

Casa di Mir  
MONTESSORI SCHOOL

# Preschool & Elementary Student/Parent Handbook

Revised August 2020 for COVID

## Lower Campus

Preschool, Lower Elementary, Administrative Offices

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

## Upper Campus

Upper Elementary, Middle School, Administrative Offices

Campbell Community Center  
1 W. Campbell Ave.  
Campbell, CA 95008  
Rooms D36, E43, K60-61, and D40 (Business Office)

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# Casa di Mir Montessori Philosophy

## 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.*

Casa di Mir aims for excellence in its programs and operations by employing qualified, dedicated and professionally competent staff, providing appropriately equipped classrooms, and by being proactive in planning, responsible in business and financial practices, and responsive to the needs of students, families and the institution. Our mission during this pandemic is to provide the best education on site or online that we can, maintaining the guiding principles of Montessori philosophy as much as possible, while necessarily keeping to the required safety and health policies and procedures.

Montessori philosophy respects and embraces the natural world and the panorama of cultures, knowledge and arts. It respects both the individual and the community in its efforts to provide a well-rounded education with the following emphases:

- **Intellectual:** Hands-on material and teacher-facilitated learning creates a stimulating curriculum, responsive to individual learning styles and developmental stages (“sensitive periods”), that treats the child as both teacher and student, that fosters order, independence and creativity in thinking, and that provides a strong basis for scholastic ability and for optimizing intellectual potential.
- **Social:** Adults and children in multi-age classrooms act as models for and encouragers of appropriate choices and behaviors that honor the feelings of self and others. This demonstrates mutual respect for members of the classroom and global communities, and fosters qualities of leadership and group contribution.
- **Physical:** Participation in play, fine and gross motor activities, fitness and performing arts reinforces the mind-body connection and enhance agility.
- **Creative:** Exposure to visual and performing arts curricula strengthens, broadens, and enhances intellectual and cultural development.
- **Moral:** Opportunities exist to learn and use ethical judgment and civility within the family-like order of the classroom, so that universal values such as respect, responsibility, honesty, self-discipline, compassion, perseverance and loyalty are supported.

School programs include: active, self-directed learning, self-esteem enhancement; freedom and choice within limits; development and enhancement of creativity; respect, acceptance and trust; individual responsibility; communication skills; cooperation; independence; group collaboration and development of community; problem-solving and conflict resolution; reverence for life; tolerance for differences; respect for each other and the environment. All of these are essential to an education for peace.

Teachers and students work together to master skills that are the building blocks for future learning. With the Montessori Method, most children achieve the satisfaction of learning for its own sake. The structured environment and individual attention allow students to work at their own pace, enjoy close relationships with teachers and other students, and develop a love of learning.

Parent participation is a key element of the school program and helps the school to succeed. We are a community of families -- teachers, parents and students -- dedicated to the highest quality education for our children.

Guided by these statements of mission and philosophy, Casa di Mir strives to create a safe, caring, stable environment that is child-centered, family oriented and community-focused.

### **Governance**

Casa di Mir Montessori School is a non-profit 501c3 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 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.

### **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.

# Admissions and Enrollment

## **Preschool Program**

Casa di Mir accepts children ages 2 years 9 months to 5 years old into the Montessori Preschool Program. Children must be fully potty-trained.

## **Elementary Program**

The Elementary Program serves students in grades K through 6.

## **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, gender, gender identity, 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 encouraged to visit and tour the school and meet with our Director of Admissions before submitting an application. Appointments for school tours and classroom observations must be made through the Admissions Office. Each applicant and his or her family will proceed through our admissions process in order to determine educational and philosophical compatibility with our program. The admissions process includes:

1. Review of the application, parent questionnaire and teacher evaluation by the Enrollment Committee.
2. Child Visit to the School: Visitation will be revised in order to maintain health and safety policies.

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

1. Signed Student Application
2. Parent Questionnaire
3. Parent Acknowledgment of Participation Requirement
4. Educator's Evaluation from current teacher
5. \$100 Application Fee
6. Older students applying for the Upper Elementary or Middle School classes submit an original writing as per the application.

Admissions decisions are made and letters mailed by mid-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. These applications are kept for the current year through the following year.

A virtual admissions Open House will be scheduled in late January in a way that keeps to our Health and Safety policies to allow parents to interact with our teachers and learn about our program.

**Upon acceptance of a Preschool student, the following forms are required to be completed and returned before enrollment is considered complete:**

***For All Students:***

- Casa di Mir Emergency Information completed
- Casa di Mir Health Information Record
- Emergency Care Plan (Special circumstance such as Epi-pen or inhaler required)
- Handbook Acknowledgement
- Demographic census form
- Celebrating Our Elders form
- Proof of birth-date (for viewing only, the school does not need to maintain a copy on file.)

***For Pre-Kindergarten Students: Pre-K Licensing Packet***

- Preadmission Health Evaluation - Physician's Report (LIC 701)
- Identification and Emergency Information (LIC 700)
- Preadmission Health History - Parent's Report (LIC 702)
- Consent for Medical Treatment (LIC 627)
- Signed and dated receipt of Notification of Parent's Rights (LIC 995)
- Signed and dated receipt of Student's Personal Rights (LIC 613)

***For Kindergarten through 8<sup>th</sup> Grade Students:***

- Report of Health Exam
- Up-to-date Record of Immunizations
- Negative TB test or Risk Assessment Questionnaire
- Casa di Mir Authorization to Dispense Non-Prescription Medication (1<sup>st</sup>-8<sup>th</sup> only)

# 1. Policies and Procedures for Preschool Students

## Preschool Class Hours

Part Day Program	8:30 – 1:00 on site M-F
School Day Program	8:30 – 3:00 on site M-F
Full Day Program	8:30 – 5:00 on site M-F
Part Week program (limited)	W-F (1:00, 3:00 and 5:00 options)
Distance Learning Program	9:00 – 2:00, M-F

Morning and afternoon extended care are cancelled until further notice due to COVID-19.

## Sign-In and Sign-Out Policy

As required by the State of California, the school uses a paper sign in/sign out procedure. All Preschool students must be signed in upon arrival. The person who signs the student in must sign their full legal signature and record the time of day. Preschool students must also be signed out upon departure with full legal signature and time of departure. If a student leaves school and then returns the same day, the person responsible for the child must sign in and out each time the child arrives or leaves. **Parent must bring their own pen to sign their child in/out.**

**To minimize the risk of illness, parents should separate from their child at carline, or at the outdoor picnic tables, and not inside the school. This will allow us to maintain 6 feet of separation at all times.**

Kinderlime will not be used this year as we are not offering extended care.

## Preschool Class Schedule

8:15 – 8:30	Car line drop off/Check in
8:30 – 10:00	Montessori work period

*During the work period, children move individually into their own areas of interest. Work period includes teacher-directed activities with individual students and small groups as well as free choice activities. Children may eat their morning snack during this period.*

10:00 – 1:00pm	Montessori work, outside play, lunch and clean up, circle time
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*Circle may include music, stories, games and presentations on science, geography, and art appreciation. This block of time will have variations for each pod in order to take turns using the outside play spaces.*

1:00 – 1:15	Departure of part day students
1:00 – 2:30	Nap ( <i>Mats are available for children who need to rest in the afternoon.</i> ) <i>For those not needing naps, it is a Montessori work time. Pods may vary.</i>
2:30 – 3:00	Snack/ Circle
3:00 – 3:15	Departure of school day students
3:15 – 5:00	Classroom time and outside play
5:00	Departure of full day students

## Curriculum and Activities

As with all aspects of Montessori education, our focus is the total child -- mind, body, spirit. Observing and guiding are the Preschool teachers' main tasks. The curriculum and activities of

the 3-6 classrooms are based on Montessori's observations of the sensitivities of children in this phase of their development. Montessori saw this as a magical, creative phase in which the child is constantly learning in ways that may seem invisible. The key to this phase is in the "absorbent mind" of the 3-6 year old. The development of language and the mastery of movement are the key sensitivities.

"From considerable dependence to remarkable independence, the young child learns on her own to communicate, feed and dress herself, to walk, run, and ride a bicycle."

In our Preschool classroom, the child will work with limited objects designed to provide both the developmental and the academic curricula. The children readily explore these objects repeatedly and learn about geometric shapes, how sizes fit together, how colors are made, the sounds of our language symbols, and the properties of our numbers. The developmental curriculum satisfies the natural tendency for children to learn through movement. They seek to become independent and self-disciplined; they will strengthen their physical and perceptual coordination and lengthen their concentration from several minutes to nearly an hour. Materials will be cleaned between uses.

Our carefully prepared environment provides a wide variety of activities and enriching experiences for the child. Within this environment of work and play, the children are given opportunities to engage in meaningful activities, encouraging the "self-creating process of the child."

Teaching techniques are designed to enable the children to correct themselves by trial and error and allow opportunities to make discoveries by themselves or to think things out for themselves. Each child progresses according to his/her own capabilities under the guidance of a trained adult. The recognition and acceptance of each child as a unique individual allows the teacher freedom to openly embrace and respect each child's personality and pace of learning.

The Preschool classroom is divided into six areas with activities that are rotated throughout the school year. Preschool students work in the following areas daily:

- Practical Life
- Sensorial Exercises
- Language Development
- Mathematics
- Cultural/Geography
- Science
- Arts and Crafts

### **Schedule Change**

Schedule selection is made upon enrollment of the student. Please select your student's schedule carefully as staffing decisions are made based on the number of students enrolled until 1:00, 3:00 or 5:00 pm. We may not be able to accommodate schedule requests made after the student has been enrolled. There will be an administrative fee of \$50 for schedule changes.

### **Co-Curricular Activities:**

"Let's Sing in Spanish" is a weekly class for Preschool and Kindergarten age students. This class will be offered via Zoom.

