

CHICAGO EDUCATION PROJECT

Parent Handbook

Policies & Procedures

2009-2010

1375 REMINGTON ROAD SUITE A SCHAUMBURG, IL 60173

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GENERAL INFORMATION ABOUT CHICAGO EDUCATION PROJECT

Founded in 2006, Chicago Education Project (CEP) is a 501(c)(3) non-profit, year round therapeutic day school certified by the Illinois State Board of Education (ISBE) that provides special education alternatives for students with Autism Spectrum Disorder, PDD-NOS, emotional/behavioral disorders, specific learning disorders & other health impairments.

We currently provide services to children between the ages of 3 – 11 and group the students in one of five classes based on their current learning performance. CEP is open Monday through Friday from 9:00a – 3:00p, with an early dismissal of 2:00p on Wednesdays. Furthermore, Chicago Education Project encourages parents to be active participants in their child’s education. With that said, CEP offers multiple opportunities for parents to interact, observe and be involved in their child’s progress. These include daily communication notes with your child’s teacher, parent support group, opportunities to observe your child at school, parent education trainings, voluntarily assist with field trips, monthly progress reports and home visits upon request. Additionally, please keep in mind that Chicago Education Project is a school setting that follows state-mandated guidelines - we are not a clinic.

We are located in Schaumburg, near Woodfield Mall. We are just off of Meacham on Remington Road, which is one traffic light north of Golf Road.

Mailing Address

1375 Remington Road, Suite A
Schaumburg, IL 60173

Website

www.chicagoeducationproject.org

Phone

847/884-7030

Email

info@chicagoeducationproject.org

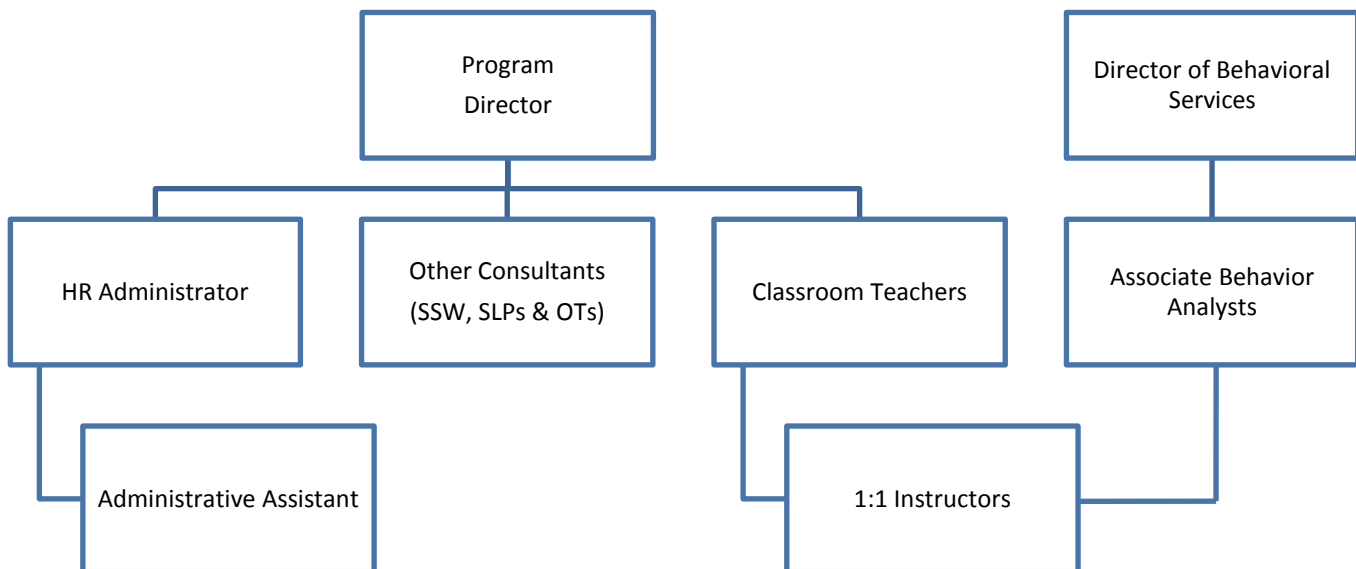
Fax

847/874-7091

Federal Tax Identification Number

E9943-6507-01

Organizational Structure



You are encouraged to address your concerns with the appropriate person on the above organizational chart. For example, general academic or behavioral concerns should be shared with your classroom teacher or associate. Home concerns should be directed to the School Social Worker. District related concerns should be brought to the attention of the HR Administrator. When in doubt, address your concern to your child's teacher and he/she will forward it to the appropriate person.

PHILOSOPHY

At Chicago Education Project, we believe that ...

