

# Parent Handbook 2017-18

Dear Parents,

Welcome to Carle Auditory Oral School! We are so glad to count you among the CAOS Family! This handbook was put together to provide families with some information surrounding the policies and procedures that help CAOS to run. The handbook doesn't contain every policy that guides us and is continually adapted over time as the program morphs in response to the needs of the children and families we serve. Hard copies of the handbook are available upon request from the school office. We are working to make the most recent version of the handbook available on the school's website for easy reference when the need arises.

It is our hope that this document will increase your understanding of what drives our program, and prepare you to partner with us to continually expand and improve our ability to impact the children and families in our care. After reviewing the handbook, please sign the form indicating that you have reviewed and understand the information it contains. Please be comfortable requesting clarification if something seems unclear.

Thank you,

Danielle M. Chalfant, MA, CCC-A  
Director

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## **SCHOOL VISION, MISSION, PROGRAM GOAL and CORE VALUES**

### **VISION**

Carle Auditory Oral School will be a regionally recognized program of excellence for early childhood education and early elementary education. The program will continually strive to be responsive to individual child and family needs by empowering families. We will work together with families to support children in reaching their communicative and academic potential and be fully contributing members of society. In the course of this work, staff will remain committed to preparing future professionals to meet the needs of children with hearing loss who use spoken language and listening skills throughout our community schools.

### **MISSION**

Carle Auditory Oral School provides a nurturing, family-centered environment that supports children with hearing loss and normal hearing in reaching their communication and learning potential.

### **PROGRAM GOAL**

The goal of the Carle Auditory Oral School is to support children who are deaf and hard of hearing in developing the spoken language, listening, thinking and learning skills necessary to return to their neighborhood schools ready to compete alongside normally hearing peers. Families play an integral role in this process during the early school years and beyond. The program is designed to maximize family education and parent-professional collaboration opportunities.

### **CORE VALUES**

- ⊙ Family Centered
- ⊙ Excellence
- ⊙ Team work
- ⊙ Education
- ⊙ Compassion

## **PARKING, DROP OFF AND PICK UP**

### **PARKING**

- ⊙ Please be respectful of the parking situation at CAOS.
- ⊙ Refer to the Drop Off and Pick Up sections of this handbook for information on those times.
- ⊙ If you are observing your child or meeting with a CAOS staff member, you will need to park in the spots designated ECHO Patient Parking in the lot across the street from the school.

## **USE OF THE PULL-OFF AND CIRCLE DRIVE**

If you are planning to use the pull-off area directly in front of the school, please enter Park Street from Lincoln Avenue, heading east and pull all the way forward in the pull-off area. If other cars are already waiting in the pull-off area, please pull in along the Park Street curb and wait for the cars in front of you to leave before you pull forward. Please do NOT stop by curb in front of the building.

If you are entering the area from Busey Street (the road that passes in front of Subway), please pull into the circle drive to drop off your child. Traffic flow in the circle drive is to be counter clockwise, meaning you are to enter the circle near the building and exit the circle near Busey Street. After parking in the circle drive, please help your child out of the car, hold hands with them and walk over to the school entrance. If it is during drop-off or pick-up time, please wait for one of the teachers to receive your child before heading out for the day.

When you are exiting the area after drop-off or pick up, it is recommended that families use the circle drive to turn around, make a left turn onto Park Street and exit the area by taking the access road north to Church Street. Alternatively, families are welcome to take Park Street back to Lincoln Avenue. Delays related to the congestion surrounding the loading dock are common on Busey Street. Families are encouraged to avoid using Busey Street to exit the area.

Please let me know if you have any questions about this clarified process.

### Entering from LINCOLN AVENUE

- Pull in along the curb on Park Street
- Traffic moves from west to east
- Drive slowly on Park Street and watch for children

### Entering from BUSEY STREET

- Use circle drive
- Counter clockwise movement
- Walk to building
- Release student only to teacher

### Exiting the area:

- Use circle drive to turn around
- Use Park Street or Church Street to return to Lincoln Avenue
- Avoid Busey Street to minimize delays and congestion

### Reminders:

- Have children enter and exit on the passenger side of the car to keep children out of the street.
- Have your child stay in the car until the teacher opens the door to get them.

## **DROP OFF**

To facilitate a smooth and safe transition from home to school, our drop off times/procedures are as follows.

### **Before Care Drop Off**

- ⊙ Before Care opens at 7 AM on each school day. Parents can drop their children off for Before Care between 7 and 8:45 AM each morning by parking in the designated drop off area or circle drive, and walking their children into the school.
- ⊙ Each family will be given an individualized four digit code that can be entered at the entrance to the school in the south west corner of the ECHO Building lobby. This code will allow family members access to the school, which is kept locked whenever school children are present in child care or in school.
- ⊙ Door codes are individually assigned to control access to the building and keep children safe. Door codes should not be shared. Children should not be given access to door codes. **In the event that school staff becomes aware of a child having access to a door code, the door code will be changed.** If children demonstrate repeated knowledge of door codes, the family's code may be removed. If this occurs, the family would need to rely on the front desk to gain access to the school (See Door Codes for more information.)
- ⊙ Parents are asked to ride the elevator up to the second floor with their child.
- ⊙ Parents are expected to sign their children into the school, including both the name of the individual dropping off and the time of the drop off. Parents are asked to drop their children off as quickly as possible in the morning to ensure that each parent has a place to park during this busy time. Additionally, a quick transition to the enrichment teacher makes it clear who is responsible for the student's safety at all times.
- ⊙ Please take note of the CAOS cell phone number, if you need to reach before-care staff before 8:30 a.m. (217) 493-5836

### **School Drop Off Procedure**

- ⊙ Drop off time for the whole school is between 8:45 and 8:55. Pull your vehicle all the way forward in the designated drop off area on the south side of Park Street. You and your child should wait in your car until a classroom teacher comes to open your rear passenger door. The teacher will touch base with you on special instructions and help your child from the car with his/ her backpack. The teacher will then escort your child to the school building. You also have the option of using the circle drive and walking your child to the front of the school building. If you choose this option, please stay with your child until a teacher connects with you and escorts your child inside.
- ⊙ Walkers will also be able to connect with their child's teacher near the drop off area so that all children can be safely escorted up to the school.

### **Late Drop Off**

- ⊙ If you are not at school during the designated drop off time, please park your car in one of the designated drop off areas, either in front of the school or in the circle drive. Use your family's individualized four-digit code to enter through the door in the southwest corner of the ECHO building lobby and take the elevator to the second floor of the building. Walk your child to the school office and sign them in. The school's office coordinator will ensure your child gets to class safely. Dropping your child off with the school office during late

arrivals will minimize the disruption to the classroom teachers and the students learning. We appreciate your cooperation with this policy.

### **Pick Up Procedure**

- ⊙ Pull your vehicle into the designated area in front of the building, on the south side of Park Street. A teacher will bring your child to your car. This process will be slower as new students begin the program. But over time, the teachers will learn your cars and the process will move more quickly. The teacher will help your child into the rear passenger door of your car with their backpack and convey special information, if needed. Parents are responsible for buckling their child in safely.
- ⊙ You also have the option of parking in the circle drive and walking over to the front of the school to pick your child up after school. For the students' safety, each child should be holding an adult's hand any time they are outside of the school building. CAOS staff will transition your child's hand to you before saying good-bye each day.
- ⊙ If for some reason pick-up will be other than the routine, please **send a note or call** to let the school office and/or teacher know. Please do not e-mail the teacher or office coordinator as there may not be an opportunity for them to check their e-mail during the day.
- ⊙ In the event that the teacher does not recognize the person picking up a child, they will ask for photo identification and compare the name to the authorized pick up list provided by each family. If the person is not on the authorized pick up list, your child will not be released to them, and will instead transition to After Care. Please ensure that you keep this list current and communicate this expectation to people on your authorized pick up list to avoid inconvenience or frustration.

### **Late Pick Up**

- ⊙ As teachers generally have after-school responsibilities, it is very important that your child be picked up by 3:15.
- ⊙ We realize there may be unexpected or emergency situations that prevent you from picking up your child by 3:15. If this happens, please notify the school office immediately. The school office will inform the teacher of your plan for your child's pick up. If your child is not picked up by 3:15, your child will be brought to After Care. A late pick up charge of \$1.00 will automatically be added to your account each time this occurs. This charge will cover your child's participation in After Care until 3:30. Snack is provided at 3:30 each day. Any child who is not picked up by this time will be billed for the full drop in rate of \$10.25. This charge will cover your child's participation in After Care for the day. You may pick up any time before 5:30 PM.

### **After Care Pick Up**

- ⊙ After Care operates from 3:15 – 5:30 on each full day of school.
- ⊙ Parents can pick up their children from After Care between 3:15 and 5:15 each evening by parking in the designated drop off area or circle drive, and walking into the ECHO Building. Use your individualized four digit code to enter through the door in the south west corner of the lobby and take the

elevator to the second floor. Please proceed to the After Care room to sign your child out for the day.

- ⊙ Families who pick up after 5:15 will find that the enrichment teachers and children have transitioned to the lobby to facilitate pick up. Additionally, this will help our enrichment teachers to get the after-care materials cleaned and the building locked up in time for them to clock out at 5:45. We appreciate your partnership in this process and hope that we have identified a strategy that is mutually beneficial for families and staff. Parents are expected to sign their children out of the school, pick up their child and belongings and quickly exit the school. Minimizing transition time is beneficial to both students and staff and will help ensure that each family has a place to park during this busy time period.
- ⊙ We have noticed that time is short during after-care pick up for many families and it is sometimes challenging for kids to transition out of an activity, pack up and get ready to go quickly. To help with this, we would like to do a better job of having your children ready to go when you arrive. **If you pick up between 4 and 5:15**, please consider calling the CAOS day care phone (217-493-5836) to see if one of the enrichment teachers can get your child ready and walk him or her downstairs.
- ⊙ When signing your child out of After Care, we ask for your name and the time of pick up to be recorded. Please use the CAOS system clock if you are signing your child out upstairs or the digital readout on the lobby alarm panel if you are signing your child out downstairs. For those children picked up after 5:30, a charge of \$1/ minute will be added to your account.
- ⊙ For families who pick up between 5:15 and 5:30, please do your best to transition out of the building as quickly as possible to avoid additional charges. Enrichment teachers need to see families safely out of the building before beginning their clean-up/ lock-up responsibilities at 5:30.
- ⊙ Please make note of the following contact number should you need to reach the after-care staff and are not able to connect with the CAOS front desk: 217-493-5836.

## ATTENDANCE / ABSENCES

### ⊙ **Attendance**

- Children are expected to attend school during all scheduled school days. Excessive absence will have a negative impact on your child's progress.
- Keep in mind that our teachers, enrichment teachers and therapists spend a significant amount of time planning and preparing for individualized lessons to match each child's unique interests and individual learning styles. We believe that this specialized planning and time investment are some of the aspects of our program that makes CAOS unique and led many of our families to choose our program. Teachers, enrichment teachers and therapists ask that families prioritize school attendance and also communicate with CAOS staff in



advance of a planned absence to ensure that children reap the benefits of this work effort.

- For children with hearing loss, three unexcused absences will be allotted each semester. Exceeding this number may impact financial aid awards and cause the school office to adjust your child's goals, attendance or therapy schedule. (see Attendance Policy at the end of this section)

◎ **Tardiness**

- Students are expected to arrive at school by 9:00 AM.
- Parents are expected to call the school prior to the start of the school day if their child will be arriving more than 15 minutes past the scheduled start time of 9:00 AM.
- Complying with these guidelines will allow us to ensure classroom activities can begin on time.

◎ **Reporting Absence**

- All planned absences should be reported as soon as the family becomes aware of the need for them. These absences can be reported via phone, email or by placing a note in the child's take home folder.
- Absence due to illness should be reported no later than the start of your child's school day.
- Please call the school office at (217) 326 – 2824 and choose option "1" to report the absence if you get voice mail.
  - Leave your child's name, classroom teacher, the reason they will not be attending school, including specific symptoms (if applicable) and estimated return date in your message.

◎ **Documentation of Health**

- As in years past, the CAOS registration packet included forms documenting your child's overall health and compliance with immunization requirements. CAOS would prefer for all students to present these completed forms prior to or on the first day of school. It may not be possible for all students to receive a physical prior to the start of the school year. In the event that you cannot get a physical scheduled prior to the first day of school, please turn in documentation of your child's scheduled appointment, along with your most recent immunizations with your registration paperwork. Each child's completed physical paperwork must be received by September 15<sup>th</sup>. In order to ensure the health and safety of the children and staff at CAOS, children who have not submitted this paperwork by September 15<sup>th</sup> will be asked to stay at home until their health and compliance with immunization requirements can be confirmed. Thank you in advance for your help in keeping us all healthy!
- The Department of Public Health requires all children in Kindergarten to complete the following:
  - Vision Examination by October 15, 2017. A previous exam occurring on or after the first day of the previous school year (August 6, 2016) would meet this requirement.
- The Department of Public Health requires all children in Kindergarten and second grade to complete the following:

- Dental Examination by May 15, 2018. A previous exam occurring on or after December 15, 2016 would meet this requirement. Please schedule these examinations as soon as possible and share a copy of the results with the school office.

© **Symptoms that exclude a child's attendance at school:**

- See Illness Policy.
- During recent school years, many school days were lost due to student and staff illness. In an effort to minimize the number of sick days for the current school year, the illness policy will be more strictly enforced. If your child has experienced any of the symptoms listed on the following page (see Illness Policy) within 24 hours, they will be sent home. We know many of you travel a distance, so please consider this when you plan your child's return to school.

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**Attendance Agreement for Enrollment (Children with Hearing Loss)**

The following attendance agreement was developed so each student may receive optimal benefit from their enrollment at Carle Auditory Oral School. Please read this policy carefully and sign at the bottom of the form. If you have any questions, please discuss them with your child's teacher, therapist, or Danielle Chalfant, director.

The educational/therapeutic services that students receive at Carle Auditory Oral School have the potential to dramatically change future outcomes for them. The full cost of providing these intensive, specialized, and individualized services is not affordable for most families. Therefore, we rely on donations and the support of other funding sources to keep the program running effectively. To ensure that we are fully maximizing our use of donated dollars and maintaining levels of productivity that will further enhance your child's education and therapy, families should demonstrate a strong commitment to the program and this can be demonstrated with consistent attendance and timely arrivals.

I/We agree:

1. To drop child off between **8:45 and 8:55** (unless enrolled in before care).
2. To pick child up between **3:00 and 3:15** (unless enrolled in after care).
3. To notify the school if child will be absent, late, or needs to be picked up early.
4. That no more than three absences are expected each semester. A series of missed days due to an extended illness may be considered one absence, if accompanied by a doctor's note.

Some of our educational programs are very intense and may exceed family needs and priorities. Often this mismatch is made obvious by inconsistent attendance and repeated late arrivals. If attendance and/ or tardiness become a problem, a meeting with the program director will be scheduled to design a program that better matches family needs and priorities. The following will guide the flow of the meeting.

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# Carle Auditory Oral School

## Response to Attendance and/or Tardiness Challenge

Carle Auditory Oral School is supported by charitable dollars because the program has the opportunity to make a significant difference in the lives of children with hearing loss and their families. No family of a child with hearing loss has ever been turned away from the program because of inability to pay, or inadequate staff size. We would like to continue to say these things about our program for years to come.

Each spring, we make projections about enrollment in school, therapy and mainstream support programs based on known needs for the children we serve. Carle works to provide us with the resources we need to meet these needs, in terms of space, staffing and materials. As each school year progresses, we provide information to Carle about the number of days of education we have provided to children, the number of hours of therapy provided to children with hearing loss and the number of school visits provided through our mainstream support program. They use this information to ensure that we have enough, but not too much, space, staff and materials to meet the needs of children and families.

Given that we work with young children and families, some absences from therapy and school are expected. Excessive absences/ repeated lateness are not expected and result in charitable dollars being used to pay for unused space, staff and materials. Excessive absences demonstrate a poor fit between the educational program and the child/ family needs and priorities. As such, if excessive absence becomes a problem, an attendance tracking program will be put in place to help CAOS staff determine the most appropriate educational/ therapy program to align with the child and family needs.

Depending upon child and family needs, the revised educational program may contain shortened hours, reduced days of attendance, a move to individual therapy only or a transition to a therapist that is more conveniently located for the family. Once an appropriate program is identified, the child/ family goals will be adjusted accordingly.

Over time, child and family needs can change. In the event that a family's circumstances change, allowing for more participation in the programs offered, families with consistent attendance and follow through on suggested activities across a period of 3 weeks can request a meeting to discuss an increase in services. Please contact Danielle Chalfant, program director, if you have questions about this plan to ensure that each child's educational program is appropriately matched to the family's needs and priorities.



## **WEATHER-RELATED SCHOOL CLOSURE INFORMATION\***

Weather related school closure information will be reported to WCIA-TV by 6:30 a.m. The website is <http://www.illinoishomepage.net/closings>

If you have chosen to receive communications from us via e-mail, an e-mail communication will also be sent before 6:30 a.m. by Danielle Chalfant, director.

If you have chosen to be updated about school closures via text messages, a text will be sent before 6:30 a.m. by Danielle Chalfant, director.

Additionally, we will also have an announcement indicating that school has been closed on our main phone line. Please dial 217-326-2824 and choose option "1".

Another method would be to check our Facebook page (Carle Auditory Oral School) which will also be updated by 6:30 a.m.

\*If you are a student volunteer and the school has been closed, please do NOT report for volunteer duty. A school closure due to weather will be considered an excused absence.

# Carle Auditory Oral School

## CHILD ILLNESS POLICY

Should your child develop one or more of the following symptoms or conditions while at Carle Auditory Oral School, we will contact the parent/guardian to arrange for your child to be picked up. Your child must be picked up as soon as possible. If we are not able to reach a parent/guardian within 15 minutes, we will begin contacting emergency pick - up persons. Please be sure to inform us who will be picking up your child, even if you have listed them as authorized to pick up your child. If a child in attendance is diagnosed with a communicable condition, an informational notice will be sent to all enrolled students to be alert for symptoms. No personal information will be included in the notification.

**Fever:** Temperature of 101 F orally.  
Temperature of 100 F axillary (under the arm)

May return when: Fever free (non-medicated) for 24 hours

**Vomiting:** You will be notified after your child has vomited. Your child *must* go home.

May return when: Free from vomiting for 24 hours \*Unless vomiting is a known side effect of a prescribed medication

**Diarrhea:** 1 episode while in attendance (no chronic bowel syndrome or \*known side effect of prescribed medication)

May return when: Free from diarrhea for 24 hours \*Unless diarrhea is a known symptom of a medically diagnosed condition or is a known side effect of prescribed medication

**Conjunctivitis (pink eye):** Unusual tearing, redness of eyelid lining, irritation followed by swelling and/or discharge

May return when: Note from physician stating the child does not have conjunctivitis or 24 hours after antibiotic treatment has been initiated.

**Skin rashes:** Yellowish, unusual or persistent rash, severe itching of body or scalp, potentially infectious skin patches that are crusty, dry, scabbed, weepy or gummy

May return when: Note from physician that child is not contagious or condition has been resolved.

**Impetigo:** Blistery rash that when blisters are open, produce a thick, golden yellow discharge that dries, crusts and adheres to the skin.

May return: 24 hours after treatment has begun and there is no longer discharge.

**Head lice:** Tiny insects that live primarily on the head and scalp that appear as tiny white or dark ovals and are especially noticeable on the back of the neck and around the ears.

May return when: Lice and nit free. Student must report to school office for head check before returning to class.

**Chicken Pox:** Low grade fever, vesicular rash (blister-like rash or bumps)

May return when: Child's blisters must be completely scabbed.

**Strep throat:** Severe sore throat, fever, headache and swollen glands.

May return: 24 hours after antibiotic treatment has begun.

**RSV (Respiratory Syncytial Virus):** Infection of the upper and lower respiratory tract ranging from a cold to serious respiratory illness.

May return when: Note from physician that condition has been resolved.

**Breathing:** Difficult, labored or rapid breathing (over 60 breaths per minute), severe wheezing (especially in infants under 6 months old)

Note: In the event of a respiratory emergency, the child will be taken to Carle Foundation Hospital for evaluation and/or treatment.

May return when: Note from physician that condition has been resolved.

If your child displays any combination of the following symptoms, the teacher may contact you. Then you can best decide treatment for your child.

Nose: Stuffy, runny nose, watery eyes

Throat: Sore throat or trouble swallowing

Non-specific: Exhibits unusual behavior such as cranky, less active, cries more, loss of appetite, generally uncomfortable, severe headache, or stomach ache

Child is being sent home for \_\_\_\_\_ . Parent Signature: \_\_\_\_\_

Child may return when \_\_\_\_\_ . Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

## MANDATED REPORTERS

All CAOS staff is required by law to be mandated reporters for the Department of Children and Family Services (DCFS). Effectively, this means that if CAOS staff members develop concern about a child's safety and well-being, either based on a child's report or their appearance, we are mandated by law to contact DCFS to investigate. CAOS staff is not permitted to notify families in lieu of a report to DCFS. All follow up on the report will be dictated by DCFS. Occasionally, following a report, DCFS staff may be dispatched to the school to observe or interview a child involved in a report. DCFS staff will follow up with families to keep them informed of the process. CAOS staff is not permitted to alert families in advance of a DCFS school visit.

CAOS staff takes their responsibility to protect children seriously, and in the event that a report is made, families should be aware that our staff is genuinely concerned about the child's safety. Though involvement of DCFS can be stressful or inconvenient for families, please try to understand that concern for and commitment to child safety was at the root of the initial report.

If you have concerns about this policy, please contact Danielle Chalfant, program director.

## CHILD'S NEEDS AT SCHOOL

### ⊙ Medication – **For All Children**

- Please refer to the CAOS website for a medication administration authorization form. A copy of this form is included at the end of this section. This form must be completed by both the parent and physician in order for medication to be administered at school.
- As noted on the form, the medication must arrive in its original packaging and will be stored in a locked cabinet during the school day.
- A log will be kept indicating each time the medication is administered to the child.

### ⊙ Dress – **For All Children**

- Please make sure your daughters wear shorts and/ or tights under their dresses. There is lots of running, climbing, swinging and rolling going on during recess and class and we want to protect each child's privacy and dignity. Along the same lines, please ensure that all clothing fits appropriately, is manageable for your child to manipulate (e.g., buttons, snaps and zippers), and covers private areas. Children are often distracted by clothing that doesn't quite fit correctly. Examples include tank top straps that slip from the shoulders, shirts that are too tight/ loose/ or shorts and pants that are too tight or too large/ slip down.

© **Footwear – For All Children**

- It is imperative that safe footwear be worn daily! Inappropriate footwear includes flip-flops, slip-on shoes, or any foot apparel that does not attach securely to the child's feet. Children with unsafe footwear will not be allowed to play outside at recess or participate in physical education activities. Parents will be notified.

© **Cubby contents – For Children with Hearing Loss**

- Batteries for cochlear implant device and/or hearing aid(s)
  - Spare rechargeable batteries are available for the following devices:
    - Nucleus Six
    - Advanced Bionics Neptune
    - Advanced Bionics Naida
    - Med-El Opus 2
    - Med-El Sonnet
    - Zinc air batteries for cochlear implants can be dispensed from the school for \$16.00\* per pack of 8. Hearing aid batteries are available for \$8.00\* per pack of 8. \*Prices subject to change

© **Cubby Contents – For All Children**

- Seasonal change of clothes – a complete change of weather appropriate clothes including undergarments, socks and if possible, shoes.
  - 60° and below – sweatshirt/jacket must be worn.
  - 45° and below – warmer coat, hat and gloves must be worn.
  - 32° and below – CAOS will have indoor recess. If children do not have weather-appropriate clothing, loaners will be provided if available. If warmer clothing cannot be located for your child to wear, they will stay indoors for recess.
- Sweater or sweatshirt (in the event that your child becomes cold during the school day – the room temperatures are variable).

© **Stuffed animals/personal belongings – For All Children**

- Unless otherwise requested, we ask that you leave your child's personal belongings at home or in the car. If your child is in the three year old class and will be napping on a daily basis, a soft, machine washable, sleeping toy, blanket and/or small pillow may be sent in.
- In the event that your non-napping child needs to bring stuffed animals or other personal belongings to school (e.g., for show and tell or an upcoming sleep over or play date), please inform your child that the items will remain in their cubby until the scheduled event occurs. Staff members will allow the children to access their personal belongings at appropriate times during the school day.



© Backpack containing journal and folder –**For All Children**

© Bathroom needs – **For All Children**

- CAOS staff members are happy to assist your child in developing independent bathroom habits. Please provide us with any needed items to support us in this task (e.g., multiple changes of clothes, diapers, pull-ups, wipes, etc.) If your child is using pull-ups, please ensure that they have Velcro sides to allow for rapid changes when needed.
- Please consider time and difficulty level of your child's clothing while at school. Elastic waistbands are easier for children to manipulate as they gain independence in the restroom. Onesies, leotards, snaps, buttons and zippers are more challenging and should be avoided if possible while at school. Thank you for your help with this.

# Carle Auditory Oral School

## CARLE AUDITORY ORAL SCHOOL/ CARLE FOUNDATION HOSPITAL PARENTAL AUTHORIZATION AND PERMISSION FOR MEDICATION ADMINISTRATION

### INFORMATION ONLY – FORM TO BE COMPLETED DURING REGISTRATION

It shall be the policy of Carle Auditory Oral School (CAOS) that the administration of medication to students during regular school hours should be discouraged unless necessary to maintain the student in school, or in the event of an emergency. When it is necessary for the above reasons to administer a medication, please read the following and provide your authorization for the proper dispensing of medications. Authorization is also required from the prescribing physician for any medication that is to be administered to your child.

I herewith acknowledge that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize Carle Auditory Oral School and its employees and agents, on my behalf, to administer or attempt to administer to my child lawfully prescribed medication or over-the-counter medications that I have provided. These medications must be labeled appropriately as follows:

- Prescription medication is administered in accordance with the pharmacy label directions as prescribed by the child's health care provider. Instructions from the child's parent/guardian shall not conflict with the label directions as prescribed by the child's health care provider.
- Over the Counter medications may be administered in accordance with the product label directions on the container. The instructions from the child's parent/guardian shall not conflict with the product label directions on the container.

I further acknowledge and agree that, when the lawfully prescribed medication is so administered, I waive any claims I might have against Carle Auditory Oral School or Carle Foundation Hospital or its agents and employees arising out of the administration of said medication.

Child's Name

Date

Parent/Guardian Signature

Contact Number

## LUNCH AND SNACKS

### ◎ Lunch

- Families will provide lunch for their children each day. Staff will be available to warm up lunches for children, if needed. CAOS will provide 2% white milk for each child at lunch at no additional cost to families. Families are welcome to provide an alternative drink with their children's lunch. CAOS staff will not provide milk if another drink is in your child's lunchbox, unless a note requesting milk is also in the lunchbox. This procedure will help to minimize waste.
- Each child should have a reusable lunch box clearly labeled with his/her name on the **outside** of the lunch box.
- Please include an ice pack in your child's lunch to ensure that the food will be safe for consumption.
- If your child's lunch needs to be heated, please keep in mind that heating times greater than 2 minutes make it difficult to have all the lunches ready in time at the beginning of lunch time.
- Provide a microwave safe container for any foods that need to be heated. Please ensure that items to be heated are kept separate from items that need to remain cold.
- If your child needs anything cut up, please send it already cut up. We don't have good knives at school.
- If your child likes ranch, barbecue or ketchup with their meals, please send a single serving in a packet or small container on the days that they need it. Space limitations in the refrigerator prevent us from allowing families to store condiment bottles at school.
- If your child enjoys Easy Mac, please make the macaroni at home and place it in a microwave safe container to be reheated at school.
- If your child enjoys Pizza Lunchables, we would suggest that you assemble and heat them at home and place it in a microwave safe container to be reheated at school. An alternative would be to try Bagel Bites.
- Children will be encouraged to eat the healthy portions of their lunch before consuming desserts.
- As part of the morning routine, students will be responsible for placing their lunch box in the refrigerator. If your child's lunch should not be refrigerated, please ensure that the child/ staff is aware of this. Non-refrigerated lunches can be placed on top of the refrigerator.
- Following lunch, CAOS staff will place lunch boxes either above the child's cubby or on the hook for retrieval at the end of the day. Please be sure to check that it is returned daily.
- In the event that a child forgets their lunch, we will have a supply of lunches available for a \$5 fee which will be added to your tuition account should the need arise. Peanut butter and jelly Uncrustables® or a ham and cheese hot pocket and a fruit cup will be available. If we become aware of a food allergy/ religious guideline that deem these selections unacceptable, we will attempt to identify another option.

- Please contact Danielle Chalfant, program director, if your family would like to help support healthy lunches for children and families in need.
  - Families receiving and providing support will be kept strictly confidential.
- ◎ Breakfast During Before Care: No breakfast will be provided during before care. However, parents are welcome to send breakfast with their child prior to 8:00 AM. Examples of acceptable breakfast meals include cereal (provide bowl, spoon, milk and cereal), pop tarts, muffins, granola/ cereal bars, microwaveable waffles or pancakes (provide syrup, if applicable). If you have questions about whether your child's favorite breakfast is acceptable at CAOS, please ask Sherri.
- ◎ Snack During After Care: Snack during after care will be provided by Carle Auditory Oral School each day. Typically a fruit/ vegetable, grain and dairy product are provided for children daily. Examples of afternoon snack items are listed below:
- Drinks: 2% white milk or water.
  - Dairy : Gogurt, string cheese
  - Fresh Fruit/ Vegetables: Grapes, apple slices, bananas, or carrots.
  - Canned Fruit: pears, pineapple tidbits, or applesauce.
  - Grains/ Breads: Cheez-Its, mini pretzels, graham crackers, goldfish, or muffins.

## APPROVED SNACK LIST

Out of respect for staff time, please ensure that any snack item sent is ready to serve and any necessary table service provided, including individual disposable serving containers.

**FRUIT items:** Fresh fruit, fruit cups, raisins, applesauce cups (unsweetened), dried fruit.  
DO NOT BRING FRUIT SNACKS (HIGH IN SUGAR CONTENT).

**VEGETABLE items:** All fresh vegetables.  
YOU MAY SEND DIPS (LOW-FAT SALAD DRESSING, BEAN DIPS, GUACAMOLE, HUMMUS, SALSA, OR STORE-BOUGHT LIGHT DIPS).

**CRACKER items:** Ritz (plain only), Keebler Club (plain only), Saltines, Triscuits, Wheat Thins, Rice cakes, Goldfish, Pretzels, Breadsticks, Baked corn tortilla chips  
NO CRACKER SANDWICHES. PLAIN CRACKERS ONLY

**BREAKFAST CEREAL items:** Cheerios, Grape Nuts, Raisin Bran, Wheaties, Frosted Mini Wheats  
THESE ITEMS SHOULD BE WHOLE GRAIN WITH NO MORE THAN 8 GRAMS OF SUGAR PER SERVING.

**DAIRY PRODUCTS:** Yogurt, string cheese, cheese cubes, cheese slices, pudding  
ONLY LOW FAT ITEMS

**OTHER:** Unsalted nuts, trail mix, whole grain granola bars, luncheon meat (low-fat, reduced sodium)  
SERVE WITH WHOLE WHEAT BREAD, PITA BREAD, BAKED TORTILLA CHIPS OR CRACKERS

\*If you have another item that you feel would be an appropriate snack item, please share it with Danielle Chalfant, Program Director. Please provide the item's name and nutritional information for review. A determination will then be made if the item should be added to the approved list. Changes to the snack list will be posted on Facebook and will be included in future versions of the handbook.

## NAP TIME FOR PRESCHOOLERS

Children who are age three or under at the start of the school year will be eligible for nap. As the year progresses and the children mature, families may be given the option to choose whether their child naps or joins in classroom activities between 12:25 and 2:45 (subject to change based on child, family and program needs). Please indicate whether your child will participate in nap on the form included on the website.

If your child is eligible for nap, and your family chooses nap...

- Please send in a nap mat that can be folded, and wiped down on a weekly basis, or more if needed. Please no cots or bed rolls as space does not allow for storage and weekly washing of these items.
- Please send a pillow, blanket and/ or comfort item to help your child rest. These will be washed at Carle Auditory Oral School once each week.
- Please do your best to maintain the nap schedule on weekends and days off from school to help your child be more successful with this aspect of the day.
- Please share tips that may help your child fall asleep here at Carle Auditory Oral School.
- Please communicate with your child's teacher to establish a nap monitoring plan.
- Nap participation will be re-evaluated throughout the year as outlined in the Nap Policy (a copy is provided on the next page for your reference).

# Carle Auditory Oral School

## NAP PREFERENCE FORM

Child's name: \_\_\_\_\_

Please write your child's name and initial to indicate your nap preference for the start of the school year.

\_\_\_\_\_ I/We want our child to nap. Please read and sign below.

\_\_\_\_\_ I/We do not want our child to nap. You may disregard the remainder of this form.

CAOS staff knows that getting adequate rest is an important part of being ready to learn and play each day. Because of this, nap will continue to be offered to three year olds enrolled in Carle Auditory Oral School and we will continually monitor the napping procedures and napping behaviors of the children who participate. If requested, families can receive daily notification about sleeping behaviors.

Napping behaviors include whether or not the child fell asleep during the allotted naptime, and a description of their behavior during their awake time in the nap room. A sample of the naptime behavior chart is below.

Some children fall asleep quickly, and others more slowly. Some children sleep every day, others only sleep one or two times per week. These normal variances are okay as long as behaviors and noise levels do not detract from other students' ability to fall asleep. As with all processes and procedures at CAOS, nap time management is continually adapted to ensure maximal benefit. Staff will track napping behaviors and if concerns arise, the napper's family will be consulted to develop a plan moving forward. This plan may include development of a behavior plan for individual children, requests for support from home, or exclusion from nap at CAOS, if warranted.

The nap procedure outlined below will remain in effect:

- Children will finish lunch at 12:25, and either transition directly to nap or participate in classroom learning activities until 1:00, then visit the restroom and transition to nap by 1:15, depending upon the child's individual needs.
- Napping mats and comfort items from home will be waiting for the children in a darkened classroom.
- CAOS staff will be on hand to pat backs, and soothe children to help them fall asleep.
- To prevent children from having very short, unproductive naps, at 2:15, any child who has not fallen asleep will be engaged in a quiet activity on their mat.
- At 2:45, lights will be turned on and music will be turned off, and the children will begin to wake up.
- The children will use the rest room and transition to dismissal or after care following nap.  
**I/ We understand the napping procedures.**  
**I/ We understand that we may request a summary of child's napping behavior.**  
**I/ We understand that CAOS staff will provide this summary if they have a concern about child's napping behaviors.**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# Carle Auditory Oral School

Meeting Outline: Addressing Nap Time Behavior Challenges:

Date of Meeting/ Communication: \_\_\_\_\_

Participants: \_\_\_\_\_

## Two Week Summary of Nap Time Behavior

Date	Nap: Y/ N	Nap Start Time	Wake Up Time	Nap Time Behavior	Process of Waking Up

Are the behaviors negatively impacting other children's rest? \_\_\_\_\_

Parent Input/ Suggestion to Improve Nap Time Behaviors: \_\_\_\_\_

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Plan Moving Forward: Nap will: (circle one): Be Continued Be Discontinued

Planned Adaptations: \_\_\_\_\_

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Does the plan minimize negative impact of the behaviors on other children's rest?

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Timeline for next meeting: \_\_\_\_\_

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## SPECIAL EVENTS/ GIFTS

### Field Trips

- ⊙ A permission slip will be sent home several days before each field trip.
- ⊙ The Caring Place has a minibus that has built in safety seats for children between 20 and 80 pounds. When this vehicle is used, you will not be asked to provide a booster seat. Access to the bus varies depending upon the Caring Place's needs. If the bus is not available for a field trip, staff will ask for family volunteers to transport children and peers. In order for a child to ride with another person's parent, both parties need to provide written consent. If transportation cannot be arranged, the field trip will be rescheduled or cancelled.
- ⊙ If a parent drives their child to the field trip, they must also provide return transportation to the school. We are not able to add any riders for the return trip to school.
- ⊙ As parents play a role as a chaperone, they are considered in our staff to student ratios, and will be assigned a group of students to monitor according to the field trip guidelines. Unfortunately, siblings are not able to accompany parent chaperones on CAOS field trips.
- ⊙ The field trip permission slip will indicate:
  - Any fees that are family responsibility (*Please make arrangements to pay in cash only. We have no effective means of cashing checks or processing credit cards.*) *If field trip costs pose a financial hardship for your family, please contact Danielle Chalfant to request access to field trip scholarship funding.*
  - Approximate departure and return times
  - Directions to the field trip, if applicable
  - Information about whether parent chaperones are needed.

### Birthday Parties

- ⊙ CAOS is happy to join in the celebration of each child's birthday. Depending on the school schedule, as well as parent and teacher preference, birthdays may be celebrated in the classroom with an individual class, or in the discovery center with multiple classes joining together. The typical set up follows: children gather for approximately 30 minutes. The children sing Happy Birthday and the children share a snack sent in by the family.
- ⊙ Families are encouraged to participate in the party. In order to ensure that learning opportunities are maximized, parties will be held during a time slot geared toward socialization and play.
- ⊙ Please work with your child's teacher to determine the number of children that will be participating in the party and to answer any other questions you may have.
- ⊙ If your family would like to provide a gift for one of the birthday children, please plan to exchange the gifts before or after school. This is to protect the feelings of the other children and families.
- ⊙ Families are invited to send celebration foods for their child's birthday. If you have concerns about your child's consumption of celebration foods, it is your responsibility to communicate that concern to your child's teacher using the

Food Information Form in the registration packet. If warranted, it will be your responsibility to provide an alternative for your child.

- ⊙ It is unlikely that you will be informed in advance of upcoming birthday celebrations. As such, it is important to have a plan in place from the start of the school year. Let us know on the Food Information Form if you don't want your child to partake of any food items.

#### Gift Policy

- ⊙ Per Carle Policy HR631, CAOS staff members are not permitted to accept personal gifts of value from children and families. However, we appreciate your desire to express gratitude to these staff members who are making a difference in your children's lives. Notes, home-made gifts or snacks, in addition to donations to the classroom or school are permitted under this policy.

### UNIVERSITY STUDENT PLACEMENT from area universities

- ⊙ CAOS has worked to strengthen relationships with area universities who are developing future deaf educators, audiologists and speech language pathologists. We believe that we can play an important and positive role in preparing these professionals to support children who attend CAOS, participate in the ECHO Program and other children with hearing loss they will encounter.
- ⊙ In order to make this relationship work, CAOS staff will provide lectures to university students, facilitate observations of CAOS students, therapists and teachers, and support undergraduate and graduate students in developing teaching and therapy techniques that effectively help children develop spoken language and listening skills.
- ⊙ At times the schedule may need to be "tweaked" to accommodate the university students. CAOS staff will attempt to keep you abreast of these changes via notes in each child's folder, updated schedules and e-mail communications.
- ⊙ **Parents of children with hearing loss:** When practicum students are providing *individual* therapy to your child, you are permitted to observe via the video observation system.
- ⊙ **All parents:** Because of confidentiality concerns, we ask that you do not observe practicum students who are teaching a **group** of children. Be assured that CAOS staff members are closely monitoring each practicum student.

## **TUITION**

### ◎ **Costs**

- Families can opt to participate in the 9 – 3 school program on its own, or add before care (beginning at 7 AM) and/ or after care (ending at 5:30 PM) for an additional cost. Child care is also available on many of the dates that school is not in session for an additional cost.
- Each family will be provided with a tuition estimation statement detailing their tuition charges, any before/ aftercare the child is signed up for as well as any day care only dates that the child will be attending. This estimation will provide you with an equalized amount for your scheduled payments.
- The estimation statements will be computed for each 100 day period of school.
- As long as you follow the attendance schedule you provided at the beginning of the school year, the estimator will be accurate. If your family utilizes unplanned child care, it is possible that your deduction amounts will be changed.
- Please consult the fee schedule in your child's registration paperwork or talk with Myra or Danielle if you have questions about your child's tuition rates.

### ◎ **Discounts**

- Discounts are available for siblings, as well as children/ grandchildren of Carle employees. This ten-percent discount will be applied to tuition charges, in addition to child care costs.
- In the event that a family qualifies for both discounts, please note that the discounts are applied sequentially, rather than concurrently. For example, given a tuition charge of \$40.00, the first discount would forgive \$4.00 ( $\$40.00 - \$4.00 = \$36.00$ ) and the second discount would forgive ten percent of the remaining tuition ( $\$36.00 - \$3.60 = \$32.40$ ). So effectively, the combined limit of the discount is about 19%.

### ◎ **Payment Options**

- Tuition bills can be paid through Tuition Express for any Carle Auditory Oral School family. Contact Myra for assistance signing up for this convenient payment option.
- Payroll deduction is available to all Carle employees. Please contact Myra if you need assistance signing up for this option.
- For some families, neither Tuition Express, nor payroll deduction are reasonable options. If this is the case for your family, please complete the Exception Request Form attached to the Tuition Policy. If your request for Exception is approved, payment will be required by the first of each month, beginning August 1, 2017 and continuing through June 1, 2018.

### ◎ **Late Payments**

- In the past, due dates for tuition payments have been somewhat relaxed. This has resulted in many families carrying past due tuition balances. In an effort to keep the books up to date, and be accountable to the many charitable donors that keep our school running, tuition payments will be expected by the date due. Per the new tuition policy, children will be temporarily suspended if the account falls more than two weeks past due. See the tuition policy for more information.

**Carle Auditory Oral School**

**Child Care Costs for the First Child**

**2017 – 2018**

**Standard Pricing**

	<b>Number of Days</b>	<b>Annual Cost</b>	<b>Monthly Cost</b>	<b>Daily Cost</b>
<b>School Program Preschool through Second Grade for the First Child</b>	200	\$8,291.50	\$753.77	\$41.46
<b>Before Care on School Days for the First Child</b> (7 - 9 AM)	200	\$1,442.00	\$131.09	\$7.21
<b>After Care on School Days for the First Child</b> (3 - 5:30 PM)	200	\$2,111.50	\$191.95	\$10.56
<b>Child Care on Teacher Institute Days/ No School Days for the First Child</b>	25	\$1,158.75	\$105.34	\$46.35
<b>School Year Total for the First Child</b> (for families taking advantage of all available days of care between the first and last day of school)	226	\$4,712.25	\$428.39	See above
<b>Summer Camp for the First Child</b> (Care Provided Between Last Day of School in June through First Day of School in August - total number of days of care is dependent upon the school calendar, developed by April 15, 2017)	17	N/A	\$787.95	\$46.35

Carle Auditory Oral School				
Child Care Costs for Additional Children				
2017 - 2018				
		Standard Pricing for Additional Children		
	Number of Days	Annual Cost	Monthly Cost	Daily Cost
<b>Program Preschool through Second Grade for any Additional Children</b>	200	\$7,462.35	\$678.40	\$37.31
<b>Before Care on School Days for any Additional Children (7 - 9 AM )</b>	200	\$1,297.80	\$117.98	\$6.49
<b>After Care on School Days for any Additional Children (3 - 5:30 PM)</b>	200	\$1,900.35	\$172.76	\$9.50
<b>Child Care on Teacher Institute Days/ No School Days for any Additional Children</b>	25	\$1,042.88	\$94.81	\$41.72
<b>School Year Total for any Additional Children</b> (for families taking advantage of all available days of care between the first and last day of school)	226	\$4,241.03	\$385.55	See above
<b>Summer Camp for any Additional Children</b> (Care Provided Between Last Day of School in June through First Day of School in August - total number of days of care is dependent upon the school calendar, developed by April 15, 2017)	17	NA	\$709.16	\$41.72

**INFORMATION ONLY – FORM TO BE COMPLETED DURING REGISTRATION**

**Family Involvement Expectations:**

Many private schools require parents to commit to a certain number of volunteer hours each year, helping in the classrooms, lunch room, school library or at after school events as part of their tuition agreement. Families who are unable to meet this requirement are often charged an additional fee. CAOS families are spared this requirement, largely due to the tremendous volunteer support that we receive from Carle’s Volunteer Office and University of Illinois students. In lieu of this, we ask that families commit to each of the listed activities by initialing each expectation and signing the Family Involvement form which is included with your child’s registration forms. It is included here for your reference.

**ALL PARENTS:**

- \_\_\_\_\_ Read with your children 5 – 7 days per week. Check and respond to information in your child’s folder each night.
- \_\_\_\_\_ Review your child’s journal each night, making entries as requested by your child’s teacher.
- \_\_\_\_\_ Send morning snack for the school, approximately once every two months, for each enrolled student.
- \_\_\_\_\_ Share 3 traditions/ experiences with your child’s class per school year.
- \_\_\_\_\_ Communicate with your child’s teacher, school office or the program director if you have questions, suggestions or concerns about your child’s educational program.
- \_\_\_\_\_ Participate in Parent Teacher Conferences two to three times per school year.

**PARENTS OF CHILDREN WITH HEARING LOSS:**

- \_\_\_\_\_ Ensure that your child arrives with functioning hearing device(s) on each day of attendance.
- \_\_\_\_\_ Ensure that you send back up batteries for your child’s hearing device.
- \_\_\_\_\_ Ensure that you send troubleshooting equipment, such as ear mold cleaning brushes, cochlear implant cables and headpieces, if applicable.
- \_\_\_\_\_ Observe or participate in 2 therapy session and 2 classroom lessons per year.
- \_\_\_\_\_ Participate in monthly Parent Professional Collaboration Meetings.

We greatly appreciate your support in these areas and realize that our school could not function successfully without you!

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Signature Date

Best practice in early childhood incorporates family values and cultures into learning and strengthens home-school connections to maximize student learning. We are blessed to have a diverse learning community at Carle Auditory Oral School and need your assistance to help our students benefit from it. To help us ensure that each child has opportunities to share their experiences and benefit from home-school connections throughout the year, we will be adding a family engagement section to each child's progress report. It will document parent participation in parent teacher conferences, parent or family educational opportunities and experience/ tradition sharing opportunities. For families of children with hearing loss, hearing device management and observation opportunities will also be recorded in this section of the progress report. Please see below for additional information.

## ACCOUNTABILITY

In order to ensure family participation is being offered as an essential component of our program, there will be a Home-School Connection section added to each child's progress reports. This will be reviewed during Parent Teacher Conferences These planned touch points throughout the year will help our program identify what may work best for most families or ways we can adjust offerings to better meet our families' needs and ensure that this connection is established for all families.

### FAMILY ENGAGEMENT

<b>ALL CHILDREN</b>	Trimester 1	Trimester 2	Trimester 3
Read Nightly			
Check/ Respond to Folder			
Journal			
Share Snack/ Announcements			
Parent Teacher Conference			
Family Involvement			
Family Involvement			
Family Involvement			
<b>CHILDREN WITH HEARING LOSS</b>	Trimester 1	Trimester 2	Trimester 3
Functioning hearing devices			
Back Up Batteries			
Troubleshooting Equipment			
Classroom Observation (2/ year)			
Therapy Observation (2/ year)			
Parent Professional Collab Meetings			

- Read aloud with your children 5 – 7 nights per week. This is the most powerful thing you can do to ensure your child's future success as a reader!
- Check and respond to information in your child's folder each night. This serves to create a habit that will serve you and your student well throughout the elementary school years and creates a consistent connection between home and school.
- Review your child's journal each night, making entries as requested by your child's teacher. This activity serves to support your children in sharing information about their home and family with their friends at school, and provides a jumping off point for home discussion about what your children do at school. Additionally, it lays a foundation for reading enjoyment and mechanics.

- Send morning snack for the school, approximately once every two months, for each enrolled student. We are again asking for families to supply snacks for the children during the day. There are approximately 38 students enrolled in the school this year. Each family will be assigned a snack day and asked to provide snack for the school. Each family will be asked to bring snack approximately once every two months, given the number of students and school days. The snack schedule for each month will be sent home by your child's classroom teacher.
  - If your family is financially unable to provide snack for the school, please contact Danielle Chalfant, program director. Assistance is available for those who need it. If allergies, child preference or family values make this group snack plan unacceptable for an individual child, families can provide individual snacks for their child. Please talk with Danielle Chalfant, program director and your child's teacher to work out the details.

Through research and a family survey, the CAOS PTO has generated an approved snack list, included in this handbook. This list will also be posted on the CAOS Facebook and CAOS PTO Facebook pages.

Please refer to this list when planning for your child's snack day, as only items from the list will be served at school. Snack is included in the school day to provide the children with the nutrition and energy they need to be active learners. As such, snacks should have nutritional value.

- Share 3 traditions/ experiences per school year.
  - Sharing family experiences is an essential element of helping children to appreciate and identify similarities between themselves and peers, identify with those traditions that are unique to their families, and incorporate meaningful vocabulary to enhance spoken communication with families and peers. Accomplishing this goal requires the involvement of each of our families, as well as the support of staff members. Staff members are encouraged to learn about the traditions celebrated by the families they serve. Additionally, we are asking that families commit to sharing their traditions with the students in their child's classroom.
    - We are requesting that each family sign up to share three family experiences or traditions with their child's class. These traditions may stem from a family's nationality (such as St. Patrick's Day or Chinese New Year), religion (such as baking Christmas cookies or celebrating Sukkot), seasonal activities (such as a bonfire in the fall, or a Spring Break vacation tradition) or family specific customs (such as your family's special way of celebrating birthdays, family game nights, reading favorite story books or sleep over parties). As another alternative, families are able to invest in the home school connection by volunteering to help with a school party or special event.
    - We realize that many of our families are busy and fulfilling this role will look differently for everyone. Some families may be able to come in during the school day to share their family's experience or tradition. Other families may make a video or send pictures. Still other families may send a game, book, craft, or cooking project to school to help their child share their experiences or traditions. Each family will be able to work with their child's teacher to come up with a plan to bring this important aspect of the curriculum to life.
    - Please think through the school year and provide a list of your family's traditions that you would be willing to share with your child's class using the form provided in your child's registration packet. Your child's classroom teacher will contact you to set up a sharing opportunity. Again, families are welcome to



provide a book or activity for the teacher to share with the students, or volunteer to come and lead an activity with the children. Please let us know if the activity you are planning to share will involve food. Your child's teacher will work with you to ensure that the activity is structured to meet the food plan in place for your child's classroom.

- We are incorporating this practice to enrich the curriculum at the school and better prepare our students for a diverse world. Our intention is not to create stress, scheduling difficulties or financial hardship. If you have concerns about this requirement, please contact Danielle Chalfant, program director, to discuss how the school can support you in fulfilling this. Thank you so much for partnering with us to continually improve our school!

## **Progress Reports**

### **All Children**

- ◎ Progress reports are used at each grade level to ensure that teachers and parents are on the same page with regard to each child's development and mastery of skills and concepts appropriate to each level. A progress report will be completed three times during each school year.
- ◎ As each skill helps to form the foundation for future skill development, care will be taken to ensure that children develop foundational skills prior to the introduction of more advanced skills.
- ◎ A Parent – Teacher conference will be scheduled in conjunction with the fall and winter progress reports. Conferences will be available by parent or teacher request for the final progress report of the year. Dates are provided on the school calendar.

## **Assessments**

### **◎ All Children**

- Standardized assessments allow individual children to be compared to other children across the country who are the same age, or in the same grade. These assessments are used to track progress and identify the next steps in student learning.
- Children's concept knowledge and reading readiness will be assessed within one month of their enrollment to determine their baseline skill level. Test results will be shared with the families.
- All children will be re-assessed each spring to document progress in these areas.
- Curriculum based assessments will also be administered during the school year to assess progress and adjust teaching practices, as needed.
- There is no cost for these assessments.

### **◎ Children with Normal Hearing**

- Each fall, children with normal hearing will participate in hearing screenings. These screenings will be provided by a qualified ECHO staff member at no cost to the family. Please look for more information to be sent home the first few days of school regarding these hearing screenings. Families will be informed of screening results, along with recommendations for further assessment, if warranted.
- Each fall, children with normal hearing also participate in a speech screening, at no cost to the family, with the CAOS speech language pathologists. Families will be informed of screening result, along with recommendations for further assessment or therapy, if warranted.

## ⊙ **Children with Hearing Loss**

- In addition to the assessments described above for all children, children with hearing loss will participate in speech, language, auditory comprehension and auditory processing assessments twice each school year in August and February.

The cost for these assessments will be billed to the family's insurance company.

## **HOME – SCHOOL COMMUNICATION PLAN**

We believe that the only way to help children develop a lifetime love of learning is to develop strong collaboration between school and home.

### ⊙ **Our commitment to communication with all families:**

- We believe that effective communication is essential to creating a positive school culture and excellent learning environment. We acknowledge that it is an area that will always require improvement.
- We encourage and empower our families to engage in the process of continual improvement by communicating with the school office, and/ or your child's teacher about areas that are going well at CAOS, in addition to areas that cause concern, or need improvement. We believe that solution oriented communication between home and school is the hallmark of success.
- CAOS Communicator - The CAOS Communicator is a newsletter distributed by email and backpack. The newsletters are generated on an as needed basis to keep families informed of the happenings, changes and events at the school.
- CAOS Facebook – The CAOS Facebook page is updated frequently with announcements, pictures and special events at the school. CAOS school closings related to weather will also be posted here.
- Backpacks – Teachers and the school office will also communicate with families via notes placed in children's folders. Please check the folders **daily** to remain current with CAOS happenings.
- Communication Preferences – CAOS families are asked to share communication preferences with the school office. Materials are always provided in children's backpacks. E-mail communication can be added upon parental request.
- If your family requires adaptations to the communications plan to accommodate family needs or disabilities, please contact the school office.

### **Our commitment to communicate with parents of children with normal hearing:**

We incorporate the following into the school program to ensure that our parents stay informed about classroom learning, school wide events and participation opportunities:

- Daily sheets sent home for preschool students
- Weekly previews about planned student learning
- Scheduled parent-teacher conferences throughout the school year to review each child's progress. Please see the calendar for planned conference dates.
- Progress reports outlining classroom goals and student's progress three times during the year.
- Observation opportunities. Parents are welcome to observe at any time. Please contact the school office to arrange your observation.

### **Our commitment to communicate with parents of children with hearing loss:**

We incorporate the following into the school program in order to ensure that families have input as well as an understanding of their child's goals and progress.

- Parent-Professional Collaboration Meetings – each family will have a meeting with their child's teacher, and newsletter therapist on a monthly basis. It may be possible for parents to meet with both the classroom teacher and their child's

newsletter therapist at the same time if the schedules allow. During the meetings, parents and professionals will discuss parent education topics, address parent questions and concerns, review the child's newsletter, discuss strategies for improving the child's use and understanding of newsletter targets within the family's daily activities and update the child's home progress on the child's newsletter.

- Newsletters – CAOS staff have attempted to make the newsletter targets clear with examples and descriptions. Teachers and therapists will update the newsletter on a weekly basis. A copy of the updated newsletter will be sent home with your child at the end of each month. If you are interested in more frequent updates, please contact your child's teacher or therapist.
- Parent Education sessions are planned on four different dates during the school year. Multiple educational offerings will be provided on each date to increase the likelihood that each family will be able to participate. Please see the calendar for the Parent Education session dates for the coming school year. We are hopeful that these aspects of the program will help to further our parent-professional collaboration.

## **PARENTS OF CHILDREN WITH HEARING LOSS**

### **Hearing Equipment**

CAOS Staff will ensure that each child with hearing loss is wearing or is in possession of their personal hearing devices each morning at drop-off, before the parent departs. If a child arrives at CAOS without their personal hearing devices, the staff member is responsible for talking to the family about it.

- If the devices were forgotten at home, the parent will be asked to return home with the child to retrieve the devices and then return to school. Without auditory access, the child cannot participate at school.
- If the child is not able to wear their hearing devices for medical reasons, the parent needs to communicate about those reasons and the anticipated duration of time without amplification. The child's team (parent, teacher, therapist, physician) can work together to determine whether the attendance schedule or expectations should be altered during this time period without amplification.
- If the hearing devices are lost or damaged, the staff member is responsible for contacting an ECHO audiologist about obtaining loaner equipment and determining whether the loaner equipment will be limited to school use or sent home with the child daily. See "Extra Hearing Devices" below for additional information about managing loaner equipment.

Refer to the Reference Section of the school's website at [www.carleschool.org](http://www.carleschool.org) to access the Equipment documentation form.

- **Extra Batteries**  
Rechargeable loaner batteries are available for almost all cochlear implant devices. They are located in the front office. If a student needs a loaner battery, CAOS staff will follow this procedure:
  - Sign staff name, the child's name, the battery number taken and the date and leave it next to the battery charger.
  - Make sure the battery is returned at the end of the school day.
- **Extra Hearing Devices:**  
ECHO has a stock of hearing device equipment, including hearing aids, cochlear implant processors and accessories that can be utilized by CAOS staff for troubleshooting. This equipment can also be used by children while their personal hearing devices are being repaired or replaced. Hearing aids, temporary ear molds/ comply molds, as well as cochlear implant battery racks, headpieces, cables, and processors are available for student loan.
  - If the equipment will stay at school, CAOS staff is responsible for collecting the equipment from the child prior to the end of the day and storing the equipment securely in the classroom until the following day.
  - If the equipment will be sent home with the family, the family must sign the loaner agreement, accepting financial responsibility for the equipment in the event of loss or damage.

It may take 2 – 4 weeks to replace lost or damaged personal hearing equipment. If it takes longer than that for the family to obtain replacement devices, they can continue to use the ECHO loaner equipment until another child/ family needs it. After a month, if another family needs access to the loaner, it may be taken from one child and loaned to another child.
- **Take home supplies**  
If the child is running low on batteries or other accessories, it is the CAOS staff member's responsibility to let the family know of the student's need and have them check in with the front desk staff regarding ordering necessary equipment.

We greatly appreciate your support in these areas and realize that our school could not function successfully without you!

## **COMMITMENT TO DIVERSITY**

The celebration of holidays in the classroom at Carle Auditory Oral School is a combined effort between families and classroom teachers. Teachers are encouraged to learn about the traditions/holidays that families celebrate. We invite parents to actively participate by sharing ideas and cultural materials with classrooms. Each classroom teacher may decide to celebrate the traditions of the class as well as enrich children with new cultural experiences.

Carle Auditory Oral School serves families from the entire region. Our families represent many backgrounds, cultures, and nationalities. We strive to honor each group represented. Therefore, it is important to expose children to a variety of traditions. We do not teach religious values. We teach children to accept and respect their similarities and differences.

## **Curriculum**

Curriculum describes the resources we use to decide what we want children to learn at CAOS. Given our emphasis on communication development, our language curriculum, the CASLLS (Cottage Acquisition Scales for Listening, Language & Speech), tends to be at the forefront of our planning processes. Specific word and sentence combinations are targeted during all teaching times to advance spoken language skills. This curriculum is based on developmental milestones of normally hearing, typically developing children and helps to form a solid foundation for future academic success. The resources consulted for concepts, academic skills and socialization content are explained in the next section.

\*\*\*\*Individual spoken language goals based on CASLLS

	<b>ESPS/ Preschool</b>	<b>Pre-K</b>	<b>Kindergarten</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup> - 3<sup>rd</sup></b>
Language Themes	Individual language targets (based off theme sheets)	Individual language targets (based off theme sheets)	Individual language targets (based off theme sheets)	Literacy based on read-alouds, curriculum based vocabulary	
Math concepts	Calendar Incorporated into themes	Everyday Math Pre-K Incorporated into themes	Everyday Math	Everyday Math	Everyday Math
Science concepts	Interactive age-appropriate activities that correlate to the theme	Interactive age-appropriate activities that correlate to the theme	Foss-hands on curriculum (Animals 2 by 2, Wood & Paper, Fabric, Trees)	Foss-hands on curriculum (Air & Weather, Balance & Motion, Solids & Liquids, Pebbles, Sand, & Silt)	Additional: Human Body, Plants & Animals, Sun, Moon, & Stars)
Social Studies concepts	Interactive age-appropriate activities that correlate to the theme	Interactive age-appropriate activities that correlate to the theme	McMillan McGraw-Hill TimeLinks	Macmillan McGraw-Hill TimeLinks (with individualized leveled reading books)	Macmillan McGraw-Hill TimeLinks (with individualized leveled reading books)
Health concepts	Interactive age-appropriate activities that correlate to the theme	Food concepts, Being healthy, All About Me	Macmillan McGraw-Hill Health & Wellness	Macmillan McGraw-Hill Health & Wellness (including puppets)	Macmillan McGraw-Hill Health & Wellness
Writing (Spelling/ Handwriting)	Handwriting without Tears -shapes and drawing	Handwriting without Tears - shapes, drawing, and letters	Sitton Spelling Zaner-Bloser Handwriting - Writing the Room, Journaling, sight words	Use Four Block Write Source - language (including big book) Sitton Spelling Zaner-Bloser Handwriting	Use Four Block Write Source- language
Phonemic awareness		Haggerty	Haggerty	Haggerty	Haggerty
Social skills	Skillstreaming	Skillstreaming supplemented with Second Step	Skillstreaming supplemented with Second Step	Skillstreaming	Skillstreaming
Reading	Exposure to stories, dramatic play, nursery rhymes and finger plays	Centers & McGraw-Hill Gear up leveled readers	McGraw-Hill Gear Up leveled readers <u>Assessments</u> Wright Group On the Mark	McGraw-Hill Gear Up leveled readers <u>Assessments</u> Wright Group On the Mark Aims Web	McGraw-Hill Gear Up leveled readers Chapter books Centers

Updated June 2017

- ⊙ **Preschool:** Children get to learn about their world through play. Play-based activities, arts and crafts, and food preparation are used to help our Preschool students explore the different themes we have throughout the school year. While interacting with these themes, children are developing multiple skills, including social play, self-help, fine motor, and gross motor. CAOS Preschool students are also exposed to pre-academics. Some of these include recognizing their name and classmates names in print, counting to 10, and identifying shapes and colors.
- ⊙ **Pre-Kindergarten:** Children learn about their world through play and age-appropriate academics. Interactive activities include arts and crafts, food preparation, individualized reading instruction, and Everyday Mathematics®. Children also participate in Music, Art, Physical Education, Library, and Technology each week. A majority of the class time is focused in language rich small group activities, the children also participate in large group activities to help prepare them for kindergarten.
- ⊙ **Enrichment:** Children with hearing loss have the opportunity to participate in daily individual therapy. When children with hearing loss go to therapy, classroom teaching stops for an hour. Children with normal hearing, in addition to those children with hearing loss who do not require daily therapy, go to Enrichment with one of our Enrichment Teachers. Enrichment is an opportunity for children to work in smaller groups on specific skills that might be challenging for them. Examples include fine motor skills, such as cutting, drawing, or handwriting or school-based concepts such as counting, alphabet knowledge, or early literacy skills. Enrichment teachers also utilize The Creative Curriculum® for preschool through Kindergarten age students.
- ⊙ **PE:** Lessons support the Harcourt BeActive! Curriculum, adapted to include physical activity appropriate to the pre-Kindergarten age level. During the winter months, PE is held in the Center Rooms, and when weather permits, the children use the grass or concrete area on The Caring Place playground.
- ⊙ **Art:** Lessons are developed to coincide with classroom units and language goals and provide an introduction to various art media and experiences for students in PreK through 3<sup>rd</sup> grade. For preschool students, theme based art projects are imbedded throughout the school day. Lessons may be supplemented by University of Illinois students who are studying to become art teachers in the future.
- ⊙ **Library:** Students in Pre-K through primary grades have the opportunity to visit the CAOS library once each week, participate in an age appropriate read aloud and check out library books. Preschool children are able to visit the library and check out books on a weekly basis with their teacher as well.
- ⊙ **Technology:** Students in grades PreK through 3<sup>rd</sup> grade participate in technology each week. This time slot provides exposure to laptop computers, as well as SMART Boards and SMARTables. Technology time is used to reinforce concepts and introduce basic computer and keyboarding skills, depending upon grade level.
- ⊙ **Music:** Students in all grade levels have the opportunity to participate in music once each week. Students explore various instruments including their voices, boom whackers, bells, maracas, tambourines and keyboards. They explore pitch, tempo, and volume at age appropriate levels. Movement is often paired with music to make developing an appreciation and enjoyment of music a full body experience. Lessons may be supplemented by University of Illinois students who are studying to become Music teachers in the future.

*Note: In order to meet the individual needs of students, specials are subject to change throughout the year. These adjustments will typically coincide with CAOS schedule changes that will be communicated through the CAOS Communicator.)*

## BEHAVIOR MANAGEMENT

Learning to develop and maintain friendships is some of the most important work of early childhood. The strategies kids use to interact with others form the foundation for their future relationships. Children benefit from practice with these skills, along with reminders and acknowledgment of the times that they make great choices in those interactions. When those good choices are acknowledged and encouraged, we are more likely to see them again.

Because of this Carle Auditory Oral School started hosting Friendship Circles with preschool through primary classes. The group time is supported by deaf educators, speech language pathologists and enrichment teachers to ensure that the concepts learned and practiced in the groups can be practiced throughout the day across learning environments.

Friendship Circles are based on the concepts developed through Trust Based Relational Intervention with Dr. Karyn Purvis. Our staff had the good fortune of spending two days training on these concepts. We explored how they might apply to our school, and launched Friendship Circles in January 2017. We decided that the whole school would focus on a set of core concepts and skills so that kids and adults could give and receive encouragement for applying the concepts throughout the day.

The staff and students at CAOS focus on learning the updated school rules, outlined and described below.

- Stick Together
- No Hurts
- Have Fun

Stick Together means a lot at our school. It means when one person is talking, we stick together by listening to them. When we are playing, we don't leave anyone out. When we move from one place to another within the school, we stick together too. And when we are talking or learning about a topic, we stick together by staying on topic and engaging in the lesson. We use this one phrase to remind the students if they forget, and to recognize the students when they remember to stick together.

No hurts also has multiple applications as well. It means that we don't hurt each other's bodies, or engage in activities that might hurt another person. It also means that we don't say or do things that hurt each other's feelings – we use kind words and are respectful when we interact with others. When we do hurt someone's body or feelings we reach out to try to make it better.

Have fun is the most important one – and it works much better when we follow the first two rules. We design activities and take advantage of impromptu opportunities to have fun, to laugh together and share our experiences. We know that children learn best through play and hands on involvement with engaging activities – and that's how they have fun too!

Other concepts explored during Friendship Circles and throughout the day during the school year are listed below.

Respect - We practice asking permission before entering another person's space, before taking something that belongs to someone else and before showing affection. We practice treating toys and other items with respect and talk about the consequences of what happens



when we don't. The kids notice that if you don't treat toys with respect, they might break and you might not be allowed to play with it next time, that if you don't treat an animal with respect, they might scratch you, bite you or run away from you.

Re-do's are about making sure our kids are practicing doing things the "right way" so that we can create muscle memory for doing things with respect. We will talk about re-do's or doing it again with respect throughout the day, and we get really excited each time someone does a re-do with respect! We want to create a more solid memory and a higher level of fun and enjoyment when kids do things with respect.

Asking or telling is about helping kids learn the difference between asking and telling, as well as helping them sort out when telling is appropriate and when asking is a better strategy. When a child wants help with a requested task, they need to ask rather than tell their teacher. When a child is responding to a question, they need to tell, rather than ask their response. When a child is playing with a friend and they have a new idea, they should ask/ suggest rather than tell their peer what to do.

Accepting No - We talk about how adults cannot always say yes when children ask for something or ask for choices or compromises, and that it is important for children to respond with respect. In the Friendship Circle activities the children see and engage in activities where they hear a variety of "no" responses, and practice accepting no with respect. Examples of "no" responses include:

- "That is really good asking, but this time I'd like for you to practice accepting no." (Being proactive on getting the behaviors you would like to see.)
- "That is really good asking, but you may not have \_\_\_\_\_ right now. You may have \_\_\_\_\_ while we are packing up this afternoon." (No now, but yes later.)
- "That is really good asking, but the answer is not this time. Wow! That is really good accepting no!!" (Quickly compliment them on accepting no before they have a chance to respond.)

The children practice with their partners both giving and accepting no and receive lots of cheers and encouragement when they are able to respond with respect. At times, the children

- ask for a compromise, ("May I have a compromise, and have \_\_\_\_\_ after I \_\_\_\_\_?")
- use self-talk ("Maybe next time.") or
- just say okay and go back to their activity.

CAOS approach to education is also individualized; therefore, a number of different discipline options may be used depending on what works best for any specific child. Due to the fact that our program focuses on early developmental levels, a broad approach to discipline is necessary.

Additionally, teachers will identify strategies that are most effective for the children in their classrooms. Positive Discipline Approaches include:

**Developmental Approaches** - pick strategies that are appropriate to the developmental level the students are functioning at.

**Choices** - when possible, allowing students the opportunity to choose between a variety of positive discipline choices

**Positive rewards** - using positive statements of affirmation, positive assessments of peer behaviors, positive praise, and tangible rewards when needed

**Natural Consequences** - when a child makes an inappropriate choice for school, if there is a natural consequence no further discipline is needed; in addition, the choice for discipline will reflect the most natural consequence appropriate for that choice.

**Time away** - a student may be removed from an activity for a short time (one minute for each year of their age) to gain control of emotions, given an opportunity to change their choice to a more appropriate one, or to think about a way to solve a problem. They will be asked if they are ready to return. A child will not return unless they are ready.

## **Classroom Placement**

- ⊙ Children at CAOS are placed in classrooms based on the interaction of a variety of factors, including chronological age, maturity, social skills, language level, academic readiness, learning style, self-regulation skills, and parent/ teacher input.
- ⊙ Because it is a dynamic process, teacher/ classroom assignment is generally not available until the week before the start of each new school year.
- ⊙ CAOS is a private school program meaning that sometimes children will be eligible to start a grade level even if their birthday is later than the public school cut-off of September 1<sup>st</sup>.
- ⊙ Parental input will be considered with all grade-level placement decisions.
- ⊙ Classroom placement changes may occur during the school year to accommodate the needs of individual children and families. Though change can be disruptive, it is CAOS's belief that adjustments based on responsiveness to child and family needs and a pursuit of excellence cannot always wait for the start of a new school year.
- ⊙ Planned transitions will be communicated to CAOS families as soon as they are finalized. Input will be gathered from impacted families to ensure that each child and family is supported during and not negatively impacted by the change.

## Door Codes

- ⊙ School exits and entrances are locked at all times.
- ⊙ Door codes are assigned to individual families to provide access while maintaining safety.
- ⊙ Door codes are essentially a key to the school building, providing access during all hours that the building is open.
- ⊙ Door codes may be shared with your spouse but should not be given to other family members or friends who are picking up at CAOS. If another adult will be picking up your child on a regular basis, please contact the school office and another code will be assigned to them.
- ⊙ If a person is picking up that does not have a code, they are welcome to check in at the ECHO front desk, or use the intercom by the ECHO lobby door to be “buzzed” up to the school.
- ⊙ **Children should not be allowed to have access to the door codes.** Door codes allow children to access the elevator to leave the school. Though the children are closely monitored, this introduces an unacceptable safety risk.
- ⊙ If a CAOS staff member observes a child using or reciting a door code, the school office will be informed and the code will be deactivated and a new code will be assigned.
- ⊙ Repeated misuse of door codes will result in denial of future door codes. In this case, families will continue to have access to the school by checking in with the ECHO front desk or using the intercom by the ECHO lobby door to be “buzzed” up to the school.

