

Dallas Regional Day School Program for the Deaf

Callier Child Development Preschool Program Parent Handbook 2020 - 2021



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CALLIER CHILD DEVELOPMENT PROGRAM PROGRAM OVERVIEW

The Dallas Independent School District/Dallas Regional Day School Program for the Deaf provides a program at Callier as one option for preschool children, who are deaf or hard of hearing. All placements in the Callier program are made through the Admission, Review and Dismissal (ARD) process. The Callier program is provided in collaboration with the University of Texas Southwestern Medical Center and the University of Texas at Dallas/Callier Center for Communication Disorders.

The Callier Child Development Program is accredited by the National Association for the Education of Young Children. Information about accreditation criteria may be found at www.naeyc.org.

The Texas Department of Family and Protective Services license the Callier Child Development Program. Information on licensing regulations (*Minimum Standard Rules for Licensed Child-Care Centers*) may be obtained on-line at <http://www.tdprs.state.tx.us/ChildCare>. (Licensing reports and inspections are available for review in the office.)

Teaching teams, consisting of a child development specialist, a deaf educator, and teacher assistants staff each of the integrated classes. Deaf education students have individual education goals and support services including audiology and individual speech-language therapy. A Communication Specialist plans and works collaboratively with each team to provide full support for each deaf education student in the area of language-speech-listening development. Additional services available include counseling, health management and occupational therapy.

The goals of the Callier Child Development Program are:

- To provide for all aspects of a child's developmental needs including communication and language skills, physical abilities, emotional/social growth, and cognitive development.
- To emphasize learning as a social process that stresses exploration and interaction with adults, other children, and materials.
- To emphasize learning as an active process, utilizing experiences that are concrete, real and relevant to the lives of young children.
- To foster an environment in which children have an opportunity to communicate, play and develop friendships with other children whose interests, abilities, levels of hearing and/or methods of communication may be the same or different than their own.

A developmental approach allows teachers to program for needs, abilities, interests and personal learning pace and style. Children develop positive attitudes about themselves as they learn daily routines, master new skills, expand interests and participate in planning and decision-making. Parent involvement is an important component of the program. Communication includes weekly information on classroom activities, formal conferences, and phone calls. An active Parents' Association meets regularly to plan and provide activities for fund-raising and teacher appreciation.

Program Description

Enrollment Procedures



CAMPUS NEW STUDENT PACKET:

A packet of enrollment forms is provided when your child is enrolled. **All of these forms must be completed, signed and dated prior to your child beginning at Callier.**



TUITION AND FEES:

DISD services provided through Callier Child Development Program are at no cost to the family.



CURRICULUM AND ASSESSMENT:

The general education curriculum of the Callier Child Development Program is High/Scope. This research-based curriculum facilitates development through key experiences in ten areas of child development: language and literacy, initiative and social relations, creative representation, movement, music, classification, seriation, number, space, and time. Child progress is documented through a portfolio that includes systematic, targeted teacher observations and samples of children's work. The High/Scope Child Observation Record (COR) provides the framework for this portfolio. Family reports of child progress are provided three times each year; twice during parent conferences and again at the end of the year. Parents are invited to log in to the assessment site to view children's progress, add observations, and see suggested activities for home and car talk that promote specific development. Your teachers will send an email invitation with instructions on how to log in. Information on the High/Scope curriculum and COR are available on-line from the High/Scope website at www.highscope.org.

We also use the principles of Conscious Discipline that is a comprehensive social and emotional intelligence classroom management program that empowers both teachers and children. Based on brain research, this approach uses a model of self-regulation, connections, relationships and love rather than punishment, fear and blame. The core of this is to build a sense of community and "school family". Welcome to the Callier Child Development Program School Family!

<https://www.bing.com/search?q=conscious+discipline&form=PRUSEN&mkt=en-us&httpsmsn=1&refig=a86e1403cc234ab18200d7432c6be512&sp=1&q=HS&pq=cons ci&sc=8-6&cvid=a86e1403cc234ab18200d7432c6be512>

SCREENING:

All students receive developmental screenings including vision and hearing as required

FOLLOW-UP:

Any follow-up testing indicated by screening or developmental assessments are discussed with parents and resources recommended.

