

FAMILY HANDBOOK

2023-24 SCHOOL YEAR

2025 HARTS LANE, CONSHOHOCKEN, PA 19428

WWW.MIQUON.ORG | 610.828.1231

FRONTDESK@MIQUON.ORG | EMERGENCY@MIQUON.ORG

<u>WELCOME</u>	PAGE 5
<u>PROGRAM AND CLASSROOM ACTIVITIES</u>	PAGE 6
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 7
Mini-courses	Page 7
Diversity, Equity, and Action	Page 7
Miquon Grass	Page 7
<u>YOUR CHILD'S PROGRESS</u>	PAGE 7
Reports	Page 7
Parent/Guardian-Teacher Conferences	Page 7
Professional Services and Resources	Page 7
<u>FAMILY PARTICIPATION</u>	PAGE 8
Families Active @ Miquon	Page 8
Fambassadors	Page 8
Work Parties	Page 8
Volunteers	Page 8
Volunteer Clearances	Page 8
<u>HOLIDAYS AND SPECIAL EVENTS</u>	PAGE 9
Holidays	Page 9
In-Service Days	Page 9
Grandparent and Grandfriends Day	Page 9
Photo Day	Page 9
Winter Assembly	Page 9
Martin Luther King, Jr. Day	Page 9
Spring Fair	Page 9
Last Day for Nursery and Kindergarten	Page 9
Skit Night	Page 9
Graduation	Page 9
<u>COMMUNITY CUSTOMS</u>	PAGE 10
After School Use of Campus	Page 10
Birthday Traditions	Page 10
Gifts to Teachers	Page 10
School Store and Miquon-Branded Gear	Page 10
Service Projects	Page 10
Renting Miquon Facilities	Page 10

Miquon Family Handbook, 2023-24 School Year

DAILY ROUTINE

PAGE 10

School Hours	Page 10
Attendance Policy and Procedures	Page 10
Driving, Parking, and Parking Lot Safety	Page 12
Arrival Procedures	Page 12
Dismissal Procedures	Page 13
Transportation	Page 13
Lunch and Snacks	Page 13
Nut and Food Allergies	Page 14
Clothing	Page 14
Lost and Found	Page 14
What Not to Bring to School	Page 14

FAMILY-SCHOOL COMMUNICATION

PAGE 15

Miquon Matters	Page 15
Community Directories	Page 15
Family Portal	Page 15
Website	Page 15
Phone Calls to and from Children	Page 15
Teacher Communication	Page 15
Individual Emergencies	Page 15
School Closings	Page 15
Other Emergencies	Page 16
School Emergency Contact Information	Page 16

HEALTH AND SAFETY

PAGE 16

Emergency Information and Health Records	Page 16
Medications, Chronic Conditions, and Allergies	Page 16
Immunizations	Page 16
School Nurse & Health Screenings	Page 17
Sick or Injured Child at School	Page 17
COVID 19 Plan and Precautions	Page 17
Other Infectious Illness	Page 17
Head Lice	Page 17
Outdoor Safety and Boundaries	Page 17
Safety Drills	Page 17
Internet (Online) Safety	Page 17
Use of Photos, Videos, Writing, Audio Recordings, and Artwork	Page 17
Risk Assessment	Page 18
Medical Leave	Page 18

EXTENDED DAY PROGRAMS (EDP)

PAGE 18

FINANCIAL MATTERS

PAGE 18

Payment of Bills	Page 18
Re-Enrollment	Page 19
Applying for Financial Aid	Page 19
Annual Giving and Capital Fundraising	Page 19
Classroom Fundraising	Page 19
Miquon Bond	Page 19

BOARD OF DIRECTORS

PAGE 19

Bylaws of the Corporation	Page 19
Board Meetings	Page 19
Board Members	Page 19
Board Committees	Page 19

COMMUNITY POLICIES

PAGE 20

Admissions Policy for Siblings, Legacies, and Staff	Page 20
Child Abuse Prevention	Page 20
Confidentiality	Page 20
Creating a Cooperative Community	Page 20

APPENDICES

1. Principles of Independent Play	Page 22
2. Student Behavior and Discipline	Page 25
3. Anti-harassment Policy	Page 27
4. Bullying Policy	Page 28
5. Bus Rider's Bill of Rights and Responsibilities	Page 30
6. Van Ridership Expectations	Page 32
7. Tuition Payment Plans and Late Payment Policies	Page 33
8. Parking Map	Page 35
9. Pikmykid Parent App Guide	Page 36

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

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

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

Miquon has three different DEA committees, all working toward incorporating stronger practices throughout our community and work. A board committee works 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](https://miquon.org/familiesactive) 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 families 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."

