



Clarke Schools
for Hearing and Speech

2020-2021 Information Booklet



Parent/Student Handbook

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Director

DIRECTOR'S MESSAGE

August 20, 2020

Dear Parents,

Thank you for choosing Clarke Schools for Hearing and Speech/Jacksonville for your child's education! As you know, Clarke Jacksonville is one of five campuses of the renowned Clarke Schools for Hearing and Speech in Northampton, MA. By choosing Clarke Jacksonville, you have made a very important decision to help your children develop listening skills in order to learn spoken language on the same level as their hearing peers. Clarke Jacksonville uses a strong auditory-based oral approach to prepare children who are deaf or hard of hearing to mainstream into the public or private schools of their choice, learning alongside their hearing peers with minimal support. At Clarke you will find a unique learning environment designed to maximize your child's auditory/oral language skills and prepare them for grade-level, mainstream academics, while learning and working with them in a "whole child" approach. At Clarke We help each child to develop a foundation made up of confidence, love, sense of self-worth and pride. The end result will be a child who meets the challenges of the hearing world head-on saying, "Why not me?"

This handbook is designed to clarify our school's goals and expectations and to explain a variety of procedures and policies. You have entrusted us to partner with you to provide your child with the best possible preschool/kindergarten and early primary education. As we work together to carry out this important duty, may the spirit of mutual cooperation, support, and encouragement lead to a wonderful and successful year at Clarke Schools for Hearing and Speech!

Sincerely,

Alisa Demico
Director

Clarke Schools for Hearing and Speech

Jacksonville

PHILOSOPHY AND PROGRAM

Clarke Schools for Hearing and Speech/Jacksonville is a private, not-for-profit, institution that uses sophisticated technologies, intensive early intervention and auditory-verbal education by a highly trained staff, including certified Listening and Spoken Language Specialists, to teach children who are deaf to listen and talk in preparation for entering mainstream education alongside their hearing peers. Clarke in Jacksonville is the only auditory-oral school north of Miami.

TODDLER, PRESCHOOL, PRE-KINDERGARTEN, KINDERGARTEN and FIRST GRADE PROGRAMS

Clarke Schools for Hearing and Speech/Jacksonville currently offers five school programs: Toddler, Preschool, Pre-Kindergarten, Kindergarten, and First Grade. Small classes, hands-on activities, and individualized instruction are the cornerstones of a Clarke Schools for Hearing and Speech education. The faculty encourages students to be inquisitive and confident, to learn to use their residual hearing and hearing technology to their greatest benefit, to strive to master spoken language and to be introduced to written language. Children in Kindergarten and First-grade classes work on grade-level skills that meet or exceed the standards set by the state of Florida.

Students receive intervention and education from Master's Degree level teachers of the deaf and ASHA and State Board certified speech/language pathologists. The staff is supervised by professionals who are Listening and Spoken Language Specialists, Certified Auditory-Verbal Educators or Therapists (LSLS Cert. AVEd/AVT) and who also provide direct service to children as part of their daily responsibilities. All professionals work to foster development of age-appropriate listening, vocabulary and language. All interaction promotes the basic goals of early childhood education and includes structuring the environment to provide opportunities to aid in each child's intellectual, social, emotional, and physical growth.

Each child in our school is an individual. We also recognize that every family has different needs and interests. It is important to our staff to know you and your child and to be a positive, supportive influence in your child's growth and development.

The school community works together to provide the students with the foundation for future learning and growth regardless of race, creed, or color.

Curriculum for the Clarke Schools for Hearing and Speech/Jacksonville Program

The Clarke Schools for Hearing and Speech/Jacksonville curriculum for Toddler, Preschool, Pre-Kindergarten, Kindergarten and First Grade fosters social, emotional, physical, cognitive and creative development in children through their own activity, discovery and exploration....to have the child question thoughtfully and learn to think for themselves. Our staff encourages young children to refine their skills of problem solving, thinking, reasoning, and creating. We utilize the following areas in achieving our philosophy and curriculum goals.

- ❖ **Speech and Language:** Our children are engaged in a variety of activities throughout the day that require receptive and expressive language skills and ongoing speech development. Specific activities target the child's auditory abilities, speech, and language stage of development. Daily, individual sessions with a speech/language pathologist will also address these objectives. Throughout the day, class activities such as circle time, music, snack, story time, dramatic play and language-rich experiences provide opportunities to work on targeted skills. Small group and one-on-one instruction emphasize language and other cognitive skills simultaneously.
- ❖ **Reading Time/Library:** There is daily use of our classroom libraries. Each age group has appropriate books for the children to enjoy, and they are taught how to use a book properly. The children are read to daily and have time to explore the books on their own. We use stories for dramatic play and picture interpretation as a basis for the children to dictate their own stories, and for teaching comprehension skills. Storytelling using puppets and props is also an interactive part of our day. In Kindergarten we learn consonant sounds and the names of letters. We draw and write in journals. We build a word bank of sight words and words we can sound out. We learn to read simple books. In First Grade, we refine spelling and writing skills and work to achieve appropriate grade-level reading fluency and comprehension.
- ❖ **Dramatic Play:** In the Toddler and Preschool classes, dramatic play activities can take place in the housekeeping center, during music, story-time or creative movement. The children use their creativity and imaginations to role-play daily living skills and events that take place in their lives. Scenarios may include relating to a new baby, acting out a story, interpreting the role of a community helper, or any other theme that is being covered in class. In the Kindergarten/First Grade classrooms, dramatic play centers and activities are built around areas of study. Pizza restaurants, a toy store, a doctor's office as well as castles and Indian villages offer opportunities to build vocabulary and practice language skills. These are wonderful avenues for the development of receptive and expressive language skills between peers.
- ❖ **Math:** Math is everywhere! In our programs, the children utilize math concepts in all areas. Number recognition, one-to-one correspondence, counting, shapes, patterning, comparing, measuring, and time sequences are incorporated during calendar, story-time, snack, lunch, and centers. Math concepts introduce many new vocabulary words. Understanding and using these words is our goal. In the Kindergarten/First Grade classrooms, we expand our math skills in all these areas and we begin building an understanding of simple addition and subtraction equations. Building the vocabulary and language comprehension to follow directions in grade-level texts is a high priority.
- ❖ **Science:** In the Preschool, Pre-Kindergarten and Kindergarten classes, science concepts will be explored through hands-on experiences in and out of the classroom. These experiences will include such concepts as animal life (e.g., class hamster and observation of animals in the immediate outdoor environment), the life cycle of a butterfly, frogs, plants, and physical concepts (e.g., float/sink, light/heavy, and magnetism).
- ❖ **Social Studies:** In the Toddler and Preschool classes, community helpers, family life, and transportation are just a few of the themes with which we will become familiar. We will explore these themes through books, stories, field trips, cooking, and art experiences. In the Kindergarten/First Grade classes, we learn things about our community, our state, our country, and our world. We learn about holidays, the lives of Native Americans, and the culture of other places. We also learn about our own families and other lifestyles.

