



CCHAT Center

Children's Choice for Hearing & Talking

Parent/Student Handbook

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Philosophy

The CCHAT Center is a listening and spoken language program. It is our belief children with hearing loss can learn to listen and learn to use spoken English. There is a continual emphasis on appropriate amplification and use of residual hearing by all students. Each child is positively reinforced for using oral speech and all staff members are responsible for modeling and shaping oral speech production. The school is dedicated to meeting the educational and developmental needs of children with hearing loss and providing support for their families.

CCHAT provides a comprehensive educational program which allows it's students to develop speech, auditory, and communication skills. The school emphasizes the development of cognitive strategies and literacy in its many forms. We value and nurture the development of each child's self-esteem, imagination, and creativity. Our aim is to assist each child in developing to his or her fullest potential in order to access mainstream education and integrate into the community at large.

Educational Programs & Services

CCHAT Center was founded to teach children who are deaf or hard of hearing to listen and talk. Through parent participation and intensive training and teaching, the children enrolled in the CCHAT Center-Sacramento receive a high quality education. The focus is on a team approach with the teacher, speech therapist, audiologist and family working together to achieve one common goal. That goal is for children to leave the center and transition back into their elementary schools and participate in regular education classes with their hearing peers. Academic progress is tracked by progress reports, report cards, and IEP/IFSP benchmarks and annual goals as appropriate.

Baby & Me Programs:

The Parent, Infant and Toddler Program offers training, guidance and support to parents of the very youngest children with hearing loss while teaching them the foundation for their child's speech and language development. Participation can start immediately after early diagnosis. The "Baby and Me" playgroup class is held once a week for 1-2 hours and involves infant and parent participation. Also included are individual speech, language and auditory therapy, audiology services, cochlear implant and hearing aid training and support, parent education, and a parent support network.

Toddler, Preschool, & Pre-Kindergarten Programs:

CCHAT Center offers preschool programs for children from 18 months to 5 years of age. The staff creates a supportive learning environment that follows the child's developmental age and individual learning styles.

- Subjects and skills are integrated, not taught separately.
- Learning takes place through active exploration and interaction with people and materials.
- Children are given choices.

- Teachers foster competence and independence.

The classes provide additional instruction that is unique to each child's needs. The standard listening and spoken language program is enhanced by use of pre-reading and pre-math skills parallel to that taught in public school.

Each student who attends the Preschool program receives daily speech, language, and listening therapy. Other aspects of the CCHAT Center's programs are offered in our daily music program that utilizes Rhythmic Phonetics and other innovative methods to enhance the development of speech and language skills. Consultation and diagnostic services are also available.

Kindergarten & Primary Grade Programs:

The CCHAT Center is certified by the State of California to provide school based services for children through 3rd grade. All classes have a low student teacher ratio. This ensures that individualized attention is devoted to the promotion of speech, language, listening, and thinking skills.

In the elementary programs state approved reading and math curriculums are used. Instruction is guided by the CCHAT Center's thematic unit outline and by the Common Core Curriculum. Instruction and achievement are monitored through regular assignments and feedback is provided to students and parents through progress reports, parent conferences, and report cards.

The CCHAT Center provides high quality standard aligned textbooks and instructional materials for each student. All instructional materials and textbooks in each core subject are current and in good condition. Students in the primary grades participate in a physical education program that meets state standards.

Mainstream Support Program:

The goal at the CCHAT Center is to teach children who are deaf and hard of hearing to listen and talk and transition them into a regular education setting. Staff is committed to developing the speech, language, listening, thinking, and social skills that will allow the child to have a successful mainstream experience. Families are guided in choosing the appropriate educational placement as their child enters the mainstream experience and the school will provide mainstream support services to ensure success and assist as necessary. Additional mainstream support services are provided on an as needed basis depending upon the unique individual needs of the child.

Extended School Year Program:

The CCHAT Center has a 20 day "summer camp" program. We provide opportunities for each student to work in large and small group settings with hearing peers &/or siblings in a fun, less-structured environment. The same IEP/IFSP expectations are held for each student, but it is "camp" and we want them to perceive this time as different and special for them. Older students (Pre-K, Kindergarten, & Primary) will have the opportunity to

work with a number of teachers throughout the day. This is a good opportunity for students to generalize what they have learned during the school year to other situations and different people. Younger students remain with one teacher throughout the camp day. Students continue to attend speech, language and listening therapy during summer camp.

Speech, Language, & Listening Therapy:

At CCHAT daily therapy sessions for each child is provided for a minimum of 30 minutes five times a week. This is an integral part of our educational program and provides the opportunity to integrate audition, cognition, speech, and language. One session per week is dedicated to pragmatic group therapy/social skills development. Parents are expected to participate in each therapy session in the Baby & Me Program and to participate at least on a weekly basis for Toddler through Primary grades, in the classroom, and in therapy. Diagnostic services, as well as therapy services, are available for children with hearing impairment not enrolled in the school.

Student speech, language, and listening, progress are reported to the student's parents and LEA through reports which include: assessment results (including standardized assessments, teacher observations, performance assessments, language samples, etc.,) present levels of performance, and quarterly progress on annual goals and/or benchmarks as required by the student's IEP/IFSP.

Music Program:

Music, it has been said, is a universal language. Even if we do not speak the language, cannot carry a melody, or play an instrument, we can participate when people come together to share a musical experience. We can clap our hands. We can tap our feet. We can dance. We can keep the natural rhythm that is intrinsic to human beings just as our heart beat and our breathing. Music is for everyone.... including deaf children.

Every day at the CCHAT Center students receive twenty minutes of music. Music gives children and parents a chance to relax, move, and have fun. You never know what is going to happen in music. You might see one of the fathers rolling across the floor. You might see a 3-year old conducting a song. You might see Santa Claus falling down the chimney. Anything is possible. In addition to the fun and spontaneity during this time, Music plays a vital role in the development of speech, language, listening, and thinking.

Speech: We practice changes in pitch, volume, and tempo as well as working on articulation, breathing, and voice quality.

Language: We sing songs that relate to the thematic units as well as familiar songs that all children know. When we sing, we rhyme which is a fundamental skill necessary for reading.

Listening: We listen to the words. We listen to rhythm. We listen to melody. We listen to all kinds of different patterns. We listen to each other.

Thinking: We expand our memories by singing songs again and again. We follow patterns and repeat verses. We sing songs that encourage children to share their creativity and imagination.

No matter what kind of day you are having before you arrive at CCHAT, music will offer you a chance to take a deep breath, relax a bit, and have some fun with your child.

Audiological Program:

The CCHAT Center's instructional program depends on each child learning to use whatever hearing remains to the fullest extent possible. For this to happen, each child must be wearing the most appropriate amplification possible including modern and well-fitting earmolds. Classroom teachers check amplification functioning on a daily basis. In addition, hearing aids are checked electroacoustically every other week. Our program utilizes the most advanced hearing assistance technology.

Currently, we have working relationships with Cochlear Americas, Advanced Bionics, and Med-El cochlear implant companies and are able to provide services for these implants.