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, , and employees of the school.

New Policies and Procedures

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

PROGRAM AND CLASSROOM ACTIVITIES

Curriculum

Curricular information can be found on our [Program and Philosophy](#) webpages, which includes a scope and sequence for each academic subject. 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.

Many classes will host an afternoon or evening event to culminate a unit of study, often in the spring. Delicious food is a typical feature, as is a dramatic or musical presentation. Families are invited and may get a call from the group teacher or class to lend a hand. Families 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 at our students' different ages and developmental stages.

Assemblies

An all-school assembly is held weekly. 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 (GOTS) assembly. Moderated by sixth graders, it is a time for students to voice opinions and for the community to consider problems and solutions. All children come to assembly, with the exception of GOTS (which the Nursery does not attend). Families are always welcome to attend any assembly.

Back to School Night

Held in September, this meeting is important for all families to attend. Families gather for remarks from the Principal before meeting with teachers 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, create wish lists for purchases. 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. Teachers will alert you to these trips in advance, and often parents/guardians are invited to come along as chaperones and drivers (pre-trip clearances are necessary). There is no additional charge to families 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/guardians wishing to attend field trips should review the "Volunteers" section under "Parent/Guardian 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.

Morning Meeting

Each classroom begins the day with Morning Meeting (based on the *Responsive Classroom* pedagogical framework) as an engaging way to start each day, to build a strong sense of community, and to 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.
- Some groups participate 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 an opportunity for students to choose "electives" based on interest and curiosity. In the past, topics have varied 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. When the 3/4 and 1/2 students join in the winter and spring, Minicourses are designed for mixed-age groups. Some mini-courses are led by Miquon staff members, while others are proposed and run by 5th and 6th graders. Parents/guardians who wish to offer a mini-course are encouraged to do so, and should contact communications@miquon.org to make arrangements.

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.

YOUR CHILD'S PROGRESS

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

Group teachers write a report for each student that summarizes the information shared at parent-teacher conferences (November and March). There is also a summative report provided at the end of the school year (June). Reports contain a description of the student as a member of the group, as a learner, their major strengths, areas needing support in each academic subject, recommendations for summer work, and references when appropriate to prior agreements about supporting the child over the year. Specialists (art, science, Spanish, music, library, and physical education) also complete reports for each child (February and June for grades 1 - 6; June for nursery and kindergarten) which includes information about the specialist subject and a brief comment about the student.

Parent/Guardian--Teacher Conferences

Conference Week is a time for parents/guardians and teachers to discuss a student's progress and plans for further growth. Conferences happen twice a year, in November and March. Parents/guardians are asked to sign up for morning, afternoon, or evening time slots. When possible, Miquon provides child care opportunities. Additional conferences may be held at other times, by request of a child's parent(s)/guardian(s) or teachers.

Professional Services and Resources

Child Guidance Team (CGT)

Miquon offers a team approach to supporting children in their learning and growth. The CGT is made up of professionals in several different specializations. Sometimes children require outside educational assessment or additional classroom support of one kind or another. The CGT – which can include the social worker, learning specialists, director of teaching and learning, other supportive entities hired by the school, and/or the Principal – will gather to address the specific learning needs of children. The child's parent(s)/guardian(s) are invited to meetings with the CGT when needed and informed of special recommendations or strategies that are being implemented.

Learning Specialists

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

School 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, parent(s)/guardian(s), 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 and requesting to speak with the social worker.

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, by the speech therapist from the MCIU, or other professionals.

Tutoring

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

FAMILY PARTICIPATION

Families Active @ Miquon

Also known as FAM, Miquon's family organization is a group of adults who work to build community and support staff with communication, outreach, and events. As Miquon ambassadors, both on and off campus, they promote the School's philosophy of Progressive education and encourage all families to learn about and embrace its values. This group recruits Class *FAMbassadors* (see below), matches Buddy Families, and organizes community events such as the annual campfire, gear sales, a book club, monthly walks, Spring Fair, and more. FAM can be reached at familiesactive@miquon.org.

Fambassadors

Each classroom group has volunteer *FAMbassadors* who help families make connections within the group. They arrange events such as potlucks, group play dates, picnics, and also help to schedule volunteers for group tables at Spring Fair, help teachers to share classroom-specific information, and find volunteers for classroom help as needed. Feel free to contact your *FAMbassadors*.

