

Casa Dei Bambini
Montessori School
Parent Handbook
Aurora, IL Campus



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Casa Dei Bambini Montessori School

Parent Handbook

When communication, cooperation, and continuity exist between home and school, we provide the optimal conditions for development and learning. We hope that you will read about our school and about the Montessori philosophy, goals and techniques in order to better understand your child's school experiences. We are eager to answer questions and demonstrate materials, and we have books that you are welcome to borrow. We hope that you will become as excited as we are about this unique approach to education. We are governed and licensed by DCFS (for under school age children) and the administrative code can be found at <http://www.ilga.gov/commission/jcar/admincode/089/08900407sections.html>

MISSION STATEMENT

Casa Dei Bambini Montessori School encourages each child to their highest potential at their own individual pace, using the Montessori Philosophy in order to be a successful member of the society. We believe that strong communication and trust is the key in sustaining a committed and supportive connection with our families.

MONTESSORI PHILOSOPHY

The Montessori class focuses on the emotional, intellectual, and physical development of each child. A child-centered classroom where each student can progress at his/her own pace is the basis of Montessori approach. During the work period, the children teach themselves through the use of specially designed didactic materials. They are allowed to move freely through learning centers, where the teachers guide the students in choosing an activity, completing it and returning it to the shelf ready for others to use. By careful observation, the Montessori teacher introduces developmentally appropriate materials, and one success builds sequentially to another, increasing self-confidence.

The classrooms are communities with the ground rules designed to promote independence, consideration for others, and self-discipline. The younger children teach patience and empathy, and the other children are role models, providing the younger ones with assistance with work and help in adjusting to the classroom.

CURRICULUM

In a Montessori class, all disciplines are integrated. Math and Language skills, knowledge of scientific principles and history complement each other, and are applied together to make each lesson meaningful and interrelated.

Each lesson employs all three modes of learning: Visual, Auditory, and Kinesthetic - to open up the world for all the students. The children follow through with their studies individually and in small groups, proceeding at their own pace of learning.

Field Trips:

Children will have an opportunity to participate in school field trips. These allow for practical and enhanced learning, which is an extension to the classroom curriculum. Permission forms will be provided to parents to be filled out, which will allow for the child to participate. Parents are welcome to chaperone.

Water Play:

Throughout Summer Camps and the last day of school, children will have an opportunity to participate in the outdoor water play and use of splash pad. Permission for outdoor water play is submitted with the annual registration form and Summer Camp forms.

Toddler Community

In this classroom child is prepared for basic social skills, language, math, and science concepts through playing and practical life activities. Throughout the school year, when a child enters a new level, there will be a transition period to that classroom (i.e. from Transitional to Primary).

Language:

Language emphasis on vocabulary building: It begins when the child enters the classroom for the first time. The phonetic reading and writing program uses sandpaper letters to teach the basic phonetic sound and recognition of lower case letters. Having acquired a sound phonetic foundation, the Montessori student is prepared is prepared for spelling and reading.

Math:

Math principals are acquired through indirect preparation in the sensorial area and through manipulation exercises. These materials are concrete rather than abstract.

They will be touched, manipulated, and counted. With this the child forms a solid foundation for understanding basic concept of our number system.

Science:

Science stimulates curiosity, encourages active observation, and builds scientific vocabulary. At Casa Dei Bambini children will do simple science experiments for example color mixing, two colors mixed together to make a different color, learning about magnets, living and non-living etc. Science can be intimidating, but when children try different experiments it becomes easier to understand.

Sensorial:

Sensorial area expands the child sensory perceptions and knowledge of the world. Maria Montessori called sensorial materials the “key to the universe” because they enable the to perceive, identify and classify what he sees, touches, smells, taste and hears.

Practical life:

Practical life is the foundation for all areas in the Montessori classroom. The exercises in this area are concerned primarily with care of environment (i.e. polishing, taking care of plant). The child develops his small and large muscles through practical life area.

Music:

The approach to music in the Montessori school combines singing, playing, listening, moving to rhythm and creating in a steady progression towards musicality. It is during the early years that the sensitive period for music occurs, and the child develops the skills of listening and communication that are essential in the mastery of both music and language.

Toilet Training Awareness

The staff at Casa Dei Bambini uses an approach to toilet training that we believe is most advantageous to the children. We will encourage putting children into cotton underwear in the Toddler Classrooms. Parents should provide extra clothing and underwear to promote toilet training. A policy is provided during registration.

The children’s clothes should not be obstacles. Children should be able to handle the clothing independently, particularly in the bathroom. It is encouraged for younger children to avoid overalls, belts, or pants with very tight waists. Pants with elastic waist or velcro closures are easiest to handle.

-It is important to label all the clothing including socks, hats, coats, and underwear.

-Children will bring home clothes if they wet/soil themselves. Parents are asked to return clean clothes back to school the next day.

The theory behind our approach is that it is the normal human condition to keep all body parts clean and dry. Therefore, it is imperative that we help the child change into clean underpants after any elimination.

The length of time involved varies in every circumstance, and children often undergo a long period of absorption before we ever see any visible action. It would be unreasonable to expect children to become instantly able to use the toilet once he or she starts wearing underwear. We must remember to be positive and encourage children to go to bathroom without being irrational. The staff is always available to assist in any manner possible. We appreciate your cooperation in this matter. Thank you!

Primary Classes

In this classroom child is prepared for increased social skills, language, math, and science concepts through experimentation, verbalization, practice, and mastery.

Practical Life:

Practical life activities are the foundation for all other areas in a Montessori classroom, and they form the bridge between the home and school environments. The exercises in this area are concerned primarily with care of self (i.e. dressing frames and hand washing). The child develops his large and small muscle coordination through the practical life exercises while concentrating on self-help skills.

Achieving motor control of his/her body permits the child to develop inner control, develop a longer attention span and increase self-confidence, independence and self-discipline. These activities also prepare the child indirectly for the other areas of the classroom i.e., finger and muscle control for writing and artistic endeavors. They promote the logical, sequential thinking, so necessary for language and mathematics studies.

Sensorial:

The sensorial area provides perceptual training to expand the child's sensory perceptions and knowledge of the world. The child learns to sort, differentiate and name colors, dimensions, weights, forms, textures, sound, odors and tastes. Maria Montessori called the sensorial material the "key to the universe", because they enable the child to perceive, identify and classify what he sees, hears, touches, tastes and smells. Once the child has mastered the skills of making finer discriminations

and sequencing he/she is ready to move on to the language, math, geography and science areas.

