

The 3-D School



PARENT / STUDENT HANDBOOK

2010 - 2011

Dynamic Dyslexia Design

The 3-D School

120 South George Street

Petal, MS 39465

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Accredited

Mississippi Department of Education

Table of Contents

1. Cover Page
2. Table of Contents
3. Board Members and Staff
4. Definition of Dyslexia | Mission Statement | History
5. Accreditation | Philosophy
6. Professional Affiliations
7. Financial Information | Admissions Policy
8. Financial Policy | Fundraising | Discipline Policy
9. Evaluation Services
10. Homework Requirements | Home Reading Practice
11. Reading Practice | Home Folders | Parent School
12. Parent Conferences | Progress Reports | Student Records
13. Attendance Policy | Lunch | Snack and Recess |
14. Party Invitations | Inclement Weather | Field Trips
15. Dress Code
16. Emergency Conditions | Community Projects
17. Pick-up and Drop off
- 18-19. The 3-D School Schedule
20. Donation Opportunity

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Professional Staff

Cena Holifield, M.Ed., CALT
Executive Director

Vicky Smith, B.S.
Third Grade

Pam Shows, M.P.A.
Fourth Grade

Donna George, B.S.
Second Grade/Dyslexia Therapist

Chevis Taylor, B.S.
Third Grade/Dyslexia Therapist

Carla Lowry, M.Ed.
Fourth Grade/Dyslexia Therapist

Jeannie Demyun, M.Ed.
Math Teacher

Professional Support Services

Jane Herrin, Ed. D, CALT
Psychometric Evaluations

Elesha McCarty, CCC-SLP, CALT
Speech Language/Dyslexia Therapist

Tammy Jordan, M.S., CCC-SLP
Speech Language Therapist

Mary Louise Polk, M.S., PT
Art/Physical Therapy

Karyn Charles, B.S.
Dyslexia Therapist

Definition of Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Mission Statement

The mission of The3-D School is to identify children with the characteristics of dyslexia and provide an educational environment designed to include research-based multisensory intervention, academic enrichment and positive educational experiences that challenge students by building necessary skills for academic and personal success.

History

The vision of Dynamic Dyslexia Design; The 3-D School and Evaluation Center was established on December 26, 2007, by Cena Holifield and Dr. Trudy Abel due to the need for services to appropriately meet the learning needs of children with dyslexia in the Pine Belt Area of Mississippi. In March 2008, Mrs. Holifield and Dr. Abel applied for a non-profit (501c-3) status establishing a non-discriminatory school for students with the primary learning disability of dyslexia under the laws of the Internal Revenue Service.

The city government of Petal, Mississippi, agreed to provide a building for the school on April 25, 2008, and in conjunction with a United States Department of Agriculture Rural Economic Development Business Grant, the renovations on the building were completed in October 2008. In August 2008, a staff of 6 served 24 students at Petal Harvey Baptist Church until moving into the new facility at 120 South George Street in October 2008. In 2009, the school grew to include 43 students with a staff of 11 professionals. In May 2010, the school celebrated its first two-year completion ceremony for the original 24 students.

With assistance from the Asbury Foundation, the school expanded its physical location to include the property next door to the George Street location in August 2010. In August 2010, the school grew to include 47 students and a staff of 6 full time and 6 part time professionals.

Accreditation

The 3-D School is a non-profit (501c3) IRS approved charity. The school is accredited through the Mississippi Department of Education as a non-public, special purpose school.

Philosophy of The 3-D School

It is our belief that most students who struggle with the written language disorder of dyslexia are best remediated in a full day educational environment designed to meet their unique learning needs. Appropriate remediation includes multisensory Orton – Gillingham based instruction delivered by certified academic language therapists (CALT) or therapists-in-training pursuing membership to the Academic Language Therapist Association (ALTA) from an International Multisensory Structured Language educational Council (IMSLEC) accredited training program.

Students with dyslexia require consistent, daily, multisensory instruction that will provide them with the knowledge of the written language decoding skills, spelling rules, and language concepts that will empower them with tools necessary to succeed in the regular education classroom at higher grade levels as well as college.

The 3-D School students are taught that they are uniquely designed. They acquire knowledge of their learning difference and develop an appreciation for their special abilities, strengthening their feelings of self. Students are provided with daily opportunities to develop self-discipline and personal responsibility. They are made aware of the rights and privileges of others in relation to their own rights. Through the development of social skills and mutual respect, students learn to interact with their peers.

Students are taught that they are ultimately responsible for their own actions. The end result of assuming responsibility for one's own academic and social success is increased self-esteem and purpose. Students are able to function individually and

cooperatively in a structured, supportive environment where goals and expectations are clearly established.

