



# Parent Handbook & Curriculum Guide

## 2016 - 2017



### Mission

Our mission is to educate the whole child; thus we endeavor to nurture every heart and challenge every mind through the experience of meaningful inquiry.

### Vision

We as a community of leaders, seek to develop confident, independent and caring students with clear intellectual fortitude and a proclivity to question and explore. We seek to be an exemplary school in the Dallas/Fort Worth area.



**ACTION NEEDED:**

The last page MUST be signed and submitted to the Front Office at your earliest convenience. Thank you

# **Faculty & Staff Biographies**

## **Charlotte Ayers-Scott, Teacher**

Charlotte is a MEPI certified Montessori teacher at CDSA working with the infant/toddler students. She completed her 14th year at CDSA in January 2016. She has been married for 17 years to Eric and has a daughter, Kyler, who is a former Country Day student. She enjoys crafting, shopping and dancing with Eric.

## **Helle Calhoun, Toddler / Transitional Lead; Primary ED**

Helle is a MEPI certified Infant / Toddler Teacher working with toddlers since 1999. She will be a part of the Toddler / Transitional class. She has three grown children and enjoys spending time with them, her pets, and working in the garden.

## **June Dunbar, Teacher**

June is a seasoned early childhood teacher of 35 + years and has taught at Country Day for 15 years. She has a Bachelor of Science in Elementary Education and Early Childhood, as well as Texas State Certification in Elementary Education (PK-4<sup>th</sup> grade) and ESL supplemental. She was Teacher of the Year in 2008.

## **Magnolia Flores, Extended Day**

Magnolia began working at CDSA in June 2013. She will enter the College of Education this fall. Her goal is to become a third or fourth grade teacher. She will support part time admin, the Toddler / Transitional and Extended Day classes.

## **Tina Fuller-Jones, Part Time Admin**

Tina attended Executive Secretarial School of Dallas and has administratively facilitated with CDSA since 2012 on a part-time basis. She is married to Mike and has three children. Brittany, Blaze & Aubrey, who will be a junior at Martin High School this year. She enjoys her family - which includes 5 (adorable) grandchildren, traveling, gardening and crafting.

## **Evanne Gregory**

While Evanne has retired from leading in the classroom, she will be our morning extended day liaison and support Primary K/1 students briefly in the mornings. We are happy to have her still with us.

## **Joyce Hunt, Head of School**

Joyce has 32+ years' experience in education with 19 years in administration and leadership. She received her Masters of Science from St. Stephen's Bible College in Early Childhood Education and her Bachelor of Science from Andrews University in Elementary Education. Joyce enjoys traveling, cooking, golfing and spending time with her family – especially her darling grands!

## **Sue Jordi, Teacher**

Sue has a Bachelor of Arts in Arabic Language and Art from Lebanese University. She is a North American Association certified Montessori teacher at CDSA and has more than 30 years of experience. She has been working with the program for 16 years and loves working, teaching, and nurturing kids in a fun environment. Sue has two children: Lisa, a UT Arlington graduate, is a Mechanical Engineer at Bell Helicopter, and Nathan, who is entering college in the fall and plans to major in Business.

## **Karina Macarena, Extended Day**

Karina began working at CDSA in 2014 with the Toddler and Transitional students in the Extended Day Program. She is a graduate from Lamar High and will support the Toddler Transitional Class. She likes working with children and she loves her family!

## **Sarah Mendez, Spanish Teacher**

Sarah attended New Mexico State University studying Art History, Photography & Spanish. Sarah worked from 2004-2007 at the

Hearing School of the Southwest working with pre-k students. She joined CDSA Spring of 2010 leading the Spanish program. She also is a substitute teacher, summer program instructor, and will be leading Primary K-1 as the art instructor this year. Sarah and her husband, Ruben have two sons age 14 and 16. In addition, Sarah has been a part of FRG – Family Readiness Group for the Texas National Guard since 2004. She is now retiring and will be receiving a prestigious award for her dedication and service.

## **Samiyah Mughal, Director of Communications and Operations**

Samiyah is a marketing professional with an MBA in Marketing from her home town university, the University of Memphis. She will partner with the administrative team to further develop operations and communications AT CDSA. Samiyah enjoys traveling, painting, reading, yoga, and playing with her three inquisitive children.

## **Farhana Nusrat, Teacher**

Farhana is a 3-6 MACTE certified Montessori teacher and has been working at CDSA for thirteen years. She has three children, Rashmee, a graduate of SMU, who finished her masters at Georgetown University; Quazmee, graduated from Texas A&M, and Tahsin, a graduate from Dubiski Career High School, studying at Texas Tech.

## **Carmina Palm, Teacher**

For the past 6 years, Carmina has worked as a lead teacher in early learning environments from infancy through 4 years old. She really enjoys working with children and joined the CDSA team as a lead teacher during the summer of 2015 in the Infant / Young Toddler classroom. Carmina is married and a mother of two children ages 29 and 25. She is also a grandmother of a darling princess that she loves with all her heart!

## **Sangeeta Shah, Teacher**

Sangeeta is a MACTE certified Montessori teacher and has worked at CDSA for 8 years. She is a toddler / transitional lead teacher. She has a Bachelor of Science in Business Management. Sangeeta and her husband Avnish have a daughter, Khiloni (a previous CDSA student), who will be studying at UTAustin beginning this fall.

