

Dallas Regional Day School Program for the Deaf

Callier Child Development Program Parent Handbook 2009 - 2010



**CALLIER CHILD DEVELOPMENT PROGRAM
PROGRAM OVERVIEW**

The Dallas Independent School District / Dallas Regional Day School Program for the Deaf provides a program at the Callier Center as one option for preschool for children, ages 2 – 5, who are deaf or hard of hearing. All placements in the Callier program are made through the Individual Family Service Plan (IFSP) or 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, and is located at the Callier Center. Students are integrated into an early childhood preschool setting while receiving specialized deaf education services. The UTSW/UT Dallas early childhood program is tuition-based and provides a full day, year round program for children ages infant – kindergarten.

The Callier program is accredited by the National Association for the Education of Young Children. Information about accreditation criteria may be found at www.naeyc.org. 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 plan goals and support services including audiology and individual speech-language therapy. Communication specialists plan and work collaboratively with each team to provide full support for each deaf education students in the area of language-speech-listening development. Additional services available include counseling, health management, and occupational therapy. On-going assessment of progress is maintained on each student, using behavioral observation, developmental checklists, and work samples, as well as standardized language measures and communication profiles for deaf education students.

The goals of the Callier 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.

The preschool’s developmental approach allows teachers to program for needs, abilities and interests as well as 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. Frequent field trips to interesting community resources enhance the curriculum. Parent involvement is an important component of the program. Communication includes school-to-home notebooks, 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

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 10 areas of child development:

- language and literacy
- initiative and social relations
- creative representation
- movement
- music
- classification
- seriation
- number
- space
- time.

Child progress is documented through a portfolio which 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.

Information on the High/Scope curriculum and COR is available on-line from the High/Scope Web site at highscope.org. In addition to the general early childhood curriculum, each deaf education student has an Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) which 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 six weeks.

CLASSES

Classes are given color names for easy reference. The general division of classes is by age as of Sept. 1.

FACILITIES

The program is located on the campus of the UT Dallas Callier Center for Communication Disorders. Two-year-old classes for deaf education are housed in Callier's East Building, a building designed specifically for an early childhood program. Classes for age three through kindergarten are located in the central building complex. 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. Deaf education program hours are 8 a.m. to 1 p.m. for children in the two, three, and four-year old classes. Program hours for children in the five-year old classes are 8 a.m. to 2:30 p.m.

Enrollment Procedures

PROGRAM PLACEMENT

The regular Callier Child Development Program procedures do not apply to DISD Regional Day School students. Children who are deaf and hard of hearing follow the Dallas ISD Admission, Review and Dismissal (ARD) procedures. (Prior to age three, admission procedures follow Early Childhood Intervention and school district policies.)

CAMPUS NEW STUDENT PACKET:

A packet of enrollment forms is provided when your child is first enrolled and at the beginning of each school year thereafter. These forms include:

- DISD Field Trip Authorization
- DISD Emergency Card
- Authorizations for persons who may pick up your child from school.
- UT Dallas Media Release Form
- DISD/Media Release Form
- UT Dallas Field Trip/Transportation Permission
- Application for Federal Lunch Program (return only if you wish to apply).
- Breakfast Option Form
- Student Enrollment Form
- Outdoor Activity Form
- Birthday Party Information
- “No Peanuts at School” Information

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 law requires age appropriate immunizations prior to enrollment at school. There are no exceptions to this policy. The school nurse will review the immunization form upon enrollment and periodically to ensure 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.***

Schedule of Operation

ARRIVAL

DISD buses generally arrive at Callier between 8 a.m. and 8:30 a.m. Teaching staff meet the buses and take children to the classrooms. Anytime between 8 a.m. and 8:30 a.m. is also the preferred time for parents providing their own transportation.

CAMPUS SECURITY

Entry to all classroom areas is with a security badge access only. In the east building, the access point is the main entrance. Office staff monitor and open the door for parents and other visitors who do not have a security badge. In the Main Building, parents check out a security visitors badge in the office and use it for access to the education buildings.

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 central buildings. Parents and other authorized individuals who pick up students on a routine basis are issued an individual ID code which is used to sign children in and out of school. An office staff member will show you how to use your code. School staff will complete 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 along the curb immediately adjacent to the playgrounds. 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 are asked NOT to park in UT Dallas or UT Southwestern permit-only spaces; violators will be ticketed.

CLASS SCHEDULES

Parents are given individual class schedules at the beginning of the year. The schedule is flexible and may be changed to accommodate special circumstances such as bad weather, field trips, special events, etc.

