

Tucker-Maxon School

Handbook

2009-2010

Table of Contents:

Introduction	3
Mission and Goals	3
School Philosophy	4
General Teaching Philosophy	4
Academic Curriculum	4
Philosophy of Literacy and Young Children	6
Curriculum and Philosophy of Language Instruction to Children with Hearing Loss	6
Curriculum and Philosophy of Speech Instruction	8
Philosophy of Auditory Development	8
Admission of Children with Hearing Loss.....	8
Admission of Typical Children with Normal Hearing	9
Student Evaluation	9
IFSP/IEP/EP	10
Student File	11
Confidentiality of Student Records	11
Tuition	12
Retention	13
Discipline	13
Playground Philosophy and Rules	14
Computer and Software Usage and Philosophy.....	15
Code of Conduct	15
Dress and Grooming	16
Lines of Communication	16
Child Abuse and Neglect	16
Safety	17
Emergency Drills	17
Accidents	17
Immunizations	18
Illness	18
Medications	19
Head Lice	19
Toilet-Training	19
Daily Schedule and Attendance	19
Class Hours	20
Extended Care	20
Classroom Visits	21
Lunch Program	21
Weekly Letter	22
Conferences	22
Special Observances – Holiday Activities	22
Telephone Calls	23
Supplies	23
Field Trips	23
Inclement Weather	24

Traffic Flow and Parking	24
Parent Volunteering	24
Audiology	24
Amplification Usage	25
Batteries	25
Loaner Amplification	25
Interpreters	25
Referrals	26
Early Intervention	26
Summer Preschool	28

Introduction

Tucker-Maxon School is a community of learners. Children, parents and staff come together for the purpose of learning. The school was originally conceived as a school to serve hearing impaired children to learn, to listen and to talk. Most of the student population comes from the greater Portland metropolitan area; however the school is nationally known and draws families from the nation as a whole. Historically, Tucker-Maxon is known as an innovator in the field of education. The school was among the first to champion cochlear implants; the importance of children learning to talk in real life contexts; and recognizing that today's hearing impaired population are not only ready but absolutely need to learn with their hearing peers from birth. At Tucker-Maxon, children with hearing loss are surrounded with hearing peers from day one. The school's largest population is made up of the 0 to 5 year olds. The school offers an elementary school through fifth grade with hearing children in the majority. Our goal is to offer an outstanding elementary education to both hearing and hearing impaired families. An education that challenges children to be active inquirers, learn through discussions and seek social justice for all in a developmentally appropriate environment..

Mission and Goals

Mission Statement: Deaf and hearing children talking, learning and achieving excellence together.

Goals: We teach children with and without hearing loss to:

- Be competent verbal communicators who interact successfully with family, friends, and society at large.
- Have the confidence and self-esteem necessary to enter any social or academic setting.
- Be life-long learners with the skills necessary to seek out and find information of personal value.
- Read and write for personal enjoyment and to gain and share information.
- Advocate for themselves and use a variety of strategies to solve problems encountered in daily life.
- Act responsibly for themselves, towards others and the environment.
- Develop beliefs and values which are personally powerful and which include respect for the beliefs and values of others.

School Philosophy:

Our philosophy embraces the belief that children with hearing loss can learn to talk and attain age appropriate levels in all areas through appropriate amplification, early intervention and being educated along side their hearing peers. We further believe classrooms should be small sized with an emphasis on learning through discussion and hands on experience. Parents are an important part of the school and from the onset encouraged to be their child's principal source of learning experiences.

Hearing children and their families are not simply at the school because they are needed for the education of children with hearing loss. The school values both populations equally and makes decisions based on what is best for all our families and their children at all times with no exceptions.

General Teaching Philosophy

Tucker-Maxon is able to truly teach a developmental curriculum due to our small class sizes. Small class size allows the teacher to know each child well enough across the entire curriculum to know where they are and what they need to learn next. Additionally, from our knowledge of where their classmates are developmentally in the same area, we know when to teach in a large group, small group and if necessary individually.

From this kind of teaching there are two outcomes. First, since the child is learning at his developmental level, concepts are meaningful, used well in real-world situations and are retained at a high level. Secondly, the child feels successful. He knows he is a competent learner. Children should leave school with a sense that if they act, and act strategically, they can accomplish their goals. Children who doubt their competence set low goals, choose easy tasks, and plan poorly. Children who believe in their own abilities work harder, focus their attention better, are more engaged, and less likely to give up when they encounter difficulties. Feeling competent, our children plan well, and problem solve with tenacity.

