

# **Country Day School of Arlington**



## **Montessori Curriculum Guide Parent Handbook 2008-09**



COUNTRY DAY SCHOOL  
OF ARLINGTON  
MONTESSORI PROGRAM  
*established 1959*

**Handbook Acknowledgement Form  
2008-2009**

I, \_\_\_\_\_ (Parent or Guardian), hereby confirm that I have personally read the Country Day School of Arlington *2008-2009 Parent/Student Handbook*. With this signature, I acknowledge my understanding and acceptance of the policies set forth in this publication.

Student(s) \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

**Please return to the office.**

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## **Section I: Maria Montessori, 1870-1952**

Dr. Maria Montessori was a unique individual. In her lifetime she achieved status as a medical doctor and an anthropologist, as well as distinguishing herself internationally as a psychologist. She was also a renowned author, an effective teacher, and a lecturer in constant demand.

Dr. Montessori was a scientist with a keenly developed sense of intuition. Perhaps her most significant trait, though, was her power of observation. She sought to learn the secrets of childhood from the children themselves – the only ones who could rightfully teach her. Indeed she learned and discovered things about children which had never been perceived; things which are still misunderstood by many educators.

Montessori's work was generally ignored or denigrated by the educators of her time, yet widely acclaimed by many world leaders. For example, a Montessori school was established in the palace of the Tsar of Russia and America's Alexander Graham Bell became president of an organization to establish a Montessori school in the United States. Today, there are countless autonomous Montessori schools throughout the world and a growing number of independent school districts that boast a Montessori curriculum.

### **The Purpose of Montessori Education**

Dr. Montessori believed that no human being can be educated by another person. He/she must do it himself or it will never be done. Dr. Montessori felt that the goal of early childhood education should not be to fill the child with facts from a pre-selected course of studies, but rather to cultivate his own natural desire to learn.

In the Montessori classroom this objective is approached in two ways: the first one being: allowing each child to experience the excitement of learning by his own choice rather than by being forced: The second being: helping him to perfect all his natural tools for learning, so that his/her ability will be at a maximum in future learning situations.

### **How the Children Learn**

The use of the materials is based on the young child's unique aptitude for learning, which Dr. Montessori identified as the "absorbent mind." In her writings she frequently compared the young mind to a sponge. It literally absorbs information from the environment.

Since the child retains this ability to learn by absorbing until he is almost seven years old, Dr. Montessori reasoned that his experience could be enriched by a classroom where he/she could handle materials that would demonstrate basic educational information to him. In a Montessori classroom the equipment invites the child to do activities at his own periods of interest and readiness because of

the size of the materials and they are developmentally appropriate for the age ranges.

Dr. Montessori always emphasized that the hand is the chief teacher of the child. In order to learn there must be concentration, and the best way a child can concentrate is fixing his attention on some task he is performing with his hands. All the equipment in a Montessori classroom allows the child to reinforce his casual impressions by inviting him to use his hands for learning.

### **Sensitive Periods**

Another observation of Dr. Montessori's is the importance of the sensitive periods for early learning. It is easier for the child to learn a particular skill during the corresponding sensitive period than at any other time in his life. The Montessori classroom takes advantage of this fact by allowing the child freedom to select individual activities that correspond to his own periods of interest.

### **A View of the Classroom**

The classroom is designed to put the child at ease by giving him freedom in an environment prepared with attractive materials. These materials are arranged on low shelves within easy reach of the child.

The tables and chairs in the classroom are movable, permitting a flexible arrangement for many activities. The children also work on small mats on the floor where they are naturally comfortable.

The Montessori Materials can be divided into three main groups: the Practical Life Exercises, which are the beginning activities for three and four year-old children; the Sensorial Materials, which can be used by all ages in the class; and the Academic Material, which await each child's moments of interest in reading, arithmetic, geography and science.

### **The Role of the Teacher**

Dr. Montessori always referred to the teacher as a "directress." She is an observer of the individual interests and needs of each child, and her daily work proceeds from her observations rather than from a prepared curriculum. She demonstrates the correct use of materials as they are individually chosen by the children. She is trained to recognize periods of readiness. Sometimes she must divert a child who chooses material that is beyond his ability; at other times she must encourage a child who is hesitant.

