



Lower School Handbook

2022-2023

HEAD OF SCHOOL'S OFFICE

Rob Zimmerman, Head of School
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HEAD OF LOWER SCHOOL'S OFFICE

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IMPORTANT TELEPHONE INFORMATION

| | |
|------------------------|-----------------------|
| CCDS Receptionist | (513) 561-7298 |
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DIVISIONAL OFFICE HOURS

7:30 a.m. – 4:00 p.m.

WEBSITE

<https://www.countryday.net/>

MESSAGE FROM HEAD OF LOWER SCHOOL

(Parents – Please share this with your children)

Dear Students,

Please allow me to extend a heartfelt welcome to the 2022-2023 academic year – Country Day's 97th! As your Head of Lower School beginning my third year, I am thrilled you are part of our school family, and I am excited for the new year. The CCDS faculty, staff, and I, partnering with your parents, commit to do whatever is necessary to make this school year a joyful and successful one for each one of you.

Together with your parents, 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 expectations that will help guide your choices. A good school citizen cares about their classmates and teachers, respects others, and lives into school expectations. Successful students do their best and show it by listening, following directions, working hard, asking good questions, 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 puts our Virtues in Action: **Compassion**, **Courage**, **Integrity**, **Respect**, and **Responsibility**. Let's do this and make this school year a fantastic one!

Sincerely,
Mr. Morawski
Head of Lower School

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Mission Statement

Creating leaders who, through the discovery of their own abilities, kindle the potential of others and better a dynamic world.

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

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.

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

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.

Statement on Equity, Diversity, and Inclusion (EDI)

At Cincinnati Country Day School, we believe a diverse community is among our institution's greatest strengths. We commit to delivering an educational experience in which every student can learn, grow, and be fully prepared to succeed in life. We welcome, respect, and value all members of our community. We promote curiosity over complacency, acceptance over alienation, kindness over cruelty, and generosity over selfishness. We commit to providing an environment that is free from harassment, bullying, racism, and discrimination in all forms.

EDI is essential to everything we do at Country Day and is a reflection of our five character virtues - **Compassion, Courage, Integrity, Respect, and Responsibility**. EDI helps equip our students with the ability to think critically, understand different perspectives, and engage in respectful dialogue - skills that are fundamental to effecting positive change in the world.

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 goodwill 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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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 choices. 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 – a guided discovery approach. 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.

Addendum: [Child Safety Policy](#) pg. 17

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. In this democratic approach, 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 showcase our Character Virtues by playing fairly, taking turns, demonstrating good sportsmanship, including others, and using all equipment and materials properly and safely.

The following actions on the playground are not permitted:

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

Dining Terrace (grades K-4)

We understand and promote the social connections and joy that comes from gathering 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 in 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. Pre-primary children dine in Yeiser Auditorium.

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

When the school needs 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/repairing the "harm" done – "Apology of Action"
- Loss of privilege
- Reflection time – time away from group or activity to reflect on moving forward positively
- Sent home for the remainder of the day
- Administrative follow-up
- Incident report written
- Call to parents/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 ultimately learning from their mistake.

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 and Partnership

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. 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 for getting where they need to be and taking care of their belongings. Students are frequently reminded of our expectations and the Character Virtues 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 because 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 and attend to other food restrictions among the students in the classroom. 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 to avoid discussing parties at school, and parents are encouraged to also model this behavior out of consideration for everyone.

Bus Service

Several public-school districts provide free student bus service. These districts determine their own pick-up points, routes, and schedules. To obtain information on bus service, you must call your public-school district’s department of transportation or visit the transportation page on the school’s website.

Transportation is subject to change or elimination by the public school district at any time. Country Day is not responsible for changes or eliminations. Guest riders are not permitted.

Typically, buses arrive at school before our classrooms open at 8:00 a.m. When this occurs, students participate in the Early Morning program at no cost to the family.

Cincinnati Country Day School has contracted with a private bus company to provide transportation to our northern, suburban families (Mason, West Chester, Liberty Township, etc.). The private bus/shuttle price is determined by the Admission Office and Business Office and communicated to interested families before the first day of school.

Class Placement

Students are placed in classes by the grade level teaching team, the director of pre-primary, and the head of Lower School. They carefully consider many factors which impact the emotional, social, and educational development of the students. These factors include class balance, group dynamics, academic ability, and individual learning styles. Parents share their input each spring with the school by completing an online Parent Input Placement Form should they choose to do so. This allows the school to consider the input provided. Input should not be a request for a specific teacher but for the educational and environmental needs for your child. Class lists are available at the beginning of August for the upcoming school year.

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 schoolwork 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. Administrators and teachers (etc.) will be accessible and responsive to parents and model honest and respectful dialogue. It is reasonable to expect a response within 24 hours. (Please note that on weekends and over school breaks, faculty are not expected to respond within 24 hours.)

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

Accident/Illness Incident Forms

The school nurse or teacher will complete an Accident/Illness Report to document accidents or illnesses that might need clarification. This is a simple way to ensure parents are kept informed.

Changes to Address/Health Information

You must notify us by email to AddressChanges@countryday.net of any changes to your home address, phone numbers, or email address. Such changes will be reflected in the Magnus Health Portal in about two business days. Changes to emergency contacts, transportation, and health status must be made by you directly in the Magnus Health Portal at <https://secure.magnushealthportal.com/ss/246930/login>. Such changes will be reflected in the Magnus Health Portal immediately.

Child Abuse or Neglect

Cincinnati Country Day School recognizes the obligation of the school and its employees to report child abuse or neglect to the appropriate authorities. We also acknowledge that such reporting is **mandatory and must be done immediately in accordance with Ohio Law 2151.421**. Victims of abuse or neglect may be too young to share with others or too frightened or ashamed to reveal the identities of those responsible for the abuse or neglect. We take our role seriously in helping to address abuse and neglect and will act accordingly as mandatory reporters.

Addendum: [Child Safety Policy](#) pg. 17

Conferences

In addition to introductory conferences to begin the year, two additional formal conferences are planned for parent-teacher exchanges in November and February.

Teachers are available to meet informally by appointment either before or after school. Unscheduled conferences during the school day (8:00 a.m. - 3:15 p.m.) are not accommodated as teachers are required to be with students. All teachers may be reached by either email or voicemail using the CCDS email and voicemail systems. Teachers' email addresses can be accessed at <https://www.countryday.net/about-us/faculty-and-staff-directory>.

