

**Capital Day School Parent Handbook**

**2019-2020**

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**Welcome**

On behalf of the Faculty, Board of Trustees, and Families of Capital Day School, I want to welcome you to the Capital Day School parent body and to what we hope will be a long and valued relationship with the school.

By choosing Capital Day, you are joining a group of people who value a progressive, skill-centered education for their children. Capital Day parents want to see their children gain the academic skills and confidence during their childhood that will serve them for a lifetime. For over 60 years, families like yours have chosen Capital Day so that their children will become independent learners ready to take on the challenges of the modern world.

The Capital Day faculty and staff work hard to provide the most thorough and engaging education available in the area. We enjoy working with your children and watching them grow into confident and compassionate members of our community. We also are committed to working with you to ensure you fully understand our methods, philosophies, and procedures. This handbook will help that process, and we welcome and encourage your engagement with us on a regular basis on these topics. Please take the time to read through it and to ask for clarification on any aspect of it that is unclear to you. Our doors are always open for conversations about education and for hearing your concerns.

I look forward to working with your family and serving your children for many years into the future.

Tim Corkran

Head of School

**Parent and Educator Roles at Capital Day School**

**All CDS Parent have a right to**:

* See their child challenged and supported
* Be presented a clear explanation of the methods their child’s teachers are employing
* Have their concerns addressed by CDS staff in a timely and thoughtful manner

**In turn, we ask that all CDS parents:**

* Communicate clearly, openly, and respectfully with school employees
* Honor the school’s chain of command and communication protocols
* Be involved in the life of the school through volunteering
* Know and honor the policies and procedures of the school

**All CDS educators have a right to:**

* Contribute to decisions about the proper placement of students and the best approach to reaching them
* Be engaged as the professionals they are by their students’ parents

**In turn, all CDS educators are expected to:**

* Design and deliver engaging, student-centered educational experiences
* Respect the needs of individual learners
* Communicate with student families clearly, thoughtfully, and in a timely manner

**School Day Logistics**

The academic day begins at 8:00; students should be in the classroom and ready to learn at this time, thus we ask that all students are at school by 7:55.

**Arrival and Dismissal**

Courtesy and caution are critical to the safe delivery and pick-up of our students. Please drive slowly and carefully in the school area. Do not leave cars unattended in the areas at the front of each building during arrival and dismissal times. It is not safe to park on the curve of Deepwood Drive across from the Superkids Building because it blocks the view of parents and children walking into school. For the safety of our students, drivers must turn off their engines prior to exiting their vehicles and entering the building.

Please place the provided visor card on the passenger side visor of any car that will be picking up your child- and make sure it is flipped down when approaching the pick up point. This will help faculty get your child to your car as quickly as possible- and learn the names of children they do not teach!

**Drop off and Pick up in the SuperKids building- (Traditional preschool/kindergarten and Montessori Primary and Lower Elementary)**

**Drop off**:

Parents should approach the SuperKids building from the east, passing the main building and forming a line in front of the SuperKids building.

Doors open at 7:15am and children can play together in a monitored classroom at that time until they are dismissed to their classrooms at 7:40. At 7:30am, a teacher will be at the curb to assist your student. **For your child’s safety, parents are asked to stay in their cars during drop-off to expedite the process**. If you need to escort your child into the building, please park beyond the last house on the uphill side of the street.

At 7:55 am, the duty teacher at the curb will leave to the classroom, and the door monitor will depart soon after.

**If your child is not headed up the stairs by 7:55,** he or she will not be able to get settled in class by 8:00. You are then required to park and escort your child into the main building to be signed in and walked to the SuperKids building. *Students will be walked over in two shifts, one at 8:05am and one at 8:15am.* Parents must wait with their child until Ms. Harris leaves for one of these trips.

**Pick Up**:

The first dismissal- preschool only- begins at 12:00pm. **For your child’s safety, and to expedite the process, parents are asked to stay in their cars during pick-up**. A teacher will escort your child to your car. The second dismissal begins at 2:50pm. Children who are not picked up by 3:15 will be sent to extended day in the main building. CDS staff is not allowed to buckle your child into their car seat at pickup.

*If you arrive between 12:10 and 2:50 to pick up your child, you must check in at the main office*. There is not access directly to the Superkids building during this time period.

CDS can only release children to people who are included on the pickup list on file in the office. We cannot deny release to a parent who has custody of their child. If a custody agreement is on file, we follow that.

**Drop off and Pick up in the Main building- 1st -8th grade**

**Drop off:**

Doors open at 7:15am. Students dropped off between 7:15am and 7:45am are to report to the multipurpose room until dismissal to homeroom. Homeroom begins at 7:45am; attendance is taken at 7:55. Any student arriving after 7:55am will be marked tardy. Students grade 4 and below must be escorted to the office by a parent if arriving after 7:55. (If students in grades 5-8 are tardy two or more times in one week, they will serve a detention on Friday from 3-4.)