ARD, ASSESSMENTS & INDIVIDUAL EDUCATION PLANS:

All Deaf Education students at Callier have individual education plans. A team that includes teachers, parents and other professionals who have knowledge of the child's needs develops the Individual Education Plan (IEP) for each child. Plans include the specialized goals, services and accommodations that a child needs to support development and educational progress. Individual Education Plan (IEP) that outlines the goals and objectives specifically targeted to meet each child's unique needs. IEP Progress Reports are sent home at the end of each 6 weeks.

Annual ARDs are held each year to discuss student progress. Assessments include updated COR and language assessments. Information is gathered by the Communication Specialist, the Deaf Education Case Manager and other members of the teaching team using anecdotal observations.

FACILITIES:

Classes for younger three-year-old children are housed in Callier's East Building--a building designed specifically for an early childhood program. Classes for the older children are located in the central building complex reached through the main entrance to the Callier Center. The program utilizes large, open classrooms, a cafeteria, two large indoor-play areas and four age-appropriate outdoor playgrounds.



SCHOOL CALENDAR AND PROGRAM HOURS:

The deaf education program follows the DISD school calendar. The classroom hours are 8:00 a.m. to 1:00 p.m. for 3 year olds or 8:00 a.m. to 3:00 p.m. for 4 and 5 year olds. A child's hours of attendance will be discussed in the initial ARD.



INCLEMENT WEATHER

When an announcement is made that DISD is closed due to inclement weather, Callier is also closed. Please check your local TV, radio or internet.

GANG FREE ZONE:

Under Texas Penal Code, any area within 1000 feet of a child-care center is a gang-free zone, where criminal offenses related to organized criminal activity are subject to harsher penalty



IMMUNIZATIONS:

A copy of your child's current immunizations is required prior to school attendance. Please verify with your doctor that your child's immunizations are current. DISD and state laws require age appropriate immunizations prior to enrollment at school.

The school nurse will review the immunization form upon enrollment and periodically to insure that immunizations current. If immunizations are not current, your child will not be able to attend school until the necessary immunizations are received. *Please*

remember to send an updated copy to school each time your child receives immunizations.

STAFF IMMUNIZATIONS:

Callier has a policy that staff is encouraged to meet the suggested adult immunizations or present an exemption form. All staff must present a negative TB test result upon hire.



Schedule of Operation

ARRIVAL:

DISD buses generally arrive at Callier between 7:30 and 8:15 a.m. Teaching staff meets the buses and takes children to the classrooms. If parents provide transportation, anytime between 8:00 a.m. and 8:30 a.m. is a good time to drop off.

CAMPUS SECURITY:

Entry to all classroom areas is through security badge access only.

BADGES:

To provide optimum security, all parents and other persons authorized to deliver and pick up children from the program are asked to wear badge identification while on campus. Activated badges are required to access buildings and classrooms. DISD parents may be issued Callier photo I.D. badges. Families may receive up to two Callier ID badges at no charge; however, there is a cost of \$10 for each additional badge and any lost badge.

Lost or missing badges are a security risk and must be promptly reported to the school office to be deactivated.

Pictures for badges are taken in the main office so please see the Administrative Assistant to help you in this process.

Badges are assigned to individuals and may not be loaned to other people. To maintain a secure environment, do not use a badge to open the door for someone or allow someone without a badge through an entrance. Persons needing assistance may be directed to the office or security guard.

SIGN IN/OUT FOR STUDENTS:

Each child who comes to school is individually signed in and out through a computer tracking system. Time clocks are located in both the East and main buildings. Parents and other authorized individuals who pick up students on a routine basis are issued an individual ID code that is used to sign children in and out of school. An office staff member will show you how to use your code. School staff completes the in/out procedure for children riding the bus.



