

LOWER SCHOOL STUDENT HANDBOOK

CHALLENGE YOURSELF. BE YOURSELF.



HEAD OF SCHOOL'S OFFICE

Tony Jaccaci, Head of School
Ashley Ward, Assistant to Head of School

HEAD OF LOWER SCHOOL'S OFFICE

Mark Morawski, Head of Lower School
Tina Moulin, Lower School Administrative Assistant

IMPORTANT TELEPHONE INFORMATION

CCDS Receptionist	(513) 561-7298
Lower School Office	(513) 979-0229
Lower School Fax	(513) 527-7602
Attendance Line	(513) 979-0117
School Nurse	(513) 979-0250
Direct Dial to Faculty	(513) 979-0+Extension
Country Cottage	(513) 979-0293

DIVISIONAL OFFICE HOURS

7:30 a.m. – 4:00 p.m.

WEBSITE

www.countryday.net

MESSAGE FROM HEAD OF SCHOOL

Dear Students and Parents:

Thank you for your attention to the 2020-2021 Cincinnati Country Day Student/Parent handbook. This document details important information to help support students to navigate their Country Day education and sets expectations that will hopefully lead to a culture that promotes the highest level of learning for our students.

When we think about the type of school and community we wish to be, we look to our mission and guiding statements. While these statements are not lengthy, they have been carefully chosen and each word contributes to the fabric of the student experience and subsequent outcomes. This handbook, in contrast, is a more complete document. It's not exhaustive, but it seeks to outline expectations and processes for guiding day-to-day life at school as well as address student behaviors that do not reflect the character virtues that Country Day works to instill in our students.

Youth is a time to form character and to learn from our mistakes. While certain major school rules result in significant consequences and should therefore be understood, the majority of student behaviors that deviate from community expectations are opportunities to grow. We have endeavored to make expectations clear and the procedures behind student discipline more fully known and transparent so that when students make mistakes, they and their parents can have a better understanding of the School's response.

For students to achieve their best outcomes, it is crucial for the School and parents to work together to support our students. To that end, we have a Parent-School covenant in the handbook. This covenant lets parents know what they can expect of the School, and what the School expects of them to best support their child.

We ask students and parents to review this document as expectations in our rapidly changing world need to be flexible. At the core, expectations remain tied to our guiding statements. We seek to create a culture of character and for our community members not only to meet "reasonable" levels of decorum but to exceed them and serve as a model on campus and beyond.

Sincerely,

Tony Jaccaci
Head of School
Cincinnati Country Day School

Mission Statement

Cincinnati Country Day School provides each student with superior preparation for college and life. We inspire a passion for learning and independent thinking through a steadfast commitment to academic excellence, personal integrity, and service to others.

Culture of Character

Our school community is based upon mutual trust and respect. All members of the community should assume goodwill on the part of other members of the community. We also know that the process of learning is lifelong and that members of the community will make mistakes. At Country Day, we strive to grow and learn from our own mistakes and those of our fellow community members. We use our character virtues as a guide to help us through this growth.

Character Virtues

Respect: We expect members of our community to demonstrate respect to themselves, others, and the world around them by being kind, sharing with those in need, and always seeking the good in others.

Responsibility: We expect members of our community to demonstrate responsibility for themselves, their actions, and the consequences of those actions.

Integrity: We expect members of our community to demonstrate integrity by being honest, forthright, and principled.

Compassion: We expect members of our community to demonstrate compassion by displaying empathy, understanding, patience, and acceptance.

Courage: We expect members of our community to demonstrate courage by showing persistence in the face of adversity, by demonstrating a willingness to take risks, and by experiencing failure with fortitude.

Families and the School

CCDS works best when each of us understands the basic tenets of learning together in a close-knit community such as ours. Structure, support, trust, inclusion, and honesty go hand in hand to guide students towards success here, in college, and in life. The Student Handbook articulates the foundation of trust and honesty that undergird our school and describes the many ways that CCDS supports each member of our community. The Handbook further outlines the various expectations by which we all live during the year, expectations that build our unique culture of academic excellence, inclusion, and integrity.

Every student and family should review the Divisional Handbook carefully and completely to understand the important expectations and responsibilities within our community. As a community, we all have duties, obligations, and expectations to uphold, so please read the handbook and familiarize yourselves with our Mission and Culture of Character guidelines.

CCDS is fortunate to have so many families choose the School for their children's education(s). Although we acknowledge this as a choice, it is also a privilege. The School works to meet all families' ideals, while maintaining the integrity of the program, and the needs of the community as a whole, as guided by the mission.

Parent-School Covenant

Fundamentally, the relationship between Cincinnati Country Day School (school employees, full time and/or part time) and our parents should begin with the presumption of good will. Parents love their children. They want and need to look out for their children's best interests. The School, for its part, hires educators who nurture and challenge students according to educational best practices. As educators, we too are charged with looking out for your children's best interests while challenging them to grow beyond their comfort levels.

This covenant sets guidelines for the creation of the most effective relationships between the School and parents in support of our Country Day students.

