



2020 -
2021

The Child Unique
Montessori School

Montessori Elementary
Intermediate School of Alameda

Parent Handbook



Vision and Mission Statement

At The Child Unique Montessori School and Montessori Elementary Intermediate School of Alameda we work from a place of intention to help children become the change-makers of tomorrow: dedicated, resilient and joyful.

Our mission is to create a warm, supportive environment that fosters creativity, curiosity, self-confidence and independence within a diverse community.

We empower students to become compassionate models of peace and advocates for social justice.

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COVID-19 MODIFICATIONS

State and county health officials continue to learn more about the Covid-19 virus and are revising their guidance as they learn more.

During this period of restrictions and revised protocols we ask that you adhere to all our elevated requirements that have been articulated in the school's Basic Policies and other Admissions Agreement documents.

If there is any information discrepancy between the handbook and this section, we will follow the stricter guidelines outlined here, unless new guidance has been given. We will continue to keep you up to date as the school year progresses.

Wearing of Masks, Healthy Distancing and Health Protocol Basics

All school staff are required to wear face masks at all times, except when eating or drinking. Staff must maintain healthy distancing, frequent handwashing (at least once every 30 minutes), hand sanitizing as needed between washing, and temperature taking 2 times per day.

We require that staff follow all CDC recommendations for limiting the spread of COVID-19 including healthy distancing, maintaining social bubbles, and wearing face masks. Staff are required to test for Covid-19 prior to starting work. We will establish regular testing intervals as testing is available.

According to the Center for Disease Control, "Children 2 years and older should wear a mask over their nose and mouth when in public settings where it's difficult to practice social distancing." Therefore, all students over the age of 2 years old are required to wear a mask while at school and while on walking field trips, except while eating and drinking.

All students are required to practice healthy distancing with other students. Students engage in frequent handwashing (at least once every 30 minutes), and use of hand sanitizer between washes as needed.

Parents are required to wear a mask during drop-off and pick-up and are encouraged (especially elementary parents) to be tested for Covid-19 at regular intervals. We request that families follow all CDC recommendations for limiting the spread of COVID-19 including healthy distancing, maintaining social bubbles, and wearing face masks.

Parent's Rights form

The Parent's Rights form gives parents the right to enter the building at any time. Please note that during this Covid-19 period, state licensing allows schools to limit parent access.

Readmission After Illness

Children may return to school, following an illness, when:

- They have been fever-free for 24 hours without the use of fever reducing medication
- They have passed the first 24 hours of a cold
- When a contagious disease has concluded, with no symptoms (e.g.: blisters dry and scabbed)
- When medication for certain diseases has been taken for required minimum
- When medication has been taken for a number of days, AND symptoms are gone
- They have been symptom-free for 10 days for confirmed/suspected Covid-19, and have a clearance note from their doctor

Configuration of Classrooms and Disinfection

Children will be divided into cohorts of approximately 10 to 12 students with one teacher. These cohorts will be cohesive with no physical interaction with other cohorts. Cohorts at the Pacific and Encinal campuses will exist in separate classrooms. At the Taylor campus classrooms will be divided in half by bookshelves to accommodate two cohorts. All student materials will be disinfected after each use.

Field Trips/Transportation Arrangements/Supplemental Services

The Child Unique has short walking field trips to the neighborhood park, library or nearby businesses. Distance field trips are periodically scheduled with parent permission and the assistance of licensed, insured parent drivers. Children two years and older will be required to wear a mask. All required safety protocols will be followed during fieldtrips.

Visiting and Other Rights of The Parent

The Parent's Rights form gives parents the right to enter the building at any time. Please note that during this Covid-19 period, state licensing allows schools to limit parent access.

Winter and Spring Break

During the 2020-2021 school year, The Child Unique will be closed Winter Break and there will be no Spring Break. We will combine Winter Break with our days of

school for a consolidated Floating Possible Shelter-in-Place break. We reserve the right to shift those days to coincide with a possible mandated Shelter-in-Place. If there is no anticipated Shelter-in-Place, we will be closed over Winter Break and return in January.

Music at TCU/MEISA

Our music program at TCU/MEISA will be adjusted this year. Any Kodály music classes will be taught outdoors while masked, as singing is a higher transmission activity. Students will also experience hearing and playing instrumental music, dance of all types Elementary/middle school level - music theory and ukulele lessons will continue via Zoom.

Temporary Covid Fee \$100 Or Donation

This temporary fee is to offset the additional supplies and equipment during this Covid year. It can be replaced with donation of disinfecting wipes.

Phase-In

For the 2020-2021 school year we will not have shortened Phase-In days. For the first two weeks children who are enrolled two or three days per week are welcome to attend the morning session on the days they would not normally attend. During the first two weeks of school, we encourage parents to stop by the campus often, and to pick up a little earlier, if their child needs it.

Drop Off / Pick Up

For the 2020-2021 school year, we have established the following arrival/departure protocol:

Required Daily Home Assessment

Prior to departing for school parents must:

take child's temperature

do visual assessment

check for contagious symptoms including fever, vomiting, diarrhea, headache

If anyone living in the child's household has an elevated temperature or any Covid-19 related symptoms, the child must stay home and the school must be contacted.

Staggered Arrival / Departure Schedule

Families will be assigned a time slot to drop off / pick up their child. We will do our best to accommodate family needs and requests around drop off and pick up times.

Car Arrivals

When dropping off, the parent should stay in the car and wait for a greeter to come to them. The parent will sign the sign-in sheet with their own pen in their car, and the greeter will help the child out of the car and to their classroom.

Bike/Walking Arrivals

Parents who walk or bike to school, should wear mask; maintain six (6) foot distance.

Arrival/Departure and GLYMPSE

TCU is streamlining the child drop-off / pick-up process with an app called **Glympse**.

Using **Glympse** is optional for parents, although we hope it will help us all create smooth arrivals and departures. Your feedback will be very helpful.

What is **Glympse**?

Glympse is an app that allows for temporary real time location sharing. It will enable parents to share their location/arrival time with the teachers so that staff can:

- 1) be ready to receive your child from you
- 2) be ready to deliver your child to you

Here are the details, which differ depending on the time you are dropping off and picking up your child.

Early morning Drop-offs between 7:00am-8:00am

- Parents are requested to use **Glympse** to notify teacher that their student will be arriving shortly
- Parent should walk their child to their child's exterior classroom door. Please do not go inside.
- Teacher will receive child at the door. (see list of door assignments below)

Morning Valet Drop-off 8:00am-9:00am

- **Using Glympse is not necessary during this time period.**
- Greeter will be waiting outside to receive children.
- Parents are requested to remain in their car during the sign-in process.

We request that you avoid dropping off your child between 9:00am-9:15am as much is going on in the classroom during this time, with everyone settling into the morning.

Late morning Drop-offs 9:15am - on

- Parents are requested to use Glympse to notify teacher that their student will be arriving shortly.
- Parent should walk their child to their child's exterior classroom door. Please do not go inside.
- Teacher will receive child at the door. (see list of door assignments below)

Morning Pick-up 11:30am for AM students

- Parents are requested to use Glympse to notify teacher that their student will be arriving shortly for pick-up.
- Teacher will prepare your child to leave.
- Parent should walk to their child's exterior classroom door. Please do not go inside.
- Teacher will bring your child to the door to meet you. (see list of door assignments below)

Afternoon Valet Pick-up 2:30pm-4:00pm

- Parents are requested to use Glympse to notify teacher that they will be arriving shortly for pick-up
- Teacher will prepare your child to leave and walk your child to your car.
- Parent will get out of their car to help their child in and to buckle car seat, etc.

Late Afternoon Pick-up 4:00pm-6:00pm

- Parents are requested to use Glympse to notify teacher that their student will be arriving shortly for pick-up.
- Teacher will prepare your child to leave.
- Parent should walk to their child's exterior classroom door. Please do not go inside.
- Teacher will bring your child to the door to meet you. (see list of door assignments below)

INSTRUCTIONS for setting up the GLYMPSE app:

Click on the following link for the instructions on how to setup and use Glympse: <https://tinyurl.com/tcuglympse>

For any questions that you may have regarding the instructions, contact Pola Ebrahimi at pola510@gmail.com

PACIFIC CAMPUS: WALK-UP DROP-OFF LOCATIONS before 8:00am and after 9:15am

- Toddler 1 enter through gate, wait in courtyard
- Preprimary cohort 1 go to main front door, wait on porch
- Preprimary cohort 2 enter through gate, wait in courtyard

ENCINAL CAMPUS: WALK-UP DROP-OFF LOCATIONS before 8:00am and after 9:15am

- Primary 1 enter the right (west) side gate, wait at the side classroom door
- Cultural Room Cohort wait at the front door
- Primary 2 enter through the main (left) side gate, wait at rear classroom door

TAYLOR CAMPUS: WALK-UP DROP-OFF LOCATIONS before 8:00am and after 9:15am

- Toddler 2 enter the Hall wait at classroom door
- Primary 3 and 4 wait at classroom door
- LE MEISA wait at classroom door
- UE MEISA (balcony classroom) wait at Hall door to watch child reach stair way door.

INCREASED HEALTH ASSESSMENTS

Daily student health check will include temperature taking and visual assessment

If your child has elevated temperature or symptoms, they will not be admitted.

If your child or anyone who lives with your child has elevated temperature or any Covid-19 related symptoms, please keep your child home and inform The Child Unique.

Until there is a vaccine for COVID-19, parents will not be allowed in the classroom.

SHARING DAYS

Sharing Days will **not** occur during this school year. Children may share a story or share information about an item that is at home. They may also create a video that is sent to the school, in which they discuss and show their sharing item. The video may be shown in class.

PERSONAL ITEMS

Lunch boxes will be permitted if/until a hot lunch program begins in the school.

Personal items, sometimes carried around by children, should be left at home. **This includes bottles, blankets, pacifiers, dolls, toys or electronics of any sort.**

Additionally, with the exception of MEISA students, **no other personal items will be allowed during this school year, including backpacks and sharing items.**

We request that children bring croc-like/jelly sandals as indoor slippers that can be easily disinfected. Please take **croc-like/jelly sandals** home periodically to be washed, and to check for proper sizing.

ILLNESS

According to State law, teachers must receive children at the door who are in a proper state of health for school. Therefore, children should not attend school under the following conditions:

- within the first 36 hours of a cold - this is when a cold is most contagious
- when a child has a fever or a contagious disease (strep, conjunctivitis, etc.)
- within the first 24 hours following a fever - as fever often precedes a problem
- when lack of sleep prevents a child from functioning in school
- if a child exhibits symptoms of a contagious illness, including flu-like or respiratory symptoms

Children who become ill during the day will be sent home. **Parents who cannot arrive within 20 minutes, must have a designated person to pick up their child.** A child who is ill should be in a restful place receiving individual attention.

COVID-19 WAVE CLAUSE

Due to the unexpected nature of a possible second Covid-19 wave and a resulting Shelter-in-Place, we are extending our school calendar by three weeks to cover a potential mandated closure.

This is our plan:

1. We are beginning the school year two weeks earlier than originally scheduled
2. We are ending the school year one week later than originally scheduled
3. We have eliminated Spring Break
4. We will combine our days of school closure (winter break, professional development days, etc.) for a consolidated Floating Possible Shelter-in-Place break. We reserve the right to shift those days to coincide with a possible mandated Shelter-in-Place.
5. We will continue to be closed for major holidays including three (3) days around Thanksgiving.
6. If there is no Shelter-in-Place, we will be closed over Winter Break and return in January.

The number of in-class school days of our typical school year is between 178 and 180 days. With this plan, a 2-week Winter Break closure and a 2-week Shelter-in-Place will still result in 186 in-class school days.

If there are no Shelter-in-Place days students will receive 196 in-class school days. There would be no change in tuition.

I understand that the tuition commitment is for the entire academic school year, which is divided into ten installments. Other tuition payment arrangements and applicable discounts are described above. Each monthly installment is an equal amount, and **is not reduced** for holidays, illness, vacation, or general school closure. However, in the case of extended closures due to health concerns, government orders, or unforeseen circumstances, the school will modify the tuition commitment as follows:

School Closure beyond 4 weeks: In the event that the school is closed for more than 4 weeks, tuition payments for periods beyond 4 weeks will be reduced by 40% and extended care fees will not be charged. This is because the school will make every effort to continue forms of distance learning and the school must still be able to meet its financial commitments. In the event that these school closure tuition policies create a financial hardship for any family, we will work with those families on a case-by-case basis.

HEALTH RISK ACKNOWLEDGMENT AND AGREEMENT

The collective effort of Bay Area communities to stay at home and follow health department guidelines has limited the spread of COVID-19. However, community transmission of COVID-19 continues, including transmission by individuals who are infected and contagious, but have no symptoms and are unaware that they have COVID-19. To date, it is assumed that infected persons are contagious 48 hours before developing symptoms and many are contagious without ever developing symptoms.

The health department and the Governor have issued permission for childcare/preschool and summer camps to resume. However, this decision does not mean that attending childcare, camp or preschool is free of risk. Enrolling a child could increase the risk of the child becoming infected with COVID-19. While the majority of children that become infected do well, there is still much more to learn about coronavirus and secondary syndrome in children.

For this reason, The Child Unique/Montessori Elementary Intermediate School of Alameda has created a protocol that goes beyond the current guidelines and restrictions, and expects staff and parents to abide by that protocol. Parents, whose children are enrolled at TCU/MEISA, recognize that the school holds strict standards connected to mitigating the spread of COVID-19. These include mandatory staff masking, optional child masking (for children over two years), regular health checks and temperature taking upon arrival and during the day, continual handwashing, distancing between children, no food sharing, individual snack and projects and no personal items brought to school.

Parents agree to do a health check of their child, including taking their temperature before the child leaves for school. *Signing in a child in any form indicates that this wellness check has occurred at home, and the child was free of any contagious symptoms, including those identified as possible child indicators of Covid-19.*

Parents agree that they will not bring their child to school if they or someone they live with has an elevated temperature or if they exhibit any of the signs of COVID-19: fever, cough, headache, sore throat, chills, fast breathing, muscle pains. Parents agree to inform the school if anyone associated with the family has become infected or exposed, including siblings in other schools.

Each parent or guardian must determine if they are willing to take the risk of enrolling their child in childcare/school, including whether they need to take additional precautions to protect the health of their child and others in the household, such as members who are adults 60 years or older, or anyone who

has an underlying medical condition. Parents and guardians may want to discuss these risks and their concerns with their pediatrician or other health care provider.

IF SOMEONE TESTS POSITIVE

Our protocol addressing a Covid-19 positive test result within our school community will be found on our website under Rates and Forms.

What is Montessori Education?

“...education is not something which the teacher does, but...it is a natural process which develops spontaneously in the human being. It is not acquired by listening to words, but in the virtue of experiences in which the child acts on his environment. The teacher’s task is not to talk, but to prepare and arrange a series of motives for cultural activity in special environment made for the child.”

- Maria Montessori

“I don’t know how to explain it... It’s a lot easier, because the teacher takes a lot of time just for one student, instead of teaching the same thing to thirty students. There’s a lot more steps . . . you work your way up.”

- Chandra Krinsky, alumni

“Montessori education is a method of teaching children in an environment that’s easier for kids to learn than in most public schools. [At The Child Unique,] it’s easier in smaller classes, because teachers can pay more attention to you. It’s not just textbooks. It’s more concrete and hands-on stuff - you work with materials and actual things.”

- Jonathan Acker, alumni

“It’s an approach to education which creates a very rich environment that attracts the child to discover for themselves the joy of learning. It’s a sequential presentation of academic materials, which take a child to mastery. Montessori presents an educational style which approaches the multiple intelligences and varied learning styles of children.”

- Ayn Hsu, former Child Unique parent

Social Justice Key Used in this Handbook

You will notice throughout this handbook, the use of a key to identify aspects of Social Justice in action at The Child Unique/Montessori Elementary Intermediate School of Alameda (TCU/MEISA). By adding this key, we are increasing and focusing our awareness on the need to be consciously choosing to act in manners consistent with our intention to further social justice in our school, our community and our world. Social Justice doesn't happen by accident, we have to be intentional, vigilant and alert.

KEY:

Equity = The situation in which all people or groups are given support and access to the correct number and types of resources according to their need which can include:
cultural equity
educational equity
health equity
religious equity
socioeconomic equity

Equality = The act of providing the same measure of treatment, support, material goods to all regardless of personal situation

Fairness = Impartial treatment without favoritism

Gender Justice = Treating everyone fairly regardless of gender identity

Personal Safety = Seeing the issue of personal and public safety from a social justice perspective, not merely a legal lens. Children have a right to be protected and have an adult hold that for them until they can do that for themselves.

Social Justice = An ever evolving, broad term of actions and many views which include the intention to create genuine fairness, respect, dignity, equality and equity among all people

State Law = Legally required to comply

The History of The Child Unique Montessori School

The Child Unique Montessori School was founded on July 3, 1983. The school was first located in a small house at 1516 Bay Street in Alameda, and was licensed for 12 preschool students. The house was leased, and a parent exchanged childcare for the building of furniture and electrical work.

Parents, such as the Standke-Braun and Accord families, assisted with materials and furniture to extend the school through kindergarten. In June of 1985, the building which housed preschool went on the market. With the help of Denise Rosko, five other TCU parents and the Economic Development Corporation of Alameda, the Victorian house at 2226 Encinal Avenue, was purchased and renovated. The house was lifted, moved and a school created on the new first floor.

In the same year, the owners of a house at 2212 Pacific Avenue offered their home to rent. School began at the Pacific and Encinal sites in September 1986, paving the way for an additional 60 families to join The Child Unique.

Two years later, The Child Unique outgrew its space, and parents assisted with the renovation of the upstairs unit, previously rented. Richard Sherman, a Child Unique parent who has since passed away, left his mark of love through the texturing of the walls of the upstairs unit.

With that renovation, The Child Unique began an elementary program. In 1991, the first official seventh grade class graduated. In 1999, to meet changing economic and demographic trends, The Child Unique returned to its toddler – Kindergarten status. After 12 years, the school faculty sought ways to support equity in educational opportunities on the West end of the island, and in 2012, The Child Unique expanded by adding a third campus at 1400 6th Street on the grounds of a former elementary school (St. Barnabas), and reopened the elementary school program, adopting the name created by the founding students: MESA (Montessori Elementary School of Alameda). In 2019, MESA expanded the name to MEISA (Montessori Elementary Intermediate School of Alameda) to include its middle school students.