- ❖ **Sensory-Motor Integration:** We explore the world around us with our five senses daily in our classrooms. We integrate motor skills and the five senses through various types of experiences including finger painting, sand and water play, manipulation of materials and experimenting with a variety of textures to provide many enriching experiences. In Kindergarten/First Grade, we also spend time developing fine motor skills. We learn to write letters and numbers, and our projects require increasing levels of manual dexterity and eye-hand coordination.
- ❖ **Art:** Art is an ongoing process of discovery and experimentation at all levels. Crayons, paint, finger paint, clay, markers, watercolors, chalk, scissors and glue are always available to the children. Specific projects integrating holidays and seasonal themes are always an ongoing part of our art curriculum. Incorporating everyday items such as cotton balls, yarn, macaroni, buttons, straws, fabric scraps, rocks, etc., gives each child many creative options. Displaying the children's art in the classroom and around the school builds a sense of pride and an appreciation for artistic expression.
- ❖ **Construction:** In the Toddler and Preschool classes, the block area contains a good assortment of building materials that encourage motor planning, inventing and cooperation with others. We have recently installed a magnet wall ball system in one of our classrooms. This is a fun activity that fosters the student's inclination to explore, build and question.
- ❖ **Music:** Music at all grade levels is incorporated into the classroom through a variety of songs and finger plays. Seasonal and holiday songs are taught when appropriate. Music is further integrated into the curriculum by experimenting with musical instruments, tape recorders and record players. Music is another approach to learning and reinforcing listening, speech and language concepts in a simple and repetitive format.
- ❖ **Physical Education/Gross Motor Skills:** Our outdoor playground facilities include swings, a climbing apparatus, sand box, a see-saw, a playhouse and riding toys to encourage and develop motor skills of running, jumping, climbing, etc. On inclement weather days, the children play indoors. Teacher-directed activities such as creative movement, beanbag games, Simon Says, and Duck, Duck Goose further enhance gross motor skills.

CLARKE JACKSONVILLE GOALS

1. **Cognitive Development:** Foster the child's development and prepare him/her for the eventual transition into public or private schools with their hearing peers. This includes auditory listening skills (i.e., auditory/speech perception), structured receptive and expressive language skills, speech therapy, reading readiness, math, social studies and science skills, perceptual skills and thinking skills such as classification, serialization, temporal relations and spatial relations.
2. **Creative Development:** Foster the child's creative development so that he/she is willing to reach into him/herself and develop new ideas and new modes of expression. The child should feel that his/her own ideas are worthwhile. This is accomplished through art, movement and verbalization.
3. **Social Development:** Foster the child's social development including cooperating, sharing and interacting with others, making friends and relating positively to children and adults. This also includes learning to sit and listen as part of a group, follow rules, and participate in an orderly classroom. The child also gains independence, as he/she is encouraged to do things on his/her own.

4. **Emotional Development:** Foster the child's development specifically related to maintaining a comfortable separation from parents, a feeling of self-esteem and general happiness and eagerness to participate in school activities. This also includes encouraging the child to verbalize his/her own feelings and their feelings toward others.
5. **Physical Development:** Foster the child's physical development including gross and fine motor coordination, increase strength and agility, and an appreciation of the importance of good health habits.

Parental Involvement and Communication

The parents are the child's primary educators; therefore, we encourage and **require** your involvement during these exciting and crucial years. A consistent daily communication routine will keep home-school lines open, so everyone can reinforce the children's daily experiences into natural opportunities for language. There will be bi-weekly parent-teacher meetings to discuss targets and activities that can be carried over into the home. Parents will also receive frequent emails to communicate important information. Please make it part of your daily routine to check for messages from school. Each family is asked to sign a Parent Participation Agreement at the beginning of each year. This provides an opportunity for you to plan the times and activities you will be a part of and observe throughout the year. Each family's schedule is different. The important thing is for each family to make a commitment to observing how professionals are working with your child to develop listening and language skills so that you can use these strategies with your child at home. We encourage the parents' input to accomplish our goals for the children in both environments. Please remember that it disturbs the children and compromises the listening environment when parents socialize in the school building during class hours.

From time to time parents will have questions or concerns. Please discuss these first with your teacher or therapist. If they are not able to satisfactorily answer your questions, please contact the Director. We have an open-door policy and want to help you understand what is happening in your child's school life.

Conferences and I.E.P / PEP Updates

The school will provide an opportunity for parents to learn about their child's progress and needs through individually scheduled conferences. Conferences are scheduled at mid-year and at the end of the year when comprehensive reports have been completed and when requested by parents, teachers or therapists. An I.E.P is a student's Individual Education Plan written to specifically fit the child's educational needs as a deaf or hard-of-hearing student. The goals and objectives for each child will be determined and agreed upon by his/her teacher, speech/language pathologist, and the parents. This is a team approach designed to meet the specific needs of your child and to provide the least restrictive environment to maximize your child's potential to learn.

SPECIAL EVENTS

Reminders

Parents receive a copy of the school calendar at the beginning of the year. The school office and development office keep parents informed of special events throughout the year.

