

UTSW - UTD
CALLIER



CHILD DEVELOPMENT
PROGRAM

**2019-2020
Parent Handbook**

1966 Inwood Rd.
Dallas, TX 75235
(214) 905-3094

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CONTACT INFORMATION

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Philosophy and Goals of the Program

1. The Callier Child Development Program provides a warm, accepting environment, rich in learning activities and experiences. Teachers value each child as unique and facilitate growth toward independence, self-esteem and concern for others.
2. A developmental approach allows teachers to program for needs, abilities, interests and personal learning pace and style. On-going assessment of each child's growth and development is an essential tool in planning curriculum. The program is designed to encourage curiosity, exploration and discovery. Children develop positive attitudes about themselves as they learn daily routines, master new skills, expand interests, and participate in planning, decision-making, and problem solving. Opportunities are constructed to foster creativity, to stimulate exploration of a wide variety of media and materials, and to encourage communication of ideas and feelings as the children work and play together. Physical development is supported by the promotion of good health habits and regular routines in eating, rest, exercise, and elimination.
3. Callier believes that family is the child's primary environment and is committed to supporting and strengthening the parent/child relationship. The school is dedicated to creating an atmosphere in which children may become competent, productive, caring, happy individuals. Children are supported in acquiring a love of learning and in integrating knowledge and skills that will be the foundation for positive future educational experiences. A partnership with parents, based on mutual respect and shared focus on optimum outcomes for children, helps program staff implement these goals.
4. Ensuring continuity of care is central to the Callier philosophy. To achieve this goal, Callier teaching teams function in two distinct "loops". *The infant-toddler loop* serves children 1 day - 23 months of age by September 1; (children must be 6 weeks of age before attending.) Students take part in this loop for a maximum of two years depending on age at enrollment.

The preschool loop serves children 24 – 48 months of age by September

1. Students participate in this loop for a maximum of 3 years depending

on age at enrollment. The Callier Kindergarten teacher does not loop, providing a bridge experience for students before they leave Callier for other schools.

The loop system builds a sense of community, as children and teachers stay together, moving as a group each year to the next classroom. Looping facilitates the development of long term, trusting relationships that benefit everyone involved – children, families and teachers.

The program includes cooperative programming with the Dallas Regional Day School for the Deaf. Students with hearing loss are integrated into some preschool classes: Dallas ISD Deaf education staff is part of those teaching teams. Shared resources allow enriched experiences for all children and adults involved. This programming strengthens the communication skills of all participants. In some classes, students will have the opportunity to learn sign language. Working and playing together encourages children to appreciate individual differences and value the worth of all members of the community

The program is located on the campus of the UTD/Callier Center for Communication Disorders. Infant, toddler, 2-year old and young 3's classes are housed in Infant/Toddler building; a self-contained space designed specifically for this purpose located at the east end of the campus. Classes for older 3's through kindergarten are accessed through the main entrance to the Callier Center. Access is restricted to authorized staff and parents. The program utilizes large, open classrooms, a cafeteria, two large indoor-play areas and six age-appropriate outdoor playgrounds. All infant/toddler classrooms provide observation windows.

Policies and Procedures

If changes in policies and procedures are made, parents will be informed in writing. Questions about policies and procedures should be brought to the attention of the Director of Education; Preschool Program Manager or Infant/Toddler Program Manager.

Admission Procedures

UTSW determines eligibility and not Callier staff. Enrollment is available only to families employed with the University of Texas Southwestern Medical Center, with limited openings for UT Dallas staff. Enrollment is based on priorities for eligibility determined by UTSW through the Child Care Advisory Team and the Governance Council. Priority consideration is also given to siblings of enrolled students.

If the affiliated parent makes a job change and is no longer affiliated, we will not accept siblings nor will we allow re-enrollment for the next school year. The enrolled child/children may complete the current fiscal year but will not receive an offer letter for the upcoming fiscal year.

Students enrolled through the Dallas Independent School District Regional Day School Program for the Deaf follow procedures for enrollment through the Admission Review and Dismissal (ARD).

The Callier Child Development Program does not discriminate in enrollment based on race, color, national origin or religious beliefs.

Applications

Applications for tuition slots are available on-line at www.callier.utdallas.edu/preschool.html and may be submitted at any time. On-going waiting lists are maintained. Openings due to withdrawal from existing slots are filled as they occur. Each year in April enrollment offers are made for new slots to begin attending August 1.

Classes

The children are divided based on age as of September 1. For easy reference, classes are given color names maintained throughout the six-year enrollment cycle. All child/staff ratios and group sizes are maintained at NAEYC Accreditation levels at all times. (See NAEYC website information on Parent Resource page.)

Enrollment Requirements

At the time enrollment is offered, a non-refundable enrollment fee and signed Enrollment Acceptance form must be received. A security deposit of one month's tuition is required. Before a child can attend, all fees and tuition must be paid, enrollment forms completed and a signed enrollment agreement on file. Parents must provide all information that might aid the program in preparing appropriately for the child's entrance into school.

All enrollment forms, including updated and current immunizations, must be completed and signed by parents and/or physician as required prior to the child's first day of school. **A child may not start school until all forms are received and signed appropriately.**

Withdrawal

Written notice must be received 30 days prior to the withdrawal of your child from the program. This policy applies from the time the Enrollment Acceptance is signed and is not dependent upon attendance. Failure to give appropriate notice will result in tuition charges for a non-attended month whether before or after the attendance start date. The security deposit will be applied to the last 30 days of tuition.

FINANCIAL INFORMATION

Tuition: *(Tuition rates are reviewed annually by the UTSW Childcare Advisory Team and approved by their Governance Council. Rates are posted on-line at www.utdallas.edu/calliercenter/child-development.)*

Tuition is payable the first of each month beginning with the first month of enrollment. Tuition is pro-rated for enrollment or withdrawal in mid-month. Tuition is not affected by student absence, including long-term absence for any reason or by number of school days in a month. Tuition covers the full day (7:30 a.m. - 6:30 p.m.). No part-time or “drop-in” arrangement is available. When two or more siblings attend a 10% discount is applied to the oldest child’s tuition.

Monthly tuition is due in advance on the first of each month, payable to Callier Child Development Program. **Accounts not paid by the 10th of the month are considered delinquent and a late payment fee of \$50.00 will be charged. Failure to pay tuition will result in dismissal.** Automatic payment by credit card may be arranged through the Callier Business Office; a form is available for this purpose. Checks may be deposited in the collection boxes located in Infant/Toddler building reception desk and in the main preschool building at the security desk in the front lobby area. Tuition may also be paid at the Callier Center clinic window between 8:00 a.m. and 4:30 p.m. or by mail. Child Development Program staff will not handle payments.