A sample daily schedule is provided here:

8 a.m. – 8:45 a.m.	Arrival/Quiet play and optional breakfast
8:45 a.m. – 9:15 a.m.	Small Group Activities
9:15 a.m. – 10 a.m.	Outdoor Learning
10 a.m. – 11:30 a.m.	Work Time (Learning Centers)
11:30 a.m. – Noon	Circle Time (Music and Movement)
Noon – 12:30 p.m.	Lunch
12:30 p.m. – 1 p.m.	Outdoor Play
1 p.m.	DISD Dismissal for two, three, four year-olds
1 p.m.	Group Activities for five year-olds
2:30 p.m.	DISD Dismissal for five year-olds

After School Care

After school care at Callier is available to children enrolled in the Deaf Education Program on the Callier campus. This service is available through the Callier Child Development Program and is not part of the public school program.

The after school care program hours begin at your child's DISD dismissal time and extend until 6:30 p.m. Families who use after school care beyond the 2:30 p.m. DISD bus run must provide their own transportation. Monthly after school care rates vary,

depending on your child's dismissal time. Fees for child care are billed on a monthly basis at the first of each month.

Payment for the current month is due by the 1st 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.

A limited number of after school care scholarships are available to families who meet financial eligibility guidelines. For more information about after school care or scholarships, contact the school office at 214-905-3094.

Dallas County Transportation – School Bus Services

OVERVIEW

Dallas County Transportation provides school bus service for the Dallas Independent School District. Eligibility for special transportation is determined through the Admission, Review and Dismissal meeting. The county buses provide pick-up and drop-off to any address within Dallas County for students who are determined eligible for the 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 10 days.

POINTS TO REMEMBER ABOUT THE BUS

- If you need to change the address for bus service, please call Cris Lundblade at 214-905-3094 and report the change. Address changes will take five – 10 days before they become effective.
- Your bus driver will contact you before school starts and tell you the approximate time that 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.
- Please watch for the bus because the driver can't leave the other children to go to your door. The driver will only wait three (3) minutes for your child. After three 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 child care 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 (214-948-7764) to notify them that your child will ride the bus in the afternoon. 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, please call your bus driver ahead of time and tell him/her. 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 days in a row and you have not talked to your driver and/or the bus supervisor, the bus will no longer come. It will be necessary for you to call the bus company to restart service.

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 may be easier for them to manipulate. Each child should bring a bag with complete change of **clothing with each item individually marked with the child's name**. Two-year-olds being toilet trained may want to 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.

DIAPERS

Parents are asked to provide disposable diapers and lanolin-free wipes for children wearing diapers. These will be for individual use and you will be notified by the teacher when replacements are needed.

Children should wear shoes that they can easily run and play in. Flip-flops are not appropriate. Rubber-soled shoes (e. g., tennis shoes) are easier for children to play in and are most appropriate.

Your child will also be going outside most days unless the weather interferes. Indoor play will be scheduled when the temperature or wind chill is below 32 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.wunderground.com/US/TX/Dallas.html>. Please be sure to send appropriate outdoor clothing for the season, marking each item clearly with your child's name.

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 AND INSECT REPELLANT

You may sign a permission form authorizing sunscreen to be used on your child at school. Sunscreen will be provided by the program. 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 percent 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. All pets are inspected annually by a veterinarian. 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. During outdoor water play activities, when wading pools are used, the water depth is less than 24 inches and pools are monitored at all times. A signed Outdoor Activity Permission Form must be on file for your child to participate in outdoor water play.

TOYS

Parents are asked not to routinely send children to school with toys and personal items from home. In order to give children some opportunity to share favorite toys at school, classes may schedule "sharing days" when teachers may set aside time for this purpose. All possessions should be clearly marked with the child's name. Please don't send fragile, expensive items or toys with numerous parts.

OTHER

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

BIRTHDAYS

If you would like to celebrate your child's birthday at school, please discuss plans with your child's teacher in advance, at least one week before the party. The best time for parties is at the end of lunch. The following guidelines must be observed to comply with health and safety regulations:

- Only whole fruit or commercially prepared foods in factory sealed containers may be shared with the group.
- Candles may be used for decoration but may not be lit.
- Balloons should not be used at school parties.
- Party favors or goodie bags will be sent home with children. Contents should not include food, candy, or items that might be choking hazards.

Breakfast – Lunch Program

GENERAL INFORMATION

School breakfast and lunch are available for purchase. All breakfast and lunch payments are paid in advance. A Breakfast / Lunch 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. Food served at school is planned to meet children's daily nutritional needs, in compliance with federal school breakfast/lunch program guidelines.

You may also send a sack lunch with your child. Parents who choose to provide sack lunches assume responsibility for meeting their child's daily food needs. Lunches are not refrigerated and teachers do not reheat food before serving. Soda, candy, and peanut products are not allowed. Any food from home must be labeled with the child's name and the date. For suggestions for nutritious sack lunches, visit <http://www.ag.ndsu.edu/food/factsheet/sacklunchwhattopack.pdf>.