- Children learn best in environments that they feel comfortable and competent in.
- Each child in our program is unique and special, with his or her own gifts and abilities.
- Children learn through direct involvement and experiences with their environment.
- Education is a joint effort between parents and school.
- Children learn by seeing, hearing and modeling appropriate behaviors and language.
- Children's relationships with each other and their families are highly significant to them at this time in their lives. We recognize and appreciate the involvement of parents and family members in our program.
- It is our responsibility to value each child's potential and to create an environment that allows the child to develop this potential. We must provide a program that builds foundations for important learning that will form the basis for future academic skills.
- Our program is designed to encourage an enthusiasm for learning, a sense of caring, and a positive self-image.

METHODOLOGIES

Chicago Education Project uses the science of Applied Behavior Analysis (ABA) to make socially significant changes in the lives of our students. Contemporary approaches of Applied Behavior Analysis are MUCH more than Discrete Trial Teaching (DTT). We use a variety of applications of the science including Verbal Behavior Teaching (VB), Natural Environment Teaching (NET), Incidental Teaching (IT), as well as fluency teaching or Precision Teaching (PT). The development of contemporary ABA practice has been heavily influenced by research on language and play development in typical children, with an emphasis on individualized and positive approaches to understand and address problem behavior.

Applied Behavior Analysis [ABA] provides a structure for examining behavior, the causes of behaviors, and how to teach new behaviors. ABA allows us to take any skill and break it down behaviorally, in order to examine its function for the child. It also allows us to teach complex skills including acquisition of language, social skills and academics in a systematic way.

Verbal Behavior [VB] is a teaching arrangement utilizing the principles of ABA. Typically, this arrangement uses most to least prompting techniques called errorless learning. Correction procedures for this instructional arrangement focus on transfer trials which use the student's strengths to teach to his areas of need. This instructional arrangement focuses largely on student motivation, immediate generalization and naturalistic rotation of skills practice.

Relationship Development Intervention [RDI] is a family based intervention program utilizing shaping techniques and natural reinforcers to expose children to positive social family interactions. This instructional arrangement does not focus on academics or static skills, but rather dynamic interactions within the family circle. True application of this arrangement takes place in the home, but appropriate principles can be used in the classroom as well.

Discrete Trial Teaching [DTT] is a teaching arrangement utilizing the principles of ABA. Typically, this arrangement uses least to most prompting techniques. The instruction very often follows a no-no-prompt prompt procedure, mass trials, and introduces one teaching target at a time.

Precision Teaching [PT] is a teaching arrangement utilizing the principles of ABA. This arrangement hinges on component-composite analysis of complex skills and teaching the smaller components before expecting results in the complex skill. This is primarily a measurement system where skills are taught to fluency, or quick, accurate and reliable responding as a component of mastery. Other components of mastery using Precision Teaching include retention, stability, endurance and multiple applications of the skill.

Natural Environment Teaching [NET] is a teaching arrangement utilizing the principles of ABA. Typically, this arrangement uses naturally-available, interesting materials and/or natural reinforcers. The instruction is implemented within the context of daily activities, functional routines and play to promote generalization of skills, encourage spontaneity and minimize rote responding.

CURRICULUMS & ASSESSMENTS

Using the principles of applied behavior analysis (ABA) and verbal behavior (VB), CEP works to develop an individualized curriculum for each student. Assessment tools including the ABLLS-R, VB-MAPP, Brigance, and Inventory of Good Learner Repertoires are used to assess student strengths and deficits. After a review of assessments, the educational team at CEP meets to develop goals and determine which curriculums may be most beneficial for the student.

CEP believes strongly that assessment tools are only a guide for the student's program development and should not be used as a sole curriculum. We never rely on one method. CEP's highly trained teachers and behavior analysts modify a variety of curriculums and pull from many sources to best serve the needs of the students. Most educational content for our early learners do not come from traditional academic curriculums, but rather use their strengths to build up weaknesses as determined by assessments. Our intermediate and advanced classrooms utilize these assessments as well researched based curriculums including Language for Learning, Language for Thinking, SRA Horizons, LindaMood Bell Talkies, On Cloud Nine, Math-U-See, Distar, HWOT, Jolly Phonics, Teach me Language, and the Association Method.

TYPICAL DAILY SCHEDULE

Instruction time is divided between intensive teaching (ITT) and natural environment teaching (NET). Intensive teaching is often done at the student's station, and can include work on academics, imitation, communication, motor skills, language development and social skills. Natural environment teaching is

done in a variety of locations at CEP and within the community which can include work on self-help skills and routines, as well as generalization of skills taught at the table. Our snack times, lunch times and group times are all natural environment teaching sessions.

Most classes at Chicago Education Project have a 1:1 student teacher ratio, which allows for more individualized instruction needed to teach social, developmental, and academic skills. In addition, students at CEP will have the opportunity to participate in small group instruction, play groups, and daily classroom routines. Students work with all instructors assigned to the classroom to promote generalization and flexibility in applying their skills. Furthermore, students are taught to be as independent as possible with their daily self help routines (e.g. arrival, departure, clean up, toileting).

Speech & Occupational therapy services are provided to all students within Chicago Education Project according to their IEP. These services are provided by appropriately certified Speech and Language pathologists and/or Occupational Therapists.