PARKING:

Drop-off and pick-up parking for parents is available in the West Campus Drive parking lot indicated as Family Parking. Parents may also park for up to 10 minutes along the

curb in front of the main entrance or in parking spots marked Visitor. **Parents may NOT park in UTD or UT Southwestern permit-only spaces; violators will be ticketed.**

Morning Schedule



CLASS SCHEDULES:

A sample daily schedule is provided here:

- 8:00 – 8:45 Arrival/Quiet Play and Optional Breakfast
- 8:45 – 9:15 Small Group Activities
- 9:15 – 10:00 Outdoor Learning
- 10:00 – 11:30 Work Time (Learning Centers)
- 11:30 – 12:00 Circle Time (Music and Movement)
- 12:00 – 12:30 Lunch
- 12:30 – 1:00 Outdoor Play
- 1:00 Dismissal

OR

- 1:00-3:00 Small Group (DE students only)

After School Care

After school care at Callier is available on a limited enrollment basis to children enrolled in the Deaf Education program. Children must be able to successfully participate **without the support of deaf education staff**. This service is available through the Callier Child Development program and is not part of the DISD Deaf Education program.

The after school care program hours begin at 1:00 or 3:00 p.m. and extend until 6:30 p.m. Families who utilize after school care must provide their own transportation. Fees for childcare are billed on a monthly basis at the first of each month. Payment is due by the first of each month; a late fee is charged after the 16th of the month. Late fees are also charged if students are not picked up by 6:30 p. m.



CONFIDENTIALITY:

Information contained in children’s files is considered confidential. Program staff is provided access to information as needed to ensure children’s health and safety, appropriate care and educational support. Our staff is trained in the NAEYC Code of Ethical Conduct that ensures all confidential information is handled with the upmost professionalism.

Children’s files and assessment documentation may be subject to review by the Texas Department of Family and Protective Services, the National Association for the Education of Young Children and the University of Texas at Dallas for purposes of program regulation and evaluation. Written consent of a parent/guardian is required before student records may be released to other individuals or agencies.

School Bus Services



OVERVIEW:

Dallas ISD provides school bus service. Eligibility for special transportation is determined through the Admission, Review and Dismissal meeting. The DISD buses provide pick-up and drop-off to any address within Dallas County for students who are determined eligible for this service. Pick-up address may be different from the drop-off address.

After a student is determined eligible for transportation services, the service is established through a computer process and routing system which generally takes up to 10 days.

POINTS TO REMEMBER ABOUT THE BUS:

- If you need to change the address for bus service, please contact your Deaf Education teacher and report the change. Address changes will take 5–10 days before they become effective.
- Your bus driver will contact you before school starts and tell you the approximate time he/she plans to pick up your child.
- When the bus comes in the morning, you or another adult must walk your child to the bus.
- Watch for the bus because the driver cannot leave the other children to go to your door. The driver will only wait three (3) minutes for your child. After 3 minutes, the driver will leave.
- Watch for the bus when your child returns home. You or another adult must come out to the bus to help your child off the bus. This is also true if your child is dropped off at a childcare center.
- If you bring your child to school in the morning and want him/her to ride the bus home in the afternoon, you must call the bus company to notify them. It is possible that your child will miss the afternoon bus if this procedure is not followed.
- If you know your child is going to be absent, notify your bus driver ahead of time. When your child is ready to return to school, please call your driver and tell him/her to start picking up your child again. **If your child has not ridden the bus for three (3) days in a row and you have not talked to your driver and/or the bus supervisor, the bus will not come without a call from you to the bus company.**

Clothing and Supplies



CLOTHING:

Children should wear comfortable clothing; suitable to both the weather and active play. Jumpsuits and overalls are difficult to get up and down when the children need to use the bathroom. Elasticized waistbands are easier for them to manipulate. Each child needs to bring a bag with complete change of **clothing with each item individually marked with the child's name**. Children being toilet trained must bring more than one change of clothing. Check daily for soiled clothes. If a change of clothes has been used, be sure to replace it the next day. **Parents are asked to provide disposable diapers and lanolin-free wipes for children wearing diapers**. These will be for individual use and the teacher will notify you when replacements are needed.

Children are to wear shoes that they can easily run and play in. Flip-flops, boots, sandals are not appropriate. Rubber-soled shoes (e.g. tennis shoes) are easier for children to play in and must be worn at Callier.

