COUNTRY DAY SCHOOL OF ARLINGTON

MONTESSORI PROGRAM

established 1959

Parent Handbook & Curriculum Guide

2017—2018

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Mission Since 1959

Country Day School of Arlington's 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

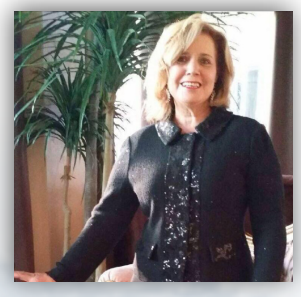
We as a community of leaders, seek to develop confident, independent and caring students with clear intellectual fortitude and a proclivity to question and explore. We seek to be an exemplary school in the Dallas/Fort Worth area.

Accreditations & Memberships

- Accredited by AdvancED / SACS CASI - Southern Association of Colleges and Schools Council on Accreditation and School Improvement
- Member of Texas Private School Association
- Associate School of American Montessori Society

Head of School

"Free the child's potential and you will transform him into the world." - Maria Montessori



CDSA has been educating the community for over 50 years. Being in Education for over 30 years, I am still motivated when I see the student's eagerness to learn in an environment that provides opportunities for them to think, explore, and discover.

Montessori pedagogy is self-paced and helps children learn how "they" learn. It is priceless, comprehensive and, in its authentic form, inspires a child to embrace the "joy" of learning. The dedicated staff at CDSA truly sets us apart!

Joyce Hunt, Head of School

Montessori Education

Country Day School of Arlington (CDSA) follows the Montessori educational approach developed by Dr. Maria Montessori. The Montessori philosophy emphasizes child-directed learning, freedom within limits, and respect for children's natural psychological, physical and social development. Essential elements include:

- Uninterrupted blocks of time for learning, or "work cycle"
- Hands on discovery model provided by a trained Montessori teacher
- Specialized Montessori educational tools or "materials"
- Mixed-age classrooms
- Student choice and freedom of movement

Dr. 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 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: 1) allowing each student to experience the excitement of learning by their own choice rather than by being forced; and 2) helping each student perfect all their natural tools for learning, so that their ability will be at maximum in future learning situations. Dr. Montessori believed that no human being can solely be educated by another person; they must do it themselves or it will never be done.

How Children Learn

The use of Montessori 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– literally absorbing information from the environment. She found that the child retains this ability to learn by absorbing until they are almost seven years old.

Dr. Montessori reasoned that the child's experience could be enriched by a classroom where they could handle materials that demonstrate educational information. In a Montessori classroom, the equipment invites students to do activities at their own periods of interest and readiness. The size and use of the materials are specified to be developmentally appropriate for the intended age range.

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 their attention on some task they perform with their hands. The equipment and materials in a Montessori classroom allows students to reinforce casual impressions by inviting them to use their 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 their life. The Montessori classroom takes advantage of this fact by allowing the child freedom to select individual activities that correspond to their own periods of interest. Below are few examples of the Sensitive Periods defined by Maria Montessori.

Sensitive Period for Movement (birth to 4 years)
Sensitive Period for Refinement of the Senses (birth to 5 years)
Sensitive Period for Language (birth to 6 years)
Sensitive Period for Order (age 18 months to 2 years)
Sensitive Period for Manners and Courtesies (2 to 6 years)
Sensitive Period for Music (2 to 6 years)
Sensitive Period for Numbers (4 to 5 1/2 years)

The Montessori Classroom

The Montessori classroom is a "Prepared Environment" specifically designed to put the child at ease by giving them freedom in an age appropriate environment. The tables and chairs in the classroom are movable, permitting a flexible arrangement for many activities. Students also work on small mats on the floor where children are naturally comfortable.

Montessori materials are hands-on learning tools designed to teach both concrete and abstract skills and concepts. Montessori students are presented the materials and then are able to physically investigate and manipulate until they master the inner lesson. Materials are arranged on low shelves to ensure easy reach. Montessori materials can be divided into three main groups:

- ***Practical Life Materials*** develop motor control, coordination, independence, concentration, and a sense of responsibility in caring for themselves and their environment with grace and courtesy.
- ***Sensorial Materials*** develop the senses while refining perspective of organization and differentiation.
- ***Academic Materials*** await each child's moments of interest in reading, mathematics, geography and science.

Behavior of Students

There is always a busy hum of activity in a Montessori classroom. The use of Montessori materials involves mental concentration and many motions – walking, carrying, pouring, speaking, and particularly the constant use of the hands.

All activity, however, is guided by respect for the teacher, respect for the work of others, and respect for the materials. The Montessori classroom is a thriving community where students are treated with respect and dignity and learn to treat others the same.

Non-Competitive Atmosphere

Since students work individually with materials, there is no competition in the Montessori classroom. Each student relates only to their own previous work; progress is not compared to the achievements of others. It is a dynamic, interactive learning environment that encourages each student to reason, cooperate, negotiate, and understand. The goal is the development of an autonomous individual, as well as competency in all areas of life.

Why Mixed Age Groups?

The Montessori classroom offers the opportunity to choose from a wide variety of graded materials. Students can grow as their interests lead them from one level of complexity to another. Having mixed ages permits the younger students a graded series of models for imitation. The older students reinforce their knowledge and gain confidence in their abilities by helping the younger ones. In a mixed age classroom students learn to take responsibility for themselves and each other.