Language:

Emphasis on vocabulary building begins when the child enters the classroom for the first time. While working in the Practical Life and Sensorial Areas, children acquire the vocabulary of their work, and all areas involve vocabulary development.

The phonetic reading and writing program uses sandpaper letters to teach the basic phonetic sound recognition of the lower case letters.

We use these phonetic sounds rather than the letter names so that the children will be able to read and write words. Later we work on phonograms, digraphs, blends.

The primary goal of this area is to teach each child to help each individual to enrich and refine the ability to express him/herself and understand the expression of others. Having acquired a sound phonetic foundation, the Montessori students are prepared for spelling and reading.

The writing area of the classroom is designed by specific Montessori materials: chalkboard exercises, metal insets, sandpaper letters (cursive), etc.

Math:

Math principals are acquired through indirect preparation in the Sensorial Area and through manipulation and observation of the math materials. By practicing and handling these multisensory exercises, the child forms a solid foundation for understanding basic concepts of our number system: quantity, sequence, and the function of the operation. These materials are concrete rather than abstract. They will be touched, manipulated, and counted. Concrete materials are the vital first step in developing a full understanding of abstract materials.

Geography:

As in all areas of the Montessori classroom the young child's introduction to geography begins with the multisensory approach. A simple globe, which distinguishes between the continents and oceans, eventually leads the child to wooden continent puzzle maps. From these maps the older children proceed to drawing their own maps.

Through a variety of picture cards, photographs, toys and books that centers on the various cultures, the child satisfies his curiosity about similarities and differences in people of the world.

Art:

Once the child has mastered the motor skills necessary to handle scissors, pencils, crayons, paint brushes, etc., she/he is free to construct her/his creation. Care is taken to allow the child many avenues of expression using various media.

Art is a process-oriented activity rather than a product, or end result activity. Art in a Montessori classroom is an extension of the Practical Life Area. The child is encouraged to plan, set up, actively create, and clean up each project. As the child experiences each of the developmental skills, the style and content of the artwork produced changes and evolves with age and practice.

Science:

Science in the primary level stimulates curiosity, encourages active observation and builds scientific vocabulary at a time when the child is absorbing new language effortlessly materials evolve sequentially from the inorganic (including states of solids, liquids and gases, earth sciences and weather) to the organic (including classification of plants and animals, including botany and zoology). The younger child experiments, and the older child is able to verbalize what happened and why. Writing extensions may accompany said works.

Music:

The approach to music in the Montessori school combines singing, playing, listening, moving to rhythm and creating in a steady progression towards musicality. It is during the early years that the sensitive period for music occurs, and the child develops the skills of listening and communication that are essential in the mastery of both music and language. This is done both in the classroom and by the music teacher.

Spanish:

Spanish is a regular part of the Casa Dei Bambini program. It begins in the toddler and primary classroom. This is an introductory course that emphasizes oral communication.

Library:

The Library at Casa is designed to be a resource for our classroom curriculum. The children may also visit the Tower of Knowledge for various programs, projects, or learning opportunities.

Six Years and Up – Elementary Program TBA

APPRECIATING CULTURAL DIFFERENCES

Here at Casa Dei bambini Montessori, a typical class of American children maybe in reality a microcosm of the global community. Therefore it is a natural setting for expanding children's awareness of multicultural traditions. Nearly all the children have parents, grandparents, or other ancestors who came to United States from different parts of the world.

Students can research their ancestral background perhaps by interviewing the oldest living member of the family. Then they can present this family story in class with family pictures and objects of particular interest. Some children's parents who were born in other countries may be willing to tell the class about their customs, traditions, crafts, holidays, games etc. Sharing like this helps everyone develop respect for all nationalities and cultures.

The Admission Process

1. Applications:

Application forms may be obtained from the school office, and submitted at any time along with the registration fee. The child is eligible for consideration as vacancies arise and when his/her required information is complete.

2. Formal Tour:

We offer a formal tour of the school by appointment on specified mornings. This is so we may better provide the parent with the opportunity to observe each of the class levels offered at Casa. A general overview of the Montessori Philosophy will be discussed during the tour. You must take a formal tour before your application is considered for enrollment.

3. Informal interview with child and parent interview:

This is a one-on-one time for the school to be introduced to the child, and the child to view the school for the first time. At this time, each applicant will be placed on a waiting list and will be considered for placement as opening occurs. As the parent tours the school, many specific questions or concerns may arise. During the interview, parents and administrator have an opportunity to address those specific areas regarding each child.

4. Administrative Considerations:

The school reserves the right of placement of the student into a class. When all other qualifications are equal, preference will be given to siblings and children of former Casa Dei Bambini students who have completed the curriculum. The Factor of

boy/girl ratio and necessary age grouping are also considered in the selection of new students.

5. Annual Registration Fee & Security Deposit:

There is an annual registration fee per child and a discounted annual registration fee when enrolling more than one child. This fee is paid at the time of enrollment. This fee is non-refundable, and is due at the time of Registration. The only time this fee is refundable is if the student is not offered a placement in the school.

In order to hold a place for a child, who is not attending, it will be necessary to pay the tuition in full. **A one-time Security deposit of half your child's monthly tuition is required to be paid with the first month's tuition.**

Failure to timely pay your security deposit will result in your child's space being forfeited. This Security Deposit is refundable with a 30 day written notice of withdrawal from the school, or upon completion of the Kindergarten or Elementary Program. Notice of Security Deposit has to be submitted before the end of the academic school year.

6. Tuition:

See registration form for specific pricing and fees. Each month's tuition, with no deduction for holidays or absences, is due on the 5th of every month (or the Friday before, if it falls on a weekend). There will be a late charge of \$10 per day added to your account after the due date.

Personal, business, cashier checks and money orders are the only form of payments that are accepted for tuition. No cash accepted.

7. Drop-In:

What is a drop-in? A drop-in is when your student is scheduled for a specific time (i.e. 9:00-3:00p.m.), and you have an emergency and need the extra after hour care time for them before you can pick them up. The same would apply to the extra time needed in the morning prior to 8:45a.m. There is a \$15.00 fee for either just the extra morning care drop-in, or just the extra after care drop-in. There is a \$20.00 fee if you need both drop-ins. Either fee will include breakfast and/or aftercare snack depending on the time you need.

8. Lunch:

If your child is scheduled from 9:00a.m – 12:00p.m, this does not include lunch.