Other fees

- A non-refundable enrollment fee is required upon acceptance.
- Security deposit (one month’s tuition) required upon acceptance. Applied to last 30 days of attendance when written notice received at least 30 days before withdrawal. (Non-refundable for withdrawal prior to start date.)

- Personal Care Supply fee due with first month's tuition; charged annually with August tuition. Helps defray expense of items including nap sheets, laundry detergent, tooth-brushing supplies, Sunscreen, lotion and hats.
- Late Pick Up Policy
The Callier Child Development Program closes at 6:30 p.m. Designated staff remains to care for children who have not been picked up by that time. When children are still at the center at 6:30 p.m., an attempt is made to contact a parent or someone authorized by the parent as an emergency contact.

Parents who arrive after 6:30 p.m., are given a late slip to sign, verifying the time of pick-up. Late slips are reviewed and submitted to the Callier Business Office for billing.

Following are the late fees for any part of every 15 minutes past closing:

1-3 incidents	\$15 for any part of every 15 minutes
Fourth incident	\$25 for any part of every 15 minutes
Fifth incident	\$50 for any part of every 15 minutes
Sixth incident	\$50 for any part of every 15 minutes and a meeting with the Director of Education and possible termination of your child's care

- Preschool Special Visitors –
 - Our preschool curriculum includes 4-6 visitors from local community outreach programs during the school year. Fees are assessed for individual events.
- Kindergarten –
 - Reservation fee is due the spring semester of the 4-year old (pre-kindergarten) school year: Non-refundable, applied to kindergarten supply fee.
 - Supply fee is billed August of kindergarten year

SCHEDULE OF OPERATION

Arrival

School opens at 7:30 a.m. Monday – Friday. Classrooms are not open to children until this time. **Parent badges do not work prior to 7:30.** Parents

who arrive before 7:30 a.m. are invited to wait in the Callier Clinic lobby (in the main building) where a play area is available. In the infant toddler building, if a staff person opens the door, parents are invited to wait in the lobby until 7:30. *ALL adults and children entering the classroom are required to wash hands prior to going into any play space.* **Hand washing is the number one way to help reduce the spread of diseases.**

Parents must accompany their children into the classroom and let teachers know children have arrived. If you have more than one child at our school, take your older child to his/her classroom first. It is unsafe for our infants and toddlers to have older children in their rooms.

Parking

Drop-off and pick-up parking for parents is available in the West Campus parking lot in spaces reserved for Family Parking. The area in front of the building is designated Bus Drop Off/Pick Up only and is not open to any other parking. Please keep your children with you at all times, especially when exiting your vehicle in the parking lots. Parents may also park for up to 10 minutes along the curb in front of the main Callier Clinic entrance or in parking spots marked Visitor. **Parents may NOT park in UTD or UT Southwestern permit-only spaces; violators will be ticketed.**

Sign In

Parents are required to sign their children in and out each day. Time clocks are located in the foyer of Infant/Toddler building and by the preschool office in the main building. Each parent and person authorized to pick up children is given a personalized fingerprint access or code to electronically sign children in and out of care. This procedure is a licensing requirement, and also serves to provide us with quick and accurate classroom attendance lists for emergencies. PLEASE remember to sign your child in and out every day.

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. Parents with UT Southwestern badges are given access through activation of those badges. Parents not affiliated with UT Southwestern are issued Callier photo I.D. badges. Families may receive up to two Callier ID badges at no charge; there is a cost of \$15 for each additional badge. Lost or missing badges are a security risk and must be reported promptly to the school office to be deactivated.

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

Pick Up

Only authorized persons with **written authorization** may pick up your child so be sure to keep your authorizations current and up to date. It is also helpful if you verbally let the classrooms teachers and front office staff know if someone different will pick up your child. We always want to be safe! Any authorized person must be able to show picture ID prior to picking up a child.

Preschool buildings and play areas are closed at 6:00 p.m. Preschool parents arriving after 6:00 p.m. may pick up children in the front lunchroom. **Parent badges do not operate doors after 6:30 p.m.** Parents are asked not to remain in Infant/Toddler building after closing at 6:30 p.m.

When picking up your child in the afternoon please remember that without staff supervision, classrooms and playground areas may not be used. Waiting areas are available in the main building in the Callier clinic lobby and in the downstairs dining area. When using those areas, please supervise children for their safety and as a courtesy to others.

Doors and Child Safety

All of our outer building doors empty out into a parking lot or an open playground area so it is very important that you keep your child with you as you exit any door. **PLEASE do not allow your child to open any of the building doors.** The hallways are an open invitation to run but we ask that everyone use their “walking feet” to keep everyone safe! Please model and require this of your child.

Class Schedules

The class schedule is posted on the Parent Information Board by each classroom. Schedules may be modified when necessary to accommodate special circumstances related to weather, special visitors/events, etc.

The Callier Child Development Program is open twelve months of the year with closings occurring for the holidays. A school calendar, including special events, holidays and Callier Parent Association activities is located on the Callier Child Development website.

Inclement Weather Closing Guidelines

When the announcement is made that Dallas ISD schools will close due to weather, the Callier Child Development Program will also close.

CLOTHING AND SUPPLIES

Children should be dressed in 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 should have a bag with a complete change of clothing including shoes; please mark each item with the child's name. Children being toilet trained will need 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 wipes for children wearing diapers.** These will be for individual use and the teacher will notify you when replacements are needed.

The work of young children is often messy and you can expect it will be hard on their clothing. You are encouraged to choose clothing for school with that in mind.

As soon as children can walk, they should wear shoes that support running and playing. **Flip-flops, Crocs, plastic and shoes with heels are never appropriate for school. Rubber-soled shoes with closed-toe and back (e.g. tennis shoes) are necessary for safe active play.** Parents of children who arrive at school without appropriate footwear will be contacted to bring alternative shoes.

Guidelines for Outside Play

Indoor play will be scheduled when the following conditions exist:

- The temperature or wind chill is below 32 degrees with the exception of Infant and Toddler classrooms who will have a shortened length of play when the wind chill is between 33-39 degrees.
- The temperature or heat index is above 100 degrees for the main building classrooms and 96 degrees for the Infant/Toddler building. Shortened lengths of play when heat index is between 96-99 degrees for the main building and 90-95 degrees for the Infant/Toddler building.
- The Current Air Quality Index for the Callier zip code is Orange or higher.
- Rain, extreme wind, hail, etc.

Please be sure to send appropriate outdoor clothing for the season, marking each item clearly with your child's name.

Hats

Children are required to wear hats when playing outside. Infant/Toddler parents are asked to provide an appropriate hat for their child.

