

Callier Child Development Program



NAEYC



Accredited since
1986

2026 - 2027

Parent Handbook

Table of Contents

Welcome Message

Vision and Mission

Our Team

Contact Information

Policies and Procedures

Financial Information

Schedule of Operations

NAEYC Staff to Child Ratio and Classroom Size

Clothing, Supplies, Play

Health and Safety

Evaluation and Assessment of Child Progress

Discipline and Guidance

Parent Participation

Reporting Child Abuse

Volunteers

Infant Care

Toddler Care

Preschool Care

Resources

Callier Child Development Program: Symptom Report

Welcome Message

Shyra Burrell
Director, UTD Callier
Education Division



Welcome to our Child Development Program!

We are honored that you have chosen us to be part of your child's early learning journey.

Our dedicated team is committed to providing a safe, nurturing, and engaging environment where every child feels valued, respected, and encouraged to grow. We believe that strong partnerships between families and educators are the foundation of a child's success, and we look forward to working together to support your child's development, curiosity, and love of learning.

This handbook has been designed to provide important information about our program, policies, and daily practices. We encourage you to review it carefully and reach out with any questions. Together, we will create a positive and enriching experience for your child and family.

About

Callier Child Development Program



Callier is accredited by the National Association for the Education of Young Children. The program is a state-licensed child development program in collaboration with The University of Texas at Dallas. Callier partners with The University of Texas Southwestern Medical Center and the Dallas Independent School District (Dallas ISD) Regional Day School for the Deaf. All Deaf Education students are enrolled through Dallas ISD. Enrollment to Callier Child Development Program is open to the community.

Vision



Our vision is to be a premier early childhood education program where young children flourish, future educators are empowered, and innovative teaching practices are cultivated. We strive to create an inclusive, research-driven learning community that inspires curiosity, ignites a passion for discovery, and models excellence in early childhood education. Through intentional collaboration, reflective practice, and STEAM-integrated experiences, we nurture not only academic growth but also social-emotional competence, resilience, empathy, and positive relationships. We envision developing confident learners, compassionate leaders, and emotionally intelligent educators who foster belonging, celebrate diversity, and shape the future with knowledge, creativity, purpose, and care.

Mission

Our mission is to empower every child to thrive by providing a safe, inclusive, and engaging early learning environment that fosters curiosity, confidence, social-emotional growth, and a lifelong love of learning through meaningful relationships, research-based practices, and STEAM-enriched experiences.

Our Team



Chloe Howard, MS

Infant and Toddler Program Manager



Beth Harben, BS

Preschool Program Manager

Contact Information

Mailing and Physical Address
1966 Inwood Rd. Dallas, Texas 75235



Callier Enrollment
CallierEnrollment@UTDallas.edu

Infant and Toddler Main Office
972.883.3099

Preschool Main Office
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Callier Security (972) 883-3020

UT Southwestern Liaison (214) 645-0941

Policies and Procedures

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

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

Admission Procedures

Priority consideration is given to siblings of enrolled students. Students enrolled through the Dallas Independent School District Regional Day School Program for the Deaf procedures for enrollment through the Admission Review and Dismissal (ARD).

Applications

Applications for enrollment are available online at <https://calliercenter.utdallas.edu/child-development/child-developmentapplication> and may be submitted at any time. Once the application is submitted, it will be received by Administrative Assistant 1/Program Coordinator and placed in the queue in the order in which it is received. When a space becomes available in your child's age group, Callier Enrollment will contact you via email to extend an enrollment offer. Please note that placement in the Enrollment Queue does not guarantee placement in a specific classroom, but rather the next available opening in an appropriate age class.

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 on August 1.

Enrollment

When space becomes available, an Enrollment Acceptance Offer will be extended via the Callier Enrollment email. This offer will include the following details: start date, required email acknowledgement deadline, signed Enrollment Acceptance Offer return deadline, and payment due dates for the enrollment fee, security deposit, first tuition payment, and enrichment fee.

If an acknowledgement is not received by email or phone within the specified timeframe, the offer will be rescinded, and a new application will be required for future consideration. If you wish to remain on the Enrollment Queue, your position will move to the bottom of the queue unless an Enrollment Queue Holding Fee of \$100.00 is submitted.

If an enrollment offer is declined due to a preference for a later start date and you wish to remain on the Enrollment Queue, your position will move to the bottom of the queue unless an Enrollment Queue Holding Fee of \$100.00 is submitted.

Once the Enrollment Acceptance Offer has been signed and returned to Callier Enrollment email, and both the enrollment fee and security deposit have been received by the Callier Accountant, a welcome email will be sent. This email will include all required forms, which must be completed and returned by the deadline specified in the email.

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 physicians as required before the child's first day of school. **A child may not start school until all forms are received and signed appropriately.**

Withdrawal Procedures

Withdrawal

Written notice must be received at least 30 days prior to a child's withdrawal from the program. This policy applies from the date the Enrollment Acceptance is signed and is not contingent upon attendance. Failure to provide the required 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 final 30 days of tuition, and families withdrawing from the program must complete a reimbursement form in addition to the withdrawal form. Account suspensions are not permitted.

Withdrawal Refund

Upon review of the withdrawal form, any approved refund will be issued based on the payment method on file. ACH payments require an active Zelle account for refund processing, while credit card payments will be refunded as credit to the original card; no other refund methods are available. Parents may continue to receive automated emails after a child's last day of attendance until accounting approval is received to deactivate the family profile, as email access is required for billing and tax documentation.

Late Pick Up Policy

The Callier Child Development Program closes promptly at 6:30 p.m. Designated staff will remain on-site to supervise any children who have not been picked up by closing time. If a child remains at the center after 6:30 p.m., staff will attempt to contact a parent or an authorized emergency contact. Parents arriving after closing will be required to sign a late pick-up slip verifying the time of pick-up. Late pick-up slips are reviewed and submitted to **the Program Manager, then to the** Callier Business Office for billing purposes. **Once the third incident occurs, the Director of Education will be notified.**

Dismissal Policy

Failure to pay the late fee may result in dismissal from the program. In addition, a child may be dismissed following a third incident of late pick-up.

Financial Information

Tuition

Rates are posted online at www.utdallas.edu/calliercenter/childdevelopment.

Tuition is payable on the first of each month beginning with the first month of enrollment. Tuition is pro-rated for enrollment or withdrawal mid-month. Tuition is not affected by student absence, including long-term absence for any reason, or by the 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 calendar day 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 at the Infant/Toddler building reception desk and in the main preschool building at the security desk in the front lobby area.