## **Sarla Shanthakumar, Primary Lead Teacher**

Sarla has been a Montessori teacher for over 35 years. She began her teaching career at Country Day School of Arlington (CDSA) in August of 1983 till May of 1993. She is certified with the American Montessori Society and The London Montessori Centre. She is married to Shawn for 29 years. Sarla has 2 sons, one a CDSA alum and dentist, the other is studying law. She has a daughter studying Business Administration at UTA. Sarla enjoys teaching young children to develop curiosity and passion for learning so they become independent and critical thinkers.

## **Tangela Watson, Business Office**

Tangela studied accounting at Prairie View A & M University and has more than 15 years' experience in this field. She is married to retired, First Class Petty officer Herman Watson Jr and has two daughters. Chauncy Hill, currently at UTA majoring in Kinesiology and Erin Hill, majoring in photography and graphic design at TCU. She enjoys family time, shopping, volunteering, eating out, sports and is a huge Texas Rangers and Nascar, Dale Jr. fan. She is excited to have recently joined the CDSA administrative team.

## **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. 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 to allow each child to experience the excitement of learning by his own choice rather than by being forced. The second being to help him perfect all his natural tools for learning, so that his ability will be at maximum in future learning situations.

### **How the Children Learn**

The use of 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 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 that they are developmentally appropriate for 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 Materials, which await each child's moments of interest in reading, mathematics, 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 use 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 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 be a part of our classroom family. For many parents and children, entering a Montessori classroom is truly a learning adventure. We believe that respect goes both ways. In order for your child to learn respect, he or she must be 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 achieve the full extent of his/her potential. We are excited about having your child join our class and look forward to guiding his/her progress!

### Cycle of Work

Every day a lesson will be given during circle or individual 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 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 for themselves, they take away their motivation to learn. When a child is encouraged to do it himself, he/she develops an "I can do it" attitude of independence. Please do not do anything for your child that he can do for himself. Please allow your child to 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 includes, but is not limited to: sippy cups, water bottles, Tupperware/GladWare, lunch boxes and nap mats.

- Nap mats are to be taken home weekly for laundering.
- Please send nap mats size 24" X 48".
- Suggested vendors:
  - Posey Lane – [www.poseylane.com](http://www.poseylane.com)
  - Gwen's Eden (214-233-4408)  
Candace Angelo -- [www.gwenseden.com](http://www.gwenseden.com)  
[candace@gwenseden.com](mailto:candace@gwenseden.com)
  - Luggage.com ([www.luggage.com](http://www.luggage.com)) and search for nap mat.

### 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

All children are celebrated on his/her birthday at school by having the "CELEBRATION OF LIFE" ceremony. The ceremony is held in the morning during circle time. During the celebration in Transitional through First Grade, the child holds a globe and walks around a picture of the sun. We explain to the child that it takes the earth a year (365 days) to rotate around the sun. After a few celebrations, the children will begin to understand the concept. Please send pictures of specific milestones. You may use a poster board to display your pictures.

Even if your child's birthday falls on a weekend or school vacation day, they will be acknowledged at school.

You are welcome to bring a special snack. Children are more enthusiastic about a simple snack they have helped prepare and can serve independently more than an elaborate dessert bought or made for them; some ideas are: banana bread, Jell-O, assorted fruits, muffins, and cheese and cracker tray

While we look forward to celebrating their special day with our "Celebration of Life" ceremony, we do not have birthday parties at school. We prefer not to have cupcakes or cake with icing brought in for sharing. Plain small muffins, popcorn, fruit and cheese, rice cakes, Jello, or plain cookies are a few great options. And thank you for not sending party favors as well. You are more than welcome to join the class for the "Celebration of Life" ceremony. 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 around the circle: Children sit cross-legged, with legs and hands tucked in, listening.
- 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 IV: Classrooms and Special Offerings**

A variety of on-site field trips visit CDSA on a regular basis. Programs such as High Touch-High Tech (an age-appropriate science program) and visits from children's librarian of the Arlington Public Library are just a couple of examples.

### **Infant / Young Toddler (4 months – approximately 18 months)**

Physical Education, provided two times per week, by Stretch-n-Grow

Music and Movement class, provided once a week, by Sheila's Musical Expressions

Literature Story Telling, provided once a week, with Kathryn McNorton - Barefoot Books Ambassador

### **Toddler / Transitional (approximately 18 months – 3.0 years)**

Physical Education, provided two times per week, by Stretch-n-Grow

Music, provided once a week, by Sheila's Musical Expressions

Spanish, provided once a week, with Sarah Mendez

High Touch-High Tech Science is provided throughout the school year

Literature Story Telling, provided once a week, with Kathryn McNorton - Barefoot Books Ambassador

### **Readiness for Early Childhood/Primary**

Some children benefit from spending additional time in the Transitional classroom to gain more maturity before moving into Primary. The child's current teachers make a recommendation to the Head of School regarding appropriate placement for each child. Readiness for Primary is determined by school staff, which includes the child's current teachers, Primary teachers, and the Head of School. Specific benchmarks for Primary readiness include:

- Toilet trained: child is wearing underwear (not pull ups) and infrequently has an accident (once or twice a week). The child's care of self is age appropriate and reflects independence; child goes to the bathroom on his/her own without reminders.
- Able to follow basic, age appropriate instructions.
- Ability to focus is age-appropriate.
- Emotionally ready for a larger environment with 2-3 age levels

### **Primary (3, 4 and 5 years old)**

#### **Primary students must be potty trained**

Physical Education, provided two times per week, by Stretch-n-Grow

Music, provided once a week, by Sheila's Musical Expressions

Spanish, provided once a once a week, with Sarah Mendez

High Touch-High Tech Science is throughout the school year

Literature Story Telling, provided once a week, with Kathryn McNorton - Barefoot Books Ambassador

### **Kindergarten and First Grade**

Physical Education, provided two times per week, by Stretch-n-Grow

Music, provided once a week, by Sheila's Musical Expressions

Spanish, provided once a once a week, with Sarah Mendez

Art, provided once a week, with Sarah Mendez

High Touch-High Tech Science is throughout the school year

Literature Story Telling, provided once a week, with Kathryn McNorton - Barefoot Books Ambassador

### **Preschool Activities outside the Classroom**

Gardening: Students have the opportunity to garden in areas located in and around the school, as well as, maintain plants and flowers located in the classrooms.