Birthdays

Birthdays are an important day to be celebrated. To keep our daily schedules and maximize use of instructional time, birthday celebrations should be limited to no more than 30 minutes, following lunch time or at snack time. Bringing in small treats or a cake to share with classmates is welcomed. Please NO clowns, magicians, etc.

Holidays

Clarke School celebrates many holidays throughout the year. Halloween is celebrated by a field trip to the pumpkin patch, a fall festival and trick-or-treating around the school. Thanksgiving is celebrated with a school-wide feast that includes parent/family participation. We decorate trees and classrooms and exchange gifts for Christmas, and Valentines on Valentine's day. Easter is celebrated with a class egg hunt. Holiday activities can be as simple as reading a book about a holiday and as elaborate as having a party in the classroom. Activities often involve a group discussion, art or music related projects. Families who celebrate other holidays as part of their culture or religion are encouraged to arrange with their child's teacher to come visit and share their traditions with us.

If a student's family does not celebrate certain holidays, we will work with the co-directors and family to devise a plan so that the child does not feel left out or uncomfortable during the holiday teaching or celebration. Families should contact their child's teacher in advance to let them know of any issues.

Field Trips

Fees for field trips will be collected through the classroom. Trips are curriculum based and are counted as school days. Please make sure your child has the opportunity to benefit from the trip itself and from the preteaching and follow-up activities. The school hours before and after a trip are academic times. Teachers will inform you if there are changes to this policy. Parents will provide or arrange for transportation for their child; the school does NOT provide transportation.

“Reverse Field Trips”

Sometimes there may be an opportunity for an organization to visit the campus to share an experience with the children. A visit from our neighborhood librarian is a recent example. We will inform families in advance of these visits to provide them the opportunity to “opt out” should they want to do so.

ADMISSIONS

Overview

Clarke Jacksonville serves children ages birth through early primary grades diagnosed with any degree of hearing loss (e.g., mild, moderate, severe, profound). Clarke Jacksonville serves families that have chosen an auditory-oral education for their child. All children who participate in Clarke Jacksonville's educational program must be appropriately amplified with hearing aids and/or have a cochlear implant to access the auditory-based Clarke Jacksonville Curriculum.

Intake Form

When a parent or guardian makes an inquiry regarding the school and the auditory-oral approach, identification information is recorded on an intake form, which includes general information regarding the caller (e.g., name, address, phone number) and the child (e.g., age, degree of hearing loss, type of amplification, current educational program). An information packet is sent to the parents following the inquiry. The packet contains a brochure about the school and the services provided. After a follow-up information phone call, an appointment with a co-director is scheduled to tour the school. When the parents visit the school, an information kit is provided that explains auditory-oral education and hearing loss. Additional individual questions are answered by the director and staff.

First Visit

Clarke Jacksonville is a specialized program using the auditory-oral approach for teaching deaf and hard-of-hearing children. Many families of newly diagnosed children are initially in the process of investigating their options for teaching their deaf child. One or both co-directors meets and talks with the family and answers any

questions the family may have regarding auditory-based intervention/education and early intervention and speech services provided at this Center. Furthermore, if parents of a school-aged child are interested in the educational program they can tour the facility, observe classrooms, and meet with the co-directors to ask questions and to discuss their child's current education placement.

Admission Criteria

Clarke Jacksonville may receive a referral for Early Intervention Services through a variety of resources including the Early Steps Program, other families enrolled at Clarke Jacksonville, Nemours Children's Clinic, and other pediatric audiologists. When parents of newly diagnosed children in the early intervention program (i.e., 0-3) choose an auditory-oral approach and want services at Clarke Jacksonville (auditory, speech and language therapy and early intervention sessions) they are first scheduled for an auditory, speech and language evaluation to determine the child's current level of functioning in each of those areas. Recommendations for therapy and early intervention are made based on the testing results. Those results are shared with the child's early intervention program and a Family Service Plan (FSP) is developed with the family through the early intervention system.

Families who wish to enroll their children in the academic school (e.g., preschool through primary) program are also required to receive a comprehensive auditory, speech and language evaluation before a formal acceptance into the program is granted. Records from the child's previous school (e.g., psychoeducational testing, a current IEP), from the audiologist, and from the speech therapist are requested and reviewed prior to or at the child's evaluation. If no psychoeducational testing has been completed, the recommendation for an outside educational evaluation is made to the family. Securing comprehensive, psycho educational testing continues to be an area of concern. There are very few psychologists qualified to test children who are deaf and use spoken English to communicate. Private testing is expensive and even parents who can afford testing often find the timeline for an appointment exceeds the duration of the diagnostic program. Therefore, testing is not a requirement for a conditional placement.

Evaluations for the birth through three-year old's are conducted by the lead speech-language pathologist and a member of the educational staff who is working with young children. For children who are above 3 years of age, one of the co-directors conducts the evaluation with input from a teacher and/or another speech-language pathologist. The child may also visit and participate in a classroom so that we may assess the social, emotional and academic needs of the child. Preliminary results are discussed with the parents and a report that includes formal recommendations is written and mailed to the family.

Following the initial evaluation and report, if it is determined that the child is accepted into the school program, the parent is notified and is given information regarding enrollment, and payment of fees, usually by their school district. It is important to note that because many children in the school program are interested in relocating to Jacksonville from other areas in Florida and other states, students may be accepted for a diagnostic/trial period (e.g., 3-6 months) to further assess auditory, speech language and academic skills to determine if Clarke Jacksonville is the most appropriate placement to meet the child's educational needs. The staff will provide written documentation to the parents outlining expectations for this period and establishing a time frame.

Termination Policy

During the diagnostic trial period, if it is determined that Clarke Jacksonville is not the most appropriate placement for the student, the parents will be notified, and a meeting will be scheduled with the child's teacher, speech-language pathologist and the co-directors. The staff will outline concerns regarding the child's progress and recommendations will be made. In addition, every effort will be made to recommend another placement. In many instances the child's teacher of the deaf, speech-language pathologist or a co-director will go with the

family to visit other programs or schools in the area to assist them in finding an appropriate placement. When appropriate, a child may remain at Clarke Jacksonville until she/he is accepted into another program. In special circumstances Clarke Jacksonville will notify the family in writing regarding the date of termination.