Work Parties

Work parties have been a tradition at Miquon since our founding in 1932, making possible projects of all sizes that school staff could not complete alone. The timing and specific projects vary year-to-year, and the parties typically occur in the fall and spring. *We ask that all families 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. Families may also be invited by their child's teachers or by the maintenance staff to help out with specific indoor or outdoor projects.

Volunteers

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

Volunteer Clearances

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

HOLIDAYS AND SPECIAL EVENTS

Holidays

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

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

In-Service Days

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

Grandparents and Grandfriends Day

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

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 order information once the photographs are available for purchase, usually in Miquon Matters. Most children do not dress formally for their pictures.

Winter Assembly

The Winter Assembly is typically held on the last day before Winter Break (please refer to our [online calendar](#) for the specific date). It is a festive and non-religious event, typically a sing-along with families, and ends with an early dismissal. Miquon's After Care Program is closed that day.

Martin Luther King, Jr. Day

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

Spring Fair

Spring Fair is run by Families Active@Miquon as a fundraiser. There is much need for adult help, and there is a strong expectation that all families will work at the Spring Fair. Class FAMbassadors organize people to work at either a class booth or at some other booth (i.e., food, prizes, etc.). Families may be asked to get supplies or to help set-up, supervise, or take down the booths. Proceeds contribute to the school's operating budget. There is 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 our Nursery and Kindergarten students. Usually the two groups host a "goodbye" family event at their classroom building. Children in these groups are not expected to attend Graduation.

Skit Night

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

Graduation

Graduation is held on the last day of school. Current grade 1-6 students, staff, and families and friends of the graduates are welcome. The ceremony includes speeches by each graduate and individual presentations of the diplomas, each a unique work of art. 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 to arrive home early.

COMMUNITY CUSTOMS

After School Use of Campus

Miquon families are welcome to visit campus on the weekends. 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 with them. Miquon staff will give verbal reminders that children must be within their grade-level boundaries or within a parent/caregiver's line of sight at all times. Children are not allowed to visit the Bamboo Forest independently at night.

Birthdays

Children are able to celebrate birthdays at school with their classroom group. Families should check-in with teachers about appropriate food items, especially regarding food allergies in the class. They can also arrange a time with teachers to come in and read a birthday book to their child's class. 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.

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. Expensive gifts are not appropriate or expected and can be a source of embarrassing distinction to children in the classroom.

School Store and Miquon-Branded Gear

FAM runs an ongoing gear sale throughout the year. T-shirts, sweatshirts, hats, and mugs with the Miquon logo are available for purchase. You can access the store at <https://www.bonfire.com/store/the-miquon-school/>.

Service Projects

We believe that service is a learned response to a perceived need, and 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.

Renting Miquon Facilities

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

DAILY ROUTINE

School Hours

The school day for all children begins promptly when the buzzer rings at 8:25am. The school day ends for all grades, including nursery and kindergarten, with a buzzer at 2:55pm. Lunch and Choice Time happen between 12:15 and 1:15pm. We also include a rest & digest period in grades 1-6 from 1:15 to 1:30pm and a quiet rest time in Nursery and Kindergarten.

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

Attendance Policy & Procedures

Miquon believes that good attendance is necessary for students to receive the full opportunities and benefits of school. Our attendance policy allows families and the School to work together to ensure that students consistently attend school and realize those benefits. It is based on state law and applies to all students in Kindergarten through Sixth Grade.

Definitions (pursuant to Pennsylvania law):

- **Compulsory school age** is defined as "the period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than 6 years of age until the child reaches 18 years of age."

- **Tuant** means three (3) or more school days of unexcused absences during the current school year by a student of compulsory school age.
- **Habitually tuant** 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 tuant, 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 /guardians.
- **School-based or community-based attendance improvement program** is a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences.

If Your Child will be Absent from School:

- By 9:00 am, email their classroom teachers as well as frontdesk@miquon.org. Please use this subject line: *[Insert Name] will be absent [insert day]*. If the absence is health related, please also include chrisr@miquon.org.
- Within ten (10) days of the absence, submit a written explanation to frontdesk@miquon.org.
- If the absence will be for educational travel, you must submit an [Educational Trip Absence Request Form](#) to frontdesk@miquon.org at least two (2) weeks in advance for approval by the Principal. Families are responsible to coordinate time out of the classroom with their individual teacher(s) and students are responsible for completing any required assignments missed due to the absence.
- If you are planning an extended absence or leave that is not for educational travel, you must submit a written notification with explanation to frontdesk@miquon.org well in advance. Your child's place in the overall enrollment of the School will be held at the discretion of the School (a deposit may be required).

What is an Excused Absence?