## A. Montessori Infant, Young / Toddler Classroom

The nurturing environment of the Infant/Toddler classroom ensures a sound foundation. Reflective of the child's individual needs, as desired and documented by the parent, it encourages happiness and growth. Various stimulating teacher initiated or student led activities, which include Story Time; Music and Movement; Sign Language and Montessori activities are available and encouraged. Montessori lessons support the following developments: cognitive, motor skills, sensory and language. Young toddlers have opportunities for exploration and expansion of the child's use of sounds and letters to form words. They enjoy social interactions with their peers and adults, begin the development of independence through practical life experiences, refine and classify sensorial impressions through gradation and matching exercises.

- \* The Infant / Toddler room is a "No Shoe" classroom. Shoe covers are available just outside the doorway.
- \* **During morning drop off, please let the teacher know the last time the child ate.**
- \* Please leave all morning drop off items on the child's cubby hook, located just outside the room, and the teacher's will retrieve them. (Nap mat, bag, etc.)
- \* The **Infant Care Plan** – please update as needed, with a minimum review every 30 days!

## B. 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 and fostering a positive attitude toward learning. Self-care and caring for their environment are primary areas of focus.

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 that help the children learn the advantages of touch, 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 for toddlers 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 provide a sane and wholesome range of activities which allow the children to develop control and coordination of movement, awareness of their environment, responsibility, and 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** for the toddler allows the young toddler to encounter materials that allow them to sort things by size, shape, color, touch, sound, temperature and 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 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 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, loco motor movement, singing, and dancing.

## C. Montessori Transitional Classroom

A typical day in the Transitional classroom is a natural extension of the toddler experiences. Students are given further opportunity to grow, develop, and gain independence in a safe, secure atmosphere. The focus 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. Students in this classroom have opportunity to be engaged in directed group experiences including songs, nursery rhymes, finger play, snacks, outdoor play, reading and loco motor 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. Transitional students 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 begin 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 used, such as sandpaper numbers (tracing numbers is a preparation for writing) and counting with the spindle box 0-9. 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 loco motor 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.

## YEAR AT A GLANCE: INFANT, TODDLER & TRANSITIONAL

### AUGUST

Our peaceful class—care of the class, rules and routines

### SEPTEMBER

- Geography: 3 necessary elements for life: air, land, and water; world map  
History: Families, Grandparent's Day  
Science: My body: parts of the body & care of the body  
Art: Apple month, colors  
Music: Continents, continent song & Texas song  
Kindness: RESPECT

### OCTOBER

- Geography: International, United Nations, Australia  
History: Columbus Day  
Science: Life cycle of pumpkin, magnetic/non-magnetic, senses: sight  
Art: Leaf rubbing, leaf collecting, plants, my family, communities  
Music: Seasonal, finger plays  
Kindness: LOVE

### NOVEMBER

- Geography: North America  
History: Native Americans, pilgrims, Mayflower  
Science: Changes of nature, seasons; senses: touch  
Art: Thanksgiving, Grandparents Day art  
Music: Songs of the season  
Kindness: THANKFULNESS AND SHARING

### DECEMBER

- Geography: Antarctica, flags of the countries  
History: Winter holidays of the different cultures  
Science: Solids, liquids and gases; healthy food; senses: hearing & smelling  
Art: Crafts related to holidays around the world  
Music: Holiday songs  
Kindness: FRIENDSHIP

### JANUARY

- Geography: Africa  
History: Dr. Martin Luther King  
Science: Living, non-living; animals of the wild; oral care; senses: taste  
Art: Snowman, snowflakes  
Music: Winter songs  
Kindness: CONFLICT RESOLUTION

### FEBRUARY

- Geography: Asia  
History: Chinese New Year, Presidents of USA, Black History Month  
Science: Vertebrates, non-vertebrates; transportation  
Art: Valentine art, Mardi Gras  
Music: Loving, friendship songs  
Kindness: EMPATHY

### MARCH

- Geography: Europe  
History: Ireland, St. Patrick's Day, dinosaurs  
Science: Sink or float; time; life cycle of butterfly & ladybug  
Art: color mixing, castles, crowns, dinosaurs  
Music: Irish songs  
Kindness: SELF CONTROL

### APRIL

- Geography: South America  
History: People of South America  
Science: Solar system, recycling, ocean life: sea animals  
Art: Art appreciation, crafts, spring art  
Music: Songs of spring  
Kindness: THOUGHTFULNESS

### MAY

- Geography: Mexico  
History: Cinco de Mayo, Texas history  
Science: Gardening, seed planting, germinating, plant bluebonnets, insects  
Art: Mother's Day art craft, May Day basket, flowers  
Music: Fun songs, Texas, Mother's Day songs  
Kindness: TAKING CARE OF EACH OTHER

## 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.

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 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 such as 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 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 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 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, loco motor 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. The children are exposed to a mass of information to whet their interest in the very appealing decor provided by nature. 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.

