

September 2007

Dear CDS Families,

Welcome and welcome back.

Below is our parent handbook. It is intended as a starting point for information about our school. Please review the handbook carefully but also keep an eye on our school website and newsletters so that you can stay abreast of school activities and opportunities. We, of course, invite you to follow-up with your child's classroom teachers or the administrators if you have questions.

We look forward to another year of celebrating your children and providing each of them with an excellent education.

Sincerely,

Stacey Bruns
Head of School

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Philosophy

Children must choose to learn. A school's role is to discover how to make this happen for each of its students.

A child chooses to learn when a subject is relevant and belongs to him. A child should be given repeated opportunities to apply lessons he learns in the form of projects, experiments, performances, interactions with peers, and other real life experiences. This gives the learner a purpose and makes his education his own.

Teachers act as facilitators and coaches by asking questions, offering suggestions and adding more complex materials or ideas to a situation. Teachers, above all, must be experts at motivating each child to do her best. A teacher must know her subject matter but, more importantly, the teacher must know her students as individuals and as a class.

A school's environment is made up of its surroundings, facilities, and the attitudes of its teachers, leaders, students, and parents. The School must ensure that each of these elements contributes to a bedrock of safety and security for each student. A child must know he is safe. A safe, secure environment will invite children to take creative risks in their own education.

Our leaders recognize and capitalize on the individual differences of our students. We welcome and embrace a diversity of learning styles and cultures. The ultimate goals at CDS are to create a positive environment, provide quality instruction, and nurture children to develop their self-esteem, thinking skills, and independence. We work as a team towards these common purposes.

We Believe

About Children

We believe

...all children can learn, succeed, and excel.

About Learning and Curriculum

We believe

...extraordinary teachers are able to inspire every child.

...the best educational practices are grounded in research and experience.

...every child has a unique learning style.

...a school must embrace the varied learning styles of its students.

...a school should promote a healthy lifestyle and wellness of the mind and body.

...music education fosters self-confidence and learning mathematics

...fine arts education benefits the whole child.

...children learn by discovering and doing.

...children learn best when they enjoy school.

About Community

We believe

...a supportive environment promotes positive self-image.

...relationships should be nurtured.

...a team approach best meets the needs of our students.

...respect for all people should be modeled.

...a diverse community of learners enriches the educational environment.

Curriculum and Programs

Preschool Program

The CDS Preschool Program offers morning classes with the option of an extended day for children ages two to five. A typical day includes free choice centers, snack, circle time, small group activities and lessons, storybook read-alouds, enrichment activities, lunch, and supervised outdoor play. We also emphasize taking care of our bodies and minds through healthy eating and exercise.

Cubs

This program is designed for two-year-olds.

Children in this age group are introduced to the concept of school as a safe and nurturing place to play with other young children. They develop social skills and learn how to interact positively in a group. In class, children learn primarily through theme-based exploration and play. Teachers guide the children through hands-on, concrete activities that develop their senses and heighten awareness of their environment. Classroom activities include the use of manipulatives, sensory materials, games, and stories. Enrichment experiences include music, art, Spanish, and fitness and wellness education.

Panda Bears and Brown Bears

This program is designed for three-year-olds.

Children in this age group continue developing their social skills through cooperative and dramatic play. The children learn to work together in small groups. They establish and follow classroom rules. They learn about science and math concepts as they compare, classify, and experiment. Children explore and make discoveries within their environment. Teachers serve as facilitators in concept development and expanding language skills. Language and literature play a major role in this theme-based curriculum. Children are introduced to narratives through storytelling, flannel board stories, big books, and puppets. These activities also play an important role in fostering friendships and helping children resolve conflicts. Teachers provide a rich variety of new vocabulary related to changing classroom themes. Enrichment experiences include music, art, Spanish, and fitness and wellness education.