"I Can Gymnastics" is an optional program that is offered by an outside vendor, Dale Bartholomew. Dale has offered onsite classes at Casa for several years, and will continue to offer classes via Zoom on Monday and Thursday afternoons. Registration information will be distributed in September.

### **Snack**

The Preschool children may eat a morning as well as an afternoon snack if they are hungry. Please pack a nutritious snack for your child to eat at school. If your child is enrolled in the longer day programs, please be sure to send enough food for the entire day. We encourage healthy, whole foods, and ask that parents refrain from sending nuts or products that contain nuts. Shared snack is suspended during this time of pandemic.

### **Nut Allergies**

Nut allergies have become prevalent and can be serious. For this reason, we request that you do not send snacks that contain nuts or nut butters, and that you avoid buying foods that are processed in factories that process nuts. While Casa di Mir does not claim to be a nut-free environment, we do request that parents avoid sending any nut products to school with their child(ren). If your child has a nut allergy, please record it on the emergency card and make sure to notify your child's teacher directly. If your child needs an epi-pen or other medication for a serious allergy, please notify the school office.

### **Lunch**

The Preschool children eat lunch in their classrooms. Please pack nutritious, no or low-sugar lunches. Please do not put candy or soda in your child's lunch. Due to allergy issues, we do not allow sharing of food. Please pack a paper napkin, cloth placemat and utensils in your child's lunch bag/box.

### **Bathroom Procedures**

Preschool students will be supervised by a teacher or assistant during bathroom breaks. Preschool bathrooms are located in each of the Preschool classrooms. Please dress your child in clothes that are easily pulled up and down as students must be independent in their toileting activities. Children should be able to get to the toilet on time, manage clothing, wipe themselves and wash their hands. The school is not able to accommodate students who are not independent with toileting. Bathrooms will be sanitized after each use. Students will be instructed in flushing safely and handwashing, properly.

### **Sharing**

Each child will have opportunities to share with their peers in circles. Instead of sharing objects, they can share "adventures" they have enjoyed, speak about pets, or share something made in the classroom.

### **Napping**

Nap time is from 1pm until 2:30pm each day. Students who nap will need to bring the following:

- A small sheet
- A small blanket

These items must be taken home and washed at the end of each week.

Children will be spaced 6' apart and will be lying in a "head to toe" configuration.

### **Personal Materials**

Each child is required to have:

- Lunch box, cloth napkin, placemat and utensils for lunchtime.
- Indoor-only shoes or closed toe slippers
- A pencil box with 12-colored pencils, 12- crayons, 6- #2 Ticonderoga writing pencils, 3- erasers, and 1 small child scissors (blunt-nosed)
- Two sets of extra pair of clothing including: t-shirts, pants, shorts, leggings, underwear.

The school supplies above, slippers and extra clothes will remain at school. Please make sure that your child has school supplies at home for their distance learning lessons.

**Please label everything (jackets, sweaters, raincoats, umbrellas, sweatshirts, satchels, and lunch boxes) your child brings to school with the child's last name.** Unclaimed items are sent to charity periodically.

Toys are not allowed at school. Please be sure all toys, stuffed animals, electronic games and equipment remain at home.

### **Student Discipline**

Please refer to Section 11 for Casa di Mir's general Behavioral Policies and Procedures.

At no time will corporal punishment be used on students.

In the Preschool Classroom, discipline may include redirection, limited choices, natural consequences, problem-solving dialogue, compassionate listening, empathy and occasional removal from the group.

Teachers have reasonable consequences for inappropriate behavior, including "time-in," a time for reflection and refocus on what is needed in the situation. For chronic behavior issues, the teacher will contact the parent for discussion. Parent support of school consequences is sometimes necessary to assist the child in personal and social growth.

### **Appropriate Dress**

Please encourage your child to dress simply. Messy art projects and physical education activities require freedom of movement. Comfortable, loose-fitting clothes and "play" shoes are the most practical. We prefer rubber-soled shoes for safety when climbing. Please no flip-flops or cowboy boots. Be prepared for outdoor activity, even in cool or wet weather.

Students should wear clothing with appropriate styles, messages and graphics for young children. No violent images or inappropriate words are allowed on shirts or other personal items. No bare midriff shirts or see-through clothing is allowed.

### **Birthdays**

Birthdays are celebrated with a special in-class ceremony. Parents are asked to provide a time line with photographs of their child and may join the celebration via Zoom. A personal time line packet will be sent home on the first day of school and will include instructions and paper. In-person birthday parties are discouraged at this time. Parents are asked to refrain from sending treats to school. Children with summer birthdays will have half-birthday celebrations.

### **Communications from School**

General school announcements are sent weekly through Constant Contact, and class newsletters are sent monthly via email. If you are not receiving communications from the school, please check with the front office to be sure the school has your correct email address. The "Friday Folder" now called the "Work Folder" is a vinyl envelope sent home with your child each week. This folder will contain your child's completed schoolwork. Please clear out any paperwork, wipe down, and send the envelope back the following school day.

Transparent Classroom is utilized by the school to send student updates in October, February, and May. It is also used for photos of students and student work. Parents will be provided with login information to their child's portal in September.

If your child has a minor accident or incident that you should be aware of, you may receive a written injury or incident report. The injury report should be signed by the parent and returned to school.

### **Conferences**

There are two scheduled teacher-parent conferencing periods for the Preschool students. Virtual conferences will take place in November and March. Parents may request to schedule a telephone or virtual conference at any time should the need arise. A pre-conference form will be sent home prior to the meeting so that the school can ensure parent questions and/or concerns are addressed.

### **Participation**

The Preschool class welcomes parents via online to share information or to give a presentation on a subject that would be of interest and appropriate to the children. The school appreciates parents support with at-home projects. Please notify a teacher if you would like to present a topic to coincide with our curriculum or help make materials.

### **Observations**

Parent observations in their own child's classroom will be limited according to our health and safety protocols. Visits should be arranged with the Director of Admissions. Visitors to campus are required to wear a mask, and have a health screening prior to entering the building. Once screened, visitors must wash or sanitize hands before entering the classroom. Visitors should enter the classroom quietly and avoid disturbing students and teachers. Visitors must maintain 6' distance from students and teachers, and remain in a designated area of the classroom. Remember in this time of pandemic, limiting exposure is of utmost importance.

### **School Pictures**

School pictures are taken by a professional photographer each fall. This year, there will be no classroom or group pictures, due to distancing rules. Proofs will be sent home, and parents may purchase directly from the photographer.

### **Licensing Agency Rights**

The State of California Licensing Agency (Community Care Licensing) has the following authority:

- To interview children, or staff, and to inspect and audit child or facility records without prior consent.
- To observe the physical condition of the child (ren), including conditions that could indicate abuse, neglect, or inappropriate placement.

(See California Health and Safety Code §§ 1596.852, 1596.853, and 1596.8535; California Child Care Center General Licensing Requirements, Regulations 101200 (California-DSS-Manual-CCL-05-08)).

## 2. Policies and Procedures for Kinder-Elementary Students

### **General Curriculum**

The Montessori Elementary Curriculum is a carefully integrated program designed for the child entering into a new developmental phase of learning. It continues from where the preschool program ends, tying most activities into new levels of higher learning. The curriculum builds on the new needs and sensitivities of the elementary-aged child by fostering imagination and curiosity about the world, encouraging a desire for order, exploring social relationships, enabling the pursuit of independence, discussing questions of justice, and developing a sense of time.

Our Montessori elementary classes are developed to respond to these needs, and to promote the growth of community, relationships, and continuity. The entire curriculum is designed for the child to develop confidence, independence, and integration of learning. The comprehensive understanding Maria Montessori had of child development and learning is impressively implanted in the Montessori Elementary Curriculum. The elementary curriculum will be implemented to the fullest extent possible, with variations between Full-time Onsite, Hybrid, or Full-time Distance Learning models.

### **Follow Up Work at Home:**

A folder or binder for storing assignments must be kept by each student. This will assist the child in planning for follow up work to be done outside of class hours. The child should have time in the day for activities that they enjoy and that facilitate the development of a well-rounded individual.

#### **Lower Elementary:**

Students who are onsite full-time learning would have no more than about 30 minutes of at home work. Students can take home tasks they wish to complete. Teachers may ask students to take something home for completion or practice. Items that might go home may include:

- Reading - younger students will have readers and independent readers will have literature and reading projects.
- Spelling work and math facts
- Follow up work from lessons, or work needing completion
- Extension of work
- Practical Life assignments (important tasks for home)
- Pursuit of student's own interest
- Time for physical activity
- Long term projects like Reading Adventures, the Great Masquerade, Science Fair
- Spanish

#### **Upper Elementary:**

The follow up work expectations for Upper Elementary are similar to the Lower Elementary, with additional assignments for review and practice. We guide our older students to plan out their tasks at home over a period of a week or more. The emphasis at this level is to provide practice with time management and meeting due dates.

Teachers have created a procedure to support students who repeatedly come to class without tasks completed. This procedure is outlined under "Behavioral Policies & Procedures" in this handbook.

## **Materials**

Parents should provide two pencil boxes per student containing the items listed below. One set will be kept at home and one will remain at school.

- #2 pencils
- 12- or 24- set of Prisma® colored pencils
- Crayola® markers (10 basic colors), thin and thick point
- Erasers
- Hand-held pencil sharpener

The pencil box should be easily sanitized, with a strong latch, and about 8 x 2.5 x 5.5 in size. Special project materials or replacements for lost or damaged items may be requested from families when appropriate.

## **Communications**

Communications between home and school are vital, and especially important during distance learning periods. The school sends out a weekly email via Constant Contact. Teachers send newsletters monthly via email. Please read all school communications in a timely manner as they contain important information.

