

**FAMILY HANDBOOK**  
**REVISED JANUARY 2022**

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## Miquon Family Handbook

Red text indicates areas where COVID has required changes to our typical practices. Where possible, we have provided changes.  
Additional changes will be communicated as needed via email and the weekly Miquon Matters newsletter.

<b>WELCOME</b>	<b>PAGE 5</b>
<b>PROGRAM AND CLASSROOM ACTIVITIES</b>	<b>PAGE 6</b>
Curriculum	Page 6
Assemblies	Page 6
Back to School Night	Page 6
Book Fair	Page 6
Buddies	Page 6
Field Trips	Page 6
Morning Meeting	Page 6
Mini-courses	Page 7
Diversity, Equity, and Action	Page 7
Miquon Grass	Page 7
Thematic Studies and Celebrations	Page 7
<b>YOUR CHILD'S PROGRESS</b>	<b>PAGE 8</b>
Narrative Reports	Page 8
Parent-Teacher Conferences	Page 8
Professional Services and Resources	Page 8
<b>PARENT PARTICIPATION</b>	<b>PAGE 9</b>
Families Active @ Miquon	Page 9
Class Parents	Page 9
Work Parties	Page 9
Volunteers	Page 9
Volunteer Clearances	Page 9
<b>HOLIDAYS AND SPECIAL EVENTS</b>	<b>PAGE 10</b>
Holidays	Page 10
Grandparents' and Grandfriends' Day	Page 10
Photo Day	Page 10
Halloween Parade	Page 10
Winter Assembly	Page 10
Martin Luther King, Jr. Day	Page 10
Spring Fair	Page 10
Last Day for Nursery and Kindergarten	Page 11
End of Year Picnic and Skits	Page 11
Graduation	Page 11
<b>COMMUNITY CUSTOMS</b>	<b>PAGE 11</b>
After School Use of Campus	Page 11
Birthday Traditions	Page 11
Gifts to Teachers	Page 11
School Store	Page 11
Service Projects	Page 12
Renting Miquon Facilities	Page 12

## Miquon Family Handbook

Red text indicates areas where COVID has required changes to our typical practices. Where possible, we have provided changes.  
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<b>DAILY ROUTINE</b>	<b>PAGE 12</b>
School Hours	Page 12
Attendance Policy	Page 12
Driving, Parking, and Parking Lot Safety	Page 14
Arrival Procedures	Page 14
Dismissal Routine	Page 14
Dismissal Procedures	Page 14
Transportation	Page 15
Lunch and Snacks	Page 15
Clothing	Page 15
Lost and Found	Page 16
What Not to Bring to School	Page 16
<b>PARENT-SCHOOL COMMUNICATION</b>	<b>PAGE 16</b>
Miquon Matters	Page 16
Directory	Page 16
Parent Portal	Page 16
Website	Page 17
When to Call School	Page 17
Phone Calls to and from Children	Page 17
Teacher Communication	Page 17
Individual Emergencies	Page 17
School Closings	Page 17
Other Emergencies	Page 17
School Emergency Mobile Phone Number	Page 17
<b>HEALTH AND SAFETY</b>	<b>PAGE 18</b>
Emergency Information and Health Records	Page 18
Medical Action Plans	Page 18
Medications, Chronic Conditions, and Allergies	Page 18
Immunizations	Page 18
School Nurse	Page 19
Sick or Injured Child at School	Page 19
Infectious Illness	Page 19
Head Lice	Page 19
Outdoor Safety and Boundaries	Page 19
Safety Drills	Page 19
Internet (Online) Safety	Page 19
Use of Photos, Videos, Writing, Audio Recordings, and Artwork	Page 20
Risk Assessment	Page 20
Medical Leave	Page 20
<b>EXTENDED DAY PROGRAMS (EDP)</b>	<b>PAGE 20</b>
Morning Care	Page 20
After Care	Page 20
Evening Care	Page 20
Vacation Day Care (VDC)	Page 21
EDP Boundaries and Behavior	Page 21
Communication with EDP Staff	Page 21

## Miquon Family Handbook

Red text indicates areas where COVID has required changes to our typical practices. Where possible, we have provided changes.  
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<b>FINANCIAL MATTERS</b>	<b>PAGE 21</b>
Payment of Bills	Page 21
Re-Enrollment	Page 21
Applying for Financial Aid	Page 21
Annual Giving and Capital Fundraising	Page 21
Classroom Fundraising	Page 22
Miquon Bond	Page 22
<b>BOARD OF DIRECTORS</b>	<b>PAGE 22</b>
Bylaws of the Corporation	Page 22
Board Meetings	Page 22
Board Members	Page 22
Board Committees	Page 22
<b>COMMUNITY POLICIES</b>	<b>PAGE 22</b>
Admissions Policy for Siblings, Legacies, and Staff	Page 22
Child Abuse Prevention	Page 22
Confidentiality	Page 23
Creating a Cooperative Community	Page 23
<b>APPENDIX</b>	<b>PAGE 25</b>
1. Principles of Independent Play	Page 25
2. Student Behavior and Discipline	Page 28
3. Anti-harassment Policy	Page 30
4. Bullying Policy	Page 31
5. Bus Rider's Bill of Rights	Page 33
6. Van Ridership Expectations	Page 34
7. Tuition Payment Plans and Late Payment Policies	Page 35
8. Parking Map	Page 37
9. Pikmykid Parent App Guide	Page 38

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### WELCOME!

We are so glad you are here as a part of The Miquon School community. We encourage you to take the time to read through this handbook as a way to understand the flow of our school day, important policies to which we adhere, and a bit about our community culture.

#### The School Concept

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 <https://miquon.org/about/mission>.

#### Mission Statement

The Miquon School treasures and celebrates childhood. We give our students time to play and grow. Our program and our environment encourage wonder, inquiry, independence, and discovery. We seek to create confident, life-long learners who will move out into the wider world with strong academic and social skills, intense personal interests, a love for the arts, and a commitment to building inclusive and peaceful communities. We are dedicated to learning together in the rich tradition of Progressive education that is our founders' legacy.

#### Diversity Statement

Miquon commits to being an anti-racist community through our 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 the students and staff to the parents and 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.

#### 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 of its staff. This statement applies to all students, parents, 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 parents 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 appears to be called for, we insert it for future publications and send out a revision to all of our current families.

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### PROGRAM AND CLASSROOM ACTIVITIES

#### Curriculum

Curricular information can be found on the Program and Philosophy area of the Miquon website, which includes a scope and sequence for each academic subject as well as the annual classroom and specialist curriculum reports that detail specific work completed the previous year. Classroom emails, Instagram pages, and blogs are also a great source of curricular information. A printed copy of the Miquon Program and Curriculum Guide is available upon request.

In addition, parents are also invited to several curriculum events throughout the year, such as Look Ahead Night, 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 by our students' ages and developmental stages.

#### Assemblies

An all-school assembly is held weekly on Fridays at 9:00 am. Groups may perform, staff may share a talent or an interest, or we may spend the time singing or dancing as a whole school. When budget permits, outside groups may make special presentations. Once a month we hold a Good of the School (GOS) assembly. Moderated by sixth graders, it is a time for students to voice opinions and the community to consider problems and solutions. All children come to assembly, with the exception of GOS (which the Nursery does not attend). Parents are always welcome to attend any assembly.

#### Back to School Night

Held in September, this meeting is important for all parents to attend. Parents gather for remarks from the Principal before meeting with teachers in a Zoom Meeting to hear about the program for the year.

#### Book Fair

Once a year, the Clisby Library hosts the Miquon Book Fair. There, you will find a large selection of children's books designed to please all ages on display. Children preview the selection and, with the librarian's help, they create wish lists for their parents, who stop by to shop while they are at Miquon for their parent conference in the fall or spring. Funds raised from this popular event directly benefit the Library.

#### Buddies

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

#### Field Trips

All groups take occasional trips off campus to visit sites that are related to their classroom or specialist programs. **Due to COVID, groups will not take off campus trips until deemed safe by the PA Health Department.** When schools are able to take off campus field trips, the teachers will alert you to these trips in advance, and often parents are invited to come along as chaperones and drivers. There is no additional charge to parents for field trips, except when older groups plan an overnight trip, in which case some fundraising may be necessary and is organized within the classroom. Parents wishing to attend field trips should review the "Volunteers" section under "Parent Participation" in this handbook.

On field trip van rides, we ask that you please ensure your child's safety and compliance with [Pennsylvania State Law](#), which states that children ages 4-until their 8th 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.

Please send in a booster seat the morning of each field trip involving your child aged 4-until their 8th birthday and any whose size indicates they need to be using a booster. 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.

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### Morning Meeting

Miquon utilizes Morning Meeting (based on the pedagogical framework, “Responsive Classroom”) as an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.