Effective school-parent collaboration will include:

1. the presumption of good will and mutual respect.
2. clearly defined responsibilities.
3. a commitment to private, productive, and consistent communication in which both parties speak and listen.
4. a common vision of the goal to be reached: engaged and challenged students connected with teachers in a process that develops responsible college-ready students and world-ready citizens.

What parents can expect from CCDS:

1. Teachers will know and nurture students and honor their individual gifts.
2. Teachers will engage, challenge, and connect with students to help them achieve their fullest potentials.
3. The School will provide opportunities to students to cultivate leadership skills and take risks inside and outside of the classroom with the goal of developing well-rounded, resilient students.
4. The School will communicate with parents about student progress through interim reports and report cards; faculty members will be accessible and responsive to parents through email and voicemail. It is reasonable to expect a response within 24 hours between 7 a.m. and 7 p.m. (Please note that on weekends and over school breaks, faculty are not expected to respond within 24 hours.)
5. The School will provide support to students who experience academic difficulty through support meetings with learning teams, advisors, and support services when appropriate.
6. Administrators and teachers will be current in their subject areas and pedagogies, will model the school's character virtues, and will uphold the highest level of educational professionalism.
7. The School will provide a safe and secure learning environment.
8. CCDS Trustees and staff (employees) will be good stewards of the school's financial resources.
9. The School will celebrate student success.

What CCDS expects from parents:

1. The School expects parents to assume good will about our work with your child(ren) and with you.
2. The School expects parents to be open communicators with us. We seek the parental perspective on a child as a person and as a learner.
3. The School expects parents to support the mission, purpose, and character virtues by taking an active role in your child(ren)'s education. This includes attending conferences, school activities, and PA events.
4. The School expects parents to provide a home environment and experience beyond school that supports the development of positive learning attitudes and habits, including each student's increasing autonomy.

5. The School expects parents to involve themselves in the financial sustainability of the school. This includes making timely tuition payments, participating in annual giving and capital campaigns when possible.
6. When concerns arise, the School expects parents to seek information directly from the school, consulting with the adult at CCDS who is closest to the situation (teacher/coach, advisor, or administrator in that order).
7. The School expects that parents will refrain from gossip (any conversation about another person or situation in which there is no first-hand knowledge OR in which the individuals cannot affect the outcome).

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MESSAGE FROM HEAD OF LOWER SCHOOL

Dear Students,

Please allow me to extend a heartfelt welcome to the 2020-2021 school year! As your new Head of Lower School, I am thrilled you are part of our school family, and I am excited for the new year. While this year will be different indeed, the CCDS faculty, staff, and I partnering with your parents commit to you to do whatever is necessary to make this school year a successful one for each of you.

Together with your parents and teachers, we will help you learn and understand the information in this handbook. We want you to know what is expected of you as well as the rules that guide classroom behavior. A good school citizen cares about their classmates and teachers, respects others, and follows school rules. Successful students do their best and show it by listening, following directions, working hard, and taking responsibility for their actions.

The Lower School is a great place to learn and grow because of our caring, energetic, and innovative staff, our involved parent community, and you, our amazing students, whom we treasure each and every day. The Lower School is a place where each of us put our Virtues in Action: Respect, Courage, Integrity, Compassion, and Responsibility. Let's do this and make this school year, which will be new and different, a fantastic one nonetheless!

Sincerely,
Mr. Morawski
Head of Lower School
Cincinnati Country Day School

COMMUNITY

BEHAVIOR/DISCIPLINE

Schoolwide

Founded on a firm belief in the integrity of the individual and a student's capacity for self-governance, the Lower School strives to maintain an atmosphere of trust, cooperation, and mutual support and respect. In doing so, we expect our students to be kind and take responsibility for their actions. Through the teaching of our character virtues, the Lower School values honesty, open and sincere dialogue, and a healthy respect for divergent views. We reinforce sensitivity for the good of the community and ask all community members to take responsibility for one's behavior and learn from any missteps that are taken along the way. Instilling positive character traits is a continuous process that is never done and is greatly influenced by the environment in which one takes part in the experience.

Teachers routinely communicate with students regarding their behavior. The Lower School generally believes that the younger the student, the more the student has to learn about how to behave in a group setting through trial and error with direct feedback from those around them. Every correction does not warrant a consequence or a conversation with parents. Repeated violations of school expectations, however, or even a single significant violation will likely generate a conversation with parents or guardians and possibly school administration. We stress growth with intrinsic gratification rather than punitive actions. Whenever possible the school will institute logical consequences that are respectful, relevant, and reasonable.

Hallways and Common Areas

Students are expected to speak to others using respectful and appropriate language. Obscenity, name-calling, and profanity are not permitted. When occupying common spaces, students should demonstrate actions and a volume that respects others in the area and maintains the integrity of the space. Common areas should always be left in the same manner as they were found or better.

For safety reasons, we ask that children do not climb on the Bortz Risers. The stairs should be used to enter the risers and reading loft.

Classroom

At the beginning of the school year, each teacher will hold discussions with their class to establish expectations and norms within the individual classrooms. The students will actively participate in determining appropriate behavior as well as consequences for inappropriate actions.