### **Behavior of the Children**

There is always a busy hum of activity in a Montessori classroom because the use of the materials involves many motions – walking, carrying, pouring, speaking, and particularly the constant using of the hands. All activity, however, is guided by respect for the teacher, a respect for the work of others, and a respect for the material themselves.

The classroom is a thriving community where children are treated with respect and dignity and learn to treat others the same.

### **Why Mixed Age Groups?**

The Montessori classroom offers the opportunity to choose from a wide variety of graded materials. The child can grow as his interests lead him from one level of complexity to another. Having children mixed ages permits the younger children a graded series of models for imitation, and the older ones an opportunity to reinforce their own knowledge by helping the younger ones. They learn to take responsibility for themselves and each other.

### **Non-Competitive Atmosphere**

Because the children work individually with the materials, there is no competition in the Montessori classroom. Each child relates only to his own previous work, and his progress is not compared to the achievements of the youngsters. It is a dynamic, interactive learning environment that encourages each child to reason, cooperate, negotiate, and to understand. The goal of the Montessori preschool is the development of an autonomous individual, as well as competent in all areas of life.

## **Section II: Classroom Routines**

We are very happy to have you and your child as a part of our classroom. For many parents and children, entering a Montessori classroom is truly a learning adventure. We believe that respect goes both ways; They are as follows: in order for your child to learn respect then he or she is shown respect. We learn to respect through our love for each other. Our goal is to encourage your child to make independent choices and to guide him/her to learn the full extent of his/her potential. We are excited about having your child join our class and looking forward to guiding his/her progress!

### **Cycle of Work**

Every day a new lesson will be given during circle or line time. When the children are given permission to get up from the circle and begin "choosing work," their cycle of work begins and continues throughout the morning.

**If your child arrives after class time has started, please allow your child to come in on his/her own and put his/her own belongings away. This is the best way to preserve the working environment for the other children and to eliminate any distractions; it also encourages your child's independence.**

### **Independence**

These are basic life skills, accomplished through respect: respect for the child's ability to do things for himself and respect for his ability to learn. When adults do things for children that they can do themselves we take away their motivation to learn. When a child is encouraged to do it himself, he/she develops an "I can"

attitude of independence. Please do not do anything for a child that he can do for himself. Please let your child become independent. Let your child walk into the classroom; do not carry him. Let him open doors, wipe his nose, feed himself, dress himself, help you at home with daily chores, clean up small messes, wash or wipe his own face and more. It is never too early to address personal hygiene; after all children are capable of so much!

Many parents and schools are interested only in having children learn to read and write. These are important and will happen when the child is ready however, learning basic life skills lays the foundation for academics!

## **Personal Belongings**

Please label all of your child's belongings with his/her name, especially clothing. This will help us in helping your child locate their clothes.

- Nap mats are to be taken home **weekly** for laundering.
- Please send nap mats size 54" X 24". Suggested vendors are Take A Long Nap ([takealongnap@yahoo.com](mailto:takealongnap@yahoo.com)) and Luggage.com ([www.luggage.com](http://www.luggage.com)).

## **Special Interest Day**

We definitely encourage your child to bring a special item to encourage interest and verbal communication skills. Appropriate items are anything that comes from the natural environment (seashells, pinecones, leaves, insects, and bugs), books, photographs, etc.

Photographs and postcards from vacation are also a special treat for your child to share. As long as it holds a special interest for your child and is not a toy, then it should be appropriate. **Students are not allowed to bring toys to the classroom.**

## **Celebration of Life (see Celebration of Life addendum #1)**

Your child will celebrate his birthday at school by having the "Celebration of Life" ceremony. The ceremony is held while the children sit in a circle. The birthday child holds the small world globe in his/her hands and walks around a candle in the center. The candle represents the sun. We explain to the children that it takes the world a year (365 days) to rotate around the sun. It is a complicated concept, but when they participate, they enjoy and understand it.

There is an outline form you will need to fill out with a brief written history for each year of your child's life. You may also bring pictures from each year of your child's life to share with the class. The photos will be returned to you, but the information sheet will be kept at school in your child's file.