Preschool students are issued school hats but these inexpensive cotton hats and only come in only two sizes; they shrink with washing and may not provide optimum protection. Parents are encouraged to provide a hat for school use that ensures full coverage from sun exposure as recommended by the American Academy of Dermatology. (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 flap over the neck. Hats made of material with a UPF of 30+ are most effective.)

Sunscreen/Lotion and Insect Repellent

You may sign a permission form authorizing sunscreen to be used on your child at school. For your convenience, the school will provide non-aerosol sunscreen for the students in the preschool loop; parents of infants and toddlers send non-aerosol sunscreen to be used. The container must be clearly labeled with child's name. It is recommended that for children older than 6 months, sunscreens be SPF 15 or higher; water resistant; protect against UVA and UVB rays; PABA-free options such as titanium dioxide are best for sensitive skin. Program staff will administer sunscreen prior to afternoon outside time. Parents are responsible for applying sunscreen prior to dropping off their children.

Non-scented hand lotion is also available to be applied as children need it with signed permission.

Permission may also be given for application of non-aerosol insect repellent at school. Parent must provide all insect repellent. A repellent that contains 10-30% of DEET is considered effective and safe for child use. All containers must be clearly labeled with the child's name. The school is allowed to provide only one application of insect repellent daily; this is done before afternoon outdoor play.

Nap Items

The school provides each child with a crib or cot for individual use. Sheets are washed weekly or more frequently as needed. Toddlers and older children may also bring a small (crib size) blanket that will be sent home at least weekly to be laundered and returned. Keep in mind the small size of

your child's cubby precludes us from storing larger bedding items. Toddlers and older children are allowed to nap with one stuffed animal if that helps them to rest. Nap toys must be labeled with the child's name and small enough to fit into the locker's storage bin. Please do not send toys other than stuffed animals for nap use. (See Information Pertaining to Infants section for infant napping information.)

Toys

Parents are asked not to send children to school with toys and personal items from home. Please help your child understand why it is not wise to bring toys or other items to school that they may not wish to share with the group. If toddler or older children have transitional items ("security blankets", "lovies", etc.) that may help them adjust to change or separation, these may be used at school. Because these special items are particularly important to children, they should be clearly identified with the child's name.

HEALTH AND SAFETY

Gang Free Zone

Texas Department of Family and Protective Services regulations for licensed child-care centers requires all parents be informed that, under the 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.

Consumer Product Safety

This program has practices in place to exclude the use of unsafe children's products, including regular review of the United States Consumer Product Safety Commission recall list. The website is posted on the Parent Resource Board by the sign in clock. See back page for resource website.

Child Immunizations

All children are required to have age appropriate immunizations prior to their first day of school unless accompanied by a letter from the child's primary care physician. Any under-immunized child will be excluded from care if a vaccine-preventable disease occurs in the program.

Vaccine Preventable Disease Policy for Staff

Immunizations are one of the most important ways we can protect staff, your family and the children in our care against vaccine preventable diseases.

All Callier Child Development Program staff is encouraged to consult their health care professional regarding the adult immunization recommendations

of the Centers for Disease Control and Prevention. All Callier Child Development Program staff whose duties bring them into direct contact with children is required to document the following immunizations or to provide a signed exemption statement to be maintained in the employee's departmental personnel file:

- Influenza (Flu) Vaccine - Annual
- Tetanus, diphtheria, pertussis (Tdap) – Once after age 19 + booster every 10 years
- TB is required upon hiring and no exemption is allowed

Emergency Response Plans

Keeping your children safe is one of our highest priorities. The program has procedures for responding to a range of emergencies (including lock down.) Regular drills are conducted to prepare children and staff to react quickly and appropriately. Lock Down and Relocation Drills are announced and Fire Drills and Severe Weather Drills are unannounced. Drills take place randomly around 9:30 or 3:30 to ensure all staff has opportunities to participate in the drills.

In the event of a weather emergency, groups gather for shelter in designated locations in each building; older children learn the “duck-and-cover” position. In response to fire, the buildings are evacuated; staff and children go to their 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 should be required, parents will be contacted as soon as possible. It is important that you update the school office if there are changes in your contact information. A general announcement with all available information will be placed on the office phones in English and Spanish. A group email will be generated for all families whom we have current email accounts on file.

In the event of relocation, the emergency response agency will determine the relocation site.

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

January Fire

February Fire
 Severe Weather

March 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

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. An injury report form is completed for any injury observed or treated and the parent signs the form at pick up. Parents take the white copy and a yellow copy is given to the school office to be kept on file.

Parents are immediately contacted and informed of any injury that involves the head and face or a bite.

If it is determined that an injury may require the attention of a physician, parents are contacted and asked to come immediately and take the child to receive medical care. When the injury requires emergency attention, a 911 call requesting paramedics is placed. While waiting for medical services, first aid treatment is administered and the child's parents and personal physician are contacted. If a parent cannot be reached, the school will attempt to contact another authorized person on the child's enrollment form.

A staff member will accompany the paramedics to Children's Medical Center and stay with the child until parents arrive.

If a child is injured at home, a parent is expected to inform teachers of the injury at drop-off.

Daily Health Checks

Upon arrival, the classroom staff will make a visual observation of the child to determine if there are any signs of illness. If it is determined that the child is running a fever or not able to fully participate in the daily activities, they will be sent home for the day.

Hand Washing

Hand washing is the number one practice to help reduce the spread of disease. All persons entering the classroom are required to wash hands prior to entering the play spaces. Parents must wash their own hands and their children's hands upon arrival following the posted hand-washing procedures in the bathroom area.

If soap and water is not available (such as walking field trips), an alcohol-based sanitizer with 60% to 95% alcohol or a wet wipe is an alternative. Hand sanitizers may not be used on children under 24 months. Hand sanitizers must be kept out of reach of children at all times.

Illness and Emergency

(See Appendix A: Sick Child Report for specific exclusion and return to school policies.)

The school should be notified as soon as possible if a child will be absent. The school must be notified if a child contracts a communicable disease. Returning to school after such an illness will be according to the standards of the Child Care Licensing or with the signed permission of a physician.

- A Sick Child form must be signed at the time a child is picked up.
- 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.

Medication

The administration of PRESCRIPTION medication by school personnel is a service offered by the school. It is intended to facilitate the return to school of children recuperating from minor illnesses, such as upper respiratory

infections, etc. If a child is seriously ill or if the failure to receive medication could result in critical health problems, the school may refuse responsibility of administering medication to any individual child. The school is essentially a well-child education program. Teachers and staff have the primary responsibility of group care and education.