PROCEDURES AND POLICIES

Absentee and Payment Policies

Children from birth to 5 are under contract with Clarke through their home school district. The school districts reimburse Clarke directly. While there is no compulsory attendance for children under 5, excessive absences slow a child's progress, cause regression in listening and language development, increase separation anxiety, and disrupt the learning environment for the whole class. Excessive absences may cause the school district to question a child's contract. Attendance during the student enrollment counts in October and February is critical. Children ages 5 and above are generally enrolled through the McKay Scholarship Program. The state of Florida pays for each student based on the last matrix number from the home school district. The level of services Clarke provides is a Level 254 or 255. Families of children with lower matrix numbers may be responsible for some costs. There are compulsory attendance laws for school age children. Absences will be monitored through the McKay school choice program.

Clarke offers a full-time summer program in the month of July. Some school districts pay for this program and some do not. Please check with the office. Parents of children who are not covered by contract may pay privately for the summer session.

Arrival and Dismissal

Morning carpool line is from 8:45-8:55. Cars should line up in front of the building and circle back around the parking lot. Do not stop and wait on old St. Augustine Road. If there is no space available in the line, drive past the school and take the first right turn and enter the parking lot from the side entrance. Classes start promptly at 8:55. If you arrive after this time you will need to check in at the office.

1. **Students may not enter the building before 8:45 a.m.** Staff members will begin unloading the children at 8:45 and the carpool line will close at 8:55. *Please notify the Office if you will be late* so they can inform the teacher. Tardy slips are necessary to enter the classroom after 8:55 a.m. and can be obtained in the Office. If a parent is coming to observe, please wait until 9:00 a.m. to enter the building to observe class/therapy, so that the children can complete putting their belongings away without interruption. Please be mindful that late arrivals disrupt the learning process for the other students.
2. If you need to pick up your child early, please do so before 2:00 to minimize classroom disruption. Routine pick up is **promptly** at 2:30 (12:30 for half days.) We do not offer an extended day program. If you're going to be more than 10 minutes late, please notify the office.

Please inform the school if there are any changes in your child's usual going home procedure. Also, be sure your child is aware of this change. Children are not allowed to leave school with anyone but the parent or designated carpool providers without written permission. This policy is for your child's safety and your family's protection.

Updated Procedure for Walkers

- From 8:45-8:55, park and enter school through Suite 3.
- Your child will be met by a staff member. You may say your good-byes in the common area between the toddler and preschool classes.

- If carpool line is closed (8:55), please take your child to the office for a tardy slip.
- If you are staying to observe, please go check in at the office and get your visitor pass.
- For half-day pick up, park and check in at the office before entering the classroom areas.
- Afternoon carpool remains the same at this time.

Child Safety and School Security

Safety is our first concern. It is important that you understand that we are a teaching facility. We host student interns from a variety of settings and pediatric residents from the University of Florida. We also host donors/visitors whose understanding and support of what happens in classes and therapy is integral to providing this program to your child tuition free. We are a family-centered educational institution. We welcome extended family and significant others into our school community following an introduction by parents. That is why it is necessary that any restrictions you have for student contact are made known to us in writing.

This policy is in effect between the hours of 8:30 and 2:45. This policy also applies to early dismissal. Feel free to phone the office in advance of your arrival if that is helpful. Since we are primarily an office staff of one, you may find you have to wait for access to the building. Please be patient. If there is no one to answer the door immediately, it means staff has stepped away to help with another child and family. We apologize for the inconvenience, but to insure your child's safety, this is necessary. We are continuing to discuss the management of clinic children and families after 2:30 and will notify you if changes occur.

Please fill out the new Student Visitor Form and return in a sealed envelope or in person to the office.

It is the responsibility of the school to:

- Maintain records of parent and emergency contact information.
- Ensure compliance with written restraining orders and custody restrictions and written contact restrictions based on family preference. (Written notices regarding contact are placed in child's folder.)
- Alert all staff regarding contact restrictions submitted in writing.
- Secure outside entrances with keyed entries.
- Plan for crisis management as required by accrediting and licensing bodies.
- Have office open from 8:30-2:45 daily.
- Provide access for clinic families after 2:45.
- Sign-in and tag all visitors to the facility.
- Require all staff to monitor and adhere to security measures.
- Comply with fingerprinting requirements of accrediting and licensing bodies.

It is the responsibility of parents/guardians to:

- Provide up-to-date contact information including emergency contacts. (Changes may be made by requesting a new form from the office or by visiting the office in person.)
- Provide up-to-date information on parties allowed to drive students. (Changes may be made by requesting a new form from the office or by visiting the office in person.)
- Provide the office with up-to-date written information regarding court-ordered restrictions on contact
- Provide the office with written information regarding family preference on contact restrictions
- **Complete, return and update as needed child's visitor/contact sheet with password. (This sheet may serve as your written restriction as required in items above except in the case of legal documents.)**

- Change password whenever the visitor/contact sheet is revised by visiting school to complete paperwork
- Enter through the office during school hours.
- Follow the security rules when visiting school.
- Provide written requests for any additional special security measures not outlined in this policy and make an appointment to discuss your concerns with administration.

Although the staff continues to work hard to meet each family’s needs regarding their child’s safety, Clarke cannot be held responsible for following individual restrictions not put in writing as outlined above.

Clothing

Each child should wear comfortable play clothes that he/she can manage for toileting. Clothes with elastic waists are ideal. Tennis shoes or lace-up oxfords are preferred. Sandals with backs and straps are permitted. Please, *no flip-flops or heels allowed*. Girls in the preschool and pre-kindergarten classes are required to wear shorts under dresses/skirts. Do not dress your child in clothing that has to be kept especially clean. We encourage the child’s use of materials and we would not want their clothing to inhibit their freedom to investigate and explore.