Playground

Every student is expected to conduct themselves in a safe, responsible, and respectful manner. Teachers are responsible for clearly defining play area boundaries with their students and are available to students during outdoor time. Students are expected to adhere to set boundaries and return to the program's designated meeting spot when recess is over. Students are expected to play fairly, take turns, demonstrate good sportsmanship, and use all equipment properly and safely.

The following actions on the playground are not permitted:

- Throwing non-sporting objects, including sand, rocks, or sticks
- Using equipment in a manner for which it is not designed
- Intentionally choosing not to adhere to the CCDS Codes of Conduct and/or established rules

Dining Terrace

We understand and promote the social connections and joy that comes from gathering together for meals. During such gatherings it is important to remember that we share spaces with other divisions and must be respectful of others working and learning. Students should maintain appropriate manners and actions that are conducive with eating and food service areas. Students are expected to talk quietly and keep movement throughout the space to a minimum. When finished, students are expected to clean up after themselves and check the area around them.

Bus

Students using public or private bus service are under the supervision of, and are directly supervised by, the bus driver. The driver has the authority to enforce the established regulations of bus conduct.

Disorderly conduct or refusal to follow directions established by the bus driver are sufficient reasons for refusal of transportation services. General rules for bus behavior are as follows:

- Be cooperative with the bus driver
- Be respectful of others
- Remain seated
- Keep head, hands, and feet inside the bus and away from others
- Eating and drinking are not permitted

Reactive Discipline

In cases when the school does need to respond to a student's misconduct, it will make every effort to match the consequence to the action. Such actions may include, but are not limited to, the following:

- Immediate correction of behavior
- Fixing the infraction – "Apology of Action"
- Loss of privilege
- Thinking time – time away from group or activity
- Sent home for the remainder of the day
- Administrative follow-up
- Incident report written
- Call to Parents or Guardians
- Meeting
- Behavior Modification Plan
- Suspension

While the primary goal for any disciplinary action is modification of the student's behavior, students will be asked to take responsibility for their actions and accept the consequences, anticipated or not.

A student's enrollment at Cincinnati Country Day School is contingent upon being a positive member of the community. Continuous behaviors that compromise the integrity of the learning environment for others may result in the termination of enrollment.

Parent Involvement

A primary goal for the Lower School is to instill behaviors that are reflective of a good citizen even when no one is watching or present. A goal at Cincinnati Country Day School is for students to be able to stand on their own two feet and self-govern. In order for this goal to be achieved, students need to experience the cause and effect of their own choices and actions. At an early age, we will begin to empower students

to take responsibility for their actions and manage themselves. We trust that students will prove themselves responsible to get where they need to be and take care of their belongings. Students are frequently reminded of our expectations and the character traits we value as a community through House meetings, assemblies, classroom lessons, role modeling, and daily discussions. It is helpful when students have the same expectations at home or when accompanied by their parents as they do during the school day. We expect parents to adhere to the rules and expectations defined by the school. Parents are expected to model appropriate behaviors and language when on campus with their children, remembering at all times, that not only their own child but other students are watching and learning from them.

Should a serious discipline problem arise, parents will be informed and fully consulted at the earliest opportunity. If necessary, a behavior modification plan will be established by teachers, parents, and administration. **Unusual Incident Forms** may be used as documentation for recurring discipline issues.

The school reserves the right to communicate with the community regarding disciplinary policies or actions taken as a result of an infraction. The school will honor the confidentiality of its students and will not comment about specific individuals involved in incidents that require disciplinary action.

Birthdays, Parties, and Social Events

Students may choose to bring in a simple “nut free” snack to share with their classmates. Parents should confirm the date and snack with their child’s teacher at least 24 hours in advance. Classroom catered/special lunches (pizza, etc.) can present challenges with our schedule and students and are not permitted. Deliveries of flowers, balloons, or other gifts for students are not appropriate in the Lower School, and if they occur, they will be re-routed to the home address.

An alternative to bringing in a food item to celebrate a child’s birthday is participating in our Birthday Book Program. Parties held away from school which do not include all members of a particular class or gender should not be discussed or planned at school to avoid hurting children’s feelings. We realize that it can be difficult to invite a whole class to a party and request that you model sensitivity to others’ feelings. If you do not invite the whole class, we strongly suggest that you limit the invitations to a very small number of children. Inviting everyone in the class except for one or two children is unacceptable. **Invitations should be mailed. Do not bring invitations to school to hand out.**

Out of consideration for others, please do not bring presents to school, even if a party is scheduled immediately after the school day. We ask that parents do not pick up groups of children at school for parties.

Any questions regarding parties and celebrations not mentioned under our guidelines should be brought to the attention of the Head of Lower School. Children should be reminded not to discuss parties at school, and parents are encouraged to also model this behavior. Please be considerate.

Communication

The home-school connection is a vital component to each student’s educational success. The educational program is most effective when parents and the school work collaboratively to support homework, school attendance, and student conduct policies. It is helpful to keep communication with teachers open and for students to have clear expectations of our educational program.

It is extremely helpful to provide the name(s) and number(s) of individuals responsible for the care of children when parents are out of town.