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 a 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 medication cannot be administered.
2. **Only prescription medication will be given.** Prescriptions must be for the child and must be current. The medicine must be in the prescription container, clearly labeled with the child's name. Over-the-counter medications will not be given unless accompanied by a signed physician's note with specific instructions.
3. Only specifically trained staff will administer medication following the guidelines below:
 - a. Verifying the child and name on the medication match
 - b. Is the right medication on the permission form
 - c. Is the correct dose listed on the medication container
 - d. Is the correct time to administer
 - e. Is administered in the correct method
 - f. Documents all required information
4. All medication is in a locked container unless it is a life-saving medication such as Epi Pen when it will be kept in an accessible area but out of reach of children.

Please check in all medicine at the office. Medication is typically given before lunch and after nap (11:30 a.m. and at 3:30 p.m.). Asking the pharmacist to divide medication into two containers allows you the convenience of leaving one at school.

Allergies

It is important to inform the school of any known allergies your child may have and to provide the office with written instruction in identifying

symptoms and responding as **recommended by your child's physician.** Callier will provide you the necessary forms for your physician to complete.

Parents are asked to sign permission for allergy information to be posted as needed to alert staff. If needed, a supply of medication and the appropriate signed medication form must be kept at school for emergency use.

Food allergy/sensitivity information is shared with the Nutrition staff and all classroom teachers to ensure everyone is aware of the allergy and emergency procedures.

For severe and life-threatening allergies, all families in the classroom receive a letter indicating what the allergy is and how they can help keep the environment safe for everyone. Classroom staff receives specific training on the individual allergy with additional training on Epi Pen administration as needed.

Pets

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 gerbils; appropriate hand-washing practices are used. If your child is allergic to any of these, please be sure the classroom teacher 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. Wading pools are not used.

A signed Outdoor Activity Permission Form must be on file for your child to participate in outdoor water play. On days when water play is scheduled, parents are asked to send children in swimsuits and water shoes, with a towel and change of clothes and shoes.

Environmental Health

The program takes all measures to ensure a safe and healthy environment for both children and adults. The air quality is monitored, non-lead based and non or low VOC paint is used; renovation/maintenance work is completed when staff and children are out of the facility; pesticides and other chemicals are only applied when children and staff are not present. All cleaning

products are considered “green” and non-toxic. Product information is available from the front office.

We encourage recycling and using environmentally friendly products. We also discourage parents from leaving cars idling except for extremes in the weather.

In the event of a public health issue, the program will be in contact with the local health authorities to ensure we have the most current and up to date information to put into practice and to share with the families.

No chapstick, lip gloss, etc. may be brought or stored at school due to cross contamination if another child uses it.

Only preschool children in buildings C, E, F and G may bring individual labeled water bottles and kept in the their cubby. Only WATER may be in these containers.

Nutrition

Breakfast, lunch and afternoon snack are provided daily to all students in attendance at serving times. Parents are asked **not** to send additional breakfast or snack food to school. Breakfast is served each morning from 8:15 to 8:45 a.m.: Snack is served each afternoon from 3:00 to 3:30 p.m. (2:30 for toddlers). (Please note that school food cannot be held for late arrivals; after serving times; leftover food is returned to the kitchen.)

You may choose to purchase school lunches or send sack lunches with your child. Food served at school is planned to meet children’s daily nutritional needs, in compliance with federal school breakfast/lunch program guidelines. (Parents who choose to provide packed lunches assume responsibility for meeting their child’s daily food needs. (For suggestions for nutritious packed lunches, see nutrition website on the Family Resource page at the end of this handbook.)

The program can accommodate a vegetarian diet and some allergies such as milk, eggs, etc. However, not all special diets (vegan, Paleo, organic, etc.) and food allergies can be accommodated in this group childcare setting. In these instances, parents are asked to discuss their child’s particular needs with the administration.

Lunches are not refrigerated and teachers do not reheat food before serving. Do not send foods that are considered choking hazards such as foods sliced into small rounds, whole grapes, pretzels, popcorn, marshmallows and

chunks of meat larger than can be swallowed whole. Sugary food and drink, and peanut products are not allowed. Any food from home must be labeled with the child's name and the date.

Parents have the option to purchase school lunches. Lunch costs are billed with monthly tuition and are not affected by absences. If children will be out a minimum of five (5) consecutive days, parents may submit a vacation request form (available in the front offices) and lunches will not be billed for that period. Lunch payments may be deposited in the same collection boxes as tuition payments or payment by credit card may also be arranged.

Changes in lunch options must be requested in writing one week in advance. Lunch orders/charges for children who regularly eat school lunch may be suspended upon completion of a form submitted by the preceding Friday.

A monthly menu is posted on each Parent Board, on the school website and emailed to families. 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 and parental signatures) or the Request for Meat Substitution form (requires parent/guardian signatures). These forms are included in enrollment packets and available from the office.

Callier participates in the National School Lunch program; applications for free or reduced lunch, based on financial need, are included in your enrollment packet and are available from the office.

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, audiotape, 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.

This institution is an equal opportunity provider.

Children who are not yet able to eat food provided by the school will need bottles, formula, baby food, etc. provided by parents. These supplies will be color-coded for individual use. The school supplies bibs, feeding bowls and spoons. Parents who want infants (6 weeks to 11 months) to use pacifiers should send these. Pacifiers may not be attached to the infant in any fashion while he/she is at school due to health and safety issues. Infant bottles are to be labeled with the child's name and date brought to school. Breast milk must also be labeled with the date it was expressed.

After heating, bottles of formula or breast milk must be discarded after one hour at room temperature; bottles that are mouthed may not be re-used for another feeding. Food is thrown away based on expiration date or contamination by saliva; any refrigerated food is thrown away each Friday. Children under 12 months of age are not served cow's milk, and children 12-24 months of age are served only whole milk. Solid foods and fruit juices are not served to children less than 6 months old.

Birthdays

Callier Child Development Program is moving to a "no outside food other than lunches from home" policy. Food allergies and food restrictions make it increasingly 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 birthday parties without the stress. Here are some helpful birthday celebration 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 your child's birthday,

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. Build a pretend cake in the block corner, sing "Happy Birthday" and blow out the candles. Your child will remember that day.

- **Plan a Special Birthday Activity for Your Child's Class:** Plan an activity for parents to lead in the classroom and bring in the supplies. Make birthday 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 ABC Learning Center in celebration of Ashley's 3rd birthday." Do not forget the date. Your child and the school will appreciate the birthday donation for years to come.
- **Create a Birthday 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.

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

EVALUATION AND ASSESSMENT OF CHILD PROGRESS

Developmental Screening

All students receive a developmental screening within the first 90 days of school attendance. Hearing, speech and language screening assessments are provided annually for 3-5 year olds at no additional charge. Four and five year olds receive free annual vision screening. All screening results are shared with parents.