Academic Curriculum

For children five and above, the school follows the Oregon state benchmarks as guidelines for what is to be accomplished by each child at their grade level in math, reading, science, social studies and writing. The educational philosophy of the school does not endorse adopting step-by-step "cookbook" commercial curriculums. Our teachers are given the mandate to implement the state benchmarks through teaching units of study that are hands on, creative, have real-life content and context, and are relevant to the interests of the children. Children learn best when they are engaged with the learning

and have ample opportunity to discuss their ideas with their peers. It is important for a child that telling their opinion is not enough, they also need to tell why they think that way and base their reasoning on logic from what they already know about the world and how it works.

Preschool teachers have adopted the Creative Curriculum as their benchmark guidelines. These guidelines are endorsed by the NAEYC and supported by educational research as developmentally appropriate for preschool children. Each teacher plans studies that incorporate these developmental landmarks. Children are encouraged to ask questions about their environment and encouraged to test their theories through observation and interaction (with real objects, animals and people). Social development is encouraged by providing children the support and encouragement they need to solve the daily problems by telling their feelings (That makes me mad when you knock down my blocks.) and through negotiation (How many minutes until it is my turn?).

We believe preschool classrooms are places where children feel cared for and are safe and valued as individuals and where their need for attention, approval, and affection are supported. They are also places where children can be helped to acquire a foundation in the knowledge and skills needed for school success.

- Young children need teachers, who welcome all children to their class-rooms, including children from various cultures, children whose first language is not English, and children who have disabilities.
- Young children need teachers, who take time to work with them individually, in small groups, and sometimes with the entire class—to help them develop their cognitive and social skills, their language abilities, and their interest in learning new things about the world.
- Young children need instruction to develop the thinking, language, and early literacy skills needed for continued school success.

Preschool teachers need to:

- Know when children can figure out new ideas and concepts on their own and when it is important to explain things to them step-by-step.
- Encourage children to participate in classroom activities.
- Listen to what the children say and expand upon their language, building their vocabulary and background knowledge.
- Know when to teach directly, when to provide time for exploration and discovery, when to practice skills, and when to encourage creativity.
- Plan activities that have a purpose and that challenge children.
- Know how to help children learn to work together and to resolve their conflicts.
- Encourage children to respect each other's time and personal belongings.
- Provide many opportunities for conversations between and among children and with adults.
- Know how to establish and maintain order in a classroom but in a manner that permits the children to learn how to participate in and enjoy learning.
- Arrange the classroom in a way that enhances their work with children and how the children spend their time.

Philosophy of Literacy and Young Children

The most fundamental definition of literacy is being able to read and write. Beginning literacy, then, consists of experiences during the first years of life that lead to literate behavior – reading and writing.

Building on experiences through books encourages children to explore more deeply what they have observed and experienced – concepts are reinforced, new knowledge gained, vicarious experiences provided.

Children are less at risk for reading and writing delays when there is print in the home, as well as parents who read for themselves and with the child.

The most important part of reading together is reading together. Parents and teachers should share reading with every child every day at all age levels. Make reading a fun experience. It is as much the verbal interaction between adult and child during the read-aloud experience as the reading aloud event itself that provides for a positive learning experience for the child.

Reading aloud and telling stories are both effective ways to share literacy with young children and to support language and literacy learning. Storytelling connects to the language of the children and thereby has the potential for increasing their understanding of the story. Storytelling promotes expressive language development and oral and written forms and presents new vocabulary and complex language in a powerful form that engages children to emulate the model they have experienced.

Curriculum and Philosophy of Language Instruction to Children with Hearing Loss

The school believes children with hearing loss best benefit from language instruction presented in real life contexts within normal conversations. This insures language will be used appropriately in daily life to communicate the child's needs and desires. Language presented in isolation will lack the pragmatic and semantic connections needed to develop a competent linguistic system that will eventually function at age level competencies. To accomplish this, our Early Intervention Program develops the family's confidence and skills needed for them to be the child's primary source of language teaching. This insures language instruction is in context and happens throughout the day. When the child comes to preschool we believe the majority population of the class needs to be typical hearing children. This will insure that the child with hearing loss is surrounded with typical conversational interactions with peers who have normal language levels throughout the day. These peer interactions can not be duplicated by adults in therapy situations. The engagement between peers during play is an incredible source of language development for all children.