Sun Bears and Polar Bears

This program is designed for pre-kindergarten children. This age group focuses on developing problem-solving and critical thinking skills by expanding knowledge in areas of interest to the children. Literacy games introduce children to language and pre-literacy skills. Children learn pre-reading skills, such as print concepts, alphabet knowledge, and rhyming. Children develop writing skills as they begin the creative writing process. Children learn to work more independently and to manage their own projects. Through play, children learn about mathematical concepts, such as comparing and estimating, shapes, numbers, and quantities. Manipulatives and other concrete activities reinforce these concepts. Exploration, discovery, and experimentation expand children's knowledge of the environment. The children learn to make predictions and test their ideas

in theme-based units. Enrichment experiences include music, art, Spanish, and fitness and wellness education.

Elementary Program

English Language Arts

CDS's English language arts program promotes the development of students' oral and written expression, reading, and media literacy skills. Children participate in literacy activities that are purposeful, engaging, authentic, and that build a love of language and learning. Instruction is targeted to expand students' reading fluency, comprehension, vocabulary, and writing skills. Students are immersed in literacy activities in all subject areas. The CDS literacy program adheres to the standards endorsed by the International Reading Association and National Council of Teachers of English (<http://www.ncte.org/about/over/standards/110846.htm>).

Mathematics

At CDS, the math program centers on real-life experiences and encourages students to think critically and logically. CDS prepares students to solve meaningful math problems of increasing complexity. Students acquire the ability to interpret quantitative information, estimate, and perform mental calculations. Students also develop an intuitive knowledge of measurement and spatial relationships.

The curriculum emphasizes the development of number relationships, computation, and problem solving. Students solve and represent mathematical problems using manipulatives, graphs, pictures, data tables, numbers, calculators, and other technology as appropriate. Interdisciplinary units connect math to science, social studies, language arts, music, and art. Progression through the curriculum is based on assessment of student learning. Students are taught at their appropriate instructional levels to ensure continuous progress. The CDS math curriculum follows and adheres to the standards set by the National Council of Teachers of Mathematics (www.nctm.org).

Science

At CDS, teachers and students explore scientific concepts and construct scientific theories through inquiry, investigation, and analysis. Using the scientific process in conjunction with field observations and hands-on activities, students gain a deeper understanding of the natural world. The CDS science curriculum includes units in Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. CDS teachers use the Full Option Science System (FOSS), an inquiry-based, active learning science curriculum that meets the standards set out by the National Science Teachers Association (<http://www.nsta.org/standards>).

Social Studies

CDS teachers organize instruction around ten basic themes that incorporate elements of history, anthropology, sociology, and geography. For social studies to perform its mission of promoting civic competence, students must learn not only a body of knowledge but how to think and how to be flexible in using many resources to resolve civic issues.

Students at CDS engage in a variety of activities to connect knowledge, skills, and values and develop civic awareness, responsibility, and understanding.

The CDS social studies curriculum correlates to the national standards for Social Studies set by the National Council for the Social Studies (<http://www.socialstudies.org/standards/execsummary/>).

Foreign Languages

Foreign language learning in preschool and the elementary grades improves listening abilities, memory function, creativity, and critical thinking skills. The CDS foreign language curriculum is proficiency-based and integrates speaking, reading, writing, listening, and cultural activities. Instructional games and task-based instruction encourage interaction and communication in the target language. Authentic oral language and reading practice, including songs, rhymes, folktales, cartoons, and popular media build proficiency and help children develop a cultural appreciation. The CDS foreign language program complements classroom instruction in math, science, social studies, and language arts.

Enrichment Programs

Visual and Performing Arts

Visual and performing arts are an integral part of the CDS curriculum. Actively participating in the arts helps students develop self-confidence. The arts also encourage creative self-expression and provide unique opportunities to learn about world cultures. In addition, our arts curricula is designed to reinforce and compliment what the students learn in mathematics, social studies, literacy, and science.

