



Casa di Mir
MONTESSORI SCHOOL

Middle School

Student/Parent Handbook

August 2020

Lower Campus

Primary, Lower Elementary and Administrative Offices

90 E. Latimer Avenue
Campbell, CA 95008
Phone (408) 370-3033
Fax (408) 370-3153
www.casadimir.org

Upper Campus

Upper Elementary, Middle School, and Administrative Offices

Campbell Community Center
1 W. Campbell Ave.
Campbell, CA 95008
Upper Elementary Rooms E-43, D-36, and L-53
Middle School Rooms K-60-61
D-40 Office

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1. Casa di Mir Montessori School Vision

Whole School Mission Statement

Our mission is to provide an authentic Montessori education in a nurturing school community. With a strong emphasis on academics, creativity and peace education we provide a learning experience that promotes confidence, individual responsibility, and a strong sense of global citizenship.

Middle School: Vision & Goals

Our vision for the middle school is to foster a community of learners who develop the inspiration and mindset, through rigorous academic preparation and a focus on issues of social justice and sustainability, to work toward a positive future for all. We provide learning experiences that allow our middle school students to explore issues across disciplines in their real-world complexity, build critical thinking skills for today's world, try out adult roles and responsibilities, and develop their sense of self and their place in the world.

Organization

School wide, Casa di Mir aims for excellence in its programs and operations by hiring qualified, dedicated staff, equipping classrooms appropriately, proactively planning and making responsible business decisions and by being responsive to the needs of students, families and the institution.

Parent participation is a key element of our program and helps our school to succeed.

In response to parent interest in continuing Montessori education beyond the elementary years, the school expanded to offer 7th grade beginning in fall of 2014 and adding 8th grade in 2015-16. As one of a growing network of Montessori Middle Schools across the country, Casa di Mir carries forward the project based and integrated approach Montessori pioneered a hundred years ago. Casa di Mir now provides a consistent Montessori learning environment from early childhood through elementary and middle school. (Pre-K through 8).

Governance

Casa di Mir Montessori School is a non-profit 501(c)(3) corporation. The school is governed by a board of directors. The Board's role is separate and distinct from that of the Head of School, who is responsible for the day-to-day operations of the school. The Board supports the school's mission by providing strategic planning and by ensuring the financial stability of the school. Parents are welcome to attend meetings as observers upon notification of the Board President. The Board reserves the right to meet in executive session without observers when the agenda requires it.

American Montessori Society (AMS) Affiliate

Founded in 1989, Casa di Mir is a full affiliate of the American Montessori Society (AMS), an international professional organization of schools, consultants, Head of Schools and teachers.

Casa di Mir's teachers hold American Montessori Society (AMS) credentials or Association Montessori Internationale (AMI) credentials. Special subject teachers in Middle School hold advanced degrees in their subject.

2. Admissions and Enrollment

Middle School Program

The Middle School Program serves students in grades 7 and 8.

Non-Discrimination Policy

Casa di Mir admits students of any race, color, nationality and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, gender, gender identity, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Casa di Mir accepts qualified students with or without disabilities. A qualified student with a disability in need of a reasonable accommodation should contact the Head of School so the School and the student can engage in the interactive process to determine whether reasonable accommodations can be made and what type of accommodations are required to meet the student's needs.

Enrollment and Assessment Procedures

Applications are available on the first school day of November of each year for the following academic year. Parents are required to visit and tour the school and meet with our Admissions Director before submitting an application. Appointments for school tours and classroom observations must be made through the office. Each applicant and his or her family will go through our assessment process in order to determine educational and philosophical compatibility with our program. The assessment process includes:

1. Review of the application, parent questionnaire, student essay and teacher evaluation by the Enrollment Committee
2. Academic assessment for grades 1 through 8
3. Two school day visit by student
4. Interview with student and Middle School staff
5. Family interview with staff

Students will be assessed for enrollment after Casa di Mir receives the following documents:

1. Signed Student Application
2. Parent Questionnaire
3. Parent Participation Contract
4. Educator's Evaluation from current teacher
5. \$100 Application Fee

Admissions decisions are made and notification is mailed by the end of March.

Priority consideration for admissions will be given to siblings of continuing students and students transferring from another Montessori school. Our goal in admissions is to find a good match between student, family and school.

Waiting pools are created after all available openings are filled.

An Admissions Open House is scheduled in late January or early February to allow parents to interact with our teachers and learn about our program.

Upon acceptance of a Middle School student, the following forms are required to be completed and returned before a child may attend (continuing students may have these on file):

- Handbook Acknowledgement
- Report of Health Exam (including up to date record of required immunizations)
- Proof of Negative TB test or Risk Assessment Questionnaire
- Casa di Mir Emergency Card
- Over-the Counter Medication Permission Slip
- Field Trip Permission Slip
- Request for school records
- Demographic census form
- Tuition and Participation Agreements (with authorized signatures)

3. Curriculum & Assessment Overview

Introduction

Adolescents want to see their own role in everything; they are active doers, not passive watchers or listeners. An authentic Montessori Middle School puts the student on the road to the ultimate goal of achieving economic independence and developing the knowledge and skills to participate in and transform society. The program feeds the adolescent's need to know the math, science, humanities and language work they do in the classroom translates into what they will need in their everyday lives. That is why the curriculum is experiential; it is designed to bring active and physical participation into the academics. Students work to acquire expertise in science, technology, communication and human history so they may move the story of human beings toward a new and promising chapter. Learning about other cultures expands their world perspective and helps them explore different ways to approach the challenging issues of this time. During these critical years they come to understand the planet we all live on and the people who are our global family.

Student Outcomes

At Casa di Mir, adolescents not only build academic knowledge, but they gain practical life skills and self-construct into citizens who engage in community processes. Students who graduate from Casa demonstrate the following: creativity; empathy and kindness; relationship to the environment; balance; critical thinking; valorization; citizenship; joyful learning; and preparedness.

A Challenging and Varied Curriculum

The Middle School divides its curriculum into ~4 blocks of work each year. The three-period lesson, a foundational part of Primary and Elementary pedagogy, is also relevant in the Middle School. The three parts are: introduction, exploration, and mastery (which includes the presentation of learned concepts). Each block is an appropriate time frame for young adolescents to explore the topic in depth as well as preparing them for the semester system in high school and college. Students acquire and practice skills specific to the curricular areas and also apply them through interdisciplinary work. One of the ways this is applied is in Socratic seminar where students bring their individual knowledge and feelings about the content to a discussion and explore ways in which the content affects their sense of self.

Mixed Level

The Middle School is a mixed level program with 7th and 8th graders sharing many lessons and projects across all subject areas. In areas with embedded progressive building of concepts, such as mathematics and Spanish, subgroups at different proficiency levels may be working on different activities within the subject.

Academic Course Overview

The Language Arts

Language is a vital presence in our lives. Whether as self-expression or group communication, the acts of reading, writing, and speaking are at once personal and communal and they serve as a unifying force in the building of community.

Reading plays an integral part in Middle School, bringing both factual information and the enjoyment of literature to our students' experience as learners. Readings in the program cover different genres from fiction to source documents in historical study, all of which can then be engaged in seminar discussion.

Writing is also present in nearly all aspects of Middle School, including: research and essay writing within historical studies; documenting plans and accomplishments in project settings; recording and interpreting data in science-related work; responding to literature; persuasive/argumentative writing; descriptive writing; narratives; personal journaling; and creative writing.

Public speaking and presentation skills are also vital components of Middle School. Opportunities such as dramatic presentations, debate, the presentation of research findings, and outreach through our entrepreneur projects are just a few ways the Middle School program offers chances for the development and practice of effective communication.

The Humanities

The Humanities curriculum seeks to orient students to the unfolding patterns of and systems in the Human Story and their place within it. It studies the history and development of human thought and culture. By focusing on literature, history, philosophy, art and film, the humanities curriculum seeks a broad and interconnected understanding of the human experience. Guiding questions with open-ended answers encourage students to expand their own perspective and to construct meaning from the events of history. Through practice in debate and public speaking, we focus on the skills needed to grow into engaged global citizens. The process of formal debate, researching a topic, evaluating evidence, taking a position, defending that position, and analyzing another position requires students to put critical thinking skills into practice on a regular basis. Humanities units include the study of ancient and contemporary societies. Both broad and specific examinations can be conducted through readings in primary and secondary source materials, multimedia experiences, and visits outside of school to cultural and historic sites.