Accidents do happen

Sometimes due to an absorbing activity, an upset bowel system, or when a child doesn’t want to give in to his/her bodily demands, a child may wet or soil himself/herself. Even older children may fall victim to a sudden stomach upset or have an accident with food or drink or art supplies. Each child is required to have a bag with a complete change of clothing from the underwear out. Your child’s name should be marked clearly on the bag. In December we will need another set of clothes that are appropriate for the cooler temperatures.

Inclement Weather/Crisis Policy

We follow Duval County’s weather policies unless you are otherwise informed via email or phone. Clarke has a “shelter in place” policy and an evacuation policy on file for emergencies. These plans are available on request.

DISCIPLINE POLICY

Goal:

The goal of the disciplinary policy at Clarke Schools is to provide each child with a safe, nurturing, learning environment that supports the child’s opportunity to learn to listen and talk.

Behavior and Children with Hearing Loss:

Children with hearing loss frequently come to the school program with limited language to communicate basic wants and needs or to understand limits on their behavior.

Acceptable Behavior:

In the framework of Clarke, acceptable and unacceptable behavior is determined by the age and development of the child. We understand that two children of the same age may have different temperaments and behaviors that are unique to their personalities. We know that certain behaviors are typical, and thus acceptable, for a particular age group. Therefore, there are different expectations for a child at 2 years of age vs. a child who is 5 years of age. Here are some examples of acceptable behavior needed for a successful classroom placement:

- The child follows teacher directions to participate in the established classroom routine.
- The child sits for developmentally appropriate activities as determined by the classroom level and teacher expectation.
- The child responds to redirection from the teacher or assistant or therapist.

- The child demonstrates the ability to replace an unacceptable behavior with an acceptable behavior

Unacceptable Behavior:

Children with hearing loss may demonstrate unacceptable behavior that impacts their learning within a group environment. Due to frustration and limited language, this is not unusual in the beginning. The staff has a great deal of experience helping children overcome these issues in a relatively short time with consistent expectations and consequences and parent support. If the behavior involves physical contact with another child, this requires documentation through accident or incident reports for any children involved. Parents are asked to sign the reports which are then kept on file. If a parent will not sign, unsigned reports are filed with a notation. Examples of unacceptable behavior that continually disrupt learning may include:

- Hitting, kicking, pinching, biting or scratching with intent to harm
- Throwing implants or hearing devices in frustration
- Random vocalizations or screaming
- Touching or bothering other children repeatedly
- Damaging or throwing materials
- Leaving the work area and running around the classroom or crawling under or on furniture

When a pattern of unacceptable behavior occurs, we first take the time to assess the behavior. We then teach the child the acceptable behavior needed to replace the unacceptable behavior. Teachers use a variety of techniques to shape positive behavior in our students. These include extrinsic rewards such as happy faces, stickers and praise and attention. Teachers also hold children accountable for their behavior by withholding rewards, losing a choice or turn, or removal from the group when necessary.

Disciplinary Policy:

Children are naturally in the process of learning to meet expectations and test boundaries. All children will “make mistakes.” **It is a problem when a child continues to engage in unacceptable behavior or has multiple examples of these behaviors in a short period of time.** If this happens, the following actions will be taken:

- **If a teacher observes a child leave a mark on another child (or adult) that was inflicted with intent, he or she will be removed from class. The parents may be called to pick up their child.** While we understand parental concerns that the child may see removal from class as a reward, harming other children will not be tolerated.
- If unacceptable behavior is observed that is developmentally inappropriate and/or is recurring without response to positive change with redirection more than 3 times a day or 5 times a week, the child may need to be removed to time-out in school or picked up by parents. (See list above.) Behaviors that are disruptive to the learning of other children cannot be allowed to continue. In these circumstances, the staff will meet with the family and make the necessary recommendations (i.e., occupational therapy, behavioral therapy, child psychology or a change in placement).
- Ongoing, unacceptable behavior may result in termination of placement. Clarke will support the family in finding other options and may continue to offer therapy if the child is showing progress in one-on-one sessions.

These policies are in place to provide the greatest consistency of response possible. Although parents will probably get a call from the office or from one of the co-directors, no decision is made in isolation. By the time parents are contacted, multiple members of the staff will have considered the specifics of the situation and the action taken will represent a consensus.

HEALTH

A child should not be sent to school if he/she is not feeling well. It will not make them feel better, and proper care and rest at home will help your child get well and prevent the spread of germs to other children and staff. *Please notify us immediately if your child has been exposed to a contagious disease.* The health form from your physician is essential. Please make sure it is up-to-date and in your child's school file on or before the first day of school. Children brought to school sick or who become sick will be sent home. It is vital that parents respond promptly to calls from school in case of emergency. Children who are sick more than 2 days will need a doctor's note to return to class. Our policy is as follows:

Children will not be allowed to attend classes if they have any of the following symptoms:

1. Fever: Oral temperature over 100 degrees. **A child must be free of fever for 24 hours before returning to school.**
2. Behavior: If a child looks or acts differently; awake all night and crying, unusually tired, pale, lack of appetite, irritable or restless.
3. Respiratory: Breathing difficulties (e.g., wheezing).
4. Vomiting: A child must be free of all symptoms for 24 hours before returning to school.
5. Diarrhea: Is characterized by frequent watery or green-colored bowel movements, which are not related to medications or food reactions. A child may return to school 24 hours after a normal bowel movement.
6. Rash: Undiagnosed rash other than mild diaper or heat rash.
7. Sore Throat: Sore throats need culturing if other signs are present (e.g., fever, coughing, runny nose).

Re-admittance to the school program for the following communicable diseases shall be as follows:

1. Chickenpox – all lesions are dry and crusted.
2. Impetigo (blisters covered with honey-colored crusts)—at least 24 hours
3. Conjunctivitis (“pink eye” defined as a redness of the eye with burning and thick purulent discharge) – at least 24 hours after the start of medication and/or drainage present.
4. Lice and Scabies – Following medical treatment and child is lice and egg free.
5. Pin Worms – No restrictions following the start of treatment.
6. Hepatitis – Physician's statement required for re-admittance.
7. Strep Throat – No sooner than 48 hours after the start of oral medication or 24 hours after an infection.
8. Giardia – Following medical treatment.