Conferences

Two formal conferences are planned for parent-teacher exchanges in November and February.

Seesaw

The Lower School utilizes the Seesaw online platform as its primary tool for documenting and sharing student work and experiences with families. This creative learning journal captures and reflects student learning and keeps families updated and informed of important happenings in our division. Lower School teachers use Seesaw as the main source of communication for photos, newsletters and announcements. All family members interested in staying informed with a student's school experience should have the Seesaw app downloaded onto their phone or sign in on the Seesaw website. Seesaw allows up to ten family members to connect with each child's journal. Lead teachers will send a written or email invitation for parents to join a child's journal.

Dress

Students should be dressed appropriately for the weather and in clothing that is suitable for active, hands-on learning. Clothing should support independence in dressing and toileting. Keep in mind that students will have daily opportunities to participate in art, movement, sensory, and outdoor activities.

An extra set of clothes (shirt, bottoms, underwear, socks) labeled with your name needs to be kept at school. Please remember to bring appropriate clothes as the weather changes and as your child grows.

Appropriate attire for swimming is swim shorts, swim shirt, or one piece swimsuit. Items are kept at school and laundered weekly. If a student prefers to use goggles or a swim cap, these items may be kept at school. Towels are provided by the school.

Students should come to school in shoes that are appropriate for active play. Athletic shoes or sandals with a back strap that have a sturdy rubber sole are best for young children. Please refrain from using shoes without a back strap or that slip off easily. Athletic shoes are required for movement classes. Students may not be permitted to participate in class if proper footwear is not worn and may be asked to complete an alternative assignment or activity.

The school reserves the right to intervene if appearance or attire interferes in any way with the school's programs.

Students should bring a backpack or bag that they can easily manipulate to carry items to and from home.

Daily Uniform Options and Requirements

Polo Shirts: white or navy blue

Turtlenecks: white or navy blue, can be worn alone or under a uniform shirt in cold weather

Twill Pants/Capris: navy blue or khaki

Sweater: white or navy blue, must wear a polo shirt or turtleneck underneath

Sweatshirt: CCDS logo or plain navy blue or white

Shorts/Skorts/Skirts: navy blue, khaki, or the school plaid through Lands' End. Length must meet the knee and must be worn with blue, black, or white solid tights/leggings November 1 through Spring Break.

School Tunic/Jumper: navy blue, khaki, or plaid which is available only through Lands' End

Face Coverings: masks and gaiters should be multiple-layer and non-distracting to the learning environment

Shoes: sturdy-soled shoes or shoes with a back strap must be worn daily; for movement/physical education, athletic shoes with socks must be worn (**students who do not have proper athletic shoes will not be able to participate in movement/physical education activities**)

Jewelry: simple non-distracting and inexpensive jewelry, earrings must be small studs

Tights/Leggings/Socks: must be solid blue, black, or white

Hair Accessories: simple and non-distracting

Hats: no hats are to be worn indoors

Make-up: should not be worn

Pool Attire: swim shorts, swim shirt or one-piece swimsuit (swim attire is kept at school and will be laundered each week)

Field Trip Dress

Your child may be asked to wear appropriate clothing (rain gear, boots, etc.) for a particular field trip. Unless otherwise instructed, field trip dress code follows daily uniform requirements. This information will be provided by the classroom teacher.

HOUSE Meeting Day Dress

The HOUSE System meets every Monday. Students are permitted to wear their HOUSE shirt with uniform bottoms.

Free Dress

On days free dress is permitted, clothing must be neat, clean, fit appropriately, and be free from any disrespectful or controversial language. Strapless, midriff baring, halter, or spaghetti strap shirts/dresses and short shorts are prohibited.

Spirit Dress

The intent of spirit dress is to encourage school spirit. Participating students may wear navy blue or white clothing or any CCDS logo attire. Denim and blue or white athletic bottoms may be worn with spirit wear. Students not participating in spirit dress should wear standard uniform attire.

Theme Dress

There are several events when theme dress is permitted. You will receive further information prior to these special days. Participation is optional.

Health

CCDS has a full-time school nurse on campus, who can be reached directly at (513) 979-0250.

Children will be sent to the nurse *immediately* if the following should it occur:

- All injuries pertaining to the head
- Major cuts and bruises
- Noticeable symptoms of illness (i.e. vomiting, flushed, fever, etc.)
- Indication of a possible communicable disease (i.e. lice, pink eye, hand, foot and mouth, etc.)

Basic first aid or minor health complaints will be addressed and referred to the nurse at the teacher's discretion.

In the event of an emergency, we reserve the right to call 911.

Allergies

In order to keep our students safe from items that could possibly trigger a severe allergic reaction, the Lower School building is a “nut free” zone. Food items containing nuts will not be permitted in the building and other identified areas on campus. If a student is identified with an allergy, the school will adhere to the food allergy policy with no exceptions.