The Child Unique has also grown in its community involvement. We are members of the West End and Park St. Business Associations, and are represented by our Principal with the Alameda Collaborative for children, youth and their families. We are successive winners of Best of the Bay for Best preschool. Our Principal, Dr Cindy Acker, is a seven-time award winner in the areas of social justice, education and advocacy.

The Child Unique Philosophy

A Welcoming and Inclusive School

The Child Unique/MEISA welcomes diversity inclusive of all races, religions, ethnicities, gender status, sexual orientation, abilities and socio-economic status into the community as teachers, parents, students and family members. We strive to support bias-awareness and anti-bullying on our campuses and in our community. We believe that openness and inclusivity is what is required to move our society in the direction of social justice and equity and have adopted this as our social justice mandate. Reflective of one area of our social justice position, TCU/MEISA has chosen to be a member of the Human Rights Campaign (HRC) Foundation's Welcoming Schools program. HRC Welcoming Schools take concrete steps to demonstrate their commitment to LGBTQ+ inclusiveness through policies and practices such as inclusive language that reflects diverse family structures, non-discrimination employment policies, anti-harassment policies, and in-service training and LGBTQ inclusive curriculum.

At TCU/MEISA, this view is also manifested in our hiring and enrollment processes, curriculum materials and honoring of differing families and their structures through the use of gender sensitive language and respectful engagement.

Cultural Inclusivity

(Cultural Equity)

Our commitment to inclusivity isn't limited to gender or sexual orientation. We seek to be a welcoming, safe space for families of varied religious and personal beliefs, varied socioeconomic backgrounds, family compositions and ethnic variations and compositions. What that does mean, however, is that any family that enrolls their child at The Child Unique/Montessori Elementary Intermediate School of Alameda does so with the knowledge and appreciation that our practice of honor in diversity is our way of life. It permeates our teaching, policies and interaction with others. It is our expectation that parents or prospective employees whose belief system is incongruous with those values of respect, honor and inclusion will find that our school is not appropriate for them.

Family Composition

(Equality)

We recognize that parent and family have fluid and evolving meanings over time. We value all forms of family, including grandparent headed households and families of choice. The word 'parent' is used throughout this document. We recognize the broadness of the term parent to be inclusive of biological parents, adoptive parents, step-parents, foster parents, parents of choice and legal guardians.

The Child Unique Philosophy (continued)

Use of Gender-Neutral Pronouns

(Gender Justice)

You will notice throughout this handbook, the use of gender-neutral pronouns such as they/their as rather than the binary terms he/she and his/her. The Child Unique/MEISA is taking steps to update the language we use, in order to recognize the gender spectrum and to be a more inclusive community.

Our teachers and staff are being asked to thoughtfully consider the pronouns they use in their classrooms to include gender-neutral options.

The singular use of the word they/their is indeed grammatically correct and has been in use as a singular pronoun since the 1300s.

Inclusion

(Social Justice)

As advocates of the child and family, we recognize the importance of supporting the changing definition of family. The Child Unique/MEISA is home to families of all compositions: single-parent households, same-gender households, biracial households, and traditional nuclear households are just some of the many different families that we welcome into our community. We are proud of the diversity of our school, which manifests itself in a complement of ethnicities, family compositions, ages, sexual orientations and personal beliefs.

Our policies regarding curriculum and holidays are designed to reflect a spirit of inclusion, and something Montessori called *Education for Peace*. It is our hope to build communities of children who will practice peace, understanding and tolerance, which will break down barriers of injustice in the world.

Curriculum/Practice Reflecting Cultural Recontextualization (Cultural Equity)

When The Child Unique opened its doors in 1983, it reflected a philosophy that showed respect for the differing views and compositions of families and values. At the time, the term anti-bias curriculum was not yet coined; this view occurred before its time. The idea behind an anti-bias curriculum is a setting which endeavors to keep from making any dominant culture ideology overarching in teaching and learning.

The curriculum is one that respects the individual rights, freedoms and conscientious decisions of others regarding matters of religion, sexual preference, politics and family structure.



The Child Unique Philosophy (continued)

Overtime, we have realized that all individuals possess biases as a matter of human nature. When biases are introduced to children in an educational setting, it can mar a child's ability to see a balanced view of the things learned at school vs. practiced at home. Our responsibility as educators is to check our biases and ensure that our practices and curriculum open avenues for children to use their critical thinking skills and empathy to see the views of others and to understand and honor differences.

Cultural recontextualization (coined by Dr Cindy Acker) involves holding a new, evolving cultural lens which incorporates and honors people in all of their differences, identities and compositions.

Emphasis in Cultural Subjects and the Arts

(Cultural Equity)

Apart from our commitment to provide an authentic Montessori environment, The Child Unique/MEISA enhances its curriculum to encompass what Montessori described as the full development of the child. We do this with an emphasis in cultural subjects, the arts and community involvement.



The cultural curriculum is one that is ongoing throughout the school year, in which we focus on a different continent each month, highlighting specific countries. When we feel that there is an especially pressing topic that should be addressed, we add it to our cultural curriculum as well.

Within each classroom we include various artifacts specific to the cultures that we are studying: culturally related artwork and projects; music; photographs of people from the relevant culture; and recipes for food, which we use in a cultural feast at the completion of each unit. We also invite individuals from each culture to make a presentation on their country, usually involving music or dance. Our complete cultural curriculum covers the language, music, art, and fundamental needs of people for each country studied.

The Child Unique Philosophy (continued)

Languages

Our faculty is comprised of many teachers who are bilingual or multilingual. Most classes have a second language spoken regularly. At TCU/MEISA incorporating other languages into the daily activities of the students is an act of normalizing the fact that many languages are spoken in this country and to allow children the opportunity to build early multi-languages skills. This embracing of language immersion brings an appreciation and understanding of other cultures to all full TCU/MEISA community. Second language teaching classes incorporate a second language into the daily lessons and classroom conversation.

We have the following immersion/semi-immersion or second language teaching programs:

- * French immersion (one French speaking teacher in the Primary classroom)
- * Toddler Spanish immersion (one Spanish speaking teacher)
- * Arabic language taught (elementary-middle school)
- * Mandarin language taught (primary classroom)
- * Japanese language taught (primary classroom)
- * Spanish language taught (toddler classroom)

Music

At TCU/MEISA, students experience music through daily circle time, Kodály music education and at the elementary/middle school level - music theory and ukulele lessons.

The Kodály method uses a child-developmental approach to sequence, introducing skills according to the capabilities of the child. New concepts are introduced beginning with what is easiest for the child and progressing to the more difficult. Children are first introduced to musical concepts through experiences such as listening, singing, or movement. Concepts are constantly reviewed and reinforced through games, movement, songs, and exercises. The children participate in winter and spring school concerts.

Physical/Somatic Learning

All classes have a curriculum for motor fitness, and have daily or weekly lessons with the fitness instructor. Some Primary classes have either weekly dance or yoga lessons.

MEISA students also have Capoeira lessons an Afro-Brazilian martial art that combines elements of dance, acrobatics and music.

The Child Unique Philosophy (continued)

Community Involvement

The curriculum includes opportunities for the children to learn how they can give to their community by serving others. In the fall and winter, all classes participate in giving by having a food and toy drive. Children either donate or assist to count, collect or deliver items for families in need.

Students also support the community in doing things like beach clean up, recycling, cleaning up around their neighborhood, performances in the community, reading to others or speaking out about topics of importance.

A Spiritual Connection to the World from Within (Social Justice)

Montessori believed that as important as physical development is to life and the body, psychic development is to the mind and spirit of a child. Some define spirituality as 'the peace one feels with oneself and the outside world.'

Apart from one's religious connection, the spirituality of a child involves his or her heart and inner spirit. Appreciation for living things and understanding one's feelings and those of others, are concepts that can only be experienced through emotional nourishment, patience and unconditional love.

In keeping with this philosophy of Montessori, The Child Unique/MEISA will strive to maintain a spiritual understanding of oneself and others. This is manifested in our appreciation for what we have, both tangibly and intangibly; care and concern for others; love, appreciation, courtesy, honor and respect for ourselves and those around us.



How the Spiritual Emphasis Manifests Itself in the Classroom

- Tone of the environment. A Montessori classroom, while busy, is also generally a calm and orderly atmosphere.
- Slowing down of classroom life. Taking time to watch chicks being born, watch the journey of an ant, to hear the differing sounds of tiny bells, or to enjoy the repetition of a pouring exercise; meditative thoughts about those we love; carrying things one at a time; quiet exercises; gardening; working on a rug.

The Child Unique Philosophy (continued)

- Development of care for living and non-living things. Cleaning the leaves of plants; mending a torn book; stopping when someone is hurt; returning materials and furniture as one found them; beauty in the environment.
- Gentleness of the teacher. Quiet music; eye contact; speaking from the child's level; patience.
- Respect for the earth. An attention to enjoying less, using more of what is available, and preserving, growing and harvesting.

Organizational Structure

The **Principal/Head of School** governs the operations of the school, oversees academia and staff and student development.

There are three **Site Directors**, one at the Encinal campus, one at the Pacific campus and one at the Taylor Ave campus. They have general oversight of daily operations, meet with the campus staff and provide input regarding staff, program and budget issues.

The **Office Administrator** interfaces with parent committee, handles daily school operations and communication.

The **Bookkeeper** handles accounts payable and receivable (billing). Monthly, quarterly and annual closing of books is outsourced to an accounting firm. Payroll is outsourced as well.

The **Parent Advisory Council** offers input on legal and special matters, and oversees the work of parent committees.

The **Parent Committee Coordinator** oversees and orchestrates the work of the parent committees. This is a position in lieu of 1 school day tuition amount; it requires a commitment of time and follow through. It is not a position that is assigned each year. In the absence of a PCC, oversight is provided by the office.

The **Committee Chairs** delegate, monitor and support parents within their committee assignment. Chairs receive a \$50 stipend for each successful month.

The **Head Teacher** is the main vehicle for communication to the parents, and is responsible for decision-making regarding classroom curriculum and design, parent conferences, academic evaluations, proper classroom discipline, Montessori materials, field trips, and the classroom allotment budget.

The **Assistant Teacher** implements decisions regarding circle planning, proper classroom discipline, aesthetic touches for the classroom, changeover of books for the classroom library, and choice of daily snack and stories.

Montessori education is a philosophy of human development and a fundamental basis for directing such development. The elements of Montessori education include:

A Prepared Environment

- one in which a student can develop abilities and strengthen areas of challenge
- strengths are matched via the curriculum and community opportunities
- areas of improvement are identified and given individual focus
- one which promotes individual success
- materials designed for individual lessons
- an individualized curriculum, meeting students in their academic 'place'
- self-correcting materials, including self-correcting ungraded assignments
- continual refinement of skills, through repetition and gradual intensity in which classes are interdependent
- preschoolers may share information with older ones
- older students share presentations or read to younger ones



Self-Development of the Child

- peer instruction to challenge and develop leadership skills
- academic success teams form during the year for special projects
- practical life education prepares students for life, from pouring exercises to repair, laundry and practical skills
- individual education and development plan is created for each student

Elements of Montessori Education (continued)

Concrete Educational Materials

- non-frustrating, self-correcting living educational materials are a trademark of a Montessori environment
- such concrete learning is not replaced by massive textbooks and dittoes
- materials are multi-leveled, to allow for repetition and challenge
- concrete education also includes community involvement and assistance



Five Areas of Montessori Education

During Montessori work periods there are engaging activities that are divided into five main areas that build on each other.

- **Practical Life** activities help the child learn to function in his or her own environment, and are preliminary to more advanced learning.
- **Sensorial** activities are designed to isolate and sharpen each of the five senses; seeing, hearing, touching, tasting, and smelling, and builds a foundation for speech, writing, and math.
- **Language** activities introduce the child to letter sounds first and then they continue to learn letter names and shapes. They then progress naturally to reading skills.
- **Mathematics** concepts are presented through extensive use of concrete materials, this allows children to understand mathematical concepts abstractly before introducing the concrete form of mathematics.
- **Cultural** activities including geography, history, botany, biology, music and grammar are introduced through the use of concrete materials.

Elements of Montessori Education (continued)

The Montessori Teacher

- the 'teacher' is a facilitator, who directs the child toward self-learning
- the teacher is the link between the student and the learning environment
- the teacher directs the activity and the motivation of the student toward the accomplishment of his or her goals
- the teacher seeks not to make every child a genius, but to enable every student to develop their own capabilities to their fullest potential.

Academic Requirements State of California (preschool)

The state of California requires preschool teachers to have a minimum of 12 units of early childhood education in the areas of child development, child family and community and curriculum.

American Montessori Society (preschool/elementary)

For Montessori certification, Montessori teachers are required to have successfully completed 1-2 years of educational training and one year of student teaching (internship) in a Montessori classroom. Teachers who have completed their bachelor's degree, will, upon completion of their training and internship, receive a Montessori teaching credential. For AMS accreditation, toddler teachers must be an intern or certificated toddler teacher. Elementary teachers must be an intern or credentialed elementary/middle school teacher.

The educational training includes the preparation of more than 600 exercises, covering mathematics, language arts, sensorial development, practical living skills and cultural subjects (geography, history, science and the arts). The exercises, extensions of, and rationale for such exercises are prepared in manual form; each teacher is graded on each manual.

Incorporated within each manual are extensions for each exercise, which should provide the teacher with information to challenge a child gifted in a certain area, or strengthen a child challenged within the same area.

Teachers are tested in their presentation of the material, with an oral examination regarding information contained in the manuals. They are then certified through a Montessori teacher training program, most of which are accredited by the Montessori Accreditation Commission for Teacher Education (MACTE). TCU/MEISA seeks to hire teachers who are MACTE trained teachers.

Academic Requirements

The Child Unique/MEISA seeks to have all staff with a minimum of a bachelor's degree as a requirement from all teachers and assistants of TCU/MEISA. The Principal sets the standard in lifelong learning with a Montessori certificate, two bachelors degrees, two masters degrees and a doctorate in education leadership from UC Berkeley.

Additionally, teachers at TCU/MEISA carry a specialty in some areas. Such specialty may involve a degree or experience in a certain subject, or a sensitivity or understanding of some field of child development or education.

Expectations for TCU/MEISA Teachers (continued)



The Students

At TCU/MEISA, we expect our teachers to come to know their students -- academically, cognitively, socially, and emotionally. We feel that smaller class sizes enable us to accomplish this.

All potential students are individually assessed. Following enrollment, the teacher continually assesses and monitors their progress. They prepare materials or exercises that match either the child's areas of strengths or areas of improvements.

The Parents

Teachers view parents as an invaluable connection to the child, and should seek their input periodically. Teachers are expected to maintain regular communication with parents, keeping them informed of their child's progress and any concerns.

Health and Safety

While the State of California only requires each school to have one individual trained in First Aid and CPR, **all** Child Unique staff are required to be trained in First Aid, CPR and infectious disease procedures.

School Events

Teachers are expected to attend and support major school events. Teachers will assist and prepare students to assist the community in age-appropriate special projects.

Paperwork

TCU/MEISA teachers are responsible for a comprehensive amount of record keeping. Weekly and monthly lesson plans are prepared and reviewed. Daily notations are made regarding student progress. Injuries are logged and explained. Evaluations are prepared quarterly. Time is set aside during the school year, when school is closed, to allow time for classroom preparation.

Expectations for TCU/MEISA Teachers (continued)

Continuing Education

Requirements for the state of California necessitate that all teachers add to their education by taking coursework TCU/MEISA staff has always been encouraged to keep their education alive, staying abreast of the newest information in education. Each year, TCU/MEISA closes for one day to allow the staff to attend a Montessori conference. Teachers are also expected to visit other schools to gather information, and to observe classes.

Additionally, TCU/MEISA is enrolled in the First 5 California/Quality Counts California initiative. Quality Counts California is a vehicle for ongoing training and assessment. TCU/MEISA teachers and leadership staff participate in monthly trainings, assessment and feedback to maintain and improve best practices.

Participation in Quality Counts Program requires teachers to leave their classroom for training one day every month during the school year. Regular substitutes will be used on these days in class.

School-wide Communication

TCU/MEISA staff strives to meet weekly, in the form of work nights or staff meetings. Staff meetings are vehicles for sharing school information, discussing concerns, Montessori presentations, staff acknowledgment and mini-educational workshops. Teachers also spend additional hours during the week to work in their classrooms, making materials and preparing written information. Work nights are also a time to meet with staff members to discuss student concerns.

The decision to celebrate a holiday or how to do so is a personal one. TCU/MEISA *does not*, in respect for the personal views of others, present holidays as days that should be celebrated. While holidays may be discussed, they are not celebrated.

Students, who wish to share information regarding holiday celebrations in their home or culture, are free to do so, as it represents personal expression, not bias. Our educational position regarding holidays merely means that the teacher maintains their role as an educator, presenting information to the children to examine and absorb. A teacher may choose to explain the origin of that holiday as a part of the classroom curriculum, provided the information has been well researched and is factual and all-inclusive.

The teacher, however, would respect the personal rights of the child and the family by not presenting information in any manner that would be an infringement on a family's beliefs. Additionally, the teacher would not in any way reveal their own bias or personal belief to the child regarding personal or sensitive issues, but would promote an overall belief system based on understanding, respect and sensitivity for the cultural diversity and belief system of all.

Birthdays

While TCU/MEISA does not celebrate holidays, including birthdays, we feel that celebration is important to the full development of a person. Students at TCU/MEISA enjoy seasonal and cultural opportunities as a basis for celebration.

At TCU/MEISA we honor the child and celebrate life through a special Montessori celebration. We request that parents bring a photo for each year of a child's life (from birth to the present). If you so choose you may also contribute as follows:

Book in Honor of the Child

We encourage you to allow your child to give to others on this special day by donating a hardcover cultural book to the school, in honor of their birthday. A book plate noting your child's birth year will be placed in each book.

Snack

Parents may bring a simple snack to share with the class. Snacks should be nutritious, such as muffins, crackers, cheese, or fruit. Candy, cupcakes, cake, soda, chips and junk foods are not permitted. (See "food provisions" section). Jello/Gelatin also isn't permitted since it is meat based and there are students who are vegetarians.