Your child will also be going outside most days weather permitting. (Indoor play will be scheduled when the temperature or wind chill is below 33 degrees, when temperature or heat index is above 100 degrees, on Red or Purple air-quality alert days, or if it is raining. Primary resource used: <http://www.weatherunderground.com/US/TX/Dallas.html>)

HATS:

Children wear hats when playing outside. Coverage from sun exposure is recommended by the American Academy of Dermatology. Callier students are issued school hats. Parents wishing to provide a higher quality hat than those issued by the school are encouraged to do so. A good protective hat should shield as much of the face and neck as possible, with a wide all-around brim or front-brim with legionnaire-style over the neck. Hats made of materials with a UPF of 30+ are most effective.

SUNSCREEN, LOTION AND INSECT REPELLANT:

You may sign a permission form authorizing sunscreen to be used on your child at school. The program will provide sunscreen. Permission may also be given for application of insect repellent at school. All insect repellent must be provided by parents. A repellent that contains 10-30% DEET is considered effective and safe for child use. All containers must be clearly labeled with the child's name.



PETS:

Pets are an important part of the preschool curriculum. Your child's classroom/building may include animals. A veterinarian inspects all pets annually. Children are NOT allowed to handle reptiles or birds in accordance with licensing regulations, but they may pet rabbits or guinea pigs; appropriate hand-washing practices are used. If your child is allergic to any of these, please be sure that the school is informed.

WATER PLAY:

Water tables and other related activities are indispensable elements in the early childhood classroom. Precautions are taken to ensure healthy practices: water tables/toys are cleaned and sanitized after each use; children are not allowed to drink the water; children with sores on their hands are not permitted to participate in communal water play; and fresh potable water is used for all water activities. A signed Outdoor Activity Permission Form must be on file for your child to participate in outdoor water play.

TOYS:

Parents are asked to not send children to school with toys and personal items from home.

OTHER:

Bottles and pacifiers are not allowed at school unless specifically prescribed by a doctor and included in a school health management plan.

Distribution of Personal Materials:

The University of Texas at Dallas prohibits the use of university resources for the distribution of materials that promotes any individual personal beliefs or value systems. This includes such items as birthday party invitations, any type of “goody” bag, play date invitations, etc. The only materials in the children’s cubbies and staff mailboxes are distributed by Callier staff that relate to school business and activities.

If you need to contact your child’s classmate’s parents, ask the classroom teacher and he/she can provide you with those email addresses for families who have given their permission.



BIRTHDAYS and CELEBRATIONS:

Callier Child Development Program is moving to a “no outside food other than lunches from home” policy. Food allergies and food restrictions are increasingly making it more difficult for parents to choose the right school birthday celebration to keep every child safe, healthy and included. With a little creativity and research, parents can start planning celebrations without the stress. Here are some helpful ideas for the classroom that are beyond cupcakes and sweet treats.

Here are a few ideas (outside the sweet treats and goodie bags) but you can also consult with your classroom teachers and discuss some other options you may come up with:

- Give the Gift of Your Time in the Classroom: Young children feel so special when their parent comes to school. On any special occasion, read a story to the class, help the teacher with her planned activity, go along for outside time, or just hang out with your child and her classmates. s. Your child will remember that day.

- Plan a Special Activity for Your Child's Class: Plan an activity for parents to lead in the classroom and bring in the supplies. Make hats and decorate them. Make a craft, organize a science project, or play a game. Check out your local library for age-appropriate ideas. No matter what activity you and your child select, your child will be very proud!
- Donate to the School or Child Care Center: Donate something to the school or childcare center in recognition of your child's birthday. There are many things to choose from such as books, puzzles, toys, music, or computer software. Your child's teacher will have plenty of ideas. Then take your child shopping and let him choose the gift to donate with your guidance. Add a label to the item, "This book was given to the Callier Child Development Program in celebration of _____." Do not forget the date. Your child and the school will appreciate the donation for years to come.
- Create a Tribute: Create a tribute that says something about your child and his interests or heritage, and then share it with the class. You and your child could make a collage of photographs showing your family. Write a story together and read it to the class. Your child can dictate the words and provide the illustrations. For a special touch, laminate and bind the book at your local office supply store. Make two copies and give one to the school.

All celebrations mark the passage of time and can highlight special relationships among people. Let that be your guide when coming up with your child's celebration ideas for the classroom.