Each morning, students and teachers gather together in a circle at 8:45 am 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. Listeners often offer empathetic comments or ask clarifying questions.
- Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).
- 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 “electives” offered to first graders and above. Children make choices from the available list of courses, so a group is usually mixed ages. Topics can vary from cooking to flag football to origami to woodworking to computer games. Mini-courses happen once a week and are arranged in three sessions of approximately eight to 10 weeks. Older children participate in mini-courses for the full year, while the younger children join in the winter and spring sessions. Parents who wish to offer a mini-course are encouraged to do so, and should contact the Office to make arrangements.

### Diversity, Equity, and Action

Miquon has three different DEA committees, all working toward incorporating stronger practices throughout our community and work. A board committee is working on initiatives within our current strategic plan, the staff committee looks at how we continue to integrate DEA work into our practices and curriculum, and a parent committee (part of our FamiliesActive@Miquon group) works on keeping DEA work at the forefront for the wider community. 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 parents and helped to create a diversity statement for the school. It also led to the development of and board approval of our tenth tenet: “Children can be upstanders and agents of change.”

### Miquon Grass

This is an annual publication for which every child in the School submits a piece of writing. 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. Children love to go to the Library and look at their work in earlier editions.

### Thematic Studies and Spring Celebrations

Many classes host some sort of afternoon or evening event to culminate a unit of study sometime in the spring. Delicious food is a typical feature, as is a dramatic or musical presentation. Parents are invited and may get a call from the group teacher or class parents to lend a hand.

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### YOUR CHILD'S PROGRESS

#### **Narrative Reports (conference notes are now a part of their permanent file)**

Group teachers write a narrative report for each student following each parent-teacher conference and at the end of the school year. The reports contain a description of the student as a member of the group, as a learner, their major strengths and areas needing support in each academic subject, any recommendations for summer work, and references when appropriate to prior agreements about supporting the child over the year.

**Specialists complete one report per year for each child, which includes information about the specialist subject and a brief comment about the student.**

#### **Parent-Teacher Conferences**

Parent Conference Week is a time for parents and teachers to discuss a student's progress and plans for further growth. Conferences happen twice a year, in November and March. Parents are asked to sign up for morning, afternoon or evening conference slots (35 minutes) during each Conference Week. Additional parent conferences may be held at other times, by request of a child's parents or teachers.

#### **Professional Services and Resources**

##### *Child Guidance Team (CGT)*

The learning and curriculum support coordinators work with children in the 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 about their child's progress.

Sometimes children require outside educational assessment or additional classroom support of one kind or another. The CGT – which can include classroom teachers, specialist teachers, the learning and curriculum support coordinators, the school social worker, and/or the Principal – will gather to address the specific learning needs of children. The child's parents are invited to meetings with the CGT when needed and informed of special recommendations or strategies that are being implemented.

##### *School Social Worker*

A licensed school social worker serves Miquon on a part-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 social worker works with children, parents, and teachers -- either together or individually. Information shared with the school social worker is kept in complete confidence. Appointments may be made by calling the Office.

##### *Speech Therapy*

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

##### *Tutoring*

Tutors are contracted to work at Miquon to assist some children who need to spend some one-on-one time on specific aspects of their learning at the parents' expense. Children are referred to tutoring through the CGT and always in consultation with parents. We may also recommend after school tutoring arrangements. Parents may inquire further through the learning and curriculum support coordinators.

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### PARENT PARTICIPATION

#### Families Active@Miquon

Also known as FAM, Miquon's parent organization is a group of families who work to help 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. This group recruits Class Parents, organizes several events for families, including the annual community campfire, pancake breakfast, and Spring Fair. FAM can be reached at [familiesactive@miquon.org](mailto:familiesactive@miquon.org).

#### Class Parents

Each classroom group has volunteer Class Parents, who are listed in the online directory. They have some specific organizational responsibilities, such as arranging the annual class potluck dinner or picnic, and scheduling volunteers at the Spring Fair. They also work with the teachers to share classroom-specific information and find volunteer help as needed. Class Parents help to welcome and include new parents, by arranging summer play dates for example, and are a resource for other parents in the group. If you are feeling bewildered, uninformed, or just out of the loop, call your class parent.

#### Work Parties

Parent work parties have been a tradition at Miquon since our founding in 1932, making possible projects of all sizes that the school staff could not complete alone. The timing and specific projects vary year to year, but typically Nursery and Kindergarten parents attend a classroom work party the weekend before school opens. There are outdoor campus work parties for all parents in the fall and spring.

We ask that all parents make plans to attend work parties. They are generally festive in atmosphere and include children who help as they are able. Work parties are great community-building events with a barbeque and bring-your-own picnic lunch together at the end of the work. In some cases, parents stay on until 2:00 or 3:00pm to complete longer projects.

Parents may also be invited to help out with specific indoor or outdoor projects by their child's teacher or by the School maintenance staff.

#### Volunteers (Temporarily on Hold)

Miquon relies heavily on parents for support and actively welcomes volunteers. Parents who have ideas, particular skills to offer, or who just want to help in some way, should contact the FAM, class parents, and your child's teachers. There are opportunities to help with class projects and field trips -- as well as school-wide special events, such as the Spring Fair. Sometimes requests for help with particular activities such as campus planting, open house tours, or Grandparents Day will go out in *Miquon Matters*, or parents may be contacted individually.

#### Volunteer Clearances (Temporarily on Hold)

All Miquon School volunteers who are responsible for the welfare of a child or have direct volunteer contact with children must complete Child Clearances. Direct volunteer contact is the care, supervision, guidance or control and routine interaction with children. Routine interaction with children 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: the Halloween parade, Winter Assembly, Spring Fair, Graduation, assemblies, classroom presentations, assembly, or sharing in the classroom with a Miquon staff member present.

Those wishing to drive children other than his/her own children must work with the Business Office to complete the Requirements for Driving Form and obtain the related driving record information.

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### 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 parents may be invited to participate in related activities in the classroom or at assembly.

We urge parents 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 school as they often include introductory or culminating activities for a curriculum unit.

#### In-Service Days

There are usually three in-service days for staff professional development each year. School is closed but Vacation Day Care is available.

#### Grandparents and Grandfriends Day

Grandparents are invited to spend one morning during the year visiting the children's classrooms. It's a great way for grandparents to experience Miquon firsthand. If there is no grandparent in your family or if grandparents live far away, another adult or "grandfriend" is encouraged to come. Children without a special visitor will buddy up with a classmate and his or her grandfriend.

#### Photo Day

Arrangements are made for a photographer to come to school one day in the fall to take individual and sibling portraits, and again in spring for class and all-school photos. You will receive information on how to order packages once it is available. Most children do not dress formally for their pictures.

#### Halloween

This is a big day for the community! Children and staff change into costumes after lunch, when many parents come for a parade ending at the Play Barn. While it is a tradition for all the teachers to deny that it is going to happen, the staff does perform a play for everyone, usually a silly take-off of some well-known story.

We also host a fall event for children and families who do not celebrate Halloween, held during the same time frame as the parade and play.

Many parents take their children home afterwards; vans and school buses also run as usual at the normal dismissal time.

#### Winter Assembly

The Winter Assembly is typically held the morning of the day Winter Break begins. It is a time for each class to share some kind of music offering. Most parents attend if they possibly can, as well as many grandparents. It is a festive event, typically held at an off-campus location to accommodate the crowd. Miquon classrooms and the After Care Program are closed.

#### 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 into its social studies themes throughout the year, the School often offers special assemblies and/or service opportunities for parents and children who wish to participate as one way to recognize MLK and his work.

#### Spring Fair

Spring Fair is a parent-run fundraiser. There is much need for parent help, and there is a strong expectation that all parents will work at the Spring Fair. If Spring Fair is a virtual event, this may include distributing supplies to students' houses and helping teachers organize online games for kids. If in person, class parents organize people to work at either a class booth or at some other booth (food, prizes, etc.). Parents may be asked to get supplies, set up, supervise, and take down the booths. Proceeds contribute to the school's operating budget. There is often an informal alumni reunion component to the event as well.

#### Last Day for Nursery and Kindergarten

The day before Graduation is the last day of school for the little ones. Usually the two groups host a "goodbye" family picnic at their classroom building. Children in these groups are not expected to attend Graduation.

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### End-of-Year Picnic and Skit Night

The evening before Graduation, the community holds a bring-your-own picnic. Many current families and some recent alumni families attend. The fifth graders perform skits to highlight an amusing story from each sixth grader's past. This year Skit Night may need to be a virtual event.

### Graduation

Traditionally, On the last day of school for Grades 1-6, Miquon staff, families, and friends of the graduates attend the annual graduation ceremony. Depending on the public health situation, we may need to restrict the size of this gathering. In a normal year, all current parents are always welcome, as are alumni and their families. The ceremony includes speeches and diploma presentations. Refreshments follow for graduates and their families.

If students attend graduation, dismissal for everyone is at 12:30 pm; pick-up and bus and van departure happen at that time. Please make appropriate arrangements for your child arriving home early.