Humanities Block Topics (but not limited to):

- **Pedagogy of Place.** How do places change over time? Includes local history of Campbell and the greater Silicon Valley.
- **Law & Government.** What are the rights and responsibilities of citizens? What are the rights and responsibilities of a government?
- **Societies in Transition.** What opportunities and benefits do transitions provide for identity development and culture? What are the challenges?
- **Fundamentals of Human Society.** What is the relationship between culture, society, and social institutions? How do ancient civilizations continue to influence modern cultures?
- **Age of Ideas and Science.** What is the difference between an idea and a fact?
- **Transnationalism.** How can countries work cooperatively to achieve justice and peace?
- **Human Constructs.** How have different societies constructed their beliefs? Why?
- **Modern Ideas and Science Converging on Peace.** What actions can individuals or groups take to improve society?

The Sciences

The science curriculum is delivered using a place- and project-based approach that inspires an in-depth focus on the natural world and the systems therein. Outdoor work, in close contact with nature, nurtures intellectual and social growth in the adolescent. Students are inspired to carefully observe, examine and make sense of the complex web of interactions on which they depend and influence. They use the scientific process to address real problems and propose real solutions for their community. They build skills in critical thinking, communication, collaboration and project management. Academic knowledge and skills are then applied toward building an understanding of larger environmental and social issues, such as the management of natural resources, food insecurity, and the effects of climate change on vulnerable communities.

The science program is aligned with the [Next Generation Science Standards](#), which includes core content in life science, earth science, physical science and engineering. Scientific topics embedded in the projects include but are not limited to the following: ecosystems and sustainability; structure and function; natural selection and adaptations; natural resources; motion and force; energy; and the formation of the universe. Examples of driving questions for projects include the following:

- How do interrelationships among living organisms, physical features, biochemical processes, natural phenomena, and human activities impact ecological communities?
- How do motion and force influence phenomena locally and in the solar system?
- How does human use of energy impact global ecosystems?
- How can interactions among human, environment, and engineered systems help sustain the natural resources that support life on our planet?

Mathematics

The goal of the mathematics curriculum is to help students gain skills in quantitative reasoning and problem solving that they can then apply in a variety of contexts. In addition, we hope students will develop an appreciation of the beauty and order of the mathematical world and build productive mathematical mindsets. Engaging in relevant math tasks and discussions fosters skills in problem-solving, questioning, arguing from evidence, and communicating ideas. Connections to science, entrepreneurship, humanities, and the arts play a substantive role and are the center of math discussions.

The math curriculum is delivered using the CPM Core Connections [Course 2](#) and [Course 3](#) texts. The CPM program is student-centered and problem-based, and requires that students grapple with math tasks in collaborative teams. Students are divided into leveled groups according to their ability. To the extent possible, they work within the same topic at roughly the same time, usually starting at the same place.

The Core Connections courses aim to prepare students for a rigorous college preparatory high school math class. Course 2 covers topics usually found in Pre-Algebra, such as probability, fractions, proportions, percent, angle relationships, volume, circles and solving inequalities. Course 3 builds on the topics covered in Course 2 and covers topics typically found in Algebra and Geometry, such as simplifying with variables, graphs and equations, systems of equations, slope, exponents, functions, surface area and the Pythagorean Theorem. More advanced students have the opportunity to move into upper-level courses, such as Algebra 1, Geometry 1, and Algebra 2.

The math program is aligned with the [California Common Core State Standards for Mathematics](#).

Creative Expression

Personal values, interests and beliefs change rapidly during adolescence. As a result, young people are often drawn to express themselves through the arts. Students in Middle School have many opportunities to engage in creative work, not only within the context of project work, but also during times dedicated to the development and use of creative skills. Topics covered in creative expression include (but are not limited to) music, visual arts, poetry, and drama.

Wellness & Physical Expression

During a time of dramatic physical and social change, adolescents need to better understand the changes happening within and around them, and adopt practices that lead to social, emotional, mental and physical wellness. The Middle School program includes continued lessons in human growth and development, sexual health, hygiene, substance abuse, communication, and mindfulness.

In addition, exercise and sports are extremely important for adolescents, providing focus for their physical energy, allowing them to challenge themselves and others, and to develop skills. Physical expression may include courses in dance, yoga, CrossFit, parkour, and other types of physical disciplines based on student interest. Physical expression may also be outdoor PE activities on campus.

Spanish

Skills in a second language are core to our middle school's commitment to global citizenship. Both practice in conversation and independent study are required. Advancement goals in Spanish will be established between instructor and students at the start of each school year.

Practical Life Skills Courses Overview

Community Work

Central to the pedagogy of a Montessori adolescent program is preparing students for the next step in their lives. During a time when they are orienting themselves to a new physical body and expectations imposed on them by society, they need a place and the opportunity to acquire both hard and soft skills that will help them self-construct into balanced and productive young adults. They do this through work that meets the needs of the classroom and/or broader community.

Each week the students will participate in meaningful work that helps them identify contributions they can make to the community. Work becomes meaningful when it addresses the need for the adolescent to become more independent and also recognize the interdependence amongst community members. It fosters a feeling of genuine belonging and acceptance. Community work often requires: interacting with peers and adults so that adolescents learn how humans organize themselves to solve problems; exerting oneself physically so they can discover the strength and limitations of their growing bodies; exploring different roles and occupations so they can better identify what they can offer the community; acquiring skills that are needed to care for or solve problems in the community; and practicing self-care at the adult level. Examples of community work include but are not limited to the following: gardening; keeping the classroom clean and orderly; writing a blog; preparing meals; organizing and conducting a beach or river clean up; tutoring or coaching younger students; producing items to sell; painting a mural; maintaining a hiking trail; etc.

One of the most practical life skills this year is in the habits and routines of keeping safe and healthy in a pandemic, not only for oneself but for family and community.

Entrepreneurship

Adolescents possess the developmental need to prepare themselves to be financially literate adults. The work of entrepreneurship “brings in the fundamental mechanism of society, that of production and exchange on which economic life is based” (Maria Montessori, *From Childhood to Adolescence*) and that is so valuable for the adolescent formation of independence and self-worth. The products and services the students create and sell throughout entrepreneurship comprises our microeconomy. Our entrepreneurship has included making items for sale, (woodwork, arts, crafts), services, (gardening, childcare) or innovation within an existing business – it is an evolving endeavor responding to the resources and needs of our community. Students make all decisions relating to the business, with an adult advisor. Businesses must be ethical and sustainable. Entrepreneurship profits are spent (or invested) according to group consensus.

Skills Lab

Adolescents need time for direct instruction and practice as they take on more responsibility and create order. During Skills Lab, guides and students work to develop skills in time management, organization, goal-setting, and self-awareness through reflection. The time is also used to develop future ready skills and reinforce core academic skills used in other content areas.

Middle School Assessments

Montessori middle schools are close-knit learning communities in which adult guides seek to understand and nurture each student’s unique abilities. This familiarity forms the basis for the written narratives that are the heart of our assessment process. While standard numerical scores and letter grades are not a focus, we recognize their usefulness for high school entrance transcripts. In an effort to balance our program’s integrity with the conventions of area high schools we apply the following assessment strategies.

Assessments

Formal and informal assessments are given throughout each block of study.

- Informal assessments consist of teachers’ verbal and written comments for ongoing work.
- A formal assessment of a completed project, essay, performance, and so on typically uses a rubric designed for that assignment that describes how various elements will be assessed and is discussed with students at the outset to ensure that expectations are clear. The final assessment includes comments, rubric scores (which may or may not be numerical), and an overall letter grade equivalent.
- A formal assessment of a quiz or test includes comments (often verbal), a numerical score, and an overall letter grade equivalent.

Semester Evaluation Reports

Twice yearly, in January and June, teachers prepare summative evaluations for each student.

- The first page of each semester evaluation report presents a snapshot of the student's overall progress and includes
 1. a tally of absences and tardies over the semester,
 2. a narrative summary of the student's overall development, both academically and socially,
 3. a checklist of the teachers' collective assessments on various social responsibility and critical thinking skills.

- For each academic course the semester evaluation report includes
 1. an overview of topics and skills covered in that course over the semester,
 2. a narrative summary of the student's accomplishments and areas for future work,
 3. a letter grade accompanied by the student's overall numerical course average.