Developmental Assessment

Teaching staff is trained to assess and interpret results of the on-line High/Scope Child Observation Record (COR Advantage) that is used to identify and record the growth that is taking place as children play, try out new ideas, solve problems and make new friends during their routine daily play. Teachers write anecdotal observations and collect representative samples of children's work. 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 emailed invitation with instructions on how to log in.

An assessment portfolio is maintained on each child and routinely updated. Results are discussed with parents in individually scheduled conferences twice a year and more if requested. A written summary of your child's performance developmental profile is provided at mid-year and end of year conferences.

Follow-up

Any follow-up testing indicated by screening or developmental assessments will be discussed with parents; resources will be recommended. Parents assume costs for additional testing.

Individual Service Plans (IFSP) Individual Education Plans (IEP)

Children from 0-3 with special needs may have an IFSP and children 3-5 may have an IEP developed for each child by a team that includes teachers, parents and other professionals who have knowledge of the child's needs. Plans include the specialized goals, services and accommodations that a child needs to support development and educational progress. For any child who has an IFSP/IEP, please be sure your classroom teacher has a copy of it to ensure all of the special needs are being addressed in school.

Any family who feels their child needs any type of additional support are encouraged to contact program supervisors for further discussion.

Confidentiality

All information contained in children's files is considered confidential and kept in locked files. 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. Anyone accessing these files signs and dates the Disclosure Log in the front of the file to indicate who read the file.

DISCIPLINE AND GUIDANCE

Callier views behavior in terms of development. The goal is to help children learn how to gain 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.

Callier Child Development Program has initiated staff training in Conscious Discipline developed by world renowned Dr. Becky Bailey. Conscious Discipline is a comprehensive social/emotional intelligence classroom management program that empowers both teachers and students. For additional information on this program, you may YouTube many Conscious Discipline videos or go to www.consciousdiscipline.com

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. When a child displays persistent problem behaviors, parents will be included in developing a plan to address these.

(See discipline resources in back of Parent Handbook.)

Biting/Aggressive Behavior

Biting is a common and expected occurrence among young children. Although upsetting to all, biting is not unusual behavior especially in toddler and group settings.

It is tempting for adults to look at biting as a deliberate act of aggression especially when it is your child that has been bitten. However, biting occurs for a variety of reasons: a misdirected attempt at communication or interaction; 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.

First, the child who is injured is cared for and given first aid and tender comforting. The injured child is told, “Someone bit/hit, etc. you. That hurts.” The child is encouraged to say “no’ or “stop” and taught a visual sign for “stop” when she is worried someone will hurt her. This helps the injured child to feel more powerful and in more control.

Secondly, the child who hurts other children is sent a clear message that biting/hitting, etc. hurts and is not safe. We will show the child how to ask for what she/he wants. We help the child learn how to communicate feelings of power by expressing herself with gusto through body language, facial expression, and words, rather than through biting. We look at the environment to analyze the contributing factors (if any) and change them if possible. We will always inform the parents of any children involved in an aggressive event. The child that was hurt will have an injury report for parents to sign at pick-up. Parents will immediately be contacted in the event of a biting incident.

In responding to aggressive behavior, the paramount goal is to prevent recurrence; keeping children safe is the most basic priority. The incident is reviewed to help determine causes/contributing factors; when identified, these are immediately addressed. Once a child has hurt another child, 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.

Although usually not as disturbing, pinching, pushing, scratching are expected behaviors in young children as well and are handled in the same fashion. Parents are encouraged to use the same non-punitive interventions and responsive methods. Your child’s teacher or Program Manager is a good source of guidance and support when dealing with these behaviors at home.

Children sometimes get “stuck” in a pattern of biting or other aggressive behaviors. When those situations do not respond to the best efforts of the teachers, the program will form and Response to Intervention (RTI) team. This team is made up of classroom staff and other selected child development and administrative staff. This team will collect information from the classroom, observations and information from the family. The team initially meets to discuss what strategies have been attempted and to look at additional support resources. The team meets as often as necessary to monitor progress and to evaluate the outcome of the behavior.

The program is committed to supporting children’s optimal development by addressing children’s individual needs and creating a caring community. Every effort is used to eliminate aggressive behavior without vilifying or rejecting the child. Dismissal from the program is the very last resort. If all of the program resources have been brought to bear and a child’s hurting of other children continues in spite of those interventions, then parents may be asked to keep the child at home for a period of time until the behavior is under control or to withdraw the child from the program.

(See biting and Conscious Discipline resources at back of Parent Handbook.)

PARENT PARTICIPATION

Parent-Teacher Communication

On-going communication between home and school is essential to the child's well being. Parents of infants and toddlers will receive written information daily. E-mail is another effective way for teachers and parents to exchange information. Parents are encouraged to talk regularly with teachers.

Although parents and teachers may talk briefly at arrival and pick up times each day, teachers are unable to engage in extended conversations when they are responsible for children. To discuss an issue at length, it is necessary for you to schedule a mutually convenient time for a meeting or phone call. Teachers may make or return phone calls during their administration time or when someone is available to cover the classroom.

Although all of our families have at least one person in the family that speaks English, translation services and other accommodations are available with prior notice.

Messages

Phone messages for staff may be left through the school office. **Please do not leave messages on the staff’s personal phone.** Both the Infant/Toddler and Preschool offices are staffed and the phones are answered from 7:30

a.m. until closing at 6:30 p.m. daily. After hour calls may be left on the school's voice-mail.

Parent-Teacher Conferences

Formal individual conferences to discuss student progress are offered in October and May. Additional conferences may be held at the request of the parent or teacher. Parents receive written summaries of children's performance at mid-year as well as the year-end conference.

Information Boards

The information boards at the front door of each classroom/building are used to relay information about activities for the day. Cubbies are used both for messages to parents and for holding items children may take home these daily. Please remember to check cubbies every day. Preschool parents receive information about curriculum for each week via the "Gold Sheet", a summary of the next week's lesson plan including target vocabulary, themes and some of planned activities.

Observation/Participation

Parents are encouraged to observe the program at any time without prior notice to the program. Observation windows are available in all Infant/Toddler classrooms reducing the problem of disruption of routines. Parents are invited to visit classes, join their children for lunch and special school activities. Please keep in mind how your visit may affect your child when it is time for you to leave and not take them with you.

Parent Resources

Information of interest to parents is posted on the bulletin boards at 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. Books and other resource materials are available in the program resource library and in the Conference/Nursing Room in Infant/Toddler building. Other materials, related to specific issues, may be provided upon request. DISD parents may attend evening English and Spanish sign language classes at no charge.

(See additional resource links on the back page of the Parent Handbook.)