Seesaw

The Lower School utilizes the Seesaw online platform as its primary tool for documenting and sharing student work and learning 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, news, 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.

Students are encouraged to keep a pair of boots at school for use during campus excursions and inclement weather. Additionally, an extra set of clothes (shirt, bottoms, underwear, socks) labeled with your child's 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.

Send your child 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. 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.

Primary Section – K/MK through fourth grade should refer to the uniform guidelines.

Addendum: [Student Dress Policy](#) pg. 23

Extended Program Descriptions

Early Morning, Lunch, Extended Day, and After School programs are flexible and can be used on a drop-in basis daily, weekly, monthly, or by semester. *Availability is dependent on space.* Arrangements to stay for Extended Day programs must be made 24 hours in advance by emailing bagnolik@countryday.net for pre-primary or moulint@countryday.net for primary. Approval is based on space availability.

[Early Morning \(7:30 a.m. – 8:00 a.m.\)](#)

Unsupervised students are not permitted in the hallways or classrooms before 8:00 a.m. If arriving before 8:00 a.m., please walk your child to the designated early morning location, where they will receive supervised care. A fee will be applied and billed at the end of each month. Students may be dropped off any time after 7:30 a.m.

[Pre-Primary Extended Day \(12:45 p.m. – 3:15 p.m.\)](#)

After lunch, children spend time napping or resting. Afterward, they continue to engage in developmentally appropriate, enriching learning activities including outdoor play, music, and art.

[Pre-Primary After School \(3:15 p.m. – 6:00 p.m.\)](#)

The After School program is designed to accommodate families who need care after dismissal. This program provides a safe and educational environment, quality staff, healthy snacks, and enrichment opportunities.

[Primary After School \(3:15 p.m. – 6:00 p.m.\)](#)

The After School program for students enrolled in K/MK through fourth grade is designed to meet the academic, social, emotional, physical, and developmental needs of students as well as the needs of many working parents. The program includes two distinct experiences that can be combined or used individually. These programs include:

[Learning Lab \(3:15 p.m.– 4:00 p.m.\)](#)

This program provides an educationally sound environment that allows students to take ownership of their homework while developing independence under the guidance of a teacher. If/when homework is complete or there is none, students will spend time participating in fun learning games and/or time enjoying campus. Learning Lab carline runs from 3:50 p.m. – 4:00 p.m., in front of Lower School.

After School (4:00 p.m. – 6:00 p.m.)

This program provides fun and unique experiences that allow students to take ownership of the last leg of their school day. We understand that after the long academic day, students want some downtime and a little bit of freedom. Activities, projects, and investigations will be approached through inquiry-based learning and student interests. Executive functioning skills such as self-monitoring, working memory, reflection, organizing, and planning will be reinforced daily.

Late Pick-Up

If a child remains after the 6:00 p.m. closing, a late fee will be charged at the end of the month. A fee of \$5.00 per family for the first 10 minutes and a dollar per minute for every minute after that will be charged. This late fee will be billed at the end of each month. **Excessive late pick-ups can result in restriction from participating in the program.** If your arrival will be after 6:00 p.m., please contact the after-school coordinator.

Gifts

Occasionally, families may wish to acknowledge a holiday or express their appreciation to a teacher or staff member in the form of a gift. Please note that this is not an expectation. Should a family wish to acknowledge someone in this manner, we encourage gifts made or initiated by the children. We encourage you to limit the monetary value of gifts to \$50.

Sometimes, families will attempt to organize group gifts for teachers, where all families in a class participate in a joint gift. While this may seem like an effective way to honor a teacher, this process can be very awkward if not all families are comfortable participating. To respect the individuality of each family in a class, we ask that you do not attempt to arrange group gifts.

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

To keep our students safe from items that could trigger a severe allergic reaction, the CCDS campus is "nut-free." Food items containing nuts will not be permitted. If your student has been diagnosed with allergies, it is important that you make this information known to your child's teacher, the school nurse, and dining services. If a student is identified with an allergy, the school will adhere to the food allergy policy with no exceptions.

Emergency Medical Authorization Form

An Emergency Medical Authorization Form is required for every student. You must access Magnus to complete this form. Magnus can be accessed through the Parent Portal. **This form must be on file by the first day of school.**

Immunizations

Cincinnati Country Day School complies with Section 3313.671 of the Ohio Revised Code, requiring that students be immunized to attend school. At the time of initial entry or at the beginning of each school year, no student shall be permitted to remain in school for more than 14 days without written evidence that the student has been immunized by a method approved by the Department of Health pursuant to section [3701.13](#) of the Revised Code.

[Individual Student Health Plan](#)

Please inform the school nurse of any food allergies or health conditions that your child currently has or develops during the school year. The school nurse will evaluate your child's situation and determine if an individualized health plan should be put in place.

[Student Medical Record Form](#)

A Student Medical Record Form is required upon initial enrollment and every 13 months thereafter through kindergarten and for all new students upon entrance. **This form must be on file on the first day of school.**

Addendums:

[Communicable Disease Policy](#) pg. 18

[Food Allergy Policy](#) pg. 19

[Medication Policy](#) pg. 19

[Tuberculosis Screening Policy](#) pg. 25

House System

Primary students (K/MK-4) and faculty are in one of our five House families – **Compassion, Courage Integrity, Respect,** and **Responsibility**. Students and teachers meet to celebrate and discuss topics involving their roles and responsibilities as members of Cincinnati Country Day and the Lower School. Students will collaborate with others, participate in team building and service activities, and focus on social-emotional confidence and development.

School Hours

The school day starts promptly at 8:30 a.m. Teachers arrive at 7:30 a.m., and 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.

[Attendance and Absences](#)

School attendance is necessary for successful learning. The spirit of the learning process, exciting ideas, and group discussions cannot be replicated 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 considered unexcused absences.

When a student is absent but can do homework, a parent may pick up their 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 or email at moulint@countryday.net. If you do not call or email, we will attempt to reach you to determine the reason for your child's absence.

[Tardy Guidelines](#)

School starts promptly at 8:30 a.m. To start the day in an organized manner, we encourage you to have your child to school no later than 8:20 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, for pre-primary children, escort the student to class.