FIELD TRIPS / COMMUNITY OUTINGS

During the year, our classroom teachers plan for appropriate field trips that correspond with our monthly themes. In the past, these trips have included visits to a local farm, water park, library and supermarket. Our field trips are taken in employee vehicles. Parents are welcome to attend our monthly field trips, but should not attend community outings unless such outings are part of an ongoing parent training program. Siblings may attend field trips if parents are also accompanying us; Chicago Education Project does not accept any liability for parents or siblings attending field trips. An additional fee may be charged for field trips.

Kindly note that adequate and appropriate supervision will be provided. And we ask you to recognize that unanticipated situations and problems can arise on any trip, school-sponsored or otherwise, which situations or problems are not reasonably within the control of the supervising teacher(s) or staff (including volunteers). Therefore, we request that you sign the Field Trip Waiver Form to grant permission for your son or daughter to accompany Chicago Education Project on field trips.

TEACHING STAFF

Our instructors have a Bachelor's or Master's level degree in Special Education, Early Childhood Education, Applied Behavior Analysis, Psychology, or a related field, as well as practical experience in the field of education for children with autism and related disabilities. All staff members are state- and NCLB-certified paraprofessionals or substitute teachers, and are subjected to rigorous background checks. Every staff member has been carefully selected to complement our team; they undergo continual in-house training, and are encouraged to attend workshops and conferences to further their knowledge. CEP is proud to be a practicum site for the Chicago School of Professional Psychology; many of our staff members are enrolled in the Applied Behavior Analysis Master's program.

OPERATING POLICIES AND PROCEDURES

STATEMENT OF NON-DISCRIMINATION & ENROLLMENT

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

After the educational team and CEP directors determine that Chicago Education Project is an appropriate placement for the student; the district has an IEP meeting to note a change in educational placement to Chicago Education Project. This meeting may be conducted at the home school or at CEP depending on the district; additionally, CEP directors may or may not be requested to attend.

Prior to your child's starting services, all enrollment forms must be completed. Children MAY NOT start services until all of these forms are completed and returned to Chicago Education Project's front office. Chicago Education Project does reserve the right to discharge any student if the staff and directors agree that the child's needs could be better met in another program. In such cases, the parents, district consultant and directors would meet to discuss the program and school options available to the student.

PRIVACY POLICY

Student confidentiality is of utmost importance to Chicago Education Project. We adhere to the Federal Family Education Rights and Privacy Act (FERPA) and the Illinois School Student Records Act, which stipulate that parents have the right to access all the records a school has on their children. Additionally, Chicago Education Project does not release student information to individuals outside of CEP or the child's educational team without consent of the parents. However, the exception lies within cases where a student's safety is at risk (e.g., suspect of abuse or neglect), school staff must inform external authorities (e.g., child protective services).

With that said, please complete the waivers found within the intake packet. One waiver requests your permission for taking & using picture(s) of your child in media, such as: websites, newsletters, brochures, newspapers and other school mailings, and public communication forums. Personal information such as last names is not released.

Chicago Education Project occasionally videotapes our students' activities at various times throughout the day. These videos allow us to analyze behaviors and teaching techniques, and also maintain documentation of your child's progress. Although these videos are primarily for teacher use, we may also use them in correspondence with our consultants, at parent meetings/training to discuss specific techniques or behaviors, and in educational settings, such as: new teacher training or workshops to demonstrate the effectiveness of ABA with a Verbal Behavior approach, and to parents who are interested in placement of their child in our program. Copies of any videos taken during school hours and Chicago Education Project events are the property of Chicago Education Project and parents. Videotapes will not be sold or distributed in any fashion without your written permission.

Furthermore, to foster communication among CEP parents, we distribute a contact list to the parents of CEP students. The waiver requests your permission to share or opt out of sharing information such as your home phone number, mailing and e-mail address with current CEP parents as well as the opportunity to be included on a reference list for prospective parents.

CLASSROOM PLACEMENT POLICY

When enrolled, students are placed in classes with peers of similar performance levels so that they may be role models to each other. Dependent upon the data recording methods, student progress is measured daily or weekly as well as monthly. As your child continues to make strides and improve his/her functional and academic performance, CEP may consider moving your child to another classroom that would benefit him/her. Although the classroom switch may occur at any time throughout the school year, you will be notified of the change.

IEP PROCESS & PROCEDURES

Approximately, four to six weeks after your child is enrolled at Chicago Education Project, an IEP review meeting is held to update his/her IEP goals and to add new goals when applicable. At this time Speech Therapy and Occupational Therapy Minutes will be finalized for the school year as well as eligibility for the extended school year.

Your child's IEP is valid for approximately one calendar year or one school year depending upon the team's decision. Furthermore, the right to request an additional IEP meeting(s) during the course of the school year is reserved by you, the home district or Chicago Education Project. The additional meeting may be called for a variety of reasons – to address current objectives or add additional goals; to modify transportation or supplemental special services; to discuss inclusion program with a less restrictive placement.