Tuition Express

All tuition payments are made through Tuition Express, which requires a credit card or bank account. If you choose to use a credit card to make your payments, you will be responsible for credit card fees in the amount of 2.7% of your total monthly charges plus \$.30 per transaction. There is no charge if you choose to use the ACH payment method, unless a payment is declined for any reason. In either case, if a payment is declined, non-sufficient funds (NSF) will be charged to your account.



Fees

All fees are non-refundable.

- ★ Enrollment Fee: \$150.00
 - Required upon acceptance.
 - ★ Security Deposit: One Month's Tuition
 - Applied to the last 30 days of attendance when written notice is received at least 30 days before withdrawal. (Non-refundable for withdrawal before start date.)
 - ★ Enrichment Fee: \$45.00
 - Billed annually.
 - ★ Sibling Discount: %10
 - reduced from the oldest child's tuition.
 - ★ Late Pick Up Policy:
 - First Incident - \$25 for any part of every 15 minutes past closing
 - Second incident - \$50 for any part of every 15 minutes
 - Third incident - \$100 for any part of every 15 minutes, a meeting with the Director of Education, and possible termination of your child's care
 - ★ Badge Fee: \$20.00
 - For each additional badge.
 - ★ Lunch Fee: \$4.25/day
 - ★ Drink Fee: \$1.00/day
-

Schedule of Operations

Badges

To provide optimum security, all parents and other people 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 \$20 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. People needing assistance should be directed to the office or security guard.

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 member opens the door, parents are invited to wait in the lobby until 7:30.

Parents must accompany their children into the classroom and let teachers know the children have arrived.

Parking

Drop-off and pick-up parking for parents is available in the East Campus parking lot in spaces reserved for Family Parking. Please always keep your children with you, 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. **Parents may NOT park in UTD or UT Southwestern permit-only spaces; violators will be ticketed.**

Schedule of Operations

Sign In

Parents are required to sign their children in and out each day. QR code located at the entrance of the buildings, and on parent boards in the infant toddler 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 childcare licensing regulation and serves to provide us with quick and accurate classroom attendance lists for emergencies. **PLEASE remember to sign your child in and out every day.**

Pick Up

Only authorized people 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 classroom 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 a picture ID before picking up a child.

Preschool buildings and play areas are closed at 6:30 p.m. Preschool parents arriving after 4:45 p.m. may pick up children in their designated closing building. Parent badges do not operate doors after 6:30 p.m. Parents are asked not to remain in the 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 outer building doors are empty out into a parking lot or an open playground area, so you must 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 for 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

We will align our inclement weather days with Dallas ISD school closures and delayed opening. Please check with your local news station about Dallas ISD school closures or delayed opening announcements.

NAEYC Staff-to-Child Ratio and Class Size

The children are divided based on age as of September 1st - August 1st. At Callier Child Development Program we maintain NAEYC ratios for most of the school day. (See NAEYC Chart below).

Staff-to-Child Ratio and Class Size

The following staff-to-child ratios are suggested best practice. Assessors will rate staff-to-child ratios according to the highest observed ratio and class size for each age category (Infant, Toddler/Two, Preschool, Kindergarten, and School-Age).

Age Category	Ratio	Maximum Class Size*
Infant (Birth–15 months)	1:4	8
Toddler/Two (12–36 months)	1:6	12
Preschool (30 months–5 years)	1:10	20
Kindergarten (Enrolled in any public or private kindergarten)	1:12	24
**School-Age (Kindergarten- third grade)	1:15	30

*If your program is above the maximum class size then you will receive a no rating for that item.

**For programs with school-age accreditation only

Rationales

- › For mixed-age classes, the assessor will rate according to the youngest age category present within the class.
- › Class sizes above are the highest recommended size based on best practices.
- › Ratios are assessed:
 - During all hours of operation.
 - In classrooms and other indoor settings.
 - In outdoor settings. Maximum group sizes are not rated during outdoor times.

Examples of written procedures that address how to maintain staff-to-child ratios and class size: Child supervision records, transition logs, head counts, attendance records, sign-in and sign-out sheets.

Definitions

Staff-to-child ratio: The number of children compared to the number of teaching staff.

Definition of class: For the purposes of NAEYC Accreditation, a class is defined as the children assigned for most of the day to a specific teacher or a team of teaching staff members who occupy an individual classroom or well-defined space that prevents children from different classes interacting within a larger room or area. Each class must have at least one designated teacher.

Teacher Credentials

All Child Development Specialists have at least an associate degree and many have a BA/BS degree in Child Development or Early Childhood Education. The Child Development Associates have an AA/AS degree in Child Development, Early Childhood Education or nationally recognized Child Development Associate Credential (CDA).

All classroom staff and administrators receive a minimum 24 hours of annual training.

Infant teachers receive specialized training in bottle feeding, sanitation, Shaken Baby Syndrome, Early Brain Development, Sudden Infant Death Syndrome, and responsive caregiving

Clothing, Supplies, Play

Children should be dressed in comfortable clothing, suitable for 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 completely seasonally appropriate 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 made, 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.

Hats

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

Parents are required 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) Baseball caps do not meet this requirement.

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 the child's name. It is recommended that for children older than 6 months, sunscreens be SPF 15 or higher; water resistant; protect against UV A and UVB rays; PABA-free options such as titanium dioxide are best for sensitive skin. Program staff will administer sunscreen before afternoon outside time. Parents are responsible for applying sunscreen before 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 the application of non-Aerosol insect repellent at school. Parents must provide all insect repellents. A repellent that contains 10-30% DEET is considered effective and safe for child use. All containers must be clearly labeled with the child's name. The school provides only one application of insect repellent daily; applied before afternoon outdoor play.

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 toddlers 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 identified with the child's name.

Play

Daily outdoor play is an important part of your child's development; we provide daily opportunities for your child to participate.

- * Infants will be given opportunities for physical activity, including supervised tummy time.
- * Toddler-age children will participate in a minimum of 60 minutes of moderate to vigorous active play each day.
- * Preschool and pre-kindergarten children will participate in a minimum of 90 minutes of moderate to vigorous active play each day.
- * Physical activity may take place in the classroom, in our inclement weather play areas, on the playground, or when the weather permits.
- * Please do not allow your child to play on the preschool playground during drop-off and pick-up times.

We follow the following guidelines based on heat index or wind chill.