The Celebration of Holidays (continued)

Peanuts and any nut related foods are not allowed on the school premises.
(Cultural Equity / Health Equity)



Birthday Party Invitations/Gifts

For a variety of reasons, parents may need or choose to limit the number of students who attend a personal festivity for their child, outside of school. It is important that the feelings of all children at school are not injured in any way, as a result of such understandable and necessary decisions. Gifts should remain family matters, and should not come to school.

Parents are provided with class lists at the beginning of the school year. These may be kept and used for invitation purposes. Invitations may be placed in parent folders at school.

Teacher Appreciation Week

(Equity)

National Teacher Appreciation Week is a weeklong celebration in recognition of teachers and the contributions they make to education and society. It is held during the first full week of May of every year. This week provides an opportunity for students, their parents, and school principals to show their appreciation for the hard work teachers do and their long hours of work. We also take this time to show our appreciation for the field of education and all of those who contribute to the dynamic changes that come from the person children become. The Tuesday of that week is National Teachers' Day.

At TCU/MEISA, we request that this week long celebration be honored as a celebration of the teaching profession inclusive of all staff and teachers who make TCU/MEISA the wonderful community that it is.

During this week, families bring in flowers, cards and other thoughtful gifts of their means and choice. Bags will be available in the office with staff names, to allow parents to place them in the bags, which will be delivered to teachers on Friday of that week.

In keeping with TCU/MEISA's social mandate of inclusivity and equality, the Parent Council requests that parents who are able to donate monetarily, all monetary gifts will be collected by one person at each campus. There is no limit on the amount you may want to contribute. However, all monies collected will be

The Celebration of Holidays (continued)

totalled and divided equally among all staff. We find that this lens of equality in expressing appreciation goes a long way to maintaining high staff morale and sense of self. Since it is difficult to provide them equally, gift cards are strongly discouraged.

Use of a Student's Image

(Personal Safety)

With current technology, social media has become a commonly used form of communication in our society. We therefore address technology and social media in the policies of TCU/MEISA.

Throughout the year, TCU/MEISA will take photos and videos during special events and when students are engaged in inside/outside activities. These photos/videos are used for the purpose of education and promotion of the school.

Receipt of your authorization is required prior to using any image/video of your child on the school website, e-Newsletter, promotional materials, or outside publications. Personal information such as name, address, and telephone number will not be published.

Parents who do not wish their child to be photographed at events should keep in mind that others may take friendly photos/videos of performances/events. TCU/MEISA cannot control or be held responsible for the actions of others. Additionally, we ask parents who take photos/videos to keep the safety of children in mind (e.g.: including names of children with photos).

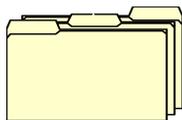
(See Appendix: Use of Child's Image Authorization)

Before School Begins

Enrollment Determination

Students are received on a first come, first served basis. Parents interested in enrolling in the school should first observe the classroom, to assess their comfort level with the program and the environment.

Upon a successful tour and observation, parents should fill out an enrollment or waiting list application, depending on space availability. Parent and student will be invited back to school for a pre-enrollment visit. After meeting with the teacher, the parent will be contacted to discuss the student's behavior and compatibility with the environment. Following a successful visit and letter of confirmation, parents must provide the school with immunization information, medical assessment, and completed informational and emergency forms.



Spring Enrollment Process

Our enrollment procedure is as follows: Applications for the next school year are made available during the month of January. The registration period begins on the first Monday in February for current parents. The enrollment period for parents who were previously waitlisted will begin on the second Monday in February. After the second Monday enrollment date, enrollment is open to the general public. *The enrollment procedure is first come, first serve - parents who enroll earliest will receive the first available spaces.* Siblings of enrolled students are processed at the same time.

Standard enrollment requests are processed first, on a space available basis. Special schedule requests are processed second, determined by whether there is another family in the school with a request which offsets it. All other applications are placed on a waiting list.

Parents who enroll following the enrollment period are placed as space is available, or placed on a waiting list. Waitlist priority will be given to current Child Unique parents. *The waiting list does not guarantee a space.* Acceptance letters will be mailed out thereafter.

Upon Enrollment

In the late spring, parents will receive a packet of enrollment forms. Parents will need to complete all forms prior to the start of school. Enrollment is not complete until school administration receives and reviews your forms. You must provide the school with full information on pick-up persons, the name and address of a doctor and dentist in case of emergency and full information regarding your child's medical needs and the parent's emergency wishes. It is imperative that we have updated information, in case we need to contact you. Please provide any changes in writing or by email as soon as they occur.

Separation and Transition Parent Plan

Upon enrollment, parents should work with the school to achieve a successful separation from their child. Parents should plan to remain on the school grounds until their child feels safe enough for them to leave, unless other arrangements were discussed with the Administrator or teacher.

(See Appendix: Transition and Separation Parent Plan)

Behavior/Discipline Policy

All families are enrolled with the understanding that no environment is perfect for every child or parent. After the initial assessment, the first four weeks of school is a time when the teacher and/or the Administrator will monitor any child who is having a difficulty, to determine whether this school environment is best suited for them. Should a concern arise regarding the appropriateness of a child's placement, the parents will be contacted for a meeting. Behaviors directed toward students or teachers that cause concern include any type of physical violence or verbal disrespect (name calling, rudeness). Accordingly, TCU/MEISA does not permit violent toys, violent play or actions, and super hero fantasy. We frown on character clothing in general, and encourage consistent patterns of peace.

As in the case of children from toddlers through school age, we recognize that some behaviors are age related, and need positive example, redirection and consistent modeling. Our behavioral plan includes positive redirection, education, modeling, parent and staff meetings, analysis of changes needed in the environment, outside consultation (at parent's cost).

Discipline does not include corporal punishment. Our school will be free from corporal or unusual 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 the function of daily living including eating, sleeping or toileting; or withholding of shelter, clothing, medication or aids to physical functioning or any form of discipline or punishment that violates a child's rights as specified in CA code of regulations section 101223. (see Appendix: Admission Agreement and Probation/Withdrawal)

Upon Enrollment (continued)

Requesting Letter of Recommendation & Academic Records

Parents who wish to have a letter of recommendation and/or academic records sent to a prospective school must submit the form(s) to the school office, and not directly to the teacher. Office administration will ensure that teachers complete the required information. The office will provide copies to the parents before it is sent to the prospective school. A child's school account must be up-to-date before records are released.

The Toddler Program and Classroom Daily Schedule

The Toddler Program (age 18 to 36 months)

We have two toddler program options. At the Pacific campus we have one classroom specifically for 18 month - 24 month toddlers and a second classroom for 24 months and up. The Taylor campus toddler program begins at 2 years old. Our Montessori toddler program has been developed to encourage the child to fully explore their own curiosity. Activities are positioned around the room, each with a particular theme, skill, or subject of value to toddler development. Imaginative play activities and the learning materials appeal to the curiosity of the child. Outdoor play and daily walks are an important part of the day, as are reading and quiet play. The teachers provide respect, tenderness, and warmth that allow the children to blossom. There is space for physical activity and exploring.

Please refer to section above titled Elements of a Montessori Education for specifics of our educational program.

Toddler Classroom Daily Schedule:

Morning

7:30 - 9:00	Daycare time / Children arriving
9:00 - 9:25	Montessori Work time
9:25 - 9:30	Clean up
9:30 - 9:45	Circle time: songs and stories
9:45 - 10:00	Morning Snack
10:00 - 10:45	Montessori Work time (During this time, all children are invited into the bathroom to have a diaper change and/or use the toilet)
10:45 - 10:50	Clean up
10:50 - 11:35	Outside / Walk / Gross Motor Activities
11:35 - 11:45	Wash hands / Circle time

Afternoon

11:45 - 12:20	Lunch (As children finish lunch, they are invited into the bathroom to have a diaper change and/or use the toilet)
12:20 - 2:00	Rest time (Awake children may quietly look at books at 1:45 pm; sleeping children are allowed to rest until they wake up, unless a parent requests otherwise)
2:00 - 2:30	Quiet Activities (Children are invited into the bathroom to have a diaper change and/or use the toilet)
2:30 - 2:45	Afternoon Snack
2:45 - 3:00	Clean up / Continue Bathroom time

The Toddler Program and Classroom Daily Schedule (continued)

3:00 - 5:30	Daycare time / Children departing (At 3:30 pm, children play outside when weather permits) (At 4:45 pm, all remaining children are invited to have a diaper change and/or use the toilet)
5:30 - 6:00	Stories and Free Artwork

Pickup times

- 11:30 (Morning schedule – Pacific & Taylor Campus only)
- 2:30 (School day schedule)
- 5:00 (Afternoon schedule)
- 6:00 (Full time schedule)

Snacks

Snacks are provided in the morning and afternoon. Children are encouraged to finish uneaten lunch items before eating afternoon snack. Snack menus are posted in the school kitchen.

Primary Program and Sample Daily Schedule

The Encinal and Taylor campuses generally have similar primary class schedules. Below is a sample of a typical schedule. Class schedules reflect the needs of the students, the school curriculum, parent participation and extracurricular activities. If you would like to know the class schedule more specific to your child's classroom, please speak to the site director.

Please refer to section above titled Elements of a Montessori Education for specifics of our educational program. The elementary and middle school schedule and curriculum is available in a separate document.

Sample Primary Schedule:

Morning

7:00 - 8:30	Daycare (free choice)
8:30 - 10:00	Class time
10:00 - 11:00	Snack & Morning activities (dancing, singing, story time)
11:00 - 12:00	Yard & lunch time

Afternoon

12:00 - 2:00	Rest & quiet time
2:00 - 3:00	Snack & yard time
3:00 - 5:00	Afternoon work time (gardening, art, sports)
5:00 - 6:00	Daycare (free choice)

Pickup times

11:30	(Morning schedule – Pacific & Taylor Campus only)
2:30	(School day schedule)
5:00	(Afternoon schedule)
6:00	(Full time schedule)

Snacks

Snacks are provided in the morning and afternoon. Children are encouraged to finish uneaten lunch items before eating afternoon snack. Snack menus are posted in the school kitchen.

Driveway, Parking, and Arrival

TCU/MEISA schools are located within residential areas. This means that the schools operate with a use permit, which gives neighbors the right to give input to the city, if their rights as residents are being violated.

We are required to monitor the neighborhood courtesy of our parents and staff when arriving and departing from school. It is important that:

- cars never park in or block the driveway of neighbors
- cars are never double parked
- entrances and exits are made safely
- young children are not left unattended in cars
- personal arguments do not occur outside of the school
- individuals do not gather in clusters in front of a neighbor's home
- when arriving or departing with a child, parents maintain responsibility for the child's behavior and safety, which includes holding the child's hand during the walk from the building to the car



Safety Procedure Rules for Arrival:

- Parents should park, pulling up as far as possible in the driveway or parking lot. If you fear you will be late while waiting for others to leave, you should find street parking, rather than in the driveway. NEVER park across the sidewalk --this creates an unsafe environment for pedestrians.
- Please be present with your young child while in the driveway or parking lot. Do not allow a child to leave ahead of you. If you wish to chat with another parent, please use:
 - Encinal: library or courtyard
 - Pacific: deck or courtyard
 - Taylor: teacher's lounge or outside *green* area (tree area)
- Look for walkers and bicyclists in the driveway and parking lot. Children who travel to school on bicycles must wear helmets.
- Exit the driveway, parking lot or curb slowly, as others may be entering the driveway unexpectedly.

Arrival and Departure (continued)



Valet Service (8:25-8:45)

The Encinal Campus *may* offer morning valet service during the school year. A staff member is available to sign your child in and accompany them inside. Valet service is only available on the driveway side nearest the entrance door.

The Taylor Avenue Campus *may* offer morning valet service and possible afternoon valet service during the school year. Two staff members will be available to sign your child in and accompany them inside. Children must exit on the side nearest the teacher.

Designating a Person to Pick Up Your Child

All persons authorized to pick up your child from TCU/MEISA must be listed by name on your Daily Release form. “All Child Unique Parents” is not an acceptable designation for your child, as the ambiguity of who should depart with whom, can be unclear for the staff.

Requesting identification is for the protection of your child. Even if you know the teacher, please be forgiving if the teacher forgets your face and requests identification. Make others aware that they may be asked also.

The Child Unique/MEISA Staff as Transporters

TCU/MEISA does not currently have a program for student transportation. **We strongly discourage parents from using staff members to transport their child to and from school.** When a staff member transports a child on their personal time they are not considered an employee and therefore, the school is not liable. It is the parent’s responsibility to ensure that the staff member has appropriate auto insurance and is listed on the Daily Release form.

Arrival and Departure (continued)

Change in Transportation Authorization:

- If you wish your child to be dismissed to an adult other than one who was previously authorized in writing, you must provide the office with a written, dated, signed note. In the event of an unforeseen emergency, the office will accept a telephone call with a complete description of the driver. This **MUST** be followed up by a note on the following day of school.
- We prefer that such notes are delivered directly to the office or given to the teacher at arrival time. Should the note accompany the undesignated driver, parents should call ahead for verification.
- Apart from unforeseen emergencies, a change in designated driver should be handled clearly and before dismissal time.

"But they are my friend!"

TCU/MEISA will uphold a strict policy regarding dismissal to unauthorized persons. Please do not assume that undesignated friends may remove another child from the school without a note.

Should a friend be needed from time to time for pick up, designate them on your authorization form. Should you be asked to pick up another child, ask that parent to write a note, or check that your name is listed as a designated driver. Friendship is not a substitute for written authorization.

"But they are my child's teacher!"

A child will not be dismissed to a teacher unless they are listed on their child's Daily Release form. Please do not assume because the person is a Child Unique employee they are authorized to remove your child from the school without written authorization.

Arrival Health Screening

(State Law)

The state of California requires that TCU/MEISA staff create and implement a daily process, which will:

- quickly examine the health readiness of each arriving student
- refuse to admit any child with contagious symptoms
- ensure that parents sign each child in and out
- ensure that parents provide their legal signature
- ensure that only designated individuals pick children up from school

Teachers are trained to carry out an entrance health screening within seconds, during morning greeting. If a teacher determines that a child is too ill to remain at school, ***the teacher will refuse admittance and request that the child return home. Please be aware that this is a state requirement, to minimize unnecessary spread of infection at school.***

Arrival and Departure (continued)

Signing In/Out

(State Law)

The State of California requires that all preschool children are signed in at arrival, and signed out upon departure. The combination of sign-in logs and attendance books are used in the event of fire or earthquake. Please be sure to sign your child in and out each day. You must use your legal signature. Please be sure to communicate this policy to anyone who will be taking your child to/from school.

The Sign-in/out sheet is a legal document. Children are not allowed to write their name or their parent's name. They are not allowed to scribble on it.



Encinal Security

The Encinal campus has a security key code for safety purposes. The code is not to be shared with unauthorized individuals. We discourage children from having knowledge of the access code as it can possibly be shared with outsiders. Parents entering and exiting through the front door should be careful to close the door carefully and not to allow unaccompanied children to exit.

Pacific Security

Parents campus has a security key code for safety purposes. The code is not to be shared with unauthorized individuals. We discourage children from having knowledge of the access code as it can possibly be shared with outsiders. Parents who enter through the front door should keep the screen and front door closed after entering and should not allow unaccompanied children to exit. Please always be sure to exit with your child in hand, and do not double park in the street.

Taylor Security

The Taylor Ave campus gate will be closed each morning after valet service has ended. Please come around to the front entrance of the school, and walk your child to class. If you exit by driving out of the parking lot, please be sure to close the gate behind you.

Please remember that for the health of all children, and for the continued health and happiness of your child, **NEVER** send your child to school when they are contagious or ill, listless or has had a fever within 24 hours.

If your child is unable to function at home, but has no clear diagnosis of illness, it is always best to keep your child home. **Children should come to school ready to work - physically and emotionally.** Children who appear ill or symptomatic may be refused at the door.

Student Medical Conditions

We encourage parents to be clear with the school regarding any health issues which may affect your child. For the best possible consistent awareness and intervention, provide clear information in written form to be read by the Administrator, Site Directors and teachers.

To protect family confidentiality, and to protect the school, please be clear in writing, regarding with whom we may share medical information regarding your child.

Keep the school abreast of any changes in your child's medical condition, including allergies.

If your child is able to attend school, but is having a bad day due to a medical problem, please let us know at the beginning of your child's day.

Basic Notification

Should your child become unable to attend school due to illness or personal reasons, please inform us no later than 30 minutes into class time.



Notification Regarding Contagious Symptomatology

It is imperative that we know as soon as possible if your child develops symptoms that are indications of, or may lead to the spread of infection. Please keep your child home, and contact us, should your child develop any of the following:

Absences and Re-Admission (continued)

- fever
- symptoms of an obvious contagious disease ('pink eye', head lice, etc)
- extreme listlessness
- open lesions, which cannot be covered (serious burn, etc)
- yellow or green mucous from the nose (non-allergy related)
- common cold symptoms (during the first 36 hours of a cold)

Elements of Contagious Disease Notification

(State Law)

Should your child become ill due to a contagious disease, we will need the following information:

- nature of the illness
- when your child was exposed (if you know)
- the first sign of symptoms (beginning of fever, etc)
- when any appropriate medication began

Re-Admission

Children may return to school, following an illness, when:

- they have been fever-free for 24 hours without fever-reducing medicine
- they have passed the first 36 hours of a cold
- when a contagious disease has subsided, with no symptoms, i.e., Chicken pox (blisters dry and scabbed)
- when medication for certain diseases has been in a child's system for 24 hours, i.e., Conjunctivitis (pink eye)
- when medication has been taken for a number of days, AND symptoms are gone, i.e. strep throat, other antibiotic-treated types of illness, or head lice (no nits on hair shaft)

(See *Appendix: Health Policy*)



Medication

TCU/MEISA will dispense medication on site. However, the state of California and/or school policy, require the following procedure:

- All medications must be in their ORIGINAL container
- Parents must give medication directly to the Teacher or Site Director
- Please provide NO MORE than one day's dosage in the original container
- Parent must fill out a Medication Dispense form daily to have medication administered, unless it involves an ongoing prescription.