Art

The art curriculum, based on masterpieces by well-known artists, opens up children's worlds and minds. In addition to learning art history and developing an appreciation for art, students learn a range of techniques to create their own art as they experiment with a variety of media and embrace their own creative processes. Teachers encourage and nurture each child's creativity and individuality as students construct their own masterpieces.

Drama

Theater activities and drama exercises teach students to be comfortable with public expression of feelings and ideas. Children learn to take creative risks, developing self-confidence and self-awareness as they express themselves creatively through voice and movement. Students have the opportunity to perform for others, both in the classroom and in larger productions.

Music

At CDS, music education begins in preschool. The music curriculum is taught in a noncompetitive environment and emphasizes exploration, appreciation, creativity, self-

expression, and enjoyment. Children learn the basic elements of music and enjoy age-appropriate activities such as clapping, chanting, dancing, and other rhythmic movements. Older children incorporate reading and writing activities to develop musical literacy. All students are actively involved in music-making through voice, body percussion, movement, and musical instruments. Students learn the history of music and hear the works of legendary musicians and composers.

Fitness and Wellness

Fitness and wellness education at CDS encompasses mind, body, and spirit. In addition to the core curriculum, students participate in sports conditioning, team building activities, and sportsmanship classes.

Benefits include refined motor skills and articulation, increased body awareness, ability to manage stress, and increased concentration and focus. CDS students learn to demonstrate responsible personal and social behavior in physical activity settings.

While participation in physical activity is part of an active lifestyle, it is only one part of a health-enhancing lifestyle. CDS students recognize the relationship between feeling good and regular physical activity, healthy food intake, and positive lifestyle choices. Healthy, balanced snacks and lunches are available to students during the day. CDS teachers are advocates of fitness and wellness. Because fitness and wellness is a way of life, CDS encourages students to make healthy lifestyle choices in their free time away from school. At CDS, students attain skills, knowledge, and attitudes that promote life-long health, physical activity, and productivity.

Operating Information

- Hours of Operation: 7:45 a.m. - 5:30 p.m. Monday through Friday
- Phone Number: 434-817-2371

Website

Our website includes important announcements and other information. Please routinely visit www.charlottesvilledayschool.org.

2007-2008 Initial School Calendar

August 30 – All Classes Begin

September 3 – Labor Day (No School)

September 4 – Professional Development (No Students)

September 11 – Red, White & Blue (Dress) Day/School Spirit Day

October 1 - Back to School Night

October 8 – Fall Break (No school)

October 12 – Grandparents/Special Friends Day & Whole School Circle

October 26 - Professional Development (No School)

November 5 - 9 – Parent/Teacher Conference Week (School in Session)

November 8 – CDS School Spirit Day

November 21-23 – Thanksgiving Break (No School)

November 26 - Professional Development Day (No Students)

December 19 – Whole School Circle

December 24 -January 4 – Holiday Break (No School)

January 7 – School Resumes

January 21 – Martin Luther King Jr. Holiday (No School)

February 12 - 100th Day of School Celebration

February 14 – Whole School Circle & Valentine’s School Spirit

February 18-19 – Winter Break

March 3 - 7 – Parent/Teacher Conference Week (School in Session)

March 20-21 – Professional Development Days (No School)

April 1 – School Spirit Day

April 7-11 – Spring Break (No School)

April 22 - Whole School Circle

May 22 – Whole School Circle

May 26 – Memorial Day (No School)

June 4 – Last Day of School, Whole School Circle “Step-Up” at Noon; School dismisses after the Ceremony

June 13 – Last Day of School for Teachers

History

Charlottesville Day School was born as the vision of a group of educators with ties to Charlottesville and the University of Virginia. These founders shared a philosophy as to how children are best educated and were concerned that existing schools in the area did not fully embrace differentiation, small class sizes, and other “best practices.”

In 2004, Stacey Bruns and her husband outlined a framework for a new school and approached Phil Wendel of ACAC with a proposal. With ACAC's generous investment and commitment, Charlottesville Day School became a reality. The school opened in 2006 under the ACAC umbrella.