Prior to the annual IEP meeting, your child's teacher drafts tentative IEP goals and objectives based on your child's current strengths, weaknesses, functional and academic performance. These goals are selectively chosen to further improve his/her areas of severe deficits relating to communication, social, functional and/or academics skills.

A copy of the tentative IEP goals is sent home to you for review within one week prior to the scheduled IEP meeting. The meeting may take place at Chicago Education Project or at the local school district's office – the location will be specified on the meeting invitation. During the IEP meeting, your child's educational team review his/her performance, strengths, deficits, as well as behavioral concerns (if any). Additionally, your child's new IEP goals and objectives are discussed and modified so that everyone is in agreement. Progress of the student's IEP goals is monitored on a daily or weekly basis at Chicago Education Project. Furthermore, a progress report is compiled and sent home on a monthly basis to explain your child's progress with his/her IEP goals.

The three year re-evaluation meeting occurs every three years to determine your child's eligibility for special education. This is a two-part meeting; first the educational team meets to coordinate areas of testing needed, how your child will be tested and by whom. Areas may include: medical (e.g. hearing/vision), psychology, social, academic, speech and language & occupational therapies. During the second meeting [3 year Re-Eval], the educational team review the results of all the above tests and re-assess eligibility requirements needed for your child. Typically the outcome follows one of three paths – [1] CEP is an appropriate placement; [2] the student is ready to return to the district; [3] there is a disagreement and an action plan for resolution must be worked out.

A Transition meeting occurs when the student reaches the age of 14. The term 'transition' in the language of ISBE refers to the meeting to discuss the transition from elementary or middle school to a high school placement. Any other use of the term is informal; kindly note you may often hear the word 'transition' from CEP staff. In most instances this type of transition refers to going from one activity or location to the next (e.g. circle time to math group).

GUIDANCE, DISCIPLINE & BEHAVIOR INTERVENTION POLICIES

Chicago Education Project uses proactive strategies, guidance and redirection when working with students who engage in behaviors that impede their ability to learn, hinder the learning of others, or are seen as a threat to themselves or others. When a Behavior Intervention Plan (BIP) is warranted, it requires the supervision of a Behavior Analyst, as well as possible ongoing staff and parent training in the methods described in the plan.

The BIP outlines specific proactive and reactive behavior management strategies that are not already embedded into the classroom management strategies being used by individual classroom teachers. Behaviors targeted for reduction include any behavior that is dangerous to the student, others or property, any behavior that limits the students' access to a wider range of reinforcers, and/or any behavior that interferes with skill acquisition.

Behavior plans proactively list a variety of replacement behaviors and other antecedent management strategies that would help increase the students' repertoire of skills making it possible for the student make better choices. Behavior plans also list reactive, or consequence management strategies, by function to make behaviors targeted for decrease irrelevant, inefficient, or ineffective.

Chicago Education Project favors proactive strategies such as expectation statements, replacement skill acquisition, communication training, discrimination training, etc. to teach students to make better choices before engaging maladaptive behaviors. When reactive strategies are necessary, Chicago Education Project chooses plans for which the scientific community has determined to be an effective strategy for that particular function and topography. Reactive strategies are also chosen in tandem with a proactive strategy to maximize the learning opportunity in each occurrence of maladaptive behavior. Reactive strategies can be found in their entirety in the Behavior Plans and Procedures manual.

The specific function for all behaviors targeted for decrease is determined for the individual student so that implemented strategies have a greater likelihood of succeeding with the least amount of modification. These plans are piloted in the classroom by Master's Level Board Certified Behavior Analysts before implementation information and training are disseminated to the classroom teacher and staff. Procedures in the pilot may include the following:

Minimally Restrictive Procedures

- **Non-exclusionary time-out** (five minutes or less): Following a behavior that is considered to be undesirable, there is an interruption in the availability of ongoing reinforcement for the child without requiring that he or she leave the immediate environment. Thus, the child is not "excluded" from his or her surroundings.
- **Privilege restriction:** Staff takes away or withholds a privilege or activity in which the child was presently engaged or is scheduled to participate in at some future time. The privilege or activity is never a good or service to which the child is entitled as a basic human right (e.g., meals, clothing, companionship) or as a component of his/her IEP.
- **Response cost:** Following a behavior that is considered to be undesirable, staff removes a secondary reinforcer (e.g., token, coin) that the child has earned or removes a secondary reinforcer that was given to the child at the start of an activity or time period.
- **Interruption/Response blocking:** Following a behavior that is considered to be undesirable, staff stop the child from engaging in the behavior by blocking or physically preventing its completion.
- **Contingent effort** (five minutes or less): Following a behavior that is considered to be undesirable, the child is prompted to engage in *one* or more motor responses that require effort but are not resisted physically.
- **Corrective feedback/Social disapproval:** Following a behavior that is considered to be undesirable, staff present a disapproving facial expression and a verbal statement such as, "No" or "Stop (description of the behavior)."