Breakfast – Lunch Program



MEALS:

School breakfast and lunch are provided at no cost to families. A Meal Option Form is included with other school forms at the beginning of each school year. This form may also be requested from the school office if you want to make option changes during the year. Changes in lunch options must be requested in writing one week in advance of the requested change.

Food served at school is planned to meet children's daily nutritional needs, in compliance with federal school breakfast/lunch program guidelines. (See <http://www.fns.usda.gov/end/lunch/> and http://teammnutrition.usda.gov/resources/mpk_tips.pdf).

A monthly menu is posted in each classroom, on the school website, and a copy given to each family. Every item on the menu is offered to children. If a child has special dietary needs and/or restrictions, it must be documented on either the Notification of Special Dietary Needs form (requires physician signature) or the Request for Meat Substitution form (requires parent/guardian signatures).

You may send a packed lunch with your child if you prefer. Parents who choose to provide packed lunches assume responsibility for meeting their child's daily food needs. Lunches are not refrigerated and teachers do not reheat food before serving. **Sugary food and drinks, and peanut products are not allowed.** Any food from home must be

labeled with the child's name and the date. (For suggestions for packed lunches, visit <http://www.educationbug.org/a/lunchbox-and-sack-lunch-ideas.html>. Avoid sending food that are choking hazards such as foods sliced into small rounds, whole grapes, pretzels, popcorn, marshmallows and chunks of meat larger than can be swallowed whole. Parents may not send breakfast food to school.

NATIONAL SCHOOL BREAKFAST/LUNCH PROGRAM

Callier participates in the National School Breakfast and Lunch Program; applications for free or reduced breakfast/lunch, based on financial need, are included in each enrollment packet and are available from the office. ***We ask you complete this form even if you believe you will not qualify.***

More information on the National School Breakfast/Lunch Program may be found on the USDA website at <http://www.fns.usda.gov/cnd/lunch/>

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;*
- (2) fax: (202) 690-7442; or*
- (3) email: program.intake@usda.gov.*

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Health and Safety



DAILY HEALTH CHECK:

Teachers will visually check a child to see if he/she looks healthy and shows no signs of illness. If a teacher suspects a child is ill, the parent will be notified and must be picked up within the hour.



INJURIES:

When a child is injured, staff members with training in First Aid make an assessment regarding appropriate action. Minor injuries, requiring basic first aid, are cleaned, bandaged and have ice applied if needed. Parents are notified of any injury that involves a blow to the head. An injury report form is completed for any injury observed or treated. The form is signed by the parent at pick up. Parents take the white copy and a yellow copy is given to the school office to be kept on file.

If it is determined that an injury is non-urgent but may require the attention of a physician, parents are contacted and asked to come immediately and take the child to receive medical care. In case of serious injury, the first priority is getting medical attention for the child and 911 will be called immediately. Every effort will be made to contact the parent, or if a parent cannot be reached, another person authorized on the child's enrollment form. A school staff member will accompany the paramedics to Children's Medical Center and stay with the child until parents arrive.

ILLNESS AND EMERGENCIES:

- The school should be notified as soon as possible if a child is to be absent. Children who have signs of illness (e.g. diarrhea, rash), or who have had a fever (100+) or vomited with the last 24 hours **cannot** attend school.
- The school must be notified if a child contracts a communicable disease. Return to school after such an illness will be according to the standards of the Health Department or with the signed permission of a physician.
- If a child becomes ill or injured, the parent will be notified for instructions regarding needed treatment and/or to pick up the child. A Sick Child Form must be signed at the time child is picked up. (See Appendix A for Sick Child Report Form.) It is necessary that at least two CURRENT phone numbers be on file where parents may be reached during the day. A current phone number for the child's physician is also required. No treatment can be sought unless the parent has signed the appropriate treatment form.



ADMINISTRATION OF MEDICATION:

Administration of **PERScription** medication by school personnel follows the DISD Health Guidelines. It is intended to facilitate the return of the child to school recuperating from minor illnesses, such as upper respiratory infections, etc. Administration of long-term medications or other school health procedures require a school health management plan developed by the DISD school nurse who provides health services to the Callier campus.