Each child with hearing loss receives daily individualized language therapy with a teacher of the deaf. These sessions focus on objectives around linguistic goals the child is ready to learn. The session focuses on learning the language through conversational interactions during contextual play situations. The goals are determined through testing and analysis of a spontaneous language sample and observation.

We believe conversational interactions need to be as normal as possible. The teacher makes sure to talk at a normal conversational rate without exaggeration, and with normal pacing, i.e., not requiring the child to be looking at the teacher's face during talking. We believe it is important for children with hearing loss to develop the same eye scan patterns normally developing children develop if they are to be accepted readily as conversational partners by their peers.

To guide our staff in selecting goals for development, the school has produced a Language Scope and Sequence guide. The resources for this guide are from the field of normal child linguistic development, especially the work of Jon Miller. The guide includes pragmatic, semantic and syntactic goals spread across a normal acquisition continuum.

Bilingualism is a consideration for many of our families. We counsel them with the following information:

- Normal hearing children under the age of three can usually become quite proficient in both by age 7.
- Normal hearing children learning a second language can use their proficiency in a first to help learn the second. However the ability to converse in that second language typically takes 2 years and to think takes 5 to 7 years.
- Children with hearing loss are typically delayed in learning a first language due to factors related to their hearing loss.
- Research shows the majority of children with hearing loss who are detected and receive amplification early and focus on one language can attain intelligible speech and learn language in developmental synchrony with their hearing peers by age 5.
- It is most important children with hearing loss are presented with the best opportunity to learn a first language. Many factors need to be considered to choose which language that will be.

Curriculum and Philosophy of Speech Instruction:

Every child with hearing loss on an IFSP or IEP receives instruction in speech development at least once a day individually or in small learning groups with a teacher of the deaf and hard of hearing and within the classroom learning environment. Specific phonetic and phonologic goals are developed using natural speech development and acoustics as a guide. In addition, the speech/language therapist provides fifteen minute individual therapy sessions twice weekly.

Incidental speech intervention occurs in the classroom by the regular education teacher working on goals supplied by the teacher of the deaf and hard of hearing and done in a manner that is not intrusive to or embarrassing for the child with hearing loss. The classroom teacher is also a teacher of the deaf collaborates with the SLP on speech expectations for each child with hearing loss. It is important for children in the elementary school to understand these expectations and receive feedback from the classroom teacher.

Speech goals are attained through formal testing of speech targets and analysis of a spoken language sample. Specific goals are chosen that are appropriate for the child based on the child's hearing age, degree of loss and normal developmental timelines. A Weiss Speech Test is annually given when age appropriate. The Goldman Fristoe Test of Articulation (GFTA) is given upon the discretion of the speech/language pathologist. The speech/language pathologist meets weekly with the teacher of the deaf and hard of hearing to review progress and discuss goals and intervention strategies.

Philosophy of Auditory Development:

Teaching methods follow the guidelines and philosophy of Auditory Verbal best practices. Listening is incorporated throughout the day at home and at school. On site audiology ensures each child has the best possible amplification at all times. Parents are included in goal developments for both home and school. Tucker-Maxon is aware that most learning happens at home with family and providing support and training to parents is essential. Parents are encouraged to know the normal development of speech and how acoustics and the acoustics of speech impact this normal development.

Admission of Children with Hearing Loss

Tucker-Maxon is open to students of all racial and ethnic backgrounds. Thanks to generous donations from foundations, corporations, and individuals, no child with a hearing loss has ever been denied admission to Tucker-Maxon for financial reasons.

Tucker-Maxon is selective only in that those children who will benefit the school's philosophy, curriculum and expertise will be offered admission.

The Admission Process:

1. Parents of children that have hearing loss must provide the school with all pertinent medical, psychological and educational files including audiology reports, speech/language evaluations, IEP or IFSP, and a statement of eligibility, if available, prior to admission. Further assessment may be needed.
2. The parents and the child are required to visit the school before admission can be given.
3. After all pertinent information is received and the family has visited the school, the admissions committee will meet the child and their parents and discuss admission.
4. Within five days, our admission team will decide whether Tucker-Maxon is appropriate for the child.
5. If we offer the child admission and the family accepts, the family will complete the Intent to Enroll, the General Information form and if needed the Financial Assistance application.
6. Within two weeks the Financial Assistance Committee will determine the award.
7. Parents will complete all registration forms, including immunization and emergency contact.
8. The child starts school.