Guidelines for Indoor and Outdoor Play

Infant/Toddler:

- * 96+ Indoor Play Only
- * 90-95 Outdoor Half Time
- * 40-89 Outdoor Play
- * 35-39 Outdoor Half Time
- * 34-Below Indoor Play Only

Preschool

- * 98+ Indoor Play Only
- * 96-98 Outdoor Half Time
- * 36-95 Outdoor Play
- * 33-35 Outdoor Half Time
- * 32-Below Indoor Play Only

Indoor play will be scheduled when the following conditions exist:

- * The Current Air Quality Index for the Callier zip code is Orange or higher.
 - * Rain, extreme wind, hail, etc.
-

Health and Safety

Gang Free Zone

Texas Department of Family and Protective Services regulations for licensed child-care centers require all parents to be informed that, under the Texas Penal Code, any area within 1000 feet of a child-care center is gang-free violator subject to harsher penalty.

No tobacco or vaping products are permitted on campus.

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. See the back page for the resource website.

Child Immunizations

All children are required to have age-appropriate immunizations before 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 are 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 are required to document the following immunizations or to provide a signed exemption statement to be maintained in the employee's departmental personnel file:

- * TB is required upon hiring.

Voluntary Vaccination

We highly encourage our staff to vaccinate and register their immunization with the university for the following vaccines.

- * Influenza (Flu) Vaccine - Annual
-

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 lockdowns.) Regular drills are conducted to prepare children and staff to react quickly and appropriately. Lockdown and Relocation Drills are announced, and Fire Drills and Severe Weather Drills are unannounced. Drills take place randomly around 10:30 or 3:30 to ensure all staff have 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 a fire, the buildings are evacuated; staff and children go to their designated areas 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. You must 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 for whom we have current email accounts on file.

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

An overview of emergency response plans will be shared with families during the first month of school, communicating classroom specific protocols.

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

January: Fire & Severe Weather

February: Fire & Lockdown

March: Fire

April: Fire & Severe Weather

May: Fire & Lockdown

June: Fire

July: Fire & Severe Weather

August: Fire

September: Fire & Lockdown

October: Fire & Severe Weather

November: Fire & Relocation

December: Fire & Lockdown

Injuries

When a child is injured staff members with training in First Aid assess appropriate action. Minor injuries requiring basic first aid are cleaned, bandaged, and 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 the Children's Medical Center and stay with the child until the parents arrive.

If medical procedures are administered for any injury that has taken place at the school, it will need to be reported to the administration within 24 hours of the incident. As a standard practice to ensure health, and safety, and that proper protocols were followed, the program must report the injury to Childcare licensing; Childcare Regulation may reach out to parents for follow-up.

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 people entering the classroom are required to wash their hands before entering the play spaces. Parents when volunteering in the room 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 are 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 always kept out of reach of children.

Illness and Emergency

(See Symptom Report: Sick Child Report for specific exclusion and return to school policies.) If your child will not be attending school due to not feeling well, please send an email to callierchild@utdallas.edu The school must be notified if a child contracts a communicable disease that is contagious and diagnosed by the child's doctor.

Illness and Emergency

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

If your child will not be attending school due to not feeling well, please send an email to callierchild@utdallas.edu The school must be notified if a child contracts a communicable disease that is contagious and diagnosed by the child's doctor.

Communicable diseases that are contagious and diagnosed by a child's doctor will be posted without any identifiers of the child and following the Dallas County Health Department guidelines.

Returning to school after such an illness will be according to the standards of Childcare 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 for 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. Any medication administered for the first time will have to be given at home.
2. A completed school medicine form with the parent's signature must accompany the 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.
3. 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.
4. Only 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
5. All medication is in a locked container unless it is a life-saving medication such as an Epi-Pen when it is kept in an accessible area but out of reach of children.

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

Any medication found in a child's cubby will be removed, properly stored, and can be picked up from administration.

Nut-free campus.

Allergies

It is important to inform the school of any known allergies your child may have and to provide the office with written instructions for identifying symptoms and responding as recommended by your child's physician. Callier will provide you with 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 receive specific training on individual allergies with additional training on Epi-Pen administration as needed.

If your child has outgrown an allergy and is no longer needing a food substitution, please inform the front office staff so we can notify the Nutrition staff.

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 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 in all learning environments with preschool buildings having additional air filters; 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 the use of environmentally friendly products. We also discourage parents from leaving cars idling except for in extreme cases of 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.

Nutrition

Policy Statement: Healthy Nutrition & Healthy Habits

At Callier, we are committed to providing a safe, nourishing, and supportive environment for your child's development. Proper nutrition plays an essential role in a child's ability to focus, manage behaviors, and maintain steady energy throughout the day. Parents who choose to provide meals and snacks for their child are expected to follow the guidelines below in accordance with **Texas Child Care Licensing** standards and **Texas Health and Human Services Commission (HHSC) Minimum Standards**

The National School Lunch Program provides portions appropriate for 12 months of age and up, with a completed lunch form. No substitutions (unless medical authorization is on file) to the school menu are provided.

- * Breakfast, lunch, and afternoon snacks 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 between 8:00 a.m. and 8:45 a.m., depending on the program. Infant children who have transitioned to table food and eat school meals have breakfast from 8:15 a.m. to 8:45 a.m. and lunch from 11:15 a.m. to 11:45 a.m. Snack is served each afternoon between 3:00 p.m. and 3:30 p.m. (*Please note that school food cannot be held for late arrivals; after serving times, leftover food is returned to the kitchen.*)
 - * We have limited refrigerator storage space. If your child is bringing lunch, please
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- provide an insulated food storage container as the item will be stored on our counters.
- * Notify us of any medically diagnosed food restrictions and/or allergies in writing; this information is posted in our kitchen area.

You may choose to purchase school lunches, send sack lunches, or containers that do not require refrigeration with your child. Food served at school is planned to meet children's daily nutritional needs, in compliance with federal school breakfast/lunch 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 the nutrition website on the Family Resource page at the end of this handbook)

The program will only accommodate food allergies that are documented by a doctor. We will not be able to accommodate food preferences.

Lunches from home are not refrigerated, and teachers do not reheat food before serving. Please 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 foods and drinks, and peanut products are not allowed. Any food from home must be labeled with the child's name and date.

Parents have the option to purchase school lunches. Lunch costs are billed with monthly tuition and are not affected by absences. If children are 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 the Notification of Special Dietary Needs form (requires physician and parental signatures).

Callier participates in the USDA Child Nutrition Program. Applications for free or reduced-price 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, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA 's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

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) Jax: (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 name-labeled and 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; mouthed bottles may not be reused for another feeding. Food is thrown away based on expiration date or contamination by saliva; any refrigerated food is thrown away each Friday. Due to a lack of storage space and properly implementing best practices for breast milk, breast milk will only be permitted to be fed in the infant classroom.