- For an absence to be excused, a written explanation must be submitted within ten (10) days by either a parent/guardian or a licensed medical practitioner.
- For an absence of over three (3) consecutive days to be excused, a note from a licensed medical practitioner is required.
- The following situations are acceptable reasons for an excused absence: student illness, family emergency, death in the family, school visit, observance of religious holidays, medical or dental appointments, recovery from accident, legal proceedings, excused lateness or early dismissal, and [educational travel with prior approval from the Principal](#).
- A maximum of ten (10) days of cumulative excused absences are permitted during each school year, including approved educational trips.
- All absences beyond ten (10) cumulative days require a written excuse from a doctor or other licensed medical practitioner to be deemed excused.

What is an Unexcused Absence?

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

Consequences of Unexcused Absences and Truancy

- Miquon will notify parents/guardians in writing of each unexcused absence.
- A student who accumulates three (3) or more unexcused absences in the current school year is tuant:
 - Miquon is required by law to report the student's truancy at once to the student's home district.
 - Within ten (10) days of the 3rd unexcused absence, Miquon will notify the parents/guardians that the student is tuant and the consequences if the student becomes habitually tuant.
 - Parents/Guardians will have ten (10) days to correct the truancy by providing Miquon with a written explanation for each unexcused absence.
 - If the truancy continues, Miquon will notify the student's home district as required by law and schedule a School Attendance Improvement Conference to discuss truancy and develop a mutually agreed upon School Attendance Improvement Plan. See the next section for more information. Miquon will give the home district the option to participate in the conference.
- Miquon will continue to report unexcused absences to the home district throughout the school year so that the district may properly enforce the attendance and truancy requirements.
- A student who accumulates six (6) days of unexcused absences in the current school year is habitually tuant and Miquon will report the student's ongoing attendance issues to the home district. The home district may refer the student to a school-based or community-based attendance improvement program or the local children and youth agency.
- Students who are absent from school for ten (10) consecutive days shall be dropped from the active membership roll unless Miquon is provided with evidence that the absence is excused.
- Miquon is required by law to report to a student's home district when a student withdraws from school.

School Attendance Improvement Conference and Written Plan

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

Driving, Parking, and Parking Lot Safety

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. In addition, parking on campus is very limited so we use a specific configuration shown in the map at Appendix 8 to meet the needs of the community.

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

- refer to Appendix 8 for the flow of traffic.
- Drive very slowly, keeping to the right and observing the one-way circle (counterclockwise) in the parking lot and at the bottom of the drive near Harts Lane.
- Be sure children are safely buckled in their seats for the duration of travel on the driveway, just as they are on the roads.
- Never drive around or in front of school buses or vans unless directed by a Miquon staff person.
- Follow the one way traffic throughout the parking lot rather than making a three point turn.
- Do not park in front of the two dumpsters at the end of the driveway near Harts Lane.
- Do not use the After School Building or Art Room driveways except during evening meetings.
- The drive running between Harts Lane and the parking lot is narrow, so be extra vigilant when parking there.
- The middle and two side sections of the parking lot are reserved for staff parking. See the map at Appendix 8 for additional information.
- At dismissal, please follow the directions of the two staff members on Harts Lane when entering the car line. It is helpful to put your turn signal on so they know you are part of the Miquon traffic.

Arrival Procedures

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 in grades 1 - 6 will spend time playing on the Woodchip Field and red playground. Those in nursery and kindergarten will be at the Playbarn with a staff member.

Children in grades 1-6 will have outdoor Choice Time until the 8:25 buzzer, then go to their classrooms. Nursery and kindergarten students will walk to class together with an adult.

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

Children in grades 1-6 who arrive at 8:25am or later must check-in at the office and get an attendance pass before going to class. Parents of children in nursery and kindergarten must park their vehicle and walk their child to the office to check in. A staff member will then walk the child to class.

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

Dismissal Procedures

Dismissal begins at 2:55 for all grades, including nursery and kindergarten.

Miquon uses the [PikMyKid app](#) to manage dismissal. Families should use the app to indicate any changes to a child's regular dismissal routine by 2:30pm on the day of the change, including designating someone other than yourself to pick-up your child. If families don't have the app, please call the office or send daily changes via email before 2:30. Families using the car line will also use the app to announce their arrival on campus.

At dismissal, children wait for their car pick-up on the Woodchip field, and for buses on the walkway up toward the Moore Building.

As caretakers 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.

Caretakers remain in their car and a staff person will bring children to their designated car for pick up. If your children need help buckling, please hop out of your car to help them quickly get safely into your car before driving off.