CCHAT provides audiology as a related service for hearing impaired students attending our program. Services include hearing evaluation, family counseling regarding hearing loss, fitting of assistive listening devices, and troubleshooting. (We do not dispense hearing aids, but are happy to discuss amplification needs.) The CCHAT Center Audiologist works closely with the educational staff, school districts, families, and local clinics to ensure a continuum of audiological care.

Instructional Minutes

CCHAT Center – Sacramento complies with state required instructional minutes.

Admission

Prior to admission to CCHAT, our staff takes care to determine if our school is the appropriate placement for the child and family. This generally occurs during a diagnostic period comprised of observations, review of all of the child's records, formal and informal testing and a family assessment which centers around the parents' ability to participate in their child's education.

During this time, the parents will be asked to participate weekly in therapy and class, attend parent meetings and meet with their child's teacher and speech therapist. They are also asked to begin the funding process by contacting the program director/specialist in their own school district or county Early Start Program.

Upon acceptance into the program, an IFSP/IEP will be scheduled with the child's school district. This process includes evaluations by both the district and CCHAT to determine if CCHAT offers services that the child cannot receive in his/her own district that will facilitate development of spoken language and successful mainstreaming. In many cases, the school district supports the parents' decision and will fund the child's enrollment at CCHAT. In some cases, the district may be unwilling to do so. The family will then be asked to engage in further discussions, negotiations and in a rare case, a fair hearing. This is known as due process. CCHAT will actively assist parents with this process.

There are a number of documents that need to be completed for both the diagnostic period and full admission. Additionally, there will be documents to complete at the beginning of each school year.

Fees

Fees at the CCHAT Center are negotiated between each school district or county Office of Education and the CCHAT Center. Fees may vary according to the type of services which are provided. Initial fees are waived during a diagnostic period in order for children to be enrolled and evaluated while parents begin the process for placement through their school district, SELPA, or county Office of Education. If, as the result of the fair hearing process, the child is not placed at the CCHAT Center and the parents wish to have the child at CCHAT, parents may complete an application for a possible scholarship. The scholarship application process requires submission of the parents' last federal income tax return. No child will be denied services for financial reasons.

Evaluation

Students are encouraged to make "adequate" progress in their language development. CCHAT defines this as: *A child with optimal amplification should make at least one year of language progress in one year's time.* While the professional and parents should set and maintain high expectations, consideration should also be given to the unique life circumstances of each child.

School Responsibilities

- ✓ The CCHAT Center will provide an appropriate and nurturing setting for the educational and social development of your child.
- ✓ The CCHAT Center will keep parents informed of their child's progress.
- ✓ The CCHAT Center teachers and therapists will be available for appointments to discuss your child and his or her progress.

- ✓ The CCHAT Center's goal is to have your child learn to listen and speak. Our staff will work as a team with your family to accomplish this goal.
- ✓ The CCHAT Center's Executive Director will be available for appointments to discuss any concerns that you may have regarding your child, staff, or your child's program.

Family Responsibilities

- ✓ Each family should have a nightly reading time with the child.
- ✓ Parents will help the child with assigned homework.
- ✓ Parents and other family members must observe and participate in the classroom and in speech therapy on a weekly basis.
- ✓ Hearing aids/cochlear implants or any amplification devices must be worn during all waking hours.
- ✓ Parents are required to attend all parent meetings and to participate in available support groups.
- ✓ Each family's goal is to have their child learn to listen and speak. In order to accomplish this goal, each family must be willing to work with CCHAT as a team in a positive manner.

Opportunities for Parent Involvement

The CCHAT Center promotes and strongly encourages active parent involvement including participation in class, therapy, and school wide activities. Parental involvement is an integral component to each child's success. The highly qualified staff provides education and guidance to parents so that they may assist their child in developing independence and self-sufficiency.

Parents are asked to participate in daily music as well as observe and participate in speech therapy and volunteer in their child's class. Participation is strongly encouraged; however, CCHAT Center staff is always flexible to meet the needs of parents and their busy professional schedules.

All instructional departments have an open-door policy with parents. Parents are encouraged to make arrangements with the teacher or speech therapist before observing classes, but are welcome to drop in at any time. Parents are expected to check in at the front office and obtain a visitors pass.

Parents are also encouraged to participate through involvement in: parent-teacher conferences which are held annually and upon request by the parent, teacher, or principal during the school year; triennial and annual IEP/IFSP meetings; and staffings for students who need additional educational or social/emotional interventions.

Parent education is an important component of the CCHAT program. This includes participating in parent meetings. Meetings focus on issues relating to the family, education, health care, and often include panels of adults and children who are deaf or hard of hearing.

Parents are always invited to join field trips and participate in special events (i.e. PJ Day, Variety Show, Fall Festival, etc.). Parents are informed of class activities and points of focus through weekly parent/teacher newsletters and occasional flyers.

All parents are encouraged to be members of the Parent-Program-Partnership (P³.) The Parent-Program-Partnership's mission is to help every child at the CCHAT Center reach their full potential by engaging and empowering families and community to advocate for children with hearing impairment. The group has regularly scheduled educational meetings, social gatherings, and fundraisers. Monthly meetings focus on issues relating to the family, education, health care, and often include panels of adults and children who are deaf or hard of hearing.

Extracurricular Activities

All families are encouraged to involve their children in mainstream activities. Participation in activities that will provide involvement with hearing peers will broaden each student's social horizons and provide an opportunity to practice the listening and talking skills emphasized at the CCHAT Center. This will help pave the way for mainstreaming. CCHAT faculty members work with parents to identify ways to mainstream their children in age and level appropriate activities.

Health & Safety

Evacuation & Lockdown Policy

The Executive Director shall post a current emergency evacuation plan. This plan will be followed during all emergency evacuations, including practice drills. Evacuation drills will be conducted on a monthly basis.

Lockdown Procedures

Because of the recent school tragedies CCHAT has reviewed and revised our lockdown and evacuation procedures. A copy of the lockdown procedures and other emergency drills is available in our school office. A lockdown drill includes locking doors, closing blinds, shutting off lights, and students and staff securing themselves in the classroom as far away from doors and windows as possible. We will conduct drills such as this three or four times per school year so staff and students can practice emergency procedures.

In the event of an earthquake, fire, or other disaster which requires evacuation of the CCHAT Center:

- ✓ We will care for your child(ren) until your arrival.
- ✓ Our immediate evacuation spot is the parking lot in front of the CCHAT Center.
- ✓ No child will be released from the CCHAT Center's care unless the adult is listed on the child's emergency card.
- ✓ If secondary relocation is necessary for the staff and children, our location will be posted on the front door of the CCHAT Center.
- ✓ Above all, the CCHAT Center staff will be working to provide for the safety and care of your child(ren) until you arrive.

Inclement Weather Plan

Outdoor play is part of the daily schedule at the CCHAT Center. Outdoor play is an important and integral part of childrens' development. Dressing appropriately is the best way of being prepared for hot or cold weather. We expect that your child is well enough to participate in our daily schedule, which includes both indoor and outdoor activities. Please do not bring your child if he/she is too ill to go outside.

Heat

When the temperature will exceed 95 degrees students will eat lunch indoors and outdoor activity (recess, physical educations classes and outdoor field trips) will be limited to 15 minutes. Staff will ensure drinking water is easily accessible and that students have access to adequate water prior to, during and after outside play. If the temperature exceeds 100 degrees students will remain inside and will follow a rainy day schedule.