1. A completed school medicine form with parent signature must accompany medicine. If medicine must be given for longer than two weeks, the child's physician must sign form. (If an equivalent document has been signed, it must be attached to a school form and the information properly recorded.) All information, including dates, must be included. If such information is not provided the medicine cannot be administered.
2. **Only prescription medicine is given.** Prescriptions must be for the child and must be current. The medicine must be in the prescription container and clearly labeled. **Over-the-counter medications will not be administered.**

Check in all medicine at the school office. Medicine is only given at 11:30 a.m. unless specified in the school health management plan. Asking the pharmacist to divide medication into two containers allows families the convenience of leaving one at school.

ALLERGIES:

The Callier Child Development Program expects all administrators, teachers, support staff and specific classroom families to be informed of and aware of life-threatening allergic reactions (including anaphylaxis) and how the program manages the resulting medical emergency. Some common life-threatening allergens are peanuts, tree nuts, fish, bee or other insect stings; latex and some medications. Affected children require planned care and support while in our care.

Parents/guardians are responsible for informing the program about their child's potential risk for allergic reactions and for ensuring the provision of ongoing health information and necessary medical supplies. The program will take all reasonable measures to avoid allergens for affected children. The program will train all staff in the awareness of anaphylaxis and other allergic reactions and prepare them to respond quickly and appropriately. Additionally, child specific training will be provided to all personnel who are currently or may be in a position to provide care.

Even with the program's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment due to the numerous visitors, maintenance and other personnel who enter our rooms and offices. However, the program will take precautions to reduce the risk of a child's allergic reaction by developing policies and procedures to minimize the presence of allergens in the program.

EMERGENCY RESPONSE PLANS:

Keeping your child safe is one of our highest priorities. The program has procedures for responding to a range of emergencies. Regular drills are conducted to prepare children and staff to react quickly and appropriately. (See Appendix B for Drill Schedule.)

In the event of a weather emergency, groups gather for shelter in designated locations in each building.

In response to fire, the buildings are evacuated; staff and children go to the perimeter fences or to a designated area to wait for instructions. A map of shelter-on-site locations and building evacuation routes is posted in each room.

If evacuation of the center is required, parents are contacted as soon as possible. It is important that you update the school office if there are changes in your contact information



REPORTING CHILD ABUSE/NEGLECT:

All staff is required to participate in a minimum of 1 hour of annual training on this topic that includes warning signs and factors indicating a child may be a victim of abuse or neglect. As a Professional Reporter, as defined by the State of Texas, each staff member is obligated by the Texas Family Code. The following information is excerpted from the pamphlet:

TEACHERS/PARENTS AND CHILD ABUSE:

The Texas Family Code requires any person "having cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect" must report the case to any local or state law enforcement agency and to the Texas Department of Human Resources Child Protective Service Office. Failure to report a case of child abuse or neglect is a Class B Misdemeanor, punishable by imprisonment of up to 180 days and a fine of up to \$1000. The 24-hour Child Abuse Hotline number is 1-800-252-5400.

Teachers who see evidence of suspected abuse or neglect and who report it in the good faith belief that such conditions exist and do so for the best interests of the child or children are immune from liability, and their reports will be confidential.

If parents suspect child abuse of their own child or someone else's, it should be reported immediately either through the local police department, website or phone:

Child Abuse Hotline

800-252-5400

Child Abuse Reporting Website:

https://www.dfps.state.tx.us/Contact_Us/report_abuse.asp Callier Child Development Program fully cooperates with any investigation of suspected child abuse or neglect. We

are NOT allowed to notify parents if an investigator comes to the program. The investigator will notify the parents.

Materials and resources are available for parents on the signs and symptoms of child abuse or if you feel your child is a victim of child abuse at the following link:

<http://www.dcac.org/>



Discipline and Guidance

Callier Child Development Program views children's behavior in terms of development. The goal is to help children gain a sense of self-control. It is the philosophy of the program that all children need to feel loved and secure, that a developmentally appropriate environment and daily routines are basic tools in positive guidance of children's behavior, and that adults are powerful models in showing children acceptable behaviors. Teaching strategies include anticipating and preventing problems whenever possible, setting clear and consistent limits, staying engaged with children to support appropriate play, recognizing and identifying children's desirable actions, hesitating when appropriate to support children to resolve conflicts independently, investigating to better understand causes and circumstances before determining solutions, allowing children to experience natural and logical consequences of their choices, and communicating with children, parents, team members and support staff as needed. Children are redirected from an activity or from the group only when necessary to help them regain control; they are given the opportunity to return when they are able to do so. When a child displays persistent problem behaviors, parents will be included in developing a plan to address these.