You may bring a snack if you wish. Suggestions that the children have come up with are: banana bread, Jell-O, and assorted fruit or a fruit salad. Due to various food allergies, we are preferring students to eat the lunch prepared for or planned by their parents. If you would like to come and join us for your child's birthday celebration, please check with your child's teacher to verify the time of day.

### **Section III: Montessori Classroom Ground Rules**

- Watch other children work: Any child may watch another child's work as long as he doesn't disturb the child who is working.
- Work cycle: Each child will put his own work back on the shelf where he found it before getting other materials out.
- Any child may continue any learning activity as long as he uses it with respect and with a purpose.
- The children clean up their own spills.
- Walking around the work rugs: Children should never step on a rug that is being used as a workspace. They will always walk around the rug or work mat.
- Sitting on the line: Children sit cross-legged, with legs and hands tucked in.
- Chair procedure: Children push their chairs in at the table each time they get up.
- Carrying procedures: Children always use two hands when carrying trays, rugs, mats, and chairs.
- One piece of material is carried at a time; children keep hands free of pencils, napkins, papers, etc. when carrying materials to a workspace.
- Quiet voices and quiet steps: Children always talk quietly in the classroom and walk with quiet steps that cannot be heard.
- Children are not forced to join group activities unless the activities are required. (Fire drill, etc.).

## Section V: Special Offerings

A variety of on-site field trips visit CDSA regularly. Programs such as High Touch-High Tech (an age-appropriate science program), and visits from Mr. Bob of the Arlington Public Library are just a couple of examples.

**Toddlers (16 mos – 2.3yrs)** - four a week: Physical Education conducted by Stretch N Grow. Once a week: Music with ABC Kindermusik National.

**Transitional (2.3 yrs – 3.0yrs)** - Twice a week: Physical Education conducted by Stretch N Grow. Once a week: Music with ABC Kindermusik National. Spanish once a week.

**Primary** - Twice a week: Physical Education conducted by Stretch N Grow. Once a week: Music with ABC Kindermusik National. Spanish once a week.

**Kindergarten:** Twice a week: Physical Education conducted by Stretch N Grow. Once a week: Music with ABC Kindermusik National. Spanish once a week. Kindergarten students have an additional work cycle and lesson presentations with lead classroom teachers. Each afternoon has a specific academic focus. A typical first semester schedule could include **Monday** – Science (nature journals, hands on experiments and study of nature); **Tuesday** – Math covering numbers up to but not limited to 100, adding, subtracting, geometric shapes, place value, fractions and linear counting with golden beads. **Wednesday**- Geography including landforms, bodies of water, rock formation, cultural studies expanded from morning lessons, US history and learning addresses and phone numbers. **Thursday** – Language including a focus on phonetic awareness, work chunk, grammar, creative writing, basic pre reading and reading skills for comprehension, fluency, blends phonographs and diagraphs. **Friday** – Review and observation. Montessori children, by the end of age five are usually curious, self-confident learners who look forward to going to school. They are normally engaged enthusiastic learners who honestly want to learn and ask excellent questions.

### ***Preschool Activities Outside the Classroom***

- **Gardening** – Preschool students tend to several gardening areas located in and around the school campus as well as individual plants located in classrooms.

### **a. Montessori Toddler Classroom**

The toddler environment is designed to be an extension of the home, the child's primary environment. The classrooms are specially designed and carefully prepared in order to allow the young child to grow, develop, and gain independence in a safe, secure atmosphere. The focus in this classroom is the uniqueness of the child.

For the child in the toddler classroom, play and work are one. The child is an explorer of the senses, unconsciously absorbing every aspect of the environment, language, and culture. Work in the toddler community is individually and developmentally appropriate, providing variety, novelty, and challenge. Inside the classroom, our children are introduced to the world around them through the constant use of all five senses.

At any given moment a toddler may be seen working with colorful puzzles and balls that emphasize learning the primary colors; spending time with sandpaper letter materials help the children learn the advantages of touch; or a child may be seen working with the materials that can sharpen auditory discrimination skills.