The Role of the Teacher

Dr. Maria Montessori referred to the teacher as a "directress", observer, and facilitator of self-directed learning. In *A Way of Learning* (Anne Burke Neubert, 1973) the many roles of the Montessori teacher are described:

- Montessori teachers **are the dynamic link** between children and the Prepared Environment.
- They **systematically observe** their students and interpret their needs.
- They **are constantly experimenting**, modifying the environment to meet their perceptions of each child's needs and interests, and objectively noting the result.
- They **prepare an environment** meant to facilitate children's independence and ability to freely select work that they find appealing, selecting activities that will appeal to their interests and keeping the environment in perfect condition, adding to it and removing materials as needed.
- They **carefully evaluate** the effectiveness of their work and the design of the environment every day.
- They **observe and evaluate** each child's individual progress.
- They **respect and protect** their students' independence. They must know when to step in and set limits or lend a helping hand, and when it is in a child's best interests for them to step back and not interfere.
- They **are supportive**, offering warmth, security, stability, and non-judgmental acceptance to each child.
- They **facilitate communication** among the children and help the children to learn how to communicate their thoughts to adults.
- They **interpret** the children's progress and their work in the classroom to parents, the school staff, and the community.
- They **present clear, interesting, and relevant lessons** to the children. They attempt to engage the child's interest and focus on the lessons and activities in the environment.
- They **model desirable behavior** for the children, following the ground-rules of the class, exhibiting a sense of calm, consistency, grace and courtesy, and demonstrating respect for every child.
- They **are peace educators**, consistently working to teach courteous behaviors and conflict.
- They **are diagnosticians** who can interpret patterns of growth, development, and behavior in order to better understand the children and make necessary referrals and suggestions to parents.

Additional Resources on Montessori Education

- Web: American Montessori Association- www.ams.org
- Books: *The Absorbent Mind* by Dr. Maria Montessori
  Montessori: The science behind the genius by Angeline S. Lillard
- Magazines: Tomorrow's Child

The CDSA Classroom

CDSA serves students from 4 month through First Grade in the following mixed-age classes:

- Infant / Young Toddler
- Toddler / Transitional
- Primary
- Kindergarten and First Grade

Independence—Entering the classroom

Entering a Montessori classroom is truly a learning adventure and we are so happy for your child to be a part of it. Country Day School of Arlington's goal is to encourage students to make independent choices and to guide them to achieve their full extent of potential in their formative years.

Independence is a basic life skill accomplished through respect: respect for the child's ability to do things for themselves and respect for their ability to learn. When adults do things for children that they can do on their own, the adults take away the child's motivation to learn. When a child is encouraged to do things independently, they develop an "I can do it"-attitude.

Please do not do anything for your child that they can do for themself. Examples of allowing your child the opportunity to gain confidence and become independent while entering the classroom include letting them walk (rather than being carried) into the classroom, open doors, and put away their tote bags and lunches.

Some additional ways to encourage independence include having your child wipe their own nose, feed themself, dress themself, help at home with daily chores, clean up small messes, wash or wipe their 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 mainly focused on 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 and the development of the *whole child*.

Work Cycle

Purposeful activity, or "work" in Montessori terminology, utilizes specific Montessori materials and is the foundation of hands-on discovery. Uninterrupted work periods, or "work cycles" allow students to work through various learning objectives at their own pace allowing enough time for concentration, repetition, and deep focus.

Every day a new lesson is given during circle time. Once presented, students have permission to get up from the circle and begin to "choose work" or activity of interest. An uninterrupted cycle of work begins and continues throughout the morning.

Ground Rules & Rights

- **Free Choice:** Students have freedom within limits to choose work. They are not forced to join group activities unless the activities are required (fire drill, etc.).
- **Peer Observation:** Students may watch others work as long as they do not disturb them.
- **Respecting Workspaces:** Students are to walk around the rug or work mat that is being used as a work space; they should never step on it.
- **Selecting Materials:** Students are to put materials back on the shelf where they found it before getting other materials out.

- **Purposeful work:** Students may continue any learning activity as long as it is continued with respect and with purpose.
- **Circle time posture:** Students are to sit cross-legged on the floor and listen with hands tucked in.
- **Carrying procedures:** Students are to always use both hands when carrying trays, materials, rugs, mats, and chairs. One piece of material is carried at a time, keeping hands free of objects (pencils, papers, etc.).
- **Classroom Care:** Students are to contribute to caring for their environment by cleaning up their own spills.
- **Table manners:** Students are to push their chairs in at the table each time they get up.
- **Noise level:** Students are to contribute to a peaceful environment by talking quietly and walking with quiet steps.

Sharing

Primary, Kindergarten, and First Grade Students are encouraged exercise communication skills by participating in "sharing". Sharing is similar to show and tell, but entails a Q&A component of a special interest item; such as those that coincide with a current lesson, things from the natural environment (seashells, pinecones, leaves, insects, and bugs), books, vacation photographs, etc. *Toys are not allowed.* It is suggested that students practice presenting or answering questions about the item at home beforehand.

Activities / Events outside the classroom

- Gardening
- Charity Drives
- Grandparents or Special Friends Day
- International Day
- Fall Festival
- Musicals

Year-at-a-glance

August	September	October	November	December
♦ Our Peaceful Classroom – Care of the Classroom ♦ Living & Non-living Things ♦ The Universe & Solar System	♦ Plants/Animals ♦ My Body ♦ My Feelings & Senses ♦ Our Planet Earth ♦ The Four Elements– Air, Water, Earth, & Fire	♦ The Continents ♦ Human Needs ♦ My Family, My Community ♦ **Australia Continent Study**	♦ Native Americans ♦ **North America Continent Study**	♦ Celebrations ♦ **Antarctica Continent Study**
January	**February**	**March**	**April**	**May**
♦ Year, Seasons, Month, Day, Hour, Minute, Second ♦ Our Country's Time Line, The Great Time Line ♦ **Africa Continent Study**	♦ U.S. Presidents & Flag ♦ Black History Month ♦ Fish ♦ Oceans & Ocean Life ♦ **Asia Continent Study**	♦ Amphibians ♦ Reptiles ♦ Birds ♦ **Europe Continent Study**	♦ Amphibians ♦ Reptiles ♦ Birds ♦ **South America Continent Study**	♦ Insects & Spiders ♦ **Mexico/Texas Study**

Infant / Young Toddler

4 months to approximately 18 months

Reflective of each child's individual growth, various stimulating teacher-initiated or student-led activities are available and encouraged; including Montessori lessons and American Sign Language. Montessori lessons for the Infant / Young-Toddler student support the following developments: cognitive, motor skills, sensory, and language.