- For each practical life skills course the semester evaluation report includes
 1. an overview of the different topics explored,
 2. a brief summary of the student's accomplishments and areas for future work.

Parent-Teacher-Student Meetings

Meetings are scheduled in late January and late May. Each meeting is a three-way conversation with the parents, the student, and the guides. The students will lead the meeting and it will focus on academic and personal development, including the sharing of strengths, accomplishments, goals, discussion of any issues that might be impacting the student's overall success, and ideas for how to continue to support the student as they continue to grow.

4. Middle School Behavioral Policies

Middle School Code of Conduct

Our students are expected at all times to adhere to the highest values of the Casa Di Mir Community as stated here. Working independently and cooperatively are hallmarks of Montessori education. By middle school, we assume that students have mastered these basic practices, and are ready to take increasing responsibility for their own learning and for setting out the ethical guidelines they would like to work within. Our hope is that parents take an increasingly smaller role in supporting school related work.

Restorative Justice

Our middle school utilizes a restorative justice model to help manage student behavior. This model continues similar practices already in place in our upper elementary classrooms. Organized in three tiers, the model focuses on respect, responsibility, relationship building, and relationship repairing with the goal of resolving disciplinary problems in a cooperative and constructive way.

The first tier focuses on prevention through community building. Students begin the year by developing a code of living – a set of classroom norms of behavior – to which they’ve all agreed, and engaging in regular team-building activities. Each week, students choose one tenet of the code living on which to devote extra attention. Community meetings are held weekly for sharing of community concerns and cooperative decision-making. Teachers and students regularly recognize students engaged in respectful, responsible, productive behaviors; the emphasis is on behaviors and actions to **do now**, rather than what not to do.

The second tier focuses on management of minor disruptions and fledgling conflicts. Oftentimes a quick referral to the code of living, along with a query about whether students wish to honor that, is sufficient to bring students back to a place of respect and responsibility. Additional strategies include problem-solving circles, restorative conversations, and quick hallway conferences – to give voice to those involved and provide space for teachable moments to emerge – before things develop into bigger problems. An administrator will be advised of recurring issues.

The third tier focuses on intense intervention for larger and/or chronic issues via restorative conferences. When a high-impact behavioral issue arises or an incident occurs, a restorative conference is held in which mediation and discussions, following non-violent communication practices, are used to address the issue or incident. All affected parties - including parents and administrators, at times - will be asked to participate in restorative conferences. The main goals for a restorative conference are for students to (a) come to accept and own their behavior, (b) understand the impact of their behavior, and (c) to propose actions to make things as right as possible.

In the event of an immediate threat to the safety or well-being of others or to property, the student will go home for the remainder of the day and may not return to school until a restorative conference, including a school administrator, has been held. Threatening behavior could include:

Physical violence or aggression: intentional pushing, shoving, and fighting, damaging materials of equipment, leaving the classroom without permission

Verbal abuse: yelling, intentional use of foul language, sexist or racist name calling, remarks made with the intention to harm others, use of social media to harass or abuse

Damage to property: intentional damage or defacing of property, including the property of Casa di Mir and the Campbell Community Center

The inability to resolve or improve the chronic issue or situation through restorative justice methods may result in more serious consequences, including the possibility of suspension or expulsion.

Zero Tolerance Policy

The middle school has a zero-tolerance policy regarding possession of alcohol, cigarettes, non-prescription drugs, weapons, and pornography. Possession of any of these will result in immediate suspension.

Off Campus Behavior and Safety Guidelines

Work that takes place outside of the classroom forms an integral part of the Middle School Curriculum. It includes school outings, trips, and student-initiated projects that take place in the community. We expect our students, as representatives of the Casa di Mir community, to practice grace and courtesy toward everyone they encounter outside of school. Students who consistently are unable to follow these guidelines will be asked to stay in the classroom.

During off campus work and activities, students will encounter adults in various roles in the community. The skills required to interact in this adult world hold enormous educational benefits for students. We carefully consider the adults our students come in contact with to assure they are professional and supportive of our values. Safety scenarios for each “going out” situation will be practiced beforehand, and students will demonstrate understanding of these procedures. Students will have a plan and a way to contact a trusted adult whenever they go out.

It is possible that a student may encounter adult behavior that he or she feels is unfair, or uncomfortable. In extreme cases a student may feel they are not safe. If this happens the student will be instructed to:

1. Report an uncomfortable or “unfair” incident to the middle school guide, or the Head of School the same day that it occurred. It is important that students inform staff so that other students can be protected if needed. Students, staff and parents will decide on the best course of action.
2. If a student is working with an unfamiliar adult and feels that they are not safe, or are being harassed, they should leave the situation as soon as safely possible, and report to their guide, supervisor, parent, or any trusted adult immediately. This information will be shared among all concerned.

Digital Citizenship

Students are expected to understand and comply with this *Responsible Use Policy* at all times, on or off campus, when using Chromebooks or logging in through the Google Suite for Education. By being respectful and responsible in the use of digital devices, the student honors and protects the classroom community at school.

While working in a digital and collaborative environment, students are expected to conduct themselves as good digital citizens by adhering to the following:

Be Respectful

1. Show respect through your actions and words.
2. Select online names and representations that are appropriate.

3. If you would not say it offline, do not say it online.
4. Apply the acronym: THINK
T = Is it True? H = Is it helpful? I = Is it inspiring? N = Is it necessary? K = Is it kind?
5. Only share it if you would be comfortable with your parents seeing what you post.
6. Post inspirational thoughts and images.
7. Do not use electronic mediums to antagonize, bully, harass, or stalk people.

Protect Yourself

1. Ensure that the information, images, and materials posted online will not put you at risk.
2. Do not publish personal details, contact details, or personal activity schedules.
3. Immediately report any inappropriate behavior directed at you while online.
4. Protect your passwords, accounts, and resources. Never share this information with others.
5. Post and view websites and content that are in accordance to your values.
6. Avoid unacceptable materials and conversations.

Privacy

1. Be mindful that nothing is private. Whatever you put in your digital library will be there forever and accessible by anyone including recruiters for high school, college and job placement.
2. Keep personal information personal by sharing offline with trusted friends, parents, teachers.

Protect Others

1. Consider the consequences of your post.
2. Report any cases of harassment, slurring, spamming, or other acts of cruelty.

Respect Intellectual Property

1. Request permission to use copyrighted or otherwise protected materials.
2. Properly cite the use of websites, books, media, etc. (No plagiarism)

Protect Intellectual Property

1. Do not use pirated software or distribute music or media in a manner that violates license agreements.

Understanding Sexual Harassment

Parents, please review this section with your middle school student. Students should be aware that these issues may arise when they are working with adults, on or off campus, or among classmates.

Sexual harassment is unwanted and unwelcome behavior of a sexual nature, which interferes with a student's life. Students have a right to learn in a comfortable and supportive atmosphere. We understand that sexual harassment is an emotionally charged and sensitive topic. By providing information about what sexual harassment is and how to prevent it, we hope to promote healthy attitudes among students based on mutual respect.

Too often students will ignore sexual harassment incidents because they don't want to get someone in trouble or have others think they are overreacting. Sexual harassment that occurs through social media is just as much of a problem as harassment that occurs in person. Let your child know that you take harassment seriously and want to hear about it.

What is sexual harassment?

Sexual harassment is when someone behaves toward you in a way that makes you feel threatened, offended, embarrassed, or uncomfortable because you are a boy or girl. This happens:

- When another person makes unwelcome comments about sexual behavior
- When another person talks about your personal body parts
- When you get teased about your personal body parts
- When another person touches you where he/she shouldn't
- When someone continues to look at your body in a way that makes you feel uncomfortable
- When someone spreads rumors about you by talking about sexual behavior
- When someone threatens you with sexual behavior

What should I do if someone is harassing me?

- Tell the person who is harassing you to stop. Tell them you don't like what they are doing. (Then, tell an adult, even if the person stops.)
- Tell them that if they don't stop, you will tell an adult what is happening. (Then, tell an adult, even if the person stops.)
- Tell your mom, dad, or other adult about the problem.
- Tell your teacher or other adult at school about the problem.