Lunch is included for full day students registered from 9:00-3:00pm. A menu is posted and sent home monthly. **Outside food or drink is not permissible, per DCFS, due to dietary and allergy restrictions.**

FOOD SERVICE:

The students who attend a full day program will be **provided a hot lunch** that is included in their tuition. Our vendor is WT CAFE 630-785-8495.

***Lunch boxes may NOT be brought in from home. WE ARE A NUT FREE SCHOOL.**

WT Cafe menus for preschools are created in alignment with CACFP and DCFS nutritional standards. They are published and ordered online at the WT Cafe ordering platform. There is specific nutritional information for each menu item.

WT Cafe is flexible with the menu in that they can accommodate field trips, allergies, age restrictions, and favorite items, etc.

9. Return check fee: There is a **\$25.00 fee** for all returned checks. This Fee plus the amount that was owed on the returned check must be paid within 48 hours of notification by money order or cashiers check. No Exceptions.

10. Hours of Operation: We open at 7:00AM and close at 6:30 PM. Our website is www.cdbmontessoriaurora.com and our email is cdbmaurorail@gmail.com

**4393 Liberty St.
Aurora, IL 60504
Phone: 630-907-7554**

Admission Documents (*signature needed):

- Supply List
- *Discipline Policy
- *Statement of Health – Certificate of Child Health Examination Form
- *Health & Emergency Contact Form
- Emergency Card
- *Authorization for Emergency Medical Care
- *Toileting Policy
- *Uniform Policy & order sheet
- *Photo Authorization Form
- *Security Deposit Agreement
- *Policies & Procedures – Handbook Form
- *Summary of Licensing Standards booklet (verification of receipt must be signed)

Re-Enrollment:

Each spring a re-enrollment agreement is sent to those students invited to return to Casa Dei Bambini, along with the request that parents sign and return the agreement with the annual registration fee by a designated date. When the

re-enrollment deadline has expired, new applicants will be considered for the remaining spaces. **A one-time Security deposit of half your child's monthly tuition is required to be paid with the first month's tuition.** Failure to timely pay your security deposit will result in your child's space being forfeited. This Security Deposit is refundable with a 30 day written notice of withdrawal from the school, or upon completion of the Kindergarten program. Notice of Security Deposit has to be submitted, to secure your space, before the end of the academic school year.

Arrival and Dismissal:

Regular school hours for all the classes are 9:00am -12:00pm for the half-day program, and 9:00am to 3:00pm (for the full day program). In the morning, between the hours of **8:30a.m – 9:00a.m**, staff will greet children at their cars. Parents will sign in on the clipboard at carpool. Parents who arrive before class time are asked to wait in the car until the teachers are ready to see that children get to their classrooms safely. Experience has shown that children separate at the car easier than at the classroom door. If you do not arrive within this time frame, you will need to park your car and sign your child in, and the office staff will see that the child gets to the classroom safely.

Dismissal time is between **2:55 to 3:20pm**. Parents must display their Carpool Tag at all times. During dismissal time, parents are asked to remain in their vehicle while waiting for the child to be escorted to the car. The teacher will bring the child to the car and allow him/her to enter the car safely.

Buckling up the children in the car seat: Casa staff will place the child in the car and parents will pull up to buckle up children in the car seats. Its parent's responsibility to ensure that the child's seat belt is fastened properly to ensure the safety of the children.

For an **early release**, parents should park their vehicle to pick up their children before 2:45pm - but during Dismissal Time, they should wait in the carpool lane.

Children are to be released only to the adults designated by each parent. If you have any doubts about a particular situation please check with the office to confirm that the person is authorized to pick up the child. If you do not recognize the person, please ask for a copy of his/her driver's license to compare to the Pickup Authorization we have in the office. **We need written permission from the parents to release a student to any non- designated person. Changes can be handwritten and signed or emailed to cdbmaurorail@gmail.com .**

The parents on Registration Forms and on the Health & Emergency Forms provide these names. Parents are required to inform CDB administration in writing, at the time of changes, for authorized pickup individuals. A form of identification is required during change of pickup.

The classroom day begins immediately upon arrival. Greetings, Montessori lessons, and introduction to special activities all help to set the positive atmosphere for the day. It is extremely important that each child is punctual, and has the opportunity to be part of these welcoming activities.

***Please refrain from using your cell phones during Arrival & Dismissal while in carpool lane. ***

Extended Care Program

Students with extended care contracts may be admitted, when space permits, for before school hours (7:00-9:00), after school hours (3:00-6:30), or both. Do not drop off children before 7:00am, as the school doors are not opened until 7:00a.m. At 8:45a.m., students go to their regular classrooms. For students enrolled in After-Care, service ends promptly at 6:30p.m. Children may be picked up any time before 6:30p.m. For your child's sense of security, and out of respect for the personal lives of Casa Dei Bambini staff, it is essential that children be picked up on time. If this is not possible for your family, you will be asked to make other arrangements. There is a \$1 per minute late fee paid directly to the staff upon late pickup. (see acknowledgement). If student is not picked up by 7:00pm, local authorities will be called at Aurora Police Department.

Uniforms

(Primary & Elementary Classes required; Toddlers optional):

- School uniforms are for purchase and are worn Monday to Thursday
- Friday's are a free day (no open toe shoes, crocs or boots for the safety and security of our children)
- No jewelry (watches, necklaces, bracelets, rings, etc).

Boy's uniform:

- CDB shirt (red, white, navy)
- Khaki colored (beige) shorts or pants - you can either purchase them from us, or any other store of your choosing
- If it is cold, a white, blue, red, black or grey long sleeve may be worn underneath the CDB shirt
- closed toe shoes (no open toe shoes, crocs or boots)

Girl's uniform:

- CDB shirt (red, white, navy)
- CDB plaid skirt OR
- Khaki colored (beige) shorts or pants - you can either purchase them from us, or any other store of your choosing
- closed toe shoes (no open toe shoes, crocs or boots)
- If it is cold, a solid white, blue, red, black or grey long sleeve may be worn underneath the CDB shirt, and the same solid color tights under the skirt.

If your child does not come to school in their uniform, an email will be sent to you to please come and change your child into uniform. The second time he/she arrives out of uniform, we will give him/her a uniform to change into from our school store, and bill your invoice for the uniform.