Directed group experiences including songs, nursery rhymes, finger play, snacks, outdoor play, and movement activities are woven into the toddler day. A typical day for a toddler will include the five following focus areas:

1. **The Language Area for Toddlers** offers opportunities for exploration and expansion of the child's use of sounds and letters to form words. On any given day, a child can be found matching numbers and letters, learning sounds using patterning and rhyming. A child will often experiment throughout the day with identifying letters and numbers in order to become familiar with sounds.
2. **The Montessori Math materials in a Toddler classroom** provide students with a hands-on base for understanding basic mathematical concepts. The purpose is to introduce the concepts of shapes and sizes, scope and quantity allowing for repetition. This makes it possible for a child to understand the concept made concrete in each piece of material, to name it, and to then apply it to the environment, thereby perceiving their universe with greater awareness. A child will explore mathematics in the classroom while working with, for example, the pink tower, broad stairs, and colorful number rods for the purpose of developing good counting, separating, and comparing skills. A child will touch the rods, move the items, and count the material while enumerating them. In addition, a child will use cylinder blocks, which provide the first stage of experiences in visual discrimination of size.
3. **The Practical Life activities in the Toddler classroom** provide a sane and wholesome range of activities which allow the children to develop control and coordination of movement, awareness of their environment, responsibility, an independent work habits to function in the world. In our toddler classroom, a child is introduced to how to take care of himself as well as the environment around him. For the Montessori toddler, a day dusting and polishing the table, wiping the floor with a

sponge, or cleaning and brushing plastic vegetables is a day in meaningful and purposeful work.

4. **The Sensorial Area in a toddler classroom** allows the young toddler to encounter materials that allow them to sort things by size, shape, color, touch, sound, temperature and by weight. They will use materials which will grade from dark to light, and from large to small. A child will explore the richness of the senses in this area by working with colorful geometric solids and shapes, and knobless cylinders and cylinder blocks that progress in height and diameter from small to big, thin to thick, tall to thin, and from short to long with the diameter remaining constant. The goal here is to develop in the toddler good listening and muscle control skills.
  
5. **The Cultural Studies Area in a toddler classroom** includes art, music, and movement, and is integrated into the toddler child's day. The exploration of culture in combination with a guided look at the natural world provides many opportunities for enriching the young mind. A child will experience finger painting, locomotor movement, singing, and dancing.

## **b. Montessori Transitional Classroom**

A typical day in the Transitional classroom is a natural extension of the Toddler classroom. Here, students are given further opportunity to grow, develop, and gain independence in a safe, secure atmosphere. The focus in this classroom is giving the child more independence and choices. Through sight, sound, touch, taste, and smell the transitional child learns to clarify, classify, and understand their world. At any given moment, transitional classroom students can be seen exploring every aspect of the environment, language, and culture.

Work in the transitional community is individually and developmentally appropriate, providing variety, novelty, and challenge. Inside the classroom, our children are introduced to the world around them through the constant use of all five senses. A child may be seen working with the soft bells, thereby sharpening auditory discrimination skills. Children in this classroom have opportunity to be engaged in directed group experiences including songs, nursery rhymes, fingerplay, snacks, outdoor play, reading and locomotor activities throughout the day. A transitional student's day is centered on five focus areas.

**The Language Area** for transitional students offers opportunities for exploration and expansion of the child's spoken and written language. The child is involved in prewriting and counting exercises. On any given day, a child can be found tracing numbers and letters in sand and learning phonetic words using patterning and rhyming. A child in a Transitional classroom will often experiment throughout the day with sandpaper letters and numbers in order to become

familiar with sounds from a concrete to abstract form. Language lessons continue all day in all activities.

**The Montessori Math materials** for transitional students provide students with a sensorial base for storing mathematical concepts so that when the time comes to deal exclusively in abstract terms, the understanding is already there. Before the children began to work with the math materials, they are well prepared. The exercises of practical life have given them the opportunity to develop logical and sequential thought patterns. Students will explore mathematics in the classroom. Concrete materials are use such as, sandpaper number (tracing numbers is a preparation for writing), counting with the spindle box 0-9 (helps the child know the). These activities help develop skills necessary for developing counting, sequencing and comparing skills. Additionally, the students will use cylinder blocks which provide the first stage of experiences in visual discrimination of sizes.