LUNCH

Lunches cost \$1.40/day and are billed monthly at the beginning of each month. Lunch payments are due in advance. Lunch payments may be paid through the Callier business office. The education office staff can assist you with depositing the payment in a collection box designed for this purpose. 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 milk only option may be selected for \$.30/day (billed monthly).

BREAKFAST

Breakfast may be purchased for \$.80/day. You are requested to select or decline a breakfast option at the beginning of the year. If you select the breakfast option, this cost will be included in your monthly lunch billing. Your option choice will remain in effect until you contact the school to change it. Alternate activities are available for children not eating breakfast. Breakfast is available between 8:15 a.m. and 8:45 a.m. Parents are asked not to send breakfast food to school.

A School Lunch Request Form is available from the office or online.

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.

NATIONAL SCHOOL LUNCH PROGRAM

Callier participates in the National School Lunch Program; applications for free or reduced lunch, based on financial need, are available from the office.

More information may be found on the USDA website at <http://www.fns.usda.gov/cnd/lunch/> “In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 202/720-5964 (voice and TDD). USDA

Health Policies

ILLNESS AND EMERGENCY

- 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. 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

The guidelines for the administration of **PRESCRIBED** medication by school personnel follow the DISD Health Guidelines. It is intended to facilitate the return to school of children 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 that will be 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 the 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 will be given.** Prescriptions must be for the child and must be current. The medicine must be in the prescription container, clearly labeled. Over-the-counter medications will not be administered.

Please check in all medicine at the school office. Medicine is given at 11:30 a.m. and at 3:30 p.m. only, unless specified in the school health management plan. 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 instruction in identifying symptoms and responding as recommended by your child's physician. Information provided by the physician will be reviewed by the DISD school nurse and a school health management plan will be developed when appropriate.

EMERGENCY RESPONSE PLANS

Keeping your children 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.

In the event of a weather emergency, groups gather for shelter in designated locations in each building; the children learn the "duck-and-cover" position.

In response to fire, the buildings are evacuated; staff and children go to the perimeter fences 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; those numbers are 214-905-3094 and 214-905-3099.

Discipline and Guidance

Callier Preschool 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.

- Communicating with children, parents, team members and support staff as needed.

Children are removed 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.

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 whose biting seems to target particular individuals are redirected to play with other partners. Children for who biting may be an attempt to engage peer attention are given opportunities to learn and practice appropriate communication and interaction strategies. Children who bite may be “shadowed,” with one-on-one monitoring during some activities and routines.

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.

Each child will have a notebook in which frequent written notes will be made. Parents are asked to initial after reading and encouraged to write back. Email is another effective way for teachers and parents to exchange information. Parents are also encouraged to talk regularly with teachers. Teachers may return phone calls during naptime 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."

FIELD TRIPS

Field trips are an integral part of the preschool curriculum, providing rich learning opportunities through shared experiences exploring the resources of our community. Parent participation is welcomed. Parents are provided written guidelines for field trip volunteers and are asked to support the teachers by following these policies. Parents who volunteer as field trip chaperones may not bring along siblings or other children. CPA funds are available to cover admission costs for volunteers as needed.

MESSAGES

Staff email addresses are available through the school directory. Phone messages for staff may be left through the school office. Teachers may return phone calls during naptime on most afternoons. Time sensitive messages, such as those concerning student pick-up instructions, will be transmitted to teachers in a timely manner.

OBSERVATIONS/PARTICIPATION

Parents are encouraged to observe their child's program at any time. There are observation windows in the most 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, join their children for lunch, and assist on field trips.

PARENT RESOURCES

Information of interest to parents is posted on the bulletin boards at time clocks. Brochures and handouts about 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 Web sites on various topics may be found on the program Web site at www.utdallas.edu/calliercenter/child-development. Books and other resource materials are available in the program resource library and in the Conference/Nursing Room in CD Building for parent check-out. Other materials, related to specific issues, may be provided upon request.

The program schedules brown bag sessions at various times throughout the year on topics of interest to parents. Parents may attend evening classes in sign language at no charge.

PARENT CONFERENCES

Individual parent-teacher conferences are held at least twice a year to discuss the progress of your child. Conferences dates are determined by the Dallas Independent School District. Additional conferences may be held at the request of the parent. These are scheduled with your child's teacher and/or with Karen.

SIGN LANGUAGE CLASSES

Dallas Regional Day School Program for the Deaf offers several sign language class options. Information on classes is sent home at the beginning of each semester and is also available through the school office.

PARENT ASSOCIATION

The Parents Association, known as the CPA, provides support for the school through fund-raising activities and volunteers. Parents of all Callier Child Development Program students are considered CPA members. CPA meetings are held monthly. 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, CPA announcements, and posting on bulletin boards at school.