Classroom Items for Toddlers, Primary, & Elementary

- Backpacks are not necessary. Students will be given an envelope/folder in which they will bring home their weekly work.
- A complete set of clothes is needed for emergencies because accidents occur in the practical life area, at snack time, in case of illness, or in the bathroom; Please label everything, we are not responsible for lost items.
- Please see classroom supply list for further details

INVOLVING PARENTS

In a Montessori community, parents are often asked to share more of themselves, their professions, skills, hobbies, talents, customs, native languages etc., and to take more active part in their children's education. Parents can also participate in field trips.

"We strive to create an amiable school where, teachers, children and families feel a sense of well being; therefore, the organization of the school –contents, functions, procedures, motivation and interests is designed to bring together the three central protagonists --- parent, teacher and children and to intensify the interrelationships among them."

VOLUNTEERS - Per DCFS 407.180

- a) Volunteers whose duties require contact with children on a regularly scheduled basis of one or more times per month shall meet the same personnel qualifications required of other staff.
- b) Volunteers whose duties require contact with children or food one or more times per month shall present a health report as required for other staff.
- c) Volunteers used to replace or supplement staff, as defined in Section 407.45, shall comply with the background check requirements of 89 Ill. Adm. Code 385, Background Checks.
- d) Volunteers may serve in any capacity for which they are qualified.

- e) When a required staff position is filled by a volunteer, the volunteer shall meet all standards that apply to an employed person in that position.

OBSERVATIONS AND PARENT - TEACHER CONFERENCES

Our School has found that observing a child in the classroom is an excellent preparation for the parent teacher conference as it provides insight into the Montessori Method. We have books available and we encourage parents to read about Montessori philosophy and then set up an appointment for an observation.

Younger siblings are not permitted to visit when the class is in session.

It is important that the calm atmosphere of the classroom be maintained and the teacher not be distracted by impromptu conferences. This helps to avoid interruptions and allows the routine and flow of the day to continue. Please call school or email your child's teacher if you desire a conference that is separate from the scheduled calendar event. See calendar for specific dates.

BIRTHDAY CELEBRATIONS:

Every child's birthday is important- we call it the Celebration of Life! It is very hard for children to understand the passage of time. However, they do understand growth and birthdays, and perhaps this can help them understand his/her own timeline. We do request you to contact your child's teacher ahead of time to confirm all arrangements. You will be given a form requesting it to be filled out along with one picture of every year your child has been alive, including birth. A healthy store-bought snack can be provided for the celebration. (Please refrain from sugary sweets). Often we have several children with same date. The teacher and the parents will schedule the celebration so that each child is individualized. Out of respect for the feelings of all our children, we cannot hand out invitations to parties outside of school even if you are inviting everyone in the class to the party. Birthdays are very special to young children and those who are not invited can be deeply hurt.

ANNUAL WINTER PROGRAM:

Another time of the year that lends itself to community celebration is the Winter Program. Here at Casa Dei Bambini Montessori the pre-primary classroom children put on a production in which the parents are invited. It is important to let children experience the joy of creating something together.

FREQUENTLY ASKED QUESTIONS AND OTHER INFORMATION:

Casa Dei Bambini is not a Day Care facility. We are a school with a planned curriculum for the year. For that we cannot operate on a drop-in-basis. Our Staff and finances are arranged on a school year budget. Our Staff-Student ratio is fixed for each time period, and we do not over crowd our classrooms or overtax our teachers. Our teachers are well educated individuals who are here because they are dedicated to working with children, and because they enjoy the job; we must respect them. Providing a stimulating educational program for the children is our first priority. Our program and our costs go on even when your child is absent.

Q. What is the school's most basic expectation of parents?

A. Make continuing efforts both to understand and to embrace the Montessori approach, and to work in partnership with the school. These efforts should begin before admission. More information can be found on our membership site of American Montessori Society – www.amshq.org The school desires parents who understand and embrace the mission of the school. To that end, we help parents learn about the Montessori approach by providing information and opportunities for parent education as part of the admission process—so that parents can make an informed decision in choosing to enroll their children—and continue to provide more opportunities throughout a family's years at the school. Once children are enrolled, the school expects parents to attend regularly scheduled parent/teacher conferences and parent education events, and to familiarize themselves with the philosophy, policies and procedures contained in the parent handbook and other school publications. *Children thrive when home and school work in harmony, with both environments sharing the same educational values and expectations.*

Q. What contribution can I make to a positive school community?

A. Demonstrate respect for all adults and children, the school and the school's programs. Model for your children respect—for them, their classmates, parents of classmates, teachers and other school staff—in short, for everyone associated with the school. Respect begins with civility and deepens into trust our most fundamental behavioral guidelines for the children are, ***"...respect yourself, respect others, and respect the environment."*** We expect the same from adults, parents, and school staff, at times and in all relationships within the school community. This includes speech and outward behavior. Support your child by speaking of her/his teachers, classmates and school in positive terms. Respect and abide by the school's policies

and procedures. Honor your commitments. Look for ways to make a positive contribution to the life of the school. *Through your behavior, you contribute to your children's moral development and to the culture and climate of their school, which they experience on a daily basis.*

Q. How can I create consistency between home and school?

A. Strive to parent according to Montessori principles. Learn as much as you can about Montessori principles as they apply to preparation of your child's home environment as well as the way we parents interact with our children. This begins with the general principle, "Never do something for your child that he can do for himself". Allow your child to engage in all of the simple tasks of practical life that a child can do for himself at each stage of development. Montessori education may also entail learning a communication style different from the way in which we were parented. *Children develop a love of learning and become responsible, independent, and capable when parents' values and expectations are consistent with those of the school.*

Q. What are my responsibilities regarding communication between home and school?

A. Maintain active, direct and respectful, two-way communication with the school. Read communications that are sent home, including letters, newsletters, and calendars.

Inform the school in a timely fashion of pertinent changes in your child's life. Active communication involves parents sharing observations and concerns about their child with the child's current teacher. In matters large and small, remember the principle of respect: even when there is disagreement, disagree respectfully.

For more detailed communication guidelines, refer to The Casa Dei bambini School parent handbook or call/email administration cdbmaurorail@gmail.com.

Children prosper most when the primary voices in their lives sing in harmony. Let's work together for that music to happen.

Q. What can I expect of the school academically?

A. Casa Dei Bambini aspires to fulfill its mission as a Montessori school. As a Montessori school, we are different from traditional schools. Our first commitment is to the multi-dimensional development of the child. Montessori children do accumulate a great deal of factual knowledge in school. However, our aim is for each child to be far more than a repository of this information: we guide each child to think for himself/herself. Cognitive development and a solid academic foundation are important, yet they represent only one dimension of our aspirations for your child. Correspondingly significant is your child's social, emotional, spiritual and physical development – "whole child development".