For students to reach their academic and social potential, a cooperative relationship among teachers, parents, and students is required. Teachers are the interpreters of the mission and goals of The 3-D School. The trained educators remediate deficits, help students compensate for their learning difference, and provide a prepared environment. The students' role is to set goals for their own learning and pursue these goals with confidence and enthusiasm. The parents' role is to support the student's educational program and embrace the philosophy of The 3-D School.

The 3-D School maintains a cooperative relationship with other educational institutions, organizations, and professionals in the Pine Belt Area, state and nation. Continuing education is a priority in order to remain current with the latest scientific information as it pertains to the dyslexic learner.

Professional Affiliations

The 3-D School is affiliated with the following professional organizations:

- Academic Language Therapists Association (ALTA)
- American Speech and Hearing Association (ASHA)
- International Multisensory Language Educational Council (IMSLEC)
- Mississippi Department of Education (MDE)
- International Dyslexia Association (IDA)
- Louisiana Branch of the International Dyslexia Association (LaBIDA)
- Mississippi Professional Educators (MPE)
- The Petal Chamber of Commerce.

Admission Policy

The 3-D School is a non-profit (501c3) IRS approved program and admits qualified students regardless of race, creed, color, ethnic identity, or place of origin. The 3-D School is designed specifically for high potential students whose primary diagnosis is dyslexia. Student must have a full academic evaluation report revealing testing results administered by an MDE Licensed Diagnostician(s). **The school does not admit students who struggle in school because of behavioral difficulties, severe attention problems, severe receptive and expressive language disorders or less than average intellectual abilities.**

Procedures for Admissions Initial Inquiry

Parents are encouraged to contact the school and request information about the school. Initial questions regarding your student's academic difficulties and results of a recent psycho-educational evaluation are required. Procedures include the following:

School Visit:

Parents should schedule an appointment to tour the school and meet with the director. The student may visit at this time also.

Application:

Complete the application and return it with the \$100 application fee. We require a completed teacher questionnaire to be returned by the current classroom teacher to ensure confidentiality. We also require copies of report cards, achievement test scores, and a sample of classroom work from the teacher.

Meeting with Evaluation Coordinator:

Upon return of the application form, a meeting with the evaluation coordinator will be scheduled to review current testing and academic data. Additional testing may be necessary and evaluation fees are not included in tuition costs.

Acceptance:

Admission to The 3-D School will be determined on the basis of diagnostic testing, teacher recommendations, and a personal visit with the student. Parents will be notified of their student's admission status by telephone or in writing after review of all the data. If the student's needs are not an appropriate match for the 3-D School program, efforts will be made to provide guidance toward a suitable alternative program.

Waiting List:

If no openings are available, students who are eligible for entering the school are placed on a waiting list to begin the following school year. New students will not be accepted into the program after Labor Day of the school year.

Enrollment:

Enrollment is complete when the signed tuition payment contract and registration deposit is returned to the school.

Financial Information

A small teacher/student ratio is important to the success of the program. Tuition set by the school does not cover the entire cost to the school for serving each child; therefore, the school depends on grants and donations to supplement each student's tuition. Due to the financial dependence on tuition to operate the school, **parents are responsible for tuition cost for the entire school year even if the child is withdrawn during the school year.** The school cannot fill a vacated student's place during the school year and losing any tuition will bring a financial hardship on the school.

Tuition cost includes daily dyslexia therapy, plus speech language therapy and physical therapy as needed. The school day also includes integrated classroom instruction by a certified staff that includes language arts, math, social studies, and science instruction. Weekly music and art experiences are also enjoyed by the students.

We understand that tuition costs are significant and may be a serious burden for some families; therefore, partial scholarships may be available for families that qualify through Financial Assistance School Tuition (FAST). Applications may be submitted through The 3-D School website. We are continually seeking financial support from those who can afford to help.

There are three payment options:

- Payment in full by August 1.
- Half of the yearly tuition due on August 1 and half on January 1.
- Ten equal monthly payments via Bank Draft beginning August 1 and ending May 1. (There will be a \$25 fee on all returned checks)

Fundraising

Tuition fees do not cover the cost of operating the school; therefore, all families are required to participate in fundraising for the school. There will be a small fundraiser in the fall and a large fundraiser in the spring.

Discipline Policy

In order for each student to benefit from the school's uniquely designed academic program, it is critical that a secure, positively controlled learning environment

conducive to learning be maintained; therefore, persistent disruption of the class that causes other students' learning to be disturbed will not be tolerated.