If you need to get a message to your child's teacher during the school day, please call the Lower Campus office to leave a message. You may email the teacher, but keep in mind that emails may be answered later in the day. **Parents are not to text Casa faculty or staff.**

## **Conferences**

Academic conferences are scheduled in November and March. These conferences are a three-way conversation with parent, student and teachers and will take place via Zoom for the duration of the pandemic. Informal conferences may be requested by parent or teacher at any time. Parents may make an appointment by leaving a message in the school office or by emailing the teacher.

Transparent Classroom is used to share student updates in October, February, and May and conference reports for November and March. The elementary teachers maintain a running record of lessons that students receive, which can be viewed by the parent at any time. Parents will receive information on accessing Transparent Classroom early in the school year.

## **Field Trips**

Field trips are cancelled for the duration of the pandemic.

Children under the age of 8 or under 4'9" must be restrained in the back seat in an age-appropriate child restraint- car seat or booster seat. Be sure that, when your child reaches age 8, he/she is large enough to use the shoulder belt safely without a booster. If not, a booster seat will be required for school field trips.

## **Co-curricular Programs**

Co-curricular classes include Spanish, art and music. These will be given online and onsite.

## **Distance Learning**

For students engaged in Distance Learning, there is a Technology Use Agreement that should be reviewed and signed by both student and parents. (See Section on Distance and Offsite Learning)

## **Birthdays**

Birthdays are celebrated with the sharing of photos and a personal time line of the child's life. Information about the birthday celebration and materials for the time line will be provided by your child's teacher.

Summer birthdays will be scheduled for acknowledgment near the half-birthday time in the year. Birthday parties are discouraged at this time. Parents can join in the birthday circle online.

## **Morning Work Period**

In keeping with the Montessori philosophy, the morning work period will begin at the start of the day and will continue until the lunch period. This enables children to remain focused on their work for a longer period. It allows each child to finish work in his/her own time and flow smoothly from one task to another. Parents should be sure that their child eats an adequate breakfast so he/she can maintain focus during the work period until lunch.

Students who require a snack during the morning work time should pack a nutrition snack in their lunch box. Since the student will continue working, snacks should be "clean and dry." A few suggestions would be carrots, crackers, cheese, sliced apples, low sugar protein bars, and grapes. We encourage students to enjoy their snack before 10:30 so they will have an appetite for lunch.

## **Nut Allergies**

While Casa di Mir does not claim to be a nut-free environment, we do request that parents avoid sending any nut products to school with their child(ren). If your child has a nut allergy, please record it on the emergency card and make sure to notify your child's teacher directly. If your child needs an epi-pen or other medication for a serious allergy, please notify the school office.

## **Bathroom Procedures**

Kinder and Lower Elementary students go to the bathroom one at a time during class time, as bathroom facilities are located inside the building. Students must tell the teacher or adult supervisor when the need arises and must take the bathroom pass. An assistant teacher will be present near the door. Students must keep 6' apart and are not to socialize in the bathroom. Students will be instructed to wait outside the door if two students are already in the bathroom. The students will be instructed to flush the toilet with a piece of toilet paper to avoid touching the handle. Students will be instructed to dry hands well and use a paper towel to open the door. The adult will sanitize the sink and toilet used.

The bathroom on the Upper Campus for Upper Elementary students in rooms D36 and E43 is in the D36 classroom. Access for this bathroom is now from the outside door. For students in L53 and K60-61, the L-wing bathroom is designated for Casa students and staff. This will be a unisex bathroom, one person at a time as is the D-36 bathroom. Students will be given the passcode which is not to be shared beyond our community. Students will be given instruction in bathroom safety procedures including flushing with TP in hand, washing hands, sanitizing and leaving the room using a paper towel to open the door. Students will be expected to demonstrate grace and courtesy in the use of this space.

## **Appropriate Dress**

Elementary and MS students are required to wear masks when in class and going to and from class. They may remove masks during outdoor play and PE. When working outdoors, they may take a “mask break” as long as they are 6 feet away from other people.

Please encourage your child to dress simply. Messy art projects, science experiments and physical education activities require freedom of movement. Comfortable, loose-fitting clothes and "play" shoes are the most practical. Dressing simply also helps keep everyone's focus on learning. Be prepared for outdoor activity, even in cool or wet weather.

While students are distance learning, they should be dressed for a school day. Students should not wear pajamas during distance learning, unless it is a “pajama spirit day”

Proper shoes for PE are required. If not worn to school, a pair needs to be brought. Flip-flops are not appropriate shoes for school.

Students should wear clothing with appropriate styles, messages and graphics for young children. No violent images or inappropriate words are allowed on shirts or other personal items. No bare midriff shirts or see-through clothing is allowed.

## **Personal Materials**

**PLEASE LABEL EVERYTHING** (jackets, sweaters, raincoats, umbrellas, sweatshirts, and lunch boxes) your child brings to school with the child’s last name. Unclaimed items are sent to charity periodically. Please limit things brought to school to just academic essentials. Be sure all toys, stuffed animals, electronic games, cell phones and equipment remain at home.

## 3. Use of Technology

### **Use of Computer Technology**

Casa di Mir believes in the healthy development of young minds and senses from an intellectual, physical, and social perspective. The school seeks to foster an environment in which children interact with materials in a sensorial and physical manner in an effort to achieve that goal. A hands-on approach to learning with direct tactile interaction with ideas across the curricular spectrum supports brain development, creativity, confidence and social/emotional well-being. Education is not a solitary thing: it is teeming with relationships with peers, teachers and the world at large. Students learn a sense of independence and gain confidence throughout their explorations. To allow for this, technology is not generally employed in the classrooms until students enter third year in Lower Elementary. The key understanding that children will develop with computer technologies is that these machines are tools, and to use them well, they must learn to operate them with control and integrity.

From third year on, students are guided through developmentally appropriate practices starting with learning the basics of using a computer, as well as keyboarding. In the Upper Elementary years, there is increased use of the computer as a tool for word processing, guided research, and presentations. In Upper Elementary classrooms, there is additional instruction on digital citizenship and internet safety. Within the Middle School program, the school builds on the aforementioned skills in addition to document sharing and use of online teaching tools, video making, programming fundamentals, and photography.

### **Healthy Child Development and Screen Time**

Though the pandemic requires all of us to utilize technology for instruction, in general, the school would advise parents to limit screen time. Limited screen time contributes to the healthy development of the child.

The school's hope is to provide guidance for parents and to facilitate the setting of reasonable boundaries during this immersion into online learning. Parents should set clear boundaries and expectations with their child. Please read through this guide and discuss with your child.

### **Online Guidelines: from Common Sense Media**

It is advised that children younger than 8 should not play in virtual worlds. Children should be spending their "free time" or non-school time away from screens, preferably.

Parents and students should set up digital accounts together. Parents should monitor and guide students in the basics of safe and appropriate online behavior. Parents should expect that students share login information, including passwords, with the parent.

If you wouldn't let your children have unsupervised play dates, don't let them go online by themselves for anything other than classes. Remember the social skills they bring to online worlds are still the same undeveloped skills they have in real life. If they want to hang with friends this way, be in earshot of what is happening and take a view of the screen to monitor.

Parents should review websites before allowing students to use them. Students should show parents all of the virtual areas they visit. Children are fast learners and can go off track with special features of a program.

Student computers should be in a central place, not in the child's bedroom.

It is not recommended that children use computers after dinner. Evening should be reserved for reading and other non-screen activity, to allow the brain to shift into sleep mode.

Teach your child to pay attention to their feeling while online. If they see or hear something that makes them uncomfortable or that give them that "uh-oh feeling" they should tell you immediately.

Teach your child not to share passwords, except with you.

Monitor your child and their devices. Go into the chat rooms, hangouts and review history frequently.

Teach your child:

- Your reputation is based on what you say and do, both in person and online. One can feel more removed or "safe" behind a screen. It is harder to control your online image than the one you create in person.
- More people can see what you say and do. Once something is out there, it can be passed around by anybody. Once online, it never goes away.
- How you act and communicate on line should reflect who you are and who you are trying to be.
- Anything you post can make someone feel happy or hurt. Be your best self online.
- Don't talk to strangers online.
- Follow the Golden Rule – treat others as you wish to be treated.
- If you see something wrong, say something. This includes taunting, bullying, directed at you or others.
- Before you post:
  - Will my post: help someone learn? Make someone feel good? Be liked by others?
  - How would I feel if: It was so popular that thousands of people watched it and it went viral? A friend, enemy, family member or neighbor saw it?
  - People were talking about it at school?

By acting safely, politely, and respectfully online, you are being a good digital citizen. Be kind and stay positive. Examples of how to use social media in positive ways:

- Comment with useful information.
- Ask for help with an assignment, if needed.
- Share something you have learned you are proud of.
- Work with someone on a shared interest.
- Work to complete classroom assignments.

## 4. Distance and Off-site Learning

Your child's learning experience will be greatly improved by the structures and routines you put into place. The team work with teachers to support this is vital. Supervision at home is extremely important around the use of technology.

### Suggestions for Learning at home:

The Prepared Environment: Collaborate with your child to set up a work space and a routine that helps them to be as independent as possible. Clearly create schedules that help to distinguish when you are working and unavailable, and when you are taking a break and/or ready to play. For your child:

- Ensure a designated work space. This sets the stage for focused work.
- Create a space that can remain organized with books, papers, pencils, and materials for lessons.
- Co-create a schedule, aligned with their Pod's schedule, that includes time for breaks, fun activities and outside time with you.
- Create a morning routine so that self-care and breakfast are done in time for the first meetings of the day.
- Ensure a regular space for your child to attend meetings; not their bed!
- No meals during class time.
- Set limitations on screen-time beyond lessons and meetings.