Please be prompt to pick-up your child and let us know if you are unavoidably delayed. If you have not arrived by 3:15pm, your child(ren) will go 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 daily with appropriate outdoor clothing.

Transportation

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

Carpools

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

School Buses

Your school district will determine the location of your stop and time of 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 determined in late summer. A consistent weekly schedule must be indicated in the van contract. An adult from home must assist young children on and off the van in the morning and afternoon. All children must use seat belts, parent-provided booster seats, and parent-provided car seats in compliance with Pennsylvania state law. Nursery and kindergarten children will be dropped-off at the Woodchip Field and walked to their classrooms by a staff member.

Behavior on Buses and Vans

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

Lunch and Snacks

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

In addition to packing lunch, you can participate in the 5/6 Lunch Sale, which happens every Friday and is organized by the 5th and 6th grade groups to benefit their class budget and 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 to campus on Mondays through Thursdays. Learn more at www.yaylunch.com. Contact our [Admissions Director](#) if you'd like to inquire about financial aid for this lunch program.

Nut and other Food Allergies

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

Miquon makes an effort to be 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. 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 physical education class;
- Warm and weatherproof outdoor clothing, including sturdy shoes to run around in;
- A pair of waterproof creek boots (Second Grade and below);
- A complete change of season-appropriate clothes to keep in the classroom, including socks and underwear; 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 be added to the lost and found box located on the porch of the After Care Room. Occasionally, we will display items on a clothesline located near the Woodchip Field. You can check either location for missing items. Throughout the year, we'll also take opportunities such as assemblies to ask children to examine and claim lost clothing. Anything unclaimed is donated to a local organization. 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 for rest time.
- Money, except small amounts for lunch and pretzel sales.
- Candy or gum in more than daily individual 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/guardian.

FAMILY-SCHOOL COMMUNICATION

Keep your Contact Info Current

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

Miquon Matters eNewsletter

Miquon Matters is a weekly email, typically sent on Monday night, that contains a calendar of the week, important deadlines, news, and other items. Families are responsible for reading this important publication in order to remain apprised of required action items and what's happening at school. You are also welcome to submit items to communications@miquon.org.

Community Directories

The Family Directory can be accessed in the Family Portal; Staff and board member lists are published on the school website. Please keep directory information confidential. Use of the directory to send or distribute non-school-related information is strictly prohibited.

Family Portal

The Family Portal is an online resource where families can update contact information, view teacher reports, monitor their child's attendance status, submit forms, access the Family Directory, and more. Parents/guardians are given accounts at the time of enrollment and can access it using the [Current Families](#) tab at the top of the Miquon website. If you need assistance with your login, contact our [Admissions Director](#).

Website

The *Current Families* section (see the top menu, above "Camp") is a quick and easy resource for the Family Portal, online calendar, forms, and this Family Handbook.

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/guardians, friends, or anyone else during the day except with permission. If you need to get a message to your child during the day, call the Office.

Children are not permitted to use cell phones on campus.

Teacher Communication

Teachers are most easily contacted via email. You can find their email address on the website at www.miquon.org/about/staff. They do not check email while classes are in session; therefore, parent-teacher phone calls and emails typically occur outside of school hours. School policy asks that parents/guardians allow 24 hours for a response to email. You can also ask Office staff to leave a message; we will not redirect calls into classrooms unless teachers have specifically asked us to do so.

Individual Emergencies

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

School Closings

Closed or Delayed for Weather: If school is closed or has a delayed opening for weather or other emergencies, we will send both a text and email by 6:00am to the contacts you provided for that purpose. Please contact communications@miquon.org if you wish to check that we have your correct cell phone numbers and/or email addresses. You can also check the school website, KYW radio, NBC 10, 6ABC, 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 we must close because of local conditions, even if Philadelphia is open.

Emergency Early Dismissal: In the event of an emergency early dismissal, we will notify families via text and email. Children will be sent home according to the mode of dismissal indicated in the PikMyKid app – either by bus, van, or 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.

Other Emergencies

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

School Emergency Contact Information

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

HEALTH AND SAFETY

Emergency Information and Health Records

The details you provide in the Family Portal and the paper-based forms you complete annually (found [here](#)) 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.)

Medications, Chronic Conditions, and Allergies

If your child has any medical condition(s) that may require immediate treatment, including diabetes, asthma, food allergies, bee stings, and other insect reactions, please provide as much detail as possible annually when you and your child's physician complete the [Physician Report of Medical Exam](#) form. You must also submit a physician-approved action plan (several condition specific forms can be found [here](#)) in order for your child to attend school so the medical response team and/or Paramedics-EMT know how to respond in case of an emergency. A new plan is required at the beginning of each school year. We will expect to talk with you about how to handle emergencies and any special classroom protocols.