Discipline procedures include: 1. verbal warning 2. privileges removed or withheld 3. parent contacted. **If behavior problems persist, and the child continues to misbehave in spite of teacher and parent intervention, the child may be discharged from the school.**

- *In order to prevent potential behavior problems and/or waste instructional time for teachers and students, parents are asked to be diligent in administering prescribed medication every morning before coming to school. Due to the importance of this issue to assure the best possible academic outcome for many students, parents will be called to bring medication to school when this situation occurs.*

Evaluation Services

The 3-D evaluation center is open to anyone needing a full or partial psychoeducational evaluation for purposes of diagnoses. Evaluations are provided in the area of cognition, processing, language and achievement. Testing services are available for school age children (K-12 grades) or college students. Assessment results are provided with a completed written report as well as a parent conference with the evaluation team.

The evaluation team members:

Jane Herrin, Ed. D., CALT

Doctorate Degree; Mild to Moderate Disabilities K-12

Licensed Psychometrist; Mississippi Department of Education

Nationally Certified Academic Language Therapist; Shelton School Dallas, Texas

Elesha McCarty, CCC-SLP, CALT

Master's Degree; Speech Language Pathology

Master's Degree; Dyslexia Therapy

AA Speech Language Clinician K-12; Mississippi Department of Education

AA Dyslexia K-12; Mississippi Department of Education

Nationally Certified Academic Language Therapist; Mississippi College

American Speech Language Hearing Association

Licensed Mississippi State Board of Health

Tamara Jordan, CCC-SLP

Master's Degree; Speech Language Pathology

AA Speech Language Clinician K-12; Mississippi Department of Education

American Speech Language Hearing Association

Licensed Mississippi State Board of Health

Homework Requirements

Homework is assigned for the purpose of reinforcing skills taught in the classroom, developing organizational skills, improving reading, writing, and math abilities, and encouraging independence and self-reliance. Homework is sent home in the Home Folder and also posted on the school website. Homework should be completed and returned in the folder.

Please note that some assignments such as nightly reading in the home notebook, word flash cards, and memorizing math facts are considered ongoing assignments and should be practiced continually.

The maximum time for homework completion should be 30-45 minutes for 1st and 2nd grades; 45-60 minutes for 3rd and 4th grades.

Home Practice

Research tells us that students with dyslexia may need 500-1500 repetitions of information long-term memory retention; therefore, it is imperative that parents review daily the critical language skills that are introduced at school. The 3-D School's dyslexia therapy and language arts curriculum progresses from simple to complex in a systematic, cumulative process. In order for parents to have the important information needed to help their child at home, Mandatory Parent School will be scheduled 3 to 4 times during the school year.

Students will have Reading Lab workbooks that must go home and then be returned to school daily. This workbook will contain the students' homework and must be signed by the parent to ensure parent involvement. There will be a \$25 replacement fee for lost Reading Lab Workbooks.

Reading homework will be sent home daily; however, homework in other subjects will be kept to a minimum on Wednesdays.

Regular Reading Practice

Three types of reading practice are emphasized at The 3-D School:

- Fluency Reading – material which the student can read accurately and fluently with no mistakes. This includes single words, phrases, and reading passages.
- Independent Reading – material which the student can read silently with 80% comprehension.
- Comprehension Reading/Listening – material at or above the student's grade level which must be read to the student.

Students are assigned all three types of reading weekly as soon as the teacher/therapist deems it appropriate. **It is imperative that the parent monitor and participate in this reading practice if the student is to develop necessary reading skills. Due to the importance of reading practice, assigned home reading practice is non-negotiable.**

Home Folders

A pocket folder is sent home each day containing parent notes and homework. This is the school's mode for communicating and ensuring that everyone receives the same information. **Please check your child's folder nightly and send it back each morning. HOMEWORK AND WEEKLY NOTES WILL ALSO BE EMAILED TO PARENTS.** If you have a question or concern, please drop a note in the Home Folder or call and make an appointment with the school.

Parent School

Parents are required to attend all scheduled Parent School sessions (approximately 4 sessions per year. Notice of dates will be given in advance with morning and night sessions offered.

Parent Conferences

Parent conferences will be held twice a year, in the fall and spring, for the purpose of reviewing student progress, goals, and objectives for the year. Parental support is critical in improving student performance and promoting understanding between the school and the home. Parents can schedule a conference at any time during the school year to discuss student progress or parent concerns.

Impromptu conferences before or during school hours are discouraged.

Progress Reports

Progress reports are sent home at mid-9 weeks inside the Home Folder.

Report Cards

Report Cards are issued at the end of each 9 week period.