**Pick up:**

Dismissal from the building begins at 2:55 pm with lower school students. Middle school students are in classes until 3:00, so they are expected to be at the car line by 3:05. A teacher will assist your student in getting to your car. Parents are asked to pull up to the end of the sidewalk where the driveway to the parking lot begins so that three cars can be loaded at a time. At no time should students cross the line of cars; they are only to load curbside. Students not picked up by 3:15 ill be sent to extended day; those remaining in extended day past 3:20 will be recorded as attending and then charged.

CDS can only release children to people who are included on the pickup list on file in the office. We cannot deny release to a parent who has custody of their child. If a custody agreement is on file, we follow that.

**Parking:**

CDS is in a residential neighborhood, so all members of our community need to be respectful of the neighbors when they park. Parents may park on the street in front of the main building and playground between 8:00am and 2:30pm. Parents must not leave vehicles unattended in the cul-de-sac next to the SuperKids building except during special events. Do not block the neighbors’ driveways.

You may park on the right side of the street past the houses after the cul-de-sac along the empty lot. Parents are not permitted to park in the side parking lot; it is reserved for faculty (except when noted for special events).

**Dress code:**

Dress codes differ by division but all clothing needs to be practical for school activities, weather conditions, and for concentrating in class.

At all levels: **Tennis shoes must be worn on PE enrichment days for all grade levels and clothing that might draw classmates attention away from their work is not permitted (shirts with messages, novelty headware, for example)**

**Preschool-** Preschool students must wear clothes that are easy to manipulate including Velcro shoes. Flip flops are not permitted. Scarves and umbrellas are not permitted on the playground.  All personal items belonging to preschoolers must be labeled with their name.

**Lower School-** Students are not permitted to wear flip flops at school, but Crocs are acceptable through 4th grade. All sandals must have a heel strap. In the classroom, students must not wear winter jackets or hats. Costume masks or jackets that zip up and cover your face are never acceptable. Head coverings for religious purposes are permitted. Athletic shorts can be worn daily up through 4th grade; 5th graders may wear them on PE days and Fridays, but not on other days.

**Middle School -** Students are not permitted to wear flip-flops or Crocs at school. All sandals must have a heel strap. In the classroom, students must not wear winter jackets or hats. Costume masks or jackets that zip up and cover your face are never acceptable. Head coverings for religious purposes are permitted. Athletic shorts are not allowed except on Fridays (students can change in and out of them for PE if they like) Students are expected to dress modestly wearing appropriate non-distracting clothes (i.e. no bad language, violent images, or drug and alcohol references).

Leggings may be worn by girls, but their bottoms must be covered by a shirt or a sweatshirt or sweater tied at their waist. Shorts and skirts must be at least finger tip length when the arms are relaxed at the side. Shoulders can be exposed, provided 1.5 inch straps are present on the blouse or dress.

Students who are violating dress code will be sent to the office to call parents who will then deliver appropriate clothing.

**Recess Cold Weather Clothing Policy:**

You can expect your children to be outside in the cold, so please send them to school prepared to- unless the windchill drops below 25 degrees at recess time. We have these cold weather recess clothing guidelines: below 45 degrees (windchill), a long-sleeved top layer is required; below 30 degrees (windchill), a warm coat and something on the child’s head is required; below 25 degrees (windchill), we will keep children inside.

**Lunch:**

Most CDS students bring their own lunches. We do not allow soda, tea, or drink mixes as part of lunch. Disposable water bottles are discouraged and trading items at lunch is not allowed.

All students have the opportunity to order from *B’s Bakery* by telling their homeroom teacher what they want. There is a limited menu for preschool, and older students are allowed to order from a customized menu (classroom teachers have a copy). It’s important to get that order in to the homeroom teacher. Make sure your child knows if he or she needs to order lunch; orders received after 9:00 cannot be processed.

**Pizza Fridays:** Each Friday, students have the opportunity to order DaVinci’s Pizza, which is delivered to campus. Preschool classrooms collect cash from families; all other students have their student account charged after they inform their homeroom teacher that they want pizza that week.

**School Closings- Emergency Procedures**

CDS uses an automated system to inform your family when we need to alter our schedule due to weather or have an emergency on campus. You can receive your notification by text and/or voicemail, per your instructions to the school as part of the annual beginning of school information packet. One and two hour delays to the start of the school day are often employed in the winter. In those events, drop off times are delayed accordingly, but once school begins, we stay on the regular timing of the day.

CDS carries out monthly fire drills, with two weather emergency drills and one lock-down (Shelter in Placedrill each year. Our weather emergencies assembly location is in the large storage spaces beneath the main building.

**PM Preschool and Extended Day:**

Preschool children can stay at school until 5:00 for a monthly fee. They have lunch, nap/rest period, and then play, usually outdoors. To pick up children from PM preschool, reach the staff at the SuperKIds building or on the playground. You must sign your child out every day.

Kindergarten-8th grade students attend extended day in the multipurpose room in the main building until 4:00. They have a snack and some quiet time, then they spend most of their time outside. At 4:30, the PM preschool and extended day groups are consolidated and based out of the Superkids building. After 5:00, and additional fee is charged for any child remaining in school care.

When picking up at the end of the day, you must sign your child out with the adult on duty. CDS can only release children to people who are included on the pickup list on file in the office.