Admission of Typical Children with Normal Hearing

Tucker-Maxon is open to students of all racial and ethnic backgrounds. Tucker-Maxon is selective only in that those children who will benefit the school's philosophy, curriculum and expertise will be offered admission.

The Admission Process:

1. If the child has been in school, parents are to provide Tucker-Maxon with all pertinent files and school records.
2. Parents of children that have diagnosed disabilities must provide the school with all pertinent medical, psychological and educational records.
3. Parents and the child tour the campus and meet with potential teachers.
4. If the family decides to apply for admission, they submit Intent to Enroll and pay non-refundable deposit.
5. Tucker-Maxon offers or denies admission to the child.
6. Families can secure a place in a class by submitting the remainder of the first month's tuition.
7. Parents will complete all registration forms, including immunizations and emergency contact.
8. The child starts school.

Student Evaluation:

All children at Tucker-Maxon school are evaluated annually. The purpose of this evaluation is to make sure the teaching each child receives promotes adequate learning and growth. The school strives to teach each child with the most effective instruction possible. Student evaluation provides feedback as to the effectiveness of our teaching curriculum and methods. We track both individual growth and that of the entire population of the school as a whole.

Beginning in kindergarten all students are tested with the Woodcock-Johnson Test of Academic Achievements in the areas of math, reading, and writing. This test is given individually to each student and provides the most accurate results possible. Hearing students take the test in the spring while children with hearing loss take the test just before their IEP due date.

Children with hearing loss are additionally tested in the areas of speech, speech perception, language and social development. The school's speech/language pathologist works with the teaching staff to combine the results of the testing into a Speech-Language Report twice annually for preschoolers and then once annually for the elementary children with hearing loss. The testing is done just before the child's IFSP/IEP due date. The tests vary somewhat from year to year. However, each year each child with hearing loss will receive the following tests: Weiss, PPVT, EVT, MLU and at least one of the following: CELF, OWLS, PLAI, PLS, TAFL. Audiology will provide speech perception testing with the LNT, MLNT each year along with at least two of the following: HINT, WIPI, ESP, etc. (The very young children will begin the speech perception testing when appropriate.) The case manager for each child with hearing loss assumes responsibility for the overall completion of each child's annual testing in a timely manner for the results to guide the writing of the IFSP/IEP/EP. Each case manager will receive at the beginning of the school year a compilation of IFSP/IEP/EP due dates for their case load from the school.

IFSP/IEP/EP

All children with hearing loss at Tucker-Maxon school have an IFSP, IEP or EP guiding their progress. Children in the Early Intervention Program and the preschool typically are on an IFSP. Starting in kindergarten the children are placed on an IEP. Each of these plans describes the present level of the child's development in areas of educational concern and then sets forth specific long and short range goals for the child to accomplish. Since the IFSP is geared for children under the age of 5, the annual goals are from the areas of cognition, social-emotional, adaptive, gross motor, fine motor, and communication. For children 5 and older the IEP typically contains goals for speech, language, writing, math and reading. When a child tests age appropriate in all areas they are moved onto an Educational Plan or EP. This plan typically reports annual testing data

and may contain advocacy goals. The main function of the EP is to make sure children stay age appropriate in all areas and if they don't, guide the child back to a limited IEP plan for those areas falling behind.

The case manager for each child is the teacher of the deaf working with that child. This person is responsible for the IFSP/IEP/EP as to making sure a new student has a plan within 45 days of entering the school, current students each year have a new plan written before the old plan expires, checks progress quarterly, arranges IEP meetings to accomplish reporting progress and a yearly IEP meeting to write a new plan. Paying school districts are required to attend each of these IEP meetings and need to leave the meetings with a copy for their files. Each new plan requires a speech/language report and a yearly audiology report. Additionally EI and preschool students require AEPS testing; elementary students require a Woodcock-Johnson Test of Academic Achievements.

Student Files

Student files are kept in the school office. The files contain the IFSP/IEP/EP, speech language report, audiology report, academic progress report, Woodcock-Johnson Test of Academic Achievement report, any outside reports such as psychological, medical, etc., the Health, Emergency and Authorization form, similar files from previous schools and additional information such as custody documents, etc. The files are kept in a lockable, metal file cabinet.