Although no one wants to dis enroll a child due to behavior, Callier Child Development Program along with the ARD committee, does retain the right to remove a child from the classroom either temporarily or permanently if the child or any of the classroom children's health or safety is in jeopardy.

BITING:

Biting is a common occurrence among young children. Research indicates that one in ten children bite another child at least one time. Biting occurs for a variety of reasons: a misdirected attempt at communication or interaction; aggression or defense of property or territory; sensory exploration or a response to teething. Biting is more disturbing than most other types of aggressive behaviors to parents, caregivers, and children, and is always taken very seriously.

The child who bites is removed from the vicinity of the bitten child. Other than a short, clear message – "Biting hurts! No biting." – interaction is kept to a minimum; teachers stay calm to avoid reinforcing the action. The child who is bitten receives comfort and the bite receives appropriate First Aid. When a child is bitten at school, the parents of that child, and the parents of the child who bit, are notified.

In responding to biting, the paramount goal is to prevent recurrence; keeping children safe is the most basic priority. The biting incident is reviewed to help determine causes/contributing factors; when identified, these are immediately addressed.

Once a child has bitten, teachers are alert to catch and redirect further attempts. Children whose biting seems to be related to oral stimulation may be given alternatives that are allowable to bite. Children for who biting may be an attempt to engage peer attentions are given opportunities to learn and practice appropriate communication and interaction strategies.

Children sometimes get “stuck” in a pattern of biting. When those situations do not respond to the best efforts of the teachers, the program may request support from DISD support services. This might include classroom observation, suggestions for behavior management, and/or parent conference.

Parent Participation



PARENT/TEACHER COMMUNICATION:

Good communication between home and school is essential to the child’s well-being. E-mail is an effective way for teachers and parents to exchange information. Parents are also encouraged to talk regularly with teachers. Teachers may return phone calls after 1:30 on most afternoons. Discuss with your child’s teachers the best arrangement for regular contact. Information is regularly given to parents about themes or units being taught so that you may discuss them with your child. Each Friday parents receive information about what is being taught via the “Gold Sheet.”

MESSAGES:

Staff email addresses are available through the Deaf Education teacher. Phone messages for staff may be left through the school office. Time sensitive messages such as those concerning student pick-up instructions will be transmitted to teachers in a timely manner. Teachers may not use their phone when working with children so leave a message for them with the front office.

OBSERVATIONS/PARTICIPATION:

Parents are encouraged to observe their child’s program at any time. There are observation windows for some rooms. Arrangements for observation are made through the school office. Parents are asked to sign in and out when they come to observe. Parents are invited to visit classes or join their children for lunch.

BREAST FEEDING:

Callier has an area available for parents who wish to breast feed a sibling if they are visiting or observing their DISD child.



PARENT RESOURCES:

Information of interest to parents is posted near the time clocks. Brochures and handouts on topics related to parenting and early development are displayed. Replacement copies of current menus, calendars and other distributed items are also available in these areas or from the office. Links to websites on various topics may be found on the program website at www.callier.utdallas.edu/preschool.html. Books and other resource materials are available in the program resource library and in the Conference/Nursing Room in East Building for parent checkout. Other materials, related to specific issues, may be provided upon request.

The program schedules parent meetings at various times throughout the year on topics of interest. Parents may attend sign language classes at no charge.

GRIEVANCE PROCEDURES: Parents' concerns that cannot be satisfactorily resolved by communication with the child's teacher should be addressed to the Callier Director of Education. Parents may contact supervisors at any time by phone or e-mail to request an appointment. If families and program administrators are not able to reach a satisfactory solution, parents may present their concerns in writing to the Executive Director of the UTD-Callier Center. Callier is committed to working with families to achieve a shared goal of providing the best possible care and learning environment for children.