Cold

When the temperature is below 60 degrees students will eat lunch indoors. When the temperature is below 45 degrees outdoor activity (recess, physical educations classes and outdoor field trips) will be limited to 15 minutes. If a student does not have adequate warm clothing to participate in outdoor activities such clothing will be provided.

Air Quality

When the air quality index is Orange, unhealthy for sensitive groups, outdoor physical activity (recess, physical educations classes and outdoor field trips) will be limited to 15 minutes. When the air quality index is Red, unhealthy, students will remain inside and will follow a rainy day schedule.

Accident Policy

Accidents shall be brought to the parent's attention via written report describing the incident and the method of treatment. In life-threatening incidents, 911 assistance will be activated immediately. It is the policy of the CCHAT Center to attempt to locate parents in the event that

their child requires medical treatment or observation. It should be understood that medical attention may take priority over locating the contact person as indicated on the child's emergency card.

Illness

Although we try our best to prevent your child(ren) from becoming sick, it is not uncommon for children in school to share illness and disease. This is especially true with infants and toddlers. It is important if your child becomes ill that he/she stays home to rest and get well. Please call and notify the staff when your child is absent. We expect that your child is well enough to participate in our daily schedule, which includes both indoor and outdoor activities. Please do not bring your child if he/she is too ill to go outside. Children may attend if they have a clear, runny nose and appear healthy and active. Children may also attend if a physician is treating poison oak, allergy, asthma, or eczema.

CHILD EXCLUSION/INCLUSION AND DISMISSAL FOR ILLNESS GUIDELINES

The guidelines below are excerpted from "Caring for Our Children: National Health and Safety Standards". The parent, legal guardian, or other persons authorized by the parent shall be notified immediately when a child has a sign or symptom requiring exclusion from the facility, such as:

- The illness prevents the child from participating comfortably in facility activities or;
- The illness results in a greater need for care than the child care staff can provide without compromising the health and safety of the other children or;
- The child has any of the following conditions:
 - ✓ Temperature: fever accompanied by behavior changes or other signs or symptoms or illness. Child may return when fever free for 24 hours;
 - ✓ Symptoms and signs of possible severe illness (such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing, or other signs);
 - ✓ Uncontrolled diarrhea, that is, increased number of stools, increased stool water until diarrhea;
 - ✓ Any vomiting illness until 24 hours after vomiting resolves or until a health care provider determines the illness to be non-communicable, and the child is not in danger of dehydration;
 - ✓ Persistent abdominal pain or intermittent pain associated with fever or other signs or symptoms;
 - ✓ Mouth sores, unless a health care provider determines the condition is non infectious;
 - ✓ Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease;

- ✓ Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge) until 24 hours after prescribed medication has been initiated;
- ✓ Scabies, head lice, or other infestation, until 24 hours after treatment has been initiated and all nits removed from hair. Child's hair must be checked by staff before return to program.
- ✓ Tuberculosis, until a health care provider or health official states that the child can attend day care.
- ✓ Impetigo, until 24 hours after prescribed medication has been initiated;
- ✓ Strep throat or other streptococcal infection, until 24 hours after initial antibiotic treatment and cessation of fever.
- ✓ Chicken pox, until 6 days after onset or until all sores have dried and crusted.
- ✓ Pertussis (whooping cough), until 5 days of appropriate antibiotic treatment to prevent an infection, has been completed.
- ✓ Mumps, until 9 days after onset of parotid gland swelling;
- ✓ Hepatitis A Virus , until 1 week after onset of illness or as directed by the health department when passive immunoprophylaxis (Currently immune serum globulin).
- ✓ Measles, until 6 days after onset of rash;
- ✓ Rubella, until 6 days after onset of rash;
- ✓ Unspecified respiratory illness , unless indicated by above guidelines;
- ✓ Shingles, as recommended by health care provider;
- ✓ Herpetic gingivostomatitis (oral herpes), as recommended by health care provider.

We will call you to pick up your child if staff recognizes one or more of the following symptoms:

- | | |
|-------------------------|---|
| *Diarrhea | *Unusually dark, tea colored urine |
| *Breathing trouble | *Sore throat or trouble swallowing |
| *Yellowish skin or eyes | *Headache |
| *Unusual spots or rash | *Vomiting |
| *Reddish inflamed eyes | *Loss of appetite |
| *Cough producing sputum | *Elevated temperature (101 F) |
| *Unusual tiredness | *Bleeding sores that can not be completely covered. |

Medications

Children receiving medications must have a "Request for Medication" form filled out and signed by the parents. The teachers can only give medications out of the original prescription bottle with the drug name, the physician's name, date, child's name, dosage, and schedule of administration. We will give over the counter medications ONLY when a "Request for

Medication” form has been completed and signed by the parent and is accompanied by a doctor’s note.

If your child needs an inhaler or nebulizer while at the Center, arrangements need to be made in advance with the Executive Director and the teacher. A physician’s statement is required.

Please do not send medication of any type with your child. Children may NOT self-administer medication of any kind.

Sunscreen Policy

CCHAT Center staff will allow the children to apply sunscreen. Please send in a bottle labeled with your child’s name. It is helpful to have it applied at home in the morning and then CCHAT staff will see that it is re-applied prior to going outside for an extended period of time.

Health Requirements

The CCHAT Center will verify that students have complied with legal requirements for health examinations, oral health examinations, and immunizations before enrolling a student in school. Failure to provide proof of required immunizations will result in the student being excluded from school. Exclusion will begin ten school days after receiving a notice of inadequate immunization. The school district administers vision screening as required by law.

Tobacco and Drug Free Zone

The Board believes that the use of alcohol, tobacco, or other drugs adversely affects a student’s ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. Therefore, the CCHAT Center facility is a tobacco, alcohol, and drug free site. The use of any tobacco, alcohol, or drug products is prohibited within the Center property, facility, or private vehicles.

PEANUT FREE ZONE

At CCHAT we have many students with food allergies and a few students who have a life-threatening peanut allergy. Classroom teachers and staff have been provided a “foods to avoid” list. CCHAT staff is working hard to control allergen exposure in the classroom as much as possible so please check with teachers prior to sending in snacks and always include the packaging.

In addition, because the students all eat lunch together, please do not send peanut butter or any nut products in your child’s lunch.

It is CCHAT’s policy that food must be commercially prepared. Please do not send homemade treats to school. If your child has a specific food need you may send snacks that are safe for your child to eat. These snacks however, must be stored with the classroom teacher or his/her designee such as a substitute. Your child can access these snacks when treats are eaten in class.

If your child has any special food needs and you have not made the school aware please call 916-361-7290. Thank you in advance for your cooperation, as we work together to keep our school safe for all students.

Attire

The children will participate in lots of fun and messy projects, so please send your child in comfortable clothing and footwear that they can play in. An extra set of clothing and shoes may be kept on site. Please label clothing with your child's name.

CCHAT provides active play. For your child's safety, athletic shoes or tennis shoes are recommended and preferred. At the staff's discretion children may be omitted from certain activities if footwear is not suitable.