## D. Kindergarten and First Grade Classroom

A typical day in Kindergarten and First Grade begins with circle time where the class updates the calendar and discusses the days of the week and the weather. The morning work cycle then begins as the students engage in individual and small group Montessori lessons (math, language arts, cultural, sensorial and practical life) based on their needs and choices.

These students have an additional work cycle and lesson presentation with lead classroom teachers in the afternoon. It usually begins with sharing a few chapters from a chapter book and/or activities from the Junior Great Books series. A whole group lesson is presented (using hands on materials) which relates to math, language arts, science and/or social studies concepts. The students again engage in individual and small group Montessori lessons. The Montessori curriculum and materials provide opportunities for the students to move at their own pace, to explore and discover concepts such as:

### MATH:

- Linear Counting
- Decimal System
- Memorization of Operations
- Beginning Geometry
- Measurement
- Clock Skills
- Counting Money
- Simple Fractions
- Problem Solving Strategies
- Exploring Data

**LANGUAGE ARTS:**

- Phonemic Awareness
- Spelling Patterns
- High Frequency Sight Words Practice
- Reading and Comprehension
- Journal Writing and Response Writing
- Grammar
- Handwriting Practice

**SCIENCE:**

- Observing
- Classifying
- Measuring
- Exploring
- Scientific Method
- Predicting
- Interpreting Data
- Problem Solving
- Tools for Exploration

**SOCIAL STUDIES/GEOGRAPHY:**

- Land Forms
- Map Skills
- Cultural Holidays and Customs

Kindergarten will include a presentation in the above-referenced areas. First grade will include a continuation of the advanced development in the above-referenced areas.

**First Grade Goals:**

- Build upon skills and concepts previously introduced.
- Provide personalized instruction in all core academic areas.
- Present Cultural Subjects, Botany, Zoology, Physical Science, Geography, History, Language Arts, Writing, Mathematics and Geometry as totally integrated curriculum.
- Enrich the curriculum through Art, Music, Spanish, Physical Education, Computer Lab, Science and Conflict Resolution.
- Equip students with tools for successful learning, including the technique of research for writing.

## **YEAR AT A GLANCE: PRIMARY - 1ST GRADE**

(From A Bird's Eye View, A Guide for the Montessori Classroom)

### **AUGUST:**

- Our Peaceful Classroom – Care of the classroom
- Living/Non-living things
- The Universe and our Solar System

### **SEPTEMBER:**

- Plants/Animals
- My Body – Parts of the body, control of the body, care of the body
- My Feelings and Senses
- Our Planet Earth – The four elements (air, water, earth, fire)

### **OCTOBER:**

- Introduction to the Continents
- Human Needs
- My Family, My Community
- **AUSTRALIA** (geography, biomes, animals, people)

### **NOVEMBER:**

- **NORTH AMERICA** (geography, biomes, animals, people)
- Native Americans

### **DECEMBER:**

- **ANTARCTICA** (geography, biomes, animals, explorers)
- Celebrations

### **JANUARY:**

- Year, Seasons, Month, Day, Hour, Minute, Second
- Our Country's Time Line, The Great Time Line
- **AFRICA** (geography, biomes, animals, people)

### **FEBRUARY:**

- U.S. Presidents and Flag
- Black History Month
- Fish (characteristics, habitats, diet, defenses, life cycle)
- Oceans (ocean life)
- **ASIA** (geography, biomes, animals, people)

### **MARCH:**

- Amphibians (characteristics, habitats, diet, defenses, life cycle)
- Reptiles (characteristics, habitats, diet, defenses, life cycle)
- Birds (characteristics, habitats, diet, defenses, life cycle)
- **EUROPE** (geography, biomes, animals, people)

### **APRIL:**

- Mammals (characteristics, habitats, diet, defenses, life cycle)
- Plants
- Ecology, Food web, Conservation
- **SOUTH AMERICA** (geography, biomes, animals, people)

### **MAY:**

- Insects and Spiders (characteristics, habitats, diet, defenses, life cycle)
- **MEXICO/TEXAS** (geography, biomes, animals, people)

## Section V: Healthy Foods = Healthy Kids!

Due to students with severe nut allergies, please do not send foods that contain peanut butter.

★ Daily - All Primary K-1 students should bring a labeled thermos for water.

When playing outside, they will take their thermos to ensure they are getting proper hydration.

### 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. *Regarding the Infant/Young Toddler class snack - ALL FOOD, is to be provided by parents.*

### Lunch

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

Mondays and Fridays are referred to as "brown bag" days. This means that all students bring their lunch from home. An option for parents Tuesday through Thursday is to order lunch from the school. Tuesdays, Wednesdays and Thursdays lunch is catered by Jason's Deli. Entrees are served with fresh fruit and juice or milk. Menus are sent home by mid-month for the following month.

*Regarding the Infant/Young Toddler class snack - ALL FOOD, is to be provided by parents.*

Examples of possible menu options are:

TUESDAY:

#### JASON'S DELI

- 1) Jr. Jane Baked Potato
- 2) Little Deli Plate; turkey with American cheese
- 3) Hot Dog
- 4) Grilled Cheese
- 5) Mac & Cheese

Bread choice:

- white  whole grain wheat

WEDNESDAY:

#### JASON'S DELI

- 1) Bowtie Pasta w CH Alfredo
- 2) 4-pk chicken nuggets  
*Antibiotic & gluten free!*
- 3) Cheese Pizza
- 4) Jr. Jane Baked Potato

Bread choice:

- white  whole grain wheat

THURSDAY:

#### JASON'S DELI

- 1) Cheese Pizza
- 2) Gluten Free Chicken Nuggets
- 3) Little Deli Plate; ham with American cheese
- 4) Bowtie Pasta & Meatballs

Bread choice:

- white  whole grain wheat

To make your morning a little less hectic, let your child help pack his own lunch the night before. 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.