Mildly Restrictive Procedures

- **Exclusionary time-out** (15 minutes or less): Following a behavior that is considered to be undesirable, there is an interruption in the availability of ongoing reinforcement for the child by requiring that he or she leave the immediate environment, for example, to sit outside of the classroom or to stand behind a partition in another area of the residence. Thus, the child is "excluded" from his or her surroundings.
- **Contingent effort** (15 minutes or less): Following a behavior that is considered to be undesirable, the child is prompted to engage in one or more motor responses that require effort.
- **Task requirement:** Following a behavior that is considered to be undesirable, the child is requested or guided to complete a task that is unrelated to the ongoing activity.
- **Guided compliance:** Following a behavior that is considered to be undesirable, the child is guided physically to engage in an alternative behavior. The alternative behavior is relevant to and does not interfere with ongoing instruction and learning.

Physical Interventions

- **Guided compliance** ("putting through"): Staff guide the child to engage in an ongoing appropriate behavior.
 - a. Example: Contingent on hitting staff during a laundry folding task, the child is guided to grasp a towel and fold it one time.
- **Escort**: Staff escort the child from one location to another.
 - a. Example: Contingent on hitting staff in the dining area, the child is escorted out of the dining area and into the hallway.
- **Hands down**: Staff grasp one or both hands of the child, guide the hand(s) to a stationary position, and maintain this position for a specified duration.
 - a. Example: Contingent on hitting staff during an instructional activity, the child's or adult's hands are held against the top of the table for a duration of 10 seconds.
- **Interruption/Response blocking**: Staff stop the child from engaging in a behavior by blocking and physically preventing its completion.
 - a. Example: Contingent on the child raising his or her hand to hit, staff grasp the individual's hand, stop forward motion, and then release the grasp.
- **Restitutional overcorrection**: Staff guide the child to restore, clean-up, or rearrange the environment
 - a. Example: Contingent on throwing food during a meal, the child is guided to wipe off the table top, pick up food debris from the floor, and deposit soiled materials in the trash.
- **Positive practice overcorrection**: Staff guide the child to perform one or more appropriate alternatives to-the target behavior.
 - a. Example: Contingent on grabbing an object from a peer, the child is guided to return the object and to "practice" this behavior four more times.
- **Simple correction**: Staff guide the child to perform one corrective response.
 - a. Example: Contingent on tearing a napkin during a meal, the child is guided to pick up and retrieve another napkin.
- **Protective Holding Procedures**: Staff physically support the student using minimally invasive physical support or Crisis Prevention Institute approved holding procedures for children to keep the student or others safe. Any CPI approved intervention is accompanied by documentation that is provided to the parent with 1 school day of the incident.
 - a. Example: Contingent on floor dropping, staff may physically support the student from behind to block from escaping his environment.

During a pilot of a potential Behavior Intervention Plan, qualified staff may implement one of the above procedures. Should it be deemed necessary that this course of action continue as part of an evidenced based procedure, the Behavior Intervention Plan will be thoroughly explained to the child's parents. Furthermore, CEP requires your written consent for your child's BIP to be implemented at Chicago Education Project as well as possible participation outside of the school setting. A copy of your child's Behavior Intervention Plan will be given to you for your records.

OBSERVATIONS

Chicago Education Project encourages observations from parents, district and outside consultants with the understanding that the visits are for a limited period of time to avoid impacting your child's class. Therefore, all visits/observations less than 15 minutes long are subject to availability of staff and time constraints. Parents or other visitors must request an appointment with your child's teacher via email at least 24 hours before a visit or observation that may exceed 15 minutes.

Just like public schools, we have put rules in place to make everything run smoothly, and to ensure that everyone is treated fairly. We ask that you abide by the following:

- 1) Parents are limited to one observation per month. While we understand your interest in the classroom, having extra adults in the room can be hard for some of our students. When you observe only once per month, our students are able to learn with minimal distraction.
 - a. We understand that other observers (e.g. district & outside consultants) may not need to observe as frequently but perhaps for a longer duration of time. This is determined on a case to case basis to ensure minimal distractions to our students' learning and their classroom schedule.
- 2) Observations are limited to 60 minutes. In addition to being hard on our students, observations can also be hard on staff and classroom schedules. If your observation is kept to 60 minutes, there is minimal disruption to the classroom.
- 3) A representative from CEP must be present (e.g. your child's classroom teacher, behavior analyst, or program director) during your observation. All comments should be directed to the CEP representative that is attending your observation. When you observe with someone from CEP, we can make sure that your questions are answered immediately. However, if you would like time to go over programs and have a comprehensive discussion, you should schedule a separate meeting; constant discussion in the classroom can be disruptive, and CEP's policy is that we do not speak about our students in front of them.
- 4) Observers should not speak to instructors. If you speak to the instructor(s) while they work with your child, they need to take time away from your child to respond to you. By not interrupting, you are maximizing your child's learning opportunities.
- 5) If you miss your scheduled observation time, you are requested to wait until the next month to observe again. This is due to the fact that CEP expects all parents to observe their child. And as mentioned, we require that your classroom teacher, behavior analyst or program director be present during your observation. Therefore, we have limited time available for observations each month and it is not always possible for our staff to rearrange their schedules if you miss your observation.