Diapers for Non-Toileting Children

Parents are required to provide a sufficient number of disposable diapers for their child(ren) each day.

Potty Training

Before children can attempt bowel or bladder control, certain muscles and parts of the nervous system must mature to a point where they can be consciously controlled. Children must also be cognitively and verbally mature enough to understand and follow toileting instructions. A casual, relaxed approach to this aspect of child development lends itself to success without trauma to parent or child. Potty training needs to begin with clues of interest from the child. Once a child expresses an interest in learning about toileting staff and parents need to discuss a consistent method of developing toileting skills. It is important that toileting be an encouraging process rather than pressuring a child into a process he/she is not yet willing to learn.

Our policy reflects our general philosophy of respect for each child. We are sensitive to the growing sense of autonomy. We encourage active participation by the child in care giving routines and respect for individual pace and style. Even before the self-toileting begins, the child is included in the care giving process by getting their own diaper, helping to dress themselves, washing their own hands, etc. While diapers are being changed, caregivers talk to the children, giving them language they will use during the toileting process. We ask the child if he/she would like to sit on the toilet and respect their decision. Children in underpants are taken to the bathroom regularly. When training pants are used, wet pants are dealt with in a very matter of fact way, while being respectful of the child's feelings. The child helps get the dry pants and is reminded of where the toilet is. The process of self-toileting is a gradual one and one which is impacted by the developmental issues of autonomy and a continued need for security and nurturing. The greatest tool a parent or teacher has in this process is the child's own strong desire to begin self-toileting.

During the toilet-learning process, children will have accidents. In order to ensure the utmost cleanliness of our toileting areas, clothes that have been soiled with feces and/or urine will not be rinsed or washed by staff members. Soiled clothing will be placed in a sealed plastic bag and placed in your child's cubby.

Personal Hygiene

It is important for every child to have good personal hygiene. Daily grooming, including bathing, brushing teeth, combing hair, clean clothes, etc., is important not only because it makes us feel good, but because it provides a clean and healthy environment for everyone. It will also help to prevent the transmission of bacteria and viruses to others.

Nutrition

Young children master many skills during their early childhood years and learning to eat a variety of nutritious foods is an important one. Please be sure your child gets plenty of sleep and eats breakfast before coming to school. Snack will be provided daily for the toddler, preschool, and pre-kindergarten classes. Your child's teacher will provide a class snack schedule for you at back to school night. Students in the kindergarten and primary class should bring a snack each day. Students in the Preschool, Pre-K, Kindergarten, & Primary grades will need to bring a lunch. Please let your child's teacher know of any food allergies right away!

Attendance & Tardy Policy

Your districts require us to report tardiness and absences. Master contracts stipulate that we provide a minimum number of instructional minutes and if your child does not receive those minutes then the school is out of compliance and the district has the right to remove your child from this program.

While we do not want you to send your child to school if they are sick, it is important for their educational programming that they are here EVERYDAY. Please make outside appointments such as dental, doctor, audiological, etc. in the afternoon. If they must have a morning appointment, please arrange for it to be first thing and then bring your child back to school. Family vacations should not be scheduled during school time.

We appreciate your consideration in arriving to school on time. If your child arrives to school after their assigned start time, he or she is considered tardy. It is difficult for young children to enter a classroom where everyone is already engaged in a learning activity that they have not been a part of and may not understand. It is also difficult for the rest of the children and the teacher when the class is disrupted in order to help a child who is arriving late to enter an activity. We appreciate your efforts and dedication in making whatever arrangements are necessary in order to bring your child to school on time.

In the event of excessive absences or late arrivals, a meeting will be scheduled to discuss the situation with your child's CCHAT team to help find a solution.

Contact the school immediately if you know your child will be absent. This will help us in adjusting the therapy schedule. The school number is **916-361-7290** and an answering machine is always on. If you call before school opens, please leave a detailed message regarding the reason for the absence. Illnesses must be specified (i.e. cold, vomiting, fever, etc.).

Visitors Sign In/Out Procedures

It is your responsibility to sign your child in and out every day. Your signature must include your full first and last name along with the correct time. Any person listed on the "Authorization for Pick Up" will be allowed to take your child from the program. If someone other than a parent is picking up your child, we must have authorization in writing. Please make sure the person picking up your child knows they are responsible for signing your child out and they will be asked to show photo identification. In the event of a natural disaster, our staff will remain with your child until you or an authorized representative of the child arrives. Parents or others listed on the authorization card may drop off and pick up children on the playground.

This is the only time there will be access to the playground. The gate will remain closed and locked at all other times. Anyone wishing to enter the building at another time should come through the front office. Please do not request staff to open the gate. These procedures are in place in an effort to not disturb classes, hearing tests and speech therapy currently in session.

1) **Leaving School Grounds**

Only a parent, guardian or designated driver will be allowed to pick up a child from school. If someone other than the parent or guardian is to collect your child, you must inform the front office and your child's teacher in advance. As a safety measure, only those persons listed on your child's emergency information card will be allowed to collect your child from the CCHAT Center. A child leaving the school grounds before dismissal must be signed out in the school office.

2) **Visitors**

If you have guests or know of any other visitors coming to observe the program, be sure to inform them that they must enter the school grounds through the front door, register in the front office and obtain a visitor's pass.

Because safety and security of the children are critically important and CCHAT is legally required to limit access to the school facilities to those authorized to be on premises, **all visitors to the school facility** must be "**escorted**" by a CCHAT employee while in areas where children may be present, including the music/activity room, kitchen and playground. "Visitors" include everyone except CCHAT staff.

All visitors must sign in and out and obtain office approval and a visitor badge before entering. Visitors, whether escorted or unescorted, **may not:**

- be counted in ratio
- be alone with children (except educators/therapists/professionals addressed below)
- supervise children or

- be responsible for health and safety procedures
- ✓ **Educational professionals** visiting CCHAT must have the parent's/guardian's written authorization and valid identification to have access to a child.
- ✓ **Facilities vendors** such as gardeners, janitorial person or maintenance person without a background check must be escorted to their work area and when in an area where children may be present, they must be supervised.
- ✓ **Enrichment providers** (whether conducting a program or a one-time event) are required to have a background check *regardless* of whether they are paid by CCHAT or families. These are professionals who are in the business of working with children.
- ✓ **Parents with a visitation schedule** may not supplement their time with the child via extended visits to the premises (aside from pick-up/drop-off and incidental visits to the classroom) even with the other parent's written permission, since it places CCHAT staff in a supervisory role.
- ✓ **Grandparents** or other family members without custodial rights may be an escorted visitor for the purpose of observing classrooms, speech therapy sessions or audiological appointments.

Volunteer Policy

When children enter the CCHAT Center, teachers and parents must become partners in facilitating children's learning. One of the most important things we can do for children is to allow them to see parents and teachers working together. This helps children realize that there is a bond between home, community and school. Parents and other caregivers who work in the school come to understand their child's education better.

School Volunteers serve under the direction of school staff to meet the needs of students. There are many opportunities for you to become involved at the CCHAT Center. Contact the P³ or your child's classroom teacher for more information.

