

Dear Parents,

Welcome to Clarke Schools for Hearing and Speech Preschool Program 2018-2019! This parent handbook is designed to provide information about Clarke's procedures and policies. Please read through it and use it as a resource. Please let us know if you have other questions.

ABOUT US

Clarke Schools for Hearing and Speech/New York is the NY campus of the Clarke Schools for Hearing and Speech, a school for children with hearing loss started in Northampton, MA in 1867. The mission of the Clarke Schools is to provide children who are deaf and hard of hearing with the listening, learning and spoken language skills they need to succeed.

Clarke's NY campus opened in 1999. It currently contains both Early Intervention and Preschool programs and services, all housed at 80 East End Avenue. Our school is two floors, including 5 preschool classrooms, 6 speech therapy rooms, a sensory gym, audiology booth, library and many other services.

Our preschool classes have favorable student-teacher ratios. The preschool self-contained classes are designated as 12:1:1 (maximum of 12 children with 1 teacher and 1 teacher assistant). The preschool integrated classes are 14:1:1 (6 children with hearing loss and 8 children without hearing loss with 1 teacher and 1 assistant) and 11:1:1 (5 children with hearing loss, 6 children without hearing loss). Children are grouped according to age, spoken language abilities and IEP mandated placement to maximize language learning opportunities and overall development in both structured and semi-structured activities.

Our Early Intervention services and programs are center based and focused on meeting the needs of children with hearing loss and their families at the earliest possible ages. Consistent with Clarke's philosophy and mission, services are designed to support a listening and spoken language outcome.

Clarke admits deaf, hard of hearing and hearing children and provides services to our families regardless of race, color, religion, gender, cultural heritage, political beliefs, national origin or marital status.

Contents

Requirements for Enrollment Prior to the First Day of School.....	4
CALENDAR, HOURS & ATTENDANCE.....	5
School Hours.....	5
Attendance.....	5
Transportation/Arrival and Departure.....	6
Supervision/Routine.....	6
Stroller/bicycles.....	6
COMMUNICATION AND MESSAGES.....	7
SCHOOL HEALTH POLICIES AND MEDICAL ISSUES.....	8
Special Note About Lice-.....	8
Annual Physicals:.....	8
Allergies.....	9
Medical Clearance for OT and/or PT Services.....	9
Medication.....	9
Epinephrine Auto Injectors.....	9
Emergency Medical Plan.....	10
Medical and Audiological Appointments.....	10
Cochlear Implant Programming.....	10
Spare Parts and Batteries for Cochlear Implants and Hearing Aids.....	10
Daily Health Inspections.....	11
Lost Child Plan.....	11
GENERAL INFORMATION.....	12
Supervision.....	12
Special Events/Class Trips.....	12
Lost Child Plan for Trips:.....	12
Clothing.....	13
Bringing Items from Home.....	13
Clarke Library.....	13
Discipline Policy.....	14
Special Note About Continued Placement for Children Who Are Deaf Or Hard Of Hearing.....	15
FOOD, SNACKS & NUTRITION.....	16
School Snack.....	16
Lunch.....	16
Birthdays.....	16
SCHOOL VISITS, TEAM MEETINGS, AND PARENT PARTICIPATION.....	17
School Visits.....	17
Parent Participation Expectation.....	17
Parent Conferences.....	17

Parent Meetings	17
Parent Involvement	17
Accessing Your Child’s Records.....	17
Notification of Rights under FERPA for Elementary and Secondary Schools	19
ADJUSTMENT TO PRESCHOOL	20
EMERGENCY AND SAFETY INFORMATION	22
Fire and Other Emergencies	22
Emergency Relocation	22
Evacuation Routes	22
Important Emergency Contact Information	23
Storms/Inclement Weather/Emergency Situations	23
Research, Fund Raising, Publicity and Observation Policies	25
Fund Raising and Publicity:	25
Observations and Student Clinicians:	25
First Day of School Checklist	28

Requirements for Enrollment Prior to the First Day of School

1. Enrollment/Application Form
2. Medical Form: documenting current health, immunizations and special needs. This form must be consistent with the individual health care plan
3. Plan Individual Health Care Needs- This is for children with allergies, asthma, cochlear implants or other health needs. This must be completed in full by a doctor and it must be consistent with the Medical/Physical form.
 - a. Children with EpiPen's- they cannot be in school without this form completed and an unexpired EpiPen on site.
4. Consent for Emergency Medical Treatment
5. Emergency Contacts and Consent to Pick up:
 - a. Clarke must have at least 3 contacts to call in case we cannot reach you.
 - b. No child will be released to a non-parent caregiver if they are not listed on this form.
6. Parent Handbook/Orientation Review
7. OT/PT Prescription for any child receiving this service
8. Assistive Technology Intake Form: This form provides us with information about the technology your child uses and the audiologist your child sees outside of Clarke. It also includes specific consent for data logging.
9. Consent to Obtain/Release Information
10. Permission Slip-neighborhood walks
11. Email Consent
12. Media Release and Consent
13. Library Card
14. Sunblock
15. Acknowledgement of receiving the orientation and enrollment material, including the Parent Handbook and all of its information

CALENDAR, HOURS & ATTENDANCE

Clarke Schools for Hearing and Speech/New York follows the NYC Department of Education calendar to the greatest extent possible. Please see the current calendar for specific information regarding vacations, breaks, holidays, conference days, etc. As the calendar is updated, a copy of the updated calendar is sent home to you and is available on our website:

<http://www.clarkeschools.org/programs-and-schools/clarke-campuses/new-york/nyp>

School Hours

Preschool program school hours are Monday-Friday, from 8:30 am to 2:30 pm. General staff hours are 7:30-3:30 or 8:00am-4:00 pm.

Attendance

It is expected that children will attend school *every scheduled school day if they are healthy to do so*. Attendance is taken every morning.

- If your child has been ill with something highly contagious (e.g., pink eye) or out for surgery, a doctor's note must be sent to Clarke indicating that your child has been medically cleared to return.
- If your child needs medication like Benadryl or Tylenol in the morning to be "fine," he or she must stay home that day.
- Family vacations should be scheduled during school vacation times. We know that many Clarke families have family outside of the NYC area, but children cannot have long absences for family vacations. Children's progress is affected by missing school and/or therapy.
 - Longer or frequent absences will affect a child's placement at Clarke.
 - Clarke is required to report absences of 5 consecutive days, non-consecutive absences of 20 days in a short period of time and poor attendance to the school district
 - The district will then decide if Clarke should maintain a child on its roster or terminate a child from the roster. This is at the discretion of the NYC DOE. Even if Clarke is authorized to keep an absent child on its roster, your child's class, teacher, therapist, and therapy times will not be guaranteed. Frequent absences and inconsistent attendance may jeopardize a child's enrollment and will affect your child's progress.