After its first year of operation, the school’s student body was larger than anyone envisioned. This was due to many factors including the trust and imagination of the parent community and the support of a volunteer advisory board of education professionals.

As a proven success, it became apparent that CDS would be better suited as an independent entity under a traditional board-governed structure. Accordingly, in the summer of 2007, CDS officially became its own independent, non-profit entity.

It has since been overseen by a board of directors that is comprised of area business leaders, school parents, and many of the educators who first envisioned the school. The volunteer board is guided by CDS's mission of educating children through the best practices in education and delegates administration of the school to its Head of School, Mrs. Bruns.

At the start of the 2007-2008 school year, more than 140 students are enrolled at CDS.

Board of Directors (or Trustees)

The CDS Board of Directors is responsible for the school’s fiscal well-being, plans for long-term financial goals and needs, provides and maintains the physical facilities, and evaluates the Head of School and Executive Director. The Board and each individual director is an advocate of CDS and its administration.

Parent Action Committee

The P.A.C. is a great way for parents to get involved with projects that support the school and build community. We invite you to reach out to this group and get involved.

Dad’s Group

A Dad’s Group will soon be formed with the idea of getting fathers together periodically to have fun and help the school complete special projects.

Parent/School Relationships

Parent Participation

CDS takes pride in developing a strong bond between faculty and parents. Good home/school communication is an important component of a quality program. We welcome you to call the school to schedule a time to observe and actively participate in your child's classroom. Each teacher will inform you of dates and times when volunteers will be needed.

Back-to-School Night

Each fall, CDS hosts a Back to School Night at the school. This is a chance for parents and staff to meet each other, learn about goals for the upcoming year and any other pertinent information necessary. The date for this can be found on your school calendar.

Family Events

We encourage each family to participate in the many events hosted by CDS throughout the school year. Detailed information about each activity coordinated will be provided prior to the event. Among other events, parents are highly encouraged to participate in the following:

- *Whole School Circles*– Periodically, we will have a school-wide gathering for parents, students, and faculty. Students will have the opportunity to show other students and parents what they have been studying.
- *School-Wide Fundraising Events* – We will have an adult foot race and children's fun run this spring that will be designed to build community and raise funds. In addition, we will have a dinner/auction at the end of the school year. These events are most successful with full parent participation.

Parent Volunteer Opportunities

Throughout the school year there will be opportunities to assist the school in various ways. You will be informed as to the opportunities and invited to volunteer.

Parent/Teacher Conferences

Parent/Teacher conferences provide an opportunity for sharing information about your child. Conferences are scheduled in the fall and winter. Depending on the needs of a particular child or family, a spring conference can be scheduled also. A sign-up sheet will be posted two weeks before conference week.

Conferences are limited to 20 minutes in order to allow enough time for teachers to meet with every family. School will be open during conference weeks.

If you find that you have any questions or concerns between conferences or feel that you need more than the allotted 20 minutes, please set up an additional time to meet with the teacher.

Preparing Your Child for School

Some children may have difficulty with new experiences and therefore, need an extra caring adult to help them with the transition to school. Remember, if parents look interested and excited about school, children will be likely to follow their lead and therefore, be excited themselves. We encourage you to turn to your child's teacher for more help and guidance for each unique child and situation.

Parent Concerns

We believe direct discussion (rather than emailing) promotes prompt resolution of issues. If you have a concern about a situation in your child's classroom, please speak directly to the teacher first. If the issue remains unresolved, please set up a time to talk with an administrator. All policy issues and overall school concerns should be directed to an administrator. Please address issues with teachers and administrators as soon as they arise so that they can be settled as quickly as possible.

Communication

We believe that students succeed when teachers and parents work together. Please feel free to communicate with teachers by letters, email or telephone. If you have a note for a teacher, please hand it directly to the teacher or the school secretary to make sure that it is delivered properly. Teachers can only be reached during school hours in the case of an emergency, but will be happy to respond to you outside of classroom hours.