Callier Parents' Association (CPA)

The Callier Parents' Association provides support for the school through fund-raising activities and volunteer opportunities. Parents of all Callier Child Development Program students are considered members. There are

many opportunities for participation through numerous projects and special events each year. Information about these events is posted on designated bulletin boards near the lobby and can be found on the program website.

Program Participation and Evaluation

Each spring parents have an opportunity to evaluate the program's performance and to offer feedback and suggestions on policies, procedures and program improvement strategies. This survey provides key information about customer satisfaction and helps identify goals for improvement.

Additional program review is conducted in various ways including:

- TDFPS Licensing Inspection
- NAEYC Annual Accreditation Report
- UTD Compliance Audit
- Staff Survey
- Student Assessment Outcomes
- National School Lunch Program Audit (every 3 years)

Grievance Procedures

Parents' concerns that cannot be satisfactorily resolved by communication with the child's teacher should be addressed to the appropriate Program Manager and may contact them at any time by phone or e-mail to request an appointment. If families, Program Managers and the Director of Education 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.

Despite diligent effort, in some cases resolution of differences may not be possible. In such circumstances, parents or the UT Southwestern- UTD Callier Child Development Program administration may decide to terminate enrollment.

REPORTING CHILD ABUSE/NEGLECT

All staff is required to participate in one (1) hour of annual training on this topic that includes recognizing risk factors, warning signs and symptoms, reporting policies, community resources, investigation protocol and assisting families. As a Professional Reporter as defined by the State of Texas, each staff member is obligated by the Texas Family Code. If a staff member suspects child abuse or neglect, they are **required by law** to report it. Failure to do so would jeopardize their career and incur a possible fine.

Staff who sees evidence of 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.

The following information is excerpted from the pamphlet *TEACHERS AND CHILD ABUSE* distributed by the Texas Attorney General:

Responsibilities and Protections: 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.

If YOU know or suspect child abuse or neglect of your child or any child, call the 24-hour Child Abuse Hotline number at 1-800-252-5400.

If you see the following signs in a child AND have cause to believe that abuse has taken place, the law requires that you report it.

Common indicators of **PHYSICAL ABUSE** include:

- Frequent injuries such as bruises, cuts, black eyes, or burns, especially when the child cannot adequately explain their cause.
- Frequent complaints of pain without obvious injury.
- Burns or bruises in an unusual pattern, which may indicate the use of an instrument or a human bite. Cigarette burns may be seen on the face, arms, or palms.
- Aggressive, disruptive and destructive behavior.
- Passive, withdrawn, and emotionless behavior.
- Lack of reaction to pain
- Fear of going home or of seeing parents.
- Injuries that appear after the child has not been seen for several days.
- Wears unseasonable clothes that may hide injuries to arms or legs.

Common indicators of **NEGLECT** include:

- Obvious malnourishment.
- Lack of personal cleanliness.
- Habitually dressed in torn and/or dirty clothes.

- Obvious fatigue and listlessness.
- Unattended for long periods of time.
- Needs glasses, dental care, or other medical attention.
- Begg or steals food.
- Frequently absent or late to school.

Common indicators of **SEXUAL ABUSE** include:

- Physical signs of a sexually transmitted disease.
- Evidence of injury in the genital areas.
- Pregnancy in a young girl.
- Difficulty in walking or sitting.
- Frequent expressions of their own or other children's sexual involvement with adults.
- Extreme fear of being alone with members of the opposite sex.
- Engages in sexually suggestive or promiscuous behavior.
- Knowledgeable about sexual relations.
- Reports sexual assault.

If your child is a victim of child abuse or neglect, contact community advocacy and support agencies listed in the Resource Section at the back of the Parent Handbook. Callier staff is here to assist and help in any way we can.

STAFF ACCUSED OF CHILD ABUSE

If a member of the Callier Child Development staff is accused of child abuse or neglect, the following steps may be taken during the investigation:

1. A senior member of the Leadership Team will notify the Callier Executive Director, Leadership Team members and any other licensing and regulatory agencies as appropriate
2. Administrative staff may discuss the situation with the accused staff and any witnesses
3. Administrative staff may discuss the situation with the complainant
4. Staff may be reassigned to temporary duties outside of their regular work area
5. Staff may be put on paid administrative leave
6. All staff will work cooperatively with all investigating agencies
7. Callier senior administrative staff and UTD Human Resources will make the final decision regarding staff's continued employment with Callier Child Development Program upon results of the final report from Child Care Licensing or any other investigating agencies.

Employee's rights during an investigation:

1. Be informed of due process of the law and legal rights
2. Be informed of the allegation and possible consequences
3. Be able to tell his/her side of the story
4. Be kept up to date on any new information
5. Be assured of confidentiality of allegations with parents and other staff

Materials available for parents and staff include information from the Dallas Children's Advocacy Center (<http://www.dcac.org/parentresources.aspx>).

Additional Information for Preschool Care

Technology in the Classroom

- **IPad:** Each team has an iPad to be used as an option to extend child-initiated learning during the day. iPads are not meant to replace what is currently available in the classroom, but can be used alongside traditional materials. Children are naturally manipulators of their world. We want children to do things and make things happen, not just sit back and listen. Interactivity with the iPad allows children to use tools that enable them to be actively in making things happen with the device and applications. Teams incorporate the iPad into their weekly planning and the intentional activity is listed on the weekly lesson plan.
 - **Older twos and older** – Teacher directed activities – 15 minutes.
 - **Child Initiated Activity** – allow child enough time as it takes for them to completed the task or satisfy their curiosity. Some children may need more time than others.
- **Young Explore Computer Program:** Children turning four during the school year have access to our Young Explore Computers in F building during afternoon worktime.
- **Hatch iStartSmart Computers:** PK and Kindergarten children have access to the Hatch iStartSmart computer program in E and G buildings.

Preschool Classroom Volunteers

Our program has over 30 years' history collaborating with several agencies in the Dallas area to provide volunteer opportunities for senior citizens, high school and college age individuals. All volunteers who spend more than 2 days per month must complete a Texas Child Care Licensing background

check and have an initial orientation to the program. Volunteers are never counted in teacher/child ratio.

- **The Senior Source Foster Grandparent Program:** Senior Citizens are placed in educational settings to provide additional support for children. We currently have seven foster grandparents assign to classes and rotate with the teachers. While schedules can vary, most grandparents are here three full days (8:30-3:00) weekly.
- **Ursuline Academy:** Each year we are the placement for Ursuline Academy Seniors for their community service hours. We generally have between 4-6 people who come Mondays from 8:30-10:30 to participate in their assigned classroom between September and April.
- **Local Colleges and Universities:** As an NAEYC Accredited Program we have frequent requests for students studying Early Childhood, Child Development, or Deaf Education to observe in our program.