**Attendance and Tardy policy:**

Students are expected to be in class and ready to learn at 8:00. It is difficult for a child to settle in and enjoy class when they arrive late; there is always a lag for them that keeps them from getting the most out of class. Students tardy to for the beginning of the day are recorded, and repeated tardies are addressed. For PK-2nd grade, parent consultation with the Head of School will result. For 5th-8th grade, two or more tardies per week results in Friday detention for the student from 3-4 pm. **5th-8th graders are marked tardy if they are not in their homeroom by 7:55.**

Anticipated absences are to be shared with the teacher and the office. **Students in grades 4 and up** are to get assignments in advance and complete them in a timely manner. Teachers will help facilitate this up to a point, but the burden is on the family to make arrangements. Assignments are due the day of the student’s return unless otherwise arranged.

When absent due to illness, **students in grades 4 and up** are allowed 2 days to complete work for every day missed. (A student sick on Tuesday would have to turn in all work by Thursday)

Students absent more than 20 days in the school year are likely to not be candidates for promotion.

**Sickness Policy**:

***In order to come to school, a student should be free from fever, vomiting and diarrhea for 24 hours without fever reducing medicine*.** Students who have been prescribed antibiotics should complete a 24-hour cycle before returning to school. If students become sick at school with any of the above, they will be separated from other students, and a parent will be contacted to pick-up their child as soon as possible.

**Prescription Medication:**

Students who need to take medication during school hours must have a signed a *medicine dispensing form* with instructions for the teacher or faculty member who will be administering the dosage. Classroom teachers cannot dispense prescription medications; the preschool director, school secretary, and head of school are the only people who can.

**Non-prescription Medication:**

Students needing any other form of medication during school hours must have written permission from a parent or guardian to have it. Due to state regulations, preschool students who need any item with a drug facts label (i.e. Chap Stick, hand sanitizer, sun screen) must keep those items in a locked area of the classroom. A medical dispensing form is also required.

**Academic Program**

**Our philosophy**

CDS has a long history of providing academic excellence to our students. Our teaching methods and content choices support the academic skill development that will allow our students to become independent learners. From preschool on, our program is student-centered. It facilitates student decision-making, collaboration, creative expression of mastery, and sincere pride in achievement. Small classes allow our hard-working teachers to reach each student at his or her learning style, provided the student is ready to learn and has the academic background needed to perform at grade level.

Capital Day students are expected to work hard and are taught to work smart. Parents are expected to support the academic philosophy of the school and to be active partners in their child’s academic development. The latter takes the form of supporting them, including letting them stumble and occasionally fail.

**Enrichments and Electives**

Each week, preschoolers leave their homerooms for library, music, and PE classes. Lower schoolers have these and also art, Spanish and computer classes. These enrichment classes bring new abilities to the students, introduce them to new worlds, and help prepare them to be able to learn in different settings and from different adults. Enrichment classes last 20 minutes in preschool, 30-40 minutes in lower school. Enrichment teachers communicate with homeroom teachers to integrate their curricula and to have consistency of academic and behavioral expectations.

Middle school students start the day with elective classes. That means 40 minutes of a non-academic activity of their choosing during first period. Each quarter, students choose their elective from 3-5 offerings. Performing arts, physical fitness, KYA/KUNA, academic team, science, Math Counts, creative writing, yearbook and others rotate through. Sign-ups take place at school the week before the beginning of each quarter. Electives are not graded classes and have no homework or tests.

**Homework**

Homework is assigned at the discretion of the teacher and kept at a minimal amount beginning in the primary classroom. 4th and 5th graders can expect daily assignments, with as much as 40 minutes a night.Each classroom teacher has a homework policy.

Middle school students can expect up to 20 minutes of homework per academic period per day the class meets, though there are many days when no homework is given. Homework is usually started in class to aid comprehension. Students have 45 minute study halls on Monday and Wednesday in which some work can be completed. Homework that is not completed at the beginning of class is recorded as late; it will be accepted for 90% credit the next day, then 50% credit thereafter. Students can expect collected homework to be graded by their teacher and returned within 2 days, unless it is a test, paper, or major project.

Every attempt is made to tie homework to classroom learning. As such, parent oversight on homework is welcome, but parents should at no time complete student homework. When a parent completes student work, or guides their child to answers, the classroom teacher may lack a clear picture of student mastery and the student will lack the class time buy-in that gives the homework meaning. If you are uncertain about how much you should be helping your child with homework, please contact the teacher.

**Student Support Plans**

Some students will have a *Student Support Plan (SSP)* on file. This document ensures all teachers are on the same page about helping an individual student be ready to learn and remain a productive member of the class. Common presentations of behavioral tendencies and effective tactics for helping the student be successful in the classroom are the focus of the SSP. If a student has a diagnosis, treatment plan, or prescribed accommodations, these will be included. Each SSP is developed with parental and previous teacher input and is subject to revision. While confidential, any staff member who regularly comes in contact with the student will have a copy of his or her SSP and is expected to work with the student in light of it.