Become familiar with Google docs and Google calendar, as this is where assignments, schedules and materials exchanges will be shared.

### Zoom or on-line meetings: Grace and Courtesy requirements

- Be 100% present in the meeting: no playing with chats or virtual backgrounds, texting others, emailing, sharing screen or annotating unless invited by the teacher during lessons.
- Arrive on time.
- Stay on-line until your teacher dismisses.
- Student's proper name needs to be displayed.
- Mute and unmute appropriately.
- Keep the video on during a meeting.
- Keep other windows closed while in a lesson, unless instructed to do differently.
- Do not take snapshots or video recording lessons.

The school will send parent resources via email with links to items of interest. Establishing a Montessori style learning space at home that is developmentally appropriate will be discussed in orientation.

Encourage students to participate in home life:

- Learn how to do new household tasks.
- Do fun things together - board games, read, ride bikes, blow bubbles, do puzzles, create art together.

- Help out with cooking, laundry, clean up, keeping things tidy and clean.
- Be sure each day includes screen-free family together time.

Watch for signs of screen addiction:

- Depression
- Dishonesty
- Feelings of guilt
- Anxiety
- Feelings of euphoria when using the computer
- Inability to prioritize or keep schedules
- Isolation
- No sense of time
- Defensiveness
- Avoidance of work
- Agitation
- Mood swings- tantrums
- Fear
- Loneliness
- Boredom with routine tasks
- Procrastination
- Insomnia

Stay informed. Know the signs and symptoms: <https://www.webroot.com/ca/en/resources/tips-articles/internet-addiction-what-can-parents-do>

Take action. **Reset Your Child's Brain: A Four-Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the Effects of Electronic Screen-Time**

by Victoria L. Dunckley MD

Learn more. **The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age** by Catherine Steiner-Adair EdD. and Teresa H. Barker

## 5. 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.

The school’s goals are always early diagnosis and intervention, and effective and consistent support for child, family and teacher. When teachers suspect developmental or learning challenges, they refer students to a Student Support Team. A period of observation and documentation follows, and a meeting is scheduled to discuss recommendations with parents. These may include accommodations in the classroom, support at home, and/or changes in the student’s schedule. If challenges persist, outside testing and evaluation are requested. The school will provide referrals in such cases. The results of such testing are used to determine the accommodations and added support that are deemed to be necessary for student success.

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. Situations where this might occur include Sensory Processing Disorder, ADHD, dyslexia, dyscalculia, dysgraphia, Autism Spectrum Disorders, anxiety, depression, social skills issues, undiagnosed learning disabilities and/or behavioral challenges.

In some cases, students apply to the school with a diagnosis and recommended accommodations in place and the school decides if the student’s needs can be met here at Casa di Mir. The teachers then work with the family to determine the need for added support.

Occasionally, the school may determine that the evidence (testing, child’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.

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.

## 6. Lunch and Recess Policies and Procedures

### **Lunch & Food Procedures**

Parents must supervise the packing of lunches. Foods should be nutritious and low in sugar. Good nutrition supports a child'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.

Each day elementary students must bring a lunch box with ice pack, a washable napkin, a placemat and necessary utensils to and from school. The elementary students bring their napkins and place mats to school and take them home daily.

Please do not allow your child to bring soda or candy to school. Dehydrated or instant soups may be cooked at home and brought to school in a thermal container. Uneaten food is to be taken home by the student.

Due to food allergies, children will not be allowed to trade or share food. Make sure your student understands this rule. If your child has dietary restrictions or allergies, notify the school office in writing, even if your child is capable of monitoring his or her own eating habits. My Green Lunch, a program used in the past, will not be utilized at this time.

### **Lunch & Recess Schedule**

Preschool Students: See *Policies and Procedures for Preschool Students* in Section 1

Elementary lunch will be eaten between the hours of 11:15 and 12:30. This will vary among pods. The outside play time is no longer connected to the lunch break and will be scheduled so that all pods get outside time.

Lower Elementary Students:

Lower elementary students will eat in their classrooms tending to their set up and clean up at their own assigned spaces. When possible, students can eat outdoors. Students must sit at the table for a minimum of 20 minutes to eat. The adult supervisor acknowledges that 20 minutes have passed and starts the dismissal when the table areas have been cleaned properly. Our lunchtime is somewhat formal, with the setting of placemats and encouragement of good conversation. The students are expected to use good manners, to clean up after themselves by cleaning their lunch areas with soap and water.

For recess, we will be on pod schedules. Outside time will be a combination of free play and PE games all while keeping physical distancing.

Upper Elementary Students:

Students will eat at tables in the classrooms and outside at the tables or picnic-style on the grass near their playfield. We strive for a calm, friendly 15-20 minute lunch. We will not be using the microwave ovens. They will use placemats when eating inside, and dining conversation will be encouraged. Clean up and care of the lunch areas is part of the lunch procedure. Students will be instructed in careful cleaning with soap and water.

## 7. Arrival and Departure Procedures

### Arrival & Departure

It is important that students arrive by their scheduled class starting time. Before arrival on campus, parents need to fill out the Health Screening through the Health Champion App and submit digitally. All students need to arrive with a mask and clean hands.

Prompt arrival supports success in school and allows time to greet teachers and classmates and to settle in. Role is taken at the beginning of class time, and tardiness is recorded. Excessive tardiness will be noted in the student's academic file. Please model respect for teachers and fellow students by complying with arrival and departure policies.

<b>Arrival:</b>	<b>Class Start Time:</b>	<b>Car-line Drop Off :</b>
Preschool Class:	8:30 am	8:15 to 8:30
Kinder/Lower Elem:	8:30 am	8:15 to 8:30
Upper Elementary:	8:30 am	8:15 to 8:30 @Upper Campus M-F
Middle School:	8:30 am	8:15 to 8:30 @Upper Campus M-F

Casa's drop off area at the Upper Campus is the circular area marked on the map of the Campbell Community Center on page 24. Students, including middle school, must be dropped off at the designated place, and nowhere else. A staff member will be present to check on the health screening and oversee student arrival during the drop off window. If a student arrives outside the drop-off window, they should be walked to the classroom. If the health screening has not been submitted, the student may not enter the classroom, and must go to the administrative office (D-40) for a health screening.

At the Lower Campus, parents should drop children off in the designated car-line area, or park in a designated parking spot and walk them to the staff who are receiving children. **DO NOT ENTER THE BUILDING.** Parents are requested to keep to our Health and Safety policies and agreements. **If there is an essential need to briefly enter the building, the adult MUST: Where a mask, have a temperature check, respond to a Health Screening, and sanitize hands.**

<b>Departure:</b>	<b>Class End Time:</b>	<b>Car-line Pick Up Available:</b>
Preschool Part Day:	1:00 pm	12:55 to 1:15 (wait in carline/gate closes at 1:15)
Preschool School Day:	3:00 pm	3:00 to 3:15
Preschool Full Day:	5:00 pm	See below*
Lower Elementary:	3:15 pm	3:15 to 3:30
Upper Elementary:	3:15 pm	3:15 to 3:30 @ Upper Campus M-F
Middle School	3:30 pm	3:30 to 3:45 @ Upper Campus M-F

\* If your preschool child is enrolled in the full day program, you will need to park your car and pick your child up from the playground (if outside), or at the back entrance. If your child is inside, please ring the bell at the back entrance. Your child will be brought to you, along with the sign out sheet. Please be sure to keep your distance from children and adults you may come into contact with.

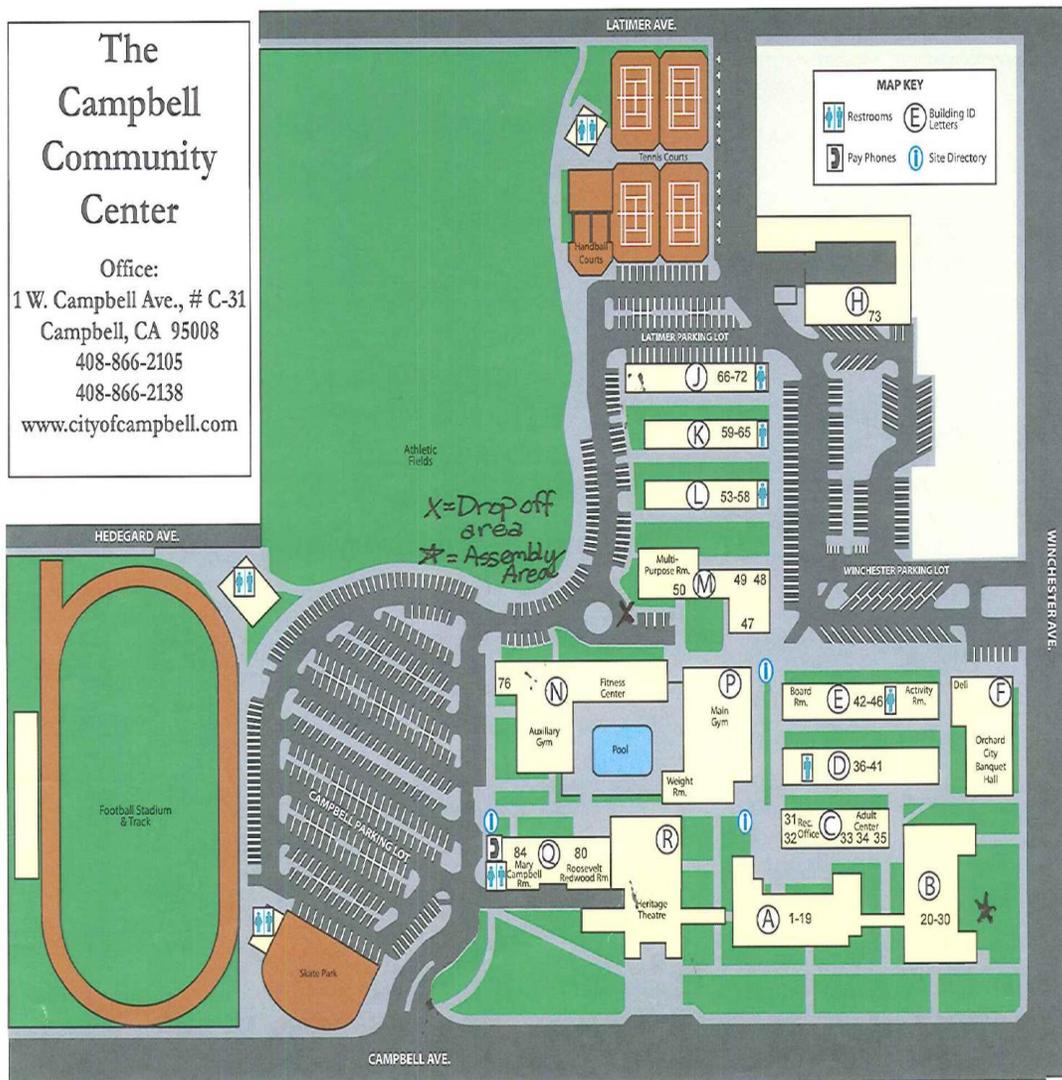
Please keep car-line moving. Children should exit/enter the car as quickly as possible. Please do not leave your car in the car-line area at any time. If you must leave your car, even briefly, please park in a designated parking spot. **Do Not Enter the Building.**