## COMMUNITY CUSTOMS

### After School Use of Campus

*Currently, after school use of campus is not permitted. However, families are welcome to visit campus on the weekend.*

One of the wonderful things about the Miquon community is that many parents and families congregate at the Play Barn during and after pick-up. **In an abundance of care, we are currently not permitting parents on campus after school. However, families are welcome to visit campus on the weekend.**

Outside of regular school hours, we expect children to follow all of the Miquon rules and adhere to their regular boundaries -- unless a supervising adult is along with them. Miquon staff will give parents verbal reminders that children must be within their grade level boundaries or within parent/caregiver's line of sight at all times.

Children are not allowed to visit the Bamboo Forest independently at night.

### Birthday Traditions

*Until further notice, we are not allowing food to be brought into classrooms and parents/guardians are not permitted on campus.*

Customarily a child will celebrate his or her birthday at school with the group; parents should please check in with your child's teacher about specifics. It is traditional – but certainly not mandatory – for families to give a book to the Library on the occasion of a child's birthday. Children enjoy finding each other's gifts in the Library. The librarian is glad to help with suggestions.

We ask families to remind their children to keep selective celebrations out of school time discussions, birthday parties are often a topic of open discussion at school and on the bus. We ask parents to make sure that invitation lists do not exclude just a few members of the group; making the party larger or smaller usually solves the problem. Gifts may be the source of invidious comparisons; we respectfully suggest limiting gifts to inexpensive or handmade items and cards. Please seek guidance from other parents or your child's teacher if you have concerns in this area.

### Gifts to Teachers

Families sometimes like to show their appreciation for their children's teachers with a gift, either for the holidays or at the end of the year. What teachers like best is a sincere note of thanks and a hug. Expensive gifts are not appropriate or expected and can be a source of embarrassing distinction to children in the classroom.

### School Store

Several items of clothing – T-shirts, sweatshirts, fleece vests and jackets, etc. – and other items with the Miquon logo are available for purchase. Contact the Office to inquire how and when to purchase.

### Service Projects

We believe that service is a learned response to perceived need, that service learning happens best when it is actively modeled by others at home and at school, and 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 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. Sometimes individual classes or the entire school take on a particular project.

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### Renting Miquon Facilities

Our campus grounds, pool, and Moore Building are available to rent for events such as weddings, birthday parties, or bar mitzvahs. 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 from the Director of Development.

## DAILY ROUTINE

### School Hours

The school day for all children begins promptly when the buzzer rings at 8:25am for classes to begin at 8:30am. The school day ends with a buzzer at 2:55pm.

Due to Covid, the school day currently ends for Nursery and Kindergarten at 2:45pm.

Lunch and Choice Time happen between 12:15 and 1:15pm. However, times are staggered to limit the number of children playing outside at any one time.

You can normally expect to find someone in the Office between 7:45am and 4:30pm.

### Attendance Policy

The Miquon School believes that in order for students to realize the opportunities and benefits from school, they must be in attendance and state law requires all children of compulsory school age to attend school every day. Furthermore, Miquon believes that families are a key factor in ensuring that students attend school every day. This policy will allow families and the School to develop a collective approach to ensure that students attend school and benefit from their education.

This policy applies to all students in Kindergarten through Sixth Grade.

#### Authority

Attendance is required of all students during the days and hours that school is in session except where students are excused for temporary absences under this policy and in accordance with state law. The Miquon School is required to establish attendance requirements and report unexcused absences to a student's home district for enforcement.

Beginning with the 2020-2021 academic year, compulsory school age is no later than six (6) years of age until age eighteen (18).

#### Definitions:

Truant means three (3) or more school days of unexcused absences during the current school year by a student of compulsory school age.

Habitually truant means six (6) 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 (15) 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.

#### Excused/Lawful Absences

All students of compulsory school age enrolled in The Miquon School are required to attend school in accordance with this policy and state law.

For an absence to be excused, a note is required from either a parent/guardian or a licensed medical practitioner.

For an absence of over three (3) days to be excused, a note from a licensed medical practitioner is required.

The following conditions or situations are lawful or excused reasons for absence from school: 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 with prior approval from the Principal.

## Miquon Family Handbook

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Parents/guardians should submit the written excuse explaining the absence within ten (10) days of the absence or the absence will be permanently counted as unexcused.

A maximum of 10 days of cumulative lawful absences, verified by written parental notification, are permitted during a school year. Included in the 10 days are approved educational trips.

All absences beyond 10 cumulative days require a written excuse from a doctor or other licensed medical practitioner or will be deemed unlawful. All requests for approval of educational travel must be submitted to the Principal at least two (2) weeks in advance using the Educational Trip Absence Request Form and must contain a written statement of the educational value of the trip. 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.

### *Unexcused/Unlawful Absences*

All absences which do not meet the criteria above are unexcused until the School receives a written note from the parent explaining the reason(s) for an absence.

Miquon is responsible for monitoring and maintaining attendance records and is required to report unexcused absences to a student's home district.

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.

Parents/guardians will be notified of each unexcused absence.

Absences from school for ten (10) consecutive school days may result in the student being dropped from active status until the School is provided with evidence the absence is legal.

### *Cumulative Unexcused/Unlawful Absences*

- Miquon will notify parents/guardians in writing of the first and second unexcused absence(s).
- When a student is absent for three (3) or more days in the current school year without a lawful excuse, Miquon will notify the parents/guardians that the student is truant and the consequences if the student becomes habitually truant.
- Miquon will offer a school/family conference to discuss truancy and develop a mutually agreed upon School Attendance Improvement Plan.
- Miquon will provide a copy of the notification to the home district with an option for the school district to participate in the conference.
- If additional unexcused absences occur, Miquon may convene a School Attendance Improvement Conference to address a student's ongoing attendance issues.
- 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 (6) 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.
- Miquon will notify the student's home district when a student withdraws from school.
- Miquon will post the attendance policy on its website and will distribute it each year in the Family Handbook and to all newly enrolled students and families.

### *School Attendance Improvement Conference and Written Plan*

The School Attendance Improvement Plan is written at the school/family conference which is held after the third unexcused absence. During the conference, Miquon will explore possible solutions to increase the student's school attendance. Participation by the student and family is an integral component of this conference.

Miquon will invite the student, parents/guardians, other individuals identified by parents/guardians who may be a resource, appropriate school personnel and recommended service providers to the meeting. However, neither the student nor the parent/guardians 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, the following:

- Reason for absences.
- Appropriateness of a student's educational setting.
- Possible elements of the school environment that inhibit student success.
- Student's current academic level and needs.

## Miquon Family Handbook

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- 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.

\*Families must notify the School of planned extended absences or leaves 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 to hold your child's place.

### Driving, Parking, and Parking Lot Safety

A lot of cars and buses move through our very small driveway and parking lot, especially at arrival and dismissal times. Safety of children and adults is our first concern. Please review these guidelines and adhere to them at all times.

- Drive very slowly on the campus, keeping to the right and observing the one-way circle (counterclockwise) in the parking lot and at the bottom of the drive.
- Never drive around or in front of school buses or vans unless directed by a Miquon staff person.
- No three-point turns.
- Do not use the Extended Day Building or Art Room driveways except during evening meetings.
- Parking on campus is very limited.
- The driveway is narrow, so be extra vigilant when parking there.
- The middle and two side sections of the driveway are reserved for Staff parking. See the map at Appendix 8 for additional information.

### Arrival Procedures

Before a child arrives on campus, families must complete the health survey in the PikMyKid app. See Appendix 9 for more information on how to use the app.

Children may be dropped off as early as 7:45am but no earlier – they may not be left on campus without a supervising adult before that time. Early arrivals will spend time at the play barn with a staff member.

Children in grades 1-6 who have been dropped off between 8:00 and 8:25am should go directly to their classroom after they have checked in with a staff person who is outside covering arrival. Nursery and Kindergarten will wait with a teacher on the path and will walk to class together.

Attendance is taken by classroom teachers at 8:30am.

Children arriving in the parking lot between 8:25am and 8:30am will be directed to check-in at the office for purposes of attendance before heading to class with an attendance pass.

For students arriving at 8:30am or later, parents must call the office from the car and wait with their child while a staff member checks to ensure the health survey is complete and marks the child as present in the attendance log. Once this is done, the staff member will call the parent to send the child to the office to pick-up an attendance pass, then head to class. For nursery and kindergarten students, a staff member will come to the car to walk them to class.

Students who arrive late are missing important social and instructional time in their classrooms. Families are encouraged to get students to school early enough so that they are exiting the car before the 8:25 buzzer and have time to get to class. Campus is open as early as 7:45am and students are welcome.

### Dismissal Procedures

Families must use the PikMyKid app to indicate any changes to the regular dismissal routine by 2:00pm, including designating someone other than yourself to pick-up your child. Please do not send daily changes via email.

We do not allow children to call parents during the day to make playdates or change their plans.