Parents must call Clarke at least an hour before school starts if a child will be absent, to let us know why their child is absent. Clarke is required to contact families of children who are absent without notice.

If your child is transported to school via a bus, parents must also phone the bus company to cancel transportation for any day your child will not be attending school.

Selby Transportation 718-617-7141

For children approved by the DOE for the summer program, children are expected to be in attendance for *the entirety of the summer session*.

Transportation/Arrival and Departure

Supervision/Routine

Bussing: Arrival: 8:30 Departure: 2:30

- Children will be removed from the buses as early as 8:15.
- A bus roster for each route is maintained and used upon arrival to note the time of arrival and attendance information.

Parent/Caregiver Transport:

- Parents sign their child in/out
- Parent/caregiver must stay in the lobby with their child until 8:30
- For late arrivals, the caregiver is asked to wait with their child in the lobby after signing in. The teacher is notified of arrival and either the assistant comes to get the student, or another staff member brings the child to the class. The parent may need to wait until there is a natural break that allows a staff member to escort the child to the classroom.
- Parent/Caregiver should arrive at Clarke by 2:20 to insure they are on time to pick up their child.
- Only approved other caregivers-those listed by parents on list- are allowed to sign a child out

Early pickups

- Parents are asked to notify the school prior to early pick up. The staff will have the child packed up and ready for the parent's arrival. Parent's sign their child out. Other caregivers must be on the list and show id.
- Parents who arrive with no notice are asked to wait while the teacher is notified. Other staff may help prepare the child or maintain supervision of the other children

Bus Issues:

For NYC students with IEPs, bus transportation is provided by Selby Transportation for the NYC Department of Education. Selby does NOT work for Clarke.

When a child is approved to come to Clarke and has bussing, Clarke confirms the days and times of our program and Selby makes the bus routes. Please let us know if there is a problem with the bus so that we can try to help resolve the issue. At the same time, parents should, if appropriate:

1. Talk to the driver/matron
2. Talk to Mark, the manager at Selby
3. Call the NYC Office of Pupil Transportation (OPT) and file a complaint: **718-392-8855**

If your child will be absent or late, please notify Selby, so that the bus doesn't wait in front of your home with other children on the bus, and call Clarke or email your child's teacher at least an hour before school starts. If your child is not on the bus and Clarke doesn't know why, we will send you a message informing you that your child didn't come to school.

Stroller/bicycles

Due to space constraints and Fire Department regulations, neither strollers nor bicycles for preschool students can be left at Clarke during the school day. Scooters that foldup can be left in the vestibule area but they must fold up and be taken home each day. In addition, Clarke cannot be responsible for the scooter, therefore it is left at the owner's risk.

COMMUNICATION AND MESSAGES

The best time to speak with a staff member is 7:30-8:15 am or 2:30-4:00 p.m. You may leave a message at any time with the administrative assistant (or on voice mail,) and your call will be returned as soon as possible. Teachers and therapists will not leave class or therapy to speak with a parent unless it is a genuine emergency. Clarke School staff members want to hear from the children's parents and families- often! If there are any changes in your child's life at home, any special events, new accomplishments, stressful situations - anything that might be important to the understanding of your child's moods, feelings and behaviors - please let us know.

The Clarke School phone numbers are:

(212) 585-3500 **VOICE/TTY**

(212) 585-3300 **FAX**

Staff may also be reached via e-mail using individual Clarke e-mail addresses:

EX.: First initial, last name@clarkeschools.org

E-mail for **Suzanne Foley: sfoley@clarkeschools.org**

Consent to communicate via email with parents or other professionals must be given in writing. To ensure that the staff at Clarke School may always reach you, parents must notify the administrative assistant when **work, home and cell phone numbers change**. Also, please let us know when **emergency contacts change** for us to keep those phone numbers updated.

Other communication tools:

Blackboard Connect: Clarke sends out text messages, emails and phone calls to families using a mass notification system. Important alerts about weather emergencies, school closing, schedule changes, and reminders for events and activities will be sent through this system.

School Blog is used to keep parents informed of weekly themes and activities planned for the classrooms and events happening school wide. It is a private blog, accessible only by invitation. Your child's teacher will update the blog multiple times each week. The blog will have information about what was learned that day, upcoming events and pictures of the children from school events. Your child's picture will not appear on the secure blog unless you have given consent for your child's picture to be used online. Media Consent forms are sent home at the beginning of the year. Consent cannot be given for the blog only. If you chose not to give consent, you will still be able to access the blog, but you will not see any pictures of your child.

Notebook is used for progress notes for speech-language, occupational and physical therapy sessions. We encourage parents to use the book to let your child's teachers and therapists know about events that occurred outside of school: visiting a friend, baking cookies together, a movie your child went to see, a family vacation, etc. It's exciting for children to be able to share with their families what they did at school and to share with staff activities they participated in with their families. Some parents have gotten very creative by sending in drawings, pictures and engaging descriptions of activities and events outside of school. It's exciting to see the children's faces light up when the staff talks with them about events at home and it's important that children know that their teachers and families communicate with one another.

Phone Interpreter: For families who communicate through a language other than English, Clarke uses an interpreter service to call and speak with families or to meet with families at the school.

SCHOOL HEALTH POLICIES AND MEDICAL ISSUES

Consistent attendance at school is important but children should only be in school when they are healthy. Please let us know if your child is sick or absent and diagnosed with a specific illness. We are required to report to the Department of Health any vaccine preventable illness or illnesses that are highly contagious. These health policies are part of Clarke's written safety plan, available for review. All staff, student teachers and interns at Clarke School are mandated reporters of child abuse and neglect and may make a report without first contacting the parents, per NYS reporting requirements.