Additional Information for Infant Care

Classroom Placement

For an August enrollment, infants are placed in classroom groups primarily based on the date of birth. One classroom will consist of most of the oldest babies, one will consist of the next older children and one will consist of the youngest babies. Distribution of gender is a factor when compiling a classroom group, as well.

Supplies

These are the items you will want to bring on the first day of school (everything clearly labeled with your child's name):

- A bag of diapers and wipes
- Diaper cream, if used
- At least four changes of clothes to keep in your child's cubby
- Wide brim hat for outdoor time
- Non-Aerosol Sunscreen and insect repellent (for use with children over 6 months of age)
- 12 bottles and any containers you will be using so they may be colored coded with our waterproof tape and labels

General Infant Program Information

Infants are unique and individual in their eating, sleeping and playing patterns that we must respect and acknowledge. Teachers pay close attention to each infant so they are aware of each child's eating/sleeping/playing cues. Infants change rapidly from day to day so what is true on one day, could be very different the next.

Arrival and Departure

- Everyone wears shoe/foot covers when entering the classroom as long as we have non-walking babies; this helps to keep the floors cleaner. A bench is provided outside the classroom door to store your shoes or sit and to keep our hallways clear and safe.
- **We ask that your older sibling be dropped off first**, as they are not allowed to mix in with the babies or remain outside the classroom unsupervised. If an older sibling must come in to the room, a carpet square is provided for them to sit inside the classroom near the door. Older siblings must accompany their parent at all times while in the building. This ensures the safety and supervision of all the children.
- Bring daily supplies in bags small enough to easily fit in your child's cubby; we recommend a reusable cloth grocery bag.
- Adult personal belongings should be left outside of the classroom or out of the reach of babies. Purses left on the floor or low shelf are hazardous for mobile infants; lab coats, stethoscopes, etc. may present other sanitation or safety issues; pagers and cell phones should be stored away, turned off or left on vibrate to avoid disrupting the classroom. A hook is provided by the door to hang purses out of the reach of children.
- All medications must be checked in at the front office and accompanied by a physician's authorization to administer; this includes over the counter medicines, including Tylenol or teething gel.
- Complete the top portion of the daily report form in your child's book. Pick up the white copy at the end of each day for information on feeding, napping, diapering, and other notes (including notices for more diapers or wipes).
- Check the "Today We...Board" located inside the classroom next to the hallway door each day for general information such as the day's activities, upcoming events, and other helpful information.
- Children's file folders are located on top of the cubbies. We use this folder to send home artwork, letters and announcements from the front office or the Callier Parent Association, and accident reports. Please check this folder on a daily basis.

- **Do not bring toys from home.** Callier is not responsible for personal items that are lost or broken at school. In addition, personal toys can create conflict between classmates as the children get older. We have very specific requirements for toys/supplies in the classroom so help keep all of our children safe and keep home toys at home.
- It is critical for us to have accurate phone numbers and e-mail addresses; families are asked to routinely verify current contact information.

Food

- We are able to begin morning feedings at 8:00 a.m. when the second teacher arrives in the classroom so if your child needs an early morning feeding, be sure he/she is fed prior to leaving them in the classroom.
- Bottle feedings may not contain solid foods, medication, vitamins, etc. unless authorized by physician in writing.
- Bottles are rinsed and sent home daily; they are not sanitized at school.
- Callier is a “nut free” campus; this includes peanut butter and by-products.
- Food that comes from home for late afternoon snack either must be whole fruits or commercially prepared packaged foods (low in sugar) in their store or factory packaging. Be aware of all special feeding, allergies or nutritional requirements in the group. *Check with the classroom teacher before purchasing.*

Teacher responsibilities for infant feeding

- The infant is fed based on his/her cues unless the child’s parent and medical provider written instructions otherwise due to a special nutritional/medical need
- Interacts with the infant while feeding
- Holds infant when feeding solid food until he/she can sit up without assistance or in a high chair
- Holds the infant when feeding a bottle until he/she is 12 months and can sit unassisted
- As soon as infant can sit without assistance, he/she eats at the group table to experience the utmost social interactions at mealtime: Teacher sits on the floor or a low chair to assist the baby at the table.
- Stops offering food or bottle when the infant gives cues showing signs of not wanting any more
- Washes her own hands and the infant’s hand before and after feedings

- Only feeds from labeled bottles and food containers with child’s name on them
- Sanitizes the food preparation and eating surfaces by:
 - Washing with soap and water.
 - Drying with paper towel
 - Rinsing with clear water
 - Drying with a paper towel
 - Spraying with disinfectant solution
 - Drying with paper towel

Parent responsibilities

- Completes the feeding schedule; signs and dates it on the first week of every month.
- Provides all food, formula and breast milk until the baby is old enough to transition to table food: At this time, the parent completes a Lunch Request Form and gives it to the front desk personnel. The baby begins school lunches on the 1st school day of the following month.
- Brings a clean, labeled, bottle (with nipple and cap) filled with premixed formula or breast milk for each expected feeding **plus one extra**, and takes all bottles home at the end of day.
- Adds a date label to each bottle and food container. **We cannot feed babies bottles that are not clearly labeled and dated.**
- Washes his/her own hands and their baby’s hands upon arrival.
- Places labeled bottles/food in their child’s designated container in the refrigerator and cabinet.

Breast milk and feeding

- We encourage and support breast-feeding mothers.
- Mothers are encouraged to feed their infant in a private “Mommy and Me” room with a comfortable chair available near the front office area.
- Mother notifies the staff if a scheduled breastfeeding time is going to change.
- In the classroom breast milk is warmed in hot running water, bottle warmers or in water in crock-pot and gently swirled to mix separation. **(Never shake breast milk.)**

Glass bottles/food jars

Glass baby bottles are permitted if sent to school in a protective silicone sleeve. For food containers, please use non-breakable containers when possible.