Children are given choices and a great deal of freedom—within limits—during the

school day. The choices a child makes, and the accompanying responsibilities, influence the emerging character of your child. Choosing his own work or shaping it to a considerable degree, following that work through to completion, while working independently or in cooperation with others, the Montessori child identifies his interests and develops his individual gifts.

Significant emphasis is placed upon community service. Younger children learn by serving their small community, e.g. classmates, classroom, and family. As they grow, children reach out to the larger community and experience the many rewards of helping others. The children gain awareness and appreciation of others, of the challenges faced by others, and equally importantly, of their own strengths and abilities to help others and affect the world around them. Community service is an integral and important part of their lives, and stays with them well beyond their years at Casa-Dei-Bambini.

We treat each child with dignity and respect, and expect that he/she will treat all others with the same respect. We treat each child as an individual and strive to develop each child's unique gifts—within the context of the classroom and the school community. With freedom comes responsibility, and each child learns to balance his personal freedom with a clear sense of responsibility to himself, to others, and to the community as a whole.

Q. What can I expect in terms of communication from the school?

A. We aim to maintain open, honest, timely, and respectful communication with you about your child and about information affecting the school community. There are two regularly scheduled parent-teacher conferences each year, accompanied by written summaries, and a year-end written progress report (see calendar for designated dates.) In the event of special concerns, your child's teacher will contact you to discuss these concerns by phone, by email, or in person. In addition to conference reporting, classroom teachers will communicate with you via classroom letters and newsletters, email messages, and short reports as needed for individual children.

Each Casa Dei Bambini teacher is a well-trained professional and her evaluation is confidential and based on direct observation of your child. The teacher will always offer his/her current best understanding of your child's progress and his/her strengths and needs. For all children, this evaluation is based on the teacher's observation, which may be augmented by input from the division director and/or auxiliary staff.

Q. What can I expect of the school environment?

A. We strive to ensure an environment that is physically and emotionally safe and supportive, as well as aesthetically beautiful.

Dr. Montessori wrote that the classroom teacher's first responsibility is to prepare the environment. This means that the learning materials should correspond to the developmental characteristics of the child at each level, and that those materials must be attractive to the child: correct in size, aesthetically pleasing, well maintained, and complete. More broadly, the whole school environment must meet these criteria: to appeal to the child and to inspire his work.

We are ever vigilant to ensure that the school building and grounds are physically safe, secure, and well maintained. Our community of children and adults comprise a social environment and culture that impacts the child's experience. We strive to make this environment emotionally supportive and safe for every child. We will work with your child in developmentally appropriate ways to deal with problems as they arise, empowering him/her with social skills and aiding him/her in the development of emotional intelligence to prepare for a lifetime of working with others in different communities and organizations.

Q. What can I expect of the school administration?

A. Integrity; a focus on the needs of the individual child in harmony with the life of the community; mission-driven decisions embodying good stewardship and responsible management; and an open door to your questions or concerns. We believe that the child and her/his needs are the central and commanding focus of the learning process. It is the role of the school to observe, to know, and to defend the child as he/she proceeds through the stages of development.

We see in each child the future of society, our nation, and our planet. The child has unlimited possibilities and the future rests on our ability to cultivate this potential. Casa Dei Bambini seeks students from diverse social, economic, ethnic, racial, and religious backgrounds. We recognize that education requires an ethical environment in which the values of the community are respected and the worth of the individual protected. The special relationship between the child and adult in a Montessori classroom is conveyed by these words of a young child: "Help me to do it myself."

Q. How can I contact the Department of Child and Family Services in IL?

A. Parents and families may visit the website at <https://www.illinois.gov/dcfs> or by calling the advocacy office at 800-232-3798.

A copy of the State DCFS Minimum Standards is available at the Casa Dei Bambini.

Q. Will teachers and staff be required to attend Professional Development?

A. Faculty are expected by DCFS to complete a minimum of 15 hours of Professional Development each year, which may include attendance at national or local

conferences, university courses, or in-service work sponsored by Casa Dei Bambini. The school supports the ongoing professional development of its faculty by providing both funds and release time. Parents will be informed in advance of any alternative schedule due to professional development.

HEALTH AND SAFETY:

Necessary Health Records: Students will not be able to attend school until we have all necessary forms on file, including:

- Emergency Release
- Form Health Inquiry
- Form IL444-4737- Current immunization records from your doctor

These records will ensure that we have all of the information necessary to handle any emergencies involving your child expeditiously. Please be sure that this form is updated at all times—especially with phone numbers where parents can be reached.

The due date for these forms is on or before the first day your child starts school.

Is My Child Too Ill to Come to School?

We cannot admit your child to school if one or more of the following conditions exists:

- The illness prevents the child from participating comfortably in normal school activities, including outdoor play;
- The illness/injury requires more care than teachers can provide without compromising the health, safety, and supervision of the other children in the class;
- Symptoms and signs of possible severe illness, such as lethargy, abnormal breathing, uncontrolled diarrhea, two or more vomiting episodes in 24 hours, rash with fever, mouth sores with drooling, behavior changes, or other signs that the child may be severely ill;
- A health-care professional has diagnosed the child with a communicable disease, and the child does not have medical documentation to indicate that the child is no longer contagious.

Per DCFS 407.310:

- b) A child suspected of having or diagnosed as having a reportable infectious, contagious, or communicable disease for which isolation is required by the Illinois Department of Public Health's General Procedures for the Control of Communicable Diseases (77 Ill. Adm. Code 690) shall be **excluded from the center.**