Prescription Medication

(State Law)

Prescription medications should have a medication schedule and possible side effects, on the original container. If not, a physician's note should accompany the medication, detailing such information. THIS INCLUDES EPI-PENS. EPI PENS MUST BE IN THE ORIGINAL BOX.

Parents must sign information daily to have medication administered, unless it involves an ongoing prescription. Teachers must log the administration of any medication, detailing the date and time given.

Parents who wish confidentiality maintained regarding the type of medication their child receives must discuss this matter with the Administrator.

Non-Prescription Medication

(Personal Safety)

We do not administer non-prescription medication unless it is accompanied by a signed doctor's note. The note may be a one-time authorization of non-prescription medication for the school year, covering such illnesses as colds or basic recurrent problems. All non-prescription medication must arrive with the directions for administration. Parent must fill out a Medication Dispense form daily to have medication administered. Additionally, we should see the following information:

- diagnosis for the medication
- medication schedule
- possible effects to look for

Health Policy (continued)

Medical and Dental Emergencies

In the case of a medical or dental emergency, parents will be contacted using current information on the Daily Release and then the Emergency Release form.

For medical emergencies, the staff will call 911. If a child needs to be taken to the hospital before a parent can arrive, they will be transported by staff vehicle (minor injury) or ambulance to the hospital first. Paramedics determine the hospital based on the severity/illness of the child. If a parent requests a specific hospital, staff will inform paramedics however, they may determine that the child can only be transferred after first being taken to the nearest hospital and assessed first. Medical Restriction/Authorization form, medical waiver, and any medical instructions will accompany the child, so that parental restrictions can be noted and adhered to by medical/hospital personnel.

For dental emergencies, the dentist will be contacted, and in case of immediate emergency, the child will be transported by a staff member with first aid training via the instructions of the dentist, unless parent information directs otherwise.

Medical/Dental Information

(State Law)

Upon enrollment, parents must provide a physician's statement, which must contain current information at all times.

Special medical requests or information regarding a child's special needs should be indicated on the Medical Authorization Form, which will be provided to medical or emergency personnel.

If there is a change in medical insurance information, it must also be updated with the office.

TCU/MEISA uses UVB/UVA sunscreen products with an SPF of at least 30, and has one of the top two ratings with the Environmental Working Group's annual sunscreen guide (www.ewg.org/sunscreen). Sunscreen is applied when children will be exposed to the sun, primarily between the months of April through September and between the daily times of 10 a.m. to 4 p.m. Sunscreen may be applied to exposed skin, including but not limited to the face, tops of ears, nose, and bare shoulders, arms, and legs. Children who must wear a different type of sunscreen should bring their sunscreen, labeled to school. Parents must indicate on the sunscreen form, either that the staff can administer the school purchased sunscreen, that the parent wishes no sunscreen to be administered, or that they have provided a labeled bottle of sunscreen to be administered when needed.



Due to two laws which enforce immunizations in schools and preschools, stricter guidelines covering exemptions and waivers have been instituted.

Current Law: Private or public child care centers, preschools, elementary schools and secondary schools cannot admit children unless they are immunized against 10 diseases: diphtheria, Haemophilus influenzae type b (bacterial meningitis), measles, mumps, pertussis (whooping cough), polio, rubella, tetanus, hepatitis B and chicken pox.

New Extended/Additional Immunization Requirement (effective July, 2019)

For Preschoolers/Toddlers (effective according to SB 277)

- Chickenpox vaccine is required at age 15 months and older, rather than at age 18 months and older.

For Transitional Kindergarteners/4 years old (effective July 1st, 2019, for 2019-20 school year admission according to SB 276)

- 2 (rather than 1) doses of chickenpox (varicella) vaccine is required
- 2 MMR doses and 3 Hepatitis B vaccine doses are required

Event Time Limit

As children age into requirements, parents have 30 days to submit updated records showing the child has met the requirements. For example, when an already admitted child who is up-to-date on shots turns 18 months old, the parents have 30 days from the day the child turns 18 months old to submit records that the child has received the 4th dose of DTaP and 3rd dose of Hep B.

Exemptions: Under a law enacted by SB 277, beginning January 1, 2016 personal beliefs exemptions ceased to be an option for the vaccines that are currently required for entry into child care or school in California. Personal beliefs exemptions already on file remain valid until the child reaches the next immunization checkpoint at either transitional kindergarten/kindergarten or 7th grade.

Under SB 276, beginning July 1, 2019, a parent or guardian must submit a signed, written statement from a physician (MD or DO) licensed in California which states:

- The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization.

Immunizations (continued)

- Each specific required vaccine that is being exempted.
- Whether the medical exemption is permanent or temporary.

Accepted Medical Exemptions:

- Medical exemptions for new admissions must be signed only by a California-licensed MD/DO.
- The exemption must include the specific reason for the exemption. * (see note below)
- Each temporary medical exemption may be issued for no more than 12 months.

California Dept. of Public Health (CDPH) has posted resources to support implementation of the new regulations at www.shotsforschool.org

See Immunization Requirements form from the California Health Department attached in Appendix.

For further questions call your local Health Department.

Diapering

The Child Unique uses only commercially available disposable diapers unless a child has a medical reason that does not remit their use. If a medical reason exists, a note detailing the reason must be provided and parents must provide the diapers.

The Pacific and Taylor Campus maintain a diaper changing log, located near the changing station of the main bathroom. The log is used to reflect times when a child was changed and by whom. The diaper log is available to parents daily.

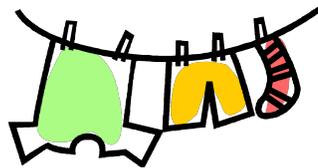
Diaper fees are billed each month. Diaper charges cease after the first full month in which your child has become toilet trained.

(see appendix: Admissions Agreement and Basic Policy).

Personal items, sometimes carried around by children, should be left at home. This includes bottles, blankets, pacifiers, dolls, toys or electronics of any sort.

Please discuss this with your child in advance, assuring your child that toys, etc, are for home use. Let your child know that other special materials and work are at school for their enjoyment. We will not be responsible for lost toys or other personal items listed above.

All personal belongings such as clothing, shoes, nap bedding, lunchbox, should be **labeled**, including backpacks. Please check for any lost items at the end of your child's week at school. Unclaimed lost and found items will be donated at the end of each month to a chosen charity.



Sharing Day / Requested Items

Occasionally, a teacher will request items for cultural study or other classroom interest. The teacher will provide information about these items, when needed. Please send them **labeled**, and take them home when the sharing for that unit of study has been completed.

Morning and Afternoon Snacks

TCU/MEISA provides snack during the morning and afternoon. Overall, TCU/MEISA seeks to provide healthful snacks representing three different food groups. A snack menu is posted for parents. Food is prepared, served, and stored in accordance with USDA guidelines. Peanuts and any nut related foods are not allowed on the School premises.

Should parents desire to donate snacks, please limit it to:

- Fresh or dried fruit or baked breads
- Whole grain crackers, breads, rice cakes, etc.
- Cheese or yogurt

Lunchtime

Currently, children bring their own prepared lunches and drink. A microwave is available at all three campuses to warm food. All perishable items should be labeled and stored in the refrigerator. Lunch containers and food containers should be labeled.

After table setting, students will be asked to remove their lunch and place their food items on a plate. We encourage protein and fruit first. Teachers will sit with the children, encouraging and modeling table manners.

Parents should provide nutritious lunches (free of non-nutritional food and drinks with high fructose and empty calories). We recommend parents follow USDA Food Guidelines when preparing their lunch (www.mypyramid.gov). Candy, cookies, soda and junk foods items are not allowed at school. Flavored mineral/vitamin water is acceptable. Unacceptable lunch items will be left in the lunchbox to go home. We encourage parents to carefully consider and discuss nutritious lunches with their child.

Food sharing is not allowed for hygiene reasons and food allergies. Peanuts and any nut related foods are not allowed on the School premises.

(Cultural Equity / Health Equity)



There is a snack menu on the school premises. This menu indicates what snacks were provided. The snack menu takes into account allergies or food restrictions. Please let us know if any corrections are needed. Generally, children are asked to finish what is left of their lunch as afternoon snack before offering them a school snack in the afternoon.

Food Provisions (continued)

SNACK MISSION at TCU/MEISA

TCU/MEISA aims to educate and provide students with primarily Whole Food Plant Based nutrient dense snacks to nourish the mind, body, and soul.

Food preferences and physical activity habits are established early in life. Building a diet with fruits, vegetables, healthful grains, and legumes from a young age will help children prefer those foods throughout their lives. These foods are rich in antioxidants, phytochemical, and fiber, which help protect against disease and promote healthful body weight.

Basic Core Concepts:

- Serve food as close to the way it came out of the ground as possible.
- Elevate this way of eating to be at least on equal footing as any other foods offered at school functions.
- Produce is purchased using Dirty Dozen and Clean 15 Guidelines from Environmental Working Group (EWG.org) to avoid pesticides
- Limit refined sugars, refined grains, added salt, animal proteins, saturated fat, and highly processed/low nutrient density foods, GMOs, and Dirty Dozen produce items.
- Avoid trans fats, class 1 carcinogens (processed meat), artificial flavorings, colorings, and sweeteners, corn syrup, and high fructose corn syrup, and vinegars made from wine (honoring Halal).

Try. Then Try Again Approach

Even if students don't love legumes, for example, there's still hope. Studies show that children who keep trying just a single bite of a healthy food they dislike (think: those Brussels sprouts) will eventually lose that aversion. Such training works the same way with adults. After sampling something half a dozen times, one may start to think that the food is not so weird or awful. Soon they may actually enjoy the flavor, which provides an opportunity to grow one's food interests.

In the afternoon we invite the children to return to their lunch boxes as a first option, and then offer an afternoon snack if needed.

Field Trips

(State Law)

Field trips are planned for educational and/or cultural value, and as a means to achieve specific objectives. Field trips will be scheduled in advance; however, should an opportunity arise, short notice may be provided for special or unexpected opportunities.

School permission forms **must** be on file at school for each student prior to the class' departure on a field trip.

Many of our field trips are within walking distance from the school. However, a few field trips with older children may be driving trips necessitating parent drivers to volunteer. Parents driving to and from field trip locations must have a current, valid California driver's license, be 21 years of age or older, have automobile insurance with minimum liability limits of \$100,000 per person/\$300,000 per accident and \$50,000 property damage, and a seat belt to accommodate each student. A copy of your insurance policy is required.

The updated law, [California Vehicle Code Section 27360](#), requires car seats and booster seats when transporting children as follows:

- Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds OR is 40 or more inches tall. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the car seat.
- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children who are 8 years of age OR have reached 4'9" in height may be secured by a booster seat, but at a minimum must be secured by a safety belt.

The parent's role in the field trip activities is one of assisting in supervision and driving. Drivers should adhere to scheduled itinerary, making no special stops with their group.



Emergency and Disaster Protocols

(State Law)

Written emergency and disaster plans are posted in each classroom and throughout the school. Each classroom has a first aid kit.

We have monthly drills, alternating between fire and earthquake drills. TCU/MEISA holds bi-annual disaster drills to assess the ability of staff to handle serious emergency situations and to prepare children for one.

In case of earthquake, fire or other emergencies, your child will be kept with adults on the school grounds until you arrive. If authorities advise us to move children be moved to other locations, signs will be posted on or near the premises to locate us. If communication becomes blocked, we will try to note our information with the Alameda Red Cross, Alameda Police Department, Alameda Fire Department and KTVU Channel 2.

Alameda Police Dept. (510) 337-8340 Emergency 911
Alameda Red Cross (510) 595-4400 (Oakland) KTVU Channel 2 (510) 834-1212

If authorities advise us to move children to other locations, Pacific and Encinal students will use Alameda High School, which is the nearest disaster shelter to the Pacific and Encinal campuses. In the event of evacuation, children from those campuses will be taken there.

Alameda High School
2221 Encinal Avenue
Between Walnut and Oak Street

Both buildings which house the two schools meet and exceed structural requirements.

On the west end, Father Selhorst Hall, the location for our auditorium at the Taylor campus, happens to be the Red Cross designated emergency shelter. In the event of evacuation, children will walk to the auditorium.

The Child Unique / Montessori Elementary School of Alameda
1400 6th Street @ Taylor
(See appendix: *Emergency, Disaster and Mass Casualty Plan*)



Communication: Addressing Questions / Concerns

Flow of Communication

- **Student development/School operation/Special Confidential Matters/Scholarships:** Questions regarding these particular areas should be directed to the ***Principal***
- **General classroom issues:** general classroom concerns or questions should be directed to the ***Lead Teacher or Site Director***
- **Curriculum/Class schedule:** ***Site Director***
- **Snack Issues:** Health Committee Chair
- **Administrative issues:** Absences, calendar, school events, children's files, meeting requests, observations, and similar issues should be directed to the ***Office Administrator***
- **Finance/Billing issues:** These issues should be discussed with the ***bookkeeper***
- **Parent committees/parent hours:** Questions regarding these particular areas should be directed to the ***Parent Committee Coordinator/Office.***

Contact Information for each of the persons above will be provided.

How is my child doing?

Questions or concerns regarding your child's class time should be directed to the Lead Teacher. If you wish to receive a call from or conference with the teacher, please call the office. The teacher will follow up to speak with you or schedule a conference.

Conferences

Parent - Teacher conferences occur in the fall and spring following Parent Observation Week. School is closed for most conference days; daycare may or may not be available. Check your annual calendar for specifics.

Parents, teachers, or a school administrator may also request a conference at any time.

Communication: Addressing Questions/ Concerns (continued)

Grievances

In the case of a concern, follow the flow of communication. In the case that you bring a concern to the appropriate person and the problem is not rectified, take it to the next highest level (e.g., speaking to a teacher first, then a site director, then the Principal). If you have followed these steps and still have cause for concern, bring the issue to someone on the Parent Council. It is only after you have followed through the channels of the flow of communication that it is appropriate to bring the issue to the Parent Council. Please respect your relationship with the school by not airing your grievances among parents.

Representatives of the school are responsible for bringing information to the Principal's attention regarding slander of the school or individuals associated with The Child Unique/Montessori Elementary Intermediate School of Alameda. Slander is grounds for dismissal from the school. At TCU/MEISA, we want to build and model healthy relationships for the children, which include treating each other with dignity and respect.

Communication (Paper and In Person)

Bulletin Board

School and community bulletin boards are posted at all three sites to keep parents informed of events at school and in the community. Bulletin boards will include sign-up sheets for events and donations that we can use (ex: snack, yard sale items like nice trays, etc).

Parent Folders

Parent folders are provided at both sites for school communication and for parent-to-parent and staff-to parent communication.

Telephone Hours

Telephone hours will generally be from 9am - 5:00pm. You may also leave a message on our voice mail. Teachers will return calls after class. In the event of an emergency and you cannot reach someone at one campus, please call the other campuses: Pacific campus at (510) 521-1030, Encinal campus at (510) 521-9227 and Taylor campus at (510) 521-0595.

Cellphones in school

Please take phones outside of the building for personal use, and refrain from using your cellphone in the midst of a school event or at arrival and departure with your child.

Tuition Box

At each campus, there is a tuition box. This box can be used to place checks (although tuition should primarily be automatic debit) and paperwork (field trip slips, etc) that needs to be turned in.

School Roster

In an effort to foster community within our school, The Child Unique/MEISA distributes a school roster to all enrolled families. This list may be used to contact parents to organize committee work events, to plan after school play dates or other family-oriented celebrations and events. If you have requested that your personal information is not shared, it will not show up on the parent roster or committee list.

The school roster **may not** be used to solicit business, donations or votes; or to share one's personal, political or religious views. Violation of this policy is grounds for dismissal. Parents, who feel that someone is in violation of the use of the school roster, should bring the matter to the attention of the principal.

Communication (Paper and In Person) (continued)

If you do not wish to have some or all of your contact information on the roster, please let the office know during your enrollment visit and indicate such on the Authorization to Share Information form.

Classroom Communication

Arrival and departure time when class is in session are special times for teachers to greet children, ensure they arrive healthy and help them to acclimate to the environment. Teachers have the responsibility to point parents toward the information on the bulletin board and to remind them of upcoming events. However, they will attempt to do this in a way that does not take away their attention to your child. They will use other times to communicate with you about your child specifically.

Each classroom will have a paper with notepaper to leave notes for teachers concerning minor issues, or to request a phone call. Teachers will try to check for notes on a daily basis.

Teachers will endeavor to provide you with information regarding lessons your child receives or materials they are mastering - either with a sheet on the door or via our Montessori progress software.

Electronic Regular School Communication

Electronic Communication: E-Mail

Email is a regular form of communication for our school. We will try to limit communications to the Weekly Reminder, Committee Chair communications and the newsletter. However, periodically, we will send reminders. The best way to help us to do our best job is to respond back to emails and to all information that is requested by the school.

Email Communication with Teachers

In our effort to become a 'green school', all administrators and teachers have email addresses for your convenience. The Child Unique/MEISA also has a website to keep parents abreast of information, at <http://www.thechildunique.org>. Lead teachers may be contacted using the following format:
firstname.lastname@thechildunique.org

Committees

Out of respect for busy schedules, Committee Chairs may use an electronic method of communicating with parents to indicate and select tasks, etc. If you do not hear from your Committee Chair by the end of September, please let the office know.

Communication (Paper and In Person) (continued)

Weekly Email

Unless you have requested otherwise, all parents will receive a weekly email detailing school events coming up the following week and a monthly or bi-monthly e-newsletter, detailing goings on in the classroom to keep you informed.

During the first week of school after Labor Day, please check your 'spam' to see if the newsletter is there. If it is, click 'NOT SPAM' and it should return the newsletter from that time on, into your inbox. If you are not receiving the e-newsletters, please call to check your email address with us. If you'd prefer not to receive the school information electronically, please let the office know.

School E-newsletter

The school e-newsletter is published monthly. Parents, who wish to provide committee information, or other school/parent tidbits, should submit their newsletter to the school email at office@thechildunique.org and put "e-newsletter submission" in the subject line. If your submission is time sensitive, please provide two (2) weeks lead time for approval.