5. Middle School Classroom Procedures

Arrival & Departure:

In Middle School it is especially important that students arrive to class on time. Role is taken at the beginning of class time, and tardiness is recorded. Attendance records are a part of the student's permanent academic file. Drop off and pick up is at the circle area as marked on the map in the appendix.

Since we will be travelling to other sites on a weekly basis, it is critical that all students are ready for departure on schedule. Students who are not present before our departure times will be asked to report to the Upper Campus office (D-40) until the MS students return. Please model respect for teachers and fellow students by complying with arrival and departure policies.

During the COVID-19 pandemic, Middle School students are expected to submit a Health Screening online using the Health Champion app, which includes a temperature check, and students must submit and pass this health screening prior to coming to school. If this was not submitted prior to arrival, then the student must go to D-40 to do this screening **BEFORE ENTERING THE CLASSROOM**.

Please notify a middle school teacher in writing if you would like your student to dismiss themselves to another location; such as a walking to an after-school activity nearby. Please include an address and contact information for that location. This information could be useful in an emergency.

Middle School

Drop-Off Window at CCC
8:15-8:30 am

Class Start Time:
8:30 am

Pick-Up Window at CCC
3:30-3:45 pm

Class End Time:
3:30 pm

Please notify your student's teacher if you must pick him or her up early from school. If you arrive prior to dismissal, please wait outside the door.

If you have any questions about how to handle your arrival or pick-up, please contact the office.

Early Dismissal 1:30 pm

Casa di Mir schedules occasional early dismissal days for staff meetings. Early dismissal time for staff meetings in the Middle School is 1:30 pm. Please refer to the school calendar for specific early dismissal dates.

After School Help

By arrangement, Middle School teachers can remain in the classroom until 4:15 pm in order to work with students on an individual basis. Students can request after school time. A teacher may request that a student attend.

Lunch & Food Procedures

During this time of rapid physical growth food should be nutritious and low in sugar. Good nutrition supports an adolescent's ability to focus at school. We strive for a "no garbage" lunch and strongly encourage the use of recyclable or reusable containers. No glass bottles, please. Soda or candy should not be brought to school.

My Green Lunch is a food service program which will not continue at this time. It may resume once we see the end to the COVID-19 pandemic.

Due to food allergies, students will not be allowed to trade or share food. Make sure your student understands this rule. If your student has dietary restrictions or allergies, make sure this information has been communicated through the appropriate school health forms.

Individual snacks and lunches will be eaten at each student's dedicated and individual work space or outside while practicing physical distancing. The students will be asked to stay seated while they are eating. There will be no student use of microwaves or refrigerators during the day and lunches must come with all needed equipment (napkins, placemat, and utensils) ready to eat. Students should bring their own additional snacks to sustain them throughout the day. There will be no shared foods or snacks provided by the school.

Technology Policy Overview

The middle school program is structured around the belief that human relationships are the most powerful tool in education. We embrace the use of technology as one of the many methods we have to form a deeper understanding of human issues in the world today. As a school located in Silicon Valley, we actively explore the history of information technology and utilize the many local resources available to engage students. It is not our usual policy to deliver course content via the computer, or to rely on computer assessments. However, during this COVID-19 Pandemic, this will be the main means of teaching/learning, until we can be cleared to return to school on site.

Committed to supporting the social growth of adolescents, we discourage students from spending time in the "virtual social world," or in the realm of gaming, at the expense of developing genuine interpersonal skills and relationships or finding creative interests and activities. We ask that parents support these values at home.

Classroom Technology Resources and Use Policies

The middle school utilizes Chromebooks for classroom/home use. Each middle school student is assigned a Casa Chromebook for their use during their years at Casa. We use Google Suite for Education which provides unlimited cloud storage. Students have Wi-Fi access, as well as access to a printer, tablets, and other audio-video equipment in the classroom.

Students and families are responsible for returning the Chromebook in the same condition in which it was borrowed for continued use by the next student. Each family agrees to pay the full price of a replacement Chromebook in the event of loss or damage if shown to be misused.

Detailed guidelines for equipment use and digital citizenship are established and parents and students will be asked to sign the **Responsible Use of Computers/Networks/Internet/Social Media** agreement, specific to MS students along with the Casa di Mir Family Tech and Digital Learning Agreement.

The Middle School Dress Code

The work students engage in during middle school requires learning to dress appropriately for many different occasions. During this pandemic, we require that every MS student wear an appropriate and safe face mask. Casa di Mir middle school students and parents have agreed to the following guidelines for dress.

Everyday School Clothing:

We ask students to respect themselves and others in their clothing choices. While we encourage individuality, the everyday dress code aims to foster a positive and healthy environment.

- Students should dress casually and comfortably for school, while wearing clothing that is well suited for a school environment.
- Clothing will cover torso, midriff, backside, and upper thighs, and have sleeves or straps.
- Clothing, drawings, tattoos and accessories that display or promote negative messages are not permitted. These could include drug, gang, weapon, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, offensive words or graphics.

A violation of the dress code will require a change of clothing. Special circumstances will be considered on a case-by-case basis.

Dress Uniform for Working Outside of Class:

Students working in public venues such as City Hall, the historical museum, or attending a debate tournament, or arts performance will be asked to wear their Casa di Mir School Dress Uniform.

The Dress Uniform Includes:

1. A white shirt or blouse. A white button-up shirt with collar or a white blouse with collar.

2. A School Uniform Sweater. Students are required to have a uniform sweater with the Casa di Mir School Logo: The following styles have been selected:

Girls' Navy Modal Cardigan #458420 Boys' Navy Modal Cardigan #458498

Ordering Details: When you order this item from Lands' End you may be asked to provide our preferred school number, which is 9000-9962-3. You will also need to provide the school logo reference number which is #1119641K. Contact Rose Chang in the front office for questions about this order.

3. Pants or Skirt. A khaki style pant in any color or a modest skirt. Skirts may be worn with leggings or tights. No jeans and no sweat pants!

Clothes for Physical Expression:

On PE days, students should be prepared for sustained physical activity. PE clothes should include a Casa di Mir t-shirt, gym shorts, sweatpants or leggings, and athletic shoes. Students will be given time to change into and out of gym clothes at school. Students who do not have appropriate shoes and clothing may be asked to sit out. PE clothing must be taken home and washed once a week. Old Casa t-shirts are fine, or new ones can be ordered from the front office at the lower campus.

Dress for Montessori Model UN:

Students attending the Montessori Model UN in New York City should plan on having a formal business outfit for their visit to the United Nations. This should be more formal than the school “dress” sweater. This means dress pants or a skirt, a white button-up collared shirt or blouse, a jacket or sweater, or a suit and tie, and dress shoes. Sleeveless dresses and party dresses are not appropriate.

6. Attendance and Health Policies

Absences

Please **call** the school (do not send an e-mail) no later than 8:30 a.m. if your child will be absent. Please use the parent line at (408) 370-3033 for all reporting. If calling outside of regular office hours, please leave a message with the child's name and the reason for the absence. If your child is ill, please be as specific as possible, as the school is required to report certain communicable diseases to the community or to the public health department.

Attendance

Regular and on-time attendance is important for student success in school. Middle School absences and tardies are recorded and become a part of the student's permanent record. Parents are encouraged to plan trips/vacations during regularly scheduled holiday weekends and breaks. Please discuss special circumstances with the Head of School. The school is under no obligation to provide make-up class work, tutoring, or take-along work for extended absences, and there is no refund or adjustment of tuition for time out of school.

Health and Safety: Prevention and Mitigation of COVID-19 for On-site programs

The best way to prevent the Corona Virus from entering the school community is strict adherence to health and safety guidelines from our local and state Public Health Departments and the CDC. In order for our community to maximize our health and safety, the school expects these practices and protocols to be followed.

Daily Health Screening:

Casa will be using a digital application called Health Champion for daily health screening. Parents will be required to complete the questions in the app, including recording the adolescent's temperature, each day by 7:50 am. Detailed instructions will be sent to parents and staff.

We expect increased communication about the status of allergies during this time. Case by case, we will need to understand the symptoms of allergies and ask for a note from the medical care provider as to how to move forward.

Physical Distancing/Maintaining Pods:

Learning physical distancing starts in the home. Casa will partner with parents and continue the learning at school. The Modified Program is based on small pods to limit contact. This plan 1) supports physical distancing, as much as practicable, and 2) supports staff in implementing mitigation and prevention

strategies for each age group. These pods will be maintained throughout the day both indoors and outdoors.