Children exhibiting the following symptoms should not be sent to school:

- vomiting
- fever
- conjunctivitis (pink eye)
- frequent diarrhea
- unexplained rash
- complaints of sore throat or headache
- ringworms
- persistent, bothersome cough
- stomach ache
- scalp itching (which may suggest head lice)

If the Clarke School staff feels your child is not well enough to be at school, we will phone you to pick up your child ***within the hour***. An emergency contact will be phoned if we cannot first reach a parent. Sick children will be isolated in the director's office or administrative assistant's office until a parent or caregiver arrives. Please consider the health of the other children, staff and parents before sending a child to school who is not healthy and remember that infections spread easily in group situations. A doctor's note to return to school is required for illnesses which are highly contagious, such as pink eye. Clarke may also ask for a doctor's note before allowing a child to return to school for other health related situations.

Following an illness, a child returning to school should feel well enough to participate in all activities and daily routines (including outdoor play and field trips). Children should **be fever/symptom free for 24 hours** before returning to school.

**Children who need to take medication in the morning, such as Tylenol or Benadryl, to be well enough to go to school should stay home.

Special Note About Lice-

Lice is not an illness but is both common and highly communicable in child care settings. The presence of nits(eggs) suggests lice will hatch soon or already did. We suggest that parents take their child to specialized salons, such as Hair Fairies or Licenders, to have their child checked. Even if a pediatrician clears a child to return, a parent must bring the child to school for a Clarke staff member to check the child's hair. If Clarke staff sees live louse or live eggs the child will have to leave and will not be cleared to return until all live eggs and lice are gone.

Annual Physicals:

The New York City Department of Health requires that each child have a yearly physical examination by a physician. Children are required to have current physicals (under a year old) and up to date immunizations to attend Clarke. The immunization schedule is determined by the

Department of Health and must be followed by any child enrolled at Clarke. Please make sure that this section of the Health Form is complete and accurate.

Influenza/Flu. NYC DOH requires that all children enrolled in Clarke's preschool receive the flu shot between July-December 31st. Children will not be allowed to return to school after the December 2018 break without documentation of this vaccination. Based on the holiday/vacation schedule, proof of influenza immunization must be received by fax, mail or hand delivered by 9 am, Friday December 21, 2018. Any documentation received after this time, will not be checked until January 2, 2019. Any child without appropriate clearance will not be picked up by the bus on 1/2/19. Parents must bring their child to school, with the documentation or they will have to wait until all late documentation is reviewed. Children without documentation will not be allowed to attend school, due to the NYC regulations.

Lead Testing. **New York State law requires blood lead levels tested at ages 1 and 2 and an annual lead risk assessment conducted for all children up to six years of age.**

Diagnosis: Make sure your child's pediatrician knows and understands your child's hearing loss diagnosis. Many pediatricians do not mark it or mention it on the Health/Physical form. At times, this does create a problem when a parent is requesting services based on that diagnosis.

Allergies

Required form: Individual Health Care Form.

Many young children have allergies. It is important for your child's pediatrician to include that information on his/her medical form. In the event of an allergy, such as to peanuts, that may require medical treatment, a doctor's note indicating the allergy, possible reactions and course of treatment must be provided to Clarke. With the parent, the doctor and the staff, a plan will be developed based on the child's needs. EpiPens can be used, when prescribed by a doctor, by staff trained in its use. Because Clarke does not have control over all food brought into the building, we cannot guarantee that the building is completely nut free.

Children who are prescribed EpiPens cannot be in school without an unexpired EpiPen onsite.

Medical Clearance for OT and/or PT Services

If a child is approved to receive OT or PT services on his or her IEP, the pediatrician must provide a prescription before these services can be provided. There is a specific form NYC DOE requires to be used for this purpose. This "script" must indicate that the child is recommended for that service and how frequently it should occur. The doctor cannot write "OT" or "PT" recommended as needed. Scripts should contain: your child's name, date of birth, diagnosis code (ICD-10 code), the doctor's NPI #, the doctor's original signature (not a stamp), the type of therapy, and how often/for how long/per week the therapy should be provided.

Medication

Clarke School is not authorized to administer medication. We ask that you plan to give your child any necessary prescription or non-prescription medications at home before and/or after school. Should it become necessary for your child to receive medicine at school, we will make arrangements for a parent or caregiver to administer the medication outside your child's classroom.

Epinephrine Auto Injectors

As of 9/1/2018, Clarke does have non-patient specific epipens on site. Staff who have been trained in the signs of severe allergic reaction and use of an epipen can and will administer a dose of epinephrine, call 911, and call the parent to meet at the hospital. Any child or adult who is administered epinephrine must go to the hospital.

Emergency Medical Plan

Required form: “Consent for Emergency Medical Treatment”

This form must be completed before enrollment. The emergency care provided by Clarke School staff shall be limited to simple first aid procedures (e.g., disinfecting cuts and abrasions, applying bandages, placing ice on small bumps and bruises, etc.). Parents will be notified of injuries on the day that the injury occurs.

For anything that might have the potential to need more than simple first aid:

1. 911 will be called.

Once the ambulance arrives, the EMTs are required to take any child 5 years old or younger to the emergency room. If a parent is at Clarke when the ambulance arrives, they can discuss with the EMT if the parent decides to refuse medical care. Clarke *cannot* refuse care or refuse to let the child go by ambulance to the emergency room for the parent.

An ambulance will transport the child, with a staff member (unless the parent is there) to the nearest hospital.

- a. NY Presbyterian Hospital (on York Avenue and 68th Street.)
525 E 68th St, New York, NY 10065
[\(212\) 746-5454](tel:2127465454)

or the hospital the EMT recommends

A Clarke staff member will stay with the child until a parent arrives.

2. The administrative assistant or director will call the child’s parents; if the parents are unavailable, an emergency contact will be phoned.

Medical and Audiological Appointments

All doctors and audiological appointments should be scheduled outside of school hours whenever possible. When not possible, it is strongly recommended that appointments are scheduled early in the morning or later in the afternoon so that children may attend school for part of the school day.

Reminder: Please send a copy of any hearing tests that are done so that your child’s team has the most accurate information to work with your child. Each child must have a current audiogram on file.

Cochlear Implant Programming

For children who use cochlear implants, we ask that parents obtain a copy of the **detailed program** at the time of each program visit as well as any routine evaluations that are conducted. It’s important for Clarke School staff to be kept informed regarding changes to the children’s processors and to have on file the programs your child’s implant audiologist recommends that your child use. Also, we encourage parents to ask their audiologist about harnesses or undershirts with processor pockets for their children’s body-worn processors or controllers, critter clips, huggies and other tools to aid your child in keeping their cochlear implant on.

A current audiogram with aided and unaided information must be maintained on file.