FOOD/CELEBRATIONS

Many of our students are on a gluten-free casein-free (GF/CF) diet. Additionally, some of our students have food-related allergies (i.e. peanuts). With that said, Chicago Education Project requests that you supply your child's daily snack and lunch. Students eat lunch with staff in the lunchroom or classroom. All classrooms have access to refrigerator, microwave oven and/or toaster. Parents are welcome to send

in a small quantity of food for us to keep in our kitchen (e.g. package of frozen chicken nuggets, or a loaf of bread and cold cuts). Anything you send in should be labeled with your child's first name and last initial.

Students are taught to complete their lunchtime and snack time routines independently, as a part of their daily living/self-help skills curriculum. We also use snack time as an opportunity for our students to work on requesting. Furthermore, your child's birthday is celebrated with friends and staff members. If you wish, you may bring in a special treat for your child's birthday. And likewise, if your child has dietary restrictions, you may keep treats at CEP for us to use on these special occasions.

ABSENCES / CANCELLATIONS

Please call and leave a message with the front office [847-884-7030] as soon as you know your child will be absent and/or if you need to cancel a scheduled meeting with the school.

ILLNESS POLICY

It is imperative that parents follow Chicago Education Project's sick policy for everyone's well being. Sickness spreads rapidly in schools, and all it takes is one person to be sick to get everyone sick. CEP must ensure the well being of our staff and students as best as we can and that may include sending a child home sick even if they do not have a fever. Please understand that CEP reserves the right to send a child home if we feel he/she is too sick to be in class. With that said, Chicago Education Project's sickness policy requires that students be excluded from school until they are symptom-free for 24 hours for the following:

- Oral temperature above 99.6 degrees.
- Conjunctivitis (pink eye), if considered contagious.
- Impetigo, until treatment has begun.
- Scabies, until treated.
- Head lice, exclusion until first treatment with removal of all nits.
- Vomiting or diarrhea with or without fever.
- Ringworm, until treatment has begun.
- Undiagnosed rash if fever is present.
- Viral eye infections, until physician allows return to school (note required).
- Chicken pox, exclusion for six days from appearance of vesicles or until all vesicles have scabbed.
- A positive culture for Streptococcal throat infection (Strep Throat), exclusion until student has had at least 24 hours of appropriate treatment and is without a fever.

If you need to call your child in sick, please call 847-884-7030. The message will be passed on to your child's teacher.

SCHOOL CLOSINGS

Chicago Education Project closely follows the calendar of Schaumburg School District 54 for holidays and vacations. If we should need to close for an emergency, weather-related or otherwise, we will post such

information on the Emergency Closings website [www.emergencyclosings.com] by 6:00a, the day in question. Additionally, a message will be left on CEP's main phone number [847-884-7030].

SECURITY

Access to Chicago Education Project is restricted while class is in session. In building 1375, the west classroom doors are always locked; parents, guests and children should enter via the east (front) lobby doors. In building 1355, the north classroom doors are always locked; parents, guests and children should enter via the south (front) lobby doors. Children will not be able to leave the classroom without an accompanying adult.

Please note on your enrollment forms the names of all adults who will be responsible for your child's transportation. If daily arrangements are made which differ from the usual arrangements, please notify your child's instructor in writing or call the front office at 847-884-7030. We may also require proof of identification to release your child, as we may not always recognize those authorized to pick up.

EMERGENCY TREATMENT

Staff members at Chicago Education Project are certified in First Aid and CPR. In the event of a medical emergency, we use the following procedure:

1. Administer first aid on the premises.
2. Call 911 if necessary.
3. Call parent or emergency contact.

Please inform instructors if there are any specific instructions, allergies or medications we should know about.

ADMINISTRATION OF MEDICATION

Teachers and other non-administrative school employees, except nurses licensed by the State of Illinois, shall not be required to administer medication to students. Parent(s)/guardian(s) are responsible for administering medication to their children. Administering medication during school hours or during school-related activities is discouraged unless it is necessary for educational benefit and/or critical health and well being of the student.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication. With that said, all medication(s) needed during school hours is administered by a designated staff member. *A Permission to Administer Medication Form* must be completed by the parent/guardian and be on file at CEP before any medication is administered to the student.

To safeguard our students:

1. All prescription and non-prescription medications given at school require a doctor's order and parent permission. Parent/guardian must provide a completed "Physician's Order for Administration of Medication in School" form each school year.

2. If there is a change in medication dosage during the year, the school must receive an updated physician's order in writing before the new dosage can be given.
3. Medication must be provided in its original container labeled by the pharmacist with the student's name, medication, and dosage as it is to be given at school.
4. Medications must be brought to school by a parent, guardian or a designated adult. No student shall be permitted to carry medication or drugs on their person. The exceptions are asthma medications self-carried and self-administered.
5. Any unused medication which is: unclaimed by the parent after "last dosage date," no longer to be administered, or is unclaimed by the end of the school year will be destroyed by school personnel.