Physical distancing will be encouraged in pods, in the facility and on the playground. Teachers have arranged classrooms for 6'+ distancing of desks and work spaces and have considered the flow of movement through the classroom. Outside play and movement throughout the halls and bathrooms will be physically distanced.

Students will have an assigned individual work space, a cubby, and a bin to house their materials and belongings.

Limiting parents and visitors on campus:

Parents and guardians should not enter classrooms unless absolutely necessary. If entry is essential, the parent must check in at D40 for a health screening to be completed by a staff member. The parent must wear a facial covering, and wash their hands outside or use a hand sanitizing station prior to entrance. Such visits will be kept brief and supervised, and physical distancing protocols must be followed. No handshakes, hugs, or physical contact between adults will be allowed.

Face Coverings:

All adults are required to wear face covering while on campus.

For Elementary and Middle School pods, facial coverings are required. A clean cloth mask or new disposable mask must be worn each day. Masks will be expected to be worn while on-site, except for the following:

- eating or drinking while in their designated work space
- while outside during recess or other activity, respecting physical distancing practices
- brief breaks in specified spaces, when needed

Community Care Agreements:

Recognizing that we all have a shared responsibility to protect the community, parents will be asked to sign a 'Community Care Agreement'. This agreement includes responsibilities around minimizing exposure while outside of the school community by avoiding large gatherings. It also emphasizes the parents' role in helping children understand the importance of facial coverings and physical distancing to prepare the child for being on campus.

Hygiene Practices:

Handwashing- The science continues to indicate the best strategy for prevention of Coronavirus is frequent and effective handwashing. The school has installed additional handwashing stations on campus and hand sanitizer is available in each classroom. Students and staff will be expected to increase the frequency of handwashing throughout the day:

- At arrivals and departures

- After playing outside
- After sharing surfaces or tools
- When using the restroom
- After blowing nose, coughing, and sneezing
- Before and after eating

Routines and training in handwashing for staff and students will be reviewed regularly, using a process that eliminates or minimizes touching surfaces.

Bathroom Use- will be monitored and metered for physical distancing, handwashing, and almost no-touch use.

Sneezing and Coughing- Children will be taught to use the inside of the elbow or a tissue.

Clothes- Each day, the school expects students to arrive on campus with clean clothes; ie. pants and a shirt.

Eating- Individual snacks and lunches will be eaten at each student's dedicated and individual work space or outside while practicing physical distancing. The students will be asked to stay seated while they are eating. There will be no student use of microwaves or refrigerators during the day and lunches must come with all needed equipment (napkins, placemat, and utensils) ready to eat. Students should bring their own additional snacks to sustain them throughout the day. There will be no shared foods or snacks provided by the school.

Student Materials- The classroom 'Welcome Letters' include a list of individual student supplies that parents are expected to provide their student both for on-site learning and for Distance Learning.

Shared Classroom Materials- As a Montessori school, teachers and students use hands-on materials. As such, classrooms are limiting the number of materials on shelves. The school has adapted and staffed accordingly to ensure the cleaning and sanitizing of materials in between use. Once a material (ex. The stapler or three-hole-punch) is used, the material will be sanitized by the student.

Outdoor Activity:

Each program requires different systems and equipment based on the developmental needs of the age. K-8 pods will each have a dedicated collection of equipment assigned to that pod. Equipment will be cleaned regularly. This equipment will be chosen based on the needs of the age group, and likely will involve some degree of sharing within the pod. Therefore, handwashing is critical and students will wash hands before and after recess time

Facilities and Cleaning:

Frequent cleaning and sanitizing will occur for high-touch areas throughout the day by Casa staff. Such high-touch areas include door handles, keys, bathroom faucets, etc.

Upper Campus classrooms are cleaned professionally each night, and Casa staff will clean and sanitize high-touch areas during the day.

The HVAC systems on the Upper Campus, the Campbell Community Center, are being upgraded from MER8 filters to MERV13.

Illness and Injury

Please read the Health and Safety Plan for COVID 19, the Informed Consent document and the Reopening and Contingency Plan for detailed information about the school's protocols to prevent the spread of COVID-19.

Casa di Mir does not employ a school nurse or trained health professional. Casa di Mir faculty and/or administrative personnel will initially tend to students who are injured. Most Casa employees are trained in First Aid, CPR and the use of Casa di Mir's automatic defibrillator.

You must keep your student home from school if your child has a fever or if you suspect illness. Adolescents must be fever free without medication for 72 hours before returning to school after an illness. Please observe this agreement: adolescents often require more rest than their younger counterparts.

Please notify the school immediately if your child contracts a communicable disease such as strep, chicken pox, pinkeye, mumps, head lice, etc. The state requires that we notify all parents of children in the school who have been exposed to communicable diseases. You will receive this notification via an exposure notice given to your child at the end of the school day or via e-mail.

If your child should become ill while at school, we will notify you immediately. You, or someone designated by you, must be available to pick him/her up **within 30 minutes from notification**. Your child should be picked up from D-40.

A child must be picked up from school if any of the following signs of illness are present; fever, sore throat, excessive and persistent coughing or nasal discharge, earache, nausea, vomiting, diarrhea, rash, redness or swelling. In general, if a child is too ill to focus on schoolwork, the child should be at home. In case of a medical emergency, every effort will be made to reach you, but it is imperative that an emergency treatment authorization form be completed and on file. If parents or emergency contacts cannot be reached and staff determines your child needs medical attention, your child will be transported to the medical facility designated on her/his emergency card, either by staff vehicle or ambulance. Be sure to keep your child's Emergency Information Card updated if there are changes to work numbers or emergency contacts.

Consent to Medical Treatment

It is understood that, in all matters relating to the operation of the School and all School-sponsored activities, Casa di Mir, through its agents and employees, stands in loco parentis to the Student. In the event of accident or emergency, when a parent/guardian is unavailable, a representative of the School is

authorized to make such arrangements as considered necessary for the Student to receive medical/hospital care, including necessary transportation. Parent's consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services. **The parent or guardian should understand that the resulting expenses will be the responsibility of the parent(s) or guardian(s).**

Casa di Mir will make all reasonable efforts to contact the parent/guardian as soon as possible when an emergency happens involving the Student. The parent should understand that contacting the parent/legal guardian, or attempting to contact the parent/legal guardian, is not a prerequisite for a representative of the School to have authority to make arrangements as he/she considers necessary for the Student to receive medical/hospital care, including necessary transportation, when the urgent nature of the situation necessitates immediate action.

The parent/guardian must understand that reasonable minds might differ as to the particular response necessitated in a given situation. The School will err on the side of seeking medical treatment most likely to protect the safety and well-being of the Student. The parent/guardian agrees to assume any and all financial responsibility for the medical services determined appropriate by the School or by the physician(s) treating the Student.

Emergency Actions by Staff

In the event of an emergency, the staff of Casa di Mir will call 911, the parent or the emergency contact listed in the student's Emergency Information Record. If appropriate, the child's doctor or dentist will be called. El Camino Hospital of Los Gatos is the nearest hospital to the school. There is also a walk-in medical clinic three blocks from the school at Hamilton Avenue and Winchester Blvd. These facilities will be used for minor injuries.

Medicine Policy:

The middle school staff can administer prescription medications and over-the-counter medications only when they are in their original containers, and are accompanied by an Authorization to Dispense Medication form completed by the parent or legal guardian with specific instructions as to time and dosage. The parent must sign a release stating that the school is not liable for any adverse reaction resulting from the medication.

Reporting Suspected Abuse

Casa di Mir staff is required by law to report suspected child abuse to Child Protective Services.

Head Lice - "No Nit" Policy

Consistent with Santa Clara County Health Department recommendations, Casa di Mir has a "No Nit" policy in the case of an outbreak of head lice in the school. This means that any students with lice or nits

(lice eggs) found on their scalp or hair may not stay at school until they have been treated and all nits removed. This is the only way to prevent the spread of the pest.

Consistent with County recommendations, Casa di Mir will conduct periodic student and staff head checks without notification of parents. If any evidence of lice or nits is found, the parent must pick the student up **immediately** and seek treatment. It is the responsibility of the parents (not school staff) to eliminate the lice and nits from their student and home environment.