Each family will receive a Family Directory at the beginning of the school year containing staff e-mail addresses and contact information for CDS families.

Discipline

At CDS, we believe discipline is a learning opportunity rather than a punishment. Our goal is to teach children how to be independent problem solvers with the ability to self-regulate. Each classroom has simple rules that help children learn to respect themselves, others, and the environment. Teachers model caring, cooperative, and considerate behaviors in order to encourage the same behaviors from their students.

Teachers function as guides, helping children find solutions to conflicts. Teachers provide assistance with verbal expression of feelings and frustrations. Each child and

each situation is handled sensitively and individually. If an unacceptable behavior continues, teachers use logical and natural consequences. CDS, in any instance, does not use corporal punishment of any kind.

If the above methods are unsuccessful, the school may request that a child be taken home before the end of the school day. This measure is taken only after prior communication with the parent(s).

Aggressive behavior between students, including but not limited to biting, hitting, pulling hair, or verbally threatening students or faculty will be handled as follows:

- The first time a child displays aggressive behavior, the parent(s) will be notified. In some cases, the teacher will contact a parent and have the child picked up from school.
- If the behavior continues, a parent conference will be scheduled with the teacher and an administrator to develop an action plan. In some cases, the action plan may include seeking professional help.

Termination of a Student

If a student is obviously unhappy, failing to meet minimal standards for satisfactory academic work and/or behavior; or when a constructive relationship among the school, the student, and the student's family is no longer sustainable; or when the student's family fails to meet their financial obligations as set forth in the tuition contract, the School may recommend or insist upon a transfer. If in the opinion of the School it is not in the student's or the School's best interest to allow completion of the current academic year, such transfer/termination may occur mid-year. The Head of School shall make all decisions regarding final dismissal of a student.

Safety

Inspections

Routine inspections are conducted throughout the year of both indoor and outdoor facilities. We will do visual inspections to ensure that there are no apparent safety hazards. Any noticed hazards will be corrected immediately. There will also be scheduled and random inspections conducted by the Department of Social Services. We abide by the Consumer Product Safety Commission's Guidelines for Playgrounds and follow the recommendations of the American Academy of Pediatrics.

We are inspected by the Albemarle County Health Department. Our certificate to operate is displayed in the main office.

Emergency Drills

CDS will conduct monthly evacuation drills for all children and classes of the school. In addition, teachers will review the evacuation procedures with the children during class.

Building Security

Doors to the school will remain locked at all times. All visitors, including parents, must report to the main office and sign in and out as well as wear a visitor badge. If a person comes through the door with you when you enter the building, please escort them to the main office.

Drop-off/Pick-up

Parents or a designated adult must come into the school building on a daily basis to drop a child off or pick a child up. All students must be signed in and out every day. Children will only be released into the care of those legally specified on the emergency sheet unless a written authorization has been provided to the school by the parent.

Late Pick-Up/No Pick-Up

Any child not picked up at his/her designated time, will be sent to aftercare and the parents will be charged accordingly. If there isn't an opening in aftercare, parents will be charged \$5 for every 5 minutes their child remains in care at school.

Children in aftercare need to be picked up no later than 3:30 or 5:30 PM, depending on the programs in which the child is registered. Parents who are late to pick up their child will be charged \$5 for every 5 minutes their child remains in care at school.

If a child is not picked up from school, the school will proceed as follows:

- Parents will be called.
- After 10 minutes, if the parents cannot be reached, the child's emergency contacts will be called.
- After 1 hour, if the parents and the emergency contacts cannot be reached, Child Protective Services will be called.

Supervision Of Late Arriving Children

Any child arriving late to school will be greeted by the teacher or teaching assistant. The teacher or teaching assistant will assist the child in putting away his/her belongings and will help to integrate the child into classroom activity.