Parent Commitment

Volunteer Hours

No school is able to function effectively on tuition alone. It is also clear that when parents are more connected to their child's educational environment, the child benefits from the clear partnership support. While some parents are able to provide outstanding support to the school, we wish all parents to assist the school in some way, so that we do not overburden a minority.

Therefore, parents are required to provide support for the school, by volunteering a minimum number of hours each year, per child. Parents may fulfill this requirement themselves, or via other family members or friends. The requirement is not based on length of day but on the number of days a child attends school. The schedule requirement is as follows:

2 days/week = 15 hours per child
3 days/week = 18 hours per child
5 days/week = 20 hours per child



Please note that school spirit should precede volunteer hours. This is not meant to be a chore. It is meant to be an important part of the life of your child's school. Volunteer hours tell your child that you value their world and wish to contribute to its/their well-being.

How to Complete Volunteer Hours

Volunteer hours get accumulated serving on committees, at Community Building Days, field trips (1-2 hrs. per trip), fundraisers and special school events. Friends and family members may also assist in completing volunteer hours.

In addition to volunteer hours, parents are expected to purchase two tickets to the school fundraising event. Parents may sell their tickets to others if they wish in lieu of being billed for them. Parents may also donate certain **requested** items (value of \$25 or greater) in lieu of parent hours. \$25 equals 1 parent hour.

More than anything, consider how you can help. If the volunteer hours' *drive* your work, we have failed to instill a strong school spirit and appreciation for our school. It is our hope that you will be a happy, giving part of our community. If at any point, contributing your hours becomes difficult, contact us to change some of tasks.

Parent Commitment (continued)

Committees

- **Construction Committee:** will maintain and improve the indoor and outdoor environment of The Child Unique/MEISA
- **Cultural Committee:** prepares ideas for cultural topics, encourages donated items from parents, handles inventory of cultural unit boxes, assists with cultural classroom decoration and tear down of items, finds and/or helps with cooking of culturally connected foods
- **Events Committee:** coordinates and carries out events and/or activities that will generate funds for the school
- **Garden Committee:** helps to maintain and beautify the outside environs of TCU/MEISA, by carrying out individual and group garden school year projects at both sites
- **Hospitality Committee:** provides a welcome atmosphere for the TCU/MEISA Parents, encouraging a sense of community spirit
- **Library Committee:** hosts a book fair, maintains the student libraries including organization of books
- **Painting Committee** maintains the interior and exterior of both sites (excluding the exterior of the Pacific building).
- **Parade Committee:** plans the July parade; prepares floats, etc.
- **Parent Council** reviews budgets, oversees committees, discusses legal or PR issues, administration and oversees fundraising revenue.
- **Room Parent Committee** provides teachers with the assistance they need to ensure the completion of classroom projects and curriculum.
- **Technology Committee** provides computer assistance, maintains the school's website, assists with networking, and assists with keeping the school current and efficient with technological advances.
- **Unique Collective** runs errands, hangs pictures, repairs broken items, sewing projects, assists teachers in making and laminating classroom materials, and other various tasks around TCU/MEISA

Parent Commitment (continued)

Committee Work (also called Community Building) Day

Committee Working Day (CWD) is an optional workday onsite at one or all three campuses. It generally occurs on a Saturday and is indicated on the school calendar or announced via the bulletin board or e-newsletter.

CWD is used to do minor repairs on school building, classroom furniture, or yard equipment, organization or committee gatherings such as earthquake kits or the library.

Parents may record volunteer hours for work spent at CWD, and may count the hours of other family members who come to assist. Usually, child care is available via volunteers, and parents bring snack to share at lunchtime.

Reporting Volunteer Hours

Volunteer hours are tracked by completing a Volunteer Hours Tracking form. This form is available in the office or can be downloaded from our website, www.thechildunique.org. You can turn in volunteer hours at any time, by emailing them to the office, placing them in the tuition box, or dropping them to the Office Manager. In late winter, the office will send a note with a tally of the number of hours received in our office to date.

Volunteer hours do not have to be signed off, although we do have a sign in sheet on Community Work Days as an easy way for us to help you note your volunteer service.

Reimbursements

Sometimes parents incur expenses when volunteering (made a purchase, etc.) Reimbursement sheets are available in the office or on the website at www.thechildunique.org.

Reimbursements should *not* be attached to Volunteer Hours slips, or it will be perceived as a request to substitute the amount for volunteer hours.

All reimbursement forms must have the receipt attached.

Fundraising

School Fundraising

There is a direct link between school success and parent participation. Fundraising is a regular part of the life of most schools, as it plays a key role in balancing a school's budget and providing program enrichment. We ask that:

- **Of the volunteer hours parents done, we ask that five of those hours are spent participating in one of our annual fundraising events.**
- **In addition to volunteer hours; parents are expected to purchase two entrance tickets to the school fundraising event. Parents may sell their tickets to others if they wish in lieu of being billed.**

Allocation of proceeds from all fundraising events will be determined by TCU/MEISA Parent Council, with input from staff.

School Fundraising Events

Book Fair: The Book Fair offers a wide array of books at special prices. The school receives a percentage of the sales. Parents can also choose to purchase and donate books to the school.

Event

TCU/MEISA generally holds one event per year (e.g. International Food Festival or Alameda Community Award) which involves music and food. This event is open to the community. Donated items from the community and parents may be auctioned during fundraisers or special school events.

How you can assist

Assistance for either event is provided in various ways:

- Donation of items for auction or sale
- Purchasing and selling tickets to friends, business contacts, family
- Purchasing things or bidding on auction items
- Donations of food items, or paper goods, etc.
- Donation of time to assist or entertain
- Setting up, cleaning, transporting or picking up items

TCU/MEISA seeks ways to help others who are disadvantaged. We do so through voluntary parent drives for needy families. This may be done through one or two programs, such as:

Food Drive:

The Volunteer Centers, The Red Cross and other groups encourage others to participate in a non-perishable food drive. Bins are provided at school. Families are encouraged to bring in canned items for donation. Donations go directly to needy families or food centers primarily in Alameda.

Toy Drive:

The Alameda Collaborative for Children, Youth and Their Families encourages others to participate in bins. Bins are provided at school and families are encouraged to donate new toys for children of all ages. Donations go directly to needy families primarily in Alameda.



Parent Observations/Special Observation Weeks

General Observations are available **Tuesday - Thursday only** and should not occur during naptime.

Observations are closed to the public five times during the year. They are:

- month of September
- the last three weeks of December
- enrollment week
- Spring break
- Parent Observation Week

In-class observations are limited to a maximum of two parents daily, and should be arranged in the office. This observation is to provide parents with an in-depth look at their child's operation in class. Parents, who observe, therefore, should not engage in play and conversations with the other children.

General Observation Guidelines

- Avoid excessive talking
- Please observe without other siblings, if possible
- If an infant accompanies you, please leave if crying occurs
- Save questions until later. Leave a note, or request a call via the office.
- If your child has great difficulty interacting in class in your presence, we may ask you to observe from a distance, to ease in over a period of time, or to not participate in 'in-class' events until it becomes comfortable.

Observation Cameras

All parents are encouraged to observe their child via the classroom cameras. The cameras go offline periodically; please let us know if a camera is down.

Parent Observation Week

Parent Observation Week is set aside to encourage parents to observe their child in class, prior to a conference. We encourage ALL parents to observe (parents of children with separation difficulty should consider waiting a while to observe).

Parents wishing to observe, should sign up in the office or on the bulletin board. During Parent Observation Week, observations are only available for parents of The Child Unique/MEISA from Monday-Thursday. We encourage parents to fill out the observation form at the conclusion of their visit.

Assessments

TCU/MEISA has an ongoing assessment/screening process for enrolled children, which involves parents:

Parent information form: Provides us with initial understanding of your child and their personality and needs.

The Ages & Stages Questionnaire® (ASQ) is a questionnaire designed to help parents/teachers to check their child's development. Early diagnosis and treatment of developmental delays can help give a child the best opportunity to reach their full potential. Each questionnaire contains simple questions for parents to answer about activities their child is (or is not) able to do.

The Ages & Stages Questionnaire®: Social Emotional (ASQ:SE) is a first level screening tool that is designed to identify children who may be at risk for social or emotional difficulties. It does not attempt to diagnose serious social or emotional disorders; it is a first step aid in identifying young children who may benefit from more in-depth evaluation and/or preventive interventions designed to improve their social or emotional competence.

Observation

Teacher observation: teachers maintain observation sheets, noting materials children have been working on any changes in behavior. These are maintained over the course of the school year and are referred to during teacher – parent conferences.

Behavioral Assessment form is used when behavior is of regular concern to the parent or teacher, and provides possible indicators which affect a child's behavioral change over the course of a day. When behavioral assessment forms are maintained, parents are notified and the information is made available for parents to read and discuss with the teachers.

Additionally, such notations are maintained to serve as the basis for the creation of a solid partnership plan of action between school and family, to decrease behaviors that do not serve the child or their community well.

Assessment and Record Keeping

DRDP: The Desired Results Developmental Profile is completed at the conclusion of a child's two-month probationary period with TCU/MEISA. The DRDP reflects all areas of children development and learning, including

Assessments (continued)

cognitive skills, language, social-emotional development, approaches to learning, health and physical development.

PPVT: The Peabody Picture Vocabulary Test is an optional assessment, administered during the spring and is reflective of a child's receptive and expressive vocabulary based on the English language ADD INFO .

Montessori Compass: Teachers maintain an online system which tracks the child's academic progress with materials over the course of the school year. This is referred to during parent – teacher conferences, and used for reference in preparing progress reports. This assessment is done via 'Montessori Compass', with password access for parents. The Montessori Assessment reflects a 3 leveled indicator:

1. Beginning/Needs Attention: student has begun exposure to the skill or concept
2. Working on/Developing: the skill or concept is neither at the beginning stage, nor at a place of mastery, but student is working on this skill
3. Mastery: Child is proficient with the concept or skill

NOTE: All student information is kept confidential. Children's files are available to the parent, school personnel and state representatives.

Parent - Teacher Conferences: Parent – Teacher conferences are used as a guide for discussion of assessments.

Conference Evaluations: These are created each semester, and reflect written information concerning a child's academic and socio-emotional progress in school, including peer and adult interaction.

Progress reports: These tri-semester evaluations are provided to parents in a numbered format, and indicate both academic progress and socio-emotional development.

School Closure

School will be closed for holidays, certain conferences and in-service days. Please refer to your annual calendar or the school website for specific dates each year. As tuition is based on the days that school is in session, there is no deduction in tuition for these days. Tuition is not paid for school months, but reflects one total for the number of days when school is in session – divided into ten installments. Regardless of the number of days when school is open during the school year, the tuition installment remains that same, as it reflects one annual amount. If school is closed on a day your child attends school, you may not exchange it for another day. We encourage your positive support of teacher training/in-service days, as continued education is for the benefit of your child.

SUMMER CLOSURE: TCU/MEISA will be closed for one week during the month of August. This closure does not affect tuition.

Winter and Spring Break

TCU/MEISA will remain open during some of the Winter and Spring Break vacations for day care. Daycare days are defined as days when school is closed, but day care is available. A calendar will be provided at the beginning of the school year specifying available day care days.

Fulltime parents receive the option of using these days at no additional cost but must sign up for the days and hours needed. Part-time and school day parents may elect to sign up for daycare during daycare day(s) at a rate of **\$15 per hour, billed in ½ hour increments**. Since tuition is divided into ten installments based on the days of attendance, tuition is not discounted during these periods.

June and Summer Camps

Each school year ends in mid-June. Tuition is paid in 10 installments throughout the year. June tuition is applied as last month's tuition payment for the following year, and does not constitute payment for the entire month of June.

Full-time parents whose child(ren) are enrolled in the summer program are not responsible for paying the summer camp registration fee; however, all other summer camp costs still apply and will be **billed monthly**.



Tuition

Please refer to the Admission Agreement (at the end of the handbook) for tuition and fee details.

Tuition Deposit

A **non-refundable** payment in the amount of one tuition installment is due on or before June 1st, or upon receipt of a letter of confirmation of your child's enrollment, (whichever occurs first). This amount will apply to the student's final month of enrollment at TCU/MEISA.

Tuition Payments

1. The tuition for the school year (September through June) is based on an annual charge, which is divided into ten installments.
2. Tuition is determined according to the number of open school days.
3. Each installment is of an equal amount, and **is not reduced for holidays, illness, absence, vacations, teacher training days**, minimum days or school closure.
4. Monthly tuition installments are due before or by the 1st day of the month.
5. Tuition payments have a five-day grace period and will be charged a \$25.00 late fee at close of day, on the fifth of each month. After the 15th day, an additional \$25.00 charge will be assessed.

Payments must be made in one of two ways:

1. Monthly installment options:
 - a) Pay online via the payment link in the monthly tuition invoice with debit card
 - b) Automatic bill pay set-up
 - c) Monthly payments by check
 - d) Online Credit card payments
2. Annual (one time) or semi-annual (twice a year): paid by check, made payable to The Child Unique/MEISA. Annual or semi-annual tuition may not be paid via credit card or debit card.

Automatic Payments:

A scheduled of automatic payments through your personal bank should be set-up so that all payments arrive to The Child Unique/MEISA by the first of the month. Anyone who has a personal bank account which will not accommodate the set-up of automatic payments should contact the office to make other arrangements.

Tuition (continued)

Credit Cards:

Although it is not our preferred method, parents may use a credit card for up to 3 tuition payments (NOT annual or biannual payments). For credit card transactions, please contact the office.

Please address any tuition questions to the **bookkeeper or principal**.
(See *Appendix: Admissions Agreement*)

Probation, Suspension/Expulsion, and Withdrawal

Probation

The initial two months of school are an adjustment period during which time, a child's placement in school will be assessed by a teacher and/or principal. If teachers have a concern, the principal will follow up with additional assessment.

The principal and teacher will then meet with the parent to discuss the concern to set up a plan of action for the benefit of the child. A timeline for progress, assessment and additional intervention is drawn up and agreed upon. It is possible that additional outside assessment will be requested, at cost to the parent.

If it becomes necessary for the school to request withdrawal of a child from the school, any unused portion of the last month's tuition will be refunded.

If parents decide to withdrawal during the probationary period, the requirement of a 30-day notice is waived. The pro-rated amount of the current tuition paid will be refunded within 30. All fees (registration, materials and building) are **non-refundable**.

Withdrawal during the probation period is the only condition under which last month's tuition deposit can be refunded.

Suspension/Expulsion Prevention Plan

When addressing the needs of children with learning and behavior challenges at TCU/MEISA, we will attempt to determine the "best" course of action for these students, the classroom community at-large, the classroom teaching team, and school compliance, retention and harmony. The school will use an action plan in conjunction with S.M.A.R.T. goals to reduce the possibility of suspension and expulsion in school.

S.M.A.R.T. goals are

Specific	(they must be concrete)
Measurable	(progress must be evident in data)
Attainable	(a goal that is within reach of the child's current capacities)
Relevant	(appropriate to the child's developmental stage and level)
Timely	(progress must be evident within a period lasting no longer than 4-6 weeks).

Probation, Suspension/Expulsion, and Withdrawal (continued)

After discussion with the parent(s) the plan may include the following steps

- 1) Observation by Director or leadership team member
- 2) Classroom team discussion regarding concern, situations or questions raised
- 3) Discussions to define what we know and don't know (develop list of possible questions for parent(s))
- 4) Engage parent(s) and prepare a 4 to 6 week plan in partnership encompassing both home and school.
- 5) Implement and engage in weekly plan review with team and parent(s)
- 6) Follow up observation
- 7) Engage parent for plan review for adjustments or recommendations

Grounds for Dismissal

TCU/MEISA makes every effort to maintain a zero expulsion rate, however the school also reserves the right to terminate enrollment, should the behavior of a child or parent cause undue harm to the school community, or if it is determined that the school is unable to meet the student or family needs. Such notice will be discussed with the family and provided in writing.

TCU/MEISA reserves the right to dismiss a family for the following reasons:

- Failure of the family to follow an agreed upon behavioral plan of action
- Falsification of the child's age
- Continual behavioral difficulties, following implementation of behavioral action plan and target deadlines and S.M.A.R.T. goals.
- Serious slanderous or inappropriate parental behavior, after intervention and agreement of correction
- Failure to comply with the Basic Policies or Admissions Agreement of the school
- Failure to pay tuition and fees and/or set up an approved payment plan with the Administrator

Withdrawal/Refund/Modification

Parents choosing to withdraw their child must provide the school with **thirty days' written notification in order to be able to use the last month's tuition deposit.** Any prepaid tuition not covering the final thirty days following proper notification in writing, will be refunded. All fees such as registration, building and materials are non-refundable.

Parents, who withdraw their child after March 1st of the current school year, must pay tuition through the end of the school year. After March 1st of the current

Probation, Suspension/Expulsion, and Withdrawal (continued)

school year, the tuition deposit will only apply as the tenth installment. Full tuition will still be due for the 7th (March 1st) and 8th (April 1st) and 9th (May 1st) installments. (*see tuition payment schedule*).

TCU/MEISA reserves the right to modify any of the conditions of this agreement upon 30 days written notice to the parent or guardian. Changes in the rates for those children whose care is funded at government-prescribed rates will be made on the effective date of the government rate change without prior notice.

Undocumented Student Protection Policy

This policy provides protocols for staff in case of immigration enforcement actions at or near **The Child Unique/Montessori Elementary Intermediate School of Alameda**. These protocols are neither intended to interfere with the enforcement of federal immigration laws nor political in nature. The purpose of **TCU/MEISA's** safe-space policy is to keep our services accessible to all families and uphold core constitutional principles of educational equity and access.

Under applicable California and federal law, all children—regardless of documentation—have a right to an education. As such, the **TCU/MEISA** does not collect records relating to the citizenship of its students. This means that TCU/MEISA will have no information to provide to Immigration and Customs Enforcement (ICE) agents if such materials were requested.

Additionally, the city of Alameda affirmed its status as a Sanctuary City with a resolution on Jan. 20, 2017 and The Alameda Unified School District (AUSD) Board of Education passed a resolution to declare itself a “safe haven,” guaranteeing that it will aim to protect the identities of undocumented students, as well as their families.