*Source: State of Florida, Department of Children and Families

IT IS IMPERATIVE THAT CLARKE SCHOOLS FOR HEARING AND SPEECH/JACKSONVILLE BE NOTIFIED IMMEDIATELY UPON THE DIAGNOSIS OF ANY OF THE ABOVE COMMUNICABLE DISEASES.

NOTE: Minor bruises, scratches and scrapes will be cleaned and bandaged as needed. Should something occur which we feel requires the attention of a physician you will be notified.

Special Medical Considerations

Parents notify the directors of any special health conditions of a child in writing. Parents then request a meeting with staff members that are in contact with the child daily. Parents discuss needs, provide instructions and sign any necessary documentation to meet the needs of the child. Medications and/or equipment with documentation are kept in a locked cabinet labeled with a child's name and any needed additional information.

Some medical conditions are life threatening and must be vigorously monitored by staff on a daily basis. Some medical conditions are relatively minor. For example, one child might have an allergy that is so severe that the

entire classroom has to be free of that allergen as a threat to that child's life while other children may be exposed to an allergen without difficulty as long as that allergen is not ingested.

(Please be sure to include allergies your child may have in addition to foods. These could include such items as latex, certain glue products, animals, etc.)

At Clarke we frequently provide snacks as an extension to vocabulary and as a language activity based on a unit of study. We also have special activities as part of our holiday celebrations that involve food. It is the responsibility of the parents and teachers to work together to make sure that curriculum-based snacks or party foods are safe for the child. Parents may be asked to provide substitute foods. Foods collected as part of a celebration activity (examples: trick-or treat, Christmas stocking stuffers and Easter baskets) are not typically eaten at school. These foods are sent home for parents to inspect and distribute at their discretion. Should teachers vary from this procedure, they are responsible of monitoring each child's needs.

Prescription Medication

When prescription medication is to be dispensed by the school, the name of the child and the doctor, the medication, and the directions must be written on the label. The State of Florida, Department of Children and Family Services form, which is required, must be filled out and signed by the parent. This form is available from our business office and must accompany the medication, stating the prescription name of the medication to be given to the child, and the time and amount of dosage. Do not send the medicine in a child's lunch. It must be given to the teacher.

Lunches

We all have a responsibility to provide good nutrition for our children. This will not only help to keep them healthy but will also teach them the basics of a balanced diet. A good lunch consists of food from all four basic food groups, or as many as possible. These are as follows:

Basic Food Groups

1. Milk

2. Meat

3. Vegetables/Fruit

4. Bread

Suggested Foods for Lunches

1 cup milk, 2 slices cheese
string cheese/sticks, yogurt

turkey, ham, tuna fish, peanut butter
Hard-boiled egg

Vegetable sticks with dip
Celery with peanut butter
Fresh, dried or canned fruit

Sandwich bread, bagel, and pita
Crackers, pasta

Examples of a nutritious lunch for your child might be as follows:

1. Peanut butter and jelly sandwich, apple slices and milk
2. Egg salad sandwich, carrot sticks with dip, orange slices and milk
3. Pasta in sauce, celery strips, cheese stick, banana and juice
4. Pizza, salad, fruit cocktail, pudding and juice

Desserts: Items with a high concentration of sugar, i.e. candy bars, sweetened drinks, packaged cakes, contain empty calories, which serve no good nutritional purpose for your child. We discourage these foods. A preferred alternative dessert might consist of a serving of your child's favorite fruit.

PLEASE NOTE: We are unable to microwave food so make sure your child's lunch is ready to eat!

SUPPLIES TO BE PROVIDED TO THE SCHOOL BY PARENTS

Please send your child to school with the following required items:

- Backpack - large enough to hold papers and a few other personal items.
- Lunch box - filled with a well-balanced and nutritious meal (except Toddler Class).
- Extra pack of batteries and cords for hearing aids and cochlear implants
- Extra set of clothing - for all classes.

Please label all personal items clearly with your child's name in permanent marker. Each classroom teacher will provide a list of supplies needed for that class.

Our many arts and crafts projects will require certain things from home. We always appreciate dress-up clothes, buttons, fabric scraps, yarn, old greeting cards, paper towel tubes, coffee cans and filters, and oatmeal boxes. Thank you!!

MISCELLANEOUS

Forms

A complete registration packet from the School Office was put in your child's backpack the first day of school. A parent or guardian must sign the various forms enclosed in the packet. These forms are required for each child enrolled in our school. A health information form and certificate of immunization is also required for entrance to our programs. Health forms are obtained from your doctor. A copy of your child's birth certificate must be in his/her school file along with the child's social security number. From time to time, record keeping requirements change. Additional forms will be provided as needed.

Temporary Situations

Please notify the school office if you should change your address, phone number or email address. Please notify the school if you plan to be out of town, or of any other emergency or unusual situation. This information should include who will be responsible for the child, whom we should contact in an emergency, carpool changes, etc. Please remember that we cannot release your child to anyone other than a parent or legal guardian without a properly completed form. **WE MUST HAVE AN UPDATED EMERGENCY PHONE NUMBER AT ALL TIMES.**

Pets

As of this writing there are no classroom pets living at Clarke. From time to time, families may have a pet they would like to introduce to their child's class. Arrangements for pet visits should be made in advance with your child's teacher to make sure we can accommodate all safety concerns. There may also be opportunities for community organizations to offer animal visits to our campus. Should any such visits be planned, we will inform families in advance in the event they would prefer that their child not participate. Any visiting animals should be leashed and/or crated and in the sole supervision of their owner.

Payment Options

We accept most insurance and Medicaid. We also accept Visa, MasterCard, American Express and Discover credit cards for payment for speech services and/or summer school year when applicable. Children who are of VPK age can obtain a voucher for additional speech or Listening and Spoken Language services. The voucher covers approximately 48 thirty-minute sessions.

Discrimination Policy:

Clarke Schools for Hearing and Speech/Jacksonville admits students of any race, gender, color, and national or ethnic origin to all its programs available to students at the school. Clarke Schools for Hearing and Speech/Jacksonville does not discriminate on the basis of race, gender, color, and national or ethnic origin in the administration of its programs.