Dismissal begins at 2:45 for nursery and kindergarten, and at 2:55 for grades 1 - 6.

At dismissal, children wait for their parents on the wood chip field, and for buses on the walkway up toward the Moore Building.

## Miquon Family Handbook

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As parents enter the car line, they must use the PikMyKid app to announce their arrival. As they make their way to the front of the line, staff will use the app to call the child to the car, then dismiss them.

Parents must remain in their car and a staff person will bring children to their designated car for pick up.

Please be prompt to pick-up your child and let us know if you are unavoidably delayed. If you have not arrived by 3:10pm, your child(ren) will be sent to the After Care Program, and you will be charged accordingly. Dismissal happens outside during all weather conditions except thunderstorms, torrential rain, and very high winds; please make sure your child is prepared with appropriate outdoor clothing.

### Transportation

Over the summer, we ask parents to register for the form of transportation that they plan to use for the following year – school bus, Miquon van, or parent carpool. Questions about transportation should be directed to the Office.

### Carpools

Some parents are able to organize carpools from their neighborhood. You can call for a list of families living near you or wait until the Directory is available in the early fall.

### School Buses

Your school district will notify you of the location of your stop and time of pick-up. Unfortunately, Miquon has no influence over these decisions. If your child is not at the designated stop, the driver will not wait beyond the pick-up 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 time of pick-up, call the office to see if they have received any new or additional information.

Most school districts have policies that forbid other children to ride on their buses. Call the School if you have a specific question about this.

### Miquon Vans

Families contract to have their child ride a van, and the exact routes are put together late in the summer. A consistent weekly schedule must be indicated in the van contract.

Nursery and kindergarten children will be dropped-off at the wood chip field and walked to their classrooms by a staff member. 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.

### 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 at Appendix 5 or the Van Ridership Expectations document at Appendix 6.

### Lunch and Snacks

Parents should provide lunch and snacks for their child every day. In addition to packing lunch, you can also order lunch via the 5/6 Lunch Sale, which happens every Friday and is organized by the 5th and 6th grade groups to benefit their class budget (as well as social action causes selected by the students). Order forms are sent home early each week and must be returned to school by Thursday morning. We also partner with Yay Lunch! so that families can order lunches online to be delivered on campus on Mondays through Thursdays. Learn more at [www.yaylunch.com](http://www.yaylunch.com).

Miquon is not a nut-free campus. Parents will be advised if there are children in the classroom group who are severely allergic to a certain food, and, if necessary, asked to refrain from including that food in their children's lunches.

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

### Clothing

Comfortable and practical play clothes are the rule at Miquon. Sometimes parents have to help children make good clothing choices. Children play outside in all weather and engage in many indoor activities that may leave marks or mess on their clothing. Please ensure that your child has:

- Sneakers for PE;

## Miquon Family Handbook

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- 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; and
- 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 find its way to the lost and found box or clothesline. You can check there for missing items. At Good of the School assemblies we ask children to examine lost clothing; anything unclaimed is donated. Small found 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. In the older grades, teachers may permit pocket knives on camping trips.
- Electronic devices.
- Skateboards, roller skates and bicycles, except with permission for a special activity.
- Toys from home including electronic games. Younger children may bring one small stuffed animal; older children may bring certain games to school – their teachers will advise you.
- Money, except small amounts for lunch and pretzel sales.
- Candy or gum in more than daily portions.
- 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;
- Personal cameras or video cameras;
- Personal computers or iPads; and
- 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's 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 the 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.

## PARENT-SCHOOL COMMUNICATION

### Miquon Matters Newsletter

Miquon Matters is a weekly email bulletin that contains important news, updates, reminders, and requests. Parents are responsible for reading this and responding where necessary in a timely way to remain apprised of required action items and what's happening at school.

### Directory

Parents can access directory information for families in the online Parent Portal and the Miquon mobile app; staff and board member lists are published on the school website. Please keep directory information confidential. Parents and staff may never use the directory to send or distribute non-school-related information.

### Parent Portal

Families are required to update their household information, individual student information, and emergency contact information annually using the online Parent Portal, which is accessible online via the Miquon website. It is essential that your family keep your information up-to-date as your mailing address, email address(es), and telephone numbers change throughout the year. All families will be given instructions for making updates on an annual basis.

## Miquon Family Handbook

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Parents are given access to the Parent Portal at their time of enrollment. If you need assistance with your login, contact our director of admissions at [admissions@miquon.org](mailto:admissions@miquon.org).

### Miquon Mobile App

Our free mobile app is an optional resource that includes a link to the family directory, school calendar, Miquon Matters, bus and class groups, a children's gear swap, and more! Once downloaded, authenticate your identity by clicking the "Directory" icon, then "Get Access" (under the red "submit" button). Enter the same email address you use for the Parent Portal and hit enter. You will receive a temporary password by email that allows you to log in and set up your app. Contact [communications@miquon.org](mailto:communications@miquon.org) for assistance.

### Website

Helpful information including the school calendar, curriculum scope and sequence, and classroom blogs are all found on the Miquon website at [www.miquon.org](http://www.miquon.org). The "Current Parents" section houses the calendar, newsletters, important forms, and school policies. Other areas of the website feature robust curriculum information from the classrooms and specialists.

### When to Call School

If your child will be absent from school, please call the office by 9:00am. The Office is typically staffed from 8:00 am to 4:30pm. If we do not pick up the phone promptly, it is because we are taking care of children, and you can leave a message on the voicemail system.

Changes to a child's dismissal plan should be made in the PikMyKid app by 2:00pm on the day of the change. We are not able to accept phone calls for these changes.

Teachers are most readily contacted via email. You can find their email address on the website at [www.miquon.org/about/staff](http://www.miquon.org/about/staff). You can also ask Office staff to leave a message; we will not redirect calls into classrooms unless teachers have specifically asked us to do so.

### Phone Calls to and from Children

All parent-child communication during the day must be facilitated through the Office or child's teacher. We do not allow children to call parents, 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

All classroom groups provide email updates and classroom news on a regular basis. Teachers will let you know whether they prefer to communicate with you by phone or email. 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 allow 24 hours for a response to email.

### Individual Emergencies

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

### School Closings

If school is closed for weather or other emergencies, we will send both a text and email by 6:00am to the contacts you provided for that purpose. Please contact [communications@miquon.org](mailto:communications@miquon.org) if you wish to check that we have your correct cell phone number and/or email address. You can also check the School website, KYW radio, CBS channel 3 TV, or call the School and listen for a recorded announcement. The Miquon School closing number is 377 in Montgomery County.

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 Philadelphia School District because so many of our students use their buses. Sometimes Miquon must close because of local conditions, even if Philadelphia is open.

In the event of an emergency early school closing, we will notify parents 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 parent pick-up. 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.

## Miquon Family Handbook

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### 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.

### Emergency Email Address

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](mailto:emergency@miquon.org).

## HEALTH AND SAFETY

### Emergency Information and Health Records

The details you provide in the Parent Portal and the paper-based 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. If your child transfers from another school, the records must be released to us. Specifically, you will be asked to submit:

- Physician Report of Medical Exam (Required for all new students and students entering 6th grade)
- Medication Permission Form (As needed for students receiving medicine at school, including inhalers, EpiPens, and over-the-counter medicines)
- Dentist Report (Required for all students entering Kindergarten, entering Third Grade, and all new students, except Nursery.)
- Release of Records (For all new students in First Grade and above.)

### Medical Action Plans

If your child has a medical condition that may require immediate treatment and/or daily management at school, you must submit a physician-approved action plan in order for your child to attend school. The medical action plan will inform the medical response team and/or Paramedics-EMT how to respond in case of an emergency. A new medical action plan is required at the beginning of each school year.

- Asthma Action Plan
- Food Allergy Action Plan
- Insect Allergy Action Plan
- Medical Alert Plan (other medical issues not otherwise listed)

### Medications, Chronic Conditions, and Allergies

If your child has any medical condition(s) that may require immediate treatment, including diabetes, asthma, allergic reaction to food or stings, please provide as much detail as possible annually when you and your child's physician complete the Physician Report of Medical Exam form and the Allergy and/or Asthma Action Plan. 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 a licensed healthcare provider, and bring a supply 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 should 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 home classroom, are the exception to this rule. If special training is needed, please be sure to call the Office to schedule it, if possible before the opening of school.

The school 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 parents of the children involved to implement classroom routines and protocols that are safe for each particular child. The entire school community is reminded of the need for awareness and vigilance. Please label potluck menu items at all-school functions.

### Immunizations

Miquon follows Pennsylvania School Immunization Requirements, and will also require that all children receive the COVID-19 vaccine when it receives full approval from the FDA. Each student must present an immunization record on or before the fifth day of school to be officially registered. Miquon has a process for considering immunization exemption requests.

## Miquon Family Handbook

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Parents must submit a written request using the Immunization Exemption Form and will be contacted to meet with the Immunization Committee to discuss their request prior to enrollment.