**The Practical Life** activities in a transitional classroom give purpose and sequence to movement and assist the child in gaining the confidence and ability to function in the world while developing social skills and personal, independent care of self and the environment. A focus on concentration and sense of order is encouraged. In our Montessori classroom, a child is introduced to how to take care of himself as well as the environment around him. For the Montessori transitional classroom student there is something special about tasks like—washing dishes, watering plants, and polishing in the classroom. These are exciting to the child because they allow him to imitate adults. A child also explores working with dressing frames of zipping, buttoning, string beading, bow tying, lacing and fastening clothing. Each wood-framed piece of clothing isolates this skill by repeating the motion over and over, thus developing attributes of character, which forms the basis for all learning.

**The Sensorial Area** allows the young explorer to encounter materials that assist in classifying, matching, and grading sensory experiences while developing a sensory perception. A child will explore the richness of the senses in this area by working with colorful shapes, knobless cylinders, peg boards, a pink tower, brown stairs, geometric shapes, sound games, and constructive triangles while developing auditory and muscle memory skills.

**The Cultural Studies Area** for the transitional student includes art, music, and locomotor movement, and is integrated into the child's day. The exploration of culture in combination with a guided look at the natural world provides many opportunities for enriching the young mind. A child will experience finger painting, singing, and dancing. Other cultural studies activities including geography, history, science and study of the United States map and continents are ways of taking a virtual journey around the world and appreciating the community in which the child lives and the global world as a whole.

## c. Montessori Primary Classroom

*“Help me to do it myself.”*

A typical day in the Primary classroom is recognition of the child as the builder of humanity. Here, students are given significant opportunity to grow, develop, and gain independence in a safe, secure atmosphere. The focus in this classroom is giving the child freedom, independence, and choices. Throughout any given day, primary classroom students can be seen exploring and discovering the untold reaches of every aspect of the environment, language, and culture. Students in the primary classroom community are engaged in work that is individually and developmentally appropriate, providing variety, novelty, and challenge. Inside the classroom, our children are introduced to the world around them through the constant use of all five senses.

A child in the primary classroom may be seen working with the soft bells, thereby sharpening their listening and discrimination skills; learning handwriting by using metal insets which strengthen the three finger grasp and necessary wrist movements. Children in this classroom have the opportunity to be engaged in directed group experiences including songs, reading, snacks, outdoor play, reading and locomotor activities throughout the day.

Primary classrooms are generally quiet, harmonious environments where concentration and involvement can deepen and grow. The activities are centered around six focus areas.

Older primary students that have developmentally outgrown naps and are ready to work with focus and independence have an opportunity to participate in the afternoon work cycle. A student's readiness for this work cycle will be determined by their primary lead teacher.

**The Language Area** offers opportunities for exploration and expansion of the child's spoken and written language. The child learns to write not by writing, but by performing a number of purposefully structured activities, which prepare him both indirectly and directly for handwriting. On any given day, a primary child can be found tracing numbers and letters in sand, learning phonetic words using patterning and rhyming, and reading simple phonetic word books. A child will often experiment throughout the day with sandpaper letters and numbers in order to become familiar with sounds.

**The Montessori Math** materials provide students with a base for understanding mathematical concepts using the senses. The purpose is to introduce the concepts of quantity and symbol. A child will progress from the concrete to the abstract, from the simple to the complex, from the quantity to the symbol. A child will explore mathematics in the classroom while working with colorful number rods and spindle boxes for the purpose of developing good counting,

separating, and comparing skills. A child will touch the rods, move the items, and count the material while enumerating them, thereby not only seeing the symbol for 1, 10, 100 or 1000, but holding each of the corresponding quantities in his hand.

**The Practical Life** activities give purpose and sequence to movement and assist the child in gaining the confidence and ability to function in the world. In our Montessori classroom, a primary child is introduced to how to take care of himself as well as the environment around him. For the Montessori preschooler there is something special about tasks—washing dishes, pouring water, and polishing shoes—in the classroom. These are exciting to the child because they allow him to imitate adults. A child also explores working with dressing frames of zipping, buttoning, and fastening clothing. Each wood-framed piece of clothing isolates this skill by repeating the motion over and over, thus helping the child become independent in dressing himself.