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
- Rice cakes
- Yogurt
- 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.

Lunchables and frozen dinners are not recommended. 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

Good drinks for your child's lunch include:

- Apple juice
- Orange juice
- Mixed fruit juice
- Milk
- Water

**Other important lunch/food tips:**

- Please use cold packs/icepacks to keep lunches cool. We are 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!

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

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

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,  $\frac{1}{2}$  cup boiling water,  $\frac{2}{4}$  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  $\frac{1}{2}$  cup shortening, 1 cup sugar, 2 eggs, 2 cups flour, 1 tsp. soda, pinch of salt, 1 cup mashed ripe banana. Fill paper lines muffin tins  $\frac{1}{2}$  full. Bake at 350° for approximately 20-25 minutes.

## Section VI: 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.

### School Hours

Full Days: 8:15AM – 3:30PM

Half Day: Infant & toddler students are dismiss at **12:00PM**

Half Day: Transitional & Primary students are dismiss at **12:30PM**

**It is very important to arrive promptly at 11:55/12:25 PM if your child is a half-day student!**

**Afternoon pick up is between 3:15 - 3:30PM. Extended day begins promptly at 3:30PM. You may pick your child up between 3:15PM - 3:30PM without disturbing the classroom activity. Students will be brought outside by 3:25PM daily if they are not registered for the Extended Day program.**

### **Morning Arrival: 8:00AM – 8:15AM:**

Parents of students in the Main Building are asked to please sign them into Procare with the fingerprint scanner, located in the foyer.

Arrival **BEFORE** 8:00AM: Location – Main Building

If you find it necessary on some days to arrive earlier than 8:00AM, Drop-in Morning Extended Care is available. Drop-ins are accepted and will be billed at the daily rate (10 cents per minute). However, if you find that you will need Morning Extended Care throughout the school year, contact the office at (817)-275-0851 to obtain the Extended Care Agreement form.

Arrival **AFTER** 8:15AM:

◆ Parents of students in "The Suite" 150 are asked to park and walk their child inside the suite. (Please note that their PE class begins at 8:20AM and is scheduled for 30 minutes. If arriving during this time frame, you should escort them directly to the playground.) ◆ Parents of students in the **Main Building** are asked to please sign them into Procare with the fingerprint scanner, located in the foyer, and 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.

### **Afternoon Dismissal at 3:30PM:**

Parents of students are encouraged to please sign them out of Procare with the fingerprint scanner, located in the foyer. **ALL STUDENTS WILL BE DISMISSED FROM THE MAIN BUILDING.** Students who do not attend Extended Day on a daily basis will wait with a staff member on the benches outside or in the front foyer near the front door.

**Pick-up AFTER 3:30PM:**

If you arrive after 3:30PM, your child will be in Afternoon Extended Day. **Parents of students in Extended Day are asked to please sign them out of Procare with the fingerprint scanner, located in the foyer.** If you know that your child will need to go to Extended Day before the end of the school day, please contact the front desk and they will relay the message to the appropriate staff members. Drop-ins will be billed at the daily rate (10 cents per minute). If you find that you will need Afternoon Extend Care throughout the school year, contact the office at (817)-275-0851 to obtain the Extended Care Agreement form. **Please note that the Office and Business Office will close daily at 4:30PM.**

**\*\*Please remember to log your child out of Procare before leaving.\*\***

## **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 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, your child will not be released to that individual unless we have heard from you directly. We will insist that he/she provide us with a state/government issued identification card. A phone call will not suffice; 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 VII: Policies and Procedures**

### **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 door, when animals will be brought on campus. Please notify us in writing if you have any concerns for your child when animals are present.

### **Breastfeeding**

The Texas Minimum Standards Rules for Licensed Child Care Centers state that "parents have a right to break feed or provide breast milk for their child while in care. Please contact the Director of Operations to make arrangements for this accommodation.

### **Communicable Disease**

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

### **Discipline**

The Montessori classroom is based upon children working spontaneously with materials that are self-teaching and correcting, allowing children to develop inner discipline. When teacher intervention is needed, we strive to use gentle words in hopes of resolving the situation. We teach children the skills of peaceful conflict resolution appropriate to their developmental stage. We always work to resolve classroom issues in the spirit of peace, acceptance and love. We do not use corporal punishment, humiliation or threats.

If on rare occasions, when children cannot be redirected they may need to take a break. They are then invited to find a space where they can calm themselves down and re-focus for as long as they need to before re-joining the group. At a neutral time, we will discuss the matter with the child while always stressing that we accept and love them.

We have a referral process for socio-emotional and physical/medical evaluation and services if needed. If at any time a child poses a threat to other children or to staff safety because of persistent or extreme behavioral problems, parents will be notified. The child may be sent home for the day, or for a longer period if the behavior is dangerous. For these children, a meeting with the lead teacher and the director will be scheduled for the referral process to begin.

If the parents do not pursue the referral and/or follow the recommendations of the school, they may forfeit their child's enrollment at CDSA.

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.