- c) Children shall be screened upon arrival daily for any obvious signs of illness. If symptoms of illness are present, the child care staff shall determine whether they are able to care for the child safely, based on the apparent degree of illness, other children present and facilities available to care for the ill child.
- 1) Children with diarrhea and those with a rash combined with fever (oral temperature of 101° F or higher or under the arm temperature of 100° F or higher) shall not be admitted to the day care center while those symptoms persist, and shall be removed as soon as possible should these symptoms develop while the child is in care.
- 2) Children need not be excluded for a minor illness unless any of the following exists, in which case exclusion from the day care center is required:
 - A) Illness that prevents the child from participating comfortably in program activities;
 - B) Illness that calls for greater care than the staff can provide without compromising the health and safety of other children;
 - C) Fever with behavior change or symptoms of illness;
 - D) Unusual lethargy, irritability, persistent crying, difficulty breathing or other signs of possible severe illness;
 - E) Diarrhea;
 - F) Vomiting 2 or more times in the previous 24 hours, unless the vomiting is determined to be due to a non communicable condition and the child is not in danger of dehydration;
 - G) Mouth sores associated with the child's inability to control his or her saliva, until the child's physician or the local health department states that the child is noninfectious;
 - H) Rash with fever or behavior change, unless a physician has determined the illness to be noncommunicable;
 - I) Purulent conjunctivitis, until 24 hours after treatment has been initiated;
 - J) Impetigo, until 24 hours after treatment has been initiated;
 - K) Strep throat (streptococcal pharyngitis), until 24 hours after treatment has been initiated and until the child has been without fever for 24 hours;
 - L) Head lice, until the morning after the first treatment;
 - M) Scabies, until the morning after the first treatment;
 - N) Chickenpox (varicella), until at least 6 days after onset of rash;
 - O) Whooping cough (pertussis), until 5 days of antibiotic treatment have been completed;
 - P) Mumps, until 9 days after onset of parotid gland swelling;
 - Q) Measles, until 4 days after disappearance of the rash; or
 - R) Symptoms that may be indicative of one of the serious, communicable diseases identified in the Illinois Department of Public Health Control of Communicable Diseases Code (77 Ill. Adm. Code 690).

Children must be fever free for at least 24 hours without fever reducer medication in order to return back to school. **The safety and security of the children and staff is our number one priority. Thank you for your understanding and cooperation!**

Contagious Diseases

Parents should report to the school contagious diseases such as diagnosed chicken pox, strep throat, head lice, pink eye, etc. Please call the school office an email will then be sent home to alert other families in the class; no mention of the child's name will be made. If your family does not have an email address, we will send a note. You will be contacted in the event your child exhibits any such symptoms at school.

Guidelines for Head Lice

Parents/guardians should consult their physician, pharmacist or local Lice Squad for advice on the proper use of an approved medicated shampoo for head lice.

- Exclude from attendance: yes until the morning after the first treatment;
- Re-admission criteria: Student's scalp is free of live lice and nits

Animals at School

Some classes do have a variety of animals. However, the presence of monkeys, ferrets, turtles, iguanas, psittacine birds (birds of the parrot family) or any wild or dangerous animal is prohibited by DCFS. Please indicate on your child's Emergency Release Form (ERF) if he/she has an allergy to approved animals. The teacher will check this information before introducing an animal to the class. In addition, some children have fears about animals; it will be helpful to inform the teacher in writing about such fears.

Illness, Accidents, and Emergencies at School

The school employs a proactive safety program which focuses on prevention to minimize accidents and injuries to children and faculty. We review our policies and procedures regularly, and conduct safety inspections to correct any potential hazards. In addition, we review the staff coverage to ensure proper adult supervision is maintained.

If an accident or injury occurs, faculty with first aid/cpr training will respond immediately and follow emergency procedures. Each classroom is equipped with a first-aid kit which is inspected regularly. An Incident Report is completed whenever an accident or injury occurs, and the report is reviewed to determine if any corrective action is required. We maintain records of all such occurrences.

Parents and guardians are asked, upon enrollment, to sign an Emergency Release Form empowering the school to seek and approve emergency medical treatment in the event the parent cannot be reached. Be sure to list a person OTHER THAN PARENT for emergency contact.

Minor Injury

An adult attends to the child and administers first aid. The lead teacher informs the parent about the situation, either by phone, in person at dismissal time, or by note. If the child has sustained an injury to the face, we will advise the parent as soon as possible. The lead teacher completes the Incident Report and routes it to the division director, who reviews it and forwards it to the admission director, who maintains the accident file in her office.

Serious Injury

In the event of serious injury, a faculty member will immediately call 911 and notify the front desk. The staff will administer first aid until the arrival of professional rescuers. Parents will be notified at the earliest opportunity so they may come to the school. If a parent cannot be reached, a faculty or staff member will remain with the child, accompanying him or her to the hospital, if necessary.

After the emergency is handled, the lead teacher fills out an Incident Report. Either the Administrator or Head of School will contact the family to check on the condition of the injured child later in the day.

Life-Threatening Allergic Reaction

We follow the steps outlined above under “Serious Injury.” Please complete an Allergy Action Plan and provide any emergency medications. All staff and faculty who work with your child have been trained to recognize allergy symptoms and how to administer the Epi-Pen. We will follow the steps outlined in the plan. Contact the front office or check the school’s website if your child needs this form.

Administering Medications

If your child requires medication, please confer with your doctor and, if possible, obtain medication that can be administered twice daily, in the morning and in the evening at home. Medication prescribed to be taken three times daily should be taken in the morning, after school, and before bed. If it is absolutely necessary that your child have medication administered during school hours, please fill out a Permission to Dispense Medication from the school office. School staff will not administer medication, including aspirin or other over-the-counter pain relievers, without written authorization of a parent.

Do not send medication to school in your child's backpack.

Administration will maintain the records of dispensation and will be responsible for dispensing the medication to the children. The medications will be kept in a lock box either refrigerated or stored.

Per DCFS 407.360

- a) CDBM shall maintain a written policy regarding medications.
- b) Both prescription and non-prescription medication shall be accepted only in its original container.
 - 1) Prescription medications shall be labeled with the full pharmacy label.
 - 2) Over-the-counter (non-prescription) medication shall be clearly labeled with the child's first and last name. The container shall be in such condition that the name of the medication and the directions for use are clearly readable.
- c) Medication shall be administered in a manner that protects the safety of the child.
 - 1) A specific staff person shall be designated to administer and properly document the dispensation of the medication each day.
 - 2) Prescription medication shall be administered as required by a physician, subject to the receipt of appropriate releases from parents which shall be on file and regularly updated. Prescription medication shall be used only for the child named on the label.
 - 3) Over-the-counter medications may be dispensed in accordance with manufacturer's instructions when provided by the parent with written permission.
 - 4) CDBM shall maintain a record of the dates, times administered, doses, prescription number, if applicable, and the name of the person administering the medication.
- d) Medications shall be safely stored.
 - 1) Medication containers shall have child-protection caps whenever possible.
 - 2) All medication, whether refrigerated or unrefrigerated, shall be kept in locked cabinets or other containers that are inaccessible to children and that are designated and used only for this purpose.