Student Head Counts

Teachers will conduct head counts regularly throughout the day to ensure that all present children are accounted for. Teachers will conduct head counts before and after every transition, and several times during field trips. In the event that a child is missing, the teacher will immediately report it to the administration by walkie-talkie using the code “code white”. If a child is missing, the parents will be called and then it will be reported to the police within 20 minutes if not sooner.

Playground

Teachers will show children how to use the playground and equipment appropriately and will clearly explain all rules to ensure safety. Teachers will be positioned on the playground in such a manner that all children are supervised at all times.

Parent Notification

In the event that a child suffers a minor injury at school, a teacher or administrator will provide the appropriate first-aid. Depending on the nature of the injury, parents will either be notified by phone or by a teacher or administrator when the child is picked up from school. In the event that a child suffers a more severe injury, parents will be notified immediately and the appropriate medical attention provided.

Emergency Plans

In the event of an emergency that requires children to return home immediately, parents will be notified by a school administrator or teacher. Parents will be expected to pick their child up immediately.

In the event of an emergency that prohibits children and adults from leaving the school, parents will be notified by a school administrator or teacher if possible. Parents are expected to abide by the recommendations and guidelines of the local law enforcement agencies. In the event of an emergency that requires evacuation, parents will meet their child at a designated, safe location.

Please refer to the local radio, television stations, and websites for current information. A copy of the school site Emergency Plan is located in the Main Office.

Reporting Suspected Child Abuse

CDS faculty are required to report any and all signs of child abuse or neglect to Child Protective Services in accordance with state policy.

School Transportation Policy

Students will be dropped-off and picked-up by a parent or parent designated adult. For field trip transportation, classroom parent volunteers will drive. Teachers may not drive CDS students on a school related field trip or function. All parent volunteer drivers must have the appropriate paperwork filled out prior to the field trip. CDS has access to one traditional school bus and, when appropriate, will use it for filed trips.

Health Policies

When Your Child Is Ill

If a child becomes ill or displays any symptoms that may indicate a communicable illness, we expect parents to pick up their child immediately to avoid the spread of infection. A child may return to school when he/she has been symptom free and fever free for 24 hours. If there is an outbreak of an illness within a class or within the school, parents will be notified. We will contact you to pick your child up from school if we notice any symptoms or diagnoses listed below and expect you to keep your child home if she or he has any of the following:

- Fever 100 degrees or above
- Uncontrolled coughing
- Vomiting
- Diarrhea
- Difficulty Breathing
- Uncontrollable crying
- Inexplicable irritability
- Wheezing
- Abdominal Pain
- Rashes
- Conjunctivitis or other infections of the eye
- Lice
- Strep
- Impetigo
- Chicken Pox
- Measles
- Mumps
- Hep A
- Rubella
- Whooping Cough
- Other symptoms that may be related to a communicable disease

Medications

All prescribed medications must be kept in the front office and must be in original, child resistant containers. All medications must be labeled and dated with the name of the physician, dosage, the time to be administered, and specific instructions on the container.

Parents must personally bring all medication to the school. Do not send medication into school with the child. If a medication must be administered by a CDS staff member, a signed letter with instructions from parents must be on file. A written record will be kept of all medications distributed or administered to students. If needed, CDS can request additional training in the proper procedure for administering medications.

Medical Records

Before a child may enter CDS, a copy of his/her immunization record must be on file and must be current unless an exemption has been submitted and approved.

Please notify CDS if there is any change in your child's medical record during the school year.

Hand Washing

Children will be taught correct hand washing procedures. Children will wash their hands before and after eating, after using the restroom, and after contact with bodily fluids. Hand sanitizer will be available for use throughout the day but will not replace hand washing. All staff will wash their hands before and after eating, after helping children with the bathroom, after diapering, and after coming in contact with any bodily fluids. The correct hand washing procedures are:

- Use liquid soap and running water.
- Rub hands vigorously for at least 10 seconds.
- Wash the entire hand area, the backs of hands, wrists, between fingers, under fingernails.
- Rinse well.
- Dry hands on a paper towel.
- Turn off water using a paper towel to protect clean hands.