In this area of learning a child will also use water, with which most children naturally like to play. Carrying water in a pitcher and pouring it into a basin helps a child to perfect his coordination. As he becomes more coordinated in an activity such as scrubbing a table top, he gradually lengthens his span of concentration. He also learns to pay attention to details and learns good work habits.

**The Sensorial Area** allows the young explorer to encounter materials that assist in refining, classifying, matching, and grading sensory experiences. A child will explore the richness of the senses in this area by working with colorful geometric solids and shapes, knobbed cylinders, peg boards, a pink tower, sound games, and constructive triangles while developing auditory and muscle memory skills.

**The Cultural Studies Area** includes art, music, and movement, and is integrated into the primary child's day. The exploration of culture in combination with a guided look at the natural world provides many opportunities for enriching the young mind. A child will experience finger painting, locomotor movement, singing, and dancing. Other cultural studies activities including geography, history, and study of the United States map and continents are ways of taking a virtual journey around the world and appreciating the community in which the child lives and the global world as a whole.

Students work with specially designed maps and begin to learn the names of the world's continents and countries. This is augmented through a variety of cultural celebrations and activities that include the celebration of International Day, songs and games from various cultures and traditions as well as learning to prepare and recognize various foods from around the world.

**The Science/Botany Area** for the primary child includes a limitless wealth of exposure to the world around them using our campus and pond for nature walks. The children are exposed to a mass of information to whet their interest in the very appealing decor provided by nature and our campus. The child is

given names and the opportunity for sensorial exploration, which acquires meaning by becoming organized through the Montessori botany materials. These provide basic leaf shapes, parts of the leaves, parts of the plant, parts of the flowers, and so help to classify and refine the child's perception, enriching the purely sensorial experience thereby creating the foundation for scientific knowledge to be acquired in the years to come.

Some of the materials used include a botany cabinet, which introduces the child to concepts in botanical classification while the child learns the names and shapes of leaves by tracing their borders and matching them to those in the natural environment. Children will also use botany cards to learn about the whole plant and subsequently identify each of the parts by highlighting them in color.

## **Section IV: We like Lunch!**

(Suggestions for packing your child's lunch and other food tips)

The way you pack your child's lunch box can make a difference in how much is eaten and how much is thrown away. A very important thing to remember is to not pack more than your child will eat. A healthy lunch box includes the following:

- A protein rich food
- A fruit or vegetable
- A special treat
- Drink (non-carbonated)
- Please do not send candy

For many children, the least favorite category is protein. A key to success in this area is to make it as much fun as possible.

Sandwiches of all kinds become more interesting if they are cut into different shapes. Try cutting them into bite-sized squares or circles (use the center part of a donut cutter). Also try your cookie cutters for some fun shapes.

Here are some ideas of protein foods other than sandwiches:

- Tuna salad
- Chicken or turkey (cubes or drumsticks)
- Meatloaf slices
- Cheese spread in celery sticks
- Egg salad
- Meat – pieces, slices or cubes  
(You can freeze the meats and they will be thawed in time for lunch)
- Hardboiled egg

Lunchables and frozen dinners are not recommended. Due to students with severe nut allergies, please do not send foods that contain peanut butter in the toddler or transitional classes.

The following is a list of ideas for fruits and vegetables (remember to pack small quantities)

- Pickles
- Cherry tomatoes
- Carrot sticks or coins
- Applesauce in a container
- Mandarin orange slices
- Vegetables and dip
- Small salad in a container
- Green pepper strips
- Oranges
- Pineapple chunks
- Banana
- Seedless grapes
- Olives
- Cubed watermelon
- Cucumber slices
- Apples
- Dried fruit
- Peaches
- Canned fruit

The special treat in your child's lunch is often the first thing eaten. It can be fun, good tasting, and good for them. Here are some ideas:

- Raisins
- Granola bar
- Sunflower seeds
- Popcorn in a bag
- Cheese & crackers in a package
- Pretzels
- Finger Jello (recipe follows)
- Banana muffins (recipe follows)

Cookies with some "redeeming value" include Fig Newtons, graham crackers, and oatmeal cookies.