Storing food, formula and breast milk:

- Each infant's prepared bottles/food is stored in the refrigerator or cabinet in their separate bin labeled with their full name
- Refrigerator temperature is kept between 36 and 40 degrees F. Temperature is checked and recorded each day
- Freezer temperature is kept under 0 degrees F. Temperature is checked and recorded each day
- ***ALL FORMULA AND FOOD IS TO BE TAKEN HOME AT THE END OF EACH DAY.***

STEPS TO FEED AN INFANT

The teacher:

- sanitizes the food prep surfaces using the four step posted procedures
- washes his/her hands following the posted procedures
- gets feeding supplies out and ready
- removes the bottle/food from the refrigerator/cabinet
- checks the label on the bottle/breast milk/food container immediately upon removing it from the storage area and ensures it is correctly labeled with the child's name and dated
- (when using frozen breast milk) removes the breast milk from the freezer and places it in a container of cool running water, gently swirling it periodically to evenly distribute the temperature or place it in the refrigerator to defrost if there is time.
- Warms bottles under hot running water, in a bottle warmer or in water in a crock-pot. When warming in a device the water must not be warmer than 120 degrees F. Bottles should be in warming device less than 5 minutes
- Prepares solid food
- Washes the infant's hands by using a wet paper towel and soap, rinsing with a wet paper towel and drying with dry paper towel. As soon as baby is capable, wash hands under running water with soap following the posted hand washing procedure
- Places warmed bottle/food on the child's name label on the counter
- Gets bottle/food from the counter and rechecks labels to ensure the name on the bottle/food matches with the child going to be fed
- **Checks the label again before feeding the infant and do a verbal Name to Face check!**

School lunch program

Children who have transitioned to table food and eat school meals have breakfast at 8:15 – 8:45 and lunch at 11:15 – 11:45. The School Lunch Program provides appropriate serving portions for 12 – 23 months of age.

Transitions and Separation

We suggest you talk with your baby and share your enthusiasm for the other people who are caring for him; allow plenty of time for morning drop off at school. Avoid slipping out unnoticed when dropping off. This affects the trust level your baby is forming with caregivers. ALWAYS tell your baby good bye and that you will be back.

Toothbrushes/Gum Cleaners

To promote good health and hygiene, Callier provides each child with a gum cleaner or toothbrush. Each item is labeled and stored in the classroom. We clean gums after each bottle or meal (without toothpaste). To limit confusion, only Callier provided toothbrushes are used. Toothbrushes are changed out every three months and after a child has been ill.

Napping

According to our state licensing requirement *“Each infant (0-18 months) must have a supervised nap period that allows the infant to maintain his or her own pattern of sleeping and waking periods.”*

Each child is assigned a crib/cot and labeled with the name. Children transition to sleeping on cots when they begin walking and are at least 12 months old. Crib and cot sheets are provided and we launder them daily. Soft elements (blankets, bumper pads, stuffed animals, etc.) are not allowed in the crib at any time.

Babies under the age of 12 months are placed on their backs for sleeping and must sleep in their crib. Wedges or ‘boppies’ cannot be used in cribs without a physician’s statement. If a baby falls asleep in the teacher’s arms or in a bouncer, boppy, carpet or buggy; he/she will be placed in his/her crib immediately. Babies may be are rocked, patted or held to prepare for sleeping. Children arriving asleep will be placed on their back in the crib.

Diapering

Each child is assigned a diaper bin, labeled with his/her name and picture. The diaper bins only hold diapers, wipes, and diaper cream. The children’s diapers will be checked and changed every two hours or when a baby has a BM. Babies and staff’ hands are washed after each diaper change.

If child needs a diaper change upon arrival, please change your child prior to leaving the classroom. Diaper changing policies/procedures are posted by each diaper changing station.

Preparing for Toddler Transition

Prior to transitioning to the toddler room in August, staff will work together to help your baby adjust to the different expectations in that group, like sleeping on a cot, drinking from an open cup and feeding self with help. This infant year will provide much opportunity for your baby to successfully meet the expectations in the toddler room next year.

Pacifiers are not used here at school after 12 months of age. Pacifiers may not be pinned or attached in any manner to the child.

Bottles are not given in the toddler room unless a child has not turned 12 months old. We start transitioning children to a Sippy cup about 6 months old depending on their individual development.

Additional Information for Toddler Care

Arrival Transition

Transitions can be a stressful time. We suggest arriving close to the same time as possible and following the same routine until your child adjusts. It is very natural for children to cry during drop off time. We suggest you spend a couple of minute with them, tell them they are in a safe place and that you will be back and leave the room. The observation booth is available to you for checking your child after separation.

Washing Hands Upon Arrival

Please wash your and your child's hands upon arrival before joining the group.

Toddler Daily Sheet

Complete your section of the Toddler Daily Sheet upon arrival. We will complete the remainder of the daily sheet throughout the day and you can tear it out of the tablet at pick up time.

Pacifiers, Bottles and Toys from Home

Pacifiers and bottles are not used in the classroom beyond 12 months of age. If your child is still on a pacifier or bottle, we will assist in the transition process. Do not bring bottles and Sippee cups from home. We furnish Sippee cups at meals and snacks. Children are not allowed to walk around with drink or food. Toys from home are not allowed in the classroom with the exception of a small soft cuddly for naptime if needed.

Jewelry, Hair Clips, Small items

Children may not wear dangling jewelry or small hair clips that could present a choking hazard

Supplies

These are the items you will want to bring on the first day of school (everything clearly labeled with your child's name):

- A bag of diapers
- On water play days, at least 2 additional swim diapers or pull-ups
- Wipes
- Diaper cream, if used
- At least two changes of clothes to keep in your child's cubby, including socks
- Blanket (go home every Friday for laundering)
- Wide brim hat for outdoor time with straps
- Non-Aerosol Sunscreen and insect repellent

School Meals and Meal Replacement Plan

The School Lunch Program provides serving portions appropriate for 12 – 23 months of age. No substitutions (unless medical authorization is on file) to the school menu are provided except for children who cannot eat the menu's protein (usually a pork or beef restriction) are served a meat free substitute.

- We have limited storage space for each child's food items in the refrigerator and kitchen cabinets – there is not sufficient space for bottled water or individual containers of milk.
- Callier provides regular hormone-free whole milk for children.
- Notify us of food restrictions and/or allergies; this information is posted in our kitchen area.
- Families whose children regularly remain at school after 4:30 are asked to donate monthly to "community snack." This is a supplementary snack offered at 5:00 in the afternoon to meet the children's appetite needs between the 2:30 school snack time and

dinner at home. Toddlers will gradually eliminate this late afternoon snack several months prior to transitioning to the Preschool Program.

Nap Time

Toddlers usually transition into one nap per day after lunch; however, additional time is provided for any child needing an additional nap. Children nap on cots and sheets are cleaned weekly. They may bring a small blanket and small soft animal if needed.

Potty Learning

Toilet learning often begins sometime during the toddler school year. We do not begin the toilet learning process until the child begins showing signs of interest and signs that their body is ready. We will need to communicate closely with you about what signs you are seeing at home. When we think your child may be ready to begin, we will both (teacher and parent) answer a questionnaire that will help us determine if the child is ready. When we agree to begin, we will need to be very consistent between home and school. Your child will need extra underwear and extra pants during this time.

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> **(My Environment)**

Air Quality

https://www.airnow.gov/index.cfm?action=airnow.local_city&zipcode=75235&submit=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 >101° 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	_____