A physician's note will be required to provide breast milk for the toddler classroom. 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 & Celebrations

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

Here are a few ideas, 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 parents come to school. On a special occasion, read a story to the class, help the teacher with her planned activity, go along for outside time, or just hang out with your child and her classmates. Your child will remember that day.
 - **Plan a Special Occasion 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 Childcare 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 Celebration Tribute:** Write a tribute that highlights 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.
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Birthdays and celebrations mark the passage of time and can highlight special relationships among people. Let that be your guide when coming up with celebration ideas for the classroom.

Evaluation and Assessment of Child Progress

Developmental Screening

All infants and toddlers receive an Ages and Stages Developmental screening within the first 45 days of school attendance. We use ASQ-3. All new students receive a developmental screening within the first 45 days of school attendance. Hearing, speech, and language screening assessments are provided annually for 3-5-year-olds at no additional charge through the UTD teaching clinics. All screening results are shared with parents. Childcare Licensing requires four- and five-year-olds to have an annual vision screening. Please provide documentation about your child's well-check visit.

Developmental Assessment

Assess Instruct Monitor (AIM) Observational Assessment

The AIM Observational Assessment is an assessment solution from birth to age five, designed to support teachers in making data-driven instructional decisions to guide children toward kindergarten readiness.

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) and Individual Education Plans (IEP)

Children ages from 0-3 with special needs may have an IFSP, and children ages 3-5 may have an IEP developed for each child by a team that includes teachers, parents, and other professionals who know 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 with an IFSP/IEP, please be sure your classroom teacher has a copy to ensure all special needs are addressed in school.

Curriculum

Frog Street Infant Curriculum

The Callier Child Development Program uses the **Frog Street Infant Curriculum**, a comprehensive, research-based curriculum designed to support the growth and development of children from birth to 18 months of age. Grounded in early brain development research and implemented through the Program for Infant/Toddler Care (PITC) framework, Frog Street Infant emphasizes the importance of nurturing relationships, responsive caregiving, and individualized learning experiences.

Through daily interactions, routines, and play-based experiences, caregivers support each infant's development in the following areas:

- **Social-Emotional Development:** Building secure relationships, trust, self-awareness, and emotional well-being.
- **Language and Communication:** Encouraging listening, responding, early language development, and communication through meaningful interactions.
- **Cognitive Development:** Supporting curiosity, exploration, problem-solving, and discovery through age-appropriate experiences.
- **Physical Development:** Promoting gross and fine motor skills through movement, sensory experiences, tummy time, and active exploration.
- **Approaches to Learning:** Fostering confidence, engagement, persistence, and a love of learning from the earliest stages of development.

Because every infant develops at their own pace, learning experiences are individualized to meet each child's unique needs, interests, and developmental milestones. Daily routines such as feeding, diapering, napping, and play are viewed as valuable opportunities for learning, relationship-building, and healthy development. The curriculum focuses on creating a safe, nurturing environment that supports each child's growth while partnering closely with families to ensure continuity between home and school.

Our goal is to provide a warm, responsive learning environment where infants feel secure, valued, and encouraged to explore the world around them, laying a strong foundation for lifelong learning and success.

Joyful Beginnings Toddler Curriculum

The Callier Child Development Program utilizes **Frog Street Joyful Beginnings® Toddler Curriculum**, a comprehensive, research-based curriculum designed to support the development of children ages 18 to 36 months. Grounded in early brain development research, the curriculum recognizes that toddlers learn best through nurturing relationships, purposeful play, hands-on exploration, and responsive interactions with caring adults.

Joyful Beginnings provides intentional learning experiences that support the whole child across all developmental domains, including:

- **Social-Emotional Development** through opportunities to build relationships, develop self-confidence, express emotions appropriately, and learn positive social skills.
- **Language and Literacy Development** through conversations, songs, fingerplays, stories, and vocabulary-rich experiences that encourage communication and early literacy skills.
- **Cognitive Development** through exploration, problem-solving, discovery, and experiences that promote curiosity and critical thinking.
- **Physical Development** through activities that strengthen both gross and fine motor skills, coordination, balance, and self-help abilities.
- **Approaches to Learning** by fostering independence, persistence, creativity, and a lifelong love of learning.

The curriculum embraces the natural curiosity and enthusiasm of toddlers by providing meaningful opportunities for exploration and discovery. Teachers create engaging environments where children are encouraged to investigate, make choices, develop independence, and learn through active participation in daily routines and experiences.

Learning experiences are individualized to meet each child's unique developmental needs and interests. Daily routines such as mealtimes, diapering, toileting, outdoor play, and classroom interactions are intentionally used as opportunities to support learning, language development, and relationship-building. The curriculum also emphasizes strong partnerships with families to ensure continuity between home and school.

Our goal is to provide a safe, nurturing, and engaging environment where toddlers can develop confidence, independence, curiosity, and the foundational skills necessary for continued success as lifelong learners.

Frog Street Twos Curriculum

The Callier Child Development Program uses the **Frog Street Toddler Curriculum**, a comprehensive, research-based curriculum designed to support the development of children ages 18 to 36 months. Grounded in early brain development research, Frog Street Toddler nurtures the whole child through meaningful relationships, purposeful play, and hands-on learning experiences. The curriculum recognizes that toddlers learn best through exploration, discovery, movement, and responsive interactions with caring adults.

Frog Street Toddler supports development in the following areas:

- **Social-Emotional Development** by fostering self-confidence, emotional regulation, cooperation, and positive relationships with peers and adults.
- **Language and Literacy Development** through songs, stories, conversations, fingerplays, and vocabulary-rich experiences that encourage communication and early literacy skills.
- **Cognitive Development** by promoting curiosity, problem-solving, creativity, and critical thinking through exploration and discovery.
- **Physical Development** through activities that strengthen gross and fine motor skills, coordination, balance, and self-help skills.
- **Approaches to Learning** by encouraging independence, persistence, initiative, and enthusiasm for learning.

The curriculum is designed to celebrate the joy of early childhood while providing intentional learning experiences that support each child's individual growth. Daily routines, including mealtimes, diapering, toileting, outdoor play, and transitions, are viewed as valuable opportunities for learning and relationship-building. Teachers carefully observe each child and adapt activities to meet individual developmental needs and interests.

Through nurturing relationships, engaging environments, and developmentally appropriate experiences, Frog Street Toddler helps children build the foundational skills necessary for future success while fostering confidence, curiosity, and a lifelong love of learning.

Frog Street Preschool Curriculum (3-5 Years)

The Callier Child Development Program utilizes the **Frog Street Preschool Curriculum**, a comprehensive, research-based curriculum designed to support children's growth and development through intentional, engaging, and developmentally appropriate learning experiences. The curriculum provides a strong foundation for school readiness while fostering

creativity, curiosity, confidence, and a lifelong love of learning.