As part of our Lower Campus Conditional Use Permit, the school has agreed not to line up cars on Latimer Ave. If the driveway is full, continue on and circle around for another approach. A parent volunteer traffic monitor may direct you past the driveway. Please comply with these instructions. Non-compliance with any of our traffic/parking procedures may result in cancellation of enrollment of your student at the school.

Please notify your child's teacher if you must pick up your child early from school. If you arrive prior to dismissal, you must enter at the front office door only. Your child will meet you there.

Due to the pandemic, there is no extended care for the 20/21 school year. It is very important to pick your child up promptly at the designated dismissal time.

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



## 8. Parking and Traffic Procedures for 90 E. Latimer Ave.

The school has made the following agreements and policies to comply with the conditional use permit granted by the City of Campbell to use the building at 90 E. Latimer as a private school.

All parents are required to comply with these policies, or risk cancellation of your student's enrollment. Please contact the office if you have any questions.

### **Car-Line Procedures**

Parents must drive slowly (1 mph) in the driveway and in the back lot. Stop at the white line before the gate. Yield to exiting cars. Follow the car-line arrows. Pull up as close to the car in front of you as possible. Parents must not leave a car unattended at any time in the car-line or drop-off/pick-up zone marked by the yellow diagonal lines.

Drop your student off quickly and quietly. When leaving drop-off, the incoming cars should yield, but may not, so proceed with caution. At the beginning of our return to onsite programs, traffic monitors will be at the gate to assist in safe passage.

If the car-line is full and extends out the driveway to Latimer Avenue, do not line up on the street at any time. You must pass the school, go around the block via left on Central, left on Hamilton, left on Winchester and left on Latimer, circling around until the driveway is clear to enter.

Parents are asked to use the Winchester Boulevard approach to Latimer Avenue when driving to or from Casa di Mir. Use Hamilton Ave. or Campbell Ave. to approach Winchester, not the side streets.

The school has agreed with the City of Campbell that parents will avoid driving or parking on Third Street and other local residential streets whenever possible, unless the family lives on those streets.

**When departing the Casa di Mir driveway, always turn left toward Winchester Boulevard. Take special care in doing this.**

Parents are required to drive slowly and safely when in the driveway, car-line or rear lot at all times. Please, no cell phone use while driving on campus. We have designed our "open gate" and pick-up procedures so that students will not be in the areas where cars may be moving. However, parents should be vigilant when driving onsite and aware of any students or parents in the area.

### **Gate Hours**

8:15 am – 8:45 am	Gate open
9:00 am – 12:55 pm	Gate closed and locked
12:55 pm – 1:15 pm	Gate open
1:15 pm – 2:55 pm	Gate closed and locked
2:55 pm – 3:45 pm	Gate open
3:45 pm – 5:00 pm	Gate closed but not locked for access to pick up student

Cars should not be parked in the rear lot during the hours indicated "Gate Closed." If the gate is open during these times, please do not drive into the back lot.

## **Parking**

Parents must not park on Third Street at any time, during school hours or special events.

Parents must not park or leave their car along the curb on Latimer Avenue or in the front driveway at any time, due to fire access requirements.

Parking spaces next to the right wall of the school building are reserved for staff between the hours of 8 am and 3 pm and designated as such.

## **Alternate Parking Sites**

For school events the Campbell Community Center offers alternative parking. Enter the Campbell Community Center parking lot from Latimer Ave. Street parking is allowed for special school events.

## 9. Attendance and Health Policies

### **Absences**

Please **call** the school (do not send e-mail) no later than 8:30 am if your child will be absent whether onsite or in distance learning. Please use the parent line at (408) 370-3033, for all reporting, including Upper El and Middle School. Please share symptoms and if there is a doctor's diagnosis. If calling outside of regular office hours, please leave a message with the child's name and the reason for the absence, including symptoms or a doctor's diagnosis. If your child is ill, please be as specific as possible, as the school is required to report certain communicable diseases besides COVID 19 to the community or to the public health department.

### **Attendance**

Attendance is important for student success in school whether onsite or online and is a part of the Elementary and Middle School student's permanent record. Parents are encouraged to plan trips/vacations during regularly scheduled holiday weekends and breaks allowing for time to quarantine when needed. Please discuss special circumstances with the classroom teacher. The school is under no obligation to provide make-up class work, tutoring, or take-along work for extended family choice absences, and there is no refund or adjustment of tuition for time out of school. Excessive tardies become part of the child's school records. Excessive absences may cause a student to repeat a year.

With distance learning, attendance will be taken at each lesson.

### **Early Departure or Late Arrival**

Should you need to bring your child to school late, or depart from class early, please notify the office or your child's teacher, in advance. If dropping off after 8:45, you'll need to park and enter the school through the front office with your child. When picking up your child early, call or check in at the office and your child will meet you there for pick up.

### **Illness and Injury/COVID-19**

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 professionals. Students who are injured will be initially tended to by Casa di Mir faculty and/or administrative personnel. Most Casa employees are trained in First Aid, CPR and the use of Casa di Mir's automatic defibrillator. These are located in the HOS office at the Lower Campus and in D-40 on the Upper Campus.

You must keep your child home from school if your child has a fever or if you suspect illness. Children must be fever free without medication for 72 hours before returning to school after an illness.

Please notify the school immediately if your child contracts a communicable disease such as strep, chicken pox, pinkeye, mumps, or head lice. The state requires that the school notify all parents of

children in the school who have been exposed to communicable diseases. Confidentiality will be maintained. Exposure notices are sent via email.

If your child should become ill while at school, you will be notified immediately. You, or someone designated by you, must be available to pick up your child **within 30 minutes from notification**.

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. A child who has symptoms of illness will be cared for in isolation and required to wear a mask until picked up by a parent or guardian.

In case of a medical emergency, every effort will be made to reach the parent. It is imperative that a current emergency treatment authorization form be completed and on file. If parents or emergency contacts cannot be reached and staff determines the child needs immediate medical attention, 9-1-1 will be called and the child will be transported by ambulance to the medical facility designated on her/his emergency card. Parents should be sure to keep the child's emergency information up to date.

### **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. Parents consent to whatever examination, x-ray, 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, and the parent or the emergency contact listed in the student's Vital Health 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 if needed.

**Action Urgent Care, 4735 Hamilton Ave. Ste 80, San Jose CA, 95130 (Westgate Center)  
Gateway Family Medical Center, 1580 Winchester Blvd Ste 202, Campbell, CA 95008 (408)  
364-7600**

## **Medicine Policy -- Preschool Students**

Prescription medications shall be administered by the office staff or by the child's teacher if there is an immediate need, such as an asthma attack. Prescription medications must be in the original container and must be accompanied by a note from the parent with instructions on dosage and schedule. Inhaled medications can be administered if there are specific written instructions from the physician as well as the parent. Parents must also instruct the staff in the proper use of the inhaler or nebulizer and complete a special consent form. Preschool students shall not be administered over-the-counter medications without a written authorization from a physician.

## **Medicine Policy – Elementary and Middle School Students**

The school office will administer prescription medications only when they are in their original containers, and 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. Over-the-counter medications will be administered if parents have given prior written permission. A parent or guardian is contacted for confirmation before administering OTC medication. All medicine administered is tracked in a medicine log.

## **Immunizations**

Casa di Mir abides by the state of California law requiring up-to-date immunization records when students enter school.

## **Reporting Suspected Abuse**

Casa di Mir employees are required by law to report suspected child abuse, neglect or exploitation to Child Protective Services.

## **Head Lice -- "No Nit" Policy**

Parents should be vigilant in routinely checking their child's head for lice and reporting a case immediately. 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.

During the pandemic, Casa di Mir will not conduct periodic student head checks. It is the responsibility of the parents to eliminate the lice and nits from their student and home environment. The office has information on professional lice removal.

## **Sunscreen**

Parents are expected to apply sunscreen to their child in the morning before school. Staff members are not permitted to apply sunscreen. Elementary students may carry and apply their own sunscreen and may not share it with other students.

## **Insurance**

School insurance does not cover parent field trip drivers. Parents are required to carry insurance on any vehicle that is driven on a school field trip.

### **No Smoking Policy/Fragrance Free**

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.

Because many people are sensitive or allergic to commercial fragrances, the school asks that parents avoid wearing perfume when on campus.