As a school **TCU/MEISA** is a “**sensitive location**” where immigration enforcement actions should not generally take place. References to **TCU/MEISA** properties as used in this policy include its three campuses; Taylor Campus located at 6th St., Alameda, CA; Pacific Campus located at 2212 Pacific Ave., Alameda, CA; Encinal Campus located at 2226 Encinal Ave., Alameda, CA. We recognize that having federal immigration agents on our property would discourage parents from bringing their children to **TCU/MEISA** as well as accessing services on behalf of their children. It's our responsibility as early care and education professionals to ensure our program is safe, reliable, and accessible to every family we serve or who seeks our services.

If agents of authority come on to our campus staff must adhere to the following protocol:

- The Head of School or Director are the only persons authorized to speak with an agent or other authority. Please ask agents of authority to wait outside the school until either the Head of School or Director arrives.
- It is our policy that no agents of authority, including ICE, may speak with any student without parent or legal representation authorized by parent present.

Undocumented Student Protection Policy (continued)

- If there is a warrant or court order which requests conversation with a student or staff person it must be reviewed and ensured by our School attorney Littler Mendelson P.C. prior to any conversation with students or staff.
- Student's parents will be contacted and they will be responsible for contacting legal counsel for their child.
- Our policy is that the parent or legal representative **MUST** be present for any agents of authority to speak with a student, unless the agents have a legal warrant to speak with the student.
- The school mental health support is afforded families, staff or students by Bay area Clinica; Associates or East Bay Agency for Children should this support be needed.

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

This agreement is between The Child Unique Montessori School and parent/guardian regarding the care of _____.

My child will be enrolled in the toddler, pre-primary, primary class at the Pacific, Encinal, Taylor campus for the 2020-2021 school year.

If enrolled in August, I understand that my annual tuition of \$ _____, is divided into **ten installments** of \$ _____ (paid monthly). This covers the period from August 17, 2020 until June 16, 2021.

If enrolled after August, I understand that my full tuition until June 16, 2021 is \$ _____, and is divided into _____ installments of \$ _____ (paid monthly). This covers the period from _____, 20____ until June 16, 2021.

I understand that summer enrollment is optional and is billed separately.

My start date is: _____.

My child will be enrolled according to the following weekly schedule (*please indicate*):

of days: 5 day 3 day 2 day other: _____
Days: M-F, M-W Th-F other: _____
Hours: 7:00-6:00 8:30-2:30 8:30-11:30 2:00-5:00 other: _____

My child attends fulltime; the amount stated above includes extended care.

My child attends part-time/school time; the amount stated **does not include extended care or day care days**.

AGES SERVED AND NON-DISCRIMINATION POLICY

The Child Unique Montessori School is licensed by the State of California to teach toddler/preschool through Kindergarten children (18 months through 6 years), and holds an annual private school affidavit through the Superintendent of Public Instruction. The Child Unique does not discriminate on the basis of age, race, sex, sexual orientation, color, ethnic origin, religion, and physical disability in its selection of adults or participation with affiliated students. Non-discrimination is in compliance with Title VII of the Civil Rights Act of 1974 and the Americans with Disabilities Act (1992).

RIGHTS OF THE LICENSING AGENCY

The Child Unique Montessori School is licensed by the Department of Social Services, Community Care Licensing Division of the State of California. The Department or licensing agency has “the authority to interview clients, including children or staff, and to inspect and audit client or facility records without prior consent.” The Department or licensing agency also has “the authority to observe the physical condition of the client, including conditions which could indicate abuse, neglect, or inappropriate placement.”

TODDLER - PRESCHOOL – KINDERGARTEN INSTRUCTION/ACTIVITIES

I understand the curriculum set for students will reflect the educational philosophy of Maria Montessori. Such curriculum will include the areas of mathematics, language arts, cultural subjects, sensorial development and practical living skills. I understand that this method of education involves the use of concrete learning materials. Children also participate in supervised outdoor play and activities, including gardening.

Main office: 2226 Encinal Ave., Alameda, CA 94501 Phone: (510) 521-9227 Email: office@thechildunique.org

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

CONFIGURATION OF CLASSROOMS AND DISINFECTION

Children will be divided into cohorts of approximately 10 to 12 students with one teacher. These cohorts will be cohesive with no physical interaction with other cohorts. Cohorts at the Pacific and Encinal campuses will exist in separate classrooms. At the Taylor campus classrooms will be divided in half by bookshelves to accommodate two cohorts. All student materials will be disinfected after each use.

FIELD TRIPS/TRANSPORTATION ARRANGEMENTS/SUPPLEMENTAL SERVICES

The Child Unique has short walking field trips to the neighborhood park, library or nearby businesses. Distance field trips are periodically scheduled with parent permission and the assistance of licensed, insured parent drivers or sometimes public transportation for older ones. We will invite children two years and older to wear a mask.

HOURS OF OPERATION

Monday to Friday from 7:00 am until 6:00 pm

Class hours are as follows:

AM Half Day 8:30 - 11:30	School Day	8:30 - 2:30
PM Half Day 2:00 - 5:00	Full Time	7:00 - 6:00

Extended care is available and includes the hours before and after class at a rate of **\$20.00 per hour, billed in ½ hour increments.**

VISITING AND OTHER RIGHTS OF THE PARENT

The Parent's Rights form gives parents the right to enter the building at any time. Please note that during this Covid-19 period, state licensing allows schools to limit parent access.

Additionally, The Child Unique may terminate this right and demand that the parent immediately leave the school grounds if, based on the judgment and sole discretion of any Director or Administrator of The Child Unique, the parent is engaging in any behavior or conduct (verbal or physical) that is deemed inappropriate, disruptive, or threatening to the school community.

Parents have the right to request inspection of licensing inspection documents, and must be informed if there are any individuals with criminal records on staff.

Cameras are available for Parents who wish to observe the classroom.

MEDICAL ASSESSMENT REQUIREMENT

All students **MUST** have a current record of immunizations and a completed physician's statement prior to enrollment. Students with medical exemption preventing such **MUST** provide a waiver signed by a physician.

Students must be briefly evaluated each day, including having their temperature taken, and be received by a staff person as healthy. Parents must sign their child in daily. Children who are considered ill will not be accepted for the day. Children who become ill during the day will be sent home.

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

VOLUNTEER/SCHOOL SUPPORT REQUIREMENT

Parent involvement is more than just a phrase at The Child Unique. It is vital to the school's success and to the success and achievement of each child. Each parent's talents, skills and energies are wholly welcomed toward that end.

Research on student achievement indicates that when parents are active members of the child's school life, the child's academic progress accelerates and self-esteem blossoms. Parents are expected to meet (or exceed) our challenge to volunteer 15 – 20 hours per child (based on the scale below) over the course of the year. Volunteer hours get accumulated at community building days, fundraisers and special school events.

FUNDRAISING REQUIREMENT

5 hours from your required volunteer hours must be spent supporting our school fundraising event. Time can be spent assisting with preparation, clean up or day of the event support.

In addition to volunteer hours, parents are expected to purchase two admission tickets to the school fundraising event. Parents may sell their tickets to others if they wish.

Parents may fulfill this requirement themselves, or via other family members or friends.

The requirement is not based on the length of a student's day but on the number of days a child attends school. The schedule requirement is as follows:

Enrollment Schedule	Yearly Required Volunteer Hours
2 days/week	15 hours per child
3 days/week	18 hours per child
5 days/week	20 hours per child

Parents may also donate certain requested items (value of \$25 or greater) in lieu of parent hours. \$25=1 hour

TUITION

I understand that the tuition for the school year (August through June) is based on an annual charge, which is divided into ten installments. **Tuition is determined according to the number of open school days.** Each installment is of an equal amount, and **is not reduced** for holidays, illness, vacation, or school closure.

Tuition is due by the first day of the month, and is considered late on the sixth day of the month. Parents will be billed around the 25th day of each month; however, such billing is considered a courtesy. ***Tuition is due monthly by the 1st, even when a current month's invoice has not been received.*** Tuition is considered late on the 6th of the month - a late fee of \$25.00 will be applied; if tuition is not received by the 15th of the month, an additional \$25.00 fee will be applied.

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

PAYMENT METHODS

Payments must be made in one of two ways:

1) Monthly installment options:

- a) Pay online via the payment link in the monthly tuition invoice with debit card
- b) Automatic bill pay set-up
- c) Monthly payments by check
- d) [Online Credit card payments](#)

2) Annual (one time) or semi-annual (twice a year): paid by check, made payable to The Child Unique/MEISA.
Annual or semi-annual tuition may not be paid via credit card or debit card.

TUITION RATES

Annual Tuition rates for all classes are ten installments of:

	½ Day	8:30-2:30	Fulltime
2 days (Th/F)	\$ 595.00	\$ 845.00	\$ 975.00
3 days (M-W)	\$ 920.00	\$ 1,165.00	\$ 1,425.00
5 days (M-F)	\$ 1,175.00	\$ 1,555.00	\$ 1,850.00

Tuition rates may be adjusted annually, with at least thirty days' written notification to the parent.

DISCOUNTS: One discount per family. No two discounts may ever apply at the same time

Sibling Discounts

A 5 % discount on tuition only, is offered to the youngest sibling enrolled at the same time.
This discount applies to the first ten families enrolled for each school year.

Friend Referral Discount

A 2% discount is given when a parent has referred a friend, and both families enroll.
The 2% discount is provided to the referring family only, and is provided for the current *school year only (not summer school)*. A parent may refer one new friend each year, and receive the discount yearly.

Annual Payment Discount

A 5% discount is given when the annual tuition is paid by March 1st preceding the school year:

Applies to 5 days (8:30-2:30pm / 7am-6pm) schedule only

A 3% discount is given when the annual tuition is paid by May 1st preceding the school year: Applies to 5 days (8:30-2:30pm / 7am-6pm) schedule only

A 2% discount is given when the annual tuition is paid by October 1st preceding the school year: Applies to 5 days (8:30-2:30pm / 7am-6pm) schedule only

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

EXTENDED CARE RATES FOR LESS THAN FULLTIME

Fulltime tuition rates include school and extended care between the hours of 7am and 6pm. Fulltime is defined as 2, 3, or 5 days fulltime schedules. As a bonus, fulltime tuition also includes any days when school is not in session but daycare is provided.

School Day tuition rates cover **class time** only, and **do not include “daycare days”** when regular school is closed. Extended care is provided at a rate of **\$20.00 per hour, billed in ½ hour increments** for care provided apart from class time or non-school days, when daycare is provided.

Extended care is billed at the end of each month. Parents should wait for their invoice to pay their extended care charges.

DEPOSIT (LAST TUITION INSTALLMENT)

The school year is from August to June. A **non-refundable** payment in the amount of one tuition installment is due on or before June 1st prior to the beginning of the new school year, or upon receipt of a letter of confirmation of your child’s enrollment, (whichever occurs first). This amount will apply to the student’s final month of enrollment at The Child Unique.

NOTE: Parents, who withdraw their child for any reason including closure, **after March 1st** of the current school year, **must pay tuition through the end of the school year.** After March 1st of the current school year, the tuition deposit will only apply as the tenth installment. Full tuition will still be due for the 7th (March 1st) and 8th (April 1st) and 9th (May 1st) installments. (*See tuition payment schedule*).

SPECIAL PAYMENT PLAN

Payment Schedule

A request for a different payment schedule may be made with the Head of School. This must be done in writing, and is effective for the next installment, following acceptance of the agreement. Any late payment based upon an approved payment schedule is subject to a late payment fee of **\$25.00** if not received on the date set, and an additional **\$25.00** late charge applies if not received 15 days after payment is due.

Payment Plan

A request to catch up on late tuition may be made with the Head of School or Bookkeeper. This must be done in writing, and should be done immediately, before the account and enrollment is in jeopardy. All payment plans must result in an unpaid amount due, being cleared prior to May 15th of the current school year.

Partial Payments

Parents are expected to pay the full amount of their tuition installment each month. Parents who continually have an outstanding partial balance and do not have a payment plan in place are subject to a late fee. Parents who do not pay the entire amount may receive an additional invoice during the month and should pay the balance upon receipt of the invoice.

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

FEES (All fees are non-refundable)

Annual

REGISTRATION FEE

The registration fee is due upon acceptance into The Child Unique, and temporarily holds a space, until last month's tuition deposit is due. Non-refundable fees are as follows:

\$195 New Students

\$85 Returning Students

MATERIALS FEE

The Materials Fee of **\$350** is used for the purchase of new and replacement of Montessori or special science materials. **This fee is due by July 1st.** The Materials Fee may be paid in installments, if needed. The Materials Fee will not be pro-rated or refunded. *Please pay the materials fee as a separate check.*

TEMP COVID FEE \$100 or donation

This temporary fee is to offset the additional supplies and equipment during this Covid year. It can be replaced with donation of disinfecting wipes.

VOLUNTEER SUPPORT WAIVER FEE:

Parents, who do not wish to fulfill the volunteer hour requirement, may pay a waiver fee. For each volunteer hour due, the fee is **\$25.00 per hour**.

Enrollment Schedule	Yearly Required Volunteer Hours	Volunteer Waiver Fee
2 days/week	15 hours	\$375
3 days/week	18 hours	\$450
5 days/week	20 hours	\$500

Parents, who by April have an unfulfilled portion of their volunteer hour requirement, will be billed **\$25 per hour** for any unfulfilled hours. See VOLUNTEER REQUIREMENT section for more information.

Monthly

DIAPER FEE

The Child Unique provides diapers, and bills parents each month. Diaper charges cease after the **first full month** in which your child has become toilet trained.

Diaper charges are as follows:

	½ Day	8:30-2:30	Fulltime
2 days	\$ 10.00	\$ 20.00	\$ 25.00
3 days	\$ 15.00	\$ 25.00	\$ 35.00
5 days	\$ 20.00	\$ 40.00	\$ 50.00

Ongoing

LATE CHARGES

Late Payment: Tuition received after the 5th day of the month is subject to a **\$25.00** late fee.

Tuition received after the 15th of the month is subject to an additional **\$25.00** late fee.

Late Pick up: Parents picking up after 6:00 pm will be billed a late fee of **\$5.00 per minute**.

RETURNED CHECK CHARGES

Each returned check will be assessed a **\$25.00** returned check charge, and may have a late payment charge assessed at the aforementioned rate. Parents having repeated returned checks will be required to submit payments by cash, certified checks or money orders only.

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

TUITION AND FEES PAYMENT SCHEDULE FOR THE SCHOOL YEAR

Payment Due Date (by)	Tuition/Fee Explanation
June 1 st	Deposit – applies as last tuition installment of the school year
July 1 st	Materials Fee
September 1 st	1 st tuition installment
October 1 st	2 nd tuition installment
November 1 st	3 rd tuition installment
December 1 st	4 th tuition installment
January 1 st	5 th tuition installment
February 1 st	6 th tuition installment
March 1 st	7 th tuition installment
April 1 st	8 th tuition installment
May 1 st	9 th tuition installment
June 1 st	Last Month's Tuition Deposit for following year (non-refundable) and prior year's June deposit applied as 10 th installment

All fees (registration and materials) and last month's tuition deposit are **non-refundable**.

VACATIONS

Tuition holds a space for the student enrolled therefore family vacations taken during the school year are not discounted regardless of their enrollment schedule.

Winter and Spring Break

During the 2020-2021 school year, The Child Unique will be closed Winter Break and there will be no Spring Break. We will combine Winter Break with our days of school for a consolidated Floating Possible Shelter-in-Place break. We reserve the right to shift those days to coincide with a possible mandated Shelter-in-Place. If there is no anticipated Shelter-in-Place, we will be closed over Winter Break and return in January.

June Summer Camps

Each school year ends in mid-June. Tuition is paid in 10 installments throughout the year. June tuition is applied as the last tuition installment payment for the following year, and does not constitute payment for the entire month of June.

Full-time parents (M-F 7am-6pm) whose child/ren are continuously enrolled in the summer program are not responsible for paying the summer camp registration fee; however, all other summer camp costs still apply and will be **billed monthly**.

Daycare Days

Daycare days are defined as days when school is closed, but daycare is available. As with Winter and Spring break, full-time parents have the option of using daycare day(s) during the month of June (if any are scheduled) at no cost. Part-time and school day parents may elect to sign up for daycare during daycare day(s) at a rate of \$20 per hour.

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

PROBATION

The initial two months of school are an adjustment period during which time a child's placement in school will be assessed by a teacher and/or principal. If teachers have a concern, the principal will follow up with additional assessment.

The head of school and teacher will then meet with the parent to discuss any concerns and set up a plan of action. A timeline for progress, assessment and additional intervention is drawn up and agreed upon. It is possible that additional outside assessment will be requested, at cost to the parent.

If it becomes necessary for the school to request withdrawal of a child from the school, any unused portion of the last month's tuition will be refunded.

If parents decide to withdraw during the probationary period, the requirement of a 30-day notice is waived. The pro-rated amount of the current tuition paid will be refunded within 30. All fees (registration and materials fees) are **non-refundable**.

The Child Unique also reserves the right to terminate enrollment, should the behavior of a child or parent cause undue harm to the school community, or if it is determined that the school is unable to meet the student or family needs. The Child Unique may also terminate enrollment due to parental behavior or conduct (verbal or physical) that is deemed, based upon the judgment and sole discretion of The Child Unique, either inappropriate, disruptive, or threatening to the school community, including any single instance of such behavior or conduct. Any such termination of enrollment will be discussed with the family and provided in writing.

Withdrawal during the probation period is the only condition under which last month's tuition deposit can be refunded.

GROUNDS FOR DISMISSAL

The Child Unique Montessori School reserves the right to dismiss a family for any of the following reasons:

- Failure of the family to follow an agreed upon behavioral plan of action.
- Falsification of the child's age.
- Continual behavioral difficulties, following implementation of behavioral action plan and target deadlines.
- Serious slanderous parental behavior, after intervention and agreement of correction.
- Parental behavior or conduct (verbal or physical) that is inappropriate, disruptive, or threatening to the school community, based on the judgment and sole discretion of The Child Unique. A single instance of inappropriate, disruptive, or threatening parental conduct, depending on the nature of that conduct, may constitute sufficient grounds for dismissal, at the sole discretion of The Child Unique.
- Failure to comply with the Basic Policies or Admissions Agreement of the school.
- Failure to pay tuition and fees and/or set up an approved payment plan with the Administrator.