GUIDELINES FOR SELF-ADMINISTRATION OF ASTHMA MEDICATION

1. The student who participates in self-administration of asthma medication must demonstrate consistent responsibility regarding:
 - A. Understanding when it would be medically appropriate to take medication.
 - B. Knowing how to administer the medication and how frequently it can be taken.
 - C. Being familiar with expected effects and possible side effects of the medication.
 - D. Understanding that medication is not to be shared with anyone.
 - E. Seeking additional help from the teacher or health office if symptoms persist or if student is experiencing side effects.
2. The student's name must be marked on the inhaler in case it is misplaced.
3. The School will not keep a record of medication administration from the student.
4. The privilege will be revoked for safety reasons if the student does not demonstrate appropriate responsibility.

FUNDRAISING

School districts and non-profit organizations across the county have been dealing with huge budget cuts. With that said, CEP partakes in multiple everyday fundraising venues as well as special events throughout the school year in efforts to meet our annual fundraising goal. Supplementing our finances allow us to continue maintain small class sizes while furthering your child's education.

Our fundraising committee is happy to welcome any interested parents to help with special events throughout the year, such as the Annual Kids' Benefit at Arlington Racetrack, Barnes & Nobles Bookfair, Eat & Earn in collaboration with local restaurants, etc. Parents can inquire about joining the committee in Chicago Education Project's front office.

FundingFactory® Recycling Program

This fundraiser is FREE and simple because there's nothing to sell, no paperwork to fill out and no deadline. The program runs year-round, accumulating constant income for our efforts. But we won't get very far without your support. Please donate your empty printer cartridges and used cell phones to CEP and we'll take it from there! We will recycle the cartridges and cell phones through FundingFactory to earn new equipment for the school.

Last year alone, more than 300 million cartridges were thrown away, while 30,000,000 cell phones were tossed or replaced. We're alleviating the volume of waste that goes into landfills, while collecting the equipment we need to keep CEP running smoothly. Your help is vital to our fundraising success. Cell phones and cartridges can be sent in with your child or dropped off in the front lobby.

FundingFactory also sponsors a business support program, where your employer can help out Chicago Education Project without spending a cent. Prepaid shipping boxes can be sent, free of charge, directly to any business, organization or other facility within the continental United States. Business supporters simply need to load the boxes and leave them for the next UPS pickup. If you work for a company that may be interested in supporting us, please call FundingFactory toll-free at 1-888-883-8237. Give the customer service representative our school identification number, 56969 and they'll set you up to support our account.

iGive® / iSearchiGive®

Make every online purchase count by using iGive, an internet shopping mall that donates up to 25% of your purchases to the charities its users designate – at no cost to you! Simply go to www.igive.com and enter Chicago Education Project as the charity you want to support. Purchase birthday, holiday or every day gifts from the comfort of your home and together we'll raise funds for CEP!

iSearchiGive is a search engine that donates two cents per search, to the charities its users designate. You use it just as you would any search engine. Simply switch your current internet search engine to www.iSearchiGive.com and be sure to enter Chicago Education Project as the charity you want to support. Just 50 of us searching four times a day will raise about \$1460 in a year without anyone spending a dime!

Box Tops for Education

Box Tops is an everyday fundraising tool with multiple ways to raise funds for Chicago Education Project, such as clipping box top coupons from a wide variety of products; shopping at your favorite stores online through Box Top's Marketplace and a percentage of the sale will be donated to CEP; and purchasing needed items for your child's classroom through the teacher's online wish list (my class essentials). Last but not least, if you enroll online with Box Tops you'll receive -newsletters with the latest ideas, coupons, as well as how to earn bonus box tops and prizes for CEP! Sign up at www.btfe.com

Target: Take Charge of Education®

Help Target stores help your favorite school! Sign up for a REDcard and designate Chicago Education Project as your favorite school. Target will donate up to 1% of all your purchases made at any Target store or www.target.com with your REDcard. Do your friends and family members love shopping at Target too? Ask them to designate CEP as their favorite school so that we can earn money to maintain high quality education for your children.

Campbell's Labels for Education

For over 36 years, *Labels for Education*SM has supported schools across the country by providing more than \$110 million in free educational merchandise. Help CEP earn free merchandise for their classrooms by clipping 1 or 5 point UPC labels and/or saving caps of specified products. To learn more about qualifying purchases or to sign-up for Campbell's e-newsletters, go to www.labelsforeducation.com.

Smart Xpress

Smart Xpress, an office product company, has partnered with CEP by donating a portion of every order, anytime you place it, to Chicago Education Project. Shop from over 40,000 deeply discounted office supplies, school supplies, ink, toner, cleaning supplies and office furniture. If you find it advertised lower at Staples, Office Depot, Office Max or Quill, Smart Xpress will match it. Additionally, there's free next day delivery on orders over \$50.00. To take advantage of these discounts and help support our cause go to www.cep.smartxpress.com

NEWSLETTER/CALENDAR

Once a month, a calendar will be sent home with your child. This calendar lists all of the activities your child will be participating in for the month, as well as student and staff birthdays, days off, and other important dates.