- 3) Medications shall be kept in a well-lighted area.
 - 4) Medications shall be kept out of the reach of children.
 - 5) Medication shall not be kept in rooms where food is prepared or stored, unless refrigerated in a separate locked container.
- e) Medication shall not be used beyond the date of expiration.
- f) When a child no longer needs to receive medication, the unused portion or empty bottle shall be returned to the parent.
- g) Any topical products, such as diaper ointment, sunscreen or insect repellent, whether supplied by the parent or by the child care center, shall be approved by the parent in writing prior to use on the child.

Medications must be delivered to the school office in the original container, labeled with the child's name, a date, and dosage directions for administration, the physician's name, and pharmacy name. The school will administer the medication only as stated on the label instructions, or as amended in writing by the child's physician.

Follow these guidelines to allow school staff to dispense over-the-counter medications:

The child must fall within the correct age range written on the label instructions of over-the-counter medication, or else we must receive a doctor's written instructions stating the amount and dosage schedule. We cannot give medication "as needed" without prior detailed written instructions, or verbal consent from a parent at the time of administration. Parents must give written notification when a child is to stop taking a medication. Parents must provide dispensers for medication.

Vaccinations per DCFS 407.310

- a) A medical report on forms prescribed by the Department shall be on file for each child.
 - 1) The initial medical report shall be dated less than 6 months prior to enrollment of infants, toddlers and preschool children. For school-age children, a copy of the most recent regularly scheduled school physical may be submitted (even if more than 6 months old) or the day care center may require a more recent medical report by its own enrollment policy. If a health problem is suspected, the day care center may require additional documentation of the child's health status.

- 2) If a child transfers from one day care center to another, the medical report may be used at the new center if it is less than one year old. In such a case, the center the child is leaving shall maintain a copy of the child's medical form and return the original to the parent.
- 3) The medical examination shall be valid for 2 years, except that subsequent examinations for school-age children shall be in accordance with the requirements of the Illinois School Code [105 ILCS 5/27-8.1] and the Child Health Examination Code (77 Ill. Adm. Code 665), provided that copies of the examination are on file at the daycare center.
- 4) The medical report shall indicate that the child has received the immunizations required by the Illinois Department of Public Health in its rules (77 Ill. Adm. Code 695, Immunization Code). These include poliomyelitis, measles, rubella, mumps, diphtheria, pertussis, tetanus, haemophilus influenzae B, hepatitis B, and varicella (chickenpox) or provide proof of immunity according to requirements in 77 Ill. Adm. Code 690.50 of the Department of Public Health rules (<http://www.idph.state.il.us>).
- 5) If the child is in a high-risk group, as determined by the examining physician, a tuberculin skin test by the Mantoux method and the results of that test shall be included in the initial examination for all children who have attained one year of age, or at the age of one year for children who are enrolled before their first birthday. The tuberculin skin test by the Mantoux method shall be repeated when children in the high-risk group begin elementary and secondary school.
- 6) The initial examination shall show that children from the ages of one to 6 years have been screened for lead poisoning (for children residing in an area defined as high risk by the Illinois Department of Public Health in its Lead Poisoning Prevention Code (77 Ill. Adm. Code 845)) or that a lead risk assessment has been completed (for children residing in an area defined as low risk by the Illinois Department of Public Health).
- 7) In accordance with the Child Care Act of 1969, a parent may request that immunizations, physical examinations and/or medical treatment be waived on religious grounds. A request

for waiver shall be in writing, signed by the parent or parents, and kept in the child's record.

- 8) Exceptions made for children who should not be subject to immunizations or tuberculin tests for medical reasons shall be indicated by the physician on the child's medical form.
- 9) Day care centers shall maintain an accurate list of all children enrolled in the center who are not immunized, as required by Illinois Department of Public Health rules (77 Ill. Adm. Code 695.40, List of Non-Immunized Child Care Facility Attendees or Students). The number of non-immunized children on the list shall be available to parents who request it.
- 10) Medical records shall be dated and signed by the examining physician, advance practice nurse (APN) who has a written collaborative agreement with a collaborating physician authorizing the APN to perform health examinations, or physician assistants who have been delegated the performance of health examinations by their supervising physician, and include the name, address and telephone number of the physician responsible for the child's health care.

Provisional Enrollment

All immunizations should be completed by the first date of school attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible, and provide acceptable evidence of vaccination to the school.

A school nurse or school administrator shall review the immunization status of a provisionally enrolled student to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Documentation:

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel have validated it. The month, day, and year that the vaccination was received must be recorded on all school immunization records.

Annual Vision & Hearing Screening:

The annual Vision and Hearing Screening is scheduled during the school year. Required forms authorizing the child's vision and hearing screening are sent home. Illinois State Law requires this screening for children ages 3 and older. If the child has turned 3 years old as of September 1st, please complete and sign the required forms and return to the office with the appropriate payments. If the child wears glasses or contacts, please be sure they bring them to school the day of the screening. If parents have already done this screening with their own Pediatrician, they are required to submit that report to Casa Dei Bambini, which will be provided to the State. More information can be found at www.dph.illinois.gov/topics-services/prevention-wellness/vision-hearing. "The center shall ensure that hearing and vision screening services are provided annually in accordance with Illinois Department of Public Health's Hearing and Vision Screening Codes (77 Ill. Adm. Code 675 and 685) and the Illinois Child Vision and Hearing Test Act[410 ILCS 205]"

TB TESTING REQUIREMENTS

All Infant Community and Primary teachers and assistants are required by the DCFS to have an active annual TB test, since they work with young children and food preparation. In addition, all new employees need to be tested before the start of the school year.

School Regulations & Expectations

We are a gun free and gang free environment within a 1,000 feet zone.

Smoking - Casa Dei Bambini School is a smoke-free environment; smoking is not permitted on campus.

Building Security

There are specifically stationed video cameras within our facility and outdoors. Monitors are located in near the front desk. During the school day, children are not to leave their classroom or the building without the permission of their teacher. However, freedom of movement within the classroom is a part of the Montessori approach to education. Each classroom develops a monitoring system that lets the teacher know the comings and goings of each child. **Children are supervised at all times.**

All visitors to the school, including parents, are required to enter through the front door, sign in.