Food Allergy Policy

Food allergies can be life threatening. The foods most likely to cause allergic reactions are peanuts, tree nuts, dairy products, eggs, soy, wheat, fish, and shellfish. To help reduce the risk of accidental exposure to these foods, we ask that you follow these guidelines:

- If your child has a food allergy, you must inform the school at the beginning of each school year using the appropriate medical forms. We encourage you to call the school nurse and the food service director before the beginning of school to discuss specific food allergies.
- Should a child use yellow school bus service, the parent should inform the public school district transportation office and the bus driver regarding the specific food allergy.
- If an Epi-pen has been prescribed for your child, please make sure one is available at school.
- Students may carry their own Epi-pen, with written consent from the student’s parents and health care provider. Contact the school nurse for details.
- Educate your child about managing his/her allergy at school.

House System

All Lower School personnel and students are in one of our 5 Houses – **Respect**, **Responsibility**, **Compassion**, **Integrity**, and **Courage**. Pre-Primary section students participate in their designated teacher’s House until they are assigned to their own House at the start of their Kindergarten year. Students and teachers meet to celebrate and discuss topics involving their roles and responsibilities as members of Cincinnati Country Day and the Lower School.

Character Points

Character points are distributed to primary section students throughout the year when they are demonstrating our school's character virtues or have been seen demonstrating our character focus. School personnel will acknowledge students' actions or effort with character points. Topics of character and good choices are discussed regularly and reinforced in the classroom, assemblies, and House meetings. Students contribute earned points to their House. House points are tallied and announced throughout each month. Houses are acknowledged for both total number of points per period as well as points per member.

Pet Policy

To ensure safety and limit issues surrounding pets in the building, the following guidelines must be followed:

Classroom Pets

- All classroom pets must be caged unless supervised by a faculty/staff member.
- Classroom pets may only be handled with permission. Proper handling and hygiene will be practiced and taught.

Visiting Pets

- A student who wants to bring their pet to school for a visit must get permission from their teacher and Division Head a week ahead of the desired visit.

- Visits should occur at the beginning or end of the school day.
- Visiting pets must be on leashes, in a box, or securely caged.
- Only caged visiting pets may be carried through the hall.
- Leashed pets or pets in an unsecured box must stay in the yard outside of the classroom so students who choose to see them can go outside to visit. Caged pets may be brought to the classroom.
- Visiting pets may only be handled under the direct supervision of a faculty/staff member. Proper handling and hygiene will be practiced and taught.

School Hours

The school day starts promptly at 8:30 a.m. Students are encouraged to arrive between 8:00 and 8:30 a.m. to prepare for the beginning of their school day. During this time, a variety of opportunities are available for students to build community and/or obtain academic support. Students arriving prior to 8:00 a.m. should go to the early morning program.

Assemblies

Weekly assemblies are a time when students in grades K/MK through grade 4 meet to share the work they have been doing in class. While occasionally there may be a special show or skit performed by a class, the normal program will involve more informal sharing of work, such as reading stories, showing projects, or discussing recent events. Students gather by House, and the main goal is to celebrate community. Students develop confidence in speaking in front of a group and participating comfortably outside of their classroom community. Parents are welcome to join us for this weekly sharing event on Fridays at 2:30 pm.

Attendance and Absences

School attendance is necessary for successful learning. The spirit of the learning process, exciting ideas, and group discussions can never be made up after an absence. Holidays and vacation days are clearly noted on the school calendar. Returning to school at the appropriate time helps develop a sense of responsibility and respect. Please note these special times and plan your trips accordingly. The school is not responsible for providing work for students who are absent without a valid excuse. Family vacations are unexcused absences.

When a student is absent but able to do homework, a parent may pick up his/her books and assignments at dismissal time in the school office or ask another student or sibling to bring the work home.

Assignments are not available to be picked up until 3:15 p.m.

We ask that parents call or email the school any time their child is going to be absent. Please call the attendance line at (513) 979-0117. If you do not call or email, we will try to reach you in order to determine your child's whereabouts.

Perfect Attendance

At the end of each semester, K/MK through grade 4 students are recognized for perfect attendance by the Head of Lower School. Perfect attendance means the student has not been absent, tardy, or signed out for early dismissal. The only exception is school missed due to a religious holiday.

Tardy Guidelines

School starts promptly at 8:30 a.m. In order to start the day in an organized manner, we encourage you to have your child here no later than 8:15 a.m. A student is considered "tardy" if they arrive after class begins at 8:30 a.m. If students arrive after 8:30 a.m., it is the responsibility of the adult to sign in and escort the student to class.

Telephone/Electronic Devices

Cell phones/electronic communication devices can be a distraction and disruption in the classroom. If a message needs to be communicated to a student or teacher during school hours, please send an email to the teacher and/or office. Phone messages can be left on a teacher's school extension. Time sensitive information should be directed to the Lower School office.

Students are not permitted to use personal electronic devices (i.e. phone, iPad, smart watch) during school hours. If a student needs to carry an electronic device to school, it should remain in his/her backpack during school hours. The school is not responsible for lost or misplaced electronic devices and we strongly encourage these devices do not come on campus.

Toys and Personal Belongings

Toys and other personal belongings should be left at home. If, for any reason such as "show and tell" or teacher request, an item is brought to school, it should only be taken from book bags with the teacher's permission. Students may bring sporting items such as balls or tennis racquets to school for use at recess. However, the student is responsible for maintaining these items and the school is not responsible for any damage.