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The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

COVID-19 WAVE CLAUSE

Due to the unexpected nature of a possible second Covid-19 wave and a resulting Shelter-in-Place, we are extending our school calendar by three weeks to cover a potential mandated closure.

This is our plan:

1. We are beginning the school year two weeks earlier than originally scheduled
2. We are ending the school year one week later than originally scheduled
3. We have eliminated Spring Break
4. We will combine our days of school closure (winter break, professional development days, etc.) for a consolidated Floating Possible Shelter-in-Place break. We reserve the right to shift those days to coincide with a possible mandated Shelter-in-Place.
5. We will continue to be closed for major holidays including three (3) days around Thanksgiving.
6. If there is no Shelter-in-Place, we will be closed over Winter Break and return in January.

The number of in-class school days of our typical school year is between 178 and 180 days. With this plan, a 2 week Winter Break closure and a 2 week Shelter-in-Place will still result in 186 in-class school days.

If there are no Shelter-in-Place days students will receive 196 in-class school days. There would be no change in tuition.

I understand that the tuition commitment is for the entire academic school year, which is divided into ten installments. Other tuition payment arrangements and applicable discounts are described above. Each monthly installment is an equal amount, and **is not reduced** for holidays, illness, vacation, or general school closure. However, in the case of extended closures due to health concerns, government orders, or unforeseen circumstances, the school will modify the tuition commitment as follows:

School Closure beyond 4 weeks: In the event that the school is closed for more than 4 weeks or more, tuition payments for periods beyond 4 weeks will be reduced by 40% and extended care fees will not be charged. This is because the school will make every effort to continue forms of distance learning and the school must still be able to meet its financial commitments. In the event that these school closure tuition policies create a financial hardship for any family, we will work with those families on a case-by-case basis.

The Child Unique Montessori School

ADMISSION AGREEMENT 2020-2021

WITHDRAWAL/REFUND/MODIFICATION

Parents choosing to withdraw their child must provide the school with ***thirty days' written notification in order to be able to use the last month's tuition deposit.*** Any prepaid tuition not covering the final thirty days following proper notification in writing, will be refunded. All fees such as registration, building and materials are non-refundable.

Parents, who withdraw their child after March 1st of the current school year, must pay tuition through the end of the school year. After March 1st of the current school year, the tuition deposit will only apply as the tenth installment. Full tuition will still be due for the 7th (March 1st) and 8th (April 1st) and 9th (May 1st) installments. (see *tuition payment schedule*).

The Child Unique reserves the right to modify any of the conditions of this agreement upon 30 days written notice to the parent or guardian. Changes in the rates for those children whose care is funded at government prescribed rates will be made on the effective date of the government rate change without prior notice.

Signature required:

The name of the payer is _____ . If the payer is different from the signer of the contract below, the signer/s of the contract are responsible for payment of tuition or the balance thereof.

I have read, understand and will comply with the information contained within this Admissions Agreement.

Parent/Legal Guardian Signature

Date

Signature of School Representative

Date

Signature of Payer (if different)

Date

Attach agency document if necessary

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**The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda**

BASIC POLICIES & INFORMATION

Child's full name: _____

A WELCOMING AND INCLUSIVE SCHOOL:

The Child Unique Montessori School/Montessori Elementary Intermediate School of Alameda welcomes diversity inclusive of all races, religions, ethnicities, gender identities, sexual orientation, abilities and socio-economic status into the community as teachers, parents, students and family members. We strive to support bias-awareness and anti-bullying on our campuses and in our community. We believe that openness and inclusivity is what is required to move our society in the direction of social justice and equity and have adopted this as our social justice mandate. Reflective of one area of our social justice position, TCU/MEISA has chosen to participate in the Human Rights Campaign (HRC) Foundation's Welcoming Schools program. HRC Welcoming Schools take concrete steps to demonstrate their commitment to LGBTQ inclusiveness through policies and practices such as inclusive language that reflects diverse family structures, non-discrimination employment policies, anti-harassment policies, and in-service training and LGBTQ inclusive curriculum.

At TCU/MEISA, this view is also manifested in our hiring and enrollment processes, curriculum materials and honoring of differing families and their structures through the use of gender sensitive language and respectful engagement.

Cultural Inclusivity

Our commitment to inclusivity isn't limited to gender or sexual orientation. We seek to be a welcoming, safe space for families of varied religious and personal beliefs, varied socioeconomic backgrounds, family compositions and ethnic variations and compositions. What that does mean, however, is that any family that enrolls their child at TCU/MEISA does so with the knowledge and appreciation that our practice of honor in diversity is our way of life. It permeates our teaching, policies and interaction with others. It is our expectation that parents or prospective employees whose belief system is incongruous with those values of respect, honor and inclusion will find that our school is not appropriate for them.

Family Composition

We recognize that parent and family have fluid and evolving meanings over time. We value all forms of family, including grandparent-headed households and families of choice. The word 'parent' is used throughout this document. We recognize the broadness of the term parent to be inclusive of biological parents, adoptive parents, stepparents, foster parents, parent of choice and legal guardians.

COMMUNICATION:

Parents have the responsibility to keep themselves informed by availing themselves of the school's sources of communication. Communication this year will be via:

Weekly e-reminder	Monthly e-newsletter
Parent envelopes, when necessary	School calendar/website calendar

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CURRICULUM/PRACTICE REFLECTING CULTURAL RECONTEXTUALIZATION:

When The Child Unique opened its doors in 1983, it reflected a philosophy that showed respect for the differing views, compositions of families, and values. The curriculum has always shown respect for individual rights, freedoms and conscientious decisions of others regarding matters of religion, sexual preference, politics and family structure. Although the term *anti-bias curriculum* had yet to be coined, its intent to be free from dominant culture ideology has been an overarching tenant in teaching and learning.

Overtime, we have realized that all individuals possess biases as a matter of human nature. When biases are introduced to children in an educational setting, it can mar a child's ability to see a balanced view of the things learned at school vs. practiced at home. Our responsibility as educators is to check our biases and ensure that our practices and curriculum open avenues for children to use their critical thinking skills and empathy to see the views of others and to understand and honor differences.

Cultural recontextualization (coined by Dr. Cindy Acker) involves holding a new, evolving cultural lens, which incorporates and honors people in all of their differences, identities and compositions. The curriculum is one that respects the individual rights, freedoms and conscientious decisions of others regarding matters of religion, sexual preference, politics and family structure.

HOLIDAYS:

The decision to celebrate a holiday or how to celebrate a holiday is a personal one, as the manner in which holidays are celebrated, if at all, differs from family to family. To celebrate a holiday in school impresses upon the mind of the child that the holiday should be viewed in a particular way. We choose not to place ourselves in a position of infringing on the child's freedom of choice, or on the personal views held within the family. Therefore, we do not permit the celebration of holidays, including birthday celebrations, in school. We allow the choice as to how or whether you observe a holiday to be a matter for the home.

This does not mean, however, that the personal expressions of the children regarding a holiday are stifled. On "Sharing Days," for example, a child might choose to bring in an item that is related to a holiday celebration in their home. Our educational position regarding holidays merely means that the teacher maintains their role as an educator, presenting information to the children to examine and absorb. A teacher may choose to explain the origin of a holiday as a part of the classroom curriculum, provided that all holidays and views are presented, and the information has been well researched and is factual. However, the teacher would respect the personal rights of the child and the family by not presenting information to the children in a manner that would be an infringement on a family's personal beliefs.

While we do not celebrate holidays as part of the curriculum, we DO believe that there is an aspect of community involvement around certain holidays that is worthy of consideration. As an example, while we do not celebrate Thanksgiving, we may participate in a Food Drive during November in an effort to satisfy the needs of a community food bank's busiest season. We do this with the intention of equalizing the opportunity for all people to eat well on that day, celebrating if they so choose. Further, what we WILL present in the classroom is the importance of helping others in need; the idea that we are all part of a bigger microcosm than our homes or classrooms; the recognition that many go hungry during a season of feasting; and the rewarding feeling we get when we give of ourselves in order to support our own community.

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CELEBRATIONS AND SPECIAL EVENTS:

Celebration, however, is an important part of our curriculum. Celebrations and special events do occur at TCU/MEISA. Most cultural units, for example, culminate in a cultural celebration with dress, music, art and food from the continent being studied. At other times, children may enjoy a special snack at school. Please inform us if your child should not consume any sugar or honey, as special snacks sometimes contain one of these sweeteners. For the purpose of adhering to our licensing regulations, please contact the office if you would like to bring your child to a celebration or event that does not fall on their regular school day. If there is space for your child to attend, you will be charged at the regular extended care rates of \$20.00 per hour.

TEACHER APPRECIATION WEEK:

National Teacher Appreciation Week is a weeklong celebration in recognition of teachers and the contributions they make to education and society. It is held in the first full week of May each year, and provides an opportunity for students, their parents, and school principals to show their appreciation for the hard work teachers do and the long hours many of them put in. We take this time to show our appreciation for the field of education and for all of those who contribute to the dynamic changes of our blossoming children. The Tuesday of that week is National Teachers' Day.

At TCU/MEISA, we request that this celebration be honored as a celebration of the teaching profession, inclusive of *all* staff and teachers who make TCU/MEISA the wonderful community that it is.

During this week, families bring in flowers, cards and other thoughtful gifts of their means and choice. Bags with staff names will be available in the office, allowing parents to place gifts in the bags, which will then be delivered to teachers on the Friday of that week.

In keeping with TCU/MEISA's social mandate of inclusivity and equality, **the Parent Council requests for parents who are able to donate monetarily to make such donations through the Parent Council designee at each campus.** There is no contribution requirement, nor a contribution limit. Additionally, the Parent Council will all total and divide all monies equally among all staff. We find that this lens of equality in expressing appreciation goes a long way to maintaining high staff morale and sense of self. Since they are difficult to distribute equally amongst staff members, gift cards are strongly discouraged.

BIRTHDAYS:

Birthdays, while not traditionally celebrated, are recognized observances at TCU/MEISA. We do not hold birthday parties at school - that is a matter for each family.

Our recognition of a child's birth connects with our Montessori curriculum. Within such recognition, we express appreciation for the awesomeness of birth and growth. This occurs with a story concerning the life of the child, photos from the family and the lighting of a candle. Should you choose to bring a special snack, it will be shared. Some families donate a book to the school in honor of their child. If that occurs, the story is read. Birthday presents, hats, etc. should be saved for at-home celebrations.

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CLASSROOM ASSESSMENT VISITS:

Prior to enrollment, each family should be contacted for a child visit and parent meeting; this will occur prior to the first day of school. This provides the opportunity to assess and confirm each child's placement in class. Following confirmation of enrollment, the next two months are a probationary period. During that two-month period, if it is deemed necessary to assess the child's placement in school, the teacher will schedule a conference to discuss the child's work habits, emotional or social behavior.

Any time a student's behavior or performance requires professional intervention, the Administrator will first utilize the expertise of the professional on staff. If further intervention is merited, parents will be notified that an outside source is necessary, at cost to the parent.

PRESCHOOL TRANSITION:

The transition from home to the independence of a school can be challenging. Parents/caregivers, therefore, must make themselves available to help ease this situation for their child. Please be prepared to stay at school on the porch or courtyard for as long as separation is difficult.

We discourage parents/caregivers from 'sneaking out' while their child is distracted, as they may fear that the teacher will 'sneak out' on them, too. A healthy separation is accomplished when preschoolers can comfortably transfer their feelings of security to another adult. A healthy separation is characterized by a child's favorable reaction to staying at school, confident that their parent/caregiver will return later.

PHASE-IN:

Phase-in is the gradual addition of children to the classroom prior to the first full week of school. All students, new and returning, phase-in each school year. 'Phasing-in' accomplishes the following:

- provides time for students to adjust to the environment
- provides the time required to establish good social contacts
- helps to make the first days of school more relaxed
- allows for a calm and personal introduction of each child to their teacher, environment and peers

For the 2020-2021 school year we will not have shortened Phase-In days. For the first two weeks children who are enrolled two or three days per week are welcome to attend the morning session on the days they would not normally attend. During the first two weeks of school, we encourage parents to stop by the campus often, and to pick up a little earlier, if their child needs it.

CONCERNS:

Please support the well-being of the school by bringing any unaddressed or serious concerns to the Director or Administrator. Problems should not be aired as gossip among others, but presented to the Director or Administrator for communication, sharing and solutions. Suggestions and ideas are always well received. Parents may request optimum times for telephone calls, schedule a conference or make arrangements for a visit. Email is available via the TCU/MEISA website in the contact section: www.thechildunique.org or the school email address office@thechildunique.org.

**The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda**

DROP OFF / PICK UP:

For the 2020-2021 school year, we have established the following arrival/departure protocol:

Required Daily Home Assessment

Prior to departing for school parents must:

take child's temperature

do visual assessment

check for contagious symptoms including fever, vomiting, diarrhea, headache

If your child has elevated temperature or symptoms, please keep your child home.

Staggered Arrival / Departure Schedule

Families will be assigned a time slot to drop off / pick up their child. We will do our best to accommodate family needs and requests around drop off and pick up times.

Car Arrivals

When dropping off, the parent should stay in the car and wait for a greeter to come to them. The parent will sign the sign-in sheet with their own pen in their car, and the greeter will help the child out of the car and to their classroom.

Bike/Walking Arrivals

Parents who walk or bike to school, should wear mask; maintain six (6) foot distance.

Arrival/Departure Locations

Pacific: Loading zone between 8:00-9:00am and 2:30-3:00pm / Back porch all other times

Driveway for separation challenges

Encinal: Loading zone (P1) / Right side parking lot (P2)

between 8:00-9:00am and 2:30-3:00pm / Office door all other times

Left side parking lot for separation challenges

Taylor: Parking lot between 8:00-9:00am and 2:30-3:00pm / Foyer double doors all other times

Left side parking lot for separation challenges

For Arrivals/Departures, families must contact the teacher by calling into the classroom or using the app to let them know that they are outside. A teacher or greeter will come out to the car.

Increased Health Assessments

Daily student health check will include temperature taking and visual assessment

If your child has elevated temperature or symptoms, they will not be admitted.

Until there is a vaccine for COVID-19, parents will not be allowed in the classroom.

SHARING DAYS:

Sharing Days will **not** occur during this school year. Children may share a story or share information about an item that is at home. They may also create a video that is sent to the school, in which they discuss and show their sharing item. The video may be shown in class.

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PERSONAL ITEMS:

Personal items, sometimes carried around by children, should be left at home. **This includes bottles, blankets, pacifiers, dolls, toys or electronics of any sort.** We find that personal items can be a source of contention for very young children, especially if they are confused about the ownership of a particular item. As some items are handled and put in the mouth, they can be unsanitary if handled by other children in the environment. If your child is attached to such an item, and if you feel that The Child Unique/MEISA is truly what you want for your child, then we suggest that you begin a weaning period from such objects for regular periods of time. This should begin far in advance of your child's first day of school. **Parents should not expect teachers to impose this rule**, but should leave personal items at home or in the car.

Additionally, with the exception of MEISA students, **no other personal items will be allowed during this school year, including backpacks and sharing items.** Lunch boxes will be permitted if/until a hot lunch program begins in the school.

DRESS CODE:

Children should not wear any of the following clothing:

- clothing that depicts super heroes or encourages violence, either through language or characterization
- clothing with obscene or inappropriate language
- Sandals or thongs without a back strap
- Clothing with characters (Sesame Street, etc.)

Fridays are 'Child Unique T-shirt Days'. While not mandatory, students will be encouraged to wear a Child Unique T-shirt on this day. School T-shirts are required for most field trips. During Spirit Week, children will be encouraged to wear 'silly dress' (mismatched clothing, etc.). The dress theme will appear on the school calendar.

CLOTHING:

All sweaters, jackets, hats, umbrellas and any other personal belongings of the children **must be labeled** to prevent the accumulation of unclaimed lost-and-found items. We are not responsible for lost items.

We request that children bring croc-like/jelly sandals as indoor slippers that can be easily disinfected. Please take slippers home periodically to be washed, and to check for proper sizing.

DIAPER POLICY

The Child Unique uses only commercially available disposable diapers unless a child has a medical reason that does not permit their use. We plan to begin using compostable diapers, replenished by a company to support our work toward environmental soundness. If a medical reason exists, a note detailing the reason must be provided and parents must provide the diapers.

Diaper fees are billed each month. Diaper charges cease after the **first full month** in which your child has become toilet trained.

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The Child Unique Montessori School Montessori Elementary Intermediate School of Alameda

MEDICAL ASSESSMENT REQUIREMENT

All students MUST have a current record of immunizations and a completed physician's statement prior to enrollment. Students with a medical exemption preventing such MUST provide a medical exemption form signed by a physician.

Students must be briefly evaluated each day, and received by a staff person as healthy. Parents must wait as teachers complete a daily health check while parents sign their child in. Children who are considered ill will not be accepted for the day. Teachers will review temperatures during the day and assess child health at key points during the day.

ILLNESS:

According to State law, teachers must receive children at the door who are in a proper state of health for school. Therefore, children should not attend school under the following conditions:

- within the first 36 hours of a cold - this is when a cold is most contagious
- when a child has a fever or a contagious disease (strep, conjunctivitis, etc.)
- within the first 24 hours following a fever - as fever often precedes a problem
- when lack of sleep prevents a child from functioning in school
- if a child exhibits symptoms of a contagious illness, including flu-like or respiratory symptoms

Children who become ill during the day will be sent home. **Parents who cannot arrive within 20 minutes, must have a designated person to pick up their child.** A child who is ill should be in a restful place receiving individual attention.

NUTRITION POLICY:

TCU/MEISA provides snacks during the morning and afternoon programs. Our snacks consist of nutritious foods representing two different food groups each day. Food is prepared, served, and stored in accordance with USDA guidelines. We follow feeding practices that promote optimum nutrition which supports growth and development in children. Snack is served in individual containers.

Until we institute a hot lunch program, children should bring their own drinks and lunches, which must be ready to eat, but can be warmed. Perishable items should be kept in the lunch box with an ice pack. All foods and drinks brought from home should be labeled. Unused food in good condition will be saved.

During the school year, we may institute an optional hot lunch program at minimal cost to parents.