In an outbreak of a vaccine-preventable disease (as designated by the Montgomery County Health Department), unvaccinated children may be excluded from attending school. We follow the recommendation of the health department for when and how long to exclude a student. 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

The Montgomery County Health Department visiting nurse is responsible for checking and maintaining the health records (see above). S/he also conducts screenings of children for height and weight, vision, and hearing. You will not hear from the nurse unless the screenings indicate a need for follow-up by the child's own 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 notify the School of any religious exemptions to the screenings.

### Sick or Injured Child 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 signed note from a doctor. We contact parents immediately if the injury/illness appears to be serious, or if the child's particular medical history warrants it. If necessary, we will call 911.

You will hear promptly about the possibility of a concussion, if we have removed a tick, or if we have discovered head lice.

### 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 parents who are also in the medical profession. For the most up-to-date information, refer to our website at [www.miquon.org/covid](http://www.miquon.org/covid). We will also share updates with the community via email and our weekly Miquon Matters newsletter.

### 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 fever or vomiting has ceased. Contact us if you are not sure whether to send your child to school or not.

### 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 to check their children and look for signs of lice on a regular basis.

Call school immediately if you have found nits or lice on your child. We will notify the class that same day that a case of nits/lice has been found and refer you to the Centers for Disease Control instructions on how to treat your child's head and what you need to do at home to prevent re-infestation. We do require parents to initiate treatment immediately; we do not require that children with lice stay home from school.

### Outdoor Safety and Boundaries

Children thrive and develop values of independence, common sense, and responsibility by being allowed to play freely outside. Choice Time is one such opportunity for outdoor play. Teachers do not conduct "playground duty," but adults are constantly present and visible throughout the campus. Children are encouraged to seek out adults for help when needed, and adults will intervene when necessary.

All children are restricted to the physical boundaries set by their teachers, which are different for each age group. There are a few outdoor safety rules that are taught and reinforced, listed in our Expectations (Rules) for Independent Play, included as a section of this handbook and posted on our website.

For more information on safety and Choice Time, please see Appendix 1 regarding Independent Play.

## Miquon Family Handbook

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### Safety Drills

Miquon regularly practices fire drills and other drills for evacuation and shelter in place. These and other emergency procedures are carefully 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; 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 parents, 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 parents to abide by the same guidelines. In doing so, we model caution and the responsibility to be 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 providing that there is no related identifying information.
- Parents may withhold permission to use their child's photo on the enrollment contract.

### Risk Assessment

In the event that a staff member or fellow student has concerns about the safety of your child, the Principal or school social worker 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 social worker. In the event that either the Principal or the social worker determine 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 be expected to enable the student to participate in campus life. The decision to mandate a Medical Leave will be made jointly by the Principal and the social worker. 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 Principal.

## EXTENDED DAY PROGRAMS

The various options available to parents for childcare outside the regular school day are known collectively as Extended Day Programs (EDP). All the programs are managed by the Director of EDP. Registration information for each type of care is included in the descriptions below. Rates are published on the website (<https://miquon.org/program/extended-day/>) and billing is done through our FACTS management program. All EDP programs are located in the Extended Day Building, located near the Play Barn.

### Morning Care

Every school day, a staff member provides a quiet supervised space for children of any age to go before school begins, from 7:45-8:10am. Currently, it is outdoors at the Play Barn. At 8:10am, older children will go directly to their classroom while nursery and kindergarten children are walked to their classrooms by a staff member. No registration is necessary, and the program is free of charge.

## Miquon Family Handbook

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### After Care

After Care is offered each school day from 3:00-6:00pm. To make sure that staffing is sufficient for the number of children attending, we require a contract be submitted via the parent portal. Drop-ins are not accepted. There is a single daily rate for attendance, and a late fee is charged for parents who arrive after 6:00pm.

### Evening Care – **Not provided at this time due to COVID**

We offer evening childcare for designated programs and meetings. If evening childcare is offered during the dinner hour, pizza may be provided for an additional fee. All children must be picked up promptly at the end of the evening's program. Younger children may attend with their older Miquon student siblings. However, we cannot accommodate children in diapers.

### Vacation Care

Vacation Care is offered from 8:00am to 4:00pm on some school vacation days. Specific days are published in the Miquon calendar and on our website. Registration is done via email to the Director of Extended Day programs at [extendeddayprogram@miquon.org](mailto:extendeddayprogram@miquon.org). The program may close on days when no children or not enough children have pre-registered. Parents must cancel at least 48 hours prior to the scheduled date of attendance, or they will be billed.

Transportation is not provided to Vacation Day Care. Parents must send a snack and lunch in with their child; due to COVID, snack is not currently provided by Miquon.

### EDP Boundaries and Behavior

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. Advance communication with staff about any changes to the routine is requested.

### Communication with EDP staff

Parents whose children use the programs will receive information about activities, schedule, and pick-up routines from EDP staff and in *Miquon Matters*. EDP may be reached at [extendeddayprogram@miquon.org](mailto:extendeddayprogram@miquon.org). The direct phone line to the EDP building is (610) 828-3675.

## FINANCIAL MATTERS

### Payment of Bills

The Business Office handles all inquiries regarding payment of bills for tuition, tutoring, van transportation, After Care, Vacation Care, Tutoring, and any other special/auxiliary programs. Detailed information about payment plans and our policy on late payment of tuition and fees is typically sent to parents by the end of May and is also included here at Appendix 7. All student invoicing and payments are processed through FACTS Management. Re-enrolling families can view their tuition accounts by the end of May. New families can view their accounts once enrollment is complete and their FACTS account is set up.

### Re-Enrollment

Current families are invited to re-enroll their children in late January, with a February deadline as posted. 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 parents decide to decline the financial aid award by the due date. Timely re-enrollment helps us to plan programs and our budget for the next year.

## Miquon Family Handbook

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### Applying for Financial Aid

Applications for financial aid must be renewed every year. Families may apply each year, even if they did not receive aid in previous years. The financial aid process begins each year in December; application procedures and deadlines are posted on the Miquon website. Families must return a signed copy of the final financial aid award in order for the award to be applied to their tuition bill. Questions may be directed to the Director of Admissions and Financial Aid.

### Annual Giving and Capital Fundraising

Like all other independent schools, Miquon is unable to meet its budgeted needs from tuition income alone. The Annual Giving Campaign makes an essential contribution to the School's operating budget. Every year, all members of the School community receive a request to contribute. Everyone is strongly encouraged to make a donation as every gift counts, no matter the amount.

Annual and capital fundraising campaigns are both essential to the financial health of the School. For more information, contact the Director of Development.

### Classroom Fundraising

It is expected that tuition includes all trips and school expenses. Friday lunch sales are a long-term fundraising effort organized by the 5th and 6th grade groups that benefit their classroom trips (as well as social action causes selected by the students).

### 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 in the School. Parents will be billed for the bond in their FACTS account.

## BOARD OF DIRECTORS

### Bylaws of the Corporation

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

### Board Meetings

Board meetings are usually held on the third Wednesday of every month either at Miquon or **via Zoom** at 7:00pm, September through June. The agenda and minutes are made available on the website and in *Miquon Matters*. All parents are members of the Corporation and encouraged to attend Board meetings.

### Board Members

The composition of the Board is described in the Bylaws, but the majority of Board members are current parents. Miquon was founded by parents and continues to rely heavily on parents 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 Miquon Directory and on the website.

### Board Committees

Joining one of the Board committees -- which are open to all parents -- may be a good way to give time to the School. Some committees are permanent, and some are constituted on an as-needed basis. The best way to follow their activity is to read the Board minutes. It is always acceptable to call a committee chairperson, or any Board member, 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

## Miquon Family Handbook

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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. Parents can expect that specific information about their child and family will not be shared. Likewise, parents should refrain from spreading information that is private and sensitive to them or another family. Parents who are the targets or recipients of gossip or rumors should always approach the Principal for assistance.

### Creating a Cooperative Community

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

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. The purpose of this document is to identify the behaviors and skills we wish to instill in the students under our care.

### Assumptions

- Our behavior is powerful. What we do 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 it is acceptable.
- We need to consistently communicate to children that they matter, and their behavior matters and that it is healthier and better for all in the community to strive to do the right thing.
- The media, especially that of popular culture and the Internet, is a much more powerful influence 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 ban any music with offensive or violent content. We strongly suggest that parents do the same by *significantly limiting television/video viewing and closely monitoring the television, video, and music their children watch and listen to and their children's interactions on the Internet, social media sites and through email.*

### Goals for Our Community

Our commitment is to educate each child in developmentally appropriate ways. We see the education of our students to be an ongoing process that will continue well beyond their years with us.

- 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 the 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

## Miquon Family Handbook

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- 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 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 these 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 in and outside the classrooms.

- 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 – below the superficial, 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 anti racist 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 this handbook's Appendix 2, entitled Student Behavior and Discipline.