Complete information and application forms may be obtained in the School Office at Clarke Schools for Hearing and Speech/Jacksonville, 9803 Old St. Augustine Road, Suite 7, Jacksonville, FL 32257. Phone: (904) 880- 9001 V/TTY.

Any questions concerning insurance or billing may now be directed to Liz Bean, Student Contracts/Billing Manager, Clarke Schools for Hearing and Speech, 45 Round Hill Road, Northampton, MA 01060. Email: lbean@clarkeschools.org

Title IX Notice of Nondiscrimination

Clarke Schools does not discriminate on the basis of sex in admission, administration of its educational programs or activities or employment. Clarke Schools is required by Title IX and its implementing regulations at 34 C.F.R. Part 106 not to discriminate on the basis of sex in admission, administration of its educational programs or activities or employment. The Chief Human Resource Officer, Karen Katsanos, MA, MBA, SPHR, SHRM-SCP, 45 Round Hill Road, Northampton, MA 01060, telephone number 413-582-1155, has been designated as the employee responsible for coordinating Clarke Schools efforts to comply with and carry out its responsibilities under Title IX. Inquiries concerning the application of Title IX and its implementing regulations at 34 C.F.R. Part 106 to Clarke Schools may be referred to Karen Katsanos or to the U.S. Department of Education, Office for Civil Rights, at 400 Maryland Avenue, SW, Washington, DC 20202-1100, telephone number 800-421-3481.

Notificación de antidiscriminación Titulo IX

Las Escuelas Clarke no discriminan en base al sexo en sus procesos de admisión, administración de sus programas/actividades educativas o empleo. A las Escuelas Clarke se les exige bajo el Título IX y sus reglamentos de implementación de la 34 C.F.R. Parte 106, que no se discrimine en base al sexo en sus procesos de admisión, administración de sus programas/actividades educativas o empleo. La Jefa Oficial de Recursos Humanos, Karen Katsanos, MA, MBA, SPHR-SCP en la [45 Round Hill Road, Northampton, MA 01060](#), número de teléfono 413-582-1155, ha sido asignada como la empleada responsable de coordinar los esfuerzos de las Escuelas Clarke para el cumplimiento e implementación bajo el Título IX. Preguntas relacionadas a la aplicación del Título IX y la implementación de sus reglamentos bajo la 34 C.F.R. Parte 106 en las Escuelas Clarke, deben ser dirigidas a Karen Katsanos o al Departamento de Educación de los Estados Unidos, Oficinas por los Derechos Civiles en la 400 Avenida Maryland, SW, Washington DC 20202-1100 (en inglés al *U.S. Department of Education, Office for Civil Rights, at [400 Maryland Avenue, SW, Washington, DC 20202-1100](#)*), número de teléfono 800-421-3481.

Addendum: COVID-19

Updated: September 1, 2020

Clarke is committed to supporting learning environments that protect student and staff health and safety. To do this, Clarke will continue partnering with FDOH, FDOE, and the state of Florida and will communicate any changing requirements for reopening our school as soon as information is provided.

Social Distancing

Students will be educated on social distancing etiquette – maintaining six feet or more distance from each other, including use of face coverings. This includes avoidance of hugs, handshakes and other forms of close physical contact.

Smaller group gatherings should follow the above social distancing requirements. Students and staff will use Microsoft Teams, See Saw or related applications for communications via text, video and audio.

Common areas that are used by students and staff members including shared spaces (e.g., storage areas and file rooms) will be evaluated to ensure occupancy limits and social distancing can be maintained.

Physical barriers (i.e., sneeze guards and partitions) are being used in classroom and therapy rooms during all activities when social distancing is not possible.

Personal Hygiene

Students will be educated on and maintain personal hygiene etiquette, including increased frequency of hand washing with soap and water, use of hand sanitizers with at least 60 percent alcohol and clear instruction to avoid touching hands to face. The spread of COVID-19 can be reduced when frequent hand washing is used along with other preventive measures including social distancing, use of face coverings and cleaning and disinfecting frequently touched surfaces.

Cleaning and Disinfecting

Hand sanitizer dispensers will be placed at strategic locations across the building for staff and students. Clarke will make every effort to keep dispensers filled, based on the availability of supplies. Use of hand sanitizer is an alternative if soap and water are not readily available.

Frequently touched items below will be handled as follows:

- Campus building surfaces (doorknobs, handrails, light switches, countertops and other flat surfaces, including restroom facilities) will be disinfected throughout the day.
- Tables and chairs will be disinfected between groups or therapy sessions.
- Shared space items, equipment, instruments, office machines, supplies and technologies in shared spaces will either be limited use or disinfected after each use by staff members.

Student involvement in cleaning and disinfecting practices will also take place.

Temperature Screening

Non-contact thermometers will be used to conduct temperature screening for visitors and students, using the protocols outlined below.

Students: All students will be required to undergo temperature checks prior to entering the building

Campus Visitors: All visitors will be required to undergo temperature checks (parents/guardians of enrolled students are not considered visitors in this context). Visitors arriving at the office will have their temperature checked by the office manager or other staff member. If any visitor has a temperature of 100.4 degrees Fahrenheit or greater per CDC guidelines, they will not be granted access.

Symptoms Guidance



CORONAVIRUS

COVID-19 PREVENTION

These steps are critical for everyone to take, because although everyone is not at equal risk for a severe case of COVID-19, everyone risks being infected with the virus that causes the disease and then spreading it to others.

- 1 STAY**
If you feel sick, stay home.
- 2 SAFE**
Keep a safe distance from others.
- 3 WASH**
Wash hands frequently.
- 4 CLEAN**
Clean and disinfect frequently used surfaces.
- 5 PROTECT**
Protect the vulnerable.