Key Components

- **Language and Literacy:** Storytelling, phonological awareness, vocabulary development, and early writing.
- **Mathematics:** Counting, number recognition, patterns, sorting, measuring, and problem-solving.
- **Science and STEAM:** Exploration, inquiry, experimentation, and discovery-based learning.
- **Social Studies:** Understanding families, communities, cultures, and relationships.
- **Social-Emotional Learning:** Conscious Discipline strategies support emotional regulation, empathy, and positive interactions.
- **Creative Arts:** Music, movement, dramatic play, and visual arts.

Learning Approach

The curriculum aligns with Callier's mission to provide:

- Research-informed learning experiences
- STEAM-enhanced activities
- Social-emotional development
- Meaningful relationships
- Curiosity and lifelong learning
- Kindergarten readiness through intentional instruction and observation-based assessment using AIM (Assess Instruct Monitor) tools.

Frog Street Preschool supports the development of the whole child in the following areas:

- **Language and Literacy Development** through storytelling, vocabulary development, listening comprehension, letter recognition, phonological awareness, and early writing experiences.
 - **Mathematics Development** through hands-on activities that promote counting, number recognition, patterns, sorting, measurement, and problem-solving skills.
 - **Science and Discovery** through observation, inquiry, experimentation, and exploration of the natural world.
 - **Social Studies Development** through learning about families, communities, cultures, and relationships.
 - **Social-Emotional Development** by fostering self-regulation, empathy, cooperation, problem-solving, and positive peer interactions.
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- **Physical Development** through activities that strengthen gross and fine motor skills, coordination, and overall well-being.
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- **Creative Arts and Expression** through music, movement, dramatic play, and visual arts experiences.

The curriculum is organized around engaging themes and meaningful investigations that encourage active participation and exploration. Teachers use ongoing observations and assessments to plan learning experiences that meet each child's individual developmental needs while supporting progress toward kindergarten readiness. Families receive regular information about classroom themes, vocabulary, and learning experiences through weekly curriculum communications.

Frog Street Preschool aligns with the program's commitment to providing an inclusive, nurturing, and engaging learning environment where children are encouraged to think critically, communicate effectively, build positive relationships, and develop confidence as learners. Through intentional teaching, purposeful play, and strong partnerships with families, children are supported in reaching their fullest potential.

Our goal is to provide children with rich learning experiences that inspire discovery, promote social-emotional growth, strengthen foundational academic skills, and prepare them for future success in school and life.

Frog Street Pre-K Curriculum

The Callier Child Development Program utilizes the **Frog Street Pre-K Curriculum**, a comprehensive, research-based curriculum designed to prepare children for success in kindergarten and beyond. The curriculum integrates purposeful play, hands-on exploration, and intentional instruction to support the development of the whole child while fostering a lifelong love of learning.

Frog Street Pre-K provides engaging learning experiences that support growth in the following areas:

- **Language and Literacy Development** through rich vocabulary instruction, phonological awareness, storytelling, letter recognition, emergent reading, and writing activities.
 - **Mathematics Development** through hands-on exploration of numbers, counting, patterns, sorting, measurement, problem-solving, and mathematical reasoning.
 - **Science and STEAM Learning** through inquiry-based investigations that encourage
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children to observe, question, experiment, and discover how the world works.

- **Social Studies Development** through experiences that build an understanding of families, community, culture, citizenship, and the world around them.
- **Social-Emotional Development** by supporting self-regulation, empathy, cooperation, relationship-building, and positive problem-solving skills.
- **Physical Development** through activities that strengthen gross and fine motor skills, coordination, health, and wellness.
- **Creative Expression** through music, movement, dramatic play, art, and imaginative exploration.

The curriculum is designed to provide developmentally appropriate learning experiences that actively engage children in meaningful exploration and discovery. Teachers carefully plan learning opportunities based on children's interests, developmental needs, and ongoing observations to support individual growth and school readiness. Preschool families receive weekly curriculum information that includes themes, vocabulary, and planned learning experiences.

Frog Street Pre-K aligns with the program's commitment to fostering curiosity, confidence, creativity, and social-emotional competence while helping children develop the foundational academic and life skills needed for a successful transition to kindergarten. Through strong partnerships with families, engaging classroom environments, and intentional teaching practices, children are encouraged to become confident, capable, and enthusiastic learners.

Our goal is to provide every child with meaningful learning experiences that inspire exploration, build confidence, strengthen relationships, and prepare them for future academic success while nurturing a lifelong love of learning.

Any family who feels their child needs any type of additional support is 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 are provided with 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, which ensures that all confidential information is handled with the utmost 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 at the front of the file to indicate who has read it.

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 for the positive guidance of children's behavior; and that adults are powerful models in showing children acceptable behaviors.

The 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 watch many Conscious Discipline videos on YouTube 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 the back of the 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 the 0-5 group settings.

It is tempting for adults to look at biting as a deliberate act of aggression, especially when it is your child who 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 injured child is cared for, given first aid, and offered tender comfort. The injured child is told, "Someone bit/hit, etc., you. That hurts." The child is encouraged to say "no" or "stop" and is 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 examine the environment to identify contributing factors (if any) and address them if possible. We will always inform the parents of any children involved in an aggressive event. The child who 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 whom biting may be an attempt to engage in peer attention are given opportunities to learn and practice appropriate communication and interaction strategies.

Although usually not as disturbing, pinching, pushing, and 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 a 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 the strategies that have been attempted and to review 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 made to eliminate aggressive behavior without vilifying or rejecting the child. Dismissal from the program is the very last resort. If all the program resources have been brought to bear and a child's hurting other children continues despite those interventions, then parents may be asked to keep the child at home for some time until the behavior is under control or to withdraw the child from the program.

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

Challenging Behavior Policy Outline:

Team

- * Parent: Child's support system and advocate.
 - * Program Manager: A person responsible for ensuring the team works efficiently and follows the protocols.
 - * Specialist: This could include teachers, counselors, caregivers, or others who regularly interact with individuals displaying challenging behaviors.
 - * Associate: This could include teachers, counselors, caregivers, or others who regularly interact with individuals displaying challenging behaviors.
 - * Assistant: This could include teachers, counselors, caregivers, or others who regularly interact with individuals displaying challenging behaviors.
 - * Communication Expert: Someone who can train the team to communicate effectively with individuals exhibiting challenging behaviors.
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- * The Director: This person helps ensure the team addresses behavior with cultural awareness, avoiding assumptions or stigmatization.
- * HR/Policy Advisor: To ensure policies align with existing legal and organizational frameworks.

1. Introduction

- * The purpose of addressing challenging behaviors is to improve the well-being, safety, and functioning of the individual exhibiting behavior and the people around them.
- * The importance of a positive and safe environment promotes positive social interactions, improves quality of life, enhances learning and development, prevents harm, encourages independence, and supports communication.