State Standards and Lower School Compliance

The CCDS Lower School's Pre-Primary Section is licensed by the State of Ohio's Department of Education. Licensed and monitored sites assure you that programs are located in safe, convenient facilities, are developmentally appropriate, are administered according to established rules, goals, objectives and procedures, are staffed by persons qualified to teach and nurture children, ensure that children are immunized, and involve parents in their child's education. The Department of Education licensing and monitoring process includes annual site visits.

The license is posted in the Lower School Office, and the Ohio laws governing the division are available in the office. If any person suspects the Pre-Primary Section to be in violation of these laws, they should contact the Department of Education through this number: (614) 466-0224.

Addendum: [ODE Preschool Program Rules Section 3301-37-10](#) pg. 20

Addendum: [ODE Healthchek](#) pg. 21

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, but email is preferred. 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 turned off or silenced and in their backpack during school hours. The school is not responsible for lost or misplaced electronic devices, and we strongly encourage these devices to be kept at home.

Toys and Personal Belongings

Toys and other personal belongings should be left at home. If an item is brought for "show and tell," it should only be removed from the backpack with the teacher's permission. Students may bring sporting items such as balls or sleds to school for use at recess with teacher permission. However, the student is responsible for maintaining these items and the school is not responsible for any loss or damage. All toys and other personal belongings should be labeled with the student's first and last name to avoid ownership confusion.

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

Visiting

[Classrooms](#)

Parents are welcome to visit campus and their child's classroom. Please refer to the Observation Guidelines in the addendum. Additionally, for the safety of others, parents are prohibited from taking pictures of students other than their own child.

Addendum: [Observation Guidelines](#) pg. 21

[Lunch](#)

Parents are welcome to have lunch with their child on a special occasion with approval from the teacher; though with limited seating, this may not be possible. If approved, please sign in and receive a visitor badge upon arrival.

Weapons

The possession or use of weapons is 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 the teacher.

Weather

We encourage parents to dress their child(ren) appropriately for short time intervals of outdoor play. During cold weather, several thin layers will keep them warm and dry. Boots, gloves or mittens, and a hat are necessary. Most of the body's heat is lost through the head when outdoors. Hats help children keep a warmer body temperature in cold weather. The school motto generally is, "There's no bad weather, only bad gear."

Withdrawal

All families who withdraw a student from CCDS midyear must complete the school's withdrawal form. This form is available from the divisional or business office and must be signed by the parent before transcripts can be released. The form reiterates the school's withdrawal policy, affirms the family's financial obligation to the school, and explains the process for returning supplies, books, laptops, etc.

The enrollment contract is binding, and signer is obligated to pay the fees for the full academic year unconditionally, and no portion of fees paid or outstanding will be refunded or canceled in the event of absence, withdrawal, or dismissal from the school for any reason. The school charges interest on any unpaid balance as of 30 days past the due date at the rate of 1.5% each month until the account is paid in full.

CAMPUS

Dismissal

Early Pick-Up

If your child must leave school before normal dismissal time, a note or email must be sent to the school clarifying the time and designating who will pick up your child. The person picking up must come to the Lower School Office to sign the child out. If your child is returning to school later that day, the person dropping off must report to the office to sign the student back in.

Late Pick-Up

If you pick up after noon or 1:00 p.m., your child will be taken to the Lower School office. If you pick up after 3:30 p.m., your child will be taken to the After School program for supervision. Late pick-up fees will be billed at the end of each month.

Drop-off/Pick-up

Pre-Primary Programs (EC, ECII, PreK I, PreK II, MI, and MII)

Parents or guardians are asked to park (ECC or LFAC parking lots) and escort their child(ren) to the classroom each morning and pick them up at the classroom's exterior door at the designated pick-up time. The ECC parking area is reserved for early childhood families.

| | |
|---------------------------|-----------------------|
| Morning Drop-off | 8:00 a.m. – 8:30 a.m. |
| Morning Program Dismissal | 12:45 p.m. |
| Afternoon Pick-up | 3:00 p.m. – 3:15 p.m. |
| After School Pick-up | Before 6:00 p.m. |

Primary (K/MK – Grade 4)

The drive directly in front of the Lower School is the carline for drop-off and pick-up. Parents who would like to come into the school should park in the designated spaces, walk your student into the building using the identified crosswalks and sidewalks to enter the building. **Parking in fire lanes and crosswalks is prohibited and subject to ticketing by the Indian Hill Rangers.**

For those parents using the carline, school personnel will be present to greet students at the car when parents pull up starting at 8:00 a.m.

Primary Carline Procedures and Safety

Our goal is to provide a safe and efficient process to transfer students. This requires everyone's cooperation and patience to accomplish this goal. Drivers are to form a carline and follow the directions of traffic personnel. Each car will proceed as directed by traffic personnel. Children will be escorted from and to the appropriate vehicle. It is the responsibility of the driver to either seatbelt the child in the car or ask for assistance from a faculty/staff member.

Please adhere to the following guidelines:

- Children should enter and exit the car on the curb side/passenger side
- Proceed forward as directed by school personnel
- Remain in your car
- Place the car in park
- Faculty/staff will escort and assist your child in and out of the vehicle

- Follow the car in front of you while exiting
- Do not pull around other cars unless directed by school personnel
- Do not block crosswalk
- Refrain from using a cell phone

Parents who park and escort their child(ren) during drop-off and pick-up are welcome to gather and socialize, though away from the sidewalk area near the Carline.

Primary Carline Times

| | |
|----------------------|-----------------------|
| Morning Carline | 8:00 a.m. – 8:30 a.m. |
| Afternoon Carline | 3:00 p.m. – 3:15 p.m. |
| Learning Lab Carline | 4:00 p.m. Pick-up |



PickUp Patrol (PUP) is an online program that lets parents inform the school of changes to their children's dismissal plans. PickUp Patrol is:

- Convenient - Make changes days, weeks, or months in advance
- Automated - Reduces classroom interruptions and accurately tracks who's going where
- Safe and Secure - Information is secure, and the program is administered by our staff

A welcome email will be sent to families before the start of school to create a login or update student dismissal plans. After creating a login, use your smartphone or computer to communicate changes. Changes should be communicated through PUP **before 2:30 p.m.** Dismissal changes after 2:30 p.m. (emergency cases only) should be made directly to the Lower School Office by calling (513) 979-0229. [Watch this video](#) to learn how PUP works.