Parents have the right to review and propose amendments to their child's records held by the school. To review their child's records, the parents need to notify the director one day in advance. To amend their child's file, parents need to arrange an appointment with the director who will arrange a meeting which may include pertinent staff.

Confidentiality of Student Records:

The school maintains for public inspection a current listing of the names and positions of the employees who may have access to personally identifiable information and keeps a record of any authorized personnel who reviews the record that is not on the listing. The school ensures that the confidentiality of personally identifiable information is protected at collection, storage, disclosure, and destruction stages.

The school ensures that each person collecting or using personally identifiable information shall receive training or instruction regarding the policies and procedures governing confidentiality of personally identifiable information.

The school will permit a parent to inspect and review any educational records directly relating to the student and only that student that are maintained by the school. Portions of a record may not be inspected by a parent if specific information violates the

confidentiality rights of other students. The school will comply with a request to inspect and review any education records within 30 calendar days after the request has been made and before any meeting regarding an IEP or IFSP or hearing relating to evaluation or placement of the student.

The school presumes that the parent has authority to inspect and review records relating to his or her child unless the school determines that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

A parent who believes that information in the educational records is inaccurate or misleading or violates the privacy or other rights of the student may request the school to amend the information. The school upon receiving such a request will decide whether to amend the information within ten days from the date of receipt of the request. In order to amend the record the school determines:

- That information contained in the record is “inaccurate” if, after review concludes that it is untrue or cannot be substantiated.
- That information in the record is “misleading” in that a person reading the record would likely arrive at an inaccurate conclusion.
- That information in the record violates the privacy or other rights of the student in that if disclosed, would cause adverse consequences.

The school will provide an opportunity for a student records hearing to challenge information in the record. If as a result of a student records hearing, it is determined that the information is inaccurate, misleading or violates the privacy or rights of the student, the school will amend the information and will provide written notice to the parent. The school will give the parent a full or fair opportunity to present evidence.

Tuition

Enrollment contracts are signed as part of registration. The payment option decided upon needs to be adhered to faithfully as the school depends on these funds to pay operating expenses.

A limited amount of financial assistance is available to children with hearing loss. No child with a hearing loss has ever been denied admission to Tucker-Maxon for financial reasons. If you have questions please see Louise Burt, our Financial Administrator or Steve Noyce, Executive Director. Financial aid requires an application to be filled out before our Financial Committee can consider any decision.

Retention

Students will remain at Tucker-Maxon as long as both teaching staff and parents feel adequate growth is taking place. When either teachers or parents see insufficient growth, a conference will be convened with the parents and appropriate staff. A plan will be developed for educational assistance or placement in another program.

Discipline Philosophy and Policy

Discipline is defined as the actions taken by a teacher to support a student's change in behavior or actions, by identifying what kind of behavior or actions is safe and acceptable and by clarifying the consequences of a child's behavior and actions.

The teacher does not support the student in making a change by using fear, shame or guilt.

It is important for the child to feel acceptance and respect and continually experience a relationship in and with the environment. This relationship is built on trust and independence.

Effective discipline is built on observation and communication.

Boundaries and limits must be clearly defined and maintained.

Our basic guideline is – Everyone has the right to be safe and feel safe at school.

Teachers will:

- Support self-expression....What do you want?
- Redirect...What else can you do?
- Remove student if the situation is too difficult.
- Remove materials if the difficulty continues... I will hold this until you work it out.
- Provide plenty of opportunity for accomplishment and success.
- Comment continually and specifically on the positive.
- Help students look for acceptable solutions.

If difficult and unsafe behaviors or actions continue, parents will be contacted to work with the teachers (and director as needed). This may result in the child being sent home as part of the plan to effect change.

Playground Rules and Philosophy:

The school playground is an important part in each child's social and emotional development. Children need to feel safe, welcomed and valued by their peers in order to develop friendships, good self-esteem and important concepts of social justice. These are skills they will need and practice the rest of their lives. In order to create a playground which is all of the above, staff on duty guide children through situations as they arise stressing the following:

- anyone may play in a game if they wish
- children will share being the leader of the game
- take time to talk through your problems with your peers and come up with solutions and compromises

Some issues cannot be solved on the playground and classroom teachers need to take class time to help the group work through problems.