POLICY CHANGES:

Any program policy changes will be sent to parents in writing,

PARENT ASSOCIATION:

The Callier Parents Association (CPA) provides support for the school through fund-raising activities and volunteering. Parents of all Callier Child Development Program students are considered CPA member. There are many opportunities for participation and support through numerous projects and special events each year. Information about these events is distributed through various methods including the Gold sheets, flyers, emails, CPA announcements and posting on school bulletin boards.

Resource Websites:

Callier Child Development Program
www.utdallas.edu/calliercenter/child-development

Child Care State Licensing- Texas Department of Protective and Regulatory Services (TDPRS)
<http://www.tdprs.state.tx.us/ChildCare>
214-951-7902

(Licensing reports and inspections are posted and available for review on the Family Information Board near the sign in area or on the website listed above. Current licensing regulations are also located at this site as well as in each of the office areas.)

Reporting Child Abuse and Neglect

<https://www.txabusehotline.org/Login/Default.aspx>

1-800-252-5400.

Child Abuse Advocacy & Support Groups

www.cactx.org/child-abuse-in-texas

<https://www.childhelp.org>

www.family-compass.org

www.dcac.org

National Association for the Education of Young Children

www.naeyc.org.

High/Scope

www.highscope.org.

Conscious Discipline

www.consciousdiscipline.com

Weather

<http://www.weatherunderground.com/US/TX/Dallas.html>

<http://www.epa.gov>

Air Quality

[https://www.airnow.gov/index.cfm?action=airnow.local_city&zipcode=75235&submit=](https://www.airnow.gov/index.cfm?action=airnow.local_city&zipcode=75235&submit=Go)

[Go](#)

Consumer Product Safety Commission

www.cpsc.gov.

Nutrition

<http://www.fns.usda.gov/cnd/lunch/>

http://teammnutrition.usda.gov/resources/mpk_tips.pdf.)

<http://www.educationbug.org/a/lunchbox-and-sack-lunch-ideas.html>.

http://www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.htm

Biting

<http://families.naeyc.org/learning-and-development/child-development/understanding-and-responding-children-who-bite>

<http://www.zerotothree.org/child-development/challenging-behavior/chew-on-this-resources-on-biting.html>

<http://www.webmd.com/parenting/guide/stop-children-from-biting>

Wellness

cfoc.nrckids.org

Appendix A: Sick Child Report

Symptom Report

The symptoms below are the most common reasons for your child to be sent home but they are certainly not comprehensive.

If symptoms prevent a child from participating comfortably in school activities or your child requires additional care that cannot be given without compromising health and safety of other children, you will be asked to keep your child at home until symptoms subside.

***Children excluded from school because of fever may return with a doctor's note OR when the child is symptom free for 24 hours without use of fever reducing medication.**

Guidelines for returning to school:

Symptom	Stay Home	When child can return:
Fever by age:		
A. <2 mo. ANY fever >98.6	Yes	*Temp is normal OR w/doctor's note
B. 3 mo.-6 years >100° with behavior changes	Yes	*Temp is normal OR w/doctor's note
Diarrhea (2 episodes within 4 hours)	Yes	24 hours after last episode
Vomiting (2 episodes within 24 hours)	Yes	24 hours after last episode
Lice	Yes	After first treatment
Strep throat	Yes	24 hours after first treatment as prescribed by doctor
Unexplained Rash	Yes	Rash is gone or doctor's note
Mouth sores w/drooling	Yes	When mouth sores/drooling are gone OR doctor's note
Pink/red eye with oozing	Yes	After initial dose of medication OR doctor's note
Other _____	Yes/No	_____

Appendix B: Emergency Drills

Here is a list of the type of drills and when conducted:

<u>January</u>	Fire
February	Fire Severe Weather
<u>March</u>	Fire Lock Down
<u>April</u>	Fire
<u>May</u>	Fire Severe Weather
<u>June</u>	Fire Lock Down
<u>July</u>	Fire
<u>August</u>	Fire Severe Weather
<u>Sept.</u>	Fire Lock Down
<u>October</u>	Fire
<u>November</u>	Fire Severe Weather/Relocation
<u>December</u>	Fire Lock Down