Insurance

School insurance does not cover parent field trip drivers. Parents are required to carry insurance on their vehicle that will be used for field trips.

No Smoking Policy

Casa di Mir is a smoke-free school. Smoking is not permitted on school property at any time in any of the school rooms, playground or parking lot area.

Fragrance Free Policy

Because many people are sensitive or allergic to commercial fragrances, we ask that students do not wear scented perfumes or body sprays. We also ask that you do not wear scented perfumes or body sprays when volunteering at school.

7. Communications and Authorizations

Contact Information:

There are two preferred parent lines:

Casa Parent Line: (408) 370-3033 (for parents of currently enrolled students)

These lines are answered as frequently as possible. Your call to these lines may be picked up by voicemail if office staff is unavailable. Our students are our first priority. Messages will be checked frequently.

Our Public Line: (408) 370-3073 (main number as published on website - not monitored as closely)

The teachers are not available to speak with parents while class is in session. Calls to the teachers should be made before school between 8:00 and 8:30 a.m. or after school between 3:30 and 6:00 p.m. You may leave a message in the school office and the teacher will return your call. Most teachers have e-mail; check the school directory for e-mail addresses. All communication with faculty and staff must be either in person, over the phone, via email, or written note. Staff should not receive and will not respond to text messages on their personal phones.

Time sensitive messages must be called in. The school office will forward relevant information to the middle school. Please do not e-mail the office to report an absence or to leave a message that requires prompt attention. There is no guarantee that an e-mail will be received in a timely manner.

Teachers may provide their cell phone numbers to facilitate contact with parents while on field trips. Parents may not use the teachers' personal cell phone as a point of contact outside of field trips, unless specifically invited to do so due to a special circumstance.

Other contact information:

School Fax Number: 408-370-3153

Administrative Staff Email:

Head of School, Tyler Bourcier	tbourcier@casadimir.org
Middle School Humanities Guide	kromberg@casadimir.org
Middle School Math/Science Guide	bbenham@casadimir.org
Director of Finance, Karen Schuler	kschuler@casadimir.org
Director of Admissions, Anne Nguyen	anguyen@casadimir.org
Administrative Assistant, Rose Chang	rchang@casadimir.org
Administrative Assistant, Hema Munshi	hmunshi@casadimir.org
Dev/Communications Manager, Erika Ruiz	eruiz@casadimir.org
Director of Human Resources, Anna Chan	achan@casadimir.org
Director of Education:	wwhitehead@casadimir.org
Website:	www.casadimir.org

Communications

General communications from the Main Office will include announcements relevant to the Middle School. Among these is the Weekly Announcement sent out on Mondays.

In addition, Middle School parents will receive a monthly Middle School Newsletter via email. This is an informal summary of the major topics and projects on which the students have been working since the last newsletter.

Students provide their own planners that should accurately reflect all assignments for which he/she is responsible.

Who Do I Talk To?

If you have a question or concern regarding your child's experience at school, it is best to speak directly to the student's teacher first, and then to the Director of Education, if further follow up is needed. If you do not reach resolution, please direct your question or concern to the Head of School.

If you have a general question regarding school policies or procedures, please contact the school office. If you have a concern or an issue with any school policy or procedure, you may address it with the Head of School. Questions regarding your tuition account should be addressed to the Director of Finance.

Opportunities to meet and speak with board members are made available throughout the school year. These opportunities are announced in the school newsletter and via email. Board members' contact information can be found in the school directory. It is not the job of the Board to hear or resolve parent or staff grievances.

Parent Meetings and Concerns:

The Middle School guides are eager to facilitate ongoing communication with parents and students. If you, or your student, would like to communicate with the guide you may choose any of the following:

- 1) E-mail: A written email outlining your concern
- 2) Telephone: If you would like to speak over the phone please, send an email request to schedule a phone conversation, or leave a request with the front office.
- 3) Meeting: If you would like to meet in person, please call the Main Office and leave a message, or send an email. The guides will arrange to meet with you as soon as their schedule permits. While short informational exchanges can be made at drop off or pickup, these are not times for important conversations. Please schedule a time so that the guide/s can give their full attention to your concern.

Student Emergency Form & Transportation Authorization

An Emergency Information Record and Medical Treatment Authorization must be completed prior to the first day of school.

Emergency Actions by Staff (see medical consent information)

In the event of an emergency, the staff of Casa di Mir will call 911 and the parent or the emergency contact listed in the student's Vital Health Record. If possible, the child's doctor or dentist will be called. El Camino Hospital of Los Gatos is the nearest hospital to the school. There is also a walk-in medical clinic three blocks from the school at Hamilton Avenue and Winchester Blvd.

Requests to Deny Access to Parent

Casa di Mir may not, by law, deny a legal, custodial parent access to pick up or see their child at school. Casa di Mir will abide by any court-issued restraining order or custody agreement, provided a copy of the order or agreement is filed with the school office in a timely manner.

Grievance Policy

It is the policy of Casa di Mir that grievances or complaints must be handled, not ignored. Direct, clear, and open communication is greatly appreciated. If you have a concern about a school related matter, please contact the Head of School. If you have an issue with a specific person, first go directly to the person with whom you have the problem to discuss resolution. If there is no resolution, you may take your complaint to the Head of School. Anonymous letters will not be responded to.

Field Trip Drivers

Casa di Mir requires field trip drivers to undergo a criminal background check, provide proof of insurance and negative TB test or TB Risk Assessment Questionnaire (valid for the current school year), and provide a printout of their DMV record. The school reserves the right to disallow drivers at the Head of School's discretion. Unauthorized drivers will not be allowed to drive on field trips. Field Trip Driver Applications are available in the Latimer office and must be submitted with all supporting documentation.

In accordance with California State safety standards, one child per car safety belt is required at all times. School policy dictates that drivers may not transport students other than their own in a front seat with an airbag.

Consent to Publications

Parents authorize the School, via the Enrollment Agreement, to use Student's image, likeness, recordings, and artwork in any and all Casa di Mir publications or promotions, whatever the medium, without compensation. Parents are also asked to authorize the inclusion of Student's home address and telephone number in school directories and to permit Casa di Mir to notify local newspapers and other publications of Student's academic, athletic, and other special achievements.

Letters of Recommendation

Parents will not have access to letters of recommendation submitted on student's behalf including, but not limited to, letters of recommendation submitted with student's enrollment with or application to Casa di Mir and letters of recommendation submitted by Casa di Mir personnel on student's behalf.

8. Rights and Responsibilities

Standards for Student and Parent

The School reserves the right at all times to dismiss the student: (a) if, in the opinion of the administration of the School, the student does not indicate a degree of response to the School program, or (b) if the student behaves in a manner which poses a threat to self and others, or (c) if the parent and/or child fail to observe the policies, rules and regulations of the School. Casa di Mir reserves the right to dismiss a student if the Head of School, in his or her discretion, determines that the actions of a parent(s)/guardian(s) impair the positive and constructive relationship with Casa di Mir. Casa di Mir's expectations about the behavior and actions of its students and their parent(s)/guardian(s) include both on- and off-campus behavior and actions.

Suspension from School

Suspension is the temporary removal of a student from regular school activities. Suspended students are not allowed to be in or near the school, but are required to complete all assignments. Suspension may be imposed for up to one school day at a time for a maximum of twenty school days in a school year.

In-School Suspension or Detention

Suspensions and detention, and their lengths, will be determined on a case-by-case basis, with the teacher and/or Head of School, taking into account any mitigating or aggravating circumstances.

Casa di Mir's range of consequences for inappropriate behavior is in keeping with the Education Code Section 48900.

Liability for Damages and Losses

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children, or themselves, which result in death or injury to other students or to members of the school staff or volunteers, or in damage to school property.

9. Financial Policies and Procedures

Tuition and Fees

The Board sets tuition and fees each winter, during the budgeting process, for the following school year. A deposit equal to 10% of total annual tuition is due in February in order to secure enrollment for the following school year. Both parents or responsible parties must sign and return the Enrollment Agreement, Participation Agreement, and appropriate fees to the school in order to complete enrollment.

There are two options for the payment of annual tuition; payment in full with a 2% discount, or monthly payment via automatic deduction from a designated bank account. FACTS Tuition Management Service manages monthly tuition payments. Families choosing a monthly payment plan must complete a FACTS agreement and pay an annual fee to FACTS.