**Recipe for finger Jell-O:**

(1) 3 oz. package of Jell-O, 1 package unflavored gelatin, 1/2 cup boiling water, 2/4 cup cold water. Dissolve both gelatins in boiling water. Add cold water. Pour into lightly oiled 8" square pan. Chill at least 2 hours. Cut into squares. (This will not start to melt for several hours)

**Recipe for Banana muffins:**

Mix by hand 1/2 cup shortening, 1 cup sugar, 2 eggs, 2 cups flour, 1 tsp. soda, pinch of salt, 1 cup mashed ripe banana. Fill paper lined muffin tins 1/2 full. Bake at 350° for approximately 20-25 minutes.

Good drinks for your child's lunch include:

- Apple juice
- Orange juice
- Mixed fruit juice

- Milk
- Water

To make your morning a little less hectic, let your child pack his own lunch. Many of the items mentioned can be individually wrapped and some frozen to be popped into a lunch box. Getting children involved in this sometimes increases their interest in lunchtime.

**Other important lunch/food tips:**

- Please use cold packs/icepacks to keep lunches cool. We are very limited in refrigerated storage space for lunches.
- Do not pack lunch boxes in backpacks.
- Help your child make healthy choices for breakfast, and make sure that breakfast is finished **before** entering the classroom.
- Please send your child’s lunch in easy-open containers. This promotes independence!

**Morning Snack**

Parents are asked to provide a *light* individual snack for consumption mid-morning. This snack is not intended to provide breakfast for your child. This is simply a “little something” to tide them over until lunchtime. Please avoid sending cookies, cakes, chips, or sodas.

**Section V: Arrival and Dismissal Routines**

Below are very important guidelines to help ensure a smooth flow and ultimately, ensure the safety and welfare of our children. We ask that you read them carefully and are mindful in dropping off/picking up your kids.

**Preschool Hours:**

**Full Days 8:15 a.m. – 3:30 p.m.**  
**Half Days 8:15 a.m. – 12:45 p.m.**  
**Half Day Toddlers dismiss at 12:00 p.m.**

**It is very important to arrive promptly at 12:00/12:45 if your child is a half-day student!**

**Pick up is at 3:30 p.m. Extended day begins promptly at 3:30 p.m. You may pick your child up between 3:15 p.m. – 3:30 p.m. without disturbing the classroom activity. Students will be brought outside by 3:25 p.m. daily if not registered for the extended day program.**

**Morning Arrival: 8:00 a.m. – 8:15 a.m.**

Parents may utilize one of these two options:

1. Drop off service ~ You may drop off your child in the circle drive area and have a teacher escort him/her to their classroom; or,
2. Parent escort ~ You may park in the parking lot to escort your child to their classroom.

**Arrival BEFORE 8:00 a.m.:**

If you find it necessary on some days to arrive earlier than 8:00 a.m., Morning Extended Care is available. However, if you find that you will need Morning Care throughout the school year, contact Julie Malone at (817-275-0851 ext. 221). Drop-ins are accepted and will be billed at the daily rate.

**Arrival AFTER 8:15 a.m.:**

If your child arrives after 8:15 a.m., you will need to escort them directly to their classroom. We ask that you take into consideration that the day has already begun for our students. Please do not take this time to communicate any concerns/messages to your child's teacher. Rather, establish an alternate time for you to get together. This will assist our teachers in maintaining a routine.

**PARKING IN THE CIRCLE DRIVE IS NOT ALLOWED!**

Please do not leave your car unattended in the circle drive during morning drop off. Cars should only be parked in the parking lot.

**Afternoon Dismissal: 3:30 p.m.**

Parents may utilize two options:

1. Carpool in the traffic circle ~ you may join the carpool line in the traffic circle during dismissal in the afternoon.
2. Parent escort ~ you may park in the parking lot and meet your child's class as they exit their building. Please be sure to sign your child out with his/her teacher.