Spare Parts and Batteries for Cochlear Implants and Hearing Aids

- Children should wear their hearing aids or cochlear implants **all waking hours**
- Please send a supply of these replacement parts and batteries to be left at school.as
- Parents must telephone Clarke in the morning if a child’s hearing aid or implant processor did not work prior to the child getting on the bus.

- Parents need to notify their child’s cochlear implant center when replacement parts are needed. Parents should always have at least one spare for each external component of their child’s implant and a 3 month battery supply.
- If your child is sent to school without his/her hearing aids or cochlear implants, parents will be called to bring the device to school immediately.
- Parents may be called to pick up their child to bring them immediately to their audiologist, especially if not having amplification creates a safety and health concern for your child.

Daily Health Inspections

Clarke is required by NYC Department of Daycare to conduct daily health inspections. Each morning, as the children arrive, staff must document any observable health concerns, or any unusual or new marks they observe on a child. If a mark on the child is unusual, serious or of concern, staff will contact the family to inquire how the injury occurred. Parents are strongly encouraged to write a note or call and leave a message about any injuries. If medical care was provided, parents should send in a doctor’s note.

Lost Child Plan

1. Line of sight supervision is maintained through all activities. Staff communicate verbally to insure a child moving from one adult/area to another are being supervised by the other adult (s). Staff are trained and review active monitoring and using verbal confirmation strategies. Children must be escorted from their classroom to their bathroom.
2. Playground: Clarke uses the public playground 1 block north of the school. Head count- prior to leaving the classroom, a head count occurs and then again before leaving the building. If the children are going to the playground, they are counted before play, during play and prior to leaving the playground. If a therapist brings a child to the classroom or playground or removes a child, they notify the lead adult to insure that clear communication about all children occurs.
 - a. Should a child be missing, all available adults would look thoroughly through the rest of the playground. The teachers and assistants from the other classes would watch the other children, positioning themselves at the two entrances to the playground and notify the main office/director. The child’s teacher and assistant would begin a thorough search of the playground. The director and all other available staff (SLPS, IEP Coordinator, Assistants, OTs/PTs etc.) would immediately report to the playground to help. If the child was not found, the police would be notified, then the parents.
 - b. If the child is found after a prolonged search and the child demonstrates signs of shock, trauma or physical interaction, 911 will be called to take the child for an evaluation at an ER.
3. If a child is missing within the building, a code alert would be made and all available staff would secure exits and participate in the search.

GENERAL INFORMATION

Supervision

Line of sight supervision is maintained through all activities. Staff communicate verbally to insure a child moving from one adult/area to another are being supervised by the other adult (s). Staff are trained and review active monitoring and using verbal confirmation strategies. Children must be escorted from their classroom to their bathroom. Class ratio is regulated by the NYS Department of Education and the NYC Department of Daycare.

Special Events/Class Trips

We will keep you informed in advance of special activities planned at Clarke School for your child and your family. Such events include open houses, holiday celebrations, field trips, our annual Family Picnic, etc.

The Trip Coordinator plans for all aspects of the trip to insure a safe and fun experience. Parents are often invited to attend class trips. They will be provided information on the trip plan and safety considerations. When a parent does come, it is expected that the parent will be responsible for their child and any siblings that also come. Many of our trips require significant support from parents for us to be able to go. This is especially true if we are using public transportation. Please consider volunteering to chaperone a school trip. In some cases, without enough volunteers, your child's class may not be able to go.

Parental Consent/Approval: Parents must sign consent for trip attendance on a form specific to that trip. Children without written permission cannot attend trip.

Lost Child Plan for Trips:

Upon a report that a child is missing, the trip coordinator will:

4. Designate the person who will conduct the preliminary search and reassign that individual's children to another group and chaperones.
5. Concurrently notify security guards at the site to lock down the facility and facility staff join search.
6. If the parent was chaperoning a trip and both the child and parent are gone, the lead teacher will call the parent to ensure that the child is with the parent.
 - o If the child and the parent are nearby, the teacher will have the parent return and sign out their child.
 - o If the parent does not have the child, the parent will be informed that the child is missing.
7. If, after the preliminary search the child is not found, all staff members not required for the immediate supervision of the other children must be called together and given information as to the lost child's last whereabouts. The entrances, exits and insides of buildings must be checked, as well as the surrounding area.
8. If the above-mentioned search is unsuccessful, the trip coordinator or designee must notify the police, giving full description of the child: clothes, height, weight, hair color and when last seen.
9. The trip coordinator should notify the director, who will call ACS and notify the parents. Any available staff at the school will go to the venue to assist. The police will be onsite at this point and will direct the search. All other staff and children will begin to return to the school. The trip coordinator, director and other available staff will remain and continue to search.
10. If the child is found immediately, the trip coordinator will assess the child's emotional state and physical state to determine if medical evaluation is needed.
11. If the child is found after a prolonged search and the child demonstrates signs of shock, trauma or physical interaction, 911 will be called to take the child for an evaluation at an ER.
12. If the child does not need medical care, he or she will rejoin the group or return to the school with the trip coordinator.

Clothing

Children must wear comfortable play clothes and sneakers or shoes to school each day to allow them to move about freely in the classroom and at the playground. The footwear listed below may **not** be worn to school unless a child has a change of sneakers or shoes at school:

NO:

- Flip flops
- Slippers
- Heels on shoes
- Open-back shoes
- Restrictive or too-tight clothing

Some classroom activities are messy, and the children may get dirty. Please send an at least one extra set of clothes for your child to leave at school. Include underwear, socks, shirts and pants, **all clearly labeled with your child's name.** Please remember to replace these clothes when sent home for laundering. "Accidents" may happen and children feel more secure when they have a fresh change of clothing of their own.

Children need to be dressed appropriately for the weather. The only time we do not go outside is when the temperature dips below 32°F or when it is raining. If your child wears boots to school in the winter, sneakers or shoes will need to be left at or brought to school to wear during classroom activities. **In the cold weather months, be sure to send your child to school each day with a hat and mittens or gloves.**

Bringing Items from Home

We discourage children from bringing their own toys to school, as they might be lost, misplaced or broken. In addition, it is often difficult for children to share their special possessions. Sometimes children need a "transitional object" to help them through the transition from home to school. A book, a favorite stuffed animal, a photo of your family or a blanket could all serve as transitional objects. We welcome these objects but have the children leave their special items in their cubbies during class time. Parents can help by assuring your child that while it is fine to bring a reminder of home to school, blankets or toys will stay in cubbies during class time.