The *CEP Quarterly* newsletter will be sent home with your child in November, February, May & August. The newsletter will contain information related to classroom happenings, latest scientific methodologies, community resources, speech and OT activities as well as reminders about upcoming events.

OTHER TREATMENTS

If other therapies or treatments are utilized outside of the normal sessions of Chicago Education Project *and* the therapies interfere with your child's learning or are contraindicated as treatment/therapy (based upon ABA literature), a meeting will be held to discuss the possible suspension and/or termination of services. If you are pursuing other therapies or treatments (including medication), we ask that you let the director and your district consultant know of any changes, but that you refrain from discussing on/off days, success of treatment, etc. with your child's direct instructors.

TOILET TRAINING

Self-help and daily living skills are a core of our program. We encourage parents to work on toilet training, feeding and dressing skills at home, to ensure a better quality of life. If your child is not toilet-trained at enrollment, he/she must be actively toilet training by six months after the start of CEP services. If your child is not in a toilet training program by this date, a meeting will be called to discuss possible suspension and/or termination of services.

PARENT/SCHOOL RELATIONSHIPS

ARRIVAL & DEPARTURE

It is very important that children arrive and depart promptly. If there is a delay in your child's arrival or departure for any reason, please call the front office at 847-884-7030 so that we may notify your child's instructor.

To avoid parking lot congestion, all busses and cabs are now dropping ALL students off

- for students in building 1375 at suite A
- for students in building 1355: all busses and cabs are now dropping ALL students off at suite Q
Parents who are dropping off their children should do so in front of suite I. One staff member from each classroom will be outside to escort child from parent's car to the classroom.

If you need to speak with your child's teacher, please wait until all vehicles have departed the drop off area before parking and coming in. Thanks for helping us clear up our morning traffic jams!

PERSONAL ITEMS

All items you send in with your child should be clearly labeled with first name or first name and last initial, only. You may send reinforcers with your child, but you must indicate which items you would like sent home at the end of the day; otherwise, reinforcers will be kept at your child's table.

Kindly note, there is a difference between a reinforcer and a reward. A preferred item or toy may not always hold enough value to increase the behavior that it follows. Teachers at CEP put in a lot of effort trying to find the items and activities that are potent enough to increase behavior. They actually spend the day mentally "rating" the expected effectiveness of the items and activities they have on hand for each child. If they have a really strong reinforcer, they may try an activity that requires more effort. If they have a less strong reinforcer, the child may be able to earn for a less effortful task. Teachers depend on a large bank of reinforcing items and activities and it is up to the teacher to decide the most optimal timing of the delivery of each item including toys, social play and even food items.

COMMUNICATION FOLDER

We send a folder home in your child's backpack daily. This folder contains notices and your child's daily note. Please take out the notices and read them; they are for you to keep, unless you are requested to return the form. The Daily Note form is for the therapist to summarize your child's day and for you to write comments/questions back to the therapist. The Daily Note form should go back and forth in the folder in the child's backpack. If you would like anyone else other than the instructional staff to review or answer a question, please address the note accordingly. Please keep the folder in your child's backpack and send it to school every day.

APPROPRIATE DRESS

Your child comes to Chicago Education Project to learn, socialize, play, and participate in a wealth of activities. For their sake, please send them in comfortable clothes, which should allow them to freely join

in all activities without worry of being uncomfortable or getting dirty. We do not allow children to wear shoes in our gross motor room; please make sure that we have an extra pair of clean socks for them, if you send them in sandals.

PARENT MEETINGS

Meetings are scheduled with your child's classroom teacher four times during the school year to discuss your child's progress and any question(s) you may have. These meetings are typically limited to 30 minutes for school staff availability to meet with all parents. Additional meetings may be requested by the parent, and are subject to availability.

COFFEE TALKS & PARENT EDUCATION

Throughout the school year, our school social worker hosts Coffee Talks and parent trainings. Coffee Talks give parents the opportunity to interact with other CEP parents as well as discuss ideas, share stories, and ask questions about CEP programs.

Ongoing parent education provides you with an opportunity to learn more about methods and programs at CEP that can be easily transferred to the home environment. Both, Coffee Talks and parent trainings will last approximately 60-90 minutes. Announcements for locations, dates and times will be sent home in your child's folder, posted in our quarterly newsletter as well as on our website.

VOLUNTEER ACTIVITIES

CEP welcomes parent volunteers in our program. If you'd like to help out with field trips, parties and special projects, create materials, or help out in some other way, please contact your child's classroom teacher.

HOME VISITS

Parents who are seeking assistance with home behaviors or to discuss their home/school concerns with our school social worker within the comfort of their home are welcome to do so. Every family is allowed one home visit per month between Mondays-Fridays. Email PZavada@chicagoeducationproject.org to schedule a home visit.

PARENT BULLETIN BOARD

Remember to check the parent bulletin board located in the lobby for important information! You'll find flyers on special events in the area, as well as a copy of our quarterly newsletter posted.