**Library**

Students will be checking out library books throughout the year. Please help your student with responsibility by making sure these books are taken care of and get returned in a timely fashion. If a library book is completely damaged or lost, parents are responsible for a replacement of the book.

**Technology**

CDS uses technology to aid the facilitation of the academic philosophy stated above. K-8 students receive technology education to make better use of these learning tools.

All 5th-8th graders have a Google account that provides them with an email address and place to store their documents. All CDS email addresses use the simple format [**firstname.lastname@capitaldayschool.net**](mailto:firstname.lastname@capitaldayschool.net) **.** Student accounts cannot receive email from non-CDS email addresses, except when teachers request special exceptions.

5th graders are loaned iPads and 6th-8th graders are loaned Chromebooks and chargers for schoolwork, and they need to work hard to take care of them. These are used for research, taking notes, and facilitating their learning. Students may bring them home and are expected to take care of them (5th graders leave theirs in the classroom)*.* Each device is expected to have a protective covering. Games are not permitted to be downloaded onto school devices. They are not allowed at recess and should always have covers. Families will be billed for all repairs to student devices.

All 5th-8th graders sign an *Acceptable Use Policy (AUP)* in the first week of school that outlines how they should be interacting with technology. A copy of the *AUP* goes home as well. Students found to be in violation of the *AUP* will be given detention and can expect a conference with their parents and Mr. Corkran. There will always be an adult in the computer lab when students are present.

Lower School teachers work with the technology teacher to make sure that their students are learning proper technology decorum and internet safety.

**Field Trips**

Kindergarten-8th grade students go on numerous field trips where they get the chance to interact with lots of engaging activities. Most field trips have a charge that is applied to the student’s school account, of which parents are informed when the permission slip is sent home. Occasionally, opportunities for local, day-of, field trips that don’t require a fee come up. The blanket permission form is used for these and parents are notified by email of the trip, but are not required to give permission.

Since school field trips are a valuable extension of the academic school day, CDS teachers must actively control preparation for, and execution of, field trips. This includes careful preparation of parent- and grandparent- chaperones for the day.

Teachers will share field trip itinerary and trip-specific expectations 1 week prior to the trip, giving adults ample time to seek clarification.

The chaperone role consists of the following:

1. exchange of cell phone numbers with teacher
2. safely transporting students directly to and from destination- with no side trips
3. adherence to published schedule
4. focus directed to children, not to other adults or the activities
5. support of students completing activities while in your care
6. referral to teacher of any potential disciplinary situation

Each teacher is expected to make sure that any adults who might serve as chaperones know the school chaperoning rules, which include:

1. teacher coordinates who rides in which car
2. no siblings from other grades are allowed to attend
3. driver’s license and insurance card must be on file in the school office
4. no texting while driving with students in the vehicle
5. no usage of personal electronics by students while in vehicle

Students should wear CDS red shirts on field trips, and they are expected to be attentive and respectful in all situations. Should a child be unable to attend a field trip, he or she cannot remain at school.

5th-8th graders go on multi-day trips in the spring, and receive lots of preparation for how to behave on their trips.

**Student Discipline at CDS**

By and large, CDS students enjoy being at school because they are in an engaging academic setting overseen by compassionate adults and are receiving supportive messages from their families about the value of that setting. When students are temporarily unable to follow the rules set forth for their school environment, they can expect age-appropriate, proportionate discipline. CDS teachers do not use discipline to punish children, rather to mitigate disruption to the teaching environment.

For our discipline system to have the desired impact on our students- to help them understand that the norms of their society are sensible, valuable, and enforced- the cooperation of 4 parties is integral. Teacher, students, administrators and parents each play an important role.

The role of the parent**:**

Foremost, parents need to send a supportive message to their child about the school discipline system. Secondly, they need to feel that they are active participants in the corrective process: they are entitled to timely and clear communication from teachers and administrators about student behavior and are expected to respond in a timely and cooperative manner. CDS teachers do not use discipline to punish children, rather to mitigate disruption to the teaching environment. As such parents should see discipline as part of our education of their children to be effective members of our society.

The role of the teacher:

Communication and organization by the classroom teacher is the key to helping students understand and follow a discipline policy. If the classroom teacher is creating a respectful community with clear norms and consistent reinforcement of those norms, the need for external discipline is minimized.

As such, each teacher will have written a clear set of guidelines for his or her classroom that the students have been informed of- and has been shared with the parents. The teacher will then enforce their rules with regard for the developmental capacity of each student. The teacher will share a written document with the administration that includes how they have oriented their students accordingly.

In any occurrence in which discipline involves referral to the Head of School’s office, the teacher will complete an Incident Report to be sent to the parents. They will also make an email or phone call home to prepare the family for the arrival of that Incident Report.

The role of the administrators:  
The administration is committed to providing a system that will support classroom teachers in all aspects of this effort. We are also committed to ensuring that disciplinary needs that come to the Head of School have a clear set of consequences. Finally, the administration is committed to communicating with parents our school behavioral norms and consequences. In any occurrence in which discipline involves a trip to the Head of School’s office, parents will receive an email or phone call from the Head of School.