Sometimes young children are not ready to have their parents in the classroom with them. In the classroom, parents have a different role; they are assisting the teacher. However, some children are unable to accept their parents in any role other than parent. In these cases, it is better for the parent to volunteer in another area of the school.

In order to promote a quality education, CCHAT has developed this Volunteer Policy. These are the expectations we have for all adults who work with CCHAT students. Before you volunteer you will need to have your fingerprints and tuberculosis test results on file at the office. Please see the fingerprinting and tuberculosis volunteer requirements for more information on this policy.

Confidentiality

- Confidentiality is of the utmost importance in your association with teachers and students.

- What you see and hear at the school is private. You are in a unique position when you volunteer in the classroom to have information that is not to be shared. Students you observe in the classroom or the school cannot be discussed with other parents, faculty or staff. You may not discuss a child even with that child's parents. You must always refer any question regarding students at CCHAT to the child's teacher or the Executive Director.

Volunteers During School Hours

- When you are volunteering at CCHAT you are demonstrating your support for education. Please understand that in academic settings it is important to be able to give your full attention to the task at hand. For this reason, do not bring any children with you when you are volunteering during school hours.
- If you are on a fieldtrip we assume you are either driving or chaperoning. We are expecting your full attention for the children you are supervising on the field trip.
- *Exceptions:* At times, teachers invite other family members for special functions. Some of these functions might be birthdays or other family oriented celebrations. At this time, siblings or other family members may be invited by the teacher.
- Volunteers are not expected to intervene with enforcement of school rules or financial issues. If volunteers have a concern they should bring it immediately to the attention of a teacher or the principal as we do not expect volunteers to have to address these issues nor is it appropriate.

Volunteers Outside School Hours

- Parents who volunteer outside school hours may at times find it necessary to bring siblings to school. At these times, those children must be under the parent's direct supervision. The parent is responsible for the children's safety and must keep the children with them at all times.

Language/Behavior

- Remember we are all - teachers, staff and volunteers - role models for the children around us. "Little eyes" are watching, listening and learning appropriate behavior from our actions.
- Cussing, inappropriate language or discussions are not allowed on campus or on fieldtrips.

Classroom Disruptions

- Please conduct all private conversations outside of the classroom. Teachers need the attention of the students to direct the instruction. Extraneous conversations distract from the task at hand. Remember that conversations in the hallways are distracting as well.

Cell Phones

- Cell phones are to be turned off in the classrooms.

No Smoking

- Schools are tobacco free zones. This means you may not even bring tobacco products on campus in your purse or pockets. You may not smoke on fieldtrips even in your own car.
- Smoking and possession of tobacco products are prohibited in all school buildings, on school grounds, inside school buildings, in school parking lots or playing fields, in school buses or vehicles, or at off-campus school sponsored events. "Tobacco products" include cigarettes, cigarette papers, cigars, smoking tobacco, and non-smoking tobacco.

Discipline

- Volunteers are not to discipline students. Discipline is solely the responsibility of the teacher. The teacher is the professional whose responsibility it is to plan the course of study and see that it is implemented. The volunteer always works under the direction of the teacher to HELP, not replace the teacher.
- On fieldtrips when you are the adult supervising a group of children and the teacher is unavailable, volunteers may appropriately address safety or behavior issues. It is the responsibility of the volunteer to inform the teacher as soon as possible about these issues. However, any consequences for behavior are the responsibility of the teacher, not the volunteer.

Students treat volunteers with respect

- Adults are respectful to children and children are always expected to be respectful in return. If on any occasion you are treated disrespectfully, tell the teacher or the principal as soon as possible. Young children are still learning appropriate behavior and this is an opportunity to reteach respect.

Fingerprinting and Tuberculosis Volunteer Requirements

What is required to volunteer at a Nonpublic School?

CCHAT welcomes any member of the student's family, caring adults in the student's life, as well as members of our local community to volunteer. All volunteers working on school grounds on a regular, on-going basis need to have their fingerprints and tuberculosis test results on file at the office.

Volunteer Requirements

Fingerprinting and tuberculosis test results must be on file for persons that are:

- **Ongoing, long term:** Volunteering at the school regularly, more than once a year
- **At school:** Volunteering on school grounds or in the classroom, has access to privileged information
- **Face-to-face:** Volunteering with direct contact with children
- **Alone:** Volunteering as the sole adult with children, unsupervised with children, for example driving on a field trip.

NOT REQUIRING Fingerprinting and TB Testing	REQUIRING Fingerprinting and TB Testing
<ul style="list-style-type: none"> • A volunteer bringing a snack to school for a classroom. • A volunteer selling a ticket before or after a school event or performance. • A volunteer completing classroom/school jobs at home and returning them to school personnel when dropping their child off at school. • A volunteer creating a class newsletter at home for a teacher. • A volunteer coordinating a school event or class party by calling or emailing parents to get donations and arrange games and other entertainment. • A volunteer a yearly activity, judging the science fair, etc. • Coordinator for scholastic book orders . • Observing your child in class or speech. 	<ul style="list-style-type: none"> • A volunteer helping in the classroom during rainy day recesses during the winter. The volunteer is working more than once on the school grounds, has direct contact with children and may also be the sole adult with children. • A driver for a field trip. While not operating on school grounds, a field trip driver will be alone with children and have direct contact. • A volunteer who helps in the classroom with their math exercises every week. • A volunteer for class parties that helps with a craft or baking exercise. • A volunteer organizing a lunch time activity. • A volunteer assisting with curb-side traffic direction during drop-offs (before school) and pick-ups (after school.)

Frequently asked questions

1. **Why does the school require that volunteers be fingerprinted?** The purpose of the criminal background check is to insure that a person is permitted by law to participate in a school setting as a volunteer or employee. The California Education Code, Health and Safety Code and Penal Code sections determine which offenses are or are not permitted. Fingerprinting is the most accurate way to collect this information.
2. **What if I have an old DUI on my record or parking violations?** Not everyone with an offense on their record is excluded from volunteering. Each situation is handled confidentially on a case-by-case basis. Please note that prospective volunteers are asked to disclose and all prior history of criminal convictions other than minor traffic violations.
3. **Will my fingerprints be passed to any other government agency?** Your fingerprints are cleared with the Department of Justice and the FBI. Beyond that, your fingerprints

will not be used for any other purpose than to make sure you are safe to work with children and will not be passed to any other agency.

4. **How long are my fingerprint results valid?** As long as your status does not change (you are not convicted of new crimes which would prevent you from working with children) you do not need to be fingerprinted again.
5. **Do I have to be fingerprinted to attend award ceremonies or school performances for my child?** No, only volunteers for these events would need to be fingerprinted.
6. **I had to be fingerprinted for work, can this report be used?** No, new fingerprint clearance must be conducted before volunteers begin working with children on behalf of the school.
7. **For some of the volunteer tasks, I'm not sure if I need to be fingerprinted. How can I know?** Ask yourself:
 - a. Will I be volunteering on the school grounds on more than one occasion?
 - b. Will I participate directly with children on the school grounds?
 - c. Will I be acting as the sole adult alone with the children?

If the answer is yes to any of these questions then you need to have your fingerprints on file at the school office.