### **Animals on Campus**

Only service and emotional support animals are allowed on campus. Parents should not bring pets to campus unless a visit has been pre-arranged with the classroom teacher. Parents should not allow children to approach or pet the animal without supervision. Animals on campus must be fully vaccinated. If any behavior problems arise with an animal on campus, they will be prohibited from future entry.

## 10. Communications and Authorizations

### **Contact Information:**

The main office located on the Lower Campus is open from 8:00am - 4:30pm. If you have business with staff there, please arrive ahead of time as office staff leave promptly at 4:30pm.

There are two telephone lines to the **main office**.

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

This line is answered as regularly as possible. Your call to this line may be picked up by voicemail if office staff is unavailable. Our students are our first priority. Messages will be checked regularly.

Public Line: (408) 370-3073 (main number as published on website)

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 am or after school between 4:00 and 5:00 pm. You may leave a message in the school office and the teacher will return your call. Most teachers have e-mail; check the Faculty Roster for e-mail addresses. All communication with faculty and staff must be either in person, over the phone, or via email or written note. Staff should not receive and will not respond to text messages on their personal phones.

**TIMELY MESSAGES MUST BE CALLED IN.** 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](mailto:tbourcier@casadimir.org)

Director of Finance/HR, Karen Schuler:

[kschuler@casadimir.org](mailto:kschuler@casadimir.org)

HR Specialist, Anna Chan:

[achan@casadimir.org](mailto:achan@casadimir.org)

Director of Admissions, Anne Nguyen:

[anguyen@casadimir.org](mailto:anguyen@casadimir.org)

Director of Education, Wanda Whitehead:

[wwhitehead@casadimir.org](mailto:wwhitehead@casadimir.org)

Dev/Communications Mgr, Erika Ruiz:

[eruiz@casadimir.org](mailto:eruiz@casadimir.org)

Administrative Assistant, Rose Chang:

[rchang@casadimir.org](mailto:rchang@casadimir.org)

Administrative Assistant, Hema Munshi:

[hmunshi@casadimir.org](mailto:hmunshi@casadimir.org)

Website:

[www.casadimir.org](http://www.casadimir.org)

## **Student Emergency Cards & Transportation Authorization**

A Vital Health Record and Medical Treatment Authorization must be completed prior to the first day of school.

Parents must list all people with authority to pick up their student from school on the Emergency Information Record. Please contact the school to update your child's information should any information change.

No Preschool student will be released to a person who is not listed in the Emergency Information Record unless written permission is given. Persons unknown to staff will be asked for ID.

## **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.

## **Field Trips/Car Seat Law**

Casa di Mir is suspending field trips during this time of COVID 19.

Children under the age of 8 or under 4'9" must be restrained in the back seat in an age-appropriate child restraint, car seat or booster seat. Be sure that, when your child reaches age 8, he/she is large enough to use the shoulder belt safely without a booster. If not, the child must have a booster seat for school field trips.

## **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.

## **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 read or responded to. Grievances should not be brought to the Board, as their role is separate and distinct from operations.

## **Who Do I Talk To?**

If you have a question or concern regarding your child's educational experience at school, it is best to speak directly with one of your child's teachers. If you do not reach resolution, please direct your question or concern to the Director of Education.

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 Monday Weekly Announcements 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.

## 11. Preschool Program – Parent’s and Student’s Rights

### **Parents’ Rights**

- Parents/guardians, upon presentation of identification, have the right to enter and inspect the child day care facility, in which their child(ren) are receiving care, without advance notice to the provider. Entry and inspection right is limited to the normal operating hours while their child (ren) is receiving care.
- The law prohibits discrimination or retaliation against any child or parent/guardian for exercising his/her right to inspect the facility.
- The law requires that parents/guardians be notified of their rights to enter and inspect.
- The law requires that this notice of parents’ rights to enter and inspect be posted in the facility in a location accessible to parents/guardians.
- The law authorizes the person in charge of the child day care facility to deny access to a parent/guardian under the following circumstances:
  - a) The parent/guardian is behaving in a way which poses a risk to children in the facility, or
  - b) The adult is a non-custodial parent and the facility has been requested in writing by the custodial parent to not permit access to the non-custodial parent.
- ❑ **Parent/Guardian signature required on Parents’ Rights Form LIC995 in Appendix C**

### **Student's Rights**

- To be given dignity in his/her personal relationships with staff and other persons.
- To be given safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
- To be free from discrimination based on race, color, gender, national or ethnic origins, gender identity.
- To be free from corporal punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse or other actions of a punitive nature including but not limited to: interference with functions of daily living, including eating, sleeping or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
- To be informed, and to have his/her authorized guardian informed, by the licensee of the law regarding complaints including, but not limited to, information on confidentiality and the address and telephone of the Department's complaint unit.
- To be free to attend religious services or activities of his/her choice.
- Not to be locked in any space, building or center premises by day or night or placed in any restraining device.
- To receive or reject medical care, or health-related services, except for minors for whom a guardian, conservator or other legal authority has been appointed.
- ❑ **Parent/Guardian signature required on "Personal Rights" Form LIC613A in Appendix C**

## 12. Behavioral Policies and Procedures

### **Behavioral Guidelines**

Speaking and acting with kindness, integrity and respect is our top priority. Casa di Mir believes that discipline is a process in which students are supported in developing self-control, necessary for responsible choice making, respect and good citizenship. Children and teachers will cooperate to develop a social contract, or "Code of Living" which all will be expected to acknowledge and commit to in order to create an environment conducive to work and growth. While focus is on the child's development of an internal discipline, we recognize that this is a process that takes time.

Students must not persist in behaviors that are unwelcome or offensive to others. Students have the right to participate in all school activities free from harassment. Bullying is defined as intentional coercion using power over to intimidate, inflict distress, or harm where the victim is someone who is weaker or has less power or status. The school will take seriously and respond directly to intentional physical harm, bullying, extreme rudeness or swearing, disrespect to teachers or adult supervisors. If necessary, the Head of School will call the parent to notify him or her that the student must be picked up immediately. A re-entry conversation must be held with Head of School, parent and child before the child can return to the classroom. These expectations extend to all school functions whether on site or off site.

Acts of childhood aggression occur as part of normal social development. No act will go without appropriate response from an adult. The response will include teaching/modeling positive strategies for dealing with upsets, along with any appropriate consequences outlined below.

Casa di Mir does not allow corporal punishment of any kind. Our teachers have reasonable consequences for inappropriate student behavior. Parent support of our consequences is sometimes necessary to assist the child in personal and social growth.

The Campbell Community Center, our Upper Campus, is home to many different types of businesses. It is imperative that our students demonstrate respect, grace and courtesy for people and property at all times in this shared space. Students may not yell, use loud voices, roughhouse, or run in the hallways or in areas around the buildings. It is in violation of CCC policy to sit or play on the lawns or in the hallways between the buildings.

### **Standards for Student and Parent**

The School reserves the right at all times to dismiss the student if: (a) in the opinion of the administration of the School, the student does not indicate a degree of response to the School program; (b) or if the student behaves in a manner which poses a threat to self and others or to the learning environment of the classroom; (c) or 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/guardian impairs 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.

Families are required to commit to the Community Care Agreement created specifically for this time of the Covid-19 pandemic in order to protect the health and safety of staff and all students as the school reopens and holds classes on site. Keeping to these standards is essential for our community.

## **Consequences for Inappropriate Behavior, Late Homework or Class work**

The Casa di Mir staff is dedicated to consistent consequences for students who behave inappropriately, or repeatedly come to class unprepared without work as assigned. This procedure is intended to communicate clearly to our students the consequences and to solicit parental support when needed for the student to take responsibility for tasks.

## **Consequences for Minor Misbehaviors**

The following approaches may be used with a child who misbehaves:

- The child will be reminded gently of the Code of Living and asked to please stop the inappropriate behavior.
- The child is encouraged to take some “time in” to reflect on the situation, resolve feelings, and be ready for changes needed.
- The child may be required by the teacher to remove him or herself from the group or lesson and take “time-out” to center and reflect on his or her behavior. If the child is not willing to do so, the teacher may assist the child in moving away to a chair. Time-out may include being assigned to work in another room.
- The child may be asked to write about what happened and make a decision on how to proceed without reoccurrence. This can be shared with Parent/Guardian.
- If on campus, the child may be asked to remain after school. Child Care fees will be assessed for this time.

## **Persistent Behavior Problems (Elementary)**

For persistent behavior problems, like constant interruptions or disruptions to learning, put-downs, persistent conflict with another student, persistent disregard of a teacher's directions or chronic tardiness, the teacher will either call or send a **“Team Support Request”** home. The parent will be asked to discuss the issue at home and to support a change in the behavior. This written communication must be signed and returned to school the next school day.

If there is no improvement, the student will have a behavior review conference with the Director of Education, parent and teacher. Goals, contracts, references for professional help, and consequences will be discussed.

If the issue is incomplete work, the parent may be asked to sign their child in for a week or more of after school study hall in order for work to be completed. Parents will be responsible for payment of child care fees for this study time.

If the negative behavior persists, the Head of School will set up a meeting with the parent, teacher and student in order to create an action plan. The child will be expected to stop the negative behavior. The action plan will be monitored carefully by the teachers and reported on through subsequent conversations or written communication.

Some persistent behavior issues will result in the parent being asked to pick up the child early from school. Professional support outside of Casa di Mir may be required. A parent or designated adult must be available to pick the child up within 30 minutes. Homework will be sent home with the child. The child may return the next day with completed work provided a meeting can be scheduled before school between parent, Head of School, teacher and child.

The school reserves the right to suspend or dismiss a child from school for persistent behavior issues. Suspension or dismissal is at the sole discretion of the Head of School.