Two teachers (the PE teacher plus a classroom teacher) will be on duty at morning recess and lunch recess. Depending on the number of children on the playground, aides will rotate and provide additional supervision. Staff will locate in different areas of the playground for the widest possible coverage.

1. Children will play where they can be seen at all times.
2. Children should not distract children who are in class.
3. Children should not play on the Smith-Bauder wood deck if classes are in session.
4. Children may not jump from a place higher than their own height.
5. Children do not lift other children.
6. Children may not jump off the tire swing. They will hold on at all times with both feet and hands. 3 little, 2 big, or 1 big and 2 little is the maximum number of children on the tire swing at one time.
7. Shoes are to remain on at all times.
8. Jump ropes are for jumping only.
9. Sticks carried by a child must have one end touching the ground.
10. K and up kicked balls should stay on the ground.
11. If you see something you feel is unsafe, follow your instincts.
12. Sit kids out for a few minutes when being too rough. No warnings...they know what too rough is.
13. Keep balls on the south end of the cement, except basketballs.
14. Swings are for swinging.
15. No climbing on house or top of tire swing, etc.

Rainy days in the gym:

1. Wheel toys used in the "window half" of the gym, balls on the stage end when multiple activities are going on.
2. Stage can be used with curtains open if stage is clear of "stuff"; no gym equipment to be used.
3. No wheeled toys on gym mat.
4. Shoes are to remain on in the gym, unless using mats.
5. Scooter boards cannot be used with ropes.

Computer and Software Usage and Philosophy:

Computers and software used at the school reflects developmental values and are based on NAEYC guidelines and comes from a child development perspective.

1. Is open-ended, allows for active learning with students making decisions and choices while providing feedback on effects of these choices.
2. Involves many senses and contains graphics, sound, music, or voice
3. Is controlled by the children, and allows them to explore without fear of making mistakes
4. Responds to children's exploration in ways that encourage further investigation, experimentation and discovery.
5. Reflects and builds on what children already know.
6. Applies to real problems with real-life connections
7. Elicits excitement/ is actively engaging and so encourages language.
8. Allows for different learning styles and accommodates varying ability levels.
9. Uses high quality, natural speech.
10. Allows children to work with a partner or in a small group and encourages social-linguistic interaction between users (turn taking, cooperation, talk, help seeking, negotiating).
11. Children should be able to use the software independently after initial guidance.
12. Offers a manipulable environment that encourages the invention of new activities and offers multiple opportunities for success.
13. Actions and graphics should provide a meaningful context and feedback should be informative and sufficiently supportive to allow progress through the program.
14. Makes learning concepts more concrete and meaningful.
15. Encourages children in creative play, mastery learning, problem solving and conversation.
16. Appropriate visual and verbal prompts expand play themes and opportunities while leaving the child in control.
17. Extends the regular curriculum by offering new avenues of exploration and perspectives on a topic.
18. Promotes positive representation of gender, cultural and linguistic diversity and abilities.

Code of Conduct

All students, parents and staff are expected to follow a code of conduct that fosters a safe environment for all.

- Absence of verbal abuse
- Respect for human dignity

- Absence of threat of injury
- Absence of sexual harassment
- Respect for individual/group health and safety
- Adherence to laws pertaining to weapons, alcohol, and drugs
- Honesty, integrity in all endeavors and situations
- Respect for individual/group diversity and privacy
- Respect for personal/private property

Dress and Grooming

The school does not have a dress code. We ask only that children are neat, well groomed (clean) and that clothing is appropriate for school and the weather.

Lines of Communication

When a problem arises the parent's course of action is to talk with the child's teachers. Educational Assistants will not discuss these issues with the parents. Only after thorough discussions with the teachers, and if resolution cannot be attained, will the Executive Director meet with the parents and teachers to help attain solution.

Safety

All visitors are required to check in at the office. They will be given identification badges, which are to be worn during the length of their visit. Visitors who do not respect this policy are asked to immediately leave the campus. Staff will confront all unknown persons not wearing an identification badge and will be alert to strangers in and around the campus. The school has a policy and a procedure for different types of emergencies.

Children are allowed to leave the classroom only with permission of the teacher. Their time out of the room is closely monitored.

Toys of a violent nature (guns, knives, swords, etc.) are not appropriate for school. Such toys will be kept in the office until a parent picks them up.