Infant students have the opportunity for sensorial stimulation and development through touch, holding, and singing. Teachers are deliberate with talking to students constantly and communicating with basic sign language to encourage language acquisition. Large and small muscle development activities are provided to enhance hand coordination, grasping, transferring objects, and releasing objects. The daily schedule for Infant students varies, as considerations are made to mimic home life.

Young Toddler students have opportunities for exploration and expansion 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, and refine and classify sensorial impressions through gradation and matching exercises. Young Toddler students transition to a more defined daily schedule as they mature.

The gross-motor development of students in the Infant / Young Toddler classroom is supported by outdoor play. Weather permitting, students are taken outdoors daily to "Herkermer's Yard", CDSA's outdoor activity area reserved for the Infant / Young Toddler classroom.

Infant Care Plan

A collaboration, guided by the parent, supports the efforts within the nurturing environment of the Infant / Young Toddler classroom and ensures a sound foundation. Your child's individualized care will be guided by the Infant Care Plan. This form enables you to share your child's current needs, as desired and documented monthly. Updating this form monthly, or as needed, is mandated by the State of Texas 746.2421 and will ensure that teachers are well informed about any changes as your child grows.

Daily Procedure

- The Infant / Young-Toddler classroom is a "NO SHOE" room. Shoe covers are available outside the doorway.
- Bring all items (i.e. nap-mat, bags, food, etc.) inside the classroom. At the end of your child's day, the teachers will place all items to be taken home at the student's cubby hook located outside the classroom.
- Let the teacher know the last time your child ate.
- All food and drink is provided by the parent. The classroom is equipped with a refrigerator, microwave, and bottle warmers. The hot lunch program is not offered for this class.
- All diapers and wipes are provided by the parent.
- Montessori Compass is the preferred parent-teacher communication tool, however, for quick instructions at drop-off written notes are preferred to verbal instruction.

Enrichment Electives:

- Physical Education with Stretch-n-Grow — twice a week
- Music with Sheila's Musical Expression — weekly
- Story Time with Kathryn's Book Nook — weekly

Toddler / Transitional

approximately 18 months to 3.0 years

The Toddler / Transitional environment is designed to be an extension of the home; the child's primary environment. For the student in the Toddler / Transitional classroom play and work are one; they are explorers of the senses, unconsciously absorbing every aspect of the environment, language, and culture. Work in the Toddler / Transitional community is individually and developmentally appropriate, providing variety, novelty, and challenge. Students are introduced to the world around them through the constant use of all five senses.

The child-centered focus within the Toddler / Transitional classroom includes:

- individuality of each student
- positive attitude toward learning
- self-care and independence
- care for the classroom environment

The classroom is specially designed and carefully prepared to allow the young student growth, development, and independence in a safe and secure atmosphere. At any given moment, Toddler / Transitional students can be seen exploring every aspect of the environment, language, and culture. Students may be seen working with colorful puzzles and balls that emphasize learning the primary colors, spending time with sandpaper letter materials that teach the advantages of touch, or working with the materials that can sharpen auditory discrimination skills.

Students in this class have opportunity to be engaged in directed group experiences including songs, physical education, finger play, snacks, outdoor play, reading, and loco motor activities throughout the day. As a student grows, the teacher's focus is to provide more independence and choices of Montessori work that is individually and developmentally appropriate; providing variety, novelty, and challenge.

Diapering & Toilet Training

Diaper changing and toilet training are a regular part of the daily routine in the Toddler / Transitional classroom. Teachers are careful to *follow the child* for signs of biological readiness and interest in toilet training. A timed collaboration between parent and teachers will help to fully support each child's individual stage of development—ultimately allowing the child to successfully take a big step forward in their early childhood independence.

Toddler / Transitional Enrichment Electives

- Physical Education with Stretch-n-Grow — twice weekly
- Music with Sheila's Musical Expression — weekly
- Literature with Kathryn's Book Nook — weekly
- Spanish with Mrs. Sarah Mendez — weekly

Toddler / Transitional Montessori Curricular Areas

- Language
- Mathematics
- Practical Life
- Sensorial
- Cultural

Language The Montessori Language curriculum provides opportunities for development and expansion of language skills including the student's use of sounds and letters to form words. These opportunities for expansion continue throughout the day within all activities. A student, in order to become familiar with sounds, will often experiment with identifying, matching, patterning and rhyming sounds, letters, and numbers. Once readiness for advancement is demonstrated, students are involved in prewriting and counting exercises that demonstrate language concepts from a concrete to abstract form.

Mathematics The Montessori Math curriculum provides a hands-on, sensorial base for storing mathematical concepts. The goal is to prepare the student for abstract thinking, so that when the time comes to deal exclusively in abstract terms the understanding is already there. Introducing mathematical concepts and then allowing space for repetition frees the child to truly manipulate and grasp the concept behind each concrete material, to name it, and to then apply it to the environment; thereby perceiving their universe with greater awareness.

Math in the Toddler / Transitional classroom is truly a hand-on experience. Students explore concepts such as shape, size, scope, and quantity using touch. *Cylinder blocks*, for example, provide the first stage of experiences in visual discrimination of size, tracing *sandpaper numbers* is a preparation for writing, and counting with the *spindle box* 0-9 presents an association of quantities with numerals and the concept of zero. These activities help develop skills necessary for enhancing counting, sequencing and comparing skills.

Practical Life The Montessori Practical Life curriculum provides a safe and wholesome range of activities which purposefully encourage students in gaining confidence and ability to function in the world, develop social skills, and foster a desire for independent care of self and the environment.

Practical Life activities focus on concentration activities that give purpose and a sense of order to movement. Age appropriate activities, for example, include 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.

Sensorial The Montessori Sensorial curriculum allows young explorers to develop sensory perceptions: encounter materials to sort things by size, shape, color, touch, sound, temperature and weight. The goal here is to develop good listening and muscle control skills.

Students, for example, use Montessori Materials which grade from dark to light and from large to small. Students explore the richness of the senses by working with colorful geometric solids and shapes and knob-less 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. As the student grows they encounter materials that assist in classifying, matching, and grading sensory experiences while progressing sensory perceptions such auditory and muscle memory skills.