### Parents and School Working Together

Even when everything is running smoothly and communications are clear, disagreement and conflict can sometimes arise. 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
- Bullying Policy, Appendix 4
- Bus Rider's Bill of Rights, Appendix 5
- Van Ridership Expectations, Appendix 6

## Miquon Family Handbook

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### 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. --from the Miquon School Tenets*

Independent play is an essential component of a Miquon education. It 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. It is part of a larger goal we have for our children: becoming independent and confident in 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; and
- 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, to try 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 world. 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, or boundaries. These boundaries are physical as well as social; both types expand as students become older and ready for more responsibility. Boundaries are made explicit. They are presented not only as limits but also as opportunities to go further, do more, and try new things -- perhaps 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. Choice Time is intentionally designated as a chance for our children to make decisions and 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 First Grade onward and at specific times -- the specialists' spaces: the art room, the library, et al. Children read, play active and sedentary games, build, draw, make music, use computers, write, do craft projects, chat with friends, and do

## Miquon Family Handbook

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whatever else catches their interest. For many, Choice means choosing to go outside, no matter what the weather.

### *Physical Boundaries Outside*

Nursery and Kindergarten are the places in which preparation for successful independent play begins. Their outdoor world consists of small, protected spaces with very clear physical boundaries: the Nursery playground, located just outside their home classroom, and the Kindergarten playground, which requires crossing our creek via a wooden bridge.

From First 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 children call “Creekwood Hollow” becomes the center of many students’ world 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 students’ boundaries stretch to the edges of the campus. They can play as invited guests with young siblings and friends in the Nursery and Kindergarten 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 the Very Young*

Nursery and Kindergarten 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. They 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 even from our youngest children: We take care of ourselves; we take care of each other; and we take care of our environment. They are helped to develop essential skills and attitudes through planned activities as well as responses to problems as they emerge. Class discussions of issues 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, inclusive social community.

The expectation that students will take care of themselves, each other, and their surroundings 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 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 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, it 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, the “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 interactions 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

## Miquon Family Handbook

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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, where needed, provide some 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--along with working closely with those children, their peers, their parents, and sometimes the school social worker in order to restore 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); and
- 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 anytime children are on Miquon's campus or under the auspices of The Miquon School.

1. Play must be safe and fun for all involved.
2. Kids must stay within outdoor boundaries according to classroom group.
3. 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.
4. Throwing snowballs is only allowed on the lower field, or when supervised, and aimed between the shoulders and the knees.
5. Throwing rocks or other hard objects is not allowed anywhere.
6. Shoes must always be worn outside, including in the creek and sandboxes.
7. No lifting others.
8. No tackling.
9. Regarding trees
  - a. No climbing trees when they are wet
  - b. Kids can't climb on a tree limb thinner than his/her own (thigh) limb
  - c. 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
10. Playbarn rule - no one is permitted on the top beam; the second highest beams may only be straddled.
11. Let living things be (No picking plants except with staff)
12. Things at Miquon stay at Miquon, unless it is something a child made (like 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 at the After Care Program, at Vacation Day Care, 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.

## Miquon Family Handbook

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### Appendix 2. Student Behavior and Discipline

We are committed to partner with parents/guardians in teaching students to be responsible and caring members of an inclusive and peaceful community. (See more on this in the Creating a Cooperative Community section of this handbook. Such things as handling emotions, manners, and appropriate social behavior are proactively modeled and taught at school. The School sees students as active participants in creating boundaries and setting expectations for behavior and infractions.

#### *Approach to misbehavior*

The Miquon staff looks at students and situations individually, with the overall goal of having an equitable approach to misbehavior campus wide. 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; and
- 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 that they are in control of their behavior. Staff communicates to children that they can choose to change; if they do not, they should experience the logical, natural, and developmentally appropriate consequences of their actions.

We emphasize the child's responsibility to:

- Take responsibility for his/her behavior
- Help develop a plan to change in his/her behavior
- Participate in creation of consequences
- Make amends

#### *Minor Incidents*

Definition: Disruptive behavior that interferes 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; copying.

Minor incidents are most often observed by a Miquon staff member and are handled by or through consultation with the child's teacher.

Protocols for minor incidents brought to or observed by a staff member include:

- Child talks with a staff member about the incident
- Conversation with both parties involved to repair harm, restore relationships, identify logical consequences
- Directing 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, enforced proximity to teacher
- Possible extended removal from the group (child may be kept in the Office for a period of time, or rest of day, sent home, or asked to stay home for a day or two while community support plans are developed)
- Notification of parents/guardians by a Miquon staff member
- Parents/guardians may be asked to come into school for a meeting with a Miquon staff member and/or the school social worker for information sharing and coordinating with all parties

#### *Serious Incidents*

Definition: 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; teasing/name-calling that continues after prior interventions.

Serious incidents are most often observed by a Miquon staff member and are handled by or through consultation with the Principal. Protocols for serious incidents include the above listed protocols for minor incidents plus:

- Principal investigation and review of circumstances, including conversation with all parties involved, staff, and parents/guardians
- Immediate 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)

## Miquon Family Handbook

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Following Principal investigation, additional protocols for serious incidents may include:

- Extended removal from the group
- Additional consequences as determined appropriate for the circumstances

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

- Review by Child Guidance Team (CGT)
- Possible exclusion from school

### *A Process to Deal with Profound Behavior Issues*

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

1. The staff involved meet with the Principal to report on and explain what steps have been taken with the child.
2. The Principal calls together the Child Guidance Team (CGT), which meets with the teachers involved within ten (10) school days. The CGT informed of the issues, possible solutions are discussed and recorded.
3. The CGT schedules a meeting with the parents/guardians within 10 school days. The CGT, staff, and parents/guardians meet to list the behavior issues, hear parent information regarding the issues, and discuss the possible solutions to alleviate the behavior issues. Staff will implement the solutions described by the CGT.
4. Before parents/guardians leave, schedule a follow up meeting to happen within thirty (30) school days. Monitor the behaviors to see the effectiveness of the solutions over the 30 days. Meet with the parents/guardians to review the results.
5. If no significant improvement in behavior has been achieved, parents/guardians will be required to seek outside help from a psychologist/therapist and will have thirty (30) school days to begin that therapy. The psychologist will also be required to make contact with the School to discuss the behaviors and solutions to those behaviors.
6. Monitor the behaviors to see the effectiveness of the meetings with the psychologist over the thirty (30) days. Meet with the parents/guardians at the end of thirty (30) days to review progress.
7. If significant progress has been made, continue to monitor the child's behavior, and meet each thirty (30) school days with the parents/guardians. Remain in regular contact with psychologist.
8. If no significant progress has been made, begin the process for counseling out the child.

This process would take no more than one hundred ten (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 from it.

The most important advantage of this process is that all parties—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 with the child, 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, he/she 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:

1. The student and parents/guardians will be notified in writing of the incident and the reasons for the recommendation to expel.
2. Parents/guardians and child are offered an opportunity to respond.
3. The Principal will notify the student and parents/guardians of the expulsion decision in writing thereafter.
4. The parents/guardians and 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.
5. The decision of the fairness committee is final.

## Miquon Family Handbook

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### 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 relating to Miquon's anti-harassment policy should be directed to the Principal.

#### *Definitions*

Prohibited harassment is verbal or physical conduct (including actions such as insulting or offensive comments, jokes, pictures, etc.) relating 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:*

1. 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, you should report the incident in a timely manner to the Principal. If the complaint of harassment involves the Principal, complaints should be directed to the President of the Board.
2. 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.
3. Employees and students are encouraged to report harassment before it becomes severe or pervasive.
4. 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 relating to the complaint. The investigation will be conducted with appropriate regard for the privacy and rights of all concerned.
5. 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.

## Miquon Family Handbook

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### APPENDIX 4: Bullying Policy

Miquon believes that all students have a right to a safe and healthy school environment. The Miquon community has an obligation to promote mutual respect, tolerance, and acceptance. Miquon will not tolerate behavior that infringes on the safety of any student.

Miquon recognizes that bullying creates an atmosphere of fear and intimidation and detracts from the safe environment necessary for student learning. Therefore, Miquon prohibits bullying by any student, staff, or family member.

#### *What is Bullying?*

Bullying means an intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student's education;
2. Creating a threatening environment; or
3. Substantially disrupting the orderly operation of the School.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or doing intentional harm;
2. It is carried out repeatedly over time; and
3. It creates an imbalance of power where one student is physically larger, stronger, mentally quicker, or socially more powerful.

Bullying, as defined in this policy, includes cyberbullying. Cyberbullying is bullying which occurs by use of electronic communication through social media, text messages, email, instant messaging, tweets, photo and video sharing, chat rooms, gaming platforms, and any other form of electronic media.

#### *Prohibited Conduct*

In addition to the bullying behavior described above, a student shall not intimidate or harass another student through words or actions. Prohibited behavior includes, but is not limited to, the following examples: 1) direct physical contact, such as hitting, kicking, pushing, or shoving; 2) verbal assaults, such as teasing, name-calling, harassment, or gossiping; and 3) non-verbal conduct, such as social isolation, cyberbullying, exclusion, obscene gestures, or manipulation.