Children who must take medication at school on a daily or occasional basis must submit a [Medication Permission Form](#), signed by both a parent/guardian and a licensed healthcare provider, 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 the parents/guardians 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 also requires that all children are up to date with the COVID-19 immunizations, as defined by the CDC. Each student must present an immunization record to be officially registered. Miquon has a process for considering immunization exemption requests. Parents/guardians 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. Please contact our Director of Admissions, [Bree McNamara](#), for the form.

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 and Health Screenings

The Montgomery County Health Department visiting nurse is responsible for checking and maintaining health records. They also conduct 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 note signed by both the child's doctor and parent/guardian. We will contact the child's parents/guardians about the possibility of a concussion, if we have removed a tick, if we have discovered head lice, if the injury/illness appears to be serious, or if the child's particular medical history warrants it.

COVID-19 Plan and Precautions

Miquon has an ever-evolving COVID mitigation strategy plan with the primary goal of keeping our community safe and healthy. It has been developed in accordance with federal, state, and county guidelines and in consultation with CHOP and current community members who are also in the medical profession. For the most up-to-date information, refer to our [COVID Risk Mitigation webpage](#). We will also share updates with the community via email and Miquon Matters.

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

Safety Drills

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

Internet (Online) Safety

Teachers closely supervise children's use of school-issued tablets, Chromebooks, and computers. Blocking software is installed where appropriate and children are instructed in safe online habits. Teachers work with families to maintain a virus-free environment as work is transferred between home and school computers.

Portable electronic devices are not allowed at school, because it is so hard to maintain oversight.

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

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

and social media.

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

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

Parents/guardians may withhold consent for such usage using the *Photo/Video Release Form* in the Family Portal.

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 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 families for childcare outside of the regular school day are known collectively as Extended Day Programs (EDP). They include the After School Program, Vacation Care, and event-specific programs that are managed by the Director of EDP. Details, rates, and registration information for each type of care can be found on our [Extended Day Programs webpage](#). Billing is done through our FACTS Tuition Management. All EDP programs are located in the After Care Building located near the Playbarn.

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 changes to the routine is requested. EDP staff may be reached at extendeddayprogram@miquon.org or by calling the After Care building at (610) 828-1231, ext. 218 (covered during Extended Day hours).

Unrelated to EDP, we also offer early morning care for our nursery students and kindergarteners from 7:45 am until 8:15 am at the Playbarn at no cost to our families.

FINANCIAL MATTERS

Payment of Bills

The [Business Office](#) handles all inquiries regarding payments for tuition, tutoring, van transportation, Extended Day programs, and any other special/auxiliary programs. FACTS account instructions and additional information for both newly enrolling and returning families is typically sent by the end of May. More information is included at [Appendix 7](#). All invoicing and payments are processed through the FACTS Tuition Management system. Re-enrolling families can view their tuition accounts by the end of May. New families can view their accounts once enrollment is complete and their FACTS account is set-up. FACTS enrollment email invitations are sent in late May as long as enrollment and/or financial aid deadlines have been met. Otherwise, the FACTS enrollment invitations are sent as soon as all enrollment and/or financial aid requirements and deadlines have been met.

Re-Enrollment

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

Applying for Financial Aid

Applications for financial aid must be renewed every year. Families may apply each year, even if they did not receive aid in previous years. The financial aid process begins each year in December, but we encourage you to apply as soon as applications open on [SSS](#) as early as October 1. 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 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. If a bond refund is not requested within one year after the family's last child has left the school, the amount of the bond automatically remits to Miquon. Families will be billed for the bond 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 typically held on the third Wednesday of every month either on-campus or via Zoom at 7:00pm, September through June. The agenda is made available in *Miquon Matters* on the Monday before the meeting. All current parents/guardians are members of the Corporation and encouraged to attend Board meetings. Motions and resolutions are posted on the [Board of Directors webpage](#).

Board Members

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

Board Committees

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

COMMUNITY POLICIES

Admissions Policy for Siblings, Legacies, and Staff

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

Child Abuse Prevention

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

Confidentiality

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

Creating a Cooperative Community

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

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

Assumptions

- Our behavior is powerful. 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, popular culture, social media, and the Internet are 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 do not allow music with offensive or violent content. We strongly suggest that families do the same by *significantly limiting television/video viewing and closely monitoring the television, video, 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 classroom rules

- support, and not interfere with or demean, the work of the teachers or other children
- seek help by asking for it directly
- work cooperatively with others
- take responsibility for completing assignments
- bring their best effort to their work

At play, we expect children will learn to:

- include others in their play
- settle disputes in nonviolent ways
- seek an adult for help when a conflict cannot be resolved or when dangerous or abusive behavior arises
- not use offensive language or verbal intimidation
- be good sports and play fair
- stay within the 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 (outlined below) 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 [Appendix 2. Student Behavior and Discipline](#).