Cultural The Montessori Cultural curriculum integrates art, music, and movement into the student's day. The exploration of culture in combination with a guided look at the natural world provides many opportunities for enriching young minds. Students experience finger painting, loco motor movement, singing, and dancing. As the child grows other cultural studies include an introduction to science and geography.

Primary

Approximately 3 years to 5 years

"Help me to do it myself" The Primary classrooms is generally a quiet, harmonious environment where concentration and involvement can deepen and grow. Each student is acknowledged as an important member of the classroom community and is recognized as a builder of humanity.

Primary students are given significant freedom in a secure atmosphere which promotes their independence and development. Through the observation and guidance of a skilled facilitator students are introduced to the world around them by use of all five senses. Free choice allows students to follow their interest as well as options to work independently or in collaboration with others.

Throughout any given day, primary students can be seen exploring the untold reaches of every aspect of the environment, language, and culture. The teacher's primary role is to steers interest and activity towards work that is individually and developmentally appropriate, provides variety, novelty, and challenge.

Readiness for Primary

Several factors are considered when assessing a student's readiness for the Primary classroom. The recommendation to advance into the independent environment is determined by the Toddler /Transitional teacher, Primary teacher, and the Head of School. Some students benefit from additional time in the Toddler / Transitional classroom to gain more maturity needed to be successful. Specific benchmarks for Primary readiness include:

- Toilet trained— The student's care-of-self is age-appropriate and reflects independence. The student is in underwear (not pull-ups), is biologically aware, and is successful with clothing and cleaning.
- Follows basic, age-appropriate instruction
- Ability to focus is age-appropriate
- Show signs of emotional readiness

Naps / Afternoon Work Cycle

After a busy morning, full-day students are given an opportunity to rest and reset. Older primary students that have developmentally outgrown naps and their teachers have determined that they are ready to work with focus and independence have an opportunity to participate in the afternoon work cycle. A student readiness for the afternoon work cycle is determined by the teacher.

Primary Enrichment Electives

- Physical Education with Stretch-n-Grow — twice weekly
- Music with Sheila's Musical Expression — weekly
- Literature with Kathryn's Book Nook — weekly
- Spanish with Mrs. Sarah Mendez — weekly
- Art with Mrs. Sarah Mendez — weekly

Primary Montessori Curricular Areas

- Language
- Mathematics
- Science
- Practical Life
- Sensorial
- Geography
- Conflict Resolution

Practical Life activities give purpose and sequence to movement and assist the child in gaining the confidence and ability to function in the world. Primary students are introduced to how to take care of themselves, as well as the environment around them. For the Montessori preschooler, there is something special about tasks such as washing dishes, pouring water, and polishing shoes in the classroom; these tasks are exciting as it allows them to imitate adults. Dressing frames of zipping, buttoning, and fastening clothing are practiced. Each wood-framed piece of clothing isolates skills by repeating the motion over and over; helping the students towards independence in dressing.

Water is also used for learning; which most children naturally like to play with. Carrying water in a pitcher and pouring it into a basin helps to perfect coordination. As students become more coordinated in activities, such as scrubbing a table top, their span of concentration gradually lengthens. Furthermore, students learn good habits and to pay attention to details.

Sensorial The Sensorial area allows the young explorer to encounter materials that assist in refining, classifying, matching, and grading sensory experiences. Students 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.

Mathematics The Math curriculum provides students with a base for understanding math concepts using their senses. The purpose is to introduce math concepts sequentially so that a student progresses from the concrete to the abstract, from the simple to the complex, from the quantity to the symbol. Students 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. Students 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 their hand.

Language Montessori Language offers opportunities for exploration and expansion of students spoken and written language. Students 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, Primary students can be found tracing numbers and letters in sand, learning phonetic words using patterning and rhyming, and reading simple phonetic word books. Students often experiment throughout the day with sandpaper letters and numbers in order to become familiar with sounds.

Cultural Studies Cultural studies for Primary students includes art, music, and movement, and are integrated into the primary student's day. The exploration of culture, in combination with a guided look at the natural world, provides many opportunities for enriching the young mind. Students experience finger painting, loco motor movement, singing, and dancing.

Geography, history, study of the continents and the United States map take students on a virtual journey around the world while teaching appreciation of the local and global community. 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 throughout the year and includes CDSA's International Day celebration.

Science/Botany The Montessori Science curriculum includes a limitless wealth of exposure to the world around, as students are exposed to a mass of information to whet their interest in the very appealing decor provided by nature. Sensorial exploration and botany materials teach students to identify and refine perceptions of the natural world around them; thus creating a foundation for scientific knowledge to be acquired in years to come.

Kindergarten & First Grade

Kindergarten and First grade students are the leaders of the student body at CDSA. Concepts and skills that have previously been solidified by repetition come together in this classroom as the students enter a stage that Maria Montessori described as an "explosion of learning". Leadership skills and self-esteem also rise from success in building upon accomplishments, concepts, and skills such as concentration, independence, presentation skills, and problem solving.

Kindergarten and First grade Montessori Curricular Areas

- Mathematics
- Language Arts
- Science
- Social Studies
- Sensorial
- Practical Life

Kindergarten and First Grade Enrichment Electives

- Physical Education with Stretch-n-Grow — twice weekly
- Music with Sheila's Musical Expression — weekly
- Literature with Kathryn's Book Nook — weekly
- Spanish with Mrs. Sarah Mendez— weekly
- Art with Mrs. Sarah Mendez— weekly

Daily Routine

The Kindergarten and First Grade classroom is located in "The Suite" of CDSA. Students have freedom to explore by subject in the multi-room environment dedicated solely to their learning objectives.

A typical day in Kindergarten and First Grade begins with gathering for morning Circle Time, a teacher-led group activity focusing on the calendar and current events. Following after is the Morning Work Cycle in which students engage in Montessori Work individually or are invited into small groups. The lessons or activity chosen for a work cycle is directed by student interest or by the individual's educational needs as observed by the teacher.