Potty Training

Since all children develop at different rates, children are not required to be potty trained by a specific age. CDS will work with families to help children in that process using strategies that are consistent and compatible with efforts being made at home. Changing stations are available in our preschool classrooms. The procedures for changing/diapering children will be posted next to each station. These procedures must be followed by all individuals, including parents, using the changing station.

Staff Training

All faculty members are certified in First Aid, CPR, and Rescue Breathing and are trained by a Registered Nurse in Daily Health Screenings.

Over-The-Counter Skin Products

We prefer all over-the-counter skin products, such as diaper rash cream/ointment, insect repellent, and sunscreen, be applied at home. If you wish a CDS faculty member to provide any application of sunscreen or diaper rash cream/ointment, please follow these guidelines:

- Fill out a consent form that can be picked up in the front office.

- Keep all creams, lotions, and ointments in the original container labeled in permanent marker with your child's name.

Peanut Policy

There are three categories of foods for purposes of this policy:

- (1) Peanuts and foods with peanuts or tree nuts in them (e.g. peanut butter).
- (2) Foods that are certified or otherwise known to not contain peanuts/tree nuts or trace amounts thereof.
- (3) Processed foods that contain trace amounts of peanuts/tree nuts or the seller is not willing to certify that the foods do not contain trace amounts.

CDS Rules: Items in category number one (1) are never allowed at school. Items in category two (2) are always allowed.

Items in category three (3) are allowed for your child's individual consumption but may not be shared. We request that, whenever possible, you avoid foods in category three (3), even for your child's individual consumption at school.

Also, remember the following:

1. Ensure that any residue from peanuts/nuts is cleaned from teeth, hands, toys, books, clothing, school bags etc. before entering the building.
2. **A teacher or other supervisor WILL REMOVE ANY ITEM WITH NUTS.** Please check labels on products that you are sending for your individual child.
3. Because CDS shares classrooms, materials and equipment, these guidelines must apply to everyone.
4. Please refer to CDS's Birthday/Special Events policy.

Thank you very much for your help in making our school a safe environment for everyone. This is a serious policy that requires cooperation and attention but is something that CDS is proud to provide to our students with life-threatening allergies. Thank you.

Other Policies and Procedures

Dress Code

Outdoor play is a vital part of our daily routine. Please take the weather into account when you dress your child and remember that children may get dirty playing outside or engaging in class activities. CDS is not responsible for clothing stained or damaged during the school day.

- We recommend play clothes that are easy for your child to pull on and off; most children can navigate elastic waists and velcro or slip-on shoes by themselves.
- All shoes must have backs. No flip flops are allowed.
- Children must have a jacket and boots for rainy and snowy days.
- All clothing should be clearly labeled.
- Every child must have a complete extra set of clothing to be kept at school.

Absences

Please report your child's absence as early as possible so that teachers know prior to the beginning of the day and can prepare make-up work. To report an absence, please call 817-2371. If it is outside of school hours, please leave a message stating your name, the child's name, the date(s) of the absence, and the reason for the absence. If we do not receive a call but note that your child is absent, we will have to call you at home and/or work. We appreciate your assistance in keeping any such calls to a minimum.

§ [63.2-1813](#). Visitation by parents or guardians in child day programs.

A custodial parent or guardian shall be admitted to any child day program. For purposes of this section, "child day program" is one in which a person or organization has agreed to assume responsibility for the supervision, protection, and well-being of a child under the age of thirteen for less than a twenty-four-hour period, regardless of whether it is licensed. Such right of admission shall apply only while the child is in the child day program.

(1985, c. 251, § 63.1-210.1; 1993, cc. 730, 742; 2002, c. 747.)

Lost and Found

Children and parents should check the lost and found bin on a regular basis for any items left at school. Unclaimed items will be donated to charity twice a year, during winter break and at the end of school.