Child Abuse and Neglect

Oregon Law (OR 418.745) requires teachers to report all cases of suspected child abuse and neglect to the Department of Human Services. All staff at Tucker-Maxon has been trained to recognize the signs of possible child abuse and neglect through a mandatory workshop. Please understand that Tucker-Maxon does not make the decision that abuse or neglect has occurred. The Department of Human Services decides if the information provided is sufficient for further investigation.

In all cases of a staff member seeing signs of abuse or neglect, the staff member will report to the Director. The Director will be present while the staff member reports to DHS. The staff member will report only the facts. A Child Abuse Report form will be complete and place in the school files to verify that a report of suspected abuse or neglect was reported.

Emergency Drills

Students, faculty and staff shall participate in emergency drills for fire at least once a month and bimonthly for all other emergencies such as earthquake, lockdown and lockout.

Accidents/Incidents

Accidents on the school premises will be reported to the office immediately. Any child involved in an accident or incident that results in injury will have his/her injury assessed as to whether:

1. First aid from the staff is adequate
2. Parents need to be called
3. An emergency room visit is needed

There is no nurse present on the campus. There are staff members who are certified by the American Red Cross in first aid and CPR. The staff member present and responsible for the child will fill out an accident/incident report form whenever parents were called due to injury. This form will be kept on file in the office.

Immunization

Oregon State Law requires that all children be immunized against various childhood diseases. Immunization forms are updated every fall and are checked yearly by the State Health Department. Failure to have necessary immunizations will result in exclusion

from school. The school secretary will send you notification of required immunizations for your child in the fall.

Illness

If a child becomes ill at school or the parent notices any of the following at home, the child should not be at school:

- Fever of 100 degrees or more – do not allow the child to return to school until he/she has been free of fever for 24 hours
- Vomiting/Diarrhea – when occurs, keep your child home until he/she can keep food down.
- Chickenpox – child may return 6 days after all the blisters are scabbed over.
- Pink eye – if the eyes are watery or itchy but there is no fever, the child doesn't have to stay home. If the eye discharge is thick and white or yellow, the child should stay home until the discharge has stopped.
- Impetigo – child may return 24 hours after the start of antibiotic medication-please include a physician's note to return to class.
- Strep throat – child may return 24 hours after antibiotics are started-please send a physician's note to return to class.
- Common cold – keep child home until feverless for 24 hours. Your child may return to school with a slightly runny nose and cough. However, a child with a "heavy" cold and a hacking cough belongs at home, even though there is no fever.
- Flu – child should stay home as long as symptoms are acute and fever is above 100 degrees (child should be fever free for 24 hours).
- Headache – a child whose only complaint is headache usually needs not be kept at home. However, when a bad headache follows a fall or a blow to the head, your doctor should be contacted.
- Rash – do not send a child with a rash to school until your doctor has said that it is safe to do so. Please send a note from the doctor indicating the child is not contagious.
- Sore throat – if your child complains of a sore throat and has no other symptoms, he/she may go to school. If white spots and/or red throat and swollen glands can be seen in the back of the throat or if fever is present, keep the child home and call your doctor.

When children become ill at school the parents will be contacted and asked to pick up their child. If the parents are not available, the emergency contact will be called. It is vital that the emergency contact be a person who is able to come as soon as possible.

Medications

Medications for children, prescription or over-the-counter, must be hand delivered by an adult to the school with a signed note from the parent or guardian stating the purpose and use of the medication. All medication will be kept and administered in the school office. Refrigerated medicines will be kept in the staff refrigerator, placed there and taken out only by the school secretary. No medication will be given to a child without the written consent of a parent/guardian.

Head Lice

Head lice are unfortunately a recurring problem in schools. When a case is discovered at school all families will be notified and provided with health department guidelines on treatment.

Children with nits will not be allowed in the school and will be sent home. They will be rechecked before being allowed in class the following day. If a bus transports the children, please check with them regarding their policy of transporting children with head lice.

Toilet-training

We understand that preschoolers and pre-kindergarteners will have an occasional accident at school and we will handle those occurrences. However, when a pattern develops we will schedule a meeting with the family to confer about the problem.

Our policy is that all children at school will be toilet trained and wearing underwear. If the child is just learning, then pull-ups are acceptable for a limited time. Diapers are not an acceptable choice for school.