An Afternoon Work Cycle and whole group Montessori lesson presentation by the teacher onset the second half of the day. It typically begins with literature; sharing a few chapters from a chapter book or activities from the Junior Great Books series.

The whole group Montessori lesson presented uses hands on materials which relate to math, language arts, science, and/or social studies concepts. The students again engage in individual and small group Montessori lessons that allow them to move at their own pace, to explore, and discover presented concepts.

The Montessori curriculum and materials provide opportunities for students to move at their own pace, to explore, and to discover concepts such as:

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

Land Forms
Map Skills
Cultures & Customs
U.S. History

Math

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

Learning Objectives

A full list of Kindergarten and First Grade learning objectives is available upon request.

Animals

As part of occasional on-site field trips, animals may be brought on campus. Parents will be notified in advance when animal visits are scheduled. Please notify the school office in writing if there are any concerns for your child.

Arrival / Dismissal Policy

ProCare Sign-in and Sign-Out Students in the Main Building are to be signed in and signed out of school attendance with the ProCare biometric ID Pad located in the foyer.

Upon admission to CDSA, parents and individuals planning to regularly pick-up the child, as authorized in the Application for Admissions, are to setup a ProCare fingerprint ID with the School Office. This enables the student to be quickly signed-in at drop-off and signed-out at dismissal by authorized individuals using the biometric ID Pad finger scanner. Teachers will also record student attendance on Montessori Compass.

Early Arrival (Before 8:00AM) If it is necessary on any day to arrive earlier than 8:00AM, Drop-in Morning Extended Care is available between 7-8AM in the main building. Drop-ins, without reservation, are always accepted and are billed at the rate of 10 cents per minute. However, if at any time in the school year you find that you need Extended Care regularly, please contact the Business Office to obtain Extended Day plan information.

Tardiness (After 8:15AM) Students in the Main Building are to be signed-in using the regular procedure and then escorted directly to their classroom. PK-1 Students in "The Suite" 150 are to enter directly into the suite .

We ask that you take into consideration that the school day has already begun. Please direct your child to promptly put their belongings away and to enter the classroom quietly, being mindful not to disturb classroom activity.

Please do not take this time to communicate any concerns/messages to your child's teacher. Rather, please establish an alternate time for effective communication. This will assist in maintaining routine.

Dismissal Half-Day students dismiss before naptime in the main building, therefore, it is important to arrive promptly at 12:25PM (or 11:55AM for Infant / Young Toddlers) so as not to interrupt classroom routine.

Full-day student dismissal / pick-up is between 3:15—3:30PM. Please be courteous of ongoing classroom activity when picking-up your child from the classroom.

Students that are not registered for the Extended Day program will be taken outside at 3:25PM for front porch / foyer dismissal.

Late Pick-up (After 3:30PM) After 3:30PM students on campus join the Extended Day after school program. Drop-ins, without reservation, are always accepted for families not enrolled in a Monthly Extended Day Plan and will be billed at the drop-in rate of 10 cents per minute, starting promptly at 3:30PM.

If you know that your child will need to Drop in to Extended Day please contact the School Office as soon as possible before the end of the school day. Please note that School Office and Business Office will close daily at 4:30PM.

If you find that your child requires Extended Day regularly, but is not signed up for a plan, please contact the Business Office to obtain Extended Day plan information.

Unplanned Changes to Dismissal If it is necessary to pick up your child early, please contact the School Office or communicate directly with your child's teacher via Montessori Compass. We encourage contact as early in the day as possible.

If there is a change in pick-up, any individual who is not on the authorization pick-up list filed with the school will not be able to take a student from the premises unless Administration has spoken to the parent directly. In addition, all authorization is to be documented prior to pickup. A phone call will not suffice; however, a faxed or emailed signed document authorizing the individual for pick-up along with driver's license information is accepted. **There are no exceptions to this rule**. Thank you for your attention to these important safety guidelines.

Birthdays & Celebration of Life

Students are celebrated on their birthday by having the "*CELEBRATION OF LIFE*" ceremony. If the birthday falls on a weekend or school vacation day, the student will be acknowledged on the next attended school day. The ceremony is held in the morning during circle time for Toddler / Transitional through First Grade students. Parents are welcome to join the class in this celebration. Please check with the teacher to verify the time of day.

During the ceremony, the student being celebrated holds a globe and walks around a picture of the sun. The teacher explains that it takes the earth a year or 365 days to rotate around the sun. The class is encourage to acknowledge the student's special milestone. After a few celebrations, students begin to understand the concept.

Please note, while we look forward to celebrating your child's special day with the Celebration of Life ceremony; birthday parties are not held at school. Thank you for not sending party favors, desserts, cupcakes, or cake with icing. Plain small muffins, popcorn, fruit, cheese and crackers, rice cakes, Jell-O, or plain cookies are a few great options. Children are enthusiastic about a sharing a favorite simple snacks that they have helped prepared and can serve to classmates independently.

Breastfeeding

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

Contact CDSA

- Phone: 817-275-0851
- Fax: 817-275-0263
- Address: 1105 West Randol Mill Road Arlington, TX 76012

- School Office email: admin@cdsa.org
- Business Office email: businessoffice@cdsa.org

- Head of School: Joyce Hunt
- Email: joyce.hunt@cdsa.org

- Website: www.cdsa.org
- Facebook: @CountryDaySchoolOfArlington

Parents communication directed to CDSA Administration is to be sent to the School Office or in the "Parent Communication" bin located in the foyer of the main building. **Montessori Compass** is the preferred medium for direct communication with your child's teacher.

Days of Operation & Hours

A current school year calendar can be obtained from the School Office or www.cdsa.org

- **School Day** 8:15AM — 3:30PM
  - Arrival 8:00AM — 8:15AM
  - Dismissal 3:15PM — 3:30PM
  - **Half Day Dismissal**
    - Toddler / Transitional, Primary, Kindergarten, First Grade: 12:20-12:30PM
    - Infant / Young Toddler: 11:50—12:00PM
- Extended Day 7:00AM—8:00AM // 3:30PM—6:00PM

Discipline

The Montessori classroom is based upon children working spontaneously with materials that are self-teaching and correcting, allowing students to develop inner discipline. Teaching the skills of peaceful conflict resolution, appropriate to the student's developmental stage, is of foremost importance.