Lunches/Snacks

Snacks are to be brought from home. Lunches can be brought from home or hot lunch can be ordered on a semester basis.

The following are tips for packing your child’s snack and/or lunch.

DO.

1. Pack healthy foods such as fruits, veggies, whole grains, and proteins.
2. Use child-friendly containers.
3. Pack foods that do not require additional heating or refrigeration. Use thermoses for items that need to be kept warm and ice packs for items that need to be kept cool.
4. Pack low-sugar drinks such as milk, water or 100% fruit juices.
5. Pack low-sugar desserts such as granola bars, reduced-sugar cookies, or pudding.
6. Pack any utensils your child may need to eat his/her lunch and/or snack.

DO NOT.

1. Pack products containing peanuts or peanut byproducts.
2. Pack sodas or other sugary drinks.
3. Pack sweets such as candy.
4. Pack foods that present a choking hazard such as whole grapes, popcorn, raw carrots, or hot dogs.

Birthdays

To celebrate each child appropriately, CDS now has a policy that parents may supply drinks for classroom birthday parties, but any food served will be provided through Charlottesville Day School. Please remind your child’s teacher at least three school days in advance of the birthday to be celebrated.

Please do not bring in any trinkets or toys for the children.

All invitations for birthday parties away from school should be sent through the mail, not delivered at school.

Toys from Home

In order to avoid having special items lost or broken at school, please do not bring toys from home unless your child’s teacher has given special permission. Any toys brought to school will be kept at the front desk and returned to the child at the end of the day.

Children attending aftercare may bring one stuffed animal, doll, or blanket for naptime.

This item will be kept in the child’s tote bag and not taken out during the school day.

Inclement Weather

CDS generally follows the City of Charlottesville’s announcements for school closures due to weather. In the event of inclement weather, you should check our website, www.charlottesvilledayschool.org, call the school (434-817-2371), or watch the local news for updated information about school delays and closures.

When Charlottesville City schools are closed for more than one school day, we will not necessarily follow their decisions for closings (or openings) on the second day and thereafter.

Children's Records

A file is maintained for every child enrolled at CDS. This file includes:

- Application for Enrollment
- Enrollment Contract
- Supplemental Application
- Teacher Recommendation Forms (Elementary students only)
- Transcripts (Elementary Students Only)
- Current Immunization Records
- Proof of Identity (Original Birth Certificate Copy)
- General Agreements and Permission Forms
- Child Registration Form

Licensing and State Regulatory Agencies

CDS is licensed by the Commonwealth of Virginia. The license is on display behind the front desk in the main office. The licensing requirements and all licensing reports are available for parents to review. The state licensing agency will make scheduled and unannounced visits of the school site.

Elementary Specific Policies

Reporting/Grading

Assessment is an ongoing process. Our teachers use a portfolio system for reporting and grading. This is a work sampling system in which teachers will gather examples of work from throughout the year to show academic progress and development. These samples will be shown to parents during conferences and sent home with students at the conclusion of the year.

Homework Policy/Meaningful Learning Activities

Homework needs to be meaningful and require no more than ½ hour of time for Kindergarten through Second Grade. (Mrs. Reed's class may have a slightly modified policy.) The Meaningful Learning Activities, or MLA, are in addition to daily reading requirements. MLAs will be assigned by the teacher and may vary in subject.

Attendance

It is very important to our daily schedule that students arrive on time every day. The school day begins at 8:30 but children should be dropped off around **8:25** to allow them time to put their belongings away and settle into the day before school begins. Attendance will be taken first thing in the morning. Students who arrive after 8:35 will be marked tardy! Any absence that is not reported by a parent or that is reported for reasons other than illness or emergency will be deemed an unexcused absence.

Wednesday Early Release/After-School Enrichment

Children will be released at 1:30 p.m. each Wednesday to allow teachers to plan targeted and individualized instruction to meet the needs of each child. During this time, students may return home or participate in Movement, Drama, or Arts enrichment activities.