This policy prohibits conduct that is reasonably believed to be motivated by actual or perceived characteristics like gender, race, color, sexual orientation, gender identity, national origin, religion, disability, socioeconomic status, or political beliefs.

This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during lunch and recess, whether on or off campus and during any school-sponsored activity.

#### *Reporting and Responsibilities*

Miquon expects students, parents/guardians, and staff to immediately report incidents of bullying to the Principal. Reports should be made in writing whenever possible.

Staff are expected to immediately intervene when they see a bullying incident occur.

Teachers are expected to discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying.

Miquon will promptly investigate each complaint of bullying and corrective action, including restorative practices, will be taken where bullying is found to have occurred.

Each student is responsible to respect the rights of others and to ensure an atmosphere free of bullying.

#### *Responding to a Report of Bullying*

1. Preliminary Considerations – When a complaint of bullying is reported, the Principal will assess whether immediate steps are required to protect the well-being of students and to prevent disruption to the learning environment.
2. Obligation to Notify Parents/Guardian – Miquon will notify the parents/guardian of any student who is an alleged target of bullying and the parents/guardian of any student who is alleged to have violated this policy.
3. Investigation – The Principal will conduct an investigation of all reports of bullying. The investigation may include, but is not limited to, interviews, review of documents, electronic messages or photos, and any other steps deemed necessary under the individual circumstances.

## Miquon Family Handbook

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4. Resolution – Following the investigation, the Principal will determine a) whether the allegation of bullying has been substantiated; b) the severity of the conduct; c) what, if any, remedial action is required; and d) how the remedial action will be implemented. The Principal will meet individually with the families to review the outcome of the investigation and corrective action, where it is determined to be appropriate.
5. Final Determination – In all circumstances, the decision of the Principal is the final determination.
6. Follow Up – The Principal will hold a conference with any victim of bullying two (2) weeks after the resolution conference and then again at four (4) weeks to ensure the bullying has stopped.

### *Behavioral Interventions*

Miquon will provide interventions and support to victims, offenders, and bystanders to address acts of bullying. Interventions may include, but are not limited to, the following:

1. Restorative response strategies;
2. Parent/student conferences;
3. Individual counseling for the victim, offender, and/or any bystander;
4. Increased adult supervision in hot spot areas and during transition times;
5. Social skills training, including role playing; and
6. Positive behavioral supports.

### *Disciplinary Action*

A student who violates this policy will face appropriate disciplinary action, which may include, but is not limited to, the following:

1. Loss of school privileges;
2. Exclusion from school activities;
3. Suspension;
4. Expulsion; and
5. Referral to law enforcement.

Consequences may vary based on the severity of bullying, the frequency of the offense and the age of the students involved.

Retaliation for reporting conduct under this policy is prohibited and will be subject to disciplinary action.

It is a violation of this policy to knowingly make a false report of bullying.

### *Education*

The Principal or designee will review this policy at least annually with students and staff.

Miquon will develop and implement bullying prevention and intervention programs to train staff and students on how to respond to, intervene in and report incidents of bullying. The training, at a minimum, will include a review of the reporting obligations for all staff and the process to follow in response to a report of bullying. Relevant portions of the policy will be included in the Staff Handbook.

### *Implementation*

All staff, students, and parents/guardians will receive a copy of this policy prohibiting bullying as part of the Family Handbook or Staff Handbook.

Miquon will post this policy in every classroom, in a prominent location in each school building, and on its website for access by families and community members.

The Principal, in cooperation with other administrators and staff, will review this policy every three (3) years and recommend necessary revisions.

## Miquon Family Handbook

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### APPENDIX 5: BUS RIDER'S BILL OF RIGHTS

#### **You can sit in any empty seat.**

No one can save a seat for someone else. You get your choice of seats in the order you board the bus. No one can make you give up your seat to someone else unless you want to.

- If the bus is so full that students have to share seats, no one may keep a single seat to themselves if that means other students must crowd in three to a seat.
- Three to a seat is fine if those students agree OR if the bus driver instructs riders to do so.
- The bus company does NOT ask older students to sit in the back rows to help in case of emergency exit. This is not a child's responsibility.

#### **You can count on being physically safe.**

No one may hit, push, or otherwise hurt you. No one can sit or stand in a way that puts you in danger if the bus hits a bump or has an accident.

#### **You are entitled to your own space.**

No one may reach over the seat and touch you or your clothing, squash you, take your belongings, or crowd you with their backpack.

#### **You can have a quiet conversation.**

People around you may not scream or sing so loudly that you can't talk in a normal voice.

#### **You have a right to enjoy your bus ride.**

No one may tease or bully you. No one may do things that make your ride unpleasant. If you ask someone to stop annoying you, you can expect that they will stop.

#### **Electronic Devices**

If it is possible for your child to use a device responsibly, s/he 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.

#### **Additional information**

No one may eat on the bus.

The bus driver is the adult in charge. 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 assign seats or ask you to be quiet. Student riders and the drivers are asked to report dangerous or disruptive bus behavior to the Principal.

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### APPENDIX 6: 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, staying safely in their seats throughout the whole ride, using 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 in the same way as furniture in your own home.
- The driver is in charge and will respectfully give directions that all students are expected to follow.
- If a driver leaves more than 10 minutes late from the school yard in the morning or afternoon, they will call or text to provide parents 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.
- In an effort to minimize potential distractions for drivers, families are asked to make use of the tracking application to see their van's location along the route.
- Drivers and families are expected to first address concerns that arise directly with one another, and then communicate with the administration as necessary.
- Families will communicate changes in plans with both the van drivers and the school office.

## Miquon Family Handbook

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### APPENDIX 7: TUITION PAYMENT PLANS & LATE PAYMENT POLICIES

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

#### I. Tuition Plans

Via FACTS Management, Miquon offers three payment options for tuition and contracted auxiliary services (i.e., After Care Program, Van Service, etc) during the School year. Parents indicate on the enrollment contract the option they wish to use. They then select their payment plan and set up payment settings directly in FACTS.

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 15
B. Semester Payment Plan	One payment of 60% One payment of 40%	60% due on July 15 40% due on January 15
C. Installment Payment Plan	10% due each month  Families are charged a 1.0% finance charge on the 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 10% due by August 31 10% due by September 30 10% due by October 31 10% due by November 30 10% due by December 31 10% due by January 31 10% due by February 28 10% due by March 31 10% due by April 30

#### II. Tuition Payment Policy and Late Fees

All Tuition Payment Plans will be administered via FACTS Management, overseen by Miquon. Details about FACTS are included as separate documents with your Enrollment Contract and provided by email at the time families complete their FACTS enrollment and set up their payment plan options.

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 (and all 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 and by written request to [businessoffice@miquon.org](mailto: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). Also, paying in advance of a due date is also an option.

Recognizing that circumstances at times may require some additional flexibility for families, a specific due date in a given month can be changed by contacting FACTS or Miquon's Business Office at least 5 days prior to the scheduled payment due date.

Each family is responsible for ensuring that payments are made via FACTS in a timely manner, or by 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.

## Miquon Family Handbook

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### III. 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, Vacation Day Care) 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:

- ① 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.
- ① Any family who is in arrears by the January 15<sup>th</sup> payment will not receive confirmation of re-enrollment for the following school year until payment in accordance with the milestone has been met. Additionally, every student's re-enrollment is contingent upon continued and timely payment of all charges.
- ① Miquon will not release the academic records of any student who has left Miquon with an outstanding balance.
- ① 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.
- ① Miquon will not release the year-end curriculum report or narrative report of 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.
- ① A child will not be permitted to enroll in Miquon's Summer Camp if any charges remain unpaid at the end of the School year.