## **Extended Day**

In order to ensure appropriate coverage, children may not be dropped in without confirming a space with the front desk in advance. You may reserve a space up to 3:00PM the day that care is needed, as long as space is available. The safety of all our children relies on manageable ratios (as well as ratios that comply with State of Texas standards). If your child is not picked up on a timely basis and must be taken to Extended Day, the drop-in rate fee applies.

An extended day contract must be signed by all parents. Options include drop in, monthly plans, or an all year plan. Extended day agreement fees are paid at the beginning of the month and can be changed ONLY at the beginning of the month.

Parents picking up their children after 6:00PM will be charged \$1 for every minute after 6:00PM. Questions regarding Extended Day billing and monthly plan options should be sent to the Business Office at [businessoffice@cdsa.org](mailto:businessoffice@cdsa.org) or 817-275-0851.

### **ED Snacks**

Afternoon snacks are typically served between 4:00 & 4:15PM. They are provided daily for Toddler/Transitional through Primary age K/1 students. Morning care students are allowed to bring breakfast when they arrive before 7:45AM. *Regarding the Infant/Young Toddler class snack - ALL FOOD, is to be provided by parents.*

### **ED Discipline**

The discipline system applies in Extended Day. Extended Day privileges may be revoked for repeated violations of school rules.

### **ED Emergency**

The Extended Day Staff can be reached by cell phone (817-253-9994) after 4:30PM.

## **Emergencies**

An Emergency Evaluation Plan is posted in each classroom. The evacuation route is posted by the exit door in all classrooms. We will conduct severe weather and fire drills monthly. CDSA has a detailed Emergency and Procedures Manual and a copy is available for review in the school office.

## **Emergency Response & Evacuation**

Children practice a routine fire drill on a regular basis.

- Evacuation Location: The dental office of Dr. Sehat – 1115 W. Randol Mill Road (adjacent to “The Suite” #150)

## **Extracurricular Activities**

A variety of extra curricular activities are offered for students 3 years and older. Activities typically begin the first week of September.

## **First Aid/CPR/Universal Precautions**

Staff members have current First Aid/CPR certifications. The school maintains first aid equipment recommended by the state in an accessible area, out of the reach of children.

## **Health Policy and Procedures**

Children cannot attend school or remain at school with vomiting, diarrhea, or fever over 99.5. ***Children must be well for 24 hours before re-attending school after an illness.*** If a child becomes ill at school, the parent or legal guardian will be contacted and asked to pick up the child at that time. **Please call the office at 817-275-0851 or email [admin@cdsa.org](mailto:admin@cdsa.org) when your child is going to be absent.** Someone else may be desiring to add a day and we can accommodate them – while maintaining class ratios.

All preschool children are required by law to have current immunizations and an annual exam. The school Medical Information and Consent Form requires the signature of the doctor confirming the child is in good health to attend school. CDSA accepts students that are not immunized; your child may be in contact with a child who is not immunized. If exempt from immunizations, a parent / legal guardian must provide written reason to the school before enrollment, along with a physician's statement that the child is in good health.

## **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.

## **Holiday Care**

Holiday care for days when school is not in session: Winter Break and Spring Break are available at a daily rate of \$30.00 from 8:15 – 3:30PM. All holiday or break registration forms are available on the school website or at the front office. The registration form will also be sent home 2 weeks prior to the holiday. No refunds or credit will be issued for unused contracted use.

## **Incident Reports**

If a child becomes ill at school, a parent will be called to pick the student up. A fever of 99.5 or above, vomiting, or diarrhea will warrant a call to a parent. He/she will be sent to the school office to rest under the supervision of a staff member until a parent/authorized individual arrives.

### **Students need to remain free of fever for 24 hours before returning to school.**

When students are absent due to illness, every calendar year, they will be extended one day, at no charge, to replace a sick day. Extended illnesses will not be traded.

## **Immunization Requirement**

Each student's complete immunization record is required at the time of admission, and expected to be updated as new vaccines are administered. A signed statement from your pediatrician indicating your child may attend a school program is also required. Please refer to the Medical Information and Consent Form included in the CDSA application packet.

## **Medication**

In order for medication to be dispensed at school, a parent MUST sign the Medication Authorization Form at the front desk. We are not allowed to dispense medication (prescribed or over-the-counter) without this form being signed. 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. Medications will be stored in a clean, locked, container, out of reach of children. Please never pack medications, vitamins or supplements in your child's lunch.

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

## **New Family Referral Discount Policy**

An existing, enrolled family will receive a \$250 credit towards their account for every new, non-enrolled family they refer to CDSA that enrolls for the 2016-2017 school year.

Details:

- 1) "New, non-enrolled family" is defined as a family that does not contain any members currently enrolled at CDSA.
- 2) "Existing, enrolled family" must have 1 or more students enrolled for the 2016-2017 school year.
- 3) No reimbursements will be given; the credit is applied towards future expenses with CDSA.
- 4) Discount is \$250 per family, not per new student. (In other words, if the Smith's who have 2 attending students are responsible for referring the Johnson's, who have 2 students, the discount is \$250.)

## **Observations**

Parents are encouraged to observe the classrooms. We ask all visitors to respect the children and their environment and routines when observing. A parent observation consists of sitting and watching the classroom quietly. It is important to the integrity of the classroom that observations do not disrupt the children and their work. CDSA has a parent observation form to follow. The time limit is 30 minutes.

## **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.**

## **PTO (Parent/Teacher Organization)**

There are a variety of ways parents can volunteer at our school. A partnership between school administration and parents is vital to the success of each student and the school. All parents are members of the PTO (Parent/Teacher Organization). Volunteer opportunities available at the school are listed on the sign up form, which is included in this handbook and available at the front desk as well.