Emergency Procedures

Rapid Response Dismissal

The State of Ohio requires six fire and severe storm/wind drills per year. Through these drills, 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 sounds, students are escorted in a quiet and orderly manner to the nearest exit and walk to their designated outdoor 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 indoor locations. The school practices these 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 <https://www.countryday.net/> and on the school's social media pages.

Delays

School delay/closing information will be posted on our website, social media, sent in a One Call message, and in an 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 travel conditions, please keep your student at home, and the absence will be noted as such.

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.
- 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 items are kept in the office and in the locker rooms. We strongly urge you to put your child's 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

Students are served healthy snacks and nutritionally balanced lunches daily. All students are encouraged to make healthy choices and eat a balanced meal. Allergies and dietary restrictions and preferences are available for those identified students. This information should be communicated to the classroom teacher, school nurse, and SAGE dining service personnel.

The menu is posted online at <https://www.sagedining.com/menus/cincinnati/day/>.

Families choosing to supplement their child's food choices during the school day need prior approval from the teacher and the Director of Pre-Primary or the Head of Lower School.

The Early Childhood program is served in their classroom. ECII, Pre-K, and Montessori are served in Yeiser Auditorium. Kindergarten through fourth grades are served in the Dining Terrace.

Parking

We have reserved parking spaces for student drop-off in the parking lot. In addition, there are two 30-minute parking spaces in front of the Lower School building. Parking in the fire lane (Carline) is illegal and creates a safety hazard.

Pick-up During School Hours

If it is necessary to pick your child up early from school, you must park in a designated space, come to the school office, and sign them out. A student will be released only to their legal guardian(s); any other adult must have written permission from the legal guardian(s).

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 are made 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 Head of Lower School 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.

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. Interactive classrooms, campus gardens, outdoor classrooms, and engaging materials are just a few examples of opportunities that enrich student learning.

Field Trips

Field trips are an important part of our school curriculum, which enrich and enhance your child's 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. Signed parent permission is required for all students to participate.

Parents are often asked to work with classroom teachers as chaperones. Guidance is provided by the teachers for these helpers. Unless otherwise noted by the classroom teacher, trips will be limited to the children in the class and those parents assigned as chaperones. Additionally, parents/chaperones are prohibited from taking pictures of students other than their own child.

There is no need for students to bring money on field trips, and parents acting as chaperones should not purchase food items or souvenirs for their child or other children in the class.

Homework

The Lower School believes that schoolwork is best done at school, and homes are best for family engagement and downtime. We acknowledge that there are times when doing some schoolwork 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/MK | 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. If you find that your child is spending more time on a daily basis than the above guidelines stipulate, please contact your child's teacher to discuss the situation.

We support parental guidance regarding homework; however, look to the student to take responsibility for their own work. We recommend that parents do not correct or change their child's homework, though feel free to answer questions they may have. By taking ownership of their homework, students learn responsibility and vital time management skills. You foster your child's independence and sense of responsibility by allowing them to deal with the consequences of incomplete or forgotten work, thereby learning the significance of turning in work on time. Parents should not bring forgotten schoolwork; rather, allow the situation to be an opportunity to learn for the student.

Parents can help their child(ren) by providing a place and time for uninterrupted study. Some students require more parental encouragement and supervision than others. Parental interest and discussion always are 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 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.

Key Exit Outcomes

Our goal is to prepare students to be successful in life and in learning settings beyond the Lower School. Each program has identified key exit outcomes (KEO) in the major academic areas: Language Arts, Math, Science, Social Studies, Personal Development, and Specials. These KEO represent the characteristics and skills we want our students to possess at the end of a given program/grade and are closely aligned with State and National Standards. Classroom curriculum is planned with these KEO in mind, and student progress toward KEO is communicated to parents through conferences, conversations, and progress reports/continuum.

Progress Reporting

The progress report/continuum represents your child's performance using the skills and concepts outlined in the curriculum maps and shared with parents twice per year in January and June. 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 each grade-level program, 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. Enrollment and fees for music lessons are by the semester. There is an additional cost for private music lessons. The student is expected to practice at home and be responsible for remembering their materials.

Addendum: [Private Music Lessons](#) pg. 22

Remote Learning

Remote learning was a crucial component to allowing our school to keep students learning despite illness and quarantine during the COVID 19 pandemic in the 2020-21 school year. This hybrid setting was also a significant burden to teachers having students in person while others were remote. The ability to plan the most engaging lessons requires teachers to have advanced notice about participation virtually versus in person, and in-person learning is always preferred. Remote learning is no longer an option. For students who have a medical condition or procedure that requires them to miss more than five days of school, the school will work with each family individually in the event of an extended absence. It should be noted that Country Day does not offer a remote learning option for regular absences or to accommodate travel.

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-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-Recommended School Accommodation Following Concussion Form. Students will not be allowed to engage in physical activity until all academic restrictions have been lifted.

Addendum: [Return to Learn/Play Concussion Protocol](#) pg. 22

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

- Phonemic awareness, alphabet knowledge, and comprehension assessments (Pre-K II/MII)
- PELI - Pre-School Early Literacy Indicators (Pre-K II/MII)
- AimswebPlus – short, standardized measures of literacy and math conducted three times a year with all students for monitoring progress; not diagnostic (K/MK–4)
- Fountas and Pinnell Reading Assessment - system of reading levels to identify students' independent and instructional reading levels for monitoring progress (K/MK-4)

Achievement Testing

During the testing week in the spring, test-taking skills and strategies are practiced. We work to keep the atmosphere calm and 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 Grades)

Supplies

Most necessary books and classroom supplies are provided and are distributed by the classroom teacher. Occasionally, some grade levels will ask students to supply a special notebook or materials for a 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 or on our website at <https://cottage.countryday.net/>.

Support Services

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

When a student needs additional learning, behavioral, or emotional support, teachers and support 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 Head of Lower School if you have questions or concerns about your child's educational needs.

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 acknowledges that technology tools for communication, collaboration, social networking, and user-generated content have transformed mainstream culture. In particular, these tools have transformed how parents and families manage their daily lives and communicate with others, and how teachers use materials in the classroom with children and communicate with parents and families. The amount of time children spend with technology and media is important, but how children spend time with technology must also be considered. Technology and media are tools that are effective only when used appropriately.

Young children need opportunities to develop the early "technology-handling" skills associated with early digital literacy. Skills teaching appropriate use and handling of technology begin in our Pre-primary program where children are given opportunities to explore and use digital cameras, audio and video recorders, printers, and tablet computers.