Student Records

The following items must be provided by the parent for the school's cumulative record:

- a. Birth certificate
- b. Social security number
- c. Immunization records
- d. Relevant medical information/list of medications/allergy alert
- e. Evaluation report/diagnosis of dyslexia
- f. Report cards
- g. Group achievement test scores

MEDICAL INFORMATION/PSYCHOMETRIC TESTING WILL NOT BE RELEASED WITHOUT WRITTEN PARENT PERMISSION.

Attendance Policy

The 3D School follows the Compulsory Attendance Law as set by the Mississippi Department of Education

- Must have a written excuse for every absence from parent or doctor
- Truant officer is called after 5 unexcused absences

Class begins at 8:15 and ends at 2:45. Teachers will be on duty from 7:45 until 3:00.

Regular attendance is critical to the progress of the student because the Dyslexia Therapy Method introduces a new learning situation **every day**. If your child must be absent, homework may be picked up in the office between 2:45 and 3:00 on the day of absence. **In order to fully benefit from the sequentially structured instruction, your child must attend school regularly, arrive on time, and stay until 2:45. Please contact the teacher by email or note in advance of an appointment.** We highly encourage you to make appointments after school hours or on days of scheduled school closings. Please refer to the school calendar when scheduling appointments.

- **A student not progressing due to irregular attendance may have to receive additional private therapy sessions at an additional fee to the parent.**

Lunch

Students must bring a lunch to school daily. The children will have water bottles at school, or you may send a healthy drink with a lunch. **Please do not send a carbonated drink to school.**

If a special lunch day is planned, ex. Pizza Day, parents will be notified in advance of the day and cost.

Snack and Recess

Students have a 25 minute recess/snack break each morning and a 30 minute recess in the afternoons. Students should bring a healthy snack each day. Parents are

asked to supply one pack of 24 water bottles with sports caps during the school year. **Students may not bring carbonated drinks to school.**

Acceptable snacks include, but are not limited to, the following:

- Fresh fruit and vegetables
- Pre-packaged fruit cups or applesauce
- Pre-packaged Jell-O or pudding
- Graham crackers
- Animal crackers
- Baked Chips
- Low fat popcorn
- Granola/Cereal bars
- String cheese

Inclement Weather Policy

The 3-D School will follow the weather decisions made by the Petal School District. Please listen to local radio stations and television stations for information.

Field Trips

A permission slip for field trips is signed at the time of registration. Parents will be notified of all field trips and parents are encouraged to assist in the transportation of students.

Party Invitations

Party invitations may not be distributed at school unless:

- 1) every child in the class receives an invitation
- 2) all boys in the class are invited or all girls in the class are invited

Dress Code

UNIFORM POLICY

THE 3D SCHOOL RECOMMENDS THAT FAMILIES PURCHASE UNIFORMS AT TROPICAL GLAMOUR IN PETAL

- **GIRLS** must wear red, white, or navy blue polo shirts with navy or khaki uniform bottoms. Shirts must be tucked into pants/skirts.
- Brown, navy, or black belts only, **NO COLORED BELTS**.
- Girls may also wear white Peter Pan collar blouses with blue/khaki uniform jumpers.
- Skirts and walking shorts must be an appropriate length.
- “Footed” leggings must be navy blue.
- Tennis shoes (white, navy, red, gray)/ **loafer style shoes (closed toe only)**.
- Must wear white or navy socks with shoes, or **navy** “footed” leggings.
- **NO** backless slip-on shoes, flip flops, or boots should be worn.
- 3-D t-shirts may be worn on Fridays and on class field trips.
- **NO** bracelets or distracting jewelry may be worn. Girls with pierced ears may wear small studs or loops that are not a distraction to others.
- Girls may not bring purses to school; only backpacks/lunchboxes
- **JACKET:** Navy or red fleece uniform jacket /navy or red cardigan sweater

- **BOYS** must wear red, white, or navy blue polo shirts with navy or khaki “uniform” bottoms. Shirts must be tucked into pants with a belt and pants hemmed to an appropriate length.
- Brown, navy, or black belts only, No large belt buckles.
- Tennis shoes (white, navy, red, gray) or loafer type shoes
- Must wear socks; white or navy
- Closed toe shoes only. **NO FLIP FLOPS OR BOOTS**.
- 3-D t-shirts may be worn on Fridays and on class field trips.
- **NO** jewelry
- **JACKET:** Navy or red fleece uniform jacket /navy or red cardigan sweater

- **BOYS** must wear red, white, or navy blue polo shirts with navy or khaki “uniform” bottoms. Shirts must be tucked into pants with a belt and pants hemmed to an appropriate length.
- Brown, navy, or black belts only, No large belt buckles.