If your child brings home something that does not belong to them, please send it back. If the child is wearing "spare" clothes because of an accident during the day, please wash the clothes and then send them back to school.

Clarke Library

Clarke's library is located on our lower level and is equipped with a host of resources and materials. We encourage parents to spend time in it! We'll continue to add brochures, pamphlets and other materials throughout the course of the year and hope to hear suggestions from parents regarding any additional information/resources that should be added. We encourage families to have their children check out books each week from our library. Children enrolled in Early Intervention also have library cards. Parents may also check out books at any time but may borrow their books for 2 weeks before returning or renewing. If books are lost or damaged, families will be assessed a replacement fee

Please help us keep our library in usable, child friendly shape by cleaning up after you use the library or after your child pulls books off the shelves.

Discipline Policy

It is the policy of Clarke School to look at behavior as part of learning. A Positive Behavior Support approach is used to determine the level and type of support a child may need to develop appropriate social and learning behaviors. Some of the strategies that address most behavioral concerns are problem solving to work through conflict, picture schedules to support transitions, modeling language of behavior, empathetic listening by identifying how a child feels. Through problem solving, children develop a sense of responsibility for their actions, begin to understand others' needs and strengthen their decision-making skills. Most behavior is addressed in the classroom as it happens. At times, for safety, a child may be removed from a situation if there is a concern that the child or others could be hurt. The teacher will communicate with parents about general or specific concerns about behavior. Clarke will partner with parents to develop a plan to support a child that can be used consistently at home and school. On rare occasions, Clarke School staff may telephone a parent to pick up his or her child if a child's behavior is particularly inappropriate or dangerous or if an immediate meeting is required.

Corporal punishment is not permitted in our school.

Special Note About Continued Placement for Children Who Are Deaf Or Hard Of Hearing

Clarke is a listening and spoken language program. To benefit from this program, deaf or hard of hearing children must have auditory access to the range of speech sounds through hearing aids, cochlear implants or bahas. They must have their equipment in good working condition and they must use it each day, every day for more than 10-12 hours a day to develop language on level with their cognitive potential. They must see their primary audiologist regularly to make sure their equipment works and that their unaided hearing loss hasn't changed, and they must immediately see their audiologist when there is a problem with their equipment. In addition, their parents must be actively involved in their education and willing/open to collaborating with the educational team. In addition, their learning needs must be manageable in a class of 12-14 children. While children with delayed language and/or insufficient auditory access or skill may demonstrate behavioral issues, behavioral issues that interfere with their language learning and do not respond to interventions and support or reduce as the child develops more language may indicate that the child has an additional learning challenge, the class size is too big for them to benefit, or they may need visual language, such as sign. Some children do not have behavioral concerns but are not making progress or not making enough progress to be ready for kindergarten. Some common reasons may include:

- Frustration with inaccessible communication
- Language delay and confusion about what is happening in the classroom or with peers
- Not using amplification (hearing aids, bahas or cochlear implants)
- Amplification (hearing aids, bahas or cochlear implants) is not strong enough or appropriate for the child to hear the full range of speech sounds and to develop spoken language
- Their amplification is often broken or not working
- They are not seeing their audiologist enough for their devices to be programmed and managed appropriately
- Their rate of progress is not sufficient to provide them with appropriate language to match their developmental level or needs
- They have limited time left in preschool and not enough time to overcome the gaps in listening and language for kindergarten
- Attendance is poor or inconsistent
- There is concern that the class size/ratio is too large for their learning needs
- There is a secondary learning challenge that would be better supported in a different type of program or with a different language approach.

Parents, Clarke staff and the school district will discuss the specifics of each child case to determine if additional evaluations or services are needed, if there are other professionals who can assist or if changes in amplification might help, if a change to a sign language-based program or another type of program would be more appropriate and other issues. Based on a variety of factors, Clarke may recommend a change in placement.

Special Note About Continued Placement for Neighborhood Students

Children enrolled privately through our neighborhood preschool program are part of the integrated program that is approved and regulated by the NYS Department of Education. Those children cannot be admitted for this program if they have an IEP or if they have learning or behavior challenges that would be considered outside of the range of typical for their age. Every effort will be made to communicate and collaborate with families whose children may benefit from specialized services or supports in a different program and to identify programs that may better fit the child's unique needs.

FOOD, SNACKS & NUTRITION

School Snack

Clarke provides some snacks but ask for parents to send snacks in to share with the class. Your child's teacher will ask for parents to volunteer to provide peanut free, health snacks for the class. Water is also offered to the children.

- Please remember that **Clarke is a nut free school**. No snacks or lunch can be sent that have peanuts or peanut butter.
- Several families keep Kosher or Halal. If you are sending in a store-bought snack to share with your child's class, please check to make sure it is labeled as a kosher.

Lunch

Clarke is a nut free school. This includes almond butter and Nutella.

Preschooler children bring lunch from home. Clarke does not prepare lunch for the students. Clarke does not heat food sent from home. **Lunches must be sent in a lunch box, labeled with your child's name.** We encourage parents to send in nutritious and well-balanced meals. Student's lunches are either stored in their cubbies or in a community refrigerator. Lunches are not heated prior to mealtime. Foods that need to be served warm should be sent in a thermos. Although many children eat peanut butter at home, Clarke Schools for Hearing and Speech/New York is a **nut free zone** due to the high occurrence of nut allergies in young children. Please do not send lunch or snack foods that contain nuts.

LUNCHABLES are not recommended- the sodium and fat content of these packaged lunches is very high, and they do not provide children with necessary nutrients.

Birthdays

If you would like to celebrate your child's birthday at school, please notify your child's teacher **several days in advance.**

- Birthday celebrations are usually held in the afternoon.
- The party must be reasonable for a school environment.
- NO: Face painting, balloon art and other similar activities are not permitted due to the potential health risks to children.
- You may bring in fruit, cupcakes or a birthday cake, cookies, ice cream, juice, etc. in limited quantities. Consider bringing a healthy snack, containing fruit.
- No soda is allowed
- No NUTS
- Some parents want to give the a goodie bag to the students. Consider giving each child a book instead.

SCHOOL VISITS, TEAM MEETINGS, AND PARENT PARTICIPATION

Clarke Schools for Hearing and Speech is obligated to abide by custody/divorce agreements and court orders regarding the sharing of information with other family members, guardians, or court appointed officials. Please make an appointment to discuss the specifics of your child's situation, should there be important information that would help us in working with your family.