Primary age children will be given increasingly more opportunities to use technology to communicate ideas and feelings, investigate the environment, and locate information. As devices and apps become more user-friendly, younger children are becoming increasingly proficient in using technological tools to accomplish a task and document work. Teachers and parents alike have a responsibility to model appropriate, effective, and positive uses of technology, media, methods of communication, and social media that are safe, secure, healthy, acceptable, responsible, and ethical.

Direct instruction on acceptable use and interactive media safety will begin in first grade and will be facilitated through the lower school technology and media services teacher. We must help children develop an emerging understanding of the use, misuse, and abuse of technology and the norms of appropriate, responsible, and ethical behaviors related to online rights, roles, identity, safety, security, and communication. Adults have a responsibility to protect and empower children—to protect them in a way that helps them develop the skills they need to ultimately protect themselves as they grow—and to help children learn to ask questions and think critically about the technologies and media they use. Adults have a responsibility to expose children to, and to model, developmentally appropriate and active uses of digital tools, media, and methods of communication and learning in safe, healthy, acceptable, responsible, and socially positive ways.

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 the 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.
- only play games that a teacher and/or parent has 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 are consequences.

Addendum: [Technology Acceptable Use Policy](#) pg. 24

Tutoring

Parents interested in seeking on campus private tutoring for their child should go through the School Psychologist. On-campus tutors are required to go through a screening process prior to having access to our facility.

Private tutoring should take place before or after school hours unless otherwise approved through an accommodation plan. Arrangements between families and tutors are the responsibility of the parties involved. Tutoring for compensation between a child and their *current* classroom teacher is prohibited.

ADDENDUMS

POLICIES/PRACTICES STATEMENTS

Child Safety Policy

Child Abuse or Neglect

Cincinnati Country Day School recognizes the obligation of the school and its employees to report child abuse or neglect to the appropriate authorities. We also acknowledge that such reporting is **mandatory and must be done immediately in accordance with Ohio Law 2151.421**. Victims of abuse or neglect may be too young to share with others or too frightened or ashamed to reveal the identities of those responsible for the abuse or neglect. We take our role seriously in helping to address abuse and neglect and will act accordingly.

This will be accomplished by using the following procedure:

1. The employee should report suspected abuse or neglect to Ohio Child Protective Services or Indian Hill Rangers. Such employee should do so in the presence of the employee's supervisor or school psychologist if that person is immediately available.
2. The reporting employee will complete a written document of any observed or suspected indications of possible abuse or neglect.
3. The employee that makes a report to CPS or Law enforcement should immediately notify the Division Head or psychologist in the Division in which the student is enrolled. The psychologist will also notify the Division Head. The Division Head will then contact the Head of School.
4. Cincinnati Country Day School expects and requires all employees, especially those who work in school curricular and extracurricular programs that are directly and immediately involved with children, to be vigilant about recognizing and reporting signs of child abuse and neglect.
5. Critically, the obligation to report exists regardless of who the accused may be.
6. Cincinnati Country Day School expects and requires that the report also be made regardless of when the suspected abuse or neglect is claimed to have occurred if it relates to the Country Day community e.g., even if it happened longer than a year ago.

Penalty for Not Reporting:

Persons who knowingly fail to make a required report of child abuse commit a Class B misdemeanor. Therefore, a person should always err on the side of reporting, as opposed to not reporting. A person having "reason to believe" a child is a victim of child abuse or neglect must make the immediate oral report as described to shield himself or herself from criminal liability. Failure to report will also lead to disciplinary action from CCDS, up to and including termination of employment.

Cooperation with CPS and Local Law Enforcement:

Any criminal investigations of suspected incidents of child abuse or neglect will be accorded the complete and willing assistance of the appropriate CCDS personnel. As a precautionary measure, an accused employee may be placed on administrative leave pending the investigation of the claim and/or the completion of any legal process.

Child abuse or neglect may be reported to the **Ohio Department of Job and Family Services HOTLINE: 855-O-H-Child ((855) 642-4453)**. *The hotline serves as the central reporting center for all allegations of child abuse or neglect in the State of Ohio. It is available 24 hours a day, seven days a week, 365 days a year.*

Bullying and Other Harassment

Cincinnati Country Day School is committed to providing a safe learning environment for all members of its community: one that is free from harassment, discrimination, bullying, and hazing. The school is also committed to clearly and promptly addressing any behavior that is impeding the learning of any student or interfering with the experiences of any other member of the school community. The school expects that all members of the school community will treat each other in a civil manner and with respect for

differences. Through education and intervention, the school makes every effort to achieve an educational environment that is free from harassment, discrimination, bullying, and hazing.

The school will not tolerate harassment, discrimination, hazing, or bullying of any kind. Where inappropriate conduct is found, the school will act promptly with the goal of eliminating the conduct and taking whatever other corrective action is deemed necessary.

The school is unequivocally committed to ensuring the safety and integrity of student growth. We actively teach each member of the school community about the proper roles and relationships that comprise community life. We set forth and seek every opportunity to talk about the importance of boundaries. We expect that the life experiences of adults at the school will enrich the student's learning experience. We place the students' best interests above all other considerations. All sexual advances (overt or otherwise) between adults and students are prohibited, on or off the grounds, even if a student encourages or appears to encourage such advances. Sexual behavior between adults and students is considered a severe breach of trust and will be dealt with as such.

Any individual who feels that she or he has been subject to discrimination, harassment, hazing, or bullying may consult with any administrator, teacher, or health service personnel. Any member of the faculty or staff who witnesses or otherwise becomes aware of discrimination, harassment, hazing, or bullying in violation of this policy, or who becomes aware of retaliation against a student who provides information concerning a violation of this policy, is required to report it immediately to a member of the administration.

A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs them of an allegation of harassment, discrimination, hazing, bullying, or retaliation.

Communicable Disease Policy

The administration and teachers are routinely trained in recognizing communicable diseases. The Ohio Department of Health "Communicable Disease Chart" is posted in the Health Services office, Early Childhood Center, and Lower School. Parents in affected program(s) will be notified by a Health Alert email if their children have been exposed to reportable (to Health Department) infectious diseases. If a potential "outbreak" of any contagious disease occurs in a classroom, a Health Alert email will be sent to families if the outbreak exceeds 10% of affected students/staff in the particular classroom.