KNOW THE SYMPTOMS

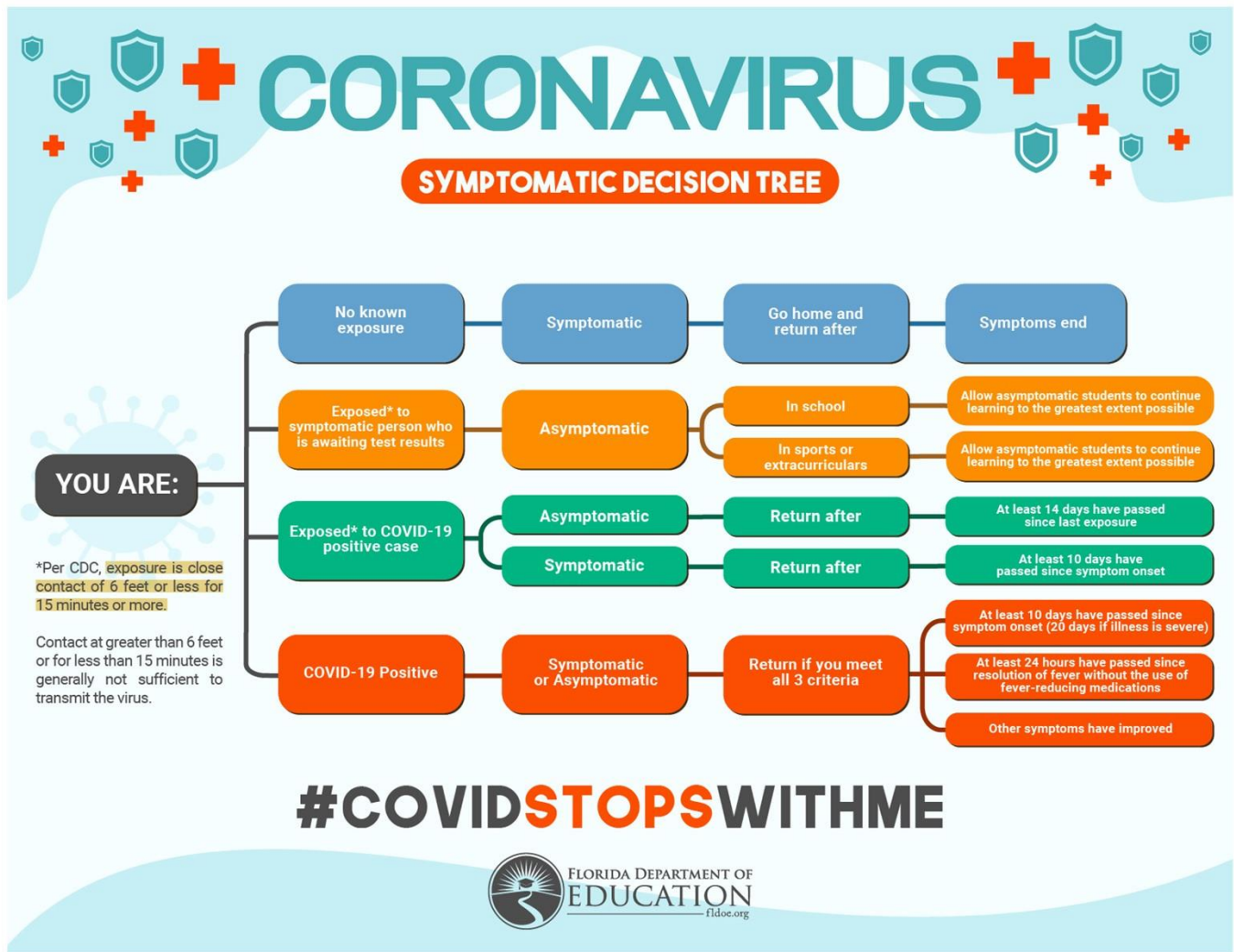
- COUGH
- FATIGUE
- BODY ACHES
- HEADACHE
- LOSS OF TASTE OR SMELL
- SORE THROAT
- CONGESTION
- RUNNY NOSE
- NAUSEA
- VOMITING
- DIARRHEA
- SHORTNESS OF BREATH
- MUSCLE PAIN

SICK STUDENTS AND ADULTS SHOULD REMAIN HOME.

#COVIDSTOPSWITHME

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Symptomatic Decision Tree



Contact Tracing and Testing

Clarke carries out contact tracing in collaboration with local and state health authorities. The school administration uses a COVID-19 tracking system that includes contact tracing protocols that are based on guidance from FDOH and the Florida Department of Management Services Testing

Testing protocols for COVID-19 will be recommended for students only on a case-by-case basis in compliance with CDC and FDOH and privacy laws and, when applicable, with the explicit approval of parents/guardians.

Visitors, Volunteers and Tours

Campus access by nonessential visitors, volunteers, tour participants and activities involving all outside groups are suspended until further notice. The school administrative team will approve requests on a case-by-case basis.

Current families will be allowed on campus to drop-off/pick-up their child. Conferences will be held with their child's teacher via Zoom. IEP meetings will be held with the child's school district via Zoom or another platform.

In-person admissions and evaluation meetings for prospective students/families will be allowed when it is safe to do so. Temperature screening will be taken upon arrival; if any member of the family has a temperature of 100.4 degrees Fahrenheit or greater, the visit will be postponed or rescheduled. Students and family members as well as staff members will wear face coverings.

Sick Students

We rely on parents to be forthright with us about symptoms before coming to school yet understand that a child may develop sudden symptoms during the day.

1. If your child demonstrates symptoms of an illness, parents are instructed to keep their child **home** and wait until the symptoms end. Or you may take your child to the pediatrician and provide a doctor's note that they are cleared to come back to school (e.g., potential allergies, ear ache, chronic asthma).
2. A child that passes through Clarke's screening and then develops any symptoms (sneezing, cough, runny nose) during the day will be removed from the class and taken to our isolation room to wait with a staff member. A parent will be called to come to pick them up at school.

If there is a positive case in a classroom, the FDOE decision tree provides an action model. Clarke would rely on our local Department of Health and follow all state and local guidelines.

Communication

Due to the requirements of FERPA and HIPAA, we cannot share information with everyone. Information will be shared on a case-by-case basis directly to families of students who may have had a close or direct contact with the student/staff member who tested positive. Clarke will follow all applicable local laws and regulations and comply with the Duval County Health Department.