School Visits

Clarke Schools for Hearing and Speech/New York has an open-door policy. Parents are welcome to come and observe their child. Observations typically start after 9:00, to allow the students to transition into the morning routine and end by 2:00. Typically, observations do not occur during lunch or rest time. Parents are welcome to wait in our lobby. Children whose parents are frequent participants in therapy and in the classroom typically make greater progress than children whose parents do not. For that reason, we have adopted a Parent Participation Expectation.

Parent Participation Expectation

All parents are expected to observe classroom activities and participate in therapy sessions **at least once monthly**, although more frequent school visits are welcome. If a parent's work or home schedule does not allow for 1 x month observations, a family schedule will be worked out. Clarke will report back to you each quarter how many times a family member did participate and observe during that time period.

Parent Conferences

Parent conferences are held several times per year. Conferences are scheduled at the convenience of the parents when possible, with preference given to afternoon. Parents and/or Clarke School staff may request additional conferences at any time. Phoning ahead is always best to ensure that a staff member or the director will be available when a parent will be visiting the school.

Parent Meetings

Clarke School schedules parent meetings/workshops based on different topics, such as sleep issues, toilet training, transition to kindergarten, etc. Parents are strongly encouraged to attend these meetings, as well as make suggestions for meeting topics. More information about dates and times will be sent separately.

Parent Involvement

There are many ways preschool parents can be involved in the Clarke community. Parents can volunteer to read to their child's class, to come in to talk about their culture during international studies or by chaperoning a class trip or by helping with holiday parties and special events. Please speak to your child's teacher about the ways you or your family members can get involved.

Accessing Your Child's Records

Parents may at any time request to review their child's records. All requests shall be made in writing. For parents who have difficulty writing the request, Clarke will assist in writing the

parent's request. An appointment will be made during normal business hours. A Clarke staff member will be with the family at all times. The appointment will be set up as early as possible but will be dependent on Clarke's ability to provide a staff member for the time the parent has requested. Parents may ask for copies of items in their child's file. Typically, there is no fee for making copies of individual reports. If the parent request includes significant amounts of reports, entire files or is requested through a lawyer, Clarke reserves the right to charge a per page fee as allowed by NYS regulations. A parent may request to have his or her child's record amended if the parent believes the information contained within the record is incorrect, misleading or violates the privacy or other rights of the child. Clarke encourages parents to share with us that we will be receiving a request from a lawyer or SSI for records. Since the release sent to us may be of poor fax quality or difficult to read, we may delay sharing information until we have verified that the parent did indeed make the request.

All requests to review, copy, or amend records must be made in writing.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) afford parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Clarke Schools for Hearing and Speech receives a request for access.

Parents or eligible students should submit to the school director a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. Parents or eligible students who wish to ask the Clarke School to amend a record should write the Director, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
4. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
5. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

ADJUSTMENT TO PRESCHOOL

Each child responds differently to starting school. Transition from home to school is a major change for most children (and their parents!) Some strategies to help with first days/weeks of the transition:

- Positive Signals: Be aware of how you are feeling! It is perfectly normal for parents to be nervous or worried about a new school or a new teacher. Children pick up on parent's feelings, though, and may think your hesitation or worry means school isn't a fun, safe place to be.
- Start using a special goodbye routine before the first day of school. Some parents use a certain phrase- "Saving my hugs till later!" or action, such as a special handshake or wave, a kiss on the palm "that goes right to your heart" or "a hug, a kiss, a wave, and goodbye!"
- Provide a transition object such as a family picture or a book or a stuffed animal.
- Acknowledge your child is sad or scared but in a positive way. "I can tell you are nervous, but I know you will love your teacher and have fun playing with friends.
- Don't sneak out-Though tears are hard to watch, a child feels safe in routine, predictable events. Saying goodbye will become part of the new routine. If your child looks up and realizes you are gone, he may be clingier the next time out of fear you will disappear again.
- Once you say goodbye, leave quickly. The longer the goodbye is the harder it will be for your child.
- Read books about going to preschool such as:
 - The Kissing Hand by Audrey Penn
 - Llama Llama Misses Mama by Anna Dewdney's

Many children are exhausted the first week of school. Their sleep schedule and routine for waking and bedtime might be different, and they are very busy during the day. Sometimes this results in behavior changes or regressions. Most of these changes are typical and stop when a child is comfortable with the new routine, has adjusted to the different demands of school, has adjusted to a new sleep schedule or feels more connected to teachers and friends at school

Your child's teacher will be in frequent communication with you. Share with your child's teacher changes you see at home. If we observe difficulty with transition that is outside of the range of typical, we will let you know and discuss different ways to address it. It is important to realize that each teacher's priority is the care, safety and support of your child. Unless there is a health or time sensitive concern, the teacher cannot leave the room to talk with you but will follow up later in the day by phone or email.

In the classroom, children adjust to being in a group with other children in various ways. Some children join the group right away and are comfortable from the start, never seeming to have separation anxiety. Other children may appear to adjust easily at first but show signs of stress after a week or two. And some children may need to observe their new class and classmates for several weeks before they feel comfortable joining the group. We will try to make this transition as smooth as possible for your child and will let parents know how your child is adjusting through frequent notes during the first few weeks of school.

The staff realizes that the separation of a child from his or her parent is filled with emotion for the parents too. The beginning of school may be especially difficult for those parents who will be separated from their child on a regular basis for the first time. To ease concerns, visit school

often and observe your child in his or her classroom. Participate in individual therapy sessions. Knowing that your child is well cared for and having fun will help to relieve anxiety.

Clarke's general policy is "open door", meaning parents can observe whenever they wish, with a high expectation for parent involvement. For the first two weeks of school, while a child is adjusting, this can be confusing for your child. Our preferred approach is to have the child say goodbye to the parent in the lobby. Once the child is in his or her classroom, the parent will be set up to observe, out of the child's line of sight. Once your child is used to the routine and is secure in knowing that he or she will see you soon, having the parent in the classroom or speech is much less confusing.

EMERGENCY AND SAFETY INFORMATION

Fire and Other Emergencies

Clarke Schools for Hearing and Speech/New York is housed on two floors- the ground floor level and the lower level (or basement) at 80 East End Avenue. Each of the floors has one emergency exit, while the ground floor level has a main entrance/exit, as well. The doors to the stairwell, which connect the two levels, are kept closed and free of obstructions at all times.