All toys and other personal belongings should be labeled with the student's first and last name to avoid ownership problems.

Students are not allowed to sell any merchandise of any kind to classmates at school without explicit permission from parents and administration.

Weapons

The possession or use of weapons are not permitted on campus. Weapons are defined as any implement used to cause harm to others. Students found to be in possession of a weapon on campus will be subject to disciplinary action. In addition, toys that are representative of weapons are not permitted unless prior permission is given by a teacher.

CAMPUS

Carline

[Early Childhood Center](#)

Parents or guardians are asked to escort their child(ren) into the classroom every morning and come in to pick them up at the appropriate time.

[Lower School](#)

School personnel are present to greet students in the mornings. Staff is available to help pre-primary students to their classrooms. If you park and walk your student into the building, please use the identified crosswalks or walk on the sidewalk to the building. **Parking in fire lanes and crosswalks is prohibited and are subject to ticketing by the Indian Hill Rangers.**

[Middle/Upper School Carline](#)

Primary section (K/MK – Fourth Grade) students being picked up in the Upper School carline must have written permission on file in the divisional office.

Carline Procedures

Our goal is to provide a safe and efficient process to transfer students. This requires everyone's cooperation and patience to accomplish this goal.

During dismissal, students exit the building and go directly to the assigned grade/program location. Students should sit quietly listening for their name to be called. A teacher will escort each student to the correct car, opening the door. Students should not leave the assigned area without notifying a grade level teacher and should remain with an adult after dismissed.

Emergency Procedures

Rapid Response Dismissal

The State of Ohio requires six fire and severe storm/wind drills per year. Students are expected to become familiar with the procedures and respond immediately to warnings by following adult directions and remaining calm and quiet.

Fire

When the fire alarm rings, students are escorted in a quiet and orderly manner to the nearest exit and walk to their designated area where attendance is taken. Students may re-enter the building upon instruction by the teacher.

Severe Storm

When the warning signal is given, students are escorted in a quiet and orderly manner to their designated locations. The school practices drills in the fall and spring.

School Safety

This is meant to keep students concealed and out of danger should a security issue arise on or near the campus until police respond. Guidelines were developed in conjunction with local law enforcement and drills are conducted three times throughout the school year.

Weather/Emergency Communication System

When circumstances of weather or other emergencies make it necessary to cancel a school session, everyone will receive a simultaneous phone call with relevant information. The message will be sent to all phone numbers we have in the database. An updated message will also appear on the school website at www.countryday.net.

Delays

School delay/closing information will be posted on our website, social media, sent in a One Call message, and in a broadcast email. CCDS does not list delay/closing information on television or radio.

If you are concerned about your family's commute to school due to weather or road conditions, please keep your student at home.

During two-hour school delays, Lower School will begin at 10:30 a.m.

- Carline is from 10:00 a.m. – 10:30 a.m.
- There is no early morning supervision, and students should not arrive before 10:00 a.m.

- Pre-Primary morning only programs are cancelled. Students scheduled to be picked up by 11:45 a.m. should not attend. Pre-primary students scheduled to be picked up after 11:45 are welcome to attend.
- Students enrolled in the extended day (lunch option or full day programs) should arrive at the delayed start time.
- If your child does not normally stay for the extended program options but you are interested in dropping in for the extended day, you must first get approval from the Divisional Office.
- Public school yellow bus service is dependent upon the opening, closing, or delay of that school district. Questions during inclement weather should be directed to the specific public school district's transportation office.

Lost and Found

Lost and found boxes are kept in the office and in the locker rooms. We strongly urge you to put your first and last name on all items of clothing and equipment brought to school. Any items not claimed at the end of winter, spring, and summer breaks are donated locally.

Lunch and Snack

Full day students are served a nutritionally balanced hot lunch daily. Vegetarian meals are a part of the daily menu and available for those students identified as vegetarian. Healthy snacks are also provided each day. The menu is posted online at <https://www.sagedining.com/menus/cincinnati-country-day/>.

Families choosing to supplement their child's food choices during the school day need prior approval from the Division Head.

The Pre-Primary Section (EC, ECII, PKI, PKII, and Montessori) is served in their classroom or designated area. K/Montessori K – 4th grade will be served lunch in the Dining Terrace.

All students are encouraged to make healthy choices and eat a balanced meal. Specific dietary needs should be communicated to the classroom teacher, school nurse, and dining service personnel.

Security

The safety and security of every child is a priority at Cincinnati Country Day School. Planning and procedures are designed to prevent situations that could compromise our students' safety. Preparations to ensure all reasonable precautions have been taken, and building entrances are secure. All doors are kept locked during the school day and students are instructed not to open doors for anyone. Parents' help in providing a safe and secure school building is greatly appreciated. Please plan to use only the designated office doors of the Lower School building or Early Childhood Center. We ask you to please contact the classroom teacher or Division Head to alert the school to potential problems or concerns. In addition, contingency plans with the Indian Hill Rangers are in place should we ever need them. To provide additional safety, CCDS is equipped with security cameras around campus.