## **Religion**

Country Day School of Arlington has no affiliation with any religious orientation or organization.

## **Safety/Security**

Upon enrollment, the office will program our integrated security system with a 4-digit "family" security code. The code is the **last 4 digits of the mother's driver's license**. This code is used to gain access to the front doors of the Main Building and The Suite. Each family will have one "family" security code and it is to be used by *only those authorized to pick up your child*. Please notify the Director of Operations or Head of School with questions or problems with your code.

The 5-digit entry code to the door *inside the foyer* of the Main Building will be changed periodically. **We ask that you not share the code with your children or allow them to punch the code in and open the door.** The Front Office will notify you of this entry code when you arrive the first day.

## **Television viewing**

Television viewing is not allowed at CDSA.

## **Transportation**

Preschool students are not transported to field trips off campus. Kindergarten and First Grade students may attend off-site field trips. Parents will be advised of a scheduled trip in advance and a permission slip will be required of each student. Students who do not have a signed permission slip will not be allowed to join the trip.

## **Weather Related Closing**

In the event that inclement weather forces the closing of school or a delayed opening, the following television stations will broadcast the announcement at regular intervals:

KTVT Channel 11  
KXAS Channel 5  
WFAA Channel 8

Please listen to the stations to secure information regarding the closing or delayed opening of school. Decisions regarding open, closing or delaying school will be made by 6:30AM. Additionally, school closings will be posted on our school website by 6:30AM.

## **Accreditation**

CDSA is a Texas state licensed facility. If at any time there is a licensing concern regarding this facility, you can contact the Texas Department of Licensing; 1501 Circle Drive #310, Fort Worth, Texas 76119. The TDPRS website [www.tdpr.state.tx.us](http://www.tdpr.state.tx.us). A copy of the Texas Department of Minimum Standards and most recent licensing inspection report can be viewed.

- An Associate School of AMS – American Montessori Society
- Accredited by SACS CASI – Southern Association of Colleges and Schools Council on Accreditation and School Improvement
- Member of Montessori Life – Montessori Institute Council
- Member of TANS – Texas Association of Non-Public Schools

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

\*\*\*Under the Texas Penal Code, any area within 1,000 feet of a child-care center is a gang-free zone, where criminal offenses related to organized criminal activity are subject to harsher penalty.





## **CDSA Uniform Requirements: Primary / Kindergarten / 1st Grade students only**

Students in the Primary through 1<sup>st</sup> grade classes are required to wear the school uniform Monday through Thursday; Friday is a free dress day. Students in the Infant, Toddler and Transitional classes are not required to wear uniforms.

Uniform requirements will be enforced and we ask that you kindly abide by the options we are providing. You are not required to purchase uniforms through **Lands' End**, but students are required to be in proper uniform each school day. **The current plaid for the girl's uniforms has been phased out and not available for purchase.** We do have an assortment of plaid jumpers and shorts, here on site, that are gently used and available for purchase at \$10 per item.

**CDSA will be making a new girls plaid selection this year and parents will vote on it during Curriculum Night and on Facebook!**

Lands' End is our uniform company and you can find our uniforms by going to their online store and completing the brief inquiry accessing Country Day School of Arlington. *Our preferred school number is 900067786.*

### **Uniform options are as follows:**

<b>GIRLS PRIMARY / KINDERGARTEN / 1<sup>st</sup> GRADE</b>	<b>BOYS PRIMARY / KINDERGARTEN / 1<sup>st</sup> GRADE</b>
<b>GIRLS CLOTHES:</b>	<b>BOYS CLOTHES:</b>
Navy / Khaki V-Front Jumper	*Khaki / Navy / Burgundy Slacks (*Must be twill fabric)
Navy / Khaki A line Skirt	*Khaki / Navy / Burgundy Shorts (*Must be twill fabric)
Navy / Khaki Kilt	White / Navy / Burgundy Oxford Shirt (Long or Short Sleeve)
Navy / Khaki Shorts	White / Navy / Burgundy Polo Shirt (Long or Short Sleeve)
*Khaki / Navy Slacks (*Must be twill fabric)	White / Navy / Burgundy Turtleneck
Middy Blouse	Burgundy CDSA Fleece Jacket
Peter Pan Collar Blouse (Long or Short Sleeve)	Burgundy Cardigan Sweater
Stretch Blouse (3/4-Sleeve)	
White / Navy / Burgundy Polo Shirt (Long or Short Sleeve)	
White / Navy / Burgundy Turtleneck	
Burgundy CDSA Fleece Jacket	
Burgundy Cardigan Sweater	
<b>GIRLS ACCESSORIES:</b>	<b>BOYS ACCESSORIES:</b>
Shoes: Must coordinate with uniforms and be safe for outdoor play. Flip-flops are not allowed.	Shoes: Must coordinate with uniforms and be safe for outdoor play. Flip-flops are not allowed.
White Socks or Tights	Black or White socks
Navy or Plaid Hair Accessories	Belt





## 2016-2017 CDSA Parent Teacher Organization Volunteer Sign-Up Sheet

Child's Name: \_\_\_\_\_ Classroom: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

**Please check which of the following events/activities you are interested in leading/volunteering.**

### School Fundraiser – Chair

**The School Fundraiser Chair** will coordinate with administration for 2 quality fundraisers designated this year to augment expenses. 1) Infant/Toddler outdoor play area. 2) AMS convention in San Diego, CA.