When teacher intervention is needed, we strive to use gentle words in hopes of resolving the situation in the spirit of peace, acceptance, and love. Discipline methods are consistent and appropriate to the student's level of understanding: praise and encouragement, reminding, redirecting, and separated time-outs are methods used. CDSA do not use corporal punishment. Humiliation, threats, pinching, shaking, rejecting, or yelling at students is not tolerated.

On rare occasion, when a student cannot be redirected, they may need to take a break. The student is then invited to find a space where they can calm themselves down and re-focus for as long as needed before re-joining the group. At a neutral time, the teacher and student discuss the matter—stressing acceptance and love.

The parent will be notified if persistent or extreme behavioral problems pose a threat to other student's or staff's safety. Furthermore, the student may be sent home for the day or a longer period if the behavior is dangerous.

If needed, the school has a referral process to begin socio-emotional and physical/medical evaluation service. In such cases, a meeting with the teacher and the director will be scheduled for the referral process to begin. Failure to pursue the referral and/or to follow the guidelines of the school may forfeit enrollment.

Electronic Media / Television

Television viewing is not allowed at CDSA. Teachers may occasionally supplement learning objectives with electronic media.

Emergencies

Severe weather and fire drills are practiced by students and staff on a regular basis. Each classroom has an Emergency Evaluation Plan and an Evacuation Route posted by the exit doors. A detailed Emergency and Procedures Manual is also available for review by request from the School Office.

Evacuation Location In the event of an emergency requiring re-location, the alternative assembly sites are located across the parking lot at the dental office of Dr. Sehat (adjacent to CDSA's Suite) and the Law Offices of Craig A. Bishop (adjacent to the Main Building) :

Randol Mill Family Dentistry
1115 W. Randol Mill Road
Arlington, TX 76012
Ph: 817-801-9311

Law Office of Craig A. Bishop
1101 W. Randol Mill Road Arlington,
Texas 76012
Ph: 817-861-4046

First Aid/CPR 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.

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

Decisions regarding open, closing or delaying school are made by 6:30AM. Please check the news stations listings to secure closing or delayed-opening information. Additionally, school closings will be posted on www.cdsa.org by 6:30AM.

Enrollment Guidelines

Application for Admissions CDSA enrollment is on-going year round and based on space availability; Applications for Admissions are accepted year round. CDSA admits qualified students without regard to gender, race, color, and national or ethnic origin

Changes in Information **To be in compliance with the State of Texas**, all required registration forms must be present in the School Office. The parent is responsible for providing and maintaining current records with the school; this includes written changes to: parent contact information, emergency contact information, list of individuals authorized for pick-up, and student medical information.

Family Referral Discount 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 current or next 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 at least one enrolled child at CDSA in the current school year.
3) No reimbursements will be given; the $250 credit is applied towards future expenses with CDSA.
4) Discount is $250 per new, non-enrolled family referral, regardless of the number children enrolled by the new, non-enrolled family

Termination. 1. Country Day is not staffed to provide individual attention for children who may have special needs. Such children will be referred to the administration. Administration (Head of School) will meet with the student's teacher/s to determine the next step of recommendation for a follow up or a specialist intervention. Upon reviewing the report, the Head of School, in sole discretion, will evaluate whether the school can continue to provide services or not. If a follow up report by a professional clinician is requested and is not submitted to the director, then it will be sufficient cause for termination.
2. Violent, abusive and/or hyperactive behavior will also be referred to the appropriate specialist and follow up reporting will be required as specified above.
3. Frequently disruptive behavior by a child which interferes with the staff's performance or the daily class activities, will be sufficient cause for termination.
4. Following are also causes for immediate termination: a. Failure to uphold or not cooperating with the preschool policies. b. Use of obscenities by the child or the parent/guardian. c. Rude or inappropriate conduct, behavior, or attitude directed at the preschool, staff, or other clients/children by a child or parent/guardian. d. Failure to pay tuition within the required tuition due date and/or late tuition charges as per the preschool policy. When verbal reminder for tuition is not responded with payment within one day, it will be sufficient cause for termination. e. When parent/guardian does not follow up on the corrective action agreed upon at any conference.

Extended Day

School hours are from 8:15AM to 3:30PM, however, CDSA meets the needs of additional care. The Extended Day Program offers before school care from 7 to 8 AM, after school care from 3:30 to 6PM, and provides care from 7AM to 6PM on most holidays. Please refer to the school calendar to view Extended Day offerings.

Extended Day Contract The Extended Day Contract consents acknowledgment of the terms and conditions of Extended Day Program and allows for a selection of one of the three options:

1) Monthly care plan— see *Extended Day Rates* sheet for all options
2) Full-Extended Day or "Any-time Plan" - for unlimited use of all offered dates and timings
3) Drop-in Care— to be used and billed only if needed

All families need to complete an Extended Day Agreement. The contract is included in the *Application for Admission* and must be signed for enrollment. Any changes to an existing monthly plan must be submitted in writing via the *Extended Day Change Request* form obtained from the School Office. All changes are effective the following month.

Contact Extended Day Staff can be reached on the Extended Day cell phone at 817-253-9994 after 4:30PM. Prior to 4:30PM please contact the School Office at 817-275-0851

Snacks Morning Care students are allowed to bring in breakfast when they arrive before 7:45AM. Afternoon snacks, provided by the Extended Day program, are served daily between 4:00-4:15PM (exception: Infant / Young toddler students; as ALL FOOD is to be provided by the parent).

Discipline CDSA's Discipline Policy applies to the Extended Day Program. Extended Day privileges may be revoked for repeated violations.

Drop-in Instructions Please contact the School Office to confirm space availability for any planned drop-in care needed at a future date. However, if unexpected care is needed that day, parents are requested to contact the School Office before 3:00PM in order to ensure appropriate coverage. The safety of students is of topmost importance and relies on manageable ratios, as well as ratios that comply with State of Texas standards.