Youth Sports Program and Policy

CCDS Youth Sports strives to achieve the following goals:

- Provide the opportunity for students to learn and develop skills.
- Have fun while promoting fitness.
- Reinforce the CCDS Character Virtues of respect, responsibility, integrity, compassion and courage through team play.
- Build community.

We rely on parent volunteers to coach and lead practices. Practices are held at CCDS, with games and tournaments held around the local area. Practice times are determined by field/gym availability and coach's preference. Registration information will be sent out during the school year and can be found on the CCDS website.

Youth Sports After School Policy

Students participating in the Lower School After School Program must be signed out from the program in order to attend sport practices/games. Parents must complete a pick-up authorization form required by the school. Often, the coach or another team parent is willing to take on this responsibility, but it is ultimately the responsibility of the parent to transport their child to and from practice.

CURRICULUM

Our academic curriculum inspires and challenges each student in a joyful learning environment. As an independent school we value the personal and educational growth of students and have the resources, training, and freedom to follow student interests while adhering to curriculum standards. With the guidance of a dedicated and experienced faculty our students become master learners, independent thinkers, and problem solvers. Our innovative learning and teaching approach involves hands-on learning with an emphasis on environmental awareness and global engagement. Makerspaces, campus gardens, outdoor classrooms, and engaging materials are just a few examples of opportunities that enrich student learning.

Students should come to school each day ready to learn and do their best. Doing one's best doesn't necessarily mean knowing all the answers or getting the best grades. It's more about effort, an openness to learn, and a desire to improve. Some of the most powerful and lasting learning occurs when our students make mistakes. Mistakes encourage experimentation, help develop problem-solving skills, and boost confidence. If we don't allow children to fail now, it will not prepare them to successfully deal with failure as they grow into adulthood. At Country Day, we understand that children learn in different ways and at different paces, and it is our obligation to recognize, respect, and support each child's strengths and opportunities for growth.

Field Trips

Field trips are an important part of our school curriculum, which enrich and enhance learning. These experiences heighten students' awareness, expression, and appreciation for our community. These trips provide guided activities for learning and develop confidence and independence in students. Parents are often asked to work with classroom teachers as chaperones. Guidance is provided for these helpers by the teachers. Unless otherwise noted by the classroom teacher, trips will be limited to the children in the class and those parents assigned as chaperones. Signed parent permission is required for all students for participation.

Students are asked not to bring money on field trips. Parents acting as chaperones should not purchase food items or souvenirs for their children or other children in the class.

Homework

The Lower School believes that school work is best done at school, and homes are best for family and down time. We acknowledge that there are times when doing some school work at home serves a purpose and will be required. The purpose of homework is to:

- extend learning and thinking activities beyond the classroom.
- practice skills.

- generate independent research.
- prepare for classroom participation, presentation, or experimentation.
- develop study and reflection skills.
- practice responsibility for actions and ownership of materials and assignments.

Homework time guidelines are based on the class norm and will usually be assigned Monday - Thursday. The averages are as follows:

Pre-Primary – K	Occasionally
Grade 1	15 – 20 minutes
Grade 2	20 – 30 minutes
Grade 3	30 – 40 minutes
Grade 4	40 – 50 minutes

There may be the occasional exception to these guidelines, for example, project work that is done at home. Students spending more time than the above guidelines on a daily basis, please contact your teacher to discuss the situation.

We support parental guidance regarding homework, however, look to the student to take responsibility for his/her own work. We recommend that parents do not correct or change their child's homework. By taking ownership of their homework, students learn responsibility and vital time management skills. Parents foster their child's independence and sense of responsibility by allowing him/her to deal with the consequences of incomplete or forgotten work, therefore, learning the significance of turning work in on time. Parents should not bring forgotten school work. It is best for students to learn the importance of self-management.

Parents can help their child by providing a place and time for uninterrupted study. Some students require more parental encouragement and supervision than others. Parental interest and discussion is always encouraged as parents are their child's first teachers. Should homework become a "battleground" between student and parents, we urge parents to eliminate the conflict by withdrawing from the argument and discussing these issues with the teacher immediately or allowing the student to experience the outcome the next day. This is usually easily mediated by the teacher in cooperation with the student and parents.

Library Policy

The Hopple Library serves students, faculty, staff, and parents. Books are checked out on a weekly basis. Unless the title is in demand, books may be renewed. Any books not returned by the end of the school year will result in a \$20 replacement charge.

Progress Reporting

The progress report/continuum represents your child's performance using the skills and concepts outlined in the curriculum maps. We strive to reflect a child's true performance during the learning process, how closely the work represents grade level goals, and the resulting accomplishments.

We have chosen clear and measurable skills in each subject area as they relate to grade or age level benchmarks. These are in accordance with the National Association for the Education of Young Children recommendations, the Ohio and National Standards, and the established CCDS Curriculum. These standards are the foundation for the programs in each grade, and the students are evaluated accordingly.