Note: May 1-5 is National Teacher Appreciation Week

Staff Members: Sarah Mendez, Joyce Hunt, Tangela Watson

### APPLE Gift Volunteers

**Provide an APPLE (Appreciative – Parents – Praise – Laudable – Educators) Gift**

Each month, a staff member is saluted at our staff meetings. Part of the salute includes a gift. Examples include movie tickets, restaurant gift cards, and department store gift cards. There is a Teacher's Wish List on the school website for additional ideas. The staff meets twice monthly and the APPLE salute is typically gifted during the 3<sup>rd</sup> week of the month at that meeting.

### Teacher Luncheon Volunteers

**Teacher Luncheon Volunteers**

Work with school administration in coordinating lunch for the teachers. Lunch is provided for staff as a special treat. In the past, luncheons have been prepared by parents or boxed lunches brought in by local vendors (Jason's Deli, La Madeleine, Black Eyed Pea, or Panera Bread, for example).

**Please select a date. Lunch begins at 11:30AM and the 2016-17 luncheon dates include:**

2016	2017
<input type="radio"/> Friday – September 2nd	<input type="radio"/> Friday – January 20th
<input type="radio"/> Friday - October 7th	<input type="radio"/> Friday – February 10th
<input type="radio"/> Monday - November 18th	<input type="radio"/> Friday - March 31st
<input type="radio"/> Friday - December 16th	<input type="radio"/> Friday - April 14th
	<input type="radio"/> Friday - May 5 <sup>th</sup>

### Classroom Support Volunteers

**Classroom Support Volunteers**

On an as needed basis, the classroom support volunteers will assist teachers with laminating, cutting, organizing materials, etc. throughout the school year. *Needs will be posted in the foyer of the main building.*

### Continent Artifacts and /or Cultural Presentations

#### **Continent Artifacts / Cultural Presentations**

Providing artifacts for display and observation and/or joining us one morning (at your convenience) to share cultural experiences from the various continents studied throughout the year.

- October – Australia
- November – North America
- December – Antarctica
- January – Africa
- February – Asia
- March – Europe
- April – South America
- May – Mexico

### School Garden Volunteer

Staff: Sarah Mendez / Helle Calhoun

#### **School Garden Volunteer**

- Garden Co-Chair for Campus Beautification
- Garden Co-Chair for Campus Beautification

### Grandparents or Special Friends Day Volunteers

**Thursday, September 15, 2016** – Infant / Toddler / Transitional students

**Friday, September 16, 2016** – Primary K-1 students

Staff committee members: June Dunbar, Tina Fuller-Jones, Joyce Hunt, Sheila's Musical Expressions, Samiyah Mughal

#### **Grandparents or Special Friends Day Volunteers**

- Support Brunch
- Provide treats for the event

### Parents Buddy Volunteers

#### **Parent Buddy Volunteers**      Staff: Samiyah Mughal

Become a “Parent Buddy” for a family new to CDSA. Partner with a new family to help answer questions about the school, staff, program events, etc.

### **Fall Festival Volunteers**

**Sunday, October 23, 2016 from 3:00PM - 6:00PM**

Chair: Sarah Mendez

Fall Festival staff committee members: Charlotte Ayes-Scott, Joyce Hunt, Sue Jordi, Kathryn McNorton, Samiyah Mughal, Carmina Palm

#### **Fall Festival Volunteers**

Work with fellow PTO Fall Festival volunteers to organize activities (games, crafts, booths) for the event. This event is attended by many of our families and provides a relaxed, fun setting for them to get to know one another.

- Parent Liaison / Communication
- Bounce house sponsor
- Food booth sponsor
- Popcorn sponsor
- Snow cone sponsor
- Pony ride sponsor
- Raffle prize chair
- Event community marketing chair
- Signs for booths
- Game booth chair
- Set up committee (12:00PM – 3:00PM)
- Tear down committee (6:00PM – 7:00PM)

### **International Day Volunteers**

**April 28, 2017 at 9:00AM**

Staff committee members: Evarne Gregory, Farhana Nusrat, Sangeeta Shah

#### **International Day Volunteers**

- Coordinator for Food Contributions for International Feast
- Coordinator for parent cultural presentation(s)

### **Field Day Volunteers**

**Friday, May 26th, 2017 from 9:00AM – 11:00AM**

Staff committee member: Tina Fuller-Jones, Samiyah Mughal

#### **Field Day Volunteers**

Work with Administration and Stretch-n-Grow Staff for a fun filled morning of games and relays for all classes. **All parents** are encouraged to come enjoy the fun. Bring your camera and perhaps a lawn chair.

- Field day snack(s) Regarding the amounts needed, requests will be sent from admin before the event. Please select one or more of the following choices:  bottled water  apples  oranges

#### **Volunteer(s)**





# COUNTRY DAY SCHOOL OF ARLINGTON

## MONTESSEORI PROGRAM

*established 1959*

# **Parent Handbook**

# **Acknowledgement Form**

## **2016 - 2017**

I, \_\_\_\_\_ (Parent or Guardian), hereby confirm that I have personally read the **Country Day School of Arlington 2016-2017 Parent/Student Handbook**. With this signature, I acknowledge my understanding and acceptance of the policies set forth in this publication.

Student Name(s):

### **Parent/Guardian's Signature**

Date

**REQUIRED:** PLEASE RETURN TO THE FRONT DESK  
OR BUSINESS OFFICE BY MONDAY, SEPTEMBER 12<sup>TH</sup>