Child Abuse Reporting

ABUSE AND MOLESTATION POLICY

Per DCFS Standards 407.70 j) Suspected child abuse or neglect shall be reported immediately to the Child Abuse/Neglect Hotline as required by the Abused and Neglected Child Reporting Act. HOTLINE=1-800-252-2873

1. We will not accept abuse or molestation of students or other employees.
2. If there is Abuse or Molestation reported or noticed, the following actions will be taken by CDBM.....
 - a. Director will interview the two parties to find out what happen
 - b. Director will create a report for the two parties
 - c. If necessary authorities will be called
 - d. Employee will be terminated

Prevent and respond to abuse and neglect of children. This includes:

Required annual training for employees;

Methods for increasing employee and parent awareness of issues regarding child abuse and neglect, including warning signs that a child may be a victim of abuse or neglect;

Methods for increasing employee and parent awareness of prevention techniques for child abuse and neglect;

Strategies for coordination between the center and appropriate community organizations; and

Actions that the parent of a child who is a victim of abuse or neglect should take to obtain assistance and intervention.

DISCIPLINE OF STUDENTS

Our goal is to help the children gain self-control and discipline in both the social and academic environment (Discipline Policy is given during registration). We do this by developing what is good and positive in the child as well as by modeling and demonstrating appropriate behavior. To promote the development of such discipline, we have

- * provided varied interesting activities of differing complexity for children of various ages
- * established ground rules which require common courtesy and respect for the rights of individuals as well as groups
- * emphasized to the staff the desirability and necessity of acting as role models in observance of the ground rules.

It is our belief that if the ground rules are consistently followed and the observance of them positively reinforced, the necessity of the imposition of external discipline will be diminished. When such external discipline is deemed necessary, the following will be observed by staff without failure:

- * be sensitive to developmental needs of a child and hence his/her behavior
- * stop misbehavior by explaining the ground rule, framing it in positive terms, when possible (i.e. “walk inside” instead of “don’t run”)
- * state the reason for the rule (i.e. you will disturb his work if you step on the rug)
- * model the appropriate behavior and guide the child through practicing it
- * suggest alternative activities to the child in need of discipline

* Persistent misbehavior in a group setting may be dealt with by temporary removal from the group with the disciplined, child being able to observe the other children and think about choices of activities, and

* take time to chat with the child who seems constantly in need of discipline; explore ways of making life more pleasant and find something of interest to him/her.

The Lead Teacher must arrange for a conference with the parents when the above suggestions are not effective. At this conference, the parents and Lead Teacher will agree on a course of action and arrange a follow up meeting. If unable to resolve the problem with the assistance of parents, the Lead Teacher and Administrator will recommend professional help to parents. When a child is continuing to have serious difficulties in observing the ground rules and in social interactions, the school will insist on cooperation between teachers, parents and professionals to structure a successful program for the child. Continued attendance at the school will depend on this cooperative effort.

Under no circumstances shall any child be subjected to verbal abuse nor to corporal punishment in any manner upon the body.

Sexual Harassment-Discrimination Policy

If an employee of the school experiences or views a situation that can be interpreted as sexual harassment, under Title VII and also under state law, this behavior is considered sex discrimination. This is not limited to supervisor/employee relationships but can also apply to co-employees and students. *Title VII of the Civil Rights Act of 1964 is a federal law that prohibits employers from discriminating against employees on the basis of sex, race, color, national origin, and religion. It generally applies to employers with 15 or more employees, including federal, state, and local governments. Title VII also applies to private and public colleges and universities, employment agencies, and labor organizations.*

What is Sexual Harassment?

Defining sexual harassment is easier than identifying it in the real world. Each situation depends on the facts on the particular case. In its simplest sense, sexual harassment occurs when an employee is harassed because of his or her sex, male or female. Conduct can constitute sexual harassment even though it is not overtly sexual, such as fondling or touching. For example, verbal abuse, display of pornography, or perpetuation of sex-based stereotypes also may be considered sexual harassment.

Moreover, men can be sexually harassed by women based upon the same rationale. For example, when a male employee is heckled by his female boss because she resents working with a man, her conduct is sex-based harassment in violation of Title VII Likewise, harassment of a male employee by another male may be sexual harassment if it is based on sex. The EEOC regulations identify three categories of conduct which are deemed to be prohibited sexual harassment under federal law Unwelcome sexual advances, request for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The school will not retaliate against any employee or student who makes a report of sexual or other harassment. The school will discipline any employee or student found to be engaging in any retaliatory action.

What to do as an Employee: Take timely and appropriate remedial measures to end harassment. Report the behavior or incident immediately. Report to either the head of school, division director, or the director of finance and facilities. A good-faith investigation will be conducted and an appropriate response or action taken, based on the results of that investigation. Such matters will be treated as confidentially as possible, on a need-to-know basis.

What to do as a Teacher:

It is our responsibility as educators to prepare the children for this kind of awareness. At a very young age they need to be aware of appropriate language and behavior. Children who are treating each other in a manner that is unwelcome and/or sexually discriminating in nature must be dealt with immediately. That behavior will be reported to the division director and to the parents of the offending child If this behavior interferes with classroom work, created an intimidating hostile or offensive environment, and/or affects seriously the psychological well being of any child in a pervasive manner, it is designated as discrimination.

PEST MANAGEMENT

CDBM uses a contracted pest management service using an Integrated Pest Management approach (IPM). The goals of an IPM program are to use pesticides only when and where necessary and to incorporate as many non-chemical control measures as possible. Inspections are made with each monthly visit, or whenever deemed necessary and will be documented on the technician's service report / pest management binder. CDBM will be treated for pests when children are not present and parents will be notified 3 days in advance prior to regular or urgent services. Our contract is with Orkin at 630-505-7258. Contact an administrator via email if you see or suspect unusual pest activity.

CLEANLINESS AND ORDER:

The level of cleanliness that the children deserve and the administration expects can be insured only by the CDBM team. Lead teachers are fully responsible for a prepared environment including washing tables each day and for maintaining shelves and materials in good order and cleanliness. The lead teacher is responsible for removing incomplete or damaged equipment from active use by the children. (If anything accidentally comes home with a student, please return it to school so that all lessons remain complete and intact.) Staff must also be the ones who notice things like cobwebs, fingerprints, dirty windows, chairs etc. and make sure they get taken care of right away.

Professional Cleaners are responsible each day for cleaning the floors, bathrooms, sinks, and emptying the trash. Please notify the office if things are less than clean on campus. No major cleaning will take place when the children are in attendance.

Casa Dei Bambini admits qualified students of any race, color, nationality or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in the administration of educational or admission policies, nor in any other school administered activities.