The administration sends a clear, consistent message so that students know where they stand, parents know what to expect, and faculty know that there will be enforcement of their rules. Students sent to the Head of School’s office can expect to lose socializing privileges (lunch with others, recess) and/or experience a suspension (in school or home; half day or full day)

The role of the student:

Students are expected to do their best each day to be positive members of their classroom and school community. When they are temporarily unable to do that, there will be consequences.

Students can expect immediate classroom consequences for the following behaviors:  
Distracting other students from instruction

Disrespectful behavior towards classmates or teachers (this includes social and minor physical aggression)

Defiance of teacher directives

Academic dishonesty/misuse of technology/breaking of school rules

Students can expect immediate referral to the Head of School- accompanied by a referral note- for the following behaviors:

Repeated occurrence of the above behaviors

Physical altercations

Hate language

Inappropriate touching

Intentional harm to others or school property

Students can expect the following consequences to possibly be employed for those behaviors:

Removal from activity

Lowering of academic grade

Loss of classroom privileges

Email or phone call home to parents

Removal to Head of School’s office

Incident report sent home

In-school suspension

Loss of out of classroom privileges (recess, field trips, school events, etc)

Out of school suspension

Expulsion

**Health and Affective Education Program (HAEP)**

HAEP is our program for addressing the physical, mental, and emotional health of our students. We want well-rounded students, and affective and health education rounds out our program so that classrooms can function at their maximum. We know that when children are distracted by unaddressed concerns, be they their own physical changes, their relationships with peers, their understanding of conflict, or life choices, they cannot focus on learning; HAEP works to address those needs. The goal of our program is not only to give kids information, but to also give them the skills to act on the information.

Several sentiments are at the heart of our program:

1. an informed understanding of one’s body, mind, and place in their community is key to living an empowered and enriching life
2. acknowledging and embracing differences increases one’s ability to take advantage of their own strengths and the strengths of those around them
3. modern brain science informs many of our choices about content and method
4. effective health education programming is intentional, not reactive; interactive, not preachy; recursive, not single-shot; and when possible, integrated, not pull out

**Communicating with the school**

**Student needs:** Your child’s teacher is the starting point for questions, comments and concerns about the academic program and your child. Please contact directly the teacher related to the situation at hand. Communicating openly and honestly together, you and the teacher are able to address most issues without involving an administrator.

If, for some reason, a situation is not resolved to your satisfaction, include the Preschool Director or the Head of School in your next step of communication. Teachers have been instructed to do the same. Administrators will always check that teachers have been contacted before they address the specifics of your concern.

Communication with teachers or administrators about sensitive matters should be initiated by phone or email and then conducted face to face by requesting a conference. Teachers may request the presence of an administrator at some conferences. *Social media or texting is not acceptable form of communication with your child’s teacher or administrator.*

Emailing faculty is the most effective means of reaching them. Feel free to email at any time and expect a timely response during school hours. Faculty are instructed to respond to emails within 24 hours of them being sent. Texting can be used to confirm arrangements for further communication, but never for addressing student issues. Faculty members are instructed not to discuss discipline or grading by text; please do not ask them to. Teachers are not expected to respond to texts or calls after the end of the school day.

**Conferencing with teachers**:

Parents should feel free to schedule a conference with a faculty member at any mutually convenient time. Each year, we have two conference days in late September, with one afternoon/evening session followed the next day by a morning session. Opportunity to schedule a conference is announced each year at Back to School nights. *Do not try to conference with a teacher in passing. It is unrealistic to expect to a have a fruitful discussion about your child when the teacher has not had an opportunity to prepare.*

**Logistical needs:** Your child’s teacher may be able to offer clarification about logistical needs beyond the classroom, but the office is often the best source of information about these things.

**Accessing student files**: Your child’s file is available to you upon request; the school secretary can copy records and send out transcripts as needed.

**Electronic Communication with CDS**

We have a number of electronic tools for keeping up to date about school matters:

**Capital Comments:**

Capital Comments is a weekly newsletter that is emailed to parents on Friday afternoon. It keeps families up to date with the school calendar and current events happening at or after school. If you have information that you would like to see posted in the Capital comments, please contact the office for what is appropriate to include and when the weekly deadline is. *Please check your Capital Comments each week as it will help keep you informed about many aspects of your child’s life at school.*

**Website:**

The CDS is a good resource for school information. Calendars, upcoming events, handbooks, and teacher information can all be found there. Supply list and summer reading are there also. Increasingly, our website is a showcase for student work, and several teachers have Blogs that can be linked to from there.

**Jupiter Grades:**

Jupiter Grades is a computerized grade book used by 4th through 8th grade teachers to record grades. Parents are given a username and password to access their students’ grades from 5th grade through 8th grade. 6th through 8th grade students have access to Jupiter Grades as well, through their own username and password. Jupiter Grades is a key way for teachers to record grades and comments for parents to monitor student progress. Your student’s teacher will inform you at the beginning of the school year what you can expect from his or her usage of Jupiter Grades.

**Classroom Dojo:**

A number of classroom teachers use *Classroom Dojo* to keep you up to date on student participation in class. If one of your child’s teachers uses it, you will get an invitation that clarifies how to monitor it.