2. Scope of the Policy

- * The scope of this policy is to ensure that Callier has a policy in place that prioritizes the safety of children. The policy outlines what the teachers can do and the steps we will take to work with the child and family.

3. Definition of Challenging Behavior

- * Challenging behaviors are repeated incidents that can be disruptive, harmful, or difficult to manage. These behaviors may interfere with an individual's ability to function in social and educational settings. These behaviors can manifest in various forms, including aggression, self-injury, tantrums, refusal to follow instructions, or withdrawal. It is often viewed as a form of communication that indicates unmet needs, frustration, or discomfort. Addressing challenging behavior typically involves understanding its causes and implementing strategies to manage or reduce it.

4. Behavior Management Approach

- * Preventive strategies (e.g., behavior expectations, environment setup).
 - * Children are expected to play and engage with their friends and caregivers. Children are expected to communicate to the best of their ability. Sometimes, the children may have a rough day, crying and not wanting to participate. There could even be biting or hitting.
 - * Challenging behaviors can be reduced by:
 - Connecting and building a strong bond with the children. Treating every day like it is a new day.
 - Providing every child/family with a warm greeting.
 - Keeping children actively engaged. When children are bored, we will see challenging behaviors.
 - Helping to develop a child's communication skills.
 - Have clear age-appropriate expectations of the children.
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- Infants will be met where they are, with appropriate skills teaching.
 - Toddlers should have a structured routine. Children thrive on a routine.
 - Access to a safe place.
 - ★ Intervention strategies (e.g., de-escalation techniques, communication).
 - ★ Staff should first try to de-escalate the situation by:
 - Redirection
 - Using verbiage like 'gentle touches,' 'teeth are not for biting,' etc.
 - Offering choices. Do you want this or this?
 - Offer a safe place for them to calm down.
 - Teethers
 - Age-appropriate fidgets
 - Books that talk about appropriate behaviors
 - For example, teeth are not for biting, hands are not for hitting, and feet are not for kicking.
 - If a child must be physically moved, a caregiver must do so by placing their hands under the child's armpits. A child cannot be moved in any other way.
 - ★ Individualized support (e.g., BIPs, specific accommodation).
 - ★ A binder will be compiled that documents every instance.
 - For example, what happened? Was there a trigger? Who was the child who was bitten? Is it the same child who is being hurt?
 - ★ The binder will be kept in the teacher's desk cabinet, out of sight of other parents.
 - 5. Consequences and Rewards
 - ★ Appropriate consequences for challenging behavior.
 - ★ Positive reinforcement strategies for appropriate behavior.
 - 6. Staff Training and Development
 - ★ Social-emotional component- Conscious Discipline videos
 - ★ Intentional Teaching (Developmental milestones)
 - ★ Training in challenging behaviors
 - ★ Training in biting
 - 7. Monitoring and Evaluation
 - ★ Tracking how many incident reports on a type of behavior a child has
 - ★ Looking in the binder at each situation
 - ★ Fill all incident reports in the child's folder
 - 8. Legal Compliance and Ethics
 - ★ How the policy complies with legal standards and ensures ethical behavior.
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Parent Participation

Parent-Teacher Communication

Ongoing communication between home and school is essential to the child's well-being. Parents of infants and toddlers will receive an electronic daily information sheet. Parents of children in the first year of the preschool loop will also receive electronic information, including meals, diapering/potting and napping through the first five months of the school year. 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, a meeting outside the classroom must be scheduled at a mutually convenient time, either in person or by phone. Teachers may make or return phone calls during their administration time or when someone is available to cover the classroom.

Although all our families have at least one person in the family who 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 6:30 p.m. daily. After-hours calls may be left on the school's voicemail.

Parent-Teacher Conferences

Parent-teacher conferences are offered to provide families with an opportunity to discuss their child's developmental progress, learning experiences, and goals in the Fall and Spring semester. Participation in conferences is encouraged but not required.

If a parent or guardian chooses to decline participation in a scheduled conference, a signature on the Parent-Teacher Conference form is needed for documentation purposes. The signature does not indicate participation in the conference; rather, it confirms that the family was offered the opportunity to meet with teaching staff about their child's progress. The signed form will be maintained in the child's portfolio as part of the program's recordkeeping procedures. Parents who decline a conference may request information regarding their child's progress or schedule a conference at a later date, subject to the teacher's availability.

See dates below:

- **1st/2nd/3rd week of October**-Fall Assessment
- **4th week of October**- Send home Fall Parent-Teacher Conference Pre-Questionnaire
& schedule the conference
- **1st/2nd/3rd week of March**- Spring Assessment
- **4th week of March** -Send home Spring Parent-Teacher Conference Pre-Questionnaire
& schedule the conference
- **1st/2nd/3rd week of April**- Spring Parent-Teacher Conference

Information Boards

The information boards at the front door of each classroom/building are used to relay the day's activities. Cubbies are used both for messages to parents and for holding items children may take home daily. Please remember to check cubbies every day. Preschool parents receive information about the curriculum for each week via the "Weekly Curriculum Overview", a summary of the next week's lesson plan including target vocabulary, themes, and some of the 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 disruptions to routines. Parents are invited to visit classes and 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 by the time clocks. Brochures and handouts on topics related to parenting and early development are displayed. Replacement copies of current menus, calendars, and other distributed items are also available in these areas or from the office. Books and other resource materials are available in the program resource library and the Conference/Nursing Room in the Infant/Toddler building. Other materials, related to specific issues, may be provided upon request. DISD parents may attend 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 supports the school through fundraising 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. Upon enrollment, you will receive the link to register your interest in participating in our CPA events. Information about these events is posted on designated bulletin boards near the lobby and on the program website. If you would like more information or are interested in volunteering, please email callier.cpa@gmail.com.

Program Participation and Evaluation

Each spring, parents can evaluate the program's performance and offer feedback and suggestions on policies, procedures, and improvement strategies. This survey provides key insights into customer satisfaction and helps identify areas for improvement.

Additional program review is conducted in various ways, including:

- Child Care Regulation Inspection
- NAEYC Annual Accreditation Report
- UTD Compliance Audit
- Environmental Rating Scales
- Staff Survey
- Student Assessment Outcomes
- USDA Meal Program Audit (every 5 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, who 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 administration of the UT Southwestern-UTD Callier Child Development Program may decide to terminate enrollment.