Five wall-mounted, glass-encased and one un-encased fire extinguishers are housed within the school. Four are on the lower level and two are on the upper level. Fire alarms and alarm pull stations are located throughout Clarke School; *Classic* monitors our school's alarm system. Staff members have been trained in the fire evacuation procedures and will cooperate fully in order to carry out a safe, quiet and orderly evacuation of the premises. All staff members know the school's three evacuation routes; know how to activate the fire alarms and how to use the fire extinguishers. Lastly, all staff members take an active part in monthly fire evacuation drills (as do all children). These policies are part of Clarke's written safety plan, available for review.

Emergency Relocation

In the event of an emergency that leaves our building unusable, we would relocate to the Chapin School on East End Avenue between 84th and 85th street.

Evacuation Routes

Main entrance/exit- The northwest corner of East End Avenue and 83rd Street

1. Exiting from the Main Exit to the designated meeting place:
2. Turn left out the front door, walking north on the sidewalk to the southwest corner of 84th and East End Avenue

Emergency Exit (ground floor)

1. Walk upstairs between pantry and children's bathroom, through emergency exit door, through the public corridor to the street
2. Turn left out the front door, walking north on the sidewalk to the southwest corner of 84th and East End Avenue

Emergency Exit (lower level)

1. A.D.A. accessible ramp for non-ambulatory children and adults
2. Exiting to the designated meeting place:
3. Walk to the rear emergency exit past the open play area, upstairs to the public corridor
4. Turn left into the parking garage, through garage to 83rd Street
5. Turn left onto 83rd Street, left again onto East End Avenue, walking north on the sidewalk to the southwest corner of 84th and East End Avenue

On occasion, our phone service, which is internet based, is interrupted. In the event of a prolonged outage, we would use our fax line to receive phone calls. That number is 212-585-3300. All messages left on our main phone number are sent as email to the director's email. In the event of an emergency or phone outage, leaving a voicemail is still encouraged.

Important Emergency Contact Information

Emergency Medical Personnel/Ambulance/EMT	911
NYPD 19th Precinct 153 E 67th St, New York, NY 10065	Phone: (212) 452-0600
FDNY Engine 22/Ladder 13/Battalion 10	159 E 85th St, New York, NY 10028
New York Presbyterian Emergency Room	525 E 68th St, New York, NY 10065 (212) 746-5454

Storms/Inclement Weather/Emergency Situations

Clarke follows the NYC DOE decision on closing for inclement weather.

Clarke makes independent decisions on early dismissal based on factors such as weather forecast, timing of storm system, availability of caregiver to pick up the child from Clarke or the bus, etc.

- Thunderstorms: Remain inside. If flooding is forecast, discussion with the bus company about timing of dismissal for safety would occur.
- Tornado warnings: all staff and children would relocate to the lower level, with flashlights, water and food.
- Hurricanes/Windstorms: Clarke follows emergency instructions from NYC Office of Emergency management and would consider early dismissal, closure, or late dismissal. Children would remain indoors, away from windows.
- Area Floods: Clarke is on higher ground, above the level of the east river. Should the area around Clarke flood, making transportation dangerous, and in consultation with the bus company, and the parents, Clarke staff would remain at the school with children until the parents could safely pick up their child.
- Snow/Blizzards: Clarke follows the NYC DOE decisions on closures. If schools are open but local roads are unsafe or had the potential to be, parents are encouraged to make the decision to send their child to school or keep them home based on those conditions.
- Heat Waves: Clarke's facilities are air conditioned. Clarke follows the NYC heat/air quality/ozone alert warnings. Depending on the conditions, children might remain indoors, in the air-conditioned building, or take an easy walk in the neighborhood first thing in the morning, prior to the heat of the day. Children would be monitored to insure water consumption and for signs of distress.
- Citywide emergency: based on availability of information, administration would make a decision about staying onsite or moving to the relocation site.

Research, Fund Raising, Publicity and Observation Policies

From time to time Clarke School participates in research projects with other institutions. When such projects arise, we will seek your permission for your child's participation and will provide detailed information regarding the nature of the research study.

Clarke is a member of OPTION Schools and uses the Listening and Spoken Language Data Repository (LSL-DR) to gather data on the listening and spoken language outcomes of the children we work with at Clarke.

Please see attachments for more information about the LSL-DR project in English, Spanish, Mandarin and Korean.

Fund Raising and Publicity:

Clarke depends on the support and generosity of those in our community, who know how crucial the work is that we do with young children, to continue this transformative program. Clarke School's Development Associate for New York, in conjunction with Clarke's Development Office, located in Northampton, MA, conducts necessary fundraising and publicity for school programs. By signing the Media Release and Consent Form when your child enrolls, you give the Development Office permission to use your child's photograph for various fundraising and publicity events. The Release and Consent forms are sent home at the beginning of each school year. At any time, a parent can change his or her mind but must put his or her wishes in writing.

Observations and Student Clinicians:

Included in Clarke School's mission is training future professionals, such as teachers and speech-language pathologists, to work with deaf and hard of hearing children.

As such, college students and professionals often visit Clarke School; prospective families are frequent visitors, as well. Such observers will not be allowed to have direct, unsupervised interaction with any child enrolled in this program.

Student Clinicians - Graduate Speech/Language Interns or Student Teachers - are often accepted for placement at Clarke. They come from a variety of colleges and universities, such as Fontbonne University, Columbia University, Brooklyn College, NY Medical College, and the CUNY schools. All individuals must undergo the same rigorous background checks that employees go through. You will be notified if your child's teacher or SLP will be mentoring a student clinician.

If you have any questions or concerns regarding these policies, or any information contained within Clarke School's handbook, please contact:

Meredith Berger, Director
mberger@clarkeschools.org
212-585-3500



OPTION Schools, Inc.
Creating a Voice for Choice

FAMILY NOTIFICATION

Anuncio de Notificación de la Familia

OPTION Schools, Inc. ha desarrollado un Almacen de Datos para Comprensión Auditiva y del Lenguaje Hablado (Listening and Spoken Language Data Repository, LSL-DR) para avanzar la misión de OPTION Schools, a mediante de establecer una base de datos nacional de niños y familias que asisten o han asistido a un programa de Comprensión Auditiva y del Lenguaje Hablado. En la actualidad no hay una base de datos nacional relacionado con los resultados de niños con discapacidad auditiva que utilizan comprensión auditiva y el lenguaje hablado. OPTION Schools utilizará la LSL-DR para recopilar, agregar y resumir los datos de los programas de LSL para describir la población y para evaluar los resultados en general. Cada escuela utilizara este programa para controlar la calidad de sus escuelas. La información específica que se reunira en esta base de datos nacional va hacer una información anual del lenguaje a la audiencia, el tipo de tecnología utilizada, e información demográfica básica que no identificara al estudiante o la familia en específico.