Student dismissal is between 3:15-3:30PM. Students that are not picked at 3:30PM join Extended Day and Drop-in fees applies. Late pick-up from Extended Day, after 6:00PM, will be charged $1 for every minute after 6:00PM. Questions regarding billing and monthly plan options should be directed to the Business Office.

Extracurricular Activities

CDSA provides a variety of extra curricular after school opportunities on school campus for students 3 years and older. Each activity starts in the Fall Semester and incurs its own monthly fee paid directly to the company that runs the program.

Food & Nutrition

CDSA believe that healthy foods = healthy kids! Parents are encouraged to send nutritious food options to fuel their child's concentration and learning throughout the day. Water, in a labeled thermos, is recommended for hydration. Avoid sending sugary items such as cookies, cakes, or sodas. **Due to the severity of peanut allergies**, please do not send foods that contain peanuts.

Morning Snack A *light morning snack is required daily* for consumption mid-morning. The morning snack is not intended to provide breakfast; rather it is simply a "little something" to tide students over until lunchtime. It is preferable to label and pack the morning snack separate from lunch.

Lunch Lunch is an opportunity for full-day and half-day students to practice table manners in a group setting. Teachers support students in setting their food, warming items, and join the class to model good etiquette. Lunch brought from home needs to include a cold pack, as refrigerator storage space is limited. Keep in mind to send food in easy-open, child-friendly containers; as this promotes independence.

Lunch Catering Service CDSA has an optional lunch catering service through Jason's Deli for Tuesdays, Wednesdays, and Thursdays during the school year (August thru May). Entrees are served with fresh fruit and juice or milk. Menu Order forms are sent home by mid-month for the following month, and can also be attained from www.cdsa.org. Please Note: the catered lunch option is not available for the *Infant / Young Toddler class, as ALL FOOD is provided by the parent.* Below is a sample of possible menu options:

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

A Few Suggestions Planning healthy, exciting, child-friendly lunches is a continuous struggle for many families; we hope to help with a few suggestions.

Help your child make healthy choices for breakfast, and ensure that breakfast is finished before entering the classroom. Morning are made a little less hectic when you help your child pack their morning snack and lunch the night before. Getting children involved in meal prep sometimes increases their interest in eating.

The way the lunch box is packed can also make a difference in how much is eaten and how much is thrown away; it is very important to remember to pack no more than your child will eat.

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 kind become more interesting if they are cut into bite-sized squares, circles, or fun shapes with cookie cutters. Many items can be prepared ahead of time in individually wrapped portions and frozen, to be popped into a lunch box and thawed by lunchtime. Lunchables and frozen dinners are not recommended.

A healthy lunch box includes: Protein rich food, fruit and vegetable, grains, dairy, a special* treat (often the first thing eaten), and a drink. Below are a few lunch box ideas.

Lunch box ideas...

Protein
- tuna salad
- chicken / turkey (cubes or drumsticks)
- meatballs / meatloaf
- Greek yogurt
- cottage cheese
- cheese spread in celery sticks
- hardboiled egg / egg salad
- hummus / chickpeas
- fish sticks

Fruit / Vegetables
- cherry tomatoes
- carrot sticks
- berries
- apples/applesauce
- mandarin orange
- vegetables and dip
- bell pepper strips
- pineapple chunks
- olives
- cubed melon
- cucumber slices
- dried fruit
- edamame

Grains
- rice
- quinoa
- pocket pita
- multi-grain crackers
- granola bar

Dairy
- cheese
- yogurt

Drink
- water
- milk
- natural juice

Special Treat
- raisins
- granola bar
- sunflower seeds
- popcorn
- cheese and crackers
- pretzels
- Jell-O gelatin
- banana muffins
- fig bars
- graham crackers

Health & Safety

Allergies Parent are responsible for informing the school in writing of allergies at the time of enrollment or as allergies are diagnosed. Although it is not be possible to achieve a complete allergen-free environment, CDSA recognizes the importance of measures to minimize the risk of a severe allergic reaction. Note: Peanut products are prohibited.

Students with severe allergy / Anaphylaxis requiring either an Antihistamine or EPI Pen must provide labeled medication to keep on campus. For EPI pens, provide two labeled EPI pens; making sure to replace before expiration. CDSA has an EPI Pen Storage and Administration policy.

Child Abuse & Neglect Mandated by the State of Texas (Texas Family Code 261.101), staff is required to report any suspected abuse, neglect, or exploitation.

Illness Student cannot attend school or remain at school ill. Please call the School Office at **817-275-0851** or email **admin@cdsa.org** when your child is going to be absent. ***Students must be well and symptom-free for 24 hours before re-attending school after an illness.*** *Please* contact the School Office if your child has been diagnosed with a communicable diseases, such as strep throat.

If a student becomes ill at school (fever of 99.5+, vomiting, diarrhea, etc.) the parent is contacted and asked to pick up at that time. The student is sent to the school office to rest under the supervision of a staff member until a parent or authorized individual arrives.

Hearing & Vision Screening Students 4 years old by September 1st 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.

Immunizations All preschool children are required by the State of Texas to have current immunizations and an annual exam. Each student's complete immunization record is to be submitted at the time of admission, and is required to be updated by the parent as new vaccines are administered. A Medical Information and Consent Form must be signed at the time of the annual exam by the student's physician confirming that the child is in good health to attend school.

CDSA accepts students that are not immunized– your child may be in contact with another student who is not immunized. If exempt from immunizations, the parent must provide written reason to the school along with a physician's statement that the child is in good.

Incident Reports In the event that a student gets hurt at school, the parent is informed as soon as possible. An incident report form, giving details of the incident, is sent home for the parent's review and signature. The signed form is be returned to the School Office.

Medication In order for over-the-counter or prescription medication to be dispensed at school, the parent MUST sign the Medication Authorization book located at the School Office. Medication will not be taken or dispensed without a signature.