8. **Will tuberculosis (TB) test and fingerprinting requirements be tracked?** The results of these requirements are kept on file in the school office.
9. **Why do I need to get tested for tuberculosis?** Tuberculosis (TB) is a contagious disease that can be deadly if not treated properly. Each year, Sacramento County reports high numbers of active TB cases. In order to volunteer with children, you need to be free of this disease.

Fingerprint and tuberculosis testing information can be obtained from the front office.

Education Code Governing Fingerprinting

There is always a controversy around fingerprinting employees and volunteers that work in schools. Bottom line, it is required. California Education Code governs the fingerprinting of those who work and volunteer in schools. AB 1025 of 2009/2010 solidified the issue of fingerprinting by requiring it for volunteers, but still missed a big issue. AB346 of 2009/2010 finally cleared up the issue by requiring it for any volunteer involved in a school program.

The sections of code governing volunteers, contractors, and students volunteering are Education Code 35021, 49024 and 45125. Section 49024 allows for a district to bypass the ASCC requirement by requiring an FBI and DOJ fingerprint check. The key here is you must require both the FBI and DOJ fingerprinting. This will cost an estimated additional \$65.

Section 35021 requires background checks for volunteer aides.

Ed. Code Section 45125 and Section 45125.1(d) address contractors who may be left alone with students. It also provides for methods other than fingerprinting in the event you do not

want to place fingerprinting requirements on contractors. You may use methods such as physical barriers to prevent contact with students.

Field Trips

Field trips designed to enhance the educational experience take place throughout the school year. They are intended to:

1. Provide a structured experience for new or interesting activities in an external environment.
2. Provide less structured opportunities for free time activities and communication practice in real life settings.

Each time a field trip is scheduled, you will be asked to complete a *Field Trip Permission Form* in order for your child to participate California law requires that children be transported in special car seats until they are at least six (6) years old or weigh at least sixty (60) pounds. When there is a field trip, if you are not transporting your child, it is your responsibility to provide the car seat to the driver who will transport your child. Without the car seat, your child cannot be transported and will have to remain at school while others are on the field trip. There are no exceptions to this policy since it is governed by state law.

Parents who agree to drive for school field trips must provide a copy of their driver's license and proof of automobile liability insurance to the school office.

Returned Checks

There will be a \$25.00 service charge for all returned checks. The amount of the check plus the service charge will be payable in cash or by money order to the CCHAT Center.

Change of Address

We understand the many things that must be done when a family moves to a new home. Among the most important will be notification to your child's school and school district. Your child has been placed in our school by your local School District/ County Office of Education/ SELPA (Special Education Local Plan Area). Your school district is responsible for the education of your child only as long as you live within the district. Under law, if you move you must immediately notify us that you have moved and give us your new address (S5CCR 3067(a)).

The contract is only between our nonpublic school and your local school district, so a new school district may not need to keep the contract. This means that if you do not tell us when you move, you may be responsible for the tuition at the nonpublic school (CCHAT CENTER).

It is also very important to notify us if there is a change for any person listed on your emergency card. If you change school districts, you must notify the districts involved immediately.

Sexual Harassment Policy

The Administration and staff shall not tolerate the sexual harassment of any student or staff by any parent, student, or staff members.

Of Staff:

The EEOC (equal employment opportunity commission) guidelines provide that sexual Harassment is a violation of title VII of the civil rights act of 1964. The regulation also states that the employers have an affirmative duty to prevent and eliminate sexual harassment that may be "either physical or verbal in nature." It is the CCHAT Center's policy that all employees are responsible for assuring that the work place is free from sexual harassment, therefore, all employees must avoid any act or conduct which could be viewed as sexual harassment.

Any employee who has a complaint of sexual harassment must bring the problem to the attention of the principal. If the complaint is about the Executive Director's actions it should be reported to the Board President. All complaints will be promptly handled. Special privacy safeguards will be taken when handling sexual harassment complaints. The CCHAT Center will retain confidential documentation of all allegations and the investigation and will take appropriate corrective action, including disciplinary action and measures when justified to remedy all violations of this policy.

Of Students:

It is the policy of the CCHAT Center that all persons, regardless of their sex, shall enjoy freedom from discrimination of any kind. The purpose of this section is to provide notification of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies. We recognize that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork and increased absenteeism or tardiness.

To promote an environment free of sexual harassment, the Executive Director shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or parent and student instruction (as appropriate).

The Executive Director shall discuss this policy with the parents and shall assure them that they or their children need not endure any form of sexual harassment.

Staff, students, or parents are encouraged to immediately report any incidence of sexual harassment to the Executive Director. All complaints will be promptly handled. Special privacy safeguards will be taken when handling sexual harassment complaints. The CCHAT Center – Sacramento will retain confidential documentation of all allegations and the investigation and will take appropriate corrective action, including disciplinary measures when justified to remedy all violations of this policy.

Child Abuse Reporting Responsibility

All staff members of CCHAT Center – Sacramento, law are required to report every known incident of child abuse. Suspected child abuse is something that each staff member is mandated by law to respond to in a prompt manner. This includes injuries inflicted upon a child by other than accidental means by another person, the sexual assault of a child, willful cruelty to a child, unjustifiable punishment of a child, and general and severe neglect of a child. If any staff member suspects the above has occurred, it must be reported or the staff member is in violation of reporting laws.

The staff member must report observations to a child protective agency immediately or as soon as practicably possible, by telephone and send a written report to the child protective agency within 36 hours after they become aware of the abuse of the child. It is his/her duty to report and no supervisor or administrator may impede or inhibit this duty to report. Failure to report an instance of child abuse known or reasonably suspected is a misdemeanor, punishable by up to 6 months in jail, or by fine of \$1,000, or by both. Reference: California penal code section 11166.5

Section 11166 of the penal code requires any:

“... employee of a child protective agency who has knowledge or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send information concerning the incident.”

Reports are given IMMEDIATELY to the school principal.

Policy of Non-Discrimination

The CCHAT Center admits students of any race, color, racial, or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. The Center does not discriminate on the basis of gender, race, color, racial, or ethnic origin in the administration of its educational policies, admission policies, hiring policies, and other school administered programs.

Birthdays

We like to acknowledge when children are having birthdays. Each child's birthday is celebrated in morning music. Each classroom teacher will also celebrate in his/her own way.

If you would like to donate something special for your child's birthday, we ask that it be a book dedicated by your child to the CCHAT Center. This makes the child feel special every time the book is shared in the classroom. Please ask each teacher for more information about this or what types of books would be appropriate.

Amplification

Hearing Aid Care

Children must wear their hearing aids or amplification devices during all waking hours. Every day the students' hearing aids should be checked to make sure that they are working well. Please make sure that your child's earmolds are kept clean. Earwax in the earmold can decrease the sound available to your child. Please be sure to place hearing aids in a Dri-Aid Kit each night to avoid moisture problems. Parents should check hearing aids each morning. Each family should own a battery tester and a listening stethoscope.