**Facebook:**

We use our Facebook page to display pictures and announce happenings at school. It is not considered an “official” school publication, so it is not as thorough as Capital Comments or the website. If you are on Facebook, please like and follow CDS! Check with your student’s individual teacher to find out if they have their own class page.

**CDS School Culture**

Our school has a strong volunteer and social culture. We value time together at school events for building relationships among families and between families and staff. We also value the visible impact a group of people working together can make on our school. There are many events during the year that bring our community together

**Annual Events (dates will vary, these are in approximate order)**

End of Summer Pool Party

Move in day

Back to School Nights

All-School Picnic

Fall Volunteer Workday

Grandparents/Special Friends Day

Book Fair

Parent-Teacher Conferences

Holiday Sing

Candlelight Tour

Christmas Parade

Young Authors

Character Night

*A Capital Affair*

STEAM Fair at Josephine Sculpture Park

Spring Volunteer Workday

Preschool Derby Races

Teacher and Student Appreciation Weeks

Awards Days

8th Grade Graduation

Summer Volunteer Workday

**Opportunities for volunteering**

At a small school such as ours, parent involvement enhances your child’s school experience while creating a sense of community. Parents will be expected to volunteer to help with a variety of events throughout the year. Please consider which events you would like to be a part of.

**Parent Council**

The CDS Parent Council is the primary organizing body for parent involvement. Every parent is automatically a member of the Parent Council, but some choose to serve as class representatives or officers. All parents are welcome at the PC’s monthly meeting.

**Parent Contributions to the School**

Parents- and grandparents- contribute in many ways at CDS. While supporting their children in their growth as students is foremost of those, the School relies on volunteer involvement from everyone to help us provide the education and sense of community that makes your family’s time here special.

As a CDS Parent, you can be expected to participate in some or all of the following:

Parent Council Events:

All families are scheduled to participate in one of the Parent Council sponsored school events through our  *Parent Involvement Program* or *PIP*. Each grade will help execute one of the events with each family having a role. Time commitments vary from year to year. The office coordinates the coverage of the needs and Parent Council class representatives do the communicating about them.

Classroom and Field Trips:

Parents are welcome to help in the classroom in a variety of ways; your child’s teacher will let you know the options. Class field trips need the help of parents who are able to help drive and when qualified, chaperone.

Volunteer work days:

Twice each year we have volunteer work days on campus to take care of jobs that help beautify and improve our facilities. It’s a great time to get to know other families and to see your efforts have an immediate impact on our school.

Parent Council or Board of Trustees service:

Parent council needs officers and class representatives each year. Officers run the parent council; class representatives help coordinate class activities and attend meetings. Annually, our Board of Trustees has 3-5 current parents of its 12 members; they participate in the overseeing of the Head’s management of the school and strategic planning for its future

**Fundraising & Donation Opportunities**

CDS does not require students to participate in traditional year round fundraisers. You will not be required to sell anything during the school year. However, it is crucial that you participate in the following as our tuition does not cover the full cost of each student’s education.

The following are ways we fundraise for the school:

* Annual Fund Drive: As an independent school, CDS relies on its constituents to contribute to our annual fund, which supplements our operating budget. Our tuition paying families are included in this; last year the parents gave over $13,000 total! All families are asked to participate; last year, parents gifts ranged from $75-$2500.
* Birthday Book Fair: Students can pick a book for their parents to purchase as a donation to the school library. The student’s name and birthday will be printed on a name plate on the inside front cover of the book.
* A Capital Affair: A Capital Affair is an annual fundraising event including dinner and a live and silent auction. Parents, faculty, alumni and community members are invited to this event and encouraged to browse the items, make bids and enjoy an evening of socialization, networking and fun!
* Amazon Smile: If you shop on Amazon, please link to the CDS Amazon Smile account. A percentage (0.5%) of your purchase will be donated directly to CDS. *Needs instructions for how to register.*
* Kroger: If you shop at Kroger, please register your Kroger Plus card online yearly and a percentage of your grocery bill will be directly donated to CDS. *Needs instructions for how to register.*

**Paying for Capital Day School**

As a non-sectarian independent school, Capital Day receives no regular funding from the government or any other institution. All our funds come from tuition and annual giving.

88% of CDS tuition dollars go towards staff salaries and 5% goes towards instructional supplies. Our tuition is the lowest of all independent schools in Kentucky, less than half of what people in Louisville and Lexington pay for a comparable education.

33% of our families receive some financial assistance, and 15% or our total tuition dollars are given in aid. Both of these amounts are very similar to national independent school averages. Occasionally, a family situation changes mid-year and financial assistance becomes necessary for a student to remain in the school. The Head of School will work out an aid package for a family in such circumstances.

Our enrollment contract states that the entirety of the year’s tuition must ultimately be paid once a child has enrolled in the school- that is, once the signed contract has been turned in.