### IV. 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 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.

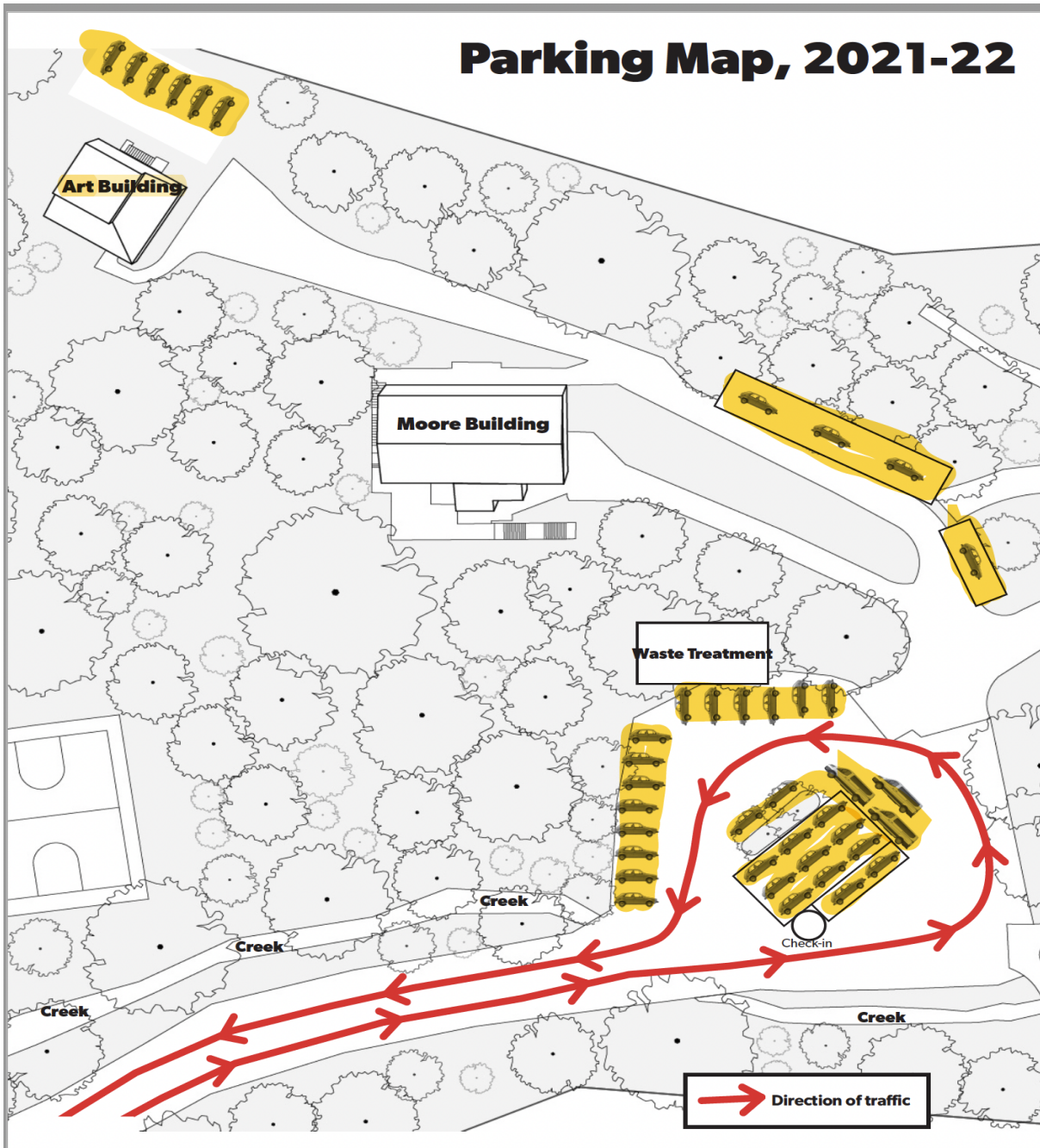
Despite a growing endowment, Miquon is still largely a tuition-driven school and depends on tuition payments to meet its financial commitments. It is therefore important for all families to adhere to the payment schedule, or to address the Business Office when circumstances prevent timely payment. Thank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

## Miquon Family Handbook

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### APPENDIX 8: PARKING LOT MAP

Please Note: There is no visitor parking on campus until further notice, unless with prior approval of the Office.



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## APPENDIX 9: Pikmykid Parent App Guide



# PARENT APP GUIDE

### 1 Download the App

The PikMyKid app is available for download on your smartphone's app store (Google-Play, Apple Store). Each user will need to download and register on their own smartphone.

Scan below to download!



iOS



Android

### 2 Registration

Select "Register a New Account" and follow the prompts to sign up. You will verify your email address and phone number to complete registration.

**What's your name?**  
Please enter full name here which is registered with the school as Parent or Delegate

First Name

Last Name

[Need help?](#)

[Next](#) [Cancel](#)

**What's your cell phone number?**  
Please enter your cell phone number here. We'll send confirmation code to verify it.

USA +1

Phone number

[Need help?](#)

[Next](#)

**Your email address**  
Please enter your email address here.

Email address

[Need help?](#)

**Set a strong password**  
A strong password will have an uppercase, lowercase, character, a number, and special symbol.

Enter Password

Confirm password

### 3 How to add a child?

Schools might connect your children automatically! If you see the "No Children" on screen and the school gave **one time** QR code, then select "Add Child" to scan the code and add one child at a time, else tap on "Need additional help?" to reach our support desk.




### Secure Way of connecting

\*Parents can use our website also - [parentapp.pikmykid.com](https://parentapp.pikmykid.com) to register and make pick-up changes, report student Absence or checkins

Note: Announcement is only available through the parent phone app.

**Need Help?**

**Email [support@pikmykid.com](mailto:support@pikmykid.com)**

Be sure to include the name of the school, the child's name, the **dismissal ID**, and your mobile number, with your questions.

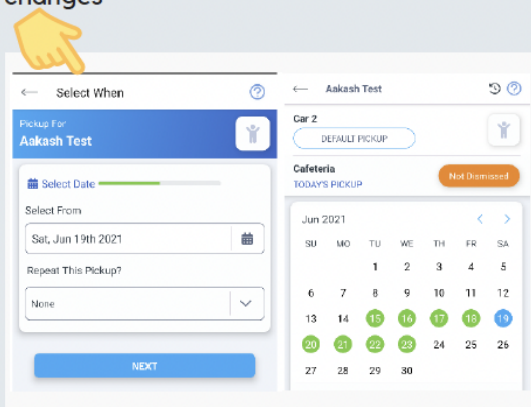
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## PARENT APP GUIDE

### 4 Schedule Pickup Changes

Choose the Child from the Children's tab, and choose the date to change the pickup. You will be able to make single or recurring changes

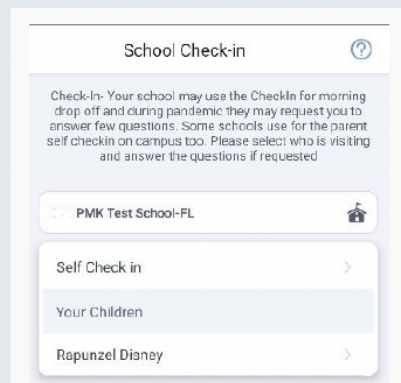


### 5 Change Default pick-up

Select Default PickUp from this screen to change your child's default pick-up mode. If the button is grayed out, the schools may have restricted this.

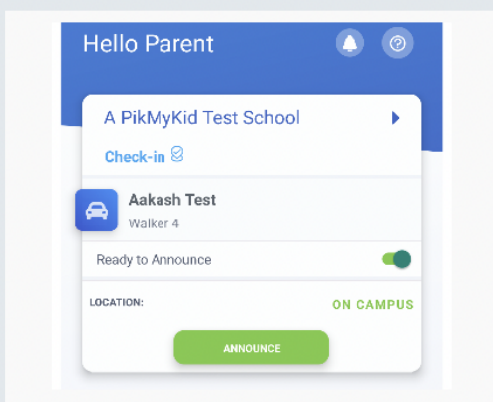
### 6 Check-in

On Checkin tab, you will be able to complete the check-in for you or your children. Contact App Support if the Check-in tab is not available for you



### 7 Announce your Arrival

The app's Pickup tab allows you to see your children, view their pickup mode, and announce your arrival.



#### App Support

Go to the Account page (at the bottom of your home screen), and then select "Contact Support".

Fill out and submit the form to be connected with a friendly customer service human or email [support@pikmykid.com](mailto:support@pikmykid.com)



## PARENT APP GUIDE

### **Q** How do I add a change to my child's dismissal schedule?

- 1) Select your child's name from the "Children" tab
- 2) Choose the applicable calendar date when you want the change to start OR Select More Actions on your bottom right corner
- 3) Select Change Pickup on the box below the calendar OR Create Pickup if using More actions
  - a. Select "Next" if the change is for one day only OR
  - b. Select one of the options to repeat the change, choose the last day and days included in the change, then "Next"
- 4) Select the desired pickup option from the drop-down. Then select who is picking up.
- 5) Confirm Change to save your selection-You will see a green notification on the top of the screen with the confirmation of the changes.

### **Q** How do I announce my arrival to the school?

- 1) Parents can only announce at school, during the **set dismissal hours**, if the school has the Announce feature enabled on the school portal.
- 2) Make sure your phone's location services are enabled on both your phone and your PikMyKid parent app.
- 3) Stop at the stop sign and select the GREEN ANNOUNCE button on your Pick Up tab.

### **Q** How do I manage my delegates?

- 1) Select Account at the bottom of your screen, then select Manage Approved Contacts
- 2) Select the Create Contact icon (person with a plus sign) to create a new contact. You can also Edit, Delete, or Deactivate delegates as needed by selecting their names. \*Inactive delegates will be grayed out and they won't be visible on your list when adding a Delegation to your child's calendar.

Note: Delegates are not able to see your child on their app until you assign them to your child's calendar for specific dates.