A child with signs of a communicable disease will be discharged to their parent/guardian as soon as possible. If both parents/guardians are unavailable, the person(s) identified as emergency contacts will be called. Until the parent/guardian arrives, an attempt will be made to isolate the child from other students, but within sight of the school nurse, classroom teacher, or administrator. Parents will receive communication detailing the child's illness and information regarding their return to school.

If a child's symptoms prevent them from participating, the parents will be asked to pick up the child from school. The school reserves the right to require a physician's note if a child or parent asks for non-participation in activities for more than three consecutive school days.

A child with the following symptoms will need to be picked up from school:

- An oral temperature of 100 degrees or above (99 degrees using the auxiliary method)
- Diarrhea – (defined as: waterier, less formed, more frequent stools than typical for the child) more than once within a 24-hour period
- Vomiting due to illness
- Lice or other parasitic infestation – the school nurse must clear the child before the child returns to the classroom
- Rashes of undetermined origin
- Lethargy affecting the child's ability to learn
- Difficulty breathing, wheezing, or rapid breathing, not associated with a pre-diagnosed medical condition or relieved with medications prescribed for a diagnosed medical condition
- Unexplained blood in stools, unusually dark urine and/or grey or white stool
- Thick and purulent eye drainage

- Severe coughing, causing the child to become red or blue in the face, make a whooping sound, vomit, or cause a general continuous classroom disruption
- Sore throat or difficulty in swallowing accompanied by a fever or causing general malaise that inhibits classroom performance
- Symptoms that are thought to be infectious as listed on the Ohio Department of Health “Communicable Disease Chart”

The child can return when symptom-free for at least 24 hours without use of medication. For some illnesses, a doctor’s note may be required to return.

Enrollment Termination Policy

CCDS believes that a positive and constructive working relationship between the school and parents/guardians is essential to the fulfillment of the school’s mission.

Thus, the school reserves the right not to continue enrollment or not to re-enroll a student if the school reasonably concludes that the actions of a parent or guardian make such a positive and constructive relationship impossible or otherwise seriously interfere with the school’s accomplishment of its educational purposes. The school may also terminate or refuse re-enrollment if the parent or guardian engages in conduct evidencing disregard of school policies or the CCDS Codes of Conduct, particularly where such conduct endangers the health, safety, or welfare of anyone in the school community on or off school grounds.

In addition, the school has the right to suspend or terminate the enrollment of a student at any time. Such a suspension or termination may result when:

- A student fails to abide by the rules and regulations of the school.
- The school determines that a student’s conduct or performance demonstrates an unwillingness or inability to be productive within the school community.
- The school determines that the continued attendance of a student in the school is not in the best interest of the school.

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 their allergy at school.

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.

Medication Policy

It is required that the school nurse have written doctor’s orders and written parental permission to administer any medication during the school day. This includes over-the-counter medications (including sunscreen and topical ointments) and all prescription medications. The school nurse has generic Tylenol and Advil on hand. Any other medication must be provided by the parent in its original packaging. It is the parent’s responsibility to safely deliver medication to the nurse. Parents must complete a medication policy form for each medication required. Completed forms can be dropped off with the school nurse or faxed directly to 513-527-7638.

Non-Discriminatory Clause and Practices

Cincinnati Country Day School does not discriminate on the basis of race, color, creed, sex, gender identity, gender expression, sexual orientation, mental and/or physical ability, age (40 or over), national origin, ancestry, or military service/veteran's status in the administration of its educational programs and policies, admission decisions, tuition aid programs, employment practices and benefits, athletic, or other school administered programs. It is the collective responsibility of the community of faculty, students, staff, administration, and parents to make this environment conducive to learning and to foster mutual respect. The school employs the following practices:

- The school's media promotes and demonstrates the CCDS commitment to diversity, equity, and inclusion.
- The school provides opportunities both formally and informally, for dialogue among members of the school community about issues of diversity, equity, and inclusion. Freedom to speak openly is encouraged.
- The school provides opportunities for leadership, participation in decision making, and community problem solving.
- The school expects all members of the school community to interact in a respectful way with regard to one another's differences.
- The school ensures that school events, programs, and activities are promoted in the spirit of inclusion.
- Students participate in an inclusive learning environment that balances respect for individual abilities, learning styles, and life experiences with a commitment to common values and ideals.
- The school encourages a thriving student body that is multicultural, multitalented, economically diverse, gender balanced, and equitable.
- The school ensures that the faculty and staff are sensitive to a broad spectrum of ideas, values, and cultures and that they recognize and dispel prejudice in curricular materials, programs, and the classroom environment.

ODE Preschool Program Rules Section 3301-37-10 Behavior Management/Discipline

(A) A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.

(B) The center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review. Constructive, developmentally appropriate child guidance, and management techniques are to be used at all times and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

(C) Behavior management/discipline policies and procedures shall ensure the safety, physical, and emotional well-being of all individuals on the premises.

(D) The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

1. There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
2. No discipline shall be delegated to any other child.
3. No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
4. No child shall be in a locked room or confined in an enclosed area such as a closet, a box or a similar space.
5. No child shall be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.
6. Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
7. Techniques of discipline shall not humiliate, shame, or frighten a child.
8. Discipline shall not include withholding food, rest, or toilet use, and food shall not be used as a reward for behavior.
9. Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.

10. The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

(E) The parent of a child enrolled in a center shall receive the center's written discipline policy.

(F) All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

ODE Healthchek

Healthchek is Ohio's Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) benefit.

Individuals younger than age 21 who are covered by Ohio Medicaid can receive important preventive services through Healthchek, including:

- physicals,
- hearing, vision, and dental screenings,
- nutritional screenings,
- mental health screenings,
- developmental screenings,
- vaccinations, and
- blood lead screenings

Babies should have at least 8 Healthchek exams by their first birthday.

Children should have Healthchek exams at 15, 18, 24, and 30 months.

One exam per year is recommended for children over 30 months old.

Any doctor that accepts Medicaid can provide Healthchek services. Ask your doctor to give your child a Healthchek exam.

Healthchek support services are also available to help with making appointments, transportation, and referrals to community services for food, clothing, and other needs.

For more information about Healthchek services:

- contact your County Department of Job and Family Services,
- go online at [Medicaid.Ohio.Gov/Healthchek](https://www.Medicaid.Ohio.Gov/Healthchek),
- contact your Medicaid managed care plan, or
- call the Ohio Medicaid Consumer Hotline (800) 324-8680.