Families 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 | • Anti-Harassment Policy, Appendix 3 | • Bus Rider's Bill of Rights, Appendix 5 |
| • Student Behavior and Discipline, Appendix 2 | • Bullying Policy, Appendix 4 (DELETED) | • Van Ridership Expectations, Appendix 6 |

APPENDIX 1: PRINCIPLES OF INDEPENDENT PLAY

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

– [The Miquon School, Tenet #5](#)

Independent play is an essential component of a Miquon education. 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 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’ worlds at this point in school. They build forts, create economies with trade goods and currency, set rules, invent games and imaginative play, and negotiate endlessly over territory, resources, power, and inclusion.

In their last two years at Miquon, Fifth and Sixth Grade 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

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 , 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 their 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.

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. 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 communicate 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 by or through consultation with the Principal. Protocols include the above listed protocols for minor incidents plus:

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

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 /guardians within 10 school days. The CGT, staff, and /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 /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 the student 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.

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.

APPENDIX 4: BULLYING POLICY

Introduction: Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. Kids can, at times, be unkind but such behavior does not necessarily meet the requirements for bullying and is handled differently from what is outlined in our bullying policy below. Addressing unkind and unwelcome behavior may include restorative work, implementing a behavior management plan, and regular communication with families.

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 Parent/Guardian – Miquon will notify the parent/guardian of any student who is an alleged target of bullying and the parent/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.
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/guardian/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 support.

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 /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.

APPENDIX 5: BUS RIDER'S BILL OF RIGHTS AND RESPONSIBILITIES

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

Take Care of Yourself, Take Care of Others, Take Care of Your Environment

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

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

Your partners,

Kate Shapero and Diego Maugeri

RIGHTS	RESPONSIBILITIES
You have a seat that is your seat.	You are responsible to stay sitting in your seat for the entire ride.
You are entitled to your own space.	You are responsible to give people space and only touch their belongings when they give you permission.
You can have a quiet conversation.	You are responsible to adjust your voice to a quiet level.
You can read or listen to music on a device privately.	You are responsible for keeping your device private and only using your own device.
You have a right to not be harmed.	You are responsible to be kind and to try to repair any harm that you cause.
You have a right to have adult help.	You have a responsibility to let an adult know if you or someone else needs help.
You have a right to enjoy your bus ride.	You are responsible to act in ways that help others have a pleasant ride.

Additional important information:

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

Miquon Family Handbook, 2023-24 School Year

Diego and Kate will work with your bus community to assign seats while you practice how to be a responsible rider. All riders will sit safely on the flat part of their seat for the entire ride. No one may reach over the seat and touch you or your clothing, squash you, take your belongings, or crowd you with their backpack.

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

The bus driver is the adult in charge when you are riding the bus. It is their responsibility to drive the bus safely, therefore riders may not do anything that interferes with the driver's concentration. The bus driver has the authority to re-assign seats, or ask you to be quiet. Riders, rider families, and drivers are asked to report problems, celebrations, questions, and suggestions to Kate or Diego. Thank you for reading and discussing this with your family!

Child's Name _____

Child's Signature _____

Adult family member signature _____

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 parents/guardians 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.
- 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.
- Riders and drivers will comply with all school-mandated safety and health protocols, such as masking.

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

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

Tuition Plan Option	Description of Payments (percent due per month)	Payment Schedule (percentage due by date)
A. Single Payment Plan	Tuition paid in full Discount of 1% of net tuition	100% due July 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

Miquon uses FACTS Management to administer all Tuition Payment Plans. 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. If a payor is someone who is not a signer on the enrollment contract but will contribute to tuition payments by paying the school directly, they must contact the business office for our payment contract through which an additional party agrees to our payment policies and due dates as outlined in this Handbook.

In addition, all Auxiliary Services (i.e. Van Transportation, Tutoring, After Care) will be billed and paid via FACTS. Auxiliary fees will be shared in advance, along with a written agreement/notice between the family and Miquon. Any charges (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, 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 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.

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

Miquon Family Handbook, 2023-24 School Year

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 15th 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 Summer Vacation Care or Miquon's Summer Camp if any charges remain unpaid at the end of the School year.