Reporting Child Abuse

All staff are required to participate in one (1) hour of annual training on this topic, which 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 see evidence of abuse or neglect and who report it in good faith, believing 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.
- Wear 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.
 - Need glasses, dental care, or other medical attention.
 - Begs 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 the community's 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 Director of Education, who will then notify the Callier Executive Director, Leadership Team members as deemed necessary, and any other licensing and regulatory agencies as appropriate.
 2. Supervisory staff may discuss the situation with the accused staff member and any witnesses.
 3. Supervisory 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's senior administrative staff and UTD Human Resources will make the final decision regarding the staff's continued employment with Callier Child Development Program upon the results of the final report from Childcare Licensing or any other investigating agencies.
-

Employee's rights during an investigation:

1. Be informed of the due process of the law and legal rights.
2. Be informed of the allegation and its possible consequences.
3. Be able to tell his/her side of the story.
4. Keep up to date with any new information.
5. Be assured of the 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>).

Volunteers

Preschool Classroom Volunteers

Our program has over 30 years of history collaborating with several agencies in the Dallas area to provide volunteer opportunities for senior citizens and college-age individuals. All volunteers who spend more than 2 days per month must complete a Texas Childcare Regulation background check and have an initial orientation to the program. Volunteers are never counted in the teacher/child ratio and don't assist with diapering or potting.

Infant Care

Classroom Placement

For an August enrollment, infants and toddlers are placed in classroom groups primarily based on the following:

- * Existing relationship with caregiver within their assigned group
- * Age
- * Distribution of gender

Developmental Screening

All new students receive an Ages and Stages (ASQ-3) Developmental screening within the first 45 days of school attendance.

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)
- * Bottles/food containers and any containers you will be using so they may be colored-coded with our waterproof tape and labels
- * Water bottle (for use with children over 12 months of age)

General Infant Program Information

Teachers attune themselves with each child they serve using the Program for Infant Toddler Care (PITC) framework through relationships, routines, and continuity of care. The infant is with the same teaching team for two years. While using the PITC framework, we use the Frog Street Curriculum, which is designed around early brain research; the Frog Street Infant curriculum equips caregivers to foster essential growth and build a strong learning foundation for one's ages 0-18 months. Every activity is individualized to a child's needs. Frog Street Toddler is a year-round program for children aged 18-36 months that focuses on enhancing the simple joy of childhood while equipping caregivers to nurture curiosity through exploration.

Arrival and Departure

- * Out of an abundance of caution for all children who enter the Infant/Toddler building, siblings will not be permitted to stay in the front lobby without the supervision of their caregiver. It is the expectation for the safety of siblings that they will walk with their caregiver to conduct drop-off/pick-up at the classroom entrance.
- * 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.
- * Upon drop off, please enter drop off notes using the Procure app. Daily notes are conducted using the Procure app.
- * **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 to keep all our children safe and keep toys at home.
- * We must have accurate phone numbers and e-mail addresses; families are asked to routinely verify current contact information.

Food

- * Bottle feedings may not contain solid foods, medication, vitamins, etc., unless authorized by the physician in writing.
- * Bottles are rinsed and sent home daily; they are not sanitized at school.
- * Water bottles are sent home daily; they are not sanitized at school.
- * Callier is a "nut-free" campus; this includes peanut butter and byproducts.
- * Food that comes from home for late afternoon snacks 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
- * Interact with the infant while feeding
- * Holds infant when feeding solid food until he/she can sit up without assistance or in a highchair
- * Holds the infant when feeding a bottle until he/she is 12 months and can sit unassisted
- * As soon as the infant can sit without assistance, he/she eats at the group table to experience the utmost social interactions at mealtime: The teacher sits on the floor or a low chair to assist the baby at the table.
- * Stop offering food or bottles when the infant gives cues showing signs of not wanting anymore
- * Washes her own hands and the infant's hands before and after feedings
- * Only feeds from labeled bottles and food containers with the child's name on them
- * Sanitizes the food preparation and eating surfaces by:
 - Wash with soap and water.
 - Drying with a paper towel
 - Rinsing with clear water
 - Drying with a paper towel
 - Spraying with disinfectant solution
 - Drying with a paper towel

Parent Responsibilities

- * Completes the feeding schedule; signs and dates it on the first week of every month.
- * Provides all food, prepare formula bottles that are ready to be served, and breast milk until the baby is old enough to transition to table food: Currently, the parent completes a Lunch Request Form and gives it to the front desk personnel. The child may begin school meals with one week's notice, and this will give us time to inform the cafeteria personnel.
- * Bring a clean, labeled bottle (with nipple and cap) filled with premixed formula or breast milk for each expected feeding plus one extra, and take all bottles home at the end of the day.
- * Add a date label to each bottle and food container. We cannot feed baby bottles that are not clearly labeled, dated, and prepared to be served.
- * 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 breastfeeding mothers.
- * Mothers are encouraged to feed their infants in a private "Mommy and Me" room with a comfortable chair available near the front office area.
- * The mother notifies the staff if the scheduled breastfeeding time is going to change.
- * In the classroom breastmilk is warmed in hot running water, bottle warmers, or in water in a crock-pot and gently swirled to mix separation. (Never shake breast milk.)
- * Due to a lack in storage space and properly implementing best practices for breast milk, breast milk will only be permitted to be fed in the infant classroom. A physician's note will have to be provided to further feed breast milk in the toddler classroom.

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 are stored in the refrigerator or cabinet in their separate bin labeled using our labeling system.
- * 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 ARE 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
- * Check the label on the bottle/breast milk/food container immediately upon removing it from the storage area and ensure it is correctly labeled with the child's name and dated
- * (When using frozen breast milk) remove the breast milk from the freezer and place 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 a crock-pot. When warming in a device the water must not be warmer than 120 degrees F. Bottles should be in a warming device for 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 dry with a dry paper towel. As soon as the baby is capable, wash hands under running water with soap following the posted hand-washing procedure
- * Place 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 the child that is going to be fed
- * **Check the label again before feeding the infant and do a verbal Name to Face check!**

Transitions and Separation

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

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."*

Nap Items

The school provides each child with a crib or cot for individual use. School sheets provided are washed weekly or more frequently as needed. The school will provide toddlers and PreK with a blanket, which is washed weekly or more frequently as needed. Every Friday, the infant sleep sack will be sent home to be cleaned.

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 in Infants section for infant napping information) Soft elements (blankets, bumper pads, stuffed animals, etc.) are not allowed in the crib at any time.

Face Up

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 rocked, patted, or held to prepare for sleeping. Children arriving asleep will be placed on their backs in **the crib**.

Equipment in the Infant Room

As the infant transitions from cribs to cots, chair trays to tables, the infant room may look different. Equipment is removed to support space for teachers to set up the environment to maximize developmental growth. For example, a climbing structure is added to promote more gross motor activity.