### **Severe Infractions – Grounds for Suspension/Expulsion**

Certain types of behavior are considered major offenses and may result in immediate suspension or expulsion from Casa di Mir. Behaviors displayed by student considered to be of this serious nature include, but are not limited to, the following:

- 1) The use or possession of drugs, tobacco in any form, or alcoholic beverages
- 2) Aggressive behavior, including fighting or intentionally hurting others
- 3) Physical abuse
- 4) Verbal or sexual harassment
- 5) Extreme rudeness, swearing, or derogatory remarks
- 6) Disrupting classroom procedures or other disruptive behavior
- 7) Stealing or lying
- 8) Flagrant disrespect to staff members
- 9) Destruction of school property
- 10) Sexual Harassment (see definition below)
- 11) Refusal to follow Health & Safety policies and procedures

If a child commits any of the above severe infractions, a meeting with parent, teacher and Head of School will be held to discuss expulsion from Casa di Mir. In cases of extreme misbehavior, expulsion will be immediate, regardless of whether a meeting is held. If any of these same severe infractions occur via social media whether while at school or any time within the student body, the same consequences will apply.

### **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 imposing the discipline, taking into account any mitigating or aggravating circumstances.

Per the Education Code Section 48900, for any inappropriate behavior or if a child commits any acts listed in the “persistent behaviors” or “severe infraction” sections of this manual, the school can:

- Suspend a student from class for the day of the infraction and the next day
- Detain a student for not more than one hour at the end of the school day
- Restrict recess time allowed to the student in elementary schools
- Refer the student to the Head of School

## **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.

## **Sexual Harassment**

Please review this section with your elementary and middle school students. Parents should use their judgment as to whether their child is developmentally ready to review this information. Typically, we would think that it would be appropriate for most upper elementary and older students.

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. 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
- When someone uses social media for lude, disrespectful or obscene messaging

*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.
- Tell them that if they don't stop, you will tell an adult what is happening.
- Tell your mom, dad or other adult about the problem.
- Tell your teacher or other adult at school about the problem.

## 13. Financial Policies and Procedures

### **Tuition and Fees**

Tuition and fees are set by the board each winter for the following school year during the budgeting process. 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. Monthly tuition payments are managed by FACTS Tuition Management Service. Families choosing a monthly payment plan must set up the account online and pay an annual fee to FACTS.

### **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 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.

## **Annual Fund**

Families are greatly encouraged to make an annual donation to the school. Casa di Mir's tuition alone does not cover the cost of school operations, and the school relies on the generosity and support of the community to bridge the gap. 75% of Casa di Mir's expenses are people-based – wages, benefits and professional development make up the bulk of expenses, with facility costs a close second. Casa di Mir is a 501c3 non-profit, and all funds are used in support of the mission of the school. If this fundraising expectation presents a significant hardship for your family, please speak with the Director of Development and Communication or the Director of Finance.

## **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 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.

## 14. Parent Involvement and Education

### Consistency and Continuity

It is important for parents along with teachers to establish consistency and continuity between home and school and especially so with distance learning, offsite learning and these uncertain times.

Because families choosing Montessori generally share values, goals and attitudes compatible with the Montessori philosophy, families and the School can build a relationship that enhances the child's development. Mutual education and communication are the primary components of such progress. Similar home and school expectations, responses and goals help children understand the difference between appropriate and inappropriate behavior.

The Montessori Method empowers students towards independence, self-care, and care for community. It is important for parents to support independence by allowing the child to do for themselves and experience the natural consequences brought about by their own choices. Allowing students to arrive and depart from school on their own two feet carrying their own personal items is a simple and great example of support for independence.

Through educational programs and opportunities for communication, Casa di Mir hopes families will create a consistency furthering the child's intellectual, emotional, and spiritual growth.

Casa di Mir anticipates families will commit to the educational continuity afforded by the school where a child can be guided in a consistent method from pre-school through middle school. Casa di Mir encourages families to visit classes at the succeeding levels to see the wonderful possibilities awaiting the child.

### Parent 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. Parent participation has been completely redefined by the Covid pandemic.

In these current times, your support at home when needed is essential and greatly supports your child's learning and the teachers' efforts to provide the best education possible. There will be materials making and other activities that can be done from home, if you have some spare time for this. If you enjoy the garden, it would be an area of participation. We welcome you to Zoom in on a presentation on subjects like special holidays, knowledge in areas of science and any talents a parent wishes to share! We will look for ways to keep you in the loop and continue to maintain our health and safety protocols.

### Parent Nights and Informational Meetings

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. It is a great night to see the faces and meet other parents in your child's pod group via Zoom.

The **Preschool Montessori Curriculum Night** is a very exciting event held in early October in which Preschool teachers share about the amazing areas of learning in the Preschool classroom. This event is postponed until the next school year.

**Montessori Education Through the Elementary Years and Beyond** is held in the late Fall. The amazing array of curriculum taught in the Lower and Upper Elementary classrooms and in the Middle School is presented. This event has been postponed until the next school year.

Two **Parent Nights** are planned to focus on parenting skills and information needed to support parents in parenting. For these, we bring a special guest speaker to Casa on topics such as positive discipline, supporting children emotional development during the Covid pandemic, sibling rivalry, compassionate communication, brain development, and Montessori in home. We hope to find a guest speaker who can provide guidance during this time of isolation via Zoom.

Online Community Check-Ins and Parent Events will continue as needed.

### **Student/Parent Events:**

The following events are closely tied to curriculum. We will continue these traditions as best we can via Zoom.

The **Great Masquerade** is an exciting student event that falls on Halloween. Elementary students research a famous person, dress as that person, and present their information to the community from a first-person perspective without saying the name of the person researched. Parents and students enjoy guessing from the clues given. Perfect for a Zoom event.

All elementary students are required to participate in the annual **Science Fair** in February. This event will be made “Zoom” friendly encouraging the presentation of student science projects.

**Speaker’s Night** is the culmination of the 6<sup>th</sup> year Service Learning Project representing a yearlong individual study of an issue or problem of personal interest. Students present their project to the student and parent community at this April event.

**Cultural Night Celebration, the culmination** of a year of study of one continent, will not be held in the way we have known it due to the pandemic. Students will still be able to display/share reports, games, maps and other work.

Preschool and Kinder students share two special events with their parents, a **Mother’s Day Tea** and a **Father’s Day Brunch**. These occur close to those calendar dates and involve little surprises for parents.

**Talent Show** is in Spring to celebrate the talent of the Casa Community. We invite our students, parents and staff to share their talents and entertain us all.

### **Community Events**

Our Picnics, Winter Holiday gathering and other community events will be postponed until it becomes safe to do so.

If there is interest, community **Sing a longs** will continue every other week as an evening gathering for families so there can be singing together at home.

Our **Closing Events and Graduation** occur on the last day of the school year so we can acknowledge the growth and accomplishments of our students.

Special events for the coming year are updated in the school calendar found on our website.

### **Parent to Parent**

Parent to Parent (P2P) is our parent connection “vehicle.” Its purpose is to help parents connect for things like playdates (adults and kids), camping trips, parenting support, trade in used items, and more. Our main way of connecting is through our private P2P facebook page, by invitation only. This is a parent led group. We ask all participants to keep to the respectful standards stated as its charter. All current Casa parents are welcome!

### **Observation**

Direct observation of the onsite classrooms will be limited to keep our community safe.

### **Board of Directors**

Casa di Mir is a non-profit organization, governed by a Board of Directors. Serving on the Board is much more than a volunteer position as each Board member has the fiduciary responsibilities for the organization. Parents are welcome to inquire about serving the school in this way and can contact the Head of School or Board President for more information. Our regularly scheduled Board meetings are open to guests, unless an Executive session is called.

## 15. Fundraising

Casa di Mir's operating budget is supplemented by fundraising efforts. Successful fundraising allows us to maintain an excellent educational environment with the full complement of highly trained, experienced Montessori teachers and materials while maintaining a competitive tuition schedule.

At the beginning of the school year each family receives a letter with the planned fundraising opportunities and events for the school year. Every effort is made to minimize the number of events or requests made of families in this regard. We encourage and appreciate your interest and participation in our fundraising efforts.

### **Annual Fund Drive**

The cornerstone of our annual fundraising efforts is our Annual Fund Drive. 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. Our goal for our Annual Fund Drive is 100% participation and an ask of \$1000 per family. Historically Casa di Mir has enjoyed over 95% participation from current families in addition to staff, alumni and community donations. Many of our families work for companies that provide matching donations. If this fundraising obligation presents a significant hardship for your family, please notify the Director of Development and Communications or the Director of Finance.

### **Online Shopping**

Our easiest fundraisers are shopping via businesses and websites that give back a portion of every purchase to Casa di Mir. These are an easy win-win; you shop and the school benefits, so we encourage everyone to participate. If you shop online, **smile.amazon.com** will give a percentage of purchases to Casa di Mir Montessori if you use this parallel site for your regular Amazon purchasing; all you need to do is register Casa di Mir Montessori as your recipient.

### **Other Fundraisers**

Watch your newsletters and the email announcements for further information on fundraising opportunities.

## 16. Afterschool Workshops

### **Afternoon Workshops**

This year, we are maintaining our connections to some of our most popular afterschool workshop providers who will continue to offer their programs on-line. Information on how to register directly with these programs will be shared via our Monday Weekly Announcements.

Preschool students will be able to sign up for “I Can Gymnastics” classes offered by Dale Bartholomew on Thursdays via Zoom.

Marvegos, who has provided amazing art programs for us over the past 20 years, are providing on-line classes to our Casa students age 4.5years to 12 years.

Chess Wizards will continue to provide chess instruction and games on line as well.