Food sharing is not allowed for hygiene reasons and food allergies. **Peanuts and any nut-related foods are not allowed on the school premise.**

Parents should provide nutritious lunches (free of non-nutritive foods and/or drinks with high fructose or empty calories). We recommend parents follow USDA Food Guidelines when preparing their lunch (www.mypyramid.gov). Candy, cookies, soda and junk foods items are not allowed at school.

Inappropriate food items will be returned home unopened.

**The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda**

VOLUNTEER SUPPORT:

Parent involvement is more than just a phrase at TCU/MEISA. It is vital to the school's success and to the success and achievement of each child. Each parent's talents, skills and energies are wholly welcomed. Based on research which indicates that when parents are active members of the child's school life, the child's academic progress accelerates and self-esteem blossoms. We therefore require parents to be involved by volunteering.

Parents are expected to meet (or exceed) the volunteer requirement of 15–20 hours (based on the scale below) over the course of the year. Five of those hours must be spent participating in our annual fundraising event. Parents may fulfill this requirement themselves, or via family members or friends.

The requirement is not based on the length of a student's day, but on the number of days a child attends:

2 days	15 hours per child per school year
3 days	18 hours per child per school year
5 days	20 hours per child per school year

Parents may also donate certain **requested** large items (value of \$25 or greater) in lieu of parent hours. \$25 equals 1 parent hour.

LATE PICK-UP and EXTENDED CARE:

Regular pick-up times are:

Half-day	11:30 am, 5:00 pm
School-day	2:30 pm
Full-time daycare	6:00 pm

We understand that unavoidable circumstances may arise. In the event that you cannot pickup your child on time, designating and contacting another person on your Release Authorization form to pick up your child will save unnecessary charges. Extended care is an option at **\$20.00 an hour**, billed in ½ hour increments. This option is available during regular school hours, 7am to 6pm. When a parent or designated person has not picked up at 6 pm, late pick-up charges will be assessed at **\$5.00 per minute**.

I have read, understand and agree to abide by the guidelines stated in the Basic Policies & Information for The Child Unique Montessori School/Montessori Elementary Intermediate School of Alameda.

Parent/ Legal Guardian Signature

Date

**The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda
Health Risk Acknowledgment and Agreement**

The collective effort of Bay Area communities to stay at home and follow health department guidelines has limited the spread of COVID-19. However, community transmission of COVID-19 continues, including transmission by individuals who are infected and contagious, but have no symptoms and are unaware that they have COVID-19. To date, it is assumed that infected persons are contagious 48 hours before developing symptoms and many are contagious without ever developing symptoms.

The health department and the Governor have issued permission for childcare/preschool and summer camps to resume. However, this decision does not mean that attending childcare, camp or preschool is free of risk. Enrolling a child *could* increase the risk of the child becoming infected with COVID-19. While the **majority of children that become infected do well**, there is still much more to learn about coronavirus and secondary syndrome in children.

For this reason, The Child Unique/Montessori Elementary Intermediate School of Alameda has created a protocol that goes beyond the current guidelines and restrictions, and expects staff and parents to abide by that protocol. Parents, whose children are enrolled at TCU/MEISA, recognize that the school holds strict standards connected to mitigating the spread of COVID-19. These include mandatory staff masking, optional child masking (for children over two years), regular health checks and temperature taking upon arrival and during the day, continual handwashing, distancing between children, no food sharing, individual snack and projects and no personal items brought to school.

Parents agree to do a health check of their child, including taking their temperature before the child leaves for school. Parents agree that they will not bring their child to school if they have an elevated temperature or if they exhibit **any** of the signs of COVID-19: fever, cough, headache, sore throat, chills, fast breathing, muscle pains. Parents agree to inform the school if anyone associated with the family has become infected or exposed, including siblings in other schools.

Each parent or guardian must determine if they are willing to take the risk of enrolling their child in childcare/school, including whether they need to take additional precautions to protect the health of their child and others in the household, such as members who are adults 60 years or older, or anyone who has an underlying medical condition. Parents and guardians may want to discuss these risks and their concerns with their pediatrician or other health care provider.

Please initial and sign below:

() I understand the risks associated with enrolling my child in childcare, and agree to assume the risks to my child and my household.

() I agree to follow all safety requirements that the school imposes as a condition of enrollment.

Name of Child: _____

Name of Parent/Legal Guardian: _____

Signature of Parent/Guardian: _____

Date: _____

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**The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda**

語言翻譯支持查詢

LANGUAGE TRANSLATION SUPPORT INQUIRY
SOLICITUD DE APOYO DE TRADUCCIÓN DE IDIOMAS

中文 English Español عربى

孩子的全名:

Child's full name:

Nombre completo del niño: _____

您家中的任何人（父母，保姆，照料者等）在接送或與其他學校交流期間是否需要翻譯支持？
Does anyone in your household (parent, nanny, caregiver, etc.) need translation support during drop off/pick up or with other school communications?

¿Alguien en su hogar (padre, niñera, cuidador, etc.) necesita asistencia de traducción durante la entrega / recogida o con otras comunicaciones escolares?

是 _____

yes

si

沒有 _____

no

no

名稱

Name

Nombre

與學生的關係

Relation to student

Relación con el alumno

該人能說什麼語言？

In what language(s) is the person fluent?

¿En qué idioma (s) habla la persona con fluidez? _____

[辦公室用途：會說該語言的工作人員]

[(office use: Staff member(s) who speak the language(s)] _____

[(uso de la oficina: miembros del personal que hablan el idioma (s)]

Main office: 2226 Encinal Ave., Alameda, CA 94501 Phone: (510) 521-9227 Email: office@thechildunique.org

The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda

استفسار دعم الترجمة
(LANGUAGE TRANSLATION SUPPORT INQUIRY)

عربي
(Arabic)

اسم الطفل الكامل

(Child's full name)

هل يحتاج أي شخص في أسرتك (أحد الوالدين ، والمربية ،
ومقدمي الرعاية ، وما إلى ذلك) إلى دعم الترجمة أثناء
النزول / الاستلام أو مع اتصالات المدرسة الأخرى؟

[Does anyone in your household (parent, nanny, caregiver, etc.) need translation support during
drop off/pick up or with other school communications?]

لا نعم
(no) (yes)

العلاقة مع الطالب
(Relation to student)

اسم
(Name)

أي لغة (لغات) يجيد الشخص؟
(In what language(s) is the person fluent?)

[استخدام المكتب: الموظف (الموظفون الذين يتحدثون اللغة
(اللغات)]
[_____ (office use: Staff member(s) who speak the language(s)]

IMPORTANT INFORMATION FOR PARENTS

CAREGIVER BACKGROUND CHECK PROCESS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation or a marijuana-related offense covered by the marijuana reform legislation codified at Health and Safety Code sections 11361.5 and 11361.7, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children **cannot by law be given an exemption that would allow them to own, live in or work in** a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed

We request information from police departments, the FBI and the courts about the person's record. We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us.

The person who needs the exemption must provide information about:

- The crime
- What they have done to change their life and obey the law
- Whether they are working, going to school, or receiving training
- Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren't related to them who know about their history and their life now.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is <http://cclid.ca.gov/contact.htm>

**The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda
EMERGENCY, DISASTER AND MASS CASUALTY PLAN**

Child's full name: _____

IT IS IMPORTANT TO SIGN YOUR CHILD IN AND OUT SO THAT THEY ARE ACCOUNTED FOR

The Child Unique/Montessori Elementary Intermediate School of Alameda staff is trained in First Aid, CPR, and Infection Control.

Emergencies:

In case of minor accident, parent(s) will be notified.

In case of serious accident, parent and child's own physician or advice nurse will be contacted.

If a child needs to be taken to the hospital before a parent can arrive, s/he will be transported by staff vehicle (minor injury) or ambulance to the hospital first. Paramedics determine the hospital based on the severity/illness of the child. If a parent requests a specific hospital, staff will inform paramedics however, they may determine that the child can only be transferred after first being taken to the nearest hospital and then assessed. Medical Restriction/Authorization form, medical waiver, and any medical instructions will accompany the child, so that parental restrictions can be noted and adhered to by medical/hospital personnel.

Disaster and Mass Casualty:

Fire and earthquake drills are included in required school curriculum. Our method for evacuation is maintained on file in our school disaster plan, and posted for emergency purposes. Earthquake and fire drills will occur monthly.

In the case of earthquake, fire or other emergencies, your child will be kept with adults on the school grounds until you arrive. If authorities advise that the children be moved to other locations, signs will be posted on or near the premises to locate us. If communication should become blocked, we will try to note our information with the Alameda Red Cross, Alameda Police Department, Alameda Fire Department and KTVU Channel 2.

Alameda Police Dept.	(510) 337-8340	Emergencies	911
Alameda Red Cross	(510) 595-4400 (Oakland)	KTVU Channel 2	(510) 834-1212

Disaster Shelter (Pacific and Encinal campuses)

**Alameda High School
2221 Encinal Avenue (Between Walnut and Oak Street)**

Disaster Shelter (Taylor campus)

**The Child Unique Montessori School / Montessori Elementary Intermediate School of Alameda
1400 6th Street @ Taylor (Father Selhorst Hall-auditorium at the Taylor campus)**

I have read the above, and understand that in the event of emergency, The Child Unique Montessori School & Montessori Elementary Intermediate School of Alameda will choose the best possible alternatives. I show my agreement with the above possible plans by signing below, or indicating an alternative plan for my child.

Alternate Plan: _____

Parent/ Legal Guardian Signature

Date

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**The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda**

HEALTH POLICY

Child's Full Name: _____

Notification Regarding Contagious Symptomology

It is imperative that we know as soon as possible if your child develops symptoms, which are indications of, or may lead to the spread of infection. Please keep your child home, and contact us, should your child develop any of the following:

- Fever, vomiting, diarrhea, headache
- Symptoms of an obvious contagious disease (chicken pox, 'pink eye', etc)
- Extreme listlessness
- Open lesions, which cannot be covered (serious burn, etc)
- Colored mucous from the nose (non-allergy related)
- Common cold symptoms (during the first 24 hours of a cold)

Readmission

Children may return to school, following an illness, when:

- They have been fever-free for 24 hours
- They have passed the first 24 hours of a cold
- When a contagious disease has concluded, with no symptoms (eg: blisters dry and scabbed)
- When medication for certain diseases has been taken for required minimum
- When medication has been taken for a number of days, AND symptoms are gone
- They have been symptom-free for 3 days for confirmed/suspected for Covid-19 case and have a clearance note from their doctor

Medical or Dental Emergencies

In case of a medical or dental emergency, the school will make contact with the parent first. In the event that we cannot reach a parent, we will contact the first person designated on the Emergency Release form. We will also contact the physician or dentist listed on your child's emergency medical file, providing them with full information regarding the emergency. Medical authorization forms will accompany the child, so that parental restrictions can be noted and adhered to by hospital personnel.

Medication

Our schools will dispense medication on site with the following conditions:

- All medications must be in the ORIGINAL container
- NO MORE than one day's dosage in the original container
- Signed authorization by parent

Prescription medications should have medication schedule and possible side effects on the original container. If not, a physician's note should accompany the medication.

I understand and will comply with the health policy above.	
 _____	 _____
Parent/ Legal Guardian Signature	Date

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CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS

PARENTS' RIGHTS

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: Department of Social Services

Licensing Office Address: 1515 Clay Street

Licensing Office Telephone #: 510-622 2602

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice "Registered Sex Offender" database, go to www.meganslaw.ca.gov

LIC 995 (9/08)

(Detach Here - Give Upper Portion to Parents)

ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS' RIGHTS (Parent/Authorized Representative Signature Required)

I, the parent/authorized representative of _____, have received a copy of the "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS" and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

The Child Unique Montessori School
Name of Child Care Center

Signature (Parent/Authorized Representative)

Date

NOTE: This Acknowledgement must be kept in child's file and a copy of the Notification given to parent/authorized representative.

For the Department of Justice "Registered Sex Offender" database go to www.meganslaw.ca.gov

LIC 995 (9/08)

PERSONAL RIGHTS

Child Care Centers

Personal Rights, See Section 101223 for waiver conditions applicable to Child Care Centers.

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) To be free from corporal or unusual 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 daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
 - (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
 - (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

NAME

Department of Social Services

ADDRESS

1515 Clay Street

CITY

Oakland

ZIP CODE

94612

AREA CODE/TELEPHONE NUMBER

(510) 622-2602

DETACH HERE

TO: PARENT/GUARDIAN/CHILD OR AUTHORIZED REPRESENTATIVE:

PLACE IN CHILD'S FILE

Upon satisfactory and full disclosure of the personal rights as explained, complete the following acknowledgment:

ACKNOWLEDGMENT: I/We have been personally advised of, and have received a copy of the personal rights contained in the California Code of Regulations, Title 22, at the time of admission to:

(PRINT THE NAME OF THE FACILITY)

The Child Unique Montessori School

(PRINT THE ADDRESS OF THE FACILITY)

(PRINT THE NAME OF THE CHILD)

(SIGNATURE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(TITLE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(DATE)

LIC 613A (8/08)



The Child Unique Montessori School

Transition and Separation Parent Plan

Transitioning into class without a parent can be a challenging experience for young children. It is important that parents assist us, to help the children transfer their feelings of safety from the parent to the teacher.

If your child is comfortable with separation, and will allow you to leave without a problem, please do so. Feel free to visit the school grounds during the month of August, to continue to familiarize your child with the idea of school, and the fact that it is a special place that they can experience alone.

If you know that your child will have difficulty with separation, please expect to be present, or to designate someone else to serve as a “touch base” for your child. It is imperative that your presence is inactive, meaning that you are not involved in the activities of the classroom. Please bring a book or newspaper, etc., and look completely occupied, allowing that teacher to engage your child in the classroom. If your child remains with you, simply invite them to go over to the teacher, and return to your book. Expect that the teacher may allow your child to remain near you, or to have some time just watching. This will change with your patience and consistency.

Please refrain from walking around the classroom to speak with or engage your child. Children who have no separation anxiety can begin to experience trouble when they see other parents present in class. Our goal is to make the parents as invisible as possible, but visible enough for their own child. Please help the transition for all of the children by respecting this.

Do not leave without informing your child and the teacher. As your child begins to separate, the teacher will invite you to leave for short periods of time. Please keep a cell phone or phone number available for us to reach you in case your child becomes frightened.

Be prepared to leave something with your child when short departures begin (a photo, watch, keys, etc.). Recognizing an item which your child can identify as being yours will help them to know that you will return for the item.

**The Child Unique Montessori School
Montessori Elementary Intermediate School of Alameda**

USE OF CHILD'S IMAGE AUTHORIZATION

Child's full name: _____

Current technology and social media have become a commonly used form of communication in our society. We therefore address technology and social media in the policies of The Child Unique/Montessori Elementary Intermediate School of Alameda.

Throughout the year, TCU/MEISA will take photos and videos during special events and when students are engaged in inside/outside activities. These photos/videos are used for the purpose of education and promotion of TCU/MEISA.

Receipt of your authorization is required prior to using any image/video of your child on the school website, e-Newsletter, promotional materials, or outside publications. Personal information such as name, address, and telephone number will not be published.

Parents who do not wish their child to be photographed at events should keep in mind that others may take friendly photos/videos of performances/events. TCU/MEISA cannot control or be held responsible for the actions of others. Additionally, we ask parents who take photos/videos to keep the safety of children in mind (eg: including names of children with photos).

I **DO** authorize TCU/MEISA to include pictures/videos of my child to be published in the following:
(check all that apply or all of the below)

- All of the below**
- TCUMEISA Brochures /Flyers/Website/e-Newsletter/Conference displays
- TCU/MEISA Yearbook
- TCU/MEISA Advertising including Television, Newspaper and Magazine articles
- TCU/MEISA Social Media (Facebook, YouTube, etc.)

I **DO NOT** authorize TCU/MEISA to have pictures/videos of my child published.

Parent/ Legal Guardian Signature

Date

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PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR PRE-KINDERGARTEN (CHILD CARE)

Starting July 1, 2019

Parents must show their child's Immunization Record as proof of immunizations (shots) before starting pre-kindergarten (child care) and at each age checkpoint after entry:

Age at Entry/checkpoint	Required Doses
2-3 Months	1 Polio 1 DTaP 1 Hep B 1 Hib
4-5 Months	2 Polio 2 DTaP 2 Hep B 2 Hib
6-14 Months	2 Polio 3 DTaP 2 Hep B 2 Hib
15-17 Months	3 Polio 3 DTaP 2 Hep B 1 Hib* (on or after 1st birthday) 1 Varicella 1 MMR (on or after 1st birthday)
18 Months-5 Years	3 Polio 4 DTaP 3 Hep B 1 Hib* (on or after 1st birthday) 1 Varicella 1 MMR (on or after 1st birthday)

* One Hib dose must be given on or after the 1st birthday regardless of previous doses.
Required only for children younger than 5 years old.

DTaP = [diphtheria toxoid](#), [tetanus toxoid](#), and acellular [pertussis](#) vaccine
 Hep B = [hepatitis B](#) vaccine
 Varicella = [chickenpox](#) vaccine

Hib = [Haemophilus influenzae, type B](#) vaccine
 MMR = [measles](#), [mumps](#), and [rubella](#) vaccine

PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY



Starting July 1, 2019

Students Admitted at TK/K-12 Need:

- **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses**
(4 doses OK if one was given on or after 4th birthday.
3 doses OK if one was given on or after 7th birthday.)
For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
- **Polio (OPV or IPV) — 4 doses**
(3 doses OK if one was given on or after 4th birthday)
- **Hepatitis B — 3 doses**
(Not required for 7th grade entry)
- **Measles, Mumps, and Rubella (MMR) — 2 doses**
(Both given on or after 1st birthday)
- **Varicella (Chickenpox) — 2 doses**

These immunization requirements apply to new admissions and transfers for all grades, including transitional kindergarten.

Students Starting 7th Grade Need:

- **Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose**
(Whooping cough booster usually given at 11 years and up)
- **Varicella (Chickenpox) — 2 doses**
(Usually given at ages 12 months and 4-6 years)

In addition, the TK/K-12 immunization requirements apply to 7th graders who:

- previously had a valid personal beliefs exemption filed before 2016 upon entry between TK/Kindergarten and 6th grade
- are new admissions

Records:

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization.