



**School Program**

**Student & Family Handbook**

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## **WELCOME**

We are happy that you have chosen Child's Voice. We look forward to working with you and your family providing a nurturing, stimulating environment in which your child will grow and learn.

This handbook is designed to provide information regarding the operation of Child's Voice.

Child's Voice is dedicated to providing a healthy, comfortable, and productive environment for our staff and students. Therefore, Child's Voice buildings and properties are smoke-free. All visitors who smoke are required to adhere to the state and federal law of not smoking within 15 feet of the entrance doorways at any location of entrances.

In accordance with IL Concealed Carry Act (Public Act 98-63) Child's Voice prohibits concealment/carrying of a firearm or weapon anywhere in Child's Voice building.

Child's Voice admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, or gender in administration of its educational policies, admissions policies, scholarship and other school-administered programs.

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## **OUR MISSION**

The mission of Child's Voice is to empower children with hearing loss to be successful in all educational and social settings by optimizing their listening, speaking, and academic skills.

## **OUR VISION**

To be recognized as a global leader in listening and spoken language education and resources for children with hearing loss and their families.

## **VALUES**

- **Advocacy:** Support and teach our students and parents self-advocacy
- **Collaboration:** Across disciplines and across the globe
- **Expertise:** Deaf educators, speech pathologists, and audiologists committed to being the best in their fields
- **Community:** An environment of empathy, care, love, shared goals
- **Commitment:** To children with hearing loss and their success
- **Passion:** Started by families for families; impassioned teachers and staff

## **SCHOOL & EARLY INTERVENTION PROGRAM**

Child's Voice adheres to a listening and spoken language philosophy in the education of children with hearing loss. Regardless of the severity of hearing loss, most children can learn to speak and to understand the speech of others. Developing the ability to speak makes it possible to communicate independently with people who do not understand or use sign language, thus providing greater independence to participate in the world at large.

Through its programs, which recognizes effort and improvement as well as achievement, Child's Voice provides a supportive and stimulating learning environment in which children with hearing loss can grow socially and emotionally as well as academically. Our faculty-student ratio of better than one to four allows us to provide a school program that is specifically designed to fit the unique abilities and learning style of each child. Our school program goals can be summarized as follows:

1. To guide and coach caregivers to utilize strategies to teach their child with hearing loss to listen and talk.
2. To collaborate with caregivers in providing an individualized program that best meets their child's needs.
3. To assist families in finding the educational and medical resources that will help their child reach his/her fullest potential.
4. To teach children with hearing loss to talk and to understand when others talk to them.
5. To assist each child in learning all the basic academic skills in the subjects learned by children without a hearing loss in elementary school.
6. To help each child understand and cope with deafness and its effect on his or her language, academic, cognitive and social-emotional development.
7. To help each child gain self-confidence and achieve success in a carefully structured, nurturing environment.
8. To individualize instruction in speech, audition, language, reading, writing and other academic subjects so that each child can progress at his own pace.
9. To provide programs and services flexible enough to meet or recognize each child's needs—preparing children to enter programs with children who do not have a hearing loss, if that is appropriate, or directing them to go on into programs with children who need additional support, if that is more appropriate.
10. To help every child reach his or her full potential.

## **AUDIOLOGY**

Child's Voice Audiology exists to serve all children of the school and community by identifying and providing early interventions for hearing loss, monitoring hearing status and devices, and supporting the family in order to meet their desired outcomes for the child. This occurs in many facets of our programming which includes providing services for but not limited to the Pediatric Early Hearing Detection and Intervention program (PEHDI), the Child's Voice Early Intervention Program and the Child's Voice School Program.

Our program goals can be summarized as follows:

1. To identify hearing loss in infants as early as possible and provide appropriate interventions and referrals in order to minimize the impact of the hearing loss on the child's ability to develop language, thus ameliorating the social, emotional and educational impacts. We follow the recommendations provided by the Joint Committee on Infant Hearing which purports screening of hearing at birth or no later than 1 month of age, diagnosis of hearing loss by 3 months of age and interventions start prior to 6 months of age.
2. By using evidence based practices to identify and provide interventions for the diagnosed hearing loss we are adhering to those practices recommended by the American Academy of Audiology (AAA) and the American Speech Language and Hearing Association (ASHA) for the treatment of pediatric patients diagnosed with hearing loss.
3. For children placed in our Early Intervention and school programs we aim to assist these children in being successful in all educational and social settings by monitoring their hearing status and optimizing their hearing devices for prime audibility of speech and language in the classroom, home and other social settings and to empower the child and family to reach the spoken language communication and listening goals.
4. Providing a warm, open and informative environment for children and families to learn about hearing loss, devices, discuss expectations and outcomes.

## **ADVANCEMENT**

1. Raise funds to support the Programs of Child's Voice, allowing all programs to focus on direct services to students and the sustainability of programs.
2. Increase marketing awareness and reach of messaging about Child's Voice to result in both more individual awareness for potential students and general awareness to increase fundraising opportunities and partnerships.
3. Build relationships with the various constituents of Child's Voice (families, alumni, staff, donors, community partners, organizations, foundations, etc.) to be a positive steward of their collaboration with Child's Voice.
4. Share information and news of Child's Voice successes and programs with all audiences, internal and external.

## **MAINSTREAM**

1. Provide 5 years of mainstream outreach services for alumni students and their family
2. Collect and compile information on self-advocacy skills for current alumni students
3. Collect and compile information on standardized test scores, school involvement and community involvement for all alumni students

The goals of the programs are reviewed and/or modified annually by the Board of Directors.

**STAFF:** See appendix for staff bios and pictures.



## Family Notification Announcement

### What is OPTION, Inc.?

OPTION is an international, non-profit organization of programs and schools for children who are deaf or hard of hearing learning to listen and talk. The organization advances the excellence in listening and spoken language education by providing information, engagement, and support to its member's programs. OPTION members educate the public, professionals, and policymakers as to what is possible for children who are deaf and hard of hearing in the 21st century.

### What is LSL-DR?

OPTION developed the Listening and Spoken Language Data Repository (LSL-DR) in 2010. LSL-DR is an international database that contains non-identifying information on a child's and their family's journey in developing spoken communication skills. Your child's program, Child's Voice, is a member of OPTION. As part of the OPTION membership benefits, your child's program uses LSL-DR to store select data about your child's progress in developing listening and spoken language skills. LSL-DR does not store any protected health information.

### What type of information is entered into the LSL-DR?

The type of information stored in LSL-DR is your child's annual speech-language-hearing information, type of technology used, services received, and non-identifying demographic information. The OPTION database does not contain any names, dates, or identification numbers that could be traced back to your child or family. Only your child's program can access your child's specific data. Since LSL-DR is a de-identifiable database, **no personal identifying information is entered into the database.** OPTION views the combined data from all the programs and does not know which data belongs to which child or family.

### How does my child's intervention program and OPTION use the data entered into LSL-DR?

Your child's program reviews their data entered into LSL-DR to monitor the child's progress over time, assist with curriculum development, identify potential treatment goals, determine continuing education opportunities for their teachers and staff, and apply for grants that require outcome reporting. OPTION uses the data stored in LSL-DR to summarize data across all the programs to describe the population and overall outcomes and to learn about what factors contribute to a child's success.

### Where is the data stored?

The computer software program that OPTION uses to store the de-identified data is REDCap (Research Electronic Data Capture). REDCap is a secure, web-based application designed to support data capture for research studies and is used all around the world. This computer software program is supported through the Vanderbilt Institute for Clinical and Translational Research (grant # 1 UL1 RR024975 from NCRR/NIH). This system meets all security guidelines for web-based systems and is stored on the Vanderbilt server. This database has been reviewed by the Vanderbilt University Medical Center's Institutional Review Board.

### Who do I talk with if I want more information about LSL-DR and my child's involvement?

If you have any questions about this project, please feel free to contact Child's Voice Executive Director, Dr. Michele Wilkins, at 630-595-8200 or the Principal Investigator of LSL-DR, Tamala Bradham, Ph.D., DHA at 615-936-5267, [tamala.bradham@vumc.org](mailto:tamala.bradham@vumc.org), or [lsldr@optionschools.org](mailto:lsldr@optionschools.org). This letter serves as a notification to you about Child's Voice's participation in this project. You may notify Child's Voice Executive Director, Dr. Michele Wilkins, if you wish for your child's information not be stored in this database, LSL-DR. Choosing not to participate will have no effect on your child's placement or services at Child's Voice.

Date of IRB Approval: 01/17/2020

Institutional Review Board



## **PARENTAL INVOLVEMENT**

We, at Child's Voice, know that family support is essential to a child's progress. Therefore, your involvement and participation is crucial to your child's success.

Expectations of Parents include, but are not limited to:

- Check devices daily
- Check child's backpack daily
- Review child's vocabulary and homework
- Correct speech and expand language appropriately

## **PARENT ENGAGEMENT**

The connection between school and the home is essential to student success and improvement. The Child's Voice School Engagement Form is a vehicle for families, students, and staff to have a shared understanding of the importance of everyone's role in the education of our children. The areas of greatest shared responsibility between Child's Voice and the home are language development, auditory skills development, speech development, academics, and respectful and responsible behavior. The goal of a home-school commitment is to strengthen relationships which will ultimately benefit students' learning and personal development.

Child's Voice accepts whole-heartedly its responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that empowers children with hearing loss to be successful in all educational and academic settings.

### **Child's Voice Responsibilities:**

- Provide a high quality curriculum based on best practices of deaf education
- Maintain effective and supportive classroom learning environments, which nurture the child's self-esteem and self-confidence
- Maintain positive relationships with your home school district
- Monitor school attendance

***Mutual and frequent communication is the key to the child's success and promotes a strong home-school connection. As a result of this belief, Child's Voice provides:***

- Two formal Parent-Teacher Conferences
  - Prior to scheduled conferences, parents observe their child in their classrooms
- Three detailed updates of IEP goals
- School newsletters and classroom my weeks with classroom or subject information
- Access to e-mail and voicemail during the school day

### **Teachers' Responsibilities:**

- Explain expectations to students and their families
- Build a relationship with every student
- Students receive timely feedback about their learning
- Provide students with assistance where it is needed
- Monitor students' progress and update parents on a regular basis
- Provide families with learning resources to use at home
- Design lessons that are relevant to learning standards and engage student interest
- Continually reflect on teaching strategies so that all students can be successful

### **Parents/Guardians' Responsibilities:**

- Send my child to school on a regular basis



- Children should arrive at school between 8:10-8:25
- If ill, contact Child's Voice at 630-595-8200.
- Checking backpack/folder daily for assignments and communications
- Practice vocabulary with my child for 5-10 minutes daily and practice speech sounds from the speech notebook for 5-10 minutes' daily
- Read with my child everyday
- Check my child's devices everyday
  - My child will wear their devices all waking hours of every day including weekends, vacations etc.
- Attend Curriculum Night
- Attend Fall and Spring Parent-Teacher Conferences
- Attend school sponsored programs and/or volunteer at school at least three times per year.
  - Examples of volunteer opportunities include: help with special events; participation in the Parent Association; or simply assisting classroom teachers with projects sent home through backpacks.
  - Examples of school sponsored programs: are Advocacy Training and/or Child's Voice Family Social Gatherings
- Stay abreast of the activities via the school's newsletter and information sent home in backpack

***School Engagement Form can be found in the student enrollment packet.***

***Please sign and return to Child's Voice.***

#### Annual Parent Institute/Curriculum Night

Early in the school year, Child's Voice holds Curriculum Night. During this meeting the teachers/therapists will present curriculum outlines, academic and behavioral expectations, etc. In addition, information about special projects or upcoming events will be shared. This is a valuable evening, giving an overview of our programs. It is an important time for parents and teachers/therapists to develop a working partnership. Due to the importance we place on this meeting, your ***attendance is essential***. If unable to attend you must contact the Executive Director to discuss and schedule an appropriate time to meet.

#### Parent Conferences/School Reports

Parents are ***required*** to participate in classroom observations and parent-teacher conferences. These meetings are scheduled with the student's teacher and /or Executive Director, School Coordinator, Lead Teacher or Special Service Coordinator twice each year. Conferences are designed to report progress and to contribute to a better understanding of the student by all concerned. All students are assessed annually by Child's Voice staff on or around the student's birth date or IEP date. Students receive audiological and speech-language evaluations, in addition to classroom assessments and/or academic testing.

Fall observations will be in the months of October and November with parent-teacher conferences in November. Spring observations are held in February and March with parent-teacher conferences in March. Parents will observe in the classroom and Discovery or Learning Center. At the conference the child's IEP objectives and progress will be reviewed. Additional conferences may be scheduled at the request of a parent, staff member or the contracting school district.

Parents and contracting School Districts will receive digital copies of progress on the IEP goals and objectives at the end of every trimester and at the end of the ESY program. Please note that parent-teacher conferences are separate from the school district's annual IEP meetings. A written present level of performance report, including educational, speech-language, and audiological evaluations, will be presented at the IEP meeting.

#### **PARENT ASSOCIATION (PA)**

We have a very active Parent Association and will be asking for your help on special projects and activities. A schedule of PA meeting dates will be sent home at the beginning of the school year. We urge all parents to try to

attend these meetings. Minutes of these meetings are sent home to keep all parents informed. If parents are unable to attend, they have the option to participate using our conference phone line.

### **FAMILY PLEDGE**

Since its inception in 1996, Child's Voice School has truly changed the lives of hundreds of children with hearing loss by teaching them how to listen, to speak and to succeed. The graduates of Child's Voice go on to succeed in mainstream schools, many with little to no additional services required.

Accomplishing this is not an easy financial task. The cost to teach the children these skills are largely paid for through a combination of funds from the State of Illinois as well as local school districts. Various fundraising events as well as donations and grants help with the costs.

However, the funding Child's Voice School receives from these sources still do not cover the actual yearly cost to educate your child, which is over \$40,000 per student per year.

To help off-set the discrepancy, we would like to introduce you to the **Child's Voice Family Pledge Program**. The goal of this pledge is straightforward: ***To fully bridge the gap between the cost of education for your child and the funds Child's Voice receives.***

Fulfilling this pledge helps to ensure the children still receive the education they require as well as help pay for many other activities that make Child's Voice School such a special place.

Our goal is to have 100% participation in the Family Pledge Program and we ask every family do what they can. We request a pledge of at least \$100 per family.

Ways to fulfill your pledge include but are not limited to:

- Make an outright, tax deductible donation to Child's Voice
- Support your child in their fundraising goal for the annual PA fundraisers (wrapping paper, cookie dough, Gift Cards, etc.)
- Attend the annual Golf Outing and/or Autumn Gala

We understand many families face financial challenges that prohibit them from being able to make any of the financial contributions noted above. For these families, we ask that you encourage others to contribute as well as volunteer personally at a fundraising event.

Ways to further contribute and volunteer may include:

- Ask family and friends to support your child in their fundraising goal for the annual PA fundraisers (wrapping paper, cookie dough, Gift Cards, etc.)
- Volunteer at the annual Golf Outing and/or Autumn Gala

### **COMMUNICATION**

For your child to be successful, it is important for us to work as a team. Due to the relationship established with school districts and the large financial commitment by them, please inform the Executive Director and /or School Coordinator of any planned or unplanned move prior to the move.

Transitioning students from Child's Voice to the mainstream is a process. It begins with parent communication and includes the Child's Voice and school district teams. Please do not start mainstream discussions with your school district without first talking with the Executive Director, School Coordinator, and/or Special Services Coordinator.

**Failure to meet with the Executive Director and/or School Coordinator could result in losing student placement and district funding. School district support is never guaranteed!**

Child's Voice staff may be contacted by phone or email. Phone extensions are the staff member's room number followed by a "1" (i.e., room number 131 has a phone extension of "1311"). Email addresses are that staff member's first initial and last name @childsvoice.org. Refer to the CV School Roster and/or the Student Directory for a list of staff names. We ask that when contacting your child's teacher during school hours you leave a message and then they can return your call during lunch or at break. During Curriculum Night you may want to ask your child's teacher how they prefer to communicate.

### **CLASS PLACEMENT**

The significance of Child's Voice is to provide your child with the tools necessary to succeed in the mainstream society. Speech, auditory skill development and language are the main emphasis of the program.

The school program is a non-graded classroom structure. Children may change classrooms throughout the year, according to their comprehension and use of spoken language. In a non-graded structure, students are grouped according to their individual strengths and challenges rather than grouping only according to age. The goal of Child's Voice is to have your child mainstream successfully in his/her home school. Child's Voice's mark of success is when your child can compete with his/her hearing peers.

### **TOILET TRAINING**

Before your child enters the School Program, it is highly recommended that your child be toilet trained. A child is considered toilet trained when he/she demonstrates **all** of the following:

- Voluntarily indicates the need to use the facilities.
- Is dry for 10 consecutive days (both at school and home)
- Use of proper under garments, not pull-ups or diapers.

A child who does not demonstrate these skills will not be able to attend off-campus field trips/events until these criteria are met. Parents of children with medical matters related to toilet training should schedule an appointment to discuss with the School Coordinator.

### **GENERAL SCHOOL POLICIES**

#### **SCHOOL HOURS**

For the children's safety, all doors remain locked at all times. Please ring the doorbell for entry.

Hours are from 8:30 am to 2:45 pm Monday through Friday. Your child should arrive at school between 8:10 and 8:25 am and go directly to their Center where a Child's Voice staff member will supervise them. Children are to be in their rooms and ready to begin instruction promptly at 8:30 am. For arrival prior to 8:10 am, special arrangements must be made through the Executive Director and or School Coordinator. For late arrivals after 8:35 am, a staff member will escort your child to class to decrease the disruption of class. Children should be picked up promptly at 2:45 pm. Students cannot be in the building unsupervised.

***Be on time - Punctuality is an important part of a child's development.*** Arriving late is disruptive for your child and for the other children in the program. Please do not linger in the hall or the classroom after classes have begun.

A parent or responsible adult must escort all students into the school. Children who arrive by bus will be greeted by a staff member and taken to the restroom before going to their center or their classroom. Parents who drive their children should take their children to the restroom upon entering school. Parents do have the option of

dropping their child off at the front door with the assistance of a staff member. ***Do not let your child get out of the car alone.***

It is important that the School be notified if there is any change in your child's transportation plans for the day. If anyone other than a parent or an adult that has been approved by the parents which is listed on the student's record is picking up your child, the School must be notified. We will not allow a student to leave with anyone else without specific instructions and identification. If for any reason a parent knows that he/she will be late, the School should be notified in advance as much as possible so that special arrangements can be made.

***All students must be picked up daily by 3:00 pm or by 1:45 pm on early dismissal days at the latest. If a student is in the building after 3:00 pm, parents/guardians will be required to sign the child out. A fee will be applied for students leaving after 3:00 pm or after 1:45 pm on early dismissal days. Pick up times include a 15-minute grace period, regular school days end at 2:45 pm and early dismissal days end at 1:30. Students picked up by parents/family members more than 10 minutes beyond the grace period will be charged a fee of \$1.00 per minute. If you know you will be late please notify the school immediately to prevent extra charges.***

## **ATTENDANCE and ABSENCES**

Child's Voice educational program is built on the premise that regular attendance is vital to a student's success in school. The school expects parents or guardians to make every effort to ensure regular attendance for their children consistent with Section 26.1 & 26.2 of the Illinois School Code and to inform the school of any absence and its cause.

Excessive absenteeism includes excessive tardiness. Parents are urged to call the school office with questions pertaining to general attendance procedures.

If a student is absent from school, the parent/guardian must call the school before 8:15 AM. If the student is provided transport, please also contact the transportation company as Child's Voice does not make these notifications.

Questions concerning a student's specific attendance should be directed to the School Coordinator.

### Valid Reasons for Absence

Child's Voice, in keeping with section 26.2a of the Illinois School Code, considers the following circumstances to be valid causes for a student's absence:

- Illness/medical procedure
- Death in the immediate family
- Family emergency
- Observance of a religious holiday
- Circumstances which cause reasonable concern to the parent or guardian for the safety or health of the student
- Other situations beyond the control of the student as approved by the executive director or School Coordinator

### Invalid Reasons for Absence

- Oversleeping
- Private lessons, training, tutoring
- Sports events

A phone call from a parent or guardian will not excuse a student in these circumstances.

### Absences During the Day

Requests for absences during the school day shall be given to the receptionist on or before the morning of the requested absence. These requests should be in written form from the parent or guardian to the receptionist. Absences should fall within the guidelines of valid absence above, with the addition of medically related appointments. Parents/guardians must sign students out prior to leaving the building. Parents are required to escort the student back into the building after an appointment.

### Vacations

Parents or guardians are expected to schedule vacations during the summer or on school holidays. In instances where absences are requested for vacation, parents/guardians must submit a written request to the School Coordinator two weeks in advance. The absence will be considered unexcused if this procedure is not followed. A report of this absence must also be made to the supporting district. Please follow your district policies to report any vacations taken during the school year.

### Student Illness

Child's Voice **does not** have a certified nurse on staff. If a student becomes ill at school, a parent will be contacted to pick up the child. If a parent cannot be reached, the person designated on the enrollment information form as an emergency contact person will be called and asked to care for the student until a parent can be notified. It is the parent's responsibility to keep this contact information updated.

If a child shows any of the below symptoms of illness at school, a parent will be contacted to pick up their child. If a child shows any of the below symptoms of illness while at home, they must be kept at home, not only for his/her own sake, but also ***in consideration of the other children and staff.***

Diarrhea, Fever above 100.4, or vomiting.

In order to return to school student must be fever free, diarrhea free or must not have thrown up for 24 hours without medication and a Doctor's note or COVID-19 negative test.

***For Specific details related to COVID-19 please refer to the "COVID-19 Pandemic Guidance" document***

The symptoms of illness not related to COVID-19 are:

- Has a rash of unknown origin (student may return to school with a doctor's note that the rash is not contagious)
- Has Conjunctivitis (Pink Eye) but may return to school after 24 hours of treatment with antibiotics and if drainage is no longer present.

***If a student misses 3 consecutive days due to illness a doctor's note must be signed prior to the student returning to school.***

Good health and attendance give a child a head start toward a good education. Encourage your child to have good nutrition, proper rest, exercise, proper dental and personal hygiene.

### **MEDICATION**

It is the policy of Child's Voice that the administration of medication during regular hours should be discouraged unless necessary to maintain the student in, or in the event of an emergency. The objective of any medication program is to promote self-responsibility. An Administrator or her/his designee can facilitate this process by

providing information to the parent(s) or guardian and students on the process to be followed in administration of medication during hours.

The Board of Directors at Child's Voice will insure and indemnify personnel designated to administer or supervise medication when such personnel follow the policy and procedures put forth in this document. Personnel will not diagnose or treat illnesses. The Illinois Department of Professional Regulation (IDPR) issued a legal opinion which allows an employee to stand in the place of a parent or guardian in administration of medication in the setting. A staff member must manage the medication administration program following the *Recommended Guidelines for Medication Administration* developed by the Illinois Department Human Services IDHS) and the Illinois State Board of Education (ISBE), June 2018. A designated administrator will be responsible for medication administration or supervision of self-medication as teachers or other staff members cannot be required to administer medication.

#### Student Medical Authorization

No personnel shall administer to any student, nor shall any student possess or consume any prescription or non-prescription medication unless the **Authorization and Permission for Administration of Medication** form has been filed with Child's Voice which will forward it to the designated administrator. This form shall be completed by the student's parent or guardian and licensed prescriber and shall be on file at the prior to the dispensing of any medication to a student. The **Authorization and Permission for Administration of Medication** form must be renewed annually at the beginning of each year. Forms are available in the office.

#### Medication Administration

- A. All medications given in, including non-prescription drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status. Such written documentation must be maintained in the student's individual medication record.
  1. A written order for prescription and non-prescription medications must be obtained from the student's licensed prescriber. The order includes:
    - a. Student's Name
    - b. Date of Birth
    - c. Licensed Prescriber Name, Signature and Date
    - d. Licensed Prescriber Phone and Emergency Number(s)
    - e. Name of Medication
    - f. dosage
    - g. Route of administration
    - h. Frequency and time of administration
    - i. Diagnosis Requiring Medication
    - j. Intended Effect of the Medication /Possible Side Effects
- B. Medication must be brought to the in a container, labeled appropriately by the pharmacist or licensed prescriber.
  1. **Prescription medication shall display:**
    - a. Student's Name
    - b. Prescription Number
    - c. Medication Name and Dosage
    - d. Administration Route or Other Directions
    - e. Date and Refill
    - f. Licensed Prescriber's Name
    - g. Pharmacy Name, Address and Phone Number
    - h. Name or Initials of Pharmacist
  2. **Over the Counter Medication (OTC):**
    - a. OTC (non-prescription) medication shall be brought in with the manufacturer's original label with the ingredients listed and the child's name affixed to the container.

- C. In addition to the licensed prescriber's order, a written request shall be obtained from the parent(s) or guardian requesting that medication be given during hours. The request must include the name of the student, the parent(s) or guardian's name and phone number in case of emergency. It is the parent(s) or guardian's responsibility to ensure that the licensed prescriber's order, written request and medication are brought to the office.
- D. Students should be evaluated on an individual basis regarding the need to carry emergency medication. A written statement signed by the student's physician and parent verifying the necessity and student's ability to self-administer the medication appropriately should be on file in the health office.
- E. **Medications must be stored in a separate locked drawer or cabinet. When the medication being stored is a controlled substance, the locked cabinet must be securely affixed to the wall. Medications requiring refrigeration must be kept in a locked refrigerator separate from food products.**
- F. At the end of the year or the end of the treatment regime, the student's parent(s) or guardian will be responsible for removing any of the unused medication. If the parent(s) or guardian does not pick up the medication by the end of the year, the certificated administrator will dispose of the medication(s) and document that it was discarded. Medication must be discarded in the presence of a witness and documentation signed by both parties.
- G. Accepted nursing practice allows that nurses are responsible for their own actions regardless of the healthcare provider's written order. It is the nurse's responsibility to clarify any medication order which is deemed inappropriate or ambiguous. Nurses have the right and responsibility to decline to administer a medication if they feel it jeopardizes student safety. In such instances, the nurse must notify the parent or guardian and student's physician. (A nurse is not available at Child's Voice. An Administrator will speak with parents.)
- H. A student has the right to refuse medication, and in some instances may do so. In such instances, it is the Administration's responsibility to explain to the student as fully and clearly as possible the importance of taking the medication. If the student continues to refuse to comply, the parent(s) or guardian and student's physician must be notified.

## IMMUNIZATIONS/SCHOOL PHYSICALS

***When you register with your home school district you are required to provide them with immunization, physical, and dental records.***

***A copy of your immunization report and school physical form must also be provided to Child's Voice upon registration.***

Immunizations required by the State of Illinois are poliomyelitis (OPV or IPV), mumps, measles, rubella (MMR), diphtheria, pertussis and tetanus (DPT), Haemophilus influenza B (HIB), hepatitis B (HepB) and varicella (Chickenpox). All required immunizations must be completed prior to enrollment. Annually, each student's immunization records shall be updated to indicate that the student has received any required booster shots. Students will not be allowed to attend school any days without proof that they have been properly immunized or exempted. Proof of immunization must show types and dates.

Physical examinations, completed by a physician, are essential for all students. Students must have been examined within six months prior to entering school and again when entering kindergarten and/or at 5 years of age. Dental exams are also required for children entering kindergarten and/or at 5 years of age and again when entering 2<sup>nd</sup> grade. Parents should inform the school whenever their child's medical needs change (i.e., allergies, etc.).

A summary sheet of Illinois State Board of Education mandated immunizations is available through your physician or local Health Dept.

Please visit the Illinois Department of Public Health (<http://dph.illinois.gov/>) for further information.

## COMMUNICABLE DISEASES

The most common childhood diseases and symptoms follow. In general, a student who has been exposed to a disease may continue to attend school pending appearance of the symptoms described below. Please consult a physician for accurate diagnosis and to determine when the student may return to school after illness.

- *Chicken Pox*: Gradual onset with a general rundown feeling, followed by a red rash that turns into white blisters. Rash usually begins on abdomen. Students should remain home for seven days after rash appears. Students may not return to school until blisters have developed scabs.
- *"Fifth Disease"*: Usually the only symptom is the appearance of a rash with no other ill feelings. Students should remain at home until rash disappears.
- *Head Lice*: Nits are white, football-shaped insects that look like dandruff but vigorously hang on to hair strands. Use of a lindane-based shampoo, such as Rid or Kwell, is recommended and instructions included with the shampoo should be strictly followed. Students will be checked by a staff member upon returning to school to assure that all nits have been removed.
- *Skin Lesions*: Students suspected of having impetigo or ringworm should not be in school until all lesions are healed or until a written note is received from a physician stating that the student is receiving proper medical treatment and may return to school.
- *Conjunctivitis ("Pinkeye")*: Symptoms usually include eye itching, inflammation, matting and discharge. The student should remain out of school until medicated for 24 hours or until written permission is received from a physician. This is decided at the discretion of the School Coordinator and/or the Executive Director.

## VISITING SCHOOL

Parents and personnel from contracting school districts are welcome to visit. All visits are to be scheduled in advance. If you would like to observe in the classrooms, please contact the School Coordinator to schedule an appointment in advance. Classroom observation is discouraged during the first two and last two weeks of school.

## STUDENT DRESS CODE

Typical active wear is recommended for daily school activities. This includes proper shoes and socks (i.e. no flip flops, backless slip on shoes, or Crocs) and shorts need to be worn under skirts and dresses. There are occasions for dressy clothes that occur throughout the year; however, please have your child wear appropriate clothes to learn and explore in. Please send in extra clothes to keep in the classroom.

**All clothing must be labeled with your child's name.**

## INCLEMENT WEATHER / SNOW DAYS

On any given day, it is the responsibility of each parent to decide if the road conditions are too hazardous for driving to Child's Voice. The School should be notified if the student will not be attending school. We do understand if slow driving results in a late arrival. Should weather conditions require that the school be closed; families will be notified by our One Call system. Parents are then responsible for contacting their transportation/bus companies of the closing. In addition, school closings will be announced by the following between the hours of 5:00 am and 9:00 am: WGN and WBBM AM radio stations and television CBS (Ch 2), NBC (Ch 5), ABC (Ch 7), WGN, FOX TV & CLTV-Cable. School closing information can also be found on [www.emergencyclosings.com](http://www.emergencyclosings.com).

## FINANCIAL INFORMATION

Child's Voice is an approved program by the Illinois State Board of Education (ISBE). Annually ISBE establishes our daily rate for 177 days and an additional 20 days for our extended school year program.



Those families not receiving financial support from their local school district may apply for financial aid from the Child's Voice Board of Directors. If available, financial aid will be awarded on a sliding scale based on the family's income, expenses and other relevant factors. A tuition payment agreement will be developed for each family.

Checks for tuition should be made out to "Child's Voice" and mailed or hand delivered to the school. Credit Card payments are also accepted. Failure to pay tuition on time may result in requiring a student to withdraw from the school. No reports will be released to parents and no records will be sent to other schools until all bills from the previous school year are paid in full. In case of unusually extenuating circumstances, requests for information concerning special arrangements for payment should be submitted to the Executive Director and/or Business Manager.

## **AUDIOLOGY**

Auditory skill development cannot be established to its fullest potential without the appropriate and consistent use of amplification. Therefore, the monitoring and the maintenance of hearing aids, cochlear implants and other devices are of the utmost importance. At the start of the school year, each child will be seen by the Audiology department for a device check. At that time, we examine the devices and ensure that they are not only meeting manufacturers' specifications but are providing access to sound across the speech-frequency range. This should ensure access to spoken language.

Later in the school year each child will be seen for a complete diagnostic Audiological evaluation. At this visit we will assess residual hearing, speech perception, aided detection thresholds, aided speech perception, middle ear analysis, electroacoustic evaluation and verification of hearing instruments, examination of devices and a functional listening evaluation (if age and level appropriate). All results will be communicated to you. Should your child require assistance throughout the year for any audiological need (new ear molds, new hearing aids, broken equipment, ear pain etc.), please contact the Audiology department.

If your child visits an outside facility for any Audiological services, please ensure those results are shared with the CV Audiology department and the school. If your child is fitted with new hearing aids, please inform the school immediately. If your child is remapped, please notify the school immediately and if possible obtain a copy of the Maps to bring to Audiology and/or have your audiologist send a report. New instruments or Maps can often affect performance in the classroom and it is vital the classroom teacher be made aware of any changes.

***Hearing aids and cochlear implants are monitored daily by the classroom teacher; however, parental monitoring is essential. It is your responsibility to check your child's device(s) every morning before school*** and ensure that batteries are fully charged. Children need to arrive at school ready to learn, which means their device(s) must be on them when they arrive at school. Without the listening devices the child cannot perform the complex listening tasks required throughout the day. Parents are asked to supply the classroom teacher with an ample supply of batteries. Please send at least one full card of disposable batteries. You are assured that your child's batteries will only be used for your child. Please also send spare cords for implants if used. The Audiology department does possess a supply of batteries, hearing instruments and accessories to be used in emergencies. If your child requires the use of loaner equipment, please return in good working condition as soon as you are able.

## **CONFIDENTIALITY**

**Health Insurance Portability Accountability Act (HIPAA) 1996**

**The Family Educational Rights and Privacy Act (FERPA) 1974**

Child's Voice adheres to Illinois state and federal policies that protect the privacy and confidentiality of protected health information (HIPAA) and the privacy of students and parents (FERPA), whenever it is used by Child's Voice employees and representatives. The minimal and confidential use of such information is the responsibility of all individuals with job duties requiring access to protected health information (PHI) in the course of their jobs. PHI refers to individually identifiable health information received by Child Voice's group health plans and/or received

by a health care provider, health plan or health care clearinghouse that relates to past or present health of an individual or for payment of health care claims. PHI information includes medical conditions, health status, claims experience, medical history, physical examinations, genetic information and evidence of disability.

Child's Voice also adheres to the Illinois state and federal policies that protect the rights of privacy of students and parents, commonly known as FERPA. This law outlines the requirements of educational record keeping, ensuring it is kept confidential by school districts or its representatives. Educational records are defined as; "those records, files, documents and other materials which contain information directly related the student; and are maintained by an educational agency or institution or by a person acting for such agency or institution." These records may include, but are not limited to; access logs, Early Intervention documents, referral forms, consent to treat/evaluate, reports, current and closed IEP's, placement permissions, notices, correspondence, test results/protocols, annual review minutes, student work, disciplinary notices, 3-year evaluation documents, lesson plans and outside reports.

We will have on file written authorizations to obtain or release any information about your child. We will secure student records containing individually identifiable information so that they are not readily available to those who do not need them. As part of the enrollment packet, there are additional forms to complete for school records.

### **STUDENT PRIVACY AND DIGNITY**

It is the policy at Child's Voice to ensure privacy and dignity for all students during all aspects of bathroom use, diapering and other activities of personal hygiene conducted during the day. Boys and girls have their own separate bathrooms and individual stalls to ensure privacy. When small children have toilet accidents, they are removed from the room and taken into a private area or bathroom stall, where an adult attends to them.

### **STUDENT CONDUCT AND DISCIPLINE (Behavior Policy)**

Effective discipline and school control require the cooperation and active participation of all students, teachers, parents and administrators. The Board has a responsibility to both the students and the staff to ensure safe and orderly conduct by all students.

At Child's Voice, we utilize Positive Behavioral Interventions and Supports (PBIS) for behavior, giving direct instruction on how children will be respectful, responsible, and safe. All staff will use positive approaches to redirect a child who exhibits inappropriate behavior. Physical restraints and time outs are not used with the students. Students are expected to comply with all school policies and regulations. If a student's action is deemed to be of concern, the School Coordinator will inform the parents and the contracting school district of the circumstances, if applicable, and a conference may be arranged.

If a student is considered dangerous to himself/herself or to others, or if the student's behavior becomes such that the student is not benefiting from the program or is preventing other students from benefiting from the program, the executive director and/or School Coordinator may require that the parents withdraw their child. Written notice will be given.

Our PBIS team has created a classroom system that will work in conjunction with our current PBIS program. This system is consistent with PBIS programs implemented at many of the mainstream schools our graduates attend. This system will be used to encourage positive behaviors.

Our Classroom Hierarchy of Consequences looks like this:

1. Class rule reminder
2. Individual rule reminder
3. Child will be asked to move their name to yellow on the behavior chart (they will be pulled aside and given prompting on how they can change their behavior)
4. If the same behavior occurs, they will be asked to move their name to orange, then red

5. Parent will be contacted

\*If a student inflicts harm on another child, they will be sent to the School Coordinator's office and a blue note will be sent home.

In addition to Hierarchy of Consequences, students will have the opportunity to move up and down the chart for various behaviors. The colors are as follows: Pink: Outstanding, Purple: Great Job, Green: Ready to Learn, Yellow: Think About It, Orange: Teacher's Choice, Red: Parent Contact

Please note that this system will be used in conjunction with our current PBIS program and will be paired with positive reinforcements such as earning drops, tickets, notes home, stickers, high-fives, pats on the back, etc.

## **BULLYING, INTIMIDATION, AND HARASSMENT**

Child's Voice will not tolerate harassing or intimidating conduct, or bullying, whether verbal, physical, sexual, visual, or electronic, that adversely impacts the education of any student, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

***Child's Voice is committed to having all students treated with dignity and respect. Bullying, intimidation and harassment in any form by any representative of Child's Voice including but not limited to students, employees, clients, agents, parents or suppliers is contrary to school policy and will not be tolerated. To this end, we provide you with the following information to educate you, as you too are responsible adhering to our policy.***

***Child's Voice is committed to adhering to and enforcing our bullying, intimidation and harassment policy and will not tolerate behavior of any kind in regard to Title VII i.e. race, religion, sex, age, national origin, ancestry, citizenship, disability, gender, and gender identity.***

Further, our bullying policy includes other characteristics that are not a protected class under Title VII such as, but not limited order of protection status; status of being homeless. Title VII of the Civil Rights Act of 1964, as amended, also prohibits retaliation for opposing any form of discrimination, including harassment, for filing a complaint, testifying, assisting, or participating in any manner in an investigation or proceeding regarding any form of discrimination, including harassment, of any association with a person or group with one or more of these perceived characteristics; or any other distinguishing characteristic.

All representatives of Child's Voice have the responsibility to prevent bullying, intimidation and harassment. This means taking immediate and appropriate action, including disciplinary action and/or adverse action, with respect to individuals found to have engaged in harassment. Students and parents are encouraged to report all incidents of bullying, intimidation and harassment to the Executive Director and/or their classroom teacher.

### Prohibited Conduct

Child's Voice considers the following conduct to represent some of the types of acts, which violate Child's Voice bullying, intimidation and harassment policy:

- A. Physical assaults of a sexual nature, such as: rape, sexual battery, molestation or attempts to commit these assaults; and intentional physical conduct which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against a student's body, or poking a student's body.
- B. Preferential treatment pertaining to a student's race, gender, religion, national origin, ethnicity, or sexual preference or physical disability, promises or preferential treatment to a student(s) for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity or compensation or reward; and
- C. Subjecting, or threats of subjecting, student to unwelcome sexual attention or conduct or intentionally creating a hostile, or offensive educational environment.
- D. Sexual or discriminatory displays or publications anywhere in Child's Voice educational environment such as:

1. Displaying pictures, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually or discriminatory suggestive, sexually or discriminatory demeaning, or pornographic, or bringing into Child's Voice educational environment or possessing any such material to read, display or view at work.
2. Displaying signs or other materials purporting to segregate or discriminating against a student(s) pertaining to their race, gender, religion, national origin, ethnicity, or sexual preference or physical disability, in any area of the educational

#### Consequences of Harassment Policy Violation

If monitoring of Internet usage and/or any Child's Voice information system reveals possible evidence of a violation of criminal statutes, this evidence and any other related information, including identification information about the user, may be provided to law enforcement officials. All communications, including text and images, are considered public communication and may be disclosed to law enforcement or other third parties without prior consent or knowledge of the sender or receiver.

#### **What to do if you feel you have been bullied, intimidated and/or harassed**

Students who feel mistreated by bullying, intimidation and/or harassment are encouraged to report the incident to the Executive Director immediately. Our policy is that all incidents are to be reported verbally and in writing. In the event of a complaint, Child's Voice will:

- Conduct a thorough investigation of the complaint and charges
- Result of the findings, will take appropriate action

Harassment is unlawful and hurts everyone at the school. Any of the prohibited conduct described here is harassment of anyone at whom it is directed or who is otherwise subjected to it. Each incident of bullying, intimidation and/or harassment, moreover, contributes to a hostile educational environment. Anyone who engages in such conduct should be and will be made to bear the full responsibility for such unlawful conduct.

#### **Students Prevention of and Response to Bullying, Intimidation, and Harassment**

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important goal. Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

- A. During any school sponsored education program or activity.
- B. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
- C. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- D. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non-school-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

*Bullying* includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

*Cyber-bullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identify of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*.

*Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Bullying Prevention and Response Plan

The Executive Director or designee shall develop and maintain a bullying prevention and response plan that advances Child's Voice goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

Child's Voice uses the definition of bullying as provided in this policy.

- A. Bullying is contrary to State law and the policy of this Child's Voice. However, nothing in Child's Voice bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
- B. Students are encouraged to immediately report bullying. A report may be made orally to any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Executive Director or any staff member. Anonymous reports are also accepted.
- C. Consistent with federal and State laws and rules governing student privacy rights, the Executive Director or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, psychological services, or other interventions, and restorative measures.
- D. The Executive Director or designee shall promptly investigate and address reports of bullying, by, among other things:
  1. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying
  2. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

3. Notifying the School Coordinator or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
4. Consistent with federal and state laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the School Coordinator or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Executive Director or designee shall investigate whether a reported act of bullying is within the permissible scope of the Child's Voice jurisdiction and shall require that the school provide the victim with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

- E. The Executive Director or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social emotional skill building, counseling, psychological services, and community-based services.
- F. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purpose of determining any consequences or other appropriate remedial actions.
- G. A student will not be punished for reporting bullying or supplying information, even if Child's Voice investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for the purposes of determining any consequences or other appropriate remedial actions.
- H. Child's Voice bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
- I. The Executive Director or designee shall post this policy on the Child's Voice intranet, and include it in the family handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
- J. The Executive Director or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
  1. The frequency of victimization;
  2. Student, staff, and family observations of safety at a school;
  3. Identification of areas of a school where bullying occurs;
  4. The types of bullying utilized; and
  5. Bystander intervention or participation

The evaluation process may use relevant data and information that Child's Voice already collects for other purposes. The Executive Director or designee must post the information developed as a result of the policy evaluation on the website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

The Child's Voice's bullying prevention plan must be consistent with other Child's Voice policies and reviewed annually.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of

future disruption by balancing accountability with an understanding of students behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

***Please see appendix for examples of Classroom and Office Discipline Referral forms.***

### **CHILD ABUSE**

All school personnel are “mandated reporters” of child abuse.

Any form of physical or verbal abuse of students is totally contrary to school policy and philosophy. Under no circumstances will physical or verbal abuse by staff members or others working on behalf of Child’s Voice be tolerated. Any form of physical or verbal abuse of any person is grounds for immediate termination. If, at any time, there is suspicion or evidence that a child could be a victim of child abuse or neglect, the school must, by law, report its suspicions to the Illinois Division of Family Services.

As a precaution to children and their families, all employees, volunteers and others working on behalf of Child’s Voice who provide services or care for students, must undergo a police check by the Illinois State Police.

### **SAFETY INITIATIVE**

As part of Child’s Voice safety plan, visitors, parents, and staff are required to wear identifying lanyards. Parents are asked to check in at the reception desk to get your parent ID.

### **SAFETY DRILLS**

To ensure each pupil’s safety in the event of fire, tornado or other potentially hazardous situations, drills will be held from time to time during the school year to familiarize students and teachers with emergency procedures. See the Emergency Plan in the important document section on the website.

### **LUNCHES**

Students need to bring their own lunch, drink and eating utensils each day. We encourage you to send simple, healthy foods that your child can eat independently. Do not send food that needs to be refrigerated, heated or cooked. Children will not be allowed to share or trade lunches. We also have a monthly Hot Lunch program. Details are sent home at the beginning of the school year to let you know the cost and dates available for Hot Lunch.

### **SNACKS**

Child’s Voice does not provide morning snack. Students are required to bring their own snack.

### **RECESS**

Outdoor recess is scheduled each day weather permitting. We follow temperature guidelines from the state for heat and cold to determine if outdoor recess is appropriate for that day. Parents should be sure their child’s clothing is suitable for outside play activities every day. Indoor activities are planned during inclement weather when students cannot play outside. Particularly in the winter months, hats, gloves, boots and snow pants must be worn by all students during recess. Due to clothing being wet, your child may go out for one recess and stay inside for the other. If your student does not have the appropriate clothing, then he/she must remain inside. Child’s Voice does not have the quantity of staff to cover indoor and outdoor recess at the same time.

After an illness or medical procedure, a student who presents a written request from a doctor is permitted to remain indoors for a designated length of time.

### **FIELD TRIPS**

There are times throughout the year when educational community events are planned. Prior to each trip a memo detailing the event is provided. Each classroom is appropriately staffed to ensure the students safety. Typically, transportation (i.e., school bus) is scheduled and usually does not have seat belts. A brown bag lunch that only contains items that can be thrown away is always required for trips off campus.

**All students must be toilet trained in order to participate on field trips.**

Field Trips are extensions of educational lessons, therefore parents and siblings are not included.

### **SUN PROTECTION POLICY**

At Childs Voice, we acknowledge the importance of sun protection and want staff and students to enjoy the sun safely. We will work with staff, students and parents to achieve this through:

#### **A. EDUCATION:**

1. All will have at least one lesson per year.
2. We will talk about how to be Sun Safe at the start of ESY, and during PBIS.
3. Parents and guardians will be sent a letter explaining what the school is doing about sun protection and how they can help at the beginning of ESY.

#### **B. PROTECTION:**

1. Shade:
  - a. When the sun is strong we will encourage students to sit/play in the shade where it is available although limited on the playground.
2. Timetabling:
  - a. In the summer months, we aim to schedule outside activities, school trips and recess before 11am if appropriate. If this is unavoidable we will ensure hats and sunscreen are worn to prevent overexposure to sun. Children will not go outside if the heat index/feel like temperature is 90 degrees or greater.
3. Clothing:
  - a. When outside in sunny weather, children are encouraged to wear hats that cover the ears, face and neck.
4. Sunscreen:
  - a. Sunscreen use will be encouraged on days when the sun is strong. This will include during lunch breaks, recess and on school field trips. Extra sunscreen will be made available in case children forget their own.

This policy was developed with the help of teachers and students. We will monitor our progress and review the policy annually.

*\*Parents and Guardians give permission for the school staff to apply sunscreen per signature pages provided through annual enrollment. \**

### **PHOTOGRAPHY**

With each family's enrollment packet there is a permission form allowing us to take photographs and make video recordings of your child during daily and special activities throughout the year. These pictures/video recordings document progress made in your child's language development as well as cover miscellaneous events (i.e., holiday parties, field trips, etc.). They also may be used for educational, clinical, scientific research and marketing purposes. (In the instance of specific Child's Voice marketing outreach, additional release permission will be required.)



We ask parents and family members to refrain from taking personal pictures in the school during lunch, recess or other school activities that captures other students in addition to their child. Due to HIPPA and FERPA laws (see above) these photos cannot be shared without consent from the other parties.

### **BIRTHDAY PARTIES**

A birthday is an occasion of special importance to a child. A small celebration is held at school for each birthday. Due to allergies, food restrictions, and dietary laws, **Child's Voice does not allow edible treats to be sent into school**. Parents can, if desired, celebrate by sharing non-food items for their classmates (i.e., stickers, pencils, etc.). Children whose birthdays fall during non-attendance days or other holidays may schedule the celebration on another agreed-upon day, by their classroom teacher, during the school year.

### **SOLICITATION**

All forms of solicitation for organizations or activities other than those officially sponsored by Child's Voice are not permitted during work hours. Parents are not to seek Child's Voice employees to contribute to their child's private organization fundraising (i.e. Girl Scout cookies).

### **WEBSITE**

In order to receive communication from Child's Voice, please go to <http://www.childsvoice.org> and create a family profile. Our preferred mode of communication is through the website and emails.

### **SOCIAL MEDIA**

Child's Voice recognizes that social media services, such as Facebook, Twitter and Instagram, have become increasingly common forms of communication. Using this technology, the Child's Voice has additional avenues by which to share news, inform the public about initiatives and highlight events and positive media coverage. Additionally, social media provides the ability to share other information that supports the goals and mission of Child's Voice. Social media also provides a two-way means by which to interact with families, employees, media, and/or donors.

"Social media account" shall mean any of Child's Voice accounts or online services that allow for interaction with families, employees and other stakeholders, including, but not limited to, Twitter, Facebook, YouTube and Instagram.

Child's Voice social media accounts are limited public forums. Child's Voice does not make its social media accounts available for general public discourse, but rather reserves and limits the topics that may be discussed on the social media accounts. Because communication via social media constitutes a limited public forum, Child's Voice reserves the right to reject or remove (if possible) any content that is deemed in violation of this policy or any applicable law. Child's Voice social media account content and comments containing any of the following forms of content shall not be allowed for posting and shall be subject to removal:

1. Comments unrelated to the purpose and topical scope of the page.
2. Defamatory, threatening or profane language.
3. Content that promotes, fosters, or perpetuates discrimination on the basis of race, creed, color, age, religion, gender, marital status, status with regard to public assistance, national origin, physical or mental disability or sexual orientation.
4. Sexual content or links to sexual content.
5. Solicitations of commerce.
6. Personally identifiable information, such as an address, phone number, social security number or other sensitive information.
7. Information which may interfere with or compromise current investigations, police tactics and the safety or security of public safety staff and/or the public or public systems.

8. Promotion or advertisement in favor of, or in opposition to a political campaign, ballot measure or candidate.
9. Conduct or encouragement of illegal activity.
10. Distribution of copyrighted photographs, music, video, graphics or other content without the express permission of the copyright holder.

Content that is deemed not suitable for posting by the administrators of Child's Voice social media accounts based on the criteria defined above, shall be retained by staff pursuant to the records retention schedule in the form of a screen capture along with a description of the reason the specific content was rejected. The comment will then be removed, as technology allows, from Child's Voice social media account(s).



## APPENDIX

## Meet the Staff

### Michele Wilkins, Ed.D, Listening and Spoken Language Specialist, Cert. AVEd

Dr. Wilkins is the Executive Director of Child's Voice School, a listening and spoken language school for infants and children with hearing loss and their families. She received her doctorate from the University of Houston in the area of Curriculum and Instruction. Dr. Michele has worked in the field of deaf education for over 40 years. She has held various positions from classroom teacher, parent-infant specialist, teacher supervisor and college instructor. Dr. Wilkins has been leading the charge as the Executive Director for the past 22 years.



As the Executive Director, Dr. Michele (as called by her students) has witnessed the miracles that occur daily in the programs. When the student population increased so greatly she moved the organization from Elmhurst to its current site in Wood Dale. She established the Early Intervention services, she added the audiology department, and instituted the mainstream support services. The children and families served number in the hundreds. Furthermore, more school districts now support the school program. Just three years ago Child's Voice opened an early intervention program in the city of Chicago. The staff and Leadership team have grown over the past 22 years as well.

Empowering children with hearing loss to be successful in all educational and social settings is the mission of Dr. Wilkins and Child's Voice.

### Dawn Violetto, Au.D.

Dawn has been the Director of Audiology at Child's Voice since May 2008. Dawn graduated from Northern Illinois University with a master's degree in Audiology in 1992 and completed her clinical doctorate in Audiology in 2005. Dawn has worked in the field of Audiology since 1992 in the Northern Illinois Area. She worked for many years with physicians specializing in the care of the pediatric population and has served on numerous state boards and work groups involved in Early Hearing Detection and Intervention.



Paige Stabrawa, Au.D.

Dr. Paige Stabrawa began her career at Child's Voice as a pediatric audiologist in June 2019 after graduating with her doctorate in audiology from Illinois State University. Dr. Paige previously attended Illinois State University where she received her B.S. in communication sciences and disorders in 2014. As a pediatric audiologist at Child's Voice, she serves the pediatric population as both a diagnostic and educational audiologist. Since graduating, Dr. Paige has specialized in diagnosing and treating pediatrics with hearing loss as a part of the Pediatric Early Hearing Detection and Intervention® (PEHDI), Early Intervention, and School programs at Child's Voice. Dr. Paige's previous experiences include being a full-time classroom assistant in a pre-school listening and spoken language classroom, and providing weekly Aural Rehabilitation (AR).



Anna Tess, M.D.E.- School Coordinator

Anna is the lead teacher at Child's Voice. Anna's role involves supporting teachers as they help kids learn to listen and speak, but more importantly, have fun! She assists the teachers with assessments, instruction, and parent-teacher conferences. Anna began as a student teacher and started full time in August 2015. She started as the Learning Center Teacher in June 2016. Anna is also involved with the Foundation for Hearing and Speech Rehabilitation (FHSR) and Cochlear Americas.



Carrie Jackiewicz, M.S., Listening and Spoken Language Specialist, Cert. AVEd

Carrie Jackiewicz graduated from State University of New York at Fredonia in 1995 with a Bachelor's degree in Speech Pathology and Audiology. She received a Master's degree in Speech and Hearing Science with a concentration in Deaf Education from Central Institute for the Deaf at Washington University in St. Louis in 1997. Carrie has been a classroom teacher at Child's Voice since August 1997. In the past, Carrie was a member of our Mainstream Support Staff, following students who have graduated from Child's Voice. She became a Listening and Spoken Language Specialist in June 2008.



Melissa Hyder, LSW – School Counselor

Melissa is the School Counselor, working with students through group and individual counseling and classroom lessons to support their social, emotional, academic, and career goals. She graduated from Cornerstone University in Grand Rapids, Michigan, with an Elementary Education degree. With a goal of always becoming a school counselor, she earned a graduate degree from Lewis University in School Counseling.

Melissa is also a Child's Voice parent. Two of her three children have hearing loss and wear hearing aids. She says, "When my own children were born with hearing loss, I was so unsure of what their future would look like for them. I did not know anybody else with childhood hearing loss. I had so many questions. However, the more I embarked on this journey, I realized the incredible potential and



opportunities my children had. With the right support, accommodations, and empowerment, I knew my children, as well as others with hearing loss, can achieve their dreams.” Melissa adds that she loves the mission of Child’s Voice and is passionate about helping other children with hearing loss learn to advocate for themselves, reach their goals, and feel empowered as they succeed in the classroom.

Tina Johanson, MHS, CCC/SLP – Speech-Language Pathologist

Tina is a Speech-Language Pathologist at Child’s Voice. Since 2005, she has provided small group and individual articulation therapy to the students. She also tests all children for their annual IEPs. Tina is a member of the American Speech-Language Hearing Association (ASHA) as well.

Tina is married and lives in Morton Grove with her son, daughter and dog. In her free time, she enjoys shopping catching up on shows, trying out new restaurants, bike riding, and relaxing on a vacation.



Jessica Pearlman, M.S., CCC/SLP – Speech-Language Pathologist

Jessica assists children with their speech and language development using engaging activities in 30 minute sessions outside of their classroom. Jessica first visited Child’s Voice in college and fell in love with our programs. Jessica started working for Child’s Voice in summer of 2018.

Jessica is a member of Illinois Speech-Language and Hearing Association as well as ASHA and the National Student Speech-Language Hearing Association.



## Meet the PI Staff

### Elsa Auerbach

Elsa Auerbach has been a teacher at Child's Voice since the day our school opened in 1996. She has worked with students in our Early Intervention, Primary I and Primary II programs. Elsa Auerbach graduated from Central Institute for the Deaf in 1963 with a B.S. degree in teaching and supervising deaf and hard of hearing children up to age 12 and received 14 hours of master level credits in Deaf Education and English as a Second Language from various universities over the past many years. She had a private practice working with hearing impaired children for 25 years. She was a supervising teacher for the Northwest Suburban Special Education Organization for 4 years. Elsa also worked at the Chicago Hearing Society teaching adult lip-reading classes. She was an itinerate teacher for South Metropolitan Association and also worked in a cross category class. Elsa also worked for American Hearing Impaired Hockey Association as a private tutor for their skaters.



### Robyn Cox

Robyn Cox has been the Discovery Center teacher in the Primary I program at Child's Voice since August of 2010. She graduated from Truman State University with a degree in Communication Disorders and Spanish (minor) and received a master's degree in Deaf Education from Washington University in St. Louis in 2009. From August of 2009 to June of 2010 she worked at Central Institute for the Deaf in St. Louis as a teacher and parent educator in the family center program.



### Haley Gubbins

Haley Gubbins joined Child's Voice the summer of 2018 as a P1 teacher during our ESY program. Haley is a graduate of Illinois State University and most recently did an internship with Desert Voices, also a listening and spoken language program, in Arizona. She says she is very excited to be joining Child's Voice for the summer, and is so happy to be here! She enjoys seeing the progress children with hearing loss make, and truly believes in the work and practices used at Child's Voice.





## Meet the PII Staff

### Elise Sundberg

As The Learning Center teacher, Elise's role involves teaching the primary II students (ages 5-7) to listen and speak while having fun in the classroom. She teaches the students the academic skills and self-advocacy skills they will need to be prepared for the mainstream. Elise loves to incorporate art, music, and play into daily lessons.

Elise began at Child's Voice as a student teacher from Illinois State University. After graduating in 2016, she began as a small classroom teacher and later switched to The Learning Center in the summer of 2019. She loves interacting with her students and their families while supporting their growth.



### Sarah Dulle, M.A., Listening and Spoken Language Specialist, Cert. AVEd

Sarah has taught, both P1 and P2 at Child's Voice School since June of 2005. She also taught First Grade in the mainstream from 2001-2004. Sarah graduated from Saint Louis University with a degree in Early Childhood Education in 2001. In 2005, Sarah received a Master's degree in Early Intervention in Deaf Education from Fontbonne University. She received her LSLS certification in June of 2010.



### Olivia Wealton

Olivia Wealton has been a teacher at Child's Voice since August 2008, working with students in both the Primary I (# years) and Primary II (# years) programs. She holds a bachelor's degree in deaf education from Illinois State University. In June 2012 Olivia earned her Master's degree in Reading and Literacy from Benedictine University and is now a certified Reading Specialist.



### Mitch Olsen, M.S.

Mitch is a Primary II teacher (ages 5-8), working with students in kindergarten and first grade. His role involves facilitating and promoting growth in language, speech, and self-advocacy skills. He also teaches academics, including vocabulary, reading, and math.

Mitch is one of the first kids to graduate from Child's Voice, having attended the school from 1996-1999. His experiences working with the teachers at Child's Voice changed his life and helped him become a successful adult and lifelong learner. He has been inspired to return to the community that did so much for him by becoming a teacher of the deaf and helping the children who are following in his footsteps.

Mitch joined Child's Voice as a full-time teacher in June 2019. He has a Bachelor's Degree in Elementary Education from Knox College and a Master's in Deaf Education from Washington University in St. Louis.





#### Kathy Knudsen

Kathy is a Primary II teacher in the School Program at Child's Voice. In this role, Kathy provides direct instruction to children with hearing loss, helping to improve their speech, listening, language, pragmatic, and academic skills in a fun and engaging way. This is Kathy's fourth year teaching, but first year at Child's Voice. She joined the team over the summer 2017 during the Extended School Year (ESY) Program as the Discovery Center Teacher. She first learned of Child's Voice through a practicum placement at Child's Voice in 2012. Kathy attended Illinois State University and received her master's degree from Vanderbilt University. She recently relocated back to the Chicago area from Cincinnati where she worked with Ohio Valley Voices, a listening and spoken language program in Ohio. Kathy currently lives in Chicago and enjoys spending time with family and friends (including her pet Pomeranian, Teddy), reading, and shopping.



#### Kiersten Flynn

Kiersten completed her undergraduate student teaching at Child's Voice during the Fall of 2018 in our Primary II Learning Center. Kiersten resides in Evanston, IL. She enjoys spending time with her sister, her tiny teacup Chihuahua named Chuli, doing puzzles, listening to music, and going to Chicago on the weekends.

She also is a volunteer through Special Recreation for the City of Evanston. Special Recreation hosts several events/activities geared towards inclusion of children with special needs.



## **Ideas for Lunches**

The children at Child's Voice work very hard during the day and they need nutritious meals to fuel their growing bodies and developing brains. According to the *eHow* website, children can burn up to 50 calories every 30 minutes while learning at school. Make sure that the calories you pack in your child's lunch are healthy and not empty calories (the kind found in potato chips and candy and other foods with no nutritional value). If your child is only eating junk food with empty calories, they won't have the fuel that they need to learn throughout the day. The following page contains a list of ideas of things to send in your child's lunch box. Unfortunately, we are not able to refrigerate or heat your child's lunch, so please use an ice pack to keep things cold or a thermos to keep things warm. Also, please include any utensils your child may need. If you would like more information about nutrition for young children, please visit the *My Pyramid* website: <http://www.mypyramid.gov/preschoolers/Plan/index.html> You can enter your child's age and level of physical activity to obtain specific information on your child's nutritional needs.

### **Ideas for Hot Lunches in a Thermos**

- Meatballs with noodles
- Soup
- Cooked chicken breast cut into bite size pieces
- Rice with beans and/or vegetables
- Leftover chili or stew
- Macaroni and cheese

### **Ideas for Cold Lunches**

- Peanut butter and jelly sandwiches
- Lunch meat sandwiches (ham, turkey, roast beef, etc.)
- Tuna salad sandwiches (Keep in mind warnings about mercury consumption and use chunk light tuna packed in water and limit to one or two times a week.)

To add more variety to sandwiches, try making them with sandwich slices (thin slices of bread), wraps, pitas, bagels or crackers.

### **Snacks**

- Fresh fruits, such as, apples, bananas, oranges, berries and grapes (make sure they are cut into bite-size pieces)
- Fruit cups
- Raisins or other dried fruit
- Yogurt
- Multigrain pretzels
- Baby carrots, celery, cucumber, green peppers or sugar snap peas (make sure vegetables are cut into bite-size pieces)
- Nuts
- String cheese
- Granola bar
- Whole wheat crackers with peanut butter

### **Drinks**

- Water
- Milk
- 100% fruit juice (Because even 100% fruit juices contain a lot of sugar, these drinks should be limited to one or two times a week.)

## Description of the PII Curriculum

The goal of Primary II is to continue develop students' language, speech, and auditory skills. In addition, the children are developing in all academic areas such as reading, math, phonics, writing, science and social studies. The students are grouped into classrooms by age, language level and academic abilities. Every thirty to forty minutes, children alternate between small group instructions of 2-3 children in their classrooms to large group instruction of 8-10 children in the Learning Center. These frequent changes help to maximize the children's attention level and keep them engaged in the activity at hand. On occasion, it is necessary for us to change your child's classroom placement and assign him/her to a different teacher during the course of a school year. One of the many strengths of our program is that we have the flexibility to change groupings so that your child is always challenged yet feels successful.

Here is a brief description of the kinds of lessons you will see in these 2 classrooms:

### Learning Center

The Learning Center is a print-rich, music-filled, movement-incorporated classroom. Using authentic assessments, children's progress is recorded according to the Illinois Early Childhood Standards. While in the Learning Center children participate in a variety of activities including calendar, phonics, writing, music, gross motor, academics, science, social studies, story time and center play. The Learning Center curriculum is guided by the Handwriting without Tears curriculum, Pat Cunningham, Michael Haggerty Phonemic Awareness, Second Step, Scott Foresman Science and Eureka Math.

At Child's Voice, the large group of 8-10 students in the Learning Center is the bridge between their small, highly-structured classroom and their future encounters in a typical mainstream classroom. The Learning Center's goal is to analyze what academic knowledge, problem-solving habits and critical thinking skills the children will need.

Every day there is 30 minutes devoted to writing and fine motor activities each day. Students will work on their fine motor coordination through cutting, tracing, copying and "writing" their own stories. They also practice narrative, informational and functional writing with emphasis on punctuation and grammar.

All the children in the Learning Center come together for 15 minutes and participate in Dr. Heggerty's 35-week Phonemic Awareness Curriculum. In a daily group setting each child is exposed to letter naming, rhyming, onset fluency, identifying final and medial sounds, segmenting, substituting, adding phonemes, deleting phonemes or words and language awareness.

### Classroom

In the classroom, your child is working in a group of 2-3 children who have similar speech, language, auditory and academic skills. The different lessons throughout the day are: Speech, Auditory Skill Development, Syntax, Vocabulary, Math, and Reading.

In the classroom, your child is working in a group of 2-3 children who have similar speech, language, auditory, and academic skills. The different lessons throughout the day are: Speech, Auditory Skill Development, Syntax, Vocabulary, Math and Reading. Here is a brief description of each:

- Speech. Your child will focus on accurately producing different sounds in isolation, syllables, words, phrases and sentences.
  - Idea for home: When you are talking to your child, try to have him/her accurately use the speech sounds that he/she knows.
- Auditory Skill Development. During these lessons, children will develop their listening skills. They will be incorporating their auditory skills into a "school environment." For example, the teacher may read a

paragraph to your child while using the auditory hoop and may ask questions pertaining to the paragraph. They may also add background noise while reading to your child.

- Idea for home: Make your child responsible for what he or she is hearing. If they don't hear you or understand you, have your child use repair strategies to ask for clarification or repetition.
- Idea for home: Incorporate listening skills into your daily routine. For example, if you are cleaning up after dinner, you could say, "Go get the spoons" or "Go get the plates." Make sure your mouth is covered or that you are standing behind your child so you are sure that he/she is really relying on his/her listening skills.
- Syntax. This is a lesson that has been designed to give your child repeated practice with targeted grammatical language structures. For example, if your child is at TASL Level 3, the teacher may create a lesson targeting the pronouns "he" and "she." The child will practice sentences like, "He is eating the French fries and hot dog" and "She slept in the big bed." If your child is at a TASL Level 5, the teacher may create a lesson targeting participles. The child will practice sentences like, "The boy wearing the green shirt gave the girl an ice cream cone because she was hungry." These syntax lessons will give your child the necessary practice to master targeted structures.
  - Idea for home: Your child's teacher will let you know what your child's syntax goals are for the week. Try to use those sentence types and syntactic elements with your child during your daily routines (reading books together, getting dressed, playing games, going to the store, etc.).
- Vocabulary. Each week your child will be learning a variety of new words as they relate to themes found in early childhood curricula.
  - Ideas for home: Your child's teacher will send home copies of the weekly vocabulary words. Please practice these words with your child by incorporating them into his/her everyday life at home. Show your child these items in his/her environment (in books, at the grocery store, in your house, etc.). When applicable, discuss the definition, function, attributes and category of each word to enhance their understanding.
- Math. At Child's Voice, we use the University of Chicago's "Everyday Math Curriculum" at the preschool through 2<sup>nd</sup> grade level. In this curriculum, daily routines are established such as calendar and number line counting. Math concepts are also developed in a "natural" way. Math lessons are "spiraled" in which concepts are not taught until mastery, rather children are exposed to concepts and then are re-exposed to those same concepts later on in the year.
- Reading. At Child's Voice, we use the Houghton Mifflin Journey's reading curriculum. Through this curriculum, your child will be exposed to a variety of age appropriate reading skills, including phonics, sight words and reading comprehension. They will also develop sight word vocabularies and begin to work on spelling words (in First Grade).
- Self-Advocacy: Every week, our Mainstream Support Staff leads a Self-Advocacy Class for all PII students. In Self Advocacy, children learn about hearing loss and learn how to identify themselves as having a hearing loss. Repair strategies are taught so the children know how to ask for help or clarification if they need it. Children also learn about the mainstream and how it differs from Child's Voice.
- Mainstream Experience: Once a month, our kindergartener, first and second graders go to Oakbrook Elementary School in Wood Dale, and partner with their classes. The mainstream teacher leads the class and our children participate as if they were actual students at Oakbrook Elementary School. This is a great time for students to work on their self-advocacy skills in a mainstream environment.

**You will need to provide the following items for your child:**

1. A nutritious lunch. The children in the PII Department have a 30-minute lunch period. See pages 8-9 for more information on healthy lunches. Please DO NOT send anything that needs to be heated. We are unable to heat the children's lunches. If your child will need any utensils to eat his/her lunch, please send them in the lunch box.
2. Spare batteries, cords, coils, etc. We recommend keeping these items in your child's backpack so that he/she will always have spare equipment with them whether they are in school or on the bus.
3. Two complete, spare sets of clothing, including underwear and socks. Sometimes children have accidents or spill things on their clothes and need to change. In order to keep your child's clothing together, put each set in a Ziploc bag. Please write your child's name on each piece of clothing and on the outside of the Ziploc bag. Make sure that your child has spare clothing that is appropriate for the weather (long sleeves and pants in the winter, short sleeves and shorts in the summer). Your child's teacher will keep these spare sets of clothing in his/her classroom.
4. Gym shoes. In PII, your child will have gym class every day. Please have your child wear or bring gym shoes to school every day. Your child is physically active while at school. When children wear sandals, crocs and dress shoes with heels, they are much more likely to fall and injure themselves.
5. Winter clothing. As long as the temperature is above freezing, the children go outside for recess. Please make sure that your child has the appropriate clothing to be outside: coat, snow pants, boots, hat, and mittens/gloves. Be sure to label each item of clothing with your child's name. When the children are dressing and undressing, pieces of clothing often get mixed up and labeling the clothing helps to prevent items from being lost or sent home with the wrong child. If your child does not have the appropriate clothing, he/she will not be able to go outside and will sit at the front desk with the School Manager, Anne-Marie Adkins, while all of the other children are outside playing.



### **ACKNOWLEDGEMENT STATEMENT**

My signature acknowledges that I have thoroughly read and understand the Child's Voice Student and Family Handbook. If I have any questions or concerns regarding the information listed in the handbook, I will direct my questions to the Executive Director, School Coordinator or Classroom Teacher.

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Parent/Guardian Name (Please Print)

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Date

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Parent/Guardian Signature

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Child's Name