Medications are stored in a clean, locked cabinet out of children's reach. Refrigeration is available if needed. Over-the–counter medication must be labeled clearly, with the child's name and be accompanied by written instructions. 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. Please never pack medications, vitamins or supplements in your child's lunch.

Non-Smoking Environment CDSA campus and parking lot is a non-smoking, non-vaping, and tobacco-free environment.

Naps

Full-day student (excluding Kindergarten & First Grade) are required to rest on their nap-mats daily. Naptime is held after lunch for approximately 2 hours. Four-year-old students that have developmentally outgrown naps and are ready to work with focus and independence have the opportunity to participate in the afternoon work cycle.

Parents are to provide a labeled nap mat (preferably with an attached blanket) for their child. Nap mats are sent home to be laundered weekly

Parent Observations / Visits

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

Throughout the school year CDSA features a continent study of the month. This one way parents can share and enhance student's learning experience of cultures afar. Please connect with your child's teacher in advance to schedule a suitable time for this or other activity visits.

Parent – Teacher Communication

Montessori Compass Montessori Compass is the online parent-portal used by teachers to communicate academic progress and student growth. From any web-enabled device, parents can direct message and email their child's teacher, view classroom photos, and access their child's activity reports and progress reports.

Montessori Compass is the preferred parent-teacher communication method. Parents are encouraged to check Montessori Compass to stay abreast of their child's progress and classroom activity.

Conferences Parent / Teacher conferences are held twice in the academic year. The conference provides opportunity for the parent to discuss the development and well-being of their child. Please consult the school calendar for Fall Semester and Spring Semester conference dates. Circumstances may necessitate additional conferencing; please contact the School Office or your child's teacher to schedule.

Parent Teacher Organization (PTO)

A partnership between school administrators, teachers, and parents is vital to the success of each student and the school. All parents are members of the Parent / Teacher Organization (PTO).

There are a variety of ways parents can volunteer, i.e. school events, continent study, and classroom support. A full list of volunteer opportunities is listed on the PTO Sign Up form, included in this handbook and available at the School Office.

Personal Belongings

All of student belongings must be labeled with their name. This includes, sippy cups, water bottles, food containers, lunch boxes, nap mats, and clothing items such as jackets. We ask that students not bring toys or electronics to school. A lost and found box is located in the main building.

Tote Bags Upon admission, students are provided a personalized CDSA tote bag. It is recommended that students use this tote bag for transporting all work and personal items. Parents are advised to remove items sent home in the tote bags daily.

Cubbies Each student is provided a personal cubby space for keeping tote bags, jackets, work, or other items. Parents are asked to maintain a weather appropriate complete change of clothes in a labeled shoe box at their child's cubby area.

Policy / Parent Handbook

Each enrolled family receives a copy of CDSA's Parent Handbook. A signed acknowledgment form indicating receipt and review of the Parent Handbook is required. CDSA will notify parents in writing of new policy or any changes in current policy appended in the Parent Handbook.

Religion

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

Security

Upon enrollment, the School 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 outside 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 School Office with any security questions or problems.

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 children or allow them to utilize the keypad. The School Office will notify you of this entry code when you arrive the first day.

Parents and authorized individuals planning to regularly pick or drop students are to setup a ProCare fingerprint ID. Please section on Arrival and Dismissal pg.16 for more info about ProCare.

Student Schedules

Student schedules are confirmed prior to the start of the semester. Any permanent or temporary schedule change requests must be submitted for approval and are dependent upon availability. *Change of Schedule Request* forms are obtained from the School Office.

Switch Day Part-time students are permitted one switch-day per school year to be redeemed on an academic school day. Switch-day changes are dependent upon space availability.

Attendance Policy Adhering to your child's planned schedule allows for optimal growth. Good attendance allows your students to consistently participate and advance in academics; thus building self-esteem. Furthermore, good attendance allows students to socially establish themselves as a stable member of the classroom community.

Kindergarten and 1st grade students are required by the State of Texas to follow the Compulsory Attendance Laws.

Absence In the event of a student absence, the parent is requested to contact the School Office as soon as possible to report the reason for the absence and the anticipated duration of the absence.

Kindergarten & 1st Grade Program - once your child is enrolled in Kindergarten or 1st Grade, the state protocol is required: The student will need to follow the 90% rule - meaning they need to attend school 90% of the days the program is offered. This includes both excused and unexcused absences.

Transportation

Primary, Toddler / Transitional, and Infant / Young Toddler students are not transported off campus. Kindergarten and First Grade students may occasionally have a planned off-site field trip. Parents are informed with details of a field-trip in advance. A signed permission slip is required for a student to participate; students who do not have a signed permission slip are not allowed to participate.

Tuition / Tuition Express

CDSA offers the safety, convenience, and ease of Tuition Express– a payment processing system that allows secure on-time tuition and fee payments to be made from either your bank account or credit card.

Tuition payment accounts utilizing a monthly payment plan are automatically drafted on the 20th of each month, as contracted. All accounts receive a statement from the Business Office, between the 1st and the 10th of the month, for review prior to drafting.

Any questions concerning billing or statements should be directed to the Business Office or Head of School.

Uniforms

During the academic school year Primary through 1st grade students are required to wear school uniform Monday-Thursday. Friday is a free dress day. Infant, Toddler, and Transitional students are not required to wear uniform.

Uniform requirements will be enforced and parents are asked to kindly abide by the options provided. Lands' End is the preferred uniform company; however, it is acceptable for students to be in similar uniform from other retailers.

A complete list of approved uniform options is available from www.LandsEnd.com/School. Complete the brief inquiry to access options for Country Day School of Arlington or enter CDSA's preferred school number: 900067786. CDSA also has an assortment of gently used uniform pieces available for purchase on site for $10 per item.

Country Day School
of Adelphi
Academy

COUNTRY DAY SCHOOL OF ARLINGTON
1105 W. RANDOL MILL ROAD
ARLINGTON, TX 76012

PHONE: 817-275-0851 **FAX:** 817-275-0263 **EMAIL:** ADMIN@CDSA.ORG