- Tennis shoes (white, navy, red, gray) or loafer type shoes
- Closed toe shoes only. NO FLIP FLOPS OR BOOTS.
- 3-D t-shirts may be worn on Fridays and on class field trips.
- NO jewelry
- JACKET: Navy or red fleece uniform jacket

Students may not wear any item or hairstyle that draws attention to them causing distraction for them or others. Ex. tattoos, make-up, large jewelry, hair colors, etc. Boys must have neatly cut hair; no Mohawk cuts, tails etc.

Community Projects

Modeling and providing opportunities for children to serve others is important to the development of good citizens. To achieve this goal, The 3-D School encourages community involvement by having the students share their time and talents through the year in three community projects. Students and parents will be asked to participate in the Community Leader’s Appreciation Breakfast in October, Christmas Giving project in December, and a Senior Citizen Appreciation Day in February.

Emergency Conditions Policy

Fire Drill – At the sound of the fire alarm, all students will exit the rear of the building and line up along the back fence of the playground.

Weather Drill – In the event of a tornado warning, teachers will take students to the hallway of the lower level of the building and have them sit facing the wall until the warning is lifted.

Building Security – To ensure safety, the back door of the building will remain locked during the school day. Parents should enter front door of the building and come up to the receiving area to enter the school. If the receiving area door is locked, please knock.

(Teachers are to refer to the Crises Management handbook for procedures)

Pick-up and Drop off

The school day (class) begins at 8:15 and ends at 2:45. **It is important that your child be in class by 8:15 and picked up at 2:45.**

Children will be dropped off and picked up in the rear of the building. Parents enter from the south on Oak Street and exit to the north. Teachers will be on duty from 7:45 until 8:15 in the morning and no later than 3:00 in the afternoon. If for any reason a child is to be dropped off before 7:45 AM, the teacher must be notified in advance. After 8:15 AM, the parent must walk the child in and sign a check-in form. Students leaving before 2:45 must be checked-out by a parent in the school office.

EARLY CHECK OUTS SHOULD BE KEPT TO A MINIMUM.

The Petal Y offers after school care and will pick up children at The 3-D School after school. These arrangements must be made by the parent with Y personnel.

THE 3-D SCHOOL SCHEDULE

2010-2011

FIRST SEMESTER:

July 29 – Family Picnic – Relay Park 6:00

August 2 – Teachers first day back

August 5 – Mandatory parent meeting / 6:00

August 9 – First day of school

August 13 – Early Release (11:45)

September 6 – NO SCHOOL (Labor Day)

September 8 – Issue Progress Reports

September 15 – EARLY RELEASE (11:45)

October 8 - End first nine weeks

October 11 – NO SCHOOL (Professional Day)

October 12-15 FALL PARENT CONFERENCES (schedule will be sent to parent)

November 10 – Issue Progress Reports

November 22-26 NO SCHOOL (Thanksgiving Holidays)

December 17 –EARLY RELEASE (11:45)

December 17 – End of second nine weeks

December 20 – 31 NO SCHOOL (Christmas Holidays)

SECOND SEMESTER:

January 3 – NO SCHOOL (Professional Day)

January 4 – Students return to school

January 5 – Issue Report Cards

January 17 – NO SCHOOL (Martin Luther King Day)

February 2 – Issue Progress Reports

- ***February 21 – NO SCHOOL (President’s Day) Bad weather make-up day***

March 11 – End third nine weeks

March 14 – 18 – NO SCHOOL (Spring break)

March 23 – Issue Report Cards

April 13 – Issue Progress reports

April 11 – 21- IOWA Achievement Tests administered during these weeks

- ***April 22/25 – NO SCHOOL (Easter Holidays) Monday 25th Bad weather make-up day***

May 2-6 Parent Conferences (schedule will be sent to parents)

May 19 – End of fourth nine weeks

- ***May 20 – NO SCHOOL (Professional Day) Bad weather make-up day***

May 24 – Last day/Early Release for 2nd year children/ Completion Ceremony 6:30

May 25 – Last day/Early Release for 1st year students (Issue Report cards)

May 26-27 – Teacher work-days

- **Indicates bad weather make-up day if needed**

180 - Student Instructional Days

School Day - 8:15 – 2:45

Early Dismissal – 8:15 – 11:45

Donations

Dynamic Dyslexia Design, The 3-D School, is a non-profit 501c-3 IRS approved program. The 3-D School depends on the generosity of others through donations and grants to meet the operational expenses of the school.

Donations are tax deductible and greatly appreciated.

**Dynamic Dyslexia Design
The 3-D School
120 South George Street
Petal, MS 39465
601-297-2362**

“I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me”. Matthew 25:40.