Observation Guidelines

CCDS welcomes visitors. This provides an opportunity to share with the community and see what we believe makes us a unique and exceptional learning environment. We are proud of what is happening throughout our programs and would be happy to assist you in visiting classrooms. To minimize distractions from teaching and learning, we have created the following policy.

Parents are asked to sign in and request a visitor badge from the Divisional Office upon arrival, so we can account for who is on campus. We ask that parents call ahead and schedule observations to ensure visits are productive and meaningful. Please limit observations to 30 minutes per class. Extended observations tend to distract children from learning activities. When entering the classroom, we request that you settle in discreetly and refrain from interrupting the teacher or disrupting the program. Feel free to move about the room and quietly observe the children working independently. We ask that any observations regarding other children in the classroom remain confidential and free of judgment. Observations are brief snapshots and can, in some cases, be confusing or misleading in the absence of additional information and context. If you have any comments, questions, or compliments we encourage you to share them during a follow-up meeting with the Division Head. We value your feedback and appreciate your input.

The classroom teacher reserves the right to request an observation end if it appears to be too much of a disruption to the program and may ask you to report to the Division Head.

All visitors must follow emergency procedures (fire drills, severe weather protection, etc.) if applicable during the school visit.

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 head of Lower School 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.

Private Music Lessons

The school offers individual instruction in piano, other select instruments, and voice. Lessons are offered to students in pre-primary through twelfth grade. 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 and enrollment and fees for music lessons are by the semester. The student is expected to practice at home and be responsible for remembering their materials.

- It is the responsibility of the student to have all materials available and to arrive at the lesson location on time. Lessons will not be rescheduled for students who miss lessons or forget to bring their materials.
- Make-up lessons are built into each semester for lessons missed due to school closures, field trips, and special events.
- An attempt to make-up lessons due to student illness will be made but is not guaranteed.
- Teachers are granted two (2) sick days during each semester and make-up lessons will not be given. Make-up lessons for teacher illness will begin with the third missed lesson.
- Cost of enrollment in individualized music lessons is considered tuition. Lessons are not based on a per lesson cost and cannot be paid accordingly. As a tuition-based program, there are no refunds for students who decide to discontinue lessons.
- Lessons are scheduled before, during, and after school.
- For instrument lessons, a student must be enrolled in PKII or higher. For voice lessons, a student must be enrolled in third grade or higher.

Return to Learn/Play Concussion Protocol

The Academic Framework is a guideline to school accommodations, but adaptations may be needed based on individual cases. The focus of the academic framework is on the students return to class and completing academic work and is separate from Return to Play Protocols for physical activity. Return to physical activity and athletic participation will not be allowed until Step 5 and only after Return to Play Protocols have been completed. Students will not be allowed or expected to participate in athletics until academic recovery protocol has been completed.

Any student recovering from a concussion as diagnosed by a qualified medical personal is required to have their doctor complete the Physician (MD/OD) Recommended School Accommodation Following Concussion form. All complete forms should be returned to student's division head to plan 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.

Student Dress Policy

Primary Section: K/MK through Fourth Grade

Students in K/MK – 4th grade must wear a CCDS uniform. Uniform articles can be purchased at the Lower School Resale Shop, local department stores, or ordered through Lands' End. When ordering through Lands' End please use the preferred school code #9000-4453-8.

All clothing should be clean and in good repair. Please label clothing with the child's first and last name. The school is not responsible for returning unmarked items.

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

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

Pants/Capris: twill or knit navy blue or khaki (no sweatpants material or leggings without skirt or shorts over)

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

Sweatshirt: CCDS logo or plain white, gray, or navy blue

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

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

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

Face Coverings: masks should be multiple-layer, non-distracting to the learning environment, and without vents

Hair Accessories: simple and non-distracting

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, the field trip dress code follows daily uniform requirements. The classroom teacher will provide this information.

Free Dress

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

HOUSE Dress

Primary students are permitted to wear their HOUSE shirt with uniform bottoms every Monday. Kindergarten students will have their hours "revealed" midway through the year.

Spirit Dress

The intent of spirit dress is to encourage school spirit. Participating students may wear solid navy blue, gray, or white clothing or any CCDS logo attire (small non-CCDS logo permitted/large non-CCDS logo

prohibited). In addition, denim and blue, white, or gray athletic bottoms may be worn with spirit wear. Students not participating in spirit dress should wear standard uniform clothing.

Theme Dress

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

Technology Acceptable Use Policy (AUP)

Expectations

Computing at CCDS, whether on a personal or school-owned device, is to be used for educational purposes that serve the school's mission. Community members are expected to follow the school's culture of character guidelines when working in gray areas not covered explicitly by the rules. All community members are expected to contribute to a safe, stable, and productive computing environment. We expect that community members will be thoughtful and use good judgement when online. Community members should consider their personal reputations and the feelings of other members of the community before sending or posting. **Before posting anything students should ask themselves: Is it true? Is it helpful? Is it kind? Would I say this to the person's face?** If the answer to any of those questions is no, students should refrain from posting.

We expect students will adhere to the school's policy on Interpersonal Relationships as outlined in the handbook in online communications and representations and will refrain from bullying, harassing, or hazing others via electronic communication of any kind. This includes, but is not limited to, "sexting." We expect that community members understand that all electronic communication is permanent and becomes part of their digital footprints that will follow them for the rest of their lives. Community members should guard their personal information while online and assume that everything they do electronically can be seen by the entire world. It has been said, "when you post, you publish."

Inappropriate Behavior

The school's culture of character guidelines extend to the electronic world including all forms of social media. The time of day, account, location, or device are irrelevant when a post affects the safety, well-being, or reputation of community members or substantially interfere[s] with the work of the school or impinge[s] upon the rights of other students.

- Students will be subject to disciplinary action if they:
 - harass or bully others.
 - steal or borrow intellectual work.
 - access, send, or store inappropriate materials.
 - disrespect teachers by "multitasking" during class (emailing, engaging in social media, doing homework, etc.)
- Students will not portray themselves, the school, or anyone associated with The School in a manner that is in conflict with the school's policies and practices that concern respect, honesty, and integrity and the general standards for community behavior.
- Students will not play games or watch entertainment videos during the academic day (unless associated with a class).
- Students will not access or use other people's accounts, computers, or folders, nor borrow computers or computer accessories without express permission from the owner.
- Students will not plagiarize. Electronic resources make it easy to use others' work. Using the work of others without giving them the credit, even if they say it's okay, is plagiarizing. Don't ask others for their homework. Don't cut and paste from the web without full citation.
- Students will not break copyright law by using unlicensed software or pirating audio or visual materials.