Middle School Travel Expenses (Postponed due to the COVID-19 pandemic)

Each middle school student is expected to participate in the Montessori Model United Nations, in New York City. The school attends in alternate years, so a student may attend in either grade 7 or 8. The cost for attending the MMUN in New York is typically around \$2,000 per student. Families should be prepared to pay this amount in January of the year their student will attend. Each class can determine what, if any, fundraising activities they might want to undertake during that year; this can reduce the price per student. Fundraising can be a rich area of learning for students, in tandem with micro-economy projects, but it can also detract from other goals. The decision to fundraise or not, should be a class decision. Updated financial details of the New York trip will be shared at the start of the year.

Late Fees & Returned Checks

A late fee of \$45 will be assessed by FACTS for late tuition payments. A late fee of \$45 will be assessed by Casa di Mir for all other late payments including extended care and annual fees. A returned check fee of \$30 will be assessed for checks returned from the bank because of insufficient funds. The school reserves the right to require payment in cash or money order after two checks have been returned for insufficient funds.

Non-payment policy

Casa di Mir reserves the right to cancel or suspend the enrollment agreement if the account is more than 2 months delinquent, and, in this event, the student may not return to class until the tuition is paid to-date. A student may not be re-enrolled until all balances due from a previous year are paid in full. The school shall have the right to legal action for collections of delinquent tuition, fees or extended care costs. Parents will be responsible for all costs of collection, including court expenses and attorney fees.

Refund Policies

Please refer to your Enrollment Agreement for detailed refund policies.

Withdrawal or Dismissal of Student

The voluntary withdrawal or involuntary suspension or dismissal of a student, for any reason, does not relieve the responsible parties from the obligations stated in the Enrollment Agreement. Parents recognize that significant expenses and obligations are incurred on an annual basis, that financial commitments for school services are made based upon anticipated enrollment, and that the overhead expenses of the school do not diminish with the departure of some students over the course of the school year. Parents or other financially responsible parties agree to the Refund policies including that some amounts are non-refundable and the timelines for when other amounts may be refunded. Parents or other financially responsible parties agree that the voluntary withdrawal or involuntary suspension or dismissal of the Student from Casa di Mir, at any time, does not relieve Parents or other financially responsible parties of the obligation to pay the full amount of school year tuition and fees due to Casa di Mir as set forth in the Refund policies. Upon notification of cancellation, dismissal or withdrawal, all unpaid installment payments, whether billed or unbilled, and all other unpaid billed or unbilled amounts, that are not otherwise refundable as set forth in the Refund policies, shall become immediately due and payable.

Tuition Assistance

Limited tuition assistance is available each year and is granted on the basis of need. Financial aid applications are available from the Director of Finance and HR beginning in February and are due by April 1.

Confidentiality

All Casa di Mir student academic records and financial records are confidential. Records will be released to schools or other agencies only with the written permission of the parent or guardian.

Fundraising Expectations

Because tuition alone does not cover the full cost of an education at Casa di Mir, all families are encouraged to make a tax-deductible donation to our Annual Fund Drive. 100% participation from all families is requested. If this fundraising expectation presents a significant hardship for your family, please speak with the Development Director.

When shopping on line with Amazon smile, a portion of every purchase will be donated to Casa di Mir, IF you designate us as your recipient. These are easy fundraisers, and we encourage everyone to participate.

10. Parent Participation & Education

Supporting the Growth of Adolescents:

As a Montessori Middle School, we view adolescence as a transformative awakening in the life of each young individual. We strive to honor this journey on an intellectual, emotional, physical and spiritual level. To fully meet this goal requires open non-judgmental communication between students, their families and the school staff. Middle School students are encouraged to address issues with their teachers directly. It is important for parents to support independence by allowing the student to experience the natural consequences brought about by their choices.

Parent Education:

Educational programs specific to the challenges and opportunities of adolescence will be presented throughout the year. Attendance at these programs ensures that consistent support can be given to students at school and at home.

Participation

Parent participation is a known factor in promoting the success of students. Students learn and grow as community members when parents are involved in the school community. Besides these benefits to your child, your time and energy are vital to the well-being and smooth functioning of Casa di Mir.

Given the COVID-19 pandemic, Casa di Mir is relaxing the 40 hours of service each school year. There are still ways to participate in the community that may range from preparation of materials, to committee work to consultation services to presentations on your subject of expertise. Your time, talent and support are vital to sustaining a strong school culture.

Parent Informational Meetings and Seminars

A Back-to-School Night for each class (for parents only) is scheduled in September to facilitate a smooth transition into the new school year. Each family must be represented by at least one parent at the Back-to-School meeting.

School Picnics and the Holiday Café

While we won't be able to hold these events in the way we have known them to be, we will be looking at ways to connect and hold events safely, thus keeping these experiences alive. Look for further details as the year progresses.

11. Support for Learning Differences

Our individually paced programs and multi-age classrooms allow us to support a wide range of ability and learning profiles at Casa di Mir. We recognize and value the diversity in “wiring” or neurobiology that exists in all of us. Teachers always aim to identify and capitalize on students’ personal strengths and then determine ways to utilize them to overcome personal challenges.

By middle school it is expected that a student’s challenges or strengths will have been noted and brought to the awareness of both student and parents. We strongly encourage parents to share all relevant information with middle school guides during the admission process. We will strive to honor established accommodations in the classroom, support at home, and/or changes in the student’s schedule. If new challenges arise that consistently impact student progress, outside testing and evaluation may be requested. Should parents elect to disregard the school’s request to seek recommended evaluations or fail to implement those recommendations, the school may decline to offer continued enrollment in order to preserve the integrity of the program for the other students in the class.

Occasionally, the school may determine that the evidence (testing, student’s experience, failure of accommodations to work, etc.) supports a referral to a different educational environment that may better suit the needs of a particular student.

Some students may require significant one-to-one or small group support for their success. In cases such as this, the school reserves the right to require that students receive the assistance they need and to charge fees for supplemental curriculum materials.

12. Emergency & Disaster Plan

Emergency Preparedness & Parent Procedures

Fire drills will take place once a month. Children are to walk quickly and quietly out the door and to the designated assembly area. Earthquake preparedness drills will also take place two times per year. Please refer to the Emergency & Disaster Plan in this handbook.

In the event of a medical emergency for your child, every effort will be made to contact you directly.

Make sure to keep your work or emergency telephone numbers updated on your child's emergency card in the school office. In the event that parents or emergency contacts cannot be reached, Casa di Mir staff will arrange for appropriate emergency care for the child as required.

Emergency Numbers

All numbers are in the 408 area code:

Emergency

911

Emergency (from cell phone)

299-3144

Campbell Police

378-8161

Campbell Fire Dept. Business Office

378-4010

Santa Clara Valley Medical Center (ER)

885-6950

Santa Clara County Sheriff's Dept. dispatch

299-2414

Emergency Specifics for both Lower Campus/Latimer and Upper Campus/CCC sites:

- It is the responsibility of Casa di Mir Montessori School to ensure the safety and welfare of all students and personnel during and after an emergency. If at all possible, the students will be kept at the school site until dismissal time or until parents can come to pick their children up to go home.
- The school maintains a map describing evacuation routes from classrooms as well as location of fire and gas valve (Latimer site). Emergency directions are posted in each classroom.
- The school performs the following:
 - Monthly fire drill tests
 - Twice per year earthquake drill tests
 - Other emergency action plans as necessary

These drills are recorded by date and type of drill on our Emergency Drill Log.

The Campbell Community Center maintains its own schedule and assembly areas for emergency drills.

- Children are taught emergency procedures at the beginning of the school year. They participate in monthly fire and earthquake drills.

- The children are instructed to stay with their teacher and move to the area as instructed by the teacher when the fire drill bell is rung.
- The Santa Clara Fire Department does inspections yearly, provides further instruction to students, and observes a drill.
- At both Casa di Mir sites, emergency supply kits for each child are kept in watertight containers by main doors or in designated areas. These kits include food, water, emergency blankets, trash bags, and flashlights/batteries.
- An evacuation map and student roster is kept by each classroom exit door. Copies of the emergency authorization signed by parents are in the Emergency Supply bins.
- Parents will be called by the on-site Head of School or designee as soon as possible after an emergency. Parents will be kept informed of the school's disaster and emergency plans.