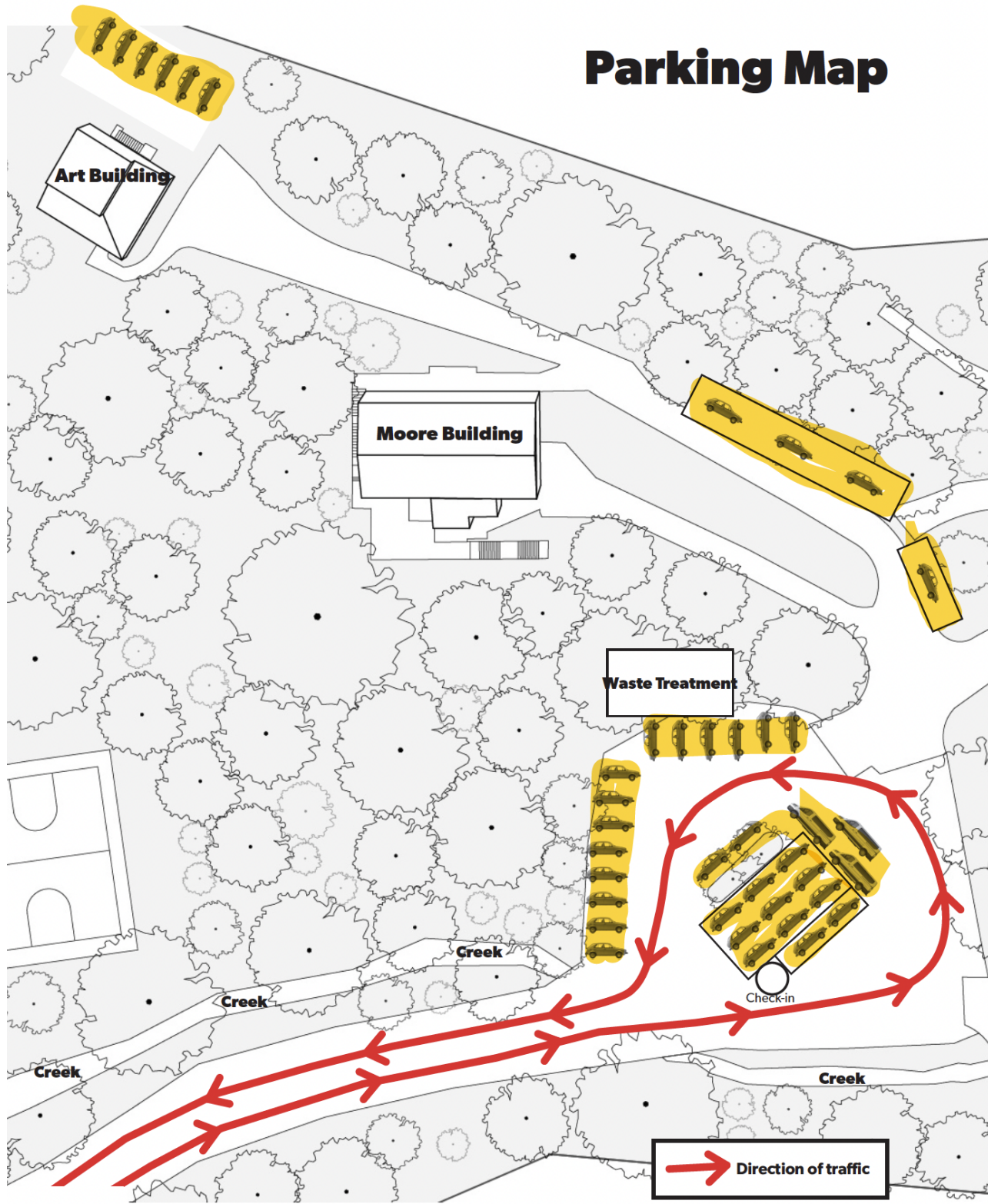
IV. Exceptions

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.

APPENDIX 8: PARKING LOT MAP



APPENDIX 9: Pikmykid Parent App Guide - Click [here](#) to view the complete App Guide.



PARENT APP GUIDE

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

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

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

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

To delegate someone else to pick up your child

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

To change your child's dismissal mode (i.e., from bus to car pick-up)

Select child's name>>tap the date of the change>>more actions>>create pick up>>confirm date and repeat pickup>>next>>select new pickup mode and confirm bus or delegate info>>confirm change

To make changes to your child's After Care plan

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

****To schedule an early dismissal (i.e., doctor's appointment)**

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