Student Requirements by Virtue of our Network and Program

- **Check CCDS accounts (Email, HW portal, etc.) daily.** Students are expected to do so, just as they will be in every professional situation after graduation. Lower School students are not given email accounts.

- **Be aware of the distractions that your digital devices can present.** Students are members of an amazing learning environment that extends far beyond the classroom walls. CCDS has placed the world at students' fingertips, but given this "constant connectivity," students need to make a conscious effort to limit distractions to improve productivity. This is an essential skill in today's world. The business of school is to do well in classes and flourish in an academically rigorous program that prepares you for college and beyond.
- **Take care not to neglect or abuse your tablet PC.** Penalties are significantly increasing for both, since they drain our resources, and there are limited replacements for major accidental damage. Lock up tablets when they are not in use, and do not leave them unattended. Do not remove bump cases and do carry them in the school-supplied bags, as these are requirements of our extended warranty. Students must avoid situations where tablet PCs will get damaged, stepped on, cracked, etc. Lower School devices are kept at school with few exceptions with teacher permission.
- **Return loaners promptly and treat them with respect.** They are CCDS property, and it's the only way to ensure they will be available when students need them. Students may be charged for damage to CCDS-owned loaner computers.
- **Back up your work.** Students must have OneDrive sync client installed and in working order. This offers secure backup and streamlines collaboration between teachers and other students. If a student computer has a critical failure, OneDrive ensures that all files will be safe and easily synced to the student's replacement device. Every user at CCDS has at least 1TB of storage.
- **Do not load non-standard software or plug-ins that will affect the functioning of a machine.** Tablet PCs will be reimaged if they cannot handle your academic computing needs.
- **Do not use a computer as an excuse.** Save often. If a machine fails at home, do the work on paper or in some other way. Just get it done.

System Monitoring

Users acknowledge should understand and acknowledge that they do not have a reasonable expectation of privacy with regard to the use of the school's system. The school may conduct direct searches of data and/or tablet PCs when there is a reasonable suspicion that electronic resources have been misused, policy has been violated, or when routine maintenance and monitoring of computers and the network reveal possible violations of policy. The school may cooperate with legal authorities and/or third parties in the investigation of any suspected or alleged crime or civil wrong. Cincinnati Country Day School may also on occasion access, read, copy, reproduce, print, retain, move, store, destroy and/or disclose information, including files, messages or documents stored in or sent over the System. Teachers and administrators have the ability to monitor use while on campus during school hours.

Tuberculosis Screening Policy

Our Tuberculosis Screening Policy is based on the minimum requirements for TB Screening in Hamilton County Schools.

Foreign Born and living in the US for 5 years or less:

- Foreign-born adults and children coming to the U.S. from high-risk countries (as defined by the World Health Organization) must provide documented evidence of having a negative *TB test within 90 days of their first day of employment or enrollment in the school
- For a period of no more than 30 days, pending the outcome of the *TB test, an individual may begin attendance or employment if documentation of a negative screening for TB symptoms is verified by a licensed physician or nurse. (See screening tool)
- If the *TB test is positive, the individual may remain in attendance but must provide verification of a normal chest x-ray and physician verification of the absence of communicable tuberculosis and TB symptoms. *Repeated chest x-rays are not required in the absence of TB symptoms.* Retesting is not required unless the individual returns to a high-risk setting as defined by the Hamilton County Board of Health for at least one week. *TB Test= Mantoux Test 5 TU PPD or QuantiFERON blood test.

Travel to High-Risk Countries for at least 7 days

- If an individual has traveled to a high-risk country for at least 7 days (as defined by the World Health Organization Global TB Control) in a non-tourist capacity, such as staying with a local

family or mission trip they must provide documented evidence of having *TB test, in no less than 60 days but no more than 90 days after the return from that setting.

- If the *TB test is positive, the individual may remain in attendance but must provide verification of a normal chest x-ray and physician verification of the absence of communicable tuberculosis and TB symptoms. *Repeated chest x-rays are not required in the absence of TB symptoms.* *TB Test= Mantoux Test 5 TU PPD or QuantiFERON blood test
- Retesting is not required unless the individual returns to a high-risk setting as defined by the Hamilton County Board of Health.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a federal law passed in 1974, is designed to protect the privacy rights of students. FERPA contains four basic principles:

1. Generally, FERPA makes it illegal for a school to release, transfer, communicate, or otherwise disclose any personally identifiable information contained in a student's education records.

CCDS, with certain exceptions, obtains the consent of parents for disclosure of personally identifiable information from the student's education records. However, CCDS may disclose appropriately designated "directory information" without written consent, unless the parent or student has provided written notice to the contrary. Directory information is information that is not generally considered to be harmful or an invasion of privacy if released. CCDS has designated the following student information as directory information:

- Name
- Address
- Telephone listing
- Email
- Photograph
- Dates of attendance
- Grade level/classroom
- Most recent school attended

The primary purpose of directory information is to allow CCDS to include this type of information in certain school publications. Examples of school publications in which this directory information would appear include, but are not limited to the annual yearbook, school programs, grade/program rosters, and the Connections magazine.

If parents do not want CCDS to disclose directory information from the student's educational records without prior written consent, they must notify CCDS in writing.

2. Upon request, FERPA requires schools to give parents an opportunity to inspect and review their child's educational records. Parents can request in writing to view their child's student records. The Divisional office will schedule an appointment for the file to be viewed in the presence of the Division Head. The school will comply with the request within 45 days. Parents under no circumstances can remove documents from their child's student records.
3. FERPA also gives parents the right to request the amendment of any portion of their child's education record they feel is misleading or incorrect and establishes a procedure for dealing with such requests.
4. FERPA requires schools to notify parents and students of these rights on an annual basis.

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 creatively and innovatively, support one another, and focus on the task being asked of them.

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 at <https://www.countryday.net/athletics/youth-sports>.

Examples of youth sports include:

- Cheer
- Flag Football
- Soccer
- Volleyball

Youth Sports After-School Policy

Students participating in the Lower School After School Program must be signed out from the program to attend sports' practices/games. Parents must complete a pickup 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.