**Smart Tuition:**

CDS contracts with a company called Smart Tuition to handle school billing. Tuition, lunches, and field trip expenses are processed by Smart Tuition. Balance and payment information is available on line for each family through a secure login. **Families are encouraged to check their account balances and payment schedules regularly to avoid late fees.**

**Staying current:**

CDS relies on families to stay current with their account payments. Smart Tuition charges a $40 late payment fee any time a full payment is missed.

1. **In the event of two consecutive missed payments**, the CDS

business office will contact your family directly with the following notification:

*Your Smart Tuition account is past due. Please make your required payments and notify the business office that you have done so.*

1. **In the event of a** **third missed payment**, families will receive the

following notification from the school:

*Your Smart Tuition account is 3 months past due. Until you make your required payments, no student grade reports will be sent home, and your child will not be able to accrue any new charges (lunches, field trips, student activities.) Please make your required payments and notify the business office that you have done so.*

3. **If the account is not zeroed out** in response to this communication, the following email will be sent from the school:

*Due to your non-payment of your account, your child will not be allowed to return to school following \_\_\_\_\_\_\_\_\_\_\_*(a date no more than 3 weeks in the future*). Please make your required payments and notify the business office that you have done so.*

**Appendix**

* 1. School Calendar
  2. Board of Trustees
  3. Faculty list
  4. Mission, Philosophy, and Vision

**2019-2020**

**CAPITAL DAY SCHOOL CALENDAR**

August 3 Last day of summer program

* 1. and 13-14 Professional days for teachers

11 End of Summer All-School Party at Juniper Hill Pool

15 First day of classes

29 Back to School night for Middle School

30 Back to School night for Lower School

September

3 Labor Day – NO SCHOOL

7 All School Picnic at Juniper Hill Park

12 Picture Day

14 Mid-Quarter / 1st Quarter

14 Grandparents/Special Friends Day

21 Book Fair and Conferences – NO SCHOOL

October

1-5 Fall Break – NO SCHOOL

19 End of 1st Quarter

19 Fall Festival at *Happy Jack’s Pumpkin Farm*

November 16 Mid-Quarter / 2nd Quarter

21-23 Thanksgiving Break – NO SCHOOL

December 11 Holiday Sing

17-18 Middle School Exams

18 End of 2nd Quarter

19-28 Holiday Break – NO SCHOOL

January 2 Holiday Break Continued – NO SCHOOL

1. Classes Resume

21 Martin Luther King Day – NO SCHOOL

February 1 Mid-Quarter / 3rd Quarter

* 1. Winter Break – NO SCHOOL

26 Character Night- First-5th grade

March 8 End of 3rd Quarter

9 *A Capital Affair*

26-29 Middle School Class Trips

April 1-5 Spring Break – NO SCHOOL

18 Mid-Quarter / 4th Quarter

27 *STEAM Fair at Josephine Sculpture Park*

May TBD Student Appreciation Week/Teacher Appreciation Week

23-24 Middle School Exams

24 End of 4th Quarter

24 Last Day of classes

24 8th Grade Graduation

June 3 First Day of Summer Camp

**Board of Trustees**

Like all independent schools, CDS is a non-profit governed by a volunteer Board of Trustees. Board members include alumni, current parents, former parents and staff, and community leaders. They are charged with hiring and overseeing the Head of School, preserving the culture of the school and steering its evolution, ensuring that the school budget is properly managed, and raising money for the school. Board members serve 3 year terms.

**CDS BOARD OF TRUSTEES 2018-2019**

**Name E-mail**

president

Geoff Pinkerton- vice president [pinkertoncdsboard@hotmail.com](mailto:pinkertoncdsboard@hotmail.com)

Sheila Mason- secretary [sburton914@aol.com](mailto:sburton914@aol.com)

Philip Perry ‘66 [phillip.perry@ecolab.com](mailto:phillip.perry@ecolab.com)

Rebecca Turner ‘68 [rmurrayhorn@aol.com](mailto:rmurrayhorn@aol.com)

Rob Hardy   [rhardy@ihlic.com](mailto:rhardy@ihlic.com)

Jeff Bradshaw [jeff@geomechanique.com](mailto:jeff@geomechanique.com)

Lisa Broaddus [lisab@kycourts.net](mailto:lisab@kycourts.net)

Jenny Schenkenfelder [jennys429@gmail.com](mailto:jennys429@gmail.com)

Christina Mazaheri [cthomas@forthepeople.com](mailto:cthomas@forthepeople.com)

Angela Saxena/ assaxena@aol.com

Michael Smithson (shared seat) mr\_smithson@hotmail.com

Lee Waterfield- *ex oficio* [lee1313@gmail.com](mailto:lee1313@gmail.com)

Tim Corkran- Head of School [tim.corkran@capitaldayschool.net](mailto:tim.corkran@capitaldayschool.net)

Jenny Schenkenfelder - Parent Council [jennys429@gmail.com](mailto:jennys429@gmail.com)

Julie Clouse- Business Manager [rexclouse@aol.com](mailto:rexclouse@aol.com)