## Media Guidelines

- ⊙ Children’s safety is extremely important to CAOS staff and families. In an attempt to ensure that children are exposed to appropriate media (e.g., songs, books, movies, videos and computer games), CAOS has adopted a media policy.
- ⊙ Teachers, enrichment teachers and therapists will use the website: [www.commonsense.org](http://www.commonsense.org) to obtain age level recommendations and content information prior to sharing media with the children.
- ⊙ In the event that a staff member wants to share media with the children that are not listed on the website, additional sites may be used such as: [www.kids-in-mind.com](http://www.kids-in-mind.com) or [www.screenit.com](http://www.screenit.com). Additionally, families may be contacted to provide consent to use media not listed on the sites, or falling outside the age guidelines recommended by the sites. Families can either give or refuse consent for this media exposure.

## Social Media Policy

- ⊙ As a healthcare organization, Carle is focused on protecting patient health information and maintaining confidentiality. Employees participate in annual training to ensure we are doing everything we can to accomplish this goal. Carle recently developed a policy to provide guidance to employees about using social media in a way that protects patient information.

As part of the policy, Carle strongly recommends that employees refrain from following or “friending” patients, or in our case, students and family members, who have used Carle services.

We are sharing this information with you, just in case you do have social media connections with CAOS or ECHO staff members, and notice that they are no longer showing up in your newsfeed or commenting on your posts.. We remain passionately


interested in our students and families and will seek to identify other ways to remain connected after folks graduate from the program.

## **Sharing Concerns / Partnering for Excellence**

- ⊙ At CAOS, our goal is to provide excellent education and care to our children and families. This is a constant, a core value, and is unchanging.
- ⊙ In order to achieve this value, we need to be responsive to children and family needs.
- ⊙ If the chaos at CAOS gets you down, and you start to doubt this commitment, contact Danielle Chalfant, program director, to talk about it.

## **Additional Resources**

- ⊙ Because of the school's relationship with Carle, additional resources may be available to CAOS children and families.
- ⊙ Social Work Services – Carle has social workers available to support Carle patients in a variety of ways. If your family would benefit from support and information from a social worker, please contact Nancy Mings (217) 383-3100 to learn about this valuable resource.
- ⊙ Therapy Services – Carle has occupational, physical and speech therapists that can help your child/ family to address need areas. If your child is in need of support in any of these areas, please contact Carle Therapy Services at (217) 383-3360. Services can be billed to your insurance company or paid for directly.
- ⊙ CAOS has speech language pathologists (SLPs) on staff to support the development of spoken language and listening skills in children with hearing loss. As mentioned above, the SLPs complete speech screenings on each child with normal hearing every fall. Results, and if applicable, recommendations for speech therapy will be shared with each parent. When the schedule allows, it may be possible for children with normal hearing to receive speech therapy support, during or after the school day. Please contact Danielle Chalfant, program director, or your child's classroom teacher if you have concerns about your child's speech or language development.
- ⊙ Because our staff has extensive training in speech and spoken language development, in addition to general development, staff members are constantly monitoring and working to improve speech and language skills. If a staff member has a concern about the communication or general development of a child with normal hearing, they will first consult with the program director. If appropriate, a CAOS speech therapist, teacher or other appropriate staff member will be asked to observe the child to see if the concern is shared. If the concern is shared, CAOS staff will contact the child's family to share the concern and find out how the family wishes to proceed.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	<b>Carle Auditory Oral School</b> <b>805 W. Park Street, Urbana, IL 61801</b> <b>Phone: (217) 326.2824   School Fax: (217) 326.2266</b> <b>2017 – 2018 Academic Year Calendar</b>		
23	24	25	26	27	28	29	<b>August 2017</b>		<b>ECHO meeting 7/27</b>
30	31	1	2	3	4	5	Teacher-therapist meetings (Last day of Summer Camp)		Jul 27
6	7	8	9	10	11	12	In-service days (Day care closed)		Jul 28 – Aug 2
13	14	15	16	17	18	19	First Day of School		Aug 3
20	21	22	23	24	25	26	School-wide testing for all students occurs during August.		
27	28	29	30	31			Days in Attendance: 21		
				1	2		<b>September 2017</b>		
3	4	5	6	7	8	9	No School - Labor Day –(Day care closed)		Sep 4
10	11	12	13	14	15	16	No School - Staff Work Day – (Day care closed)		Sep 5
17	18	19	20	21	22	23	Open House 4:30 – 6:30/ Parent Education sessions (8:00, 11:45, 2:00 or 4:45)		Sep 19
24	25	26	27	28	29	30	Days in Attendance: 19		
1	2	3	4	5	6	7	<b>October 2017</b>		
8	9	10	11	12	13	14	No School – Teacher/Therapist Work Day (Day care open)		Oct 9, 10
15	16	17	18	19	20	21	Costume Parade		Oct 31
22	23	24	25	26	27	28	Days in Attendance: 20		
29	30	31					<b>November 2017</b>		<b>ECHO meeting 11/1</b>
			1	2	3	4	End of 1 <sup>st</sup> trimester – Nov 9		Parent-Teacher conferences (all students) Nov 6 - 10
5	6	7	8	9	10	11	No School – Staff Work Day (Day care closed)		Nov 1
12	13	14	15	16	17	18	Thanksgiving Feast (Day care open) <u>NOTE: 2 PM dismissal</u>		Nov 21
19	20	21	22	23	24	25	No School – Thanksgiving break (Day care open 11/22); Day care closed 11/23		Nov 23 - 24
26	27	28	29	30			Days in Attendance: 18		
				1	2		<b>December 2017</b>		
3	4	5	6	7	8	9	Winter Party PM		Dec 19
10	11	12	13	14	15	16	No School - Winter Break (Day care open)		Dec 20 - 22
17	18	19	20	21	22	23	No School - Winter Break (Day care closed)		Dec 25 - 29
24	25	26	27	28	29	30	Days in Attendance: 13		
31							<b>January 2018</b>		
	1	2	3	4	5	6	No School - New Year's Day (Day care closed)		Jan 1
7	8	9	10	11	12	13	No School - Staff Work Day (Day care closed)		Jan 2
14	15	16	17	18	19	20	No School -) Martin Luther King Day (Day care open)		Jan 15
21	22	23	24	25	26	27	Parent Education sessions (8:00, 11:45, 2:00 or 4:45)		Jan 18
28	29	30	31				Days in Attendance: 20		
							<b>STAFF WORK DAY</b> <b>NO SCHOOL – DAY CARE OPEN</b>		
							<b>CARLE FOUNDATION</b> <b>HOLIDAY – DAY CARE CLOSED</b>		
							<b>PARENT EDUCATION DAY</b> <b>(8:00, 11:45, 2:00 OR 4:45)</b>		
							<b>NO SCHOOL – DAY CARE CLOSED</b>		

805 W. Park Street, Urbana, IL 61801  
 Phone: (217) 326.2824 | School Fax: (217) 326.2266  
 2017 – 2018 Academic Year Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY			
				1	2	3	<b>February 2018</b>		
							<b>ECHO meeting 2/20</b>		
4	5	6	7	8	9	10	Parent Education sessions-8:00, 11:45, 2:00 or 4:45 *Snow make-up day Feb 13		
11	12	13	14	15	16	17	No School – President’s Day – Teacher/Therapist Work Day (Day care open) Feb 19*		
18	19	20	21	22	23	24	No School – Staff work day – (Day care closed) Feb 20		
25	26	27	28				Days in Attendance: 18 Testing for students with hearing loss during February.		
				1	2	3	<b>March 2018</b>		
							<b>End of 2<sup>nd</sup> Trimester (Mar 6)</b>		
4	5	6	7	8	9	10	No School – Parent Conferences/ (Day care open) Mar 8		
11	12	13	14	15	16	17	No School – Parent Conferences/ (Day care closed) Mar 9		
18	19	20	21	22	23	24	Parent Education sessions (8:00, 11:45, 2:00 or 4:45) Mar 15		
25	26	27	28	29	30	31	No School - Spring Break (Day care open) Mar 26 - 30		
							Days in Attendance: 15		
1	2	3	4	5	6	7	<b>April 2018</b>		
8	9	10	11	12	13	14	No School -(Day care closed) Apr 2*		
15	16	17	18	19	20	21	Picture Day Apr 18		
22	23	24	25	26	27	28	*Snow make-up day		
29	30						Days in Attendance: 20		
		1	2	3	4	5	<b>May 2018</b>		
							<b>ECHO meeting 5/29</b>		
6	7	8	9	10	11	12	No School – Staff Work Day (Day care open) May 2*		
13	14	15	16	17	18	19	No School - Memorial Day (Day care closed) May 28		
20	21	22	23	24	25	26	No School – Staff work Day (Day care closed) *Snow make-up day May 29		
27	28	29	30	31			Days in Attendance: 20		
							<b>June 2018</b>		
					1	2	No School – Teacher/Therapist Work Days (Day care open) Jun 7* & 8*		
3	4	5	6	7	8	9	*Snow make-up days		
10	11	12	13	14	15	16	Last Day of School–AM - <u>CAOS Graduation</u> – 12 PM dismissal (no PM day care) Jun 26		
17	18	19	20	21	22	23	No School - Staff Work Days (Day care closed) Jun 27 - 29		
24	25	26	27	28	29	30	Days in Attendance: 16		
							<b>July 2018</b>		
1	2	3	4	5	6	7	No School - (Day care closed) Jul 2 & 3		
8	9	10	11	12	13	14	No School - Independence Day (Day care closed) Jul 4		
15	16	17	18	19	20	21	Summer Camp Jul 5 - 27		
22	23	24	25	26	27	28	No School - Staff work days (Day care closed) Jul 30 – Aug 6		
29	30	31	1	2	3	4	First day of school Aug 7		
5	6	7	8	9	10	11	Summer Camp days: 17		
			STAFF WORK DAY NO SCHOOL – DAY CARE OPEN					PARENT EDUCATION DAY (8:00, 11:45, 2:00 OR 4:45)	
			PARENT EDUCATION DAY (8:00, 11:45, 2:00 OR 4:45)					NO SCHOOL – DAY CARE CLOSED	

\*Please note on June 26, the school and day care will be closed at 12 PM.

## Staff Contact Information:

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