**PARKING IN THE CIRCLE DRIVE IS NOT ALLOWED!****Arrival AFTER 3:30 p.m.:**

If you arrive after 3:30, your child will be in Extended Day. If you know that your child will need to go to Extended Day before the end of the school day, please contact the Executive Assistant at the front desk and she will relay the message to Extended Day Directors, Sallie McCall and Julie Malone. Drop-ins will receive a bill from the business office. Questions regarding Extended Day billing should be sent to the Business Manager, Alison Hunt at [alison.hunt@cdsa.org](mailto:alison.hunt@cdsa.org).

### **Changes to dismissal plans:**

If you find it necessary to pick up your child early because of an appointment, or your daily dismissal plan changes, please send a note to your child's teacher indicating what changes are taking place or call the office. We will not simply accept a phone call; however, a faxed document will be acceptable. We encourage you to contact us as early in the day as possible. If there is a change in the **individual** and they are not on the authorization form on file with the school, we will insist that he/she provide us with a state/government issued identification card. We cannot accept a phone call, however, a faxed signed document is acceptable. We will also insist that a signed note or a faxed document be provided in advance by you. **THERE ARE NO EXCEPTIONS TO THIS RULE!** Thank you for your attention to these important safety guidelines.

## **Section VI: Policies and Procedures**

### **Illness**

As outlined in the parent/student handbook, if a child comes to school and has a fever of 99.5, a parent will be called to pick up the student. **Students need to remain free of fever for 24 hours before returning to school.**

If a student becomes ill at school you will be contacted to pick them up. They will be sent to the school office to rest under the supervision of a staff member until a parent/authorized individual arrives.

### **Communicable Disease**

Communicable diseases that exclude a child from attending school are described on the attached appendix from the Texas Department of Health.

### **Medication**

Prescription medication must be clearly labeled in its original container and accompanied by a script signed and dated by the doctor clearly stating dispensing instructions.

Over-the-counter medication being requested to be given must be accompanied by written instructions.

### **Emergencies**

An Emergency Evacuation Plan is designed and a copy is kept in each classroom. An evacuation route is posted by the exit door in all classrooms. We will conduct severe weather and fire drills monthly.

### **Parental Notifications**

CDSA will notify parents of changes in policy in writing whenever a new policy is implemented or if a current policy is changed. This information will also be available in the parent/student handbook or amended parent orientation booklets.

Each enrolled family will receive a copy of the parent/student handbook. It is required to return the acknowledgement form indicating your receipt and understanding of the parent/student handbook.

## **Discipline**

Discipline will be consistent, appropriate to the level of child's understanding, praise and encouragement, reminding, redirecting and separated time-outs will be methods used. Corporal punishment, pinching, shaking, hitting, humiliating, rejecting, yelling at children will not be tolerated.

## **Immunization Requirement**

Each student's complete immunization record is required at the time of admission that includes a signed statement from your physician indicating your child may attend a school program. Please refer to the Immunization Request Form included in the CDSA application packet.

## **Animals**

As part of our onsite field trip opportunities, from time to time we will have animals on campus. You will be notified in writing via our in-house publication News To Use, via email and on preschool activity flyers posted on each classroom when animals will be brought on campus. Please notify us in writing if you have any concerns for your child when animals are present.

## **Hearing & Vision Screening**

Students 4 years old by September 1<sup>st</sup> are required to have vision and hearing screenings. CDSA will schedule a hearing and vision screening test opportunity or you may submit documentation of this screening from your pediatrician. It is required to be on file within 120 days of admission to CDSA.

## **Transportation**

Preschool students are not transported to field trips off campus.

## **Visitation**

Visitation of classrooms can be done at any time during regular hours of operation. For a scheduled observation, please contact the office for an appointment.

**A copy of the Texas Department of Minimum Standards and most recent licensing inspection report can be viewed.**

**The Texas Department of Licensing address is: 1501 Circle Drive #310, Fort Worth, Texas 76119. The TDPRS website is [www.tdprs.state.tx.us](http://www.tdprs.state.tx.us)**

If you have any questions or concerns about the policies and procedures, please feel free to contact Joyce Hunt, Head of School or Sallie McCall, Assistant Head of School at 817-275-0851.