## 17. 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 through the gates, 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**

Emergency	911
Emergency (from cell phone)	408-299-3144
Campbell Police	408-378-8161
Campbell Fire Dept. Business Office	408-378-4010
Santa Clara Valley Medical Center (ER)	408-885-6950
Santa Clara County Sheriff's Dept dispatch	408-299-2414
Santa Clara County Public Health Dept.	408-792-5040
CDC	<a href="mailto:coronavirus@phd.sccgov.org">coronavirus@phd.sccgov.org</a>

### **Emergency Specifics for both Lower and Upper Campuses**

- 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. 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 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. They provide a Fire Safety Assembly for students grades 3-4 every other year.

- 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 onsite 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.

#### Onsite 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' Preschool 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 participate in the frequent drills 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 onsite Head of School.
- Report and administer to students in need of first aid.
- Remain at the school site until dismissed by the onsite 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	Gunfire or threat of gunfire
Other circumstances that may make the building uninhabitable	

**Go Home:** This action is considered by the onsite 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 in a room, out of sight from windows, doors. This action is considered appropriate, but not limited to Police action in the neighborhood, and strangers on the property.

## Rapid Evacuation (onsite):

**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 medical, water, and food supplies are brought out from the building.
- DO NOT RUN!
- Meet in the designated areas.

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 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.

## 18. Pandemic Emergency Preparedness Plan

### **Health and Safety: Prevention and Mitigation for Modified 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 child's temperature, each day by 7:50 am. Detailed instructions will be sent to parents and staff. Additionally, Preschool students will have their temperature checked upon arrival.

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 is scheduled for single pod use. Movement through the halls and bathrooms will be monitored for physical distancing.

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

### **Limiting parents and visitors on campus:**

Parents and guardians should not enter campus unless absolutely necessary. If entry is essential, the parent must check in at the front office. The parent will stay in the lobby while a health screening is 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.

Visitors or vendors must enter at the Front office door and undergo a health screening before entering the school building. Visitors and vendors will be limited to only essential business.

### **Face Coverings:**

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

Preschool and Kindergarten age children will be encouraged, but not required to wear face coverings. Alternatively face shields can be used. Young children are required to wear face coverings when moving through the building and at drop off, until they enter the classroom.

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 onsite, 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 point to 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 child’s dedicated and individual work space. The students will be asked to stay seated during this time. When possible, students may be scheduled to eat outside, while practicing physical distancing. 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. Full day students will bring their own additional snacks to sustain them for the longer day. There will be no shared foods or snacks provided by the school, including in the preschool pods.

*Student Materials-* The classroom ‘Welcome Letters’ will offer a list of individual student supplies that parents are expected to provide their student both for onsite learning and for Distance Learning. Onsite learners will need a set for home and a set for school.

*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 pink tower) is used, the work will be placed on a cart within the classroom, so it can be sanitized between uses.

### **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. For the preschool age pods, cars and trikes will be allocated to each pod and cleaned between use, as will the high-frequency touch points on the play structures. Use of outdoor space will be staggered.

### **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. Professional Cleaning Services, the school's custodial vendor, will clean and sanitize the Lower Campus at the end of each day, with particular focus on high-touch areas, desk/table tops. Special emphasis will be given to clean and sanitize prior to the mid-week pod switch.

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 Lower Campus have been upgraded with MERV 13 filters, and will allow for high-functioning flow of air. They have the capacity to simply bring in outside air as well. Doors will be open where possible and when it is safe to do so. For Upper Campus, the Campbell Community Center is upgrading from MER8 filters to MERV13.

### **Health and Safety: Response to Illness Onsite or 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) develops 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, 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, (if requested) and comfort.

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.

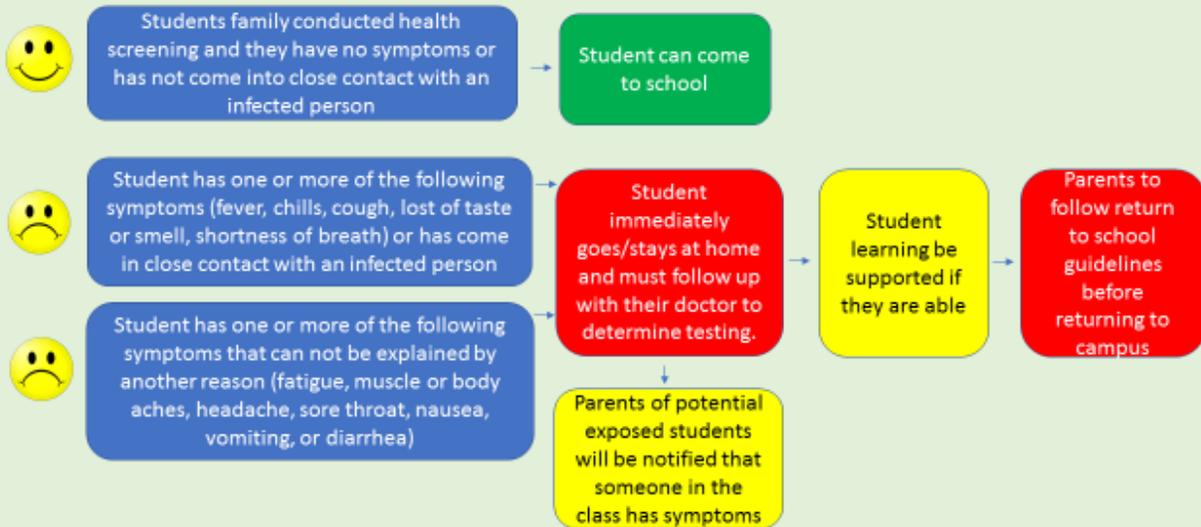
Protocol when a non-teaching employee tests positive for COVID-19:

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.

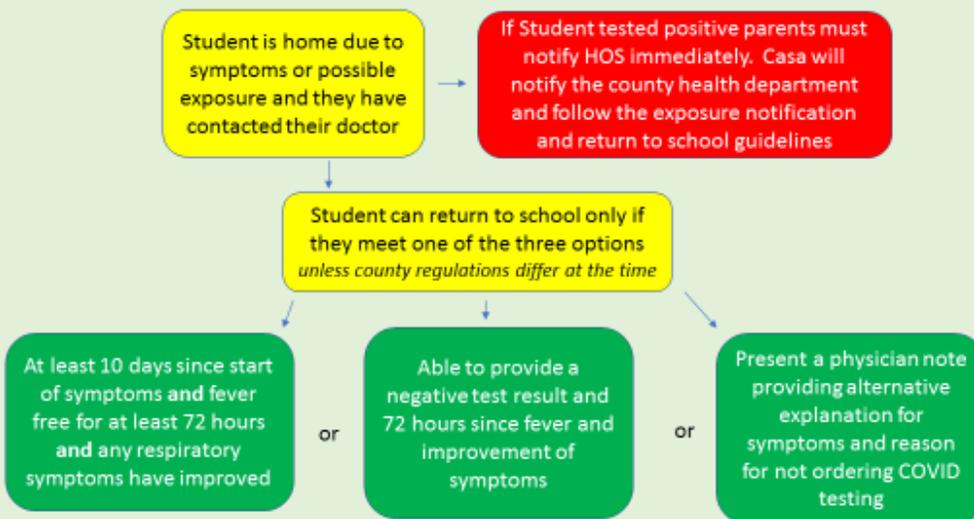
The employee will be required to complete the Certification for Employee Returning to Work after COVID-19 Symptoms, Positive Test Result or Exposure form prior to returning to work. A note from the employee's health care provider must be attached.

### Covid Screening and Decision Flowchart for Students on Campus



Revised 8/19/20

### Return to School Flowchart If Student had symptoms or tested positive



## Suggested Reading for Parents

**The Secret of Childhood** by Maria Montessori

**Education and Peace** by Maria Montessori

**The Absorbent Mind** by Maria Montessori

**From Childhood to Adolescence** by Maria Montessori

**Education for Human Development** by Mario Montessori

**Montessori, a Modern Approach** by Paula Lillard

**Montessori, the Science Behind the Genius** by Paula Lillard

**Mind in the Making** by Ellen Galinsky

**Respectful Parents, Respectful Kids** by Kindle and Hart

**Positive Discipline** by Jane Nelsen

**Raising Self-Reliant Children in a Self-Indulgent World** by H. Stephen Glenn and Jane Nelson

**Your Child's Self-Esteem** by Donna Briggs

**How to Talk So Kids Can Learn** by Adele Faber & Elaine Mazlish

**How to Talk So Kids Will Listen and Listen So Kids Will Talk** by Adele Faber and Elaine Mazlish

**Teaching Young Children in Violent Times: Building a Peaceable Classroom** by Diane Levine

**The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age** by Catherine Steiner-Adair

**The Six Pillars of Self-Esteem** by Nathaniel Branden

**Teaching Children Self-Discipline at Home and at School** by Thomas Gordon

**Reset Your Child's Brain: A Four-Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the Effects of Electronic Screen-Time** by Victoria L. Dunckley, MD

**Non-Violent Communication** by Marshall Rosenberg

**Beyond Discipline** by Alfie Kohn

**The Schools Our Children Deserve** by Alfie Kohn

**Punished by Rewards** by Alfie Kohn

“Montessori education is based on the study of life.  
It is pure creativity, as all life is creation.  
Children are given the opportunity  
for intellectual exploration with the freedom to grow  
in social grace, inner discipline and joy.”

“In the special environment, prepared for them in our schools,  
the children themselves found a sentence that expressed  
their inner need: 'Help me to do it by myself!'

"Our aim is not merely to make the child understand,  
and still less to force him to memorize,  
but so to touch his imagination as to enthuse him  
to his inmost core."

"It is true we cannot make a genius.  
We can only give each individual the chance  
to become an independent,  
secure and balanced human being."

Maria Montessori