Preparing for Toddler Transition

Before transitioning to the toddler room, staff will work together to help your child adjust to the different expectations in that group;

- * Sleeping on a cot
- * Transitioning to one nap
- * Drinking from an open cup and
- * Self-feeding with assistance

This will provide many opportunities for your child to successfully transition to the toddler room next year.

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

Bottles are not given in the toddler room unless a child is under 12 months old with a doctor's note. We start transitioning children to a cup depending on their individual development.

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. Baby's and staff's hands are washed after each diaper change. Parents, if a child needs a diaper change upon arrival, please change your child before leaving the classroom. Diaper-changing policies/procedures are posted by each diaper-changing station.

Infant and Toddler Communication with Parents

Infant and toddler classroom teachers send electronic daily notes to parents. The daily note provides a log containing details about bottle-feeding, diaper care, mealtimes, nap time, and other relevant details for the day. Instructions on how to download the ProCare Daily Note app will be sent to families after the child is enrolled in the program, within the first week. The ProCare Daily Note app also provides secure visual messaging for teachers to keep families connected. Please note: Teachers will respond to messages when they are out of the teacher-child classroom ratio. If you need to communicate any pertinent information to the teacher, please use the main line (972) 883-3099. Parents also receive newsletters, photos, videos, and observations that track student development and milestones. In addition to the app, parents receive notes directly to the email address your child's teacher has on file.

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 minutes 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.

Shared learning centers

Each suite has shared learning centers that two toddler classes share during work time. Teachers actively supervise the learning centers being used.

Washing Hands Upon Arrival

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

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 using a pacifier or bottle, we will assist with the transition. Pacifiers are to be used only during naptime and never outside.

Toys From Home

Are not allowed in the classroom except for a small soft lovie 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
- * Water bottle
- * At least two changes of clothes to keep in your child's cubby, including socks
- * The school will provide sheets of paper and a blanket for children sleeping on a cot. Children who are 12 months old will transition from cribs to cot.
- * Wide-brim hat for outdoor time with straps
- * Non-Aerosol sunscreen and insect repellent
- * We supply blankets for children on cot.

Nap Time

Toddlers usually transition into one nap per day after lunch. Children nap on cots, and sheets are cleaned weekly. They may bring a small blanket and a soft animal if needed. Each Friday these items are sent home to be cleaned.

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, it is important that 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.

Evening transition

All toddlers' classes combine and transition to the playroom at 5:45pm.

Preschool Care

Developmental Screening

All new students receive an Ages and Stages (ASQ-3) Developmental screening within the first 45 days of school attendance.

Technology in the Classroom

- iPad
 - Interactive Smartboards (ISBs)
 - ★ In the C, F, and G learning environments, have an Interactive Whiteboard (IWB) as well as each team has an iPad to be used as an option to extend child-initiated learning during the day. Both the Interactive Whiteboards and 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 active in making things happen with the device and applications. Teams incorporate the iPad or Interactive Whiteboards into their weekly planning, and the intentional activity is listed on the weekly lesson plan.
-

- ★ **Teacher-directed activities** - 15 minutes.
- ★ **Child Initiated Activity** - allow the children enough time as it takes for them to complete the task or satisfy their curiosity. Some children may need more time than others.
- ★ Childcare Regulation limits screen time to 60 minutes per child per day, our preschool program expectations fall well below this limit for our children.

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 Childcare Regulation background check and have an initial orientation to the program. Volunteers are never counted in the teacher/child ratio and don't assist with diapering or potting.

- ★ **The Senior Source Foster Grandparent Program:**
 - ★ Senior Citizens are placed in educational settings to provide additional support for children. While schedules can vary, most grandparents are here three full days (8:30-3:00) weekly.
 - ★ **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.
-

Backpacks

Parents are welcome to bring an appropriate backpack for their child's age to and from school, but we request that no toys be brought from home. Please monitor what your child is bringing to school. Callier is not responsible for personal items that are lost or broken at school. In addition, personal toys can create conflict between classmates. When choosing a backpack for your child, please consider these recommendations from the American Academy of Pediatrics. The American Academy of Pediatrics advises that backpacks should weigh no more than 10 to 20 percent of the child's body weight. The smaller the child, the smaller the backpack should be.

BACKPACK TIPS

A backpack should be **no more than 10 to 15%** of your child's body weight. If your child weighs 50 lbs, they should have a 5 to 8 lb bag when full. The smaller your child, the smaller their bag should be.



Water Bottles

Preschool children may bring an individual, non-glass water bottle labeled with their name and kept in the class-designated area. Only WATER may be in these containers. Water bottles are sent home daily; they are not sanitized at school.

Resources

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

Texas Health and Human Services Child Care Licensing

https://childcare.hhs.texas.gov/Child_Care/
(214) 583-4253

(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

<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

Dallas County Health Department: Communicable Disease Chart and Notes for Schools and Child-Care Centers

https://www.dshs.texas.gov/sites/default/files/IDCU/health/schools_childcare/Communicable-Disease-Chart-03042024.pdf

National Association for the Education of Young Children
www.naeyc.org.

Program for Infant Toddler Care

www.pitc.org

Frog Street Press

www.frogstreet.com

Conscious Discipline

www.consciousdiscipline.com

Weather

[Dallas, TX Weather Conditions](#) | [Weather Underground](#)

Consumer Product Safety Commission

www.cpsc.gov

Nutrition

http://teamnutrition.usda.gov/resources/mpk_tips.pdf.

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

<http://www.squaremeals.com>

About Breastfeeding I Breastfeeding I CDC

Biting

<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

<https://nrckids.org/>

Callier Child Development: 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 comfortably participating in school activities or if your child requires additional care that cannot be given without compromising the health and safety of other children, you will be asked to keep your child home until symptoms subside.

Guidelines for returning to school:

Symptom	Stay Home	When can the child return?
Fever by age: A. <2 mo. ANY fever 98.6 B. 3 mo. -6 years >100° with behavior changes	YES YES	Children who are sent home with a fever may return to school once they have been fever free for at least 24 hours without the use of fever reducing medication.
Diarrhea (2 episodes within 4 hours)	YES	24 hours after the last episode
Vomiting (2 episodes within 24 hours)	YES	24 hours after the last episode
Lice	YES	After the first treatment
Strep Throat	YES	24 hours after the first treatment as prescribed by a doctor.
Unexplained Rash	YES	When the rash is gone, OR a doctor's note.
Mouth sores with/ drooling	YES	When mouth sores/drooling are gone, OR a doctor's note.
Pink/Red eye with oozing	YES	After the initial dose of medication, OR a doctor's note.
Other	YES / NO	