Personnel Responsibilities

On-Site Head of School & Office Staff

- Oversee evacuation and care, make sure proper authorities are notified, and see that parents are notified.
- Secure the physical site and direct search and rescue.
- Ensure emergency medical, water, and food supplies are up-to-date and conveniently stored.
- Will remain on the grounds until all students and personnel have been released to go home.

Teachers

The teachers' primary responsibility is to ensure the safety and welfare of the students during and after an emergency.

To help ensure the safety and welfare of the students, the teachers shall include disaster preparedness instruction and frequent drills in their programs as a means of minimizing panic and encouraging intelligent action in the event of sudden disasters.

In order to account for each student, the teachers maintain class lists for this purpose. These lists are posted at each exit door. These lists shall be taken with the teachers and students during evacuation procedures.

In the event of disaster, each teacher shall:

- Direct the students in her charge in accordance with the disaster plan.
- Report missing students to the on-site Head of School.
- Report and administer to students in need of first aid.
- Remain at the school site until dismissed by the on-site Head of School.

Emergency Action Plan

Emergency Actions

Leave building

This action consists of the orderly movement of students, volunteers, and staff from inside the buildings to an outside area of safety. This action is considered appropriate for, but not limited to the following:

Fire	Bomb Threat (peacetime)
Chemical Accident	Explosion, or threat of explosion
Post-Earthquake	Other occurrences that make the building uninhabitable

Go Home

This action is considered by the on-site Head of School only if there is time to get children safely home. Notification of parents is an important aspect. This action consists of an early dismissal and parent pick-up of children. This action is appropriate for, but not limited to the following:

Flood Threat	Severe Windstorm
Fire	Strategic Alert
Post-Disaster	Earthquakes, Aftershocks

Electrical blackouts should not be a problem since we are near the Campbell Police Department. However, if a blackout occurs, it usually does not pose a problem for our school. Teachers may adapt some activities if there is enough light throughout the building during the day to continue school. If the staff decides to terminate school early due to a blackout, parents will be notified.

Lock Down

This action consists of locking all external doors and the orderly assembly of students and staff out of sight of windows and doors. This action is considered appropriate to gunfire, or threat of gunfire, or police action.

Rapid Evacuation (on site):

Fire: In the event a fire is detected, the following shall be accomplished:

- Sound fire alarms.
- Notify the fire department.
- Maintain control of children at a safe distance from the fire and fire-fighting equipment.
- Take roll.
- Render first aid as necessary.
- Fight incipient fires without endangering life.
- Keep access roads open for emergency vehicles.

Students and staff should not return to the classrooms until fire department officials declare the site safe.

Earthquakes: Earthquakes usually strike without warning. Children are taught "duck and cover" methods of protection as outlined by civil defense authorities. They are also taught to follow teacher's instruction during and after an earthquake. The following actions, as time permits, will be accomplished:

Inside the building:

- Try to avoid glass and falling objects.
- Move away from windows where there are large panes of glass and move away from nearby suspended light fixtures.
- Take Civil Defense Protection Position.
- Leave building when the earthquake is over.
- Designated personnel must see that medical, water, and food supplies are brought out from the building.
- DO NOT RUN!

On School Grounds:

- Take Civic Defense Protective Position.
- The safest place is in the open. Stay there until the earthquake is over.
- Move away from buildings, trees, and exposed wires.
- DO NOT RUN!

When the Earthquake is over:

- Take roll.
- Do not return to buildings for any reason until they have been declared safe by a competent authority.
- Do not light fires after the earthquake.
- Keep safe distance from electrical wires which may have fallen.
- Render first aid if necessary.
- Notify utility companies of any break or suspected break.

Health and Safety: Response to Illness On-Site or COVID-19 In Community

The school has developed protocols to respond in situations where a child or employee experiences symptoms of COVID-19 at home or at school, tests positive for COVID-19, or when a child or employee is exposed to COVID-19 outside of school. The school has developed these protocols in consultation with the County Department of Public Health and legal counsel specializing in COVID-19.

During this time, it is critical for parents to be prepared in case their child(ren) develop(s) symptoms of COVID-19 or test positive for COVID-19. Parents are strongly advised to make plans for back up care, if needed, should their child, or a family member, become ill.

The School will maintain lines of communication with the following entities for ongoing monitoring of COVID-19 in our community and for guidance in case of exposure in the School community.

- California Department of Public Health Care Services 916-440-7548
- Santa Clara Public Health Dept. 408-792-5040
- Santa Clara Community Care Licensing 408-324-2148

Protocol for Students Who Become Ill at School:

Students exhibiting one or more symptoms associated with COVID-19 will be sent home as soon as possible. The parent or designee must pick the child up no more than 30 minutes after being notified of the child's illness by the school. The School will separate the student from others in a designated isolation room/area (D-40), direct the student to wear a face covering or medical mask if feasible, and will notify the student's parent or guardian. Students in isolation will be supervised and given food, water, and comfort (as needed/requested).

The School may seek emergency medical attention on behalf of the student if the student's COVID-19 symptoms become severe, as indicated by persistent pain or pressure in the chest, confusion, or bluish lips or face. The student may not return to campus until one of the following occurs:

- The student's parent or guardian certifies that at least 10 days have passed since the student's symptoms first appeared, the student has been free from fever without the use of fever-reducing medication for at least 3 days, and the student's respiratory symptoms have improved;
- The student provides the School with a negative viral test result for COVID-19 (antibody tests may not show when someone has a current infection and are not acceptable);
- The student's health care provider certifies that he or she is free from COVID-19; or
- The student is otherwise safe to be around others per CDC criteria for discontinuing home isolation, which can be found at: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>, as it may be amended from time to time.

If the Student tests positive for COVID-19, the student's pod will go into quarantine for 14 days. Students' parent or guardian must complete the Certification for Student Returning to School after COVID-19 Symptoms, Positive Test Result, or Exposure form prior to returning to School. Students who are sent home due to exhibiting symptoms associated with COVID-19 will be provided with extensions to turn in assignments, and will be provided with remote learning academic support.

Protocol for Children Who Become Ill At Home:

- Parents are to report illness to the front office on the lower campus, and will be directed to keep their child at home. Additionally, parents should submit the daily Health Champion App report.
- Parents will be asked if the child has been exposed to a positive case of COVID-19.
- If the child is experiencing any symptoms associated with COVID-19, the school will require the parent to contact their health care provider for guidance on next steps.
- Children with fever may not return to school until they have been fever-free, without the use of fever reducing medicine, for 72 hours (3 days).

Protocol for a child exposed to COVID-19 outside of School:

- Exposure is defined as being less than 6 feet from a person with confirmed COVID-19 for more than 15 minutes.
- The parent will be required to notify School immediately upon learning that the child has been exposed.
- The parent will be instructed to contact their health care provider, and the child must quarantine for 14 days.

Protocol when a child's teacher tests positive for COVID-19:

- The school will notify Santa Clara County Public Health Department immediately and follow their directions.
- The school will send an Exposure Notice to the community, maintaining the privacy of the teacher.
- The pod will go into quarantine, returning 14 days after symptom onset, or 7 days after the last day of fever resolution and improvement of symptoms (whichever is longer).
- Teachers (and all employees) will be required to complete the Certification for Employee Returning to Work after COVID-19 Symptoms, Positive Test Result or Exposure form prior to returning to work. A note from the employee's health care provider must be attached.

Protocol when a child's teacher is exposed to COVID-19 outside of school:

- The teacher will be instructed to get a COVID-19 test and will quarantine until test results are received.
- The teacher may not return to School until they provide a negative viral test result or the teacher's health care provider certifies that they are free from COVID-19.
- A substitute teacher will be assigned to the pod, or the pod may move to distance learning until the teacher is able to return.

Protocol when a non-teaching employee tests positive for COVID-19:

- The School will contact the County Health Department and follow their directions. Depending on this advice, one or both campuses may be closed temporarily and students will move to distance learning.
- The School will send an exposure notice to the community, preserving the confidentiality of the employee.
- The employee will be required to complete the Certification for Employee Returning to Work after COVID-19 Symptoms, Positive Test Result or Exposure form prior to returning to work. A note from the employee's health care provider must be attached.

Appendix:

Hold space for student COVID protocols flow chart from Anna?

CCC Map