Having appropriate amplification in good working order is necessary for your child to benefit from an auditory-oral educational environment. Having some of these supplies at school will ensure that your child has minimal down time because of amplification failure. In a small box or bag your child should have the following items for their hearing aids in his/her backpack:

- Extra Batteries
- Extra ear hooks and tubing
- Otoease or Otofirm, if appropriate
- Battery Tester
- Dri-Aid Kit
- Air blower

Cochlear Implant Care

Children with cochlear implants must wear them during all waking hours. Every day, the student's implant should be checked to make sure it is working well. Please be sure that all parts are kept clean (coil, microphone, cord, etc.). Parents should check implants each morning. In the event that the implant malfunctions during school hours, the staff will make every attempt to restore its function.

Having appropriate amplification in good working order is necessary for your child to benefit from a listening and spoken language educational environment. Having some of these supplies at school will ensure that your child has minimal down time because of amplification failure. In a small box or bag your child should have the following items for their cochlear implants in his/her backpack:

- Cables
- Magnets
- Batteries
- Battery Charger

Assistive Devices

There are many assistive devices available for individuals who are deaf or hard-of-hearing. CCHAT encourages parents to provide their children with devices such as alarms, TDD, and TV captioners when they are developmentally appropriate. Information on these devices is available upon request. TV captioners in particular are encouraged for children of all ages; they provide language and reading experiences as well as entertainment.

School-Wide Behavioral Expectations

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors.

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
 - Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support success.

At CCHAT, every student is a STAR Student:

Safe

Truthful

Accepting of Others

Respectful and Responsible

If we want our students to be safe, truthful, accepting of others, respectful and responsible, then we must model being safe, truthful, accepting of others, respectful and responsible. We must also teach children what it means to possess these life skills and integrate these lessons throughout each day. We also need to recognize and celebrate when students are STAR students.

Learning Positive Behavior

Our Philosophy:

What we believe

- We believe in managing children’s behavior through teaching acceptable behavior, not coercion or punishment
- We believe in giving positive attention for good behavior
- We believe in focusing on what the child does well

Behavior Management is:

- Making appropriate choices
- Following an established order
- Knowing what is right and wrong
- Accepting consequences for inappropriate behavior

- Understanding one's responsibility in a community that works effectively

Basic discipline guidelines at the CCHAT revolve around helping parents learn how to teach their children to be responsible for their actions. The school, the parents and the children work as partners to foster pro-social behavior.

Unacceptable Behaviors Include:

- Deliberately disrupting class
- Defying authority
- Fighting
- Deliberately damaging or destroying property
- Using a dangerous object

School Responsibilities include:

- Providing a positive learning environment with student behavior guided by:
 - Offering positive choices
 - Clearly defined rules
 - Consistent expectations
 - Effective communication
 - Providing due process
 - Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year
 - Teachers and staff will acknowledge student behaviors that meet the STAR expectations.
 - Teachers and staff will implement I–HUM strategies.
 - I – interact with students
 - HU – heads up, always looking around at students
 - M – moving constantly in and around students
 - Teachers and staff will follow procedures for infractions.

Parent Responsibilities Include:

- Being familiar with behavior expectations
- Supporting established behavior plans for the child
- Sharing responsibility with the school by working together for the total development of the child

Student Responsibilities Include:

- Making choices that support a safe environment
- Following all school rules (classrooms, therapy, outside, music, parking lot)
- Respecting fellow students
- Respecting school staff and other adults
- Respecting school property

We believe it is important for children to know the difference between acceptable and unacceptable behavior. Our emphasis is on children being sensitive to their own and other's

feelings and learning appropriate expression of these feelings. We help children develop this sensitivity by teaching them with words and actions to express their feelings. As role models for children, teachers will never use corporal punishment. Intimidation, embarrassment, teasing, or provoking, and comparison of children are not acceptable forms of discipline. When conflicts do occur, children are brought together to resolve the problem. If they cannot communicate at the moment, they may need to be removed to a quiet area to regroup, calm down, and plan a resolution.

Teachers also create a preventive school environment, which limits the frequency of disciplinary situations. We accomplish this by trying to foresee behavioral conflicts, redirecting children into more appropriate activities, by promoting cooperative play, and by providing enough rest and stimulation.

Teachers may consult with parents to work together on an individualized plan of action.

Biting

No behavior among small children elicits as strong a reaction from parents as biting. Parents and caregivers are often frustrated by this experience as it can be both frightening and painful for the child involved. Children, just like adults, experience times of frustration, anger, and intimidation. Unlike older children and adults, young children often do not have the "words" to express their feelings. We have found that a very quick and effective way for the young child to express anger or fright is through crying or physically striking out, often biting. At the CCHAT Center, we maintain a policy of firmly telling children who have bitten, "No, you may not bite," and removing them from the conflict situation. We attempt to help children find more appropriate, less harmful ways to express their feelings of anger, frustration, or intimidation. As adults, it is our role to model the type of behavior we expect of our children. Patience, consistency, and a wealth of alternatives for the biting children are essential in helping children express feelings in a healthy, acceptable manner.

By preschool, children should no longer be biting, but using verbal communications to express feelings. If a child does begin to use biting as a means of problem-solving, teachers and parents will come together to discuss ways for each to help the child. In the event that a bite breaks the skin, parents will be notified.

Conflict Resolution and Problem Solving

At all age levels, we encourage children to solve their own problems. On a daily basis, children will be challenged to resolve conflicts with other children and the environment. Depending on the age group, a teacher will intervene at different times to ensure safety. By not constantly and prematurely interrupting, adults allow children to work through a situation and develop their own solution. Adults intervene only when it is apparent that guidance is needed. Children become empowered as they learn that they have the capacity to take care of their own situations and/or interactions.

Swearing

Unfortunately, children learn quickly those words that shock adults. Children enjoy shocking adults and the power they derive from doing so, if the adult feeds into the situation. The adults in our program are told to remain calm and simply tell the child that those words are not to be used at school. Children are encouraged to tell other children using swear words that they do not like hearing them. It is confusing if an adult at school says swear words are naughty if the child learned them from home. A simple sentence, "I don't like that word and I wish you wouldn't use it around me," is usually enough said to a child experimenting with "shocking" language.

Apologies

Children, in learning to socialize, will encounter peer conflicts. Sometimes the result of these conflicts is the injury of the child. Many people's first reaction is to have a child say they are sorry. We believe that a child needs to understand other children's feelings before he or she can use the abstract concept of being sorry. Insisting on an apology teaches a child how to please an adult rather than teaching the child an understanding of others.

When a conflict arises between non-verbal children, we start the understanding process by modeling appropriate behavior and talking about how the other child feels. As children acquire language, we continue the process by getting the children involved, helping with the words they need to express their feelings. The adult facilitates the process further by suggesting ways the aggressive child can help the upset child. For example, a child who has pushed another child on a cement walkway will be asked to get a wet paper towel to wipe the injury. There is a point when a child understands being sorry. It is then that we encourage apologies to start.

Labeling the Behavior NOT the Child

Another important practice at the CCHAT Center is to use objective words to describe children's behaviors, "Nathan, you carefully put those blocks away," instead of "What a good boy for putting away the blocks." When judgmental words are used it creates the notion that children are only as worthy as their actions.