Private Music Lessons

The school offers individual instruction in piano, other select instruments, and voice. Lessons are offered to students in pre-primary through 12th grade during the school day and after school. A student has the option of a 30-minute lesson or a 45-minute lesson, scheduled weekly. There is an additional cost for private music lessons. The student is expected to practice at home and be responsible for remembering their materials.

Return to Learn/Play Concussion Protocol

Any student recovering from a concussion as diagnosed by qualified medical personnel is required to have their doctor complete the Physician (MD/OD) Recommended School Accommodation Following Concussion Form. All completed forms should be returned to the student's Division Head to develop a personal accommodation plan using Concussion Protocol: Academic Framework. The entry step for any student recovering from a concussion will be based on Physician (MD/OD) Recommended School Accommodation Following Concussion Form. Students will not be allowed to engage in physical activity until all academic restrictions have been lifted.

Standardized Testing

Standardized achievement tests are given at Cincinnati Country Day School for use as a data point. They allow us to look at student capability vs. performance, and they can be a predictor for success within our curriculum. We feel that they are one of the many important tools that allow us to purposefully monitor the progress of a student's achievement over time and to identify a student's relative subject area strengths and weaknesses. They also let us look at our overall school's performance compared to other schools in our norm reference group.

Benchmark Assessments

- PELI - Phonemic awareness, alphabetic principles, and comprehension assessment (PKI/MI, PKII/MII)
- KRT - Kindergarten Readiness Test (PKII/MII)
- AIMS web – short, standardized measures of literacy and math conducted three times a year with all students for progress monitoring; not diagnostic (K–Fourth Grade)

Achievement Testing

During the testing week, test taking skills and strategies are practiced. We try to keep the atmosphere as stress-free as possible for the students.

- Stanford Achievement Test - provides an opportunity to practice test taking strategies before the results are relevant to academic needs and course selection (Second Grade)
- Stanford Achievement Test and Otis-Lennon School Ability Test - provides insight into each student's ability to learn in school (Third and Fourth Grade)

Supplies

Most necessary books and classroom supplies are provided and are dispensed by the classroom teacher. Occasionally, some grade levels will ask students to supply a special notebook or materials for a particular project, but these requests will be kept to a minimum. Book bags, backpacks, sweatshirts, and other items with the CCDS logo are available at the Country Cottage, located next to the Dining Terrace.

Support Services

Within the context of the mission, CCDS offers all students enrolled in the school reasonable support for individual needs. The school provides a differentiated environment by adjusting structures, strategies, and teaching pedagogy that cater to a variety of learning styles.

When a student needs additional learning, behavioral, or emotional support, Support Service personnel will collaborate and create a plan to help each student be successful. The amount of additional support a student needs will vary depending on each situation. Please see the classroom teacher or Division Head if you have questions or concerns about your educational needs.

Unstructured Play Practices

The Lower School believes that unstructured play allows children to learn the essential skills of negotiation, conflict-resolution, empathy, kindness, grit, sharing, risk-taking, patience, collaboration, problem solving, and perseverance.

- The Lower School encourages and promotes risk-taking within a safe environment. It allows children to develop their abilities and grow within a community. We encourage students to make thoughtful decisions, taking consequences into consideration, and to set individual boundaries during experiential play.

By providing safe and unstructured opportunities to play, our teachers are committed to giving our students:

- ample time to discover, create, and test out play experiences.
- freedom of space for full body movement, exploration, and independence.
- trust in doing the right thing not only for themselves but for others.
- loose parts to inspire creative play.

As a result, we have engaged learners who think outside the box, support one another, and focus on the task being asked of them.

Technology Acceptable Use Policy (AUP)

In accordance with the National Association of the Education of Young Children (NAEYC), Cincinnati Country Day Lower School believes that when used wisely, technology and media can support learning and relationships. Enjoyable and engaging shared experiences that optimize the potential for children's learning and development can support children's relationships both with adults and their peers. A variety of technologies are all around us in our homes, offices, communities, and schools.

The Lower School believes that access to technology tools and interactive media should not exclude, diminish, or interfere with children's healthy communication, social interactions, play, and other developmentally appropriate activities with peers, family members, and teachers. Technology and media should never be used in ways that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This includes undue exposure to violence or highly sexualized content.

Lower School students will develop knowledge of and experiences with technology and media as tools for learning, to differentiate between appropriate and inappropriate uses, and begin to understand the consequences of inappropriate uses. Students will leave lower school prepared to have their own electronic devices in middle school with a strong understanding of cyber safety—the need to protect and not share personal information on the Internet, and what it means to be a good digital citizen.

Students in Lower School will:

- use the Internet only with teacher's permission.
- not put their address or telephone number, or any other personal information about themselves or anyone else, on any device.

- not play games that a teacher and/or parent has not approved.
- be polite and considerate when using a device; will not use it to annoy, be mean to, frighten, threaten, tease, bully, or poke fun at anyone; will not use swear words or any other rude language while on a device.
- not damage the computer or anyone else's work.
- not take credit for other people's work.
- allow teachers or parents to look at work to be sure that rules are being followed, and if not, there will be consequences which may include not being able to use the computer or device.
- will follow the same rules outside of school as in school and understand that if rules are broken, there may be consequences in school.