El programa que ha seleccionado OPTION Schools para almacenar los datos es Redcap (Investigación Electrónica Captura de Datos), que es una aplicación segura basada en web diseñada para sostener la captura de datos para estudios de investigación que se apoya en Vanderbilt Instituto de Investigación Clínica y Traslacional (beca # 1 UL1 RR024975 de NCRR / NIH). Si usted tiene alguna pregunta acerca de este proyecto, favor de contactar al <Meredith Berger> en <212-585-3500> o la investigadora principal de la LSL-DR, Bradham Tamala, Ph.D en 615-936-5267.

Este sistema cumple con todas las reglas de seguridad para sistemas basados en la web y se almacena en el servidor de Vanderbilt. No hay información de identificación personal en el sistema. Cada escuela tendrá acceso únicamente a los datos que cargan/suben en la LSL-DR.

Esta carta sirve como notificación a usted acerca de participación de <insert your school's name> en este proyecto. Usted podrá notificar a <director at your school> si usted desea que su hijo/a no participa en este proyecto. La elección de no participar no afectará la colocación de su hijo/a o servicios en la escuela.

家庭通知公告

OPTION Schools, Inc. (OPTION学校联合会公司) 开发出了一个听力与口语数据仓库 (LSL-DR2), 通过为正在和已经参加听力与口语项目的儿童及家庭建立全国数据库, 推进OPTION Schools (OPTION学校联合会) 的目标。目前, 对于使用听力与口语的听力障碍儿童的效果, 还没有这样的全国数据库。OPTION Schools将使用LSLDR2数据库收集、整理并分析LSL数据, 用以描述该类人群并评估整体效果。各所学校可使用该项目进行自我质量监控。从全国数据库收集的具体信息将有每年的听力语言信息、采用技术的类型、基本的非识别人口统计信息。

OPTION

Schools选择存储数据的程序是REDCap (调研电子数据采集)。该程序是一款安全的基于网络的应用程序, 设计用于支持调查研究的数据采集, 并且由范德堡大学临床和转化医学研究所 (Vanderbilt Institute for Clinical and Translational Research) 提供支持 (资助# 1 UL1 RR024975 国立研究资源中心 (NCRR) /国立卫生研究院 (NIH))。如对该项目有任何疑问, 可随时联系学校校长 (Meredith Berger) 电话 212-585-3500, 或LSL-DR2项目主研究员Tamala Bradham博士, 电话615-936-5267。

该系统符合网络系统的所有安全指南, 并存储在范德堡大学服务器上。该系统中未输入任何个人身份识别信息。各所学校仅可访问其上传至LSL-DR2数据库的数据。

特致本函, 请通知您贵校的 参加该项目。如不希望孩子参加该项目, 可通知贵校校长选择不参加该项目不会影响孩子的入学安排或学校服务。

OPTIONS Schools, Inc. Family Notification Announcement

OPTION Schools Inc. has developed a Listening and Spoken Language Data Repository (LSL-DR) to advance the mission of OPTION Schools by establishing a national database of children and families who are attending or have attended a Listening and Spoken Language Program. Currently there is no other such national data base regarding outcomes in children with hearing impairment who use listening and spoken language. OPTION Schools is using the LSL-DR to collect, aggregate and summarize data from LSL programs to describe the population and to assess overall outcomes. Individual schools use this program for quality monitoring of their schools. Specific information that is collected in this national database will be annual speech-language-hearing information, type of technology used, and basic non-identifying demographic information.

The program that OPTION Schools has selected to store the data is REDCap (Research Electronic Data Capture) which is a secure, web-based application designed to support data capture for research studies, which is supported at Vanderbilt Institute for Clinical and Translational Research (grant #1 UL1 RR024975 from NCRR/NIH). If you have questions about this project please feel free to contact the Principal Investigator of LSL-DR, Tamala Bradham, Ph.D at 615.936.5267.

This system meets all security guidelines for web-based systems and is stored on the Vanderbilt server. **No personal identifying information is entered into the system.** Individual schools will have access only to the data that they upload into the LSL-DR.

This letter serves as notification to you about Clarke's participation in this project. You may notify your campus director if you wish for your child not to participate in this project. Choosing not to participate will have no effect on your child's placement or services at the school.

First Day of School Checklist

- All required paperwork must be submitted before your child can start, including:
 - Medical/Physical Form with up to date immunizations, including the flu vaccine
 - Consent for Emergency Medical Treatment
 - Plan for Individual Medical Needs (required for every child with allergies, regular medication, asthma, cochlear implants, etc.)
 - Permission slip for neighborhood walks (including going to the playground.
 - Emergency Contacts and Consent to Pick-up
- Notification about any urgent medical concerns, such as allergies.**
- Backpack-To be brought to school each day. Backpacks should be of reasonable weight. Each child should be able to carry his/her own backpack without assistance. The backpack should fit your child's lunchbox, notebook and other items.
- Lunch in a lunch box (each day). No nut products. Clarke does NOT heat food.
- Marble bound notebook/Communication Book (This should be checked by parents daily.)
- Change of clothing (shirt, pants, underwear, socks) appropriate for the season to be left in school. All items should have your child's name on the tag
- Blanket for naptime (will be sent home to be washed every Friday, before vacations or if your child leaves school early because of illness)
- Sheet for the cot, if parent prefers. Cots are the size of a standard crib sheet.
- Supply of spare batteries for your child's hearing aids or cochlear implant
- Pull-Ups for children not yet toilet trained (Pull-Ups with Velcro side tabs are preferred)
- A package of wipes

The following items are not mandatory but would be appreciated by your child's class:

- Packages of unopened wipes
- Purell anti-bacterial lotion
- Glue/glue sticks
- Magnetic tape
- Construction paper
- New non-toxic markers
- New, unopened crayons
- Boxes of unopened, soft tissues
- Unopened boxes of healthy snacks- animal crackers, pretzels, rice cakes, etc to share with class (NO NUTS)
- Cake, muffin, or brownie mixes for special occasions.
- Fresh fruit to share with class