**Board of Trustees Terms**

**2020 2021 2022**

Philip Perry Lisa Broaddus Jenny Schenkenfelder

Geoff Pinkerton Sheila Mason Jeff Bradshaw Christina Mazaheri

Lee Waterfield Rob Hardy Rebecca Turner Michael Smithson/Angela Saxena

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Capital Day Employees 2018-2019** | | | | |  |  | |  |  |  |  |  |  |  | | Faculty |  | role |  |  |  |  | | Alyssa Baesler | | Montessori Primary lead teacher; summer program director | | | | | | Mandy Caudle | | 6-8 English; 7th homeoom | | |  |  | | Amanda Whites | | traditional preschool assistant (Morris) | | | |  | | Amber Logan | | Primary (K/1st) lead teacher; Community Connections coordinator | | | | | |  | | 3-8 Spanish; ms educational technology | | | |  | | Marzi Adi |  | 6-8 science; science coordinator; 8th grade homeroom | | | | | | Cheryl Sandefur | | traditional preschool lead teacher; Preschool director | | | | | | John Fleming | | K-8 computer teacher; tech support; PK-8 music | | | | | | Christy Rezo | | traditional preschool assistant (Sandefur); pm preschool | | | | | | Zach Webb | | 6-8 Social Studies; MS Student Council; KYA; KUNA; 8th homeroom | | | | | | Luana Hardy | | K-8 extended day; pm preschool | | | |  | | Jody Jaques | | K-8 art; website and Facebook | | |  |  | | Julie Clouse | | business manager | |  |  |  | | Julie E. Renner | | 2nd grade; Lower School Director | | | |  | | Kyffin Bland | | 5th grade; Athletic Director | | |  |  | | Lea Morris | | traditional preschool lead teacher | | | |  | | Linda Word | | pm preschool lead teacher | | |  |  | | Lori Proctor | | Montessori Primary assistant; pm preschool | | | | | | Mark Mathews | | PE; MS Student Council | | |  |  | | Angie Morton |  | 4th grade; LS academic team | | |  |  | |  |  | K-2 Spanish | |  |  |  | | Pamela Connors | | 6-8 Math; math Counts coach; 6th grade homeroom | | | | | | Rachel Harrod | | Montessori Lower Elementary | | |  |  | | Stephanie West | | 3rd grade | | | |  | | Beth McDonald | | PK and 5th Library; Academic Team coordinator |  |  |  |  | |  | |  | | | | | |  |  |  |  |  |  |  | |  | |  |  |  |  |  | | Staff | |  |  |  |  |  | | Tim Corkran | | Head of School |  |  |  |  | | Nancy Boisseau | | administrative assistant/school secretary |  |  |  |  | | Harold Newman | | janitor | |  |  |  | | Sarah Begin | | Part time events and marketing |  |  |  |  | |  | |  |  |  |  |  | |  | |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | |  | |  |  |  | |  | |  | | | |  | |  | |  |  |  |  |  | |  | |  | | | | | |  |  |  |  |  |  |  | |

**Capital Day School Mission, Philosophy, and Vision**

**Mission Statement**

Capital Day School is dedicated to empowering students in early childhood classes through the eighth grade for success through an enriched curriculum that inspires academic excellence and individual growth. The school promotes in students a strong sense of independence and responsibility for themselves and for others. Capital Day School welcomes students of diverse backgrounds and inspires intellectual curiosity in a positive, nurturing, and safe environment.

**Philosophy**

Capital Day School provides a supportive learning atmosphere that promotes intellectual, cultural, physical, and social growth in all students.

High standards of academic pursuit are achieved through knowledgeable and stimulating instruction carried on in an intimate, nurturing environment. A strong emphasis is placed on critical thinking and problem solving, communication, teamwork, leadership, and creativity. Capital Day School aids in the education of the whole child by providing a curriculum that includes STEAM, reading, creative and expository writing, social studies, and Spanish.

Capital Day School generates a strong sense of community. Personal standards of character are demonstrated by work ethic, self-discipline, resilience, courage, empathy, respect, and responsibility on the part of each student.

**Vision**

Capital Day School strives to develop confident students who are capable of becoming productive citizens of the 21st Century.

We recognize developmental differences and that each student is an individual.  "Students grow and learn at different rates towards different destinations," but regardless of the destination, it is our goal for all CDS students to have the knowledge, skills, and character they need to achieve success.

Content is important, and we still teach many of the subjects which other schools have abandoned, such as cursive handwriting, grammar, music, and art.  However, content alone should not drive instruction. Capital Day School recognizes skills and values integral to learning in today's world:

* Critical thinking and problem-solving
* Teamwork and collaboration
* Communication (oral and written)
* Creativity
* Leadership
* Character (work ethic, self-discipline, resilience, courage, responsibility, empathy, and respect)

Such instruction will require backward design (starting with desired outcomes) and innovative strategies for assessment.

Capital Day School is also seeking to promote greater community and global awareness. It is our desire for students to gain greater understanding of different cultures, appreciation for diversity, and civic responsibility.

It is the goal of Capital Day School to establish a productive and sustainable global culture based on teamwork and interdisciplinary learning opportunities. Our vision recognizes individual and developmental differences among students and provides a framework of relevance for engaging all disciplines and all types of learners.