change>>more actions>>>create pick up>>confirm date and repeat pickup>>next>>select new pickup mode and confirm bus or delegate info>>confirm change

To make changes to your child's After Care plan
Select child's name>>tap date of the change>>more actions>>create pick up>>confirm date and repeat pickup>>next>>pick up mode>>select After School and designate who will pick your child up from After School Care>> confirm change

****To schedule an early dismissal (i.e., doctor's appointment)**
We do not use PMK's Early Dismissal Function. Instead, please email frontdesk@miquon.org as well as your child's teachers to let us know the date and time. On the day of the early dismissal, families should come to the office to pickup their child.