This approach is especially important with young children who are developing their self-esteem based on the opinions of others (most importantly the one they love). Commenting directly on the child's action allows them to focus on the behavior rather than their value as a person. "Be good today" and "bad girl" are overwhelming expectations and generalizations that set children up for failure. No child is always "good" or "bad" during an entire day. For example, when leaving your child instead of saying "Be good today," simply say, "Goodbye, I love you and I'll see you this afternoon." This type of statement reassures the child of the parent's unconditional love, acceptance, and promised return.

Sharing as a Social Skill

Sharing, like apologies, is appropriate only when children are cognitively and emotionally ready to understand the social benefits of this interaction. Toddlers and young preschoolers, for the most part, are still very egocentric and cannot grasp the concept of sharing something that

they want. We believe these children should not be forced to do so. We try to respect children's needs to have private space, individual time with materials, and some control over their play situations.

The staff's responsibility is to provide more than one of any toy or activity. Staff facilitates problem solving while verbalizing children's feelings and desires; teachers introduce simple language that children can eventually use in future situations. The CCHAT Center also believes that adults modeling sharing are one of the best ways to expose and demonstrate the different ways to share.

Acknowledgement System

The acknowledgement system is a feature of the STAR behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate CCHAT Center behavioral expectations. This program works in conjunction with school-wide and classroom social skills curriculum.

Specific verbal feedback

- ✓ When you observe students being, safe, a terrific listener, accountable, and/or respectful, acknowledge them by giving specific positive verbal feedback such as:
 - "That was so helpful the way you held the door open for your classmates."
 - "Thank you for walking with your hands and feet to yourself."

STARS

- ✓ Acknowledge students who are exhibiting STAR behaviors by giving them specific positive feedback along with a STAR incentive reward.
- ✓ Each grade level team will establish a guideline for the number of STAR rewards needed to earn specific incentives. Incentives could include a prize, extra recess, free-time, sitting in a rolling chair, sitting by a friend at lunch or in the classroom, etc. Classes are also encouraged to work towards a whole-class incentive, to encourage positive-peer pressure to behave, finish work etc.

Incentives

- ✓ Each time a student OR class has completed an incentive challenge the student or class will receive a predetermined age appropriate award. This accomplishment will be announced at music and student names will be published in the weekly class newsletter.

Orientation

- Teachers take their class outside, one class at a time to discuss and explain the recess rules. Students learn and practice proper restroom behavior.
- Classes practice walking down hallways without talking.

- Students are taught to greet adults each morning and say goodbye each afternoon. (Verbal greeting, high five, hug, and/or handshake)
- Students are also taught the importance of making eye contact when greeting one another.
- Students are taught to always say please and thank you and that adults will expect good manners at all times.

Expectations

Recess:

- Follow directions by recess duty
- Use games, equipment, and materials properly
 - Only go down the slide
 - Wait in line for the bikes and the swings
 - Only ride the bikes in the correct direction
- Keep hands, feet and objects to yourself
- Clean up

Lunch:

- Once students are seated, they should not get up without permission. If students have to use the restroom, they need to ask permission.
- Talk with appropriate volume.
- Use best table manners.
- Clean up area before being dismissed.

Hallways:

- Walk and never run in the hallways.
- Greet people in the hallway with a high five, hug, hello, goodbye, or handshake.
- Walk in a single file line

Music

- Follow adult directions
- Use positive appropriate language
- Demonstrate appropriate and timely applause
- Keep hands and feet to yourself
- Wait for permission to leave

Bathroom

- Respect privacy of others
- Be fast
- Throw away trash
- Flush the toilet
- Wash hands with soap (2 squirts)

Classroom

- Use appropriate and positive language
- Listen when others are speaking

- Speak when it is your turn
- Follow directions
- Take care of your belongings
- Clean up after yourself
- Keep hands, feet and objects to yourself

Infractions

- No type of physical punishment is acceptable.
 - Time out – 1 minute for each year of the child’s age
 - Remove child from setting- push chair back from circle 1 foot (do not remove the child from the room.)
 - Remove toy or game

Social Skills Groups

As part of our school wide positive behavior support system, all of the students participate in pragmatic social skills groups one time per week. Many of our children with hearing loss also have trouble with social skills. This is because social interactions rely heavily on language skills. One of the best ways to help improve social skills is through the use of social skills groups. Doing social skills training in a group setting allows children to practice new skills with their peers instead of just talking about them theoretically. Practice is crucial for these children to actually be able to use those skills in real life. CCHAT’s social skills curriculum is modeled after *Model Me Kids/Time for School* program.

Suspension & Expulsion Policy

Because of the ages of the children served at the CCHAT Center it is highly unlikely that a student would be suspended or dismissed from the program because of inappropriate behavior. However, parents are advised that no child is allowed to bring weapons of any kind to school. Any child found with a weapon will be suspended and parents will be contacted to pick the child up immediately.

Persistent aggressive behavior towards other students and staff will also be cause for suspension. Parents will be obligated to participate in a conference before the child is readmitted to class.

Right to Inspect Student Files

- ✓ The confidentiality of your child’s records shall be maintained.
- ✓ You may examine all records concerning your child within five (5) days of your request to do so.
- ✓ You may request copies of records.
- ✓ You may challenge the content of records and tape recordings in accordance with federal and state laws.
- ✓ You have a right to be informed about amendments to or destruction of student records and the right to a hearing.

Confidential Communication

- ✓ CCHAT Center Sacramento ensures private and confidential communication between a student of the nonpublic school or the parent of a student and members of the student's individualized education team, at the student's/parent's discretion.

- ✓ The parent or student has the right to recall the IEP meeting at their discretion.

Listening and Spoken Language Data Depository

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 such national data base regarding outcomes in children with hearing impairment who use listening and spoken language. OPTION *Schools* will use the LSL-DR to collect, aggregate and summarize data from LSL programs to describe the population and to assess overall outcomes. Individual schools will use this program for quality monitoring of their schools. Specific information that will be 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 any questions about this project, please feel free to contact **Laura Covello** at 916-361-7290 or 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 statement serves as a notification to you about the CCHAT Center's participation in this project. You may notify the **Laura Covello** 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.

Parent Handbook Agreement

Please initial each statement and sign and date below. Return this form to the school office:

- ✓ I understand our family responsibilities .

Initial

Initial

- ✓ I understand the attendance policies.

Initial

Initial

- ✓ I understand the CCHAT Center's Policy #157.0 regarding sexual harassment.

Initial

Initial

- ✓ I understand the School-Wide Behavioral Expectations

Initial

Initial

- ✓ I understand the CCHAT Center's Policy #108.0 regarding child abuse reporting responsibilities.

Initial

Initial

- ✓ I understand the CCHAT Center's Policy regarding a parent's right to inspect student files and confidential communication.

Initial

Initial

- ✓ I understand the CCHAT Center's Policy regarding change of address.

Initial

Initial

- ✓ I understand my students at CCHAT participate in the LSL-DR project. I will notify the director if I do NOT wish for my child to participate.

Initial

Initial

- ✓ I understand the visitor, volunteering, fingerprinting and tuberculosis policies.

Initial

Initial

Name of student:

I have been provided with, read, and understand the CCHAT Center Parent Handbook and agree to abide by the guidelines it contains.

Signature of Parent or Guardian

Date



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