If the parents want help, the teachers will work together with them to come up with a consistent training plan. We are willing to help by following that plan consistently at school. However, the family bears the responsibility of making sure their child is toilet trained in a timely manner.

Daily Schedule & Attendance

Preschool begins at 9:00 am (hearing impaired children start at 8:45 for equipment checks) and ends at 1:00 pm. Pre-kindergarten begins at 9:00 am (hearing impaired children start at 8:45 for equipment checks) and ends at 2:00 pm. Kindergarten begins at

9:00 am (hearing impaired children start at 8:45 for equipment checks) and ends at 2:45. The elementary school begins at 8:30 and ends at 2:45. **Please arrive on time and do not linger in the classroom after school starting time. Our learning time is valuable.**

Students are expected to be present every school day. When a child is to be absent or late, please call the school office before 8:30 am. Otherwise, the school secretary will take time from her duties to call families and ascertain the whereabouts of students so we are assured of the child's safety.

Students should not arrive at school earlier than 8:00 unless they are attending Extended Care or are riding buses to school. Staff will be present in the lunchroom to receive children from their buses from 8:00 until 8:30. Children arriving after class begins should be taken to the office to check in before going to class.

Students should be off campus by 3:00 pm. If you feel you may be late picking up your child from time to time, be sure Extended Care has all the paperwork they need to care for your child.

Children remaining after 3:00 pm will need to be sent to Extended Care.

For those children who ride school buses, the school district should be notified as early as possible whenever a child will not be riding the bus. It is the parent's responsibility to notify the bus supervisor of any changes in the child's schedule.

Class Hours

Teachers plan their instructional time carefully. It is vital that classes start on time. Therefore, **parents should leave their children in the classroom promptly when class starts.** If parents need to deliver a message or to discuss a concern with their child's teacher, that should happen outside of class time. A message may be left in the office. Calls will not be directed to classrooms during school time except for emergencies.

When parents bring children to school late, they should drop them off at the office to check in with the school secretary. This is a safety issue as we must know the whereabouts of the child at all times.

Extended Care

Families must fill out all the paperwork required for enrolling in Extended Care before their child may be in the program. Extended Care begins at 7:30 and lasts until the child's class begins. Extended Care begins at 1:00 for preschool 1, 2:00 for pre-school 2 and 3, and at 2:45 for older children. After Care ends at 5:30.

Families need to provide in writing a statement indicating a procedure to follow if the child is not picked up by 5:30. Families picking children up after 5:30 will be billed at the rate of \$1.00 per minute.

Parents need to sign in and out of the notebook provided so we can bill accurately and double check the whereabouts of the child. Payment is due by the end of the month.

Arrival and Departure Policy for Extended Care:

- Tucker-Maxon requires that the person bringing a child to school remain with the child until the child is accepted by staff.
- Tucker-Maxon shall release a child only to a parent or another person named and identified by the parent and appearing on our release forms. Staff shall verify the identification of any person, other than the parent, who picks up a child.
- Parents must provide in writing a clear procedure of what to do if their child is not picked up by the expected time.

Classroom Visits

Teachers encourage parents to visit the classroom. Such visits are arranged in advance with the teacher and begin mid October. Parents should be aware of the impact visitors have on the class and should discuss frequency and length of visit with the teacher. Teachers will post sign-up sheets, which will indicate what length, and frequency of visit is appropriate for that age group.

Lunch Program

Students bring their own lunch from home. Please send drinks in leak proof containers. Please do not send drinks that cause stains to the carpets. We encourage lunches that are nutritious and balanced. We ask that students not bring food that needs heating or cooling as we do not have the facilities to accommodate these items.

For children with food allergies such as exposure to peanut butter, please be aware we can request families to not send their child to school with peanut butter, but we cannot guarantee families will honor the request.

Weekly Letter

Each teacher will send home a weekly letter that will keep parents informed of what the class is studying, field trips, conference schedules, class happenings, etc.

Conferences

Conferences will be held on the following schedule:

1. November to discuss progress to date.
2. Additional conferences for children with hearing loss occur throughout the year especially in the spring to develop Individual Educational Plans.
3. Although there are not scheduled conferences in the spring, families will receive the results of end of the year academic testing and a completed grade level academic report.

Special Observances – Holiday Activities

Tucker-Maxon School will not conduct or arrange any religious observances that promote or favor any one religion or non-faith. Activities during the holiday season will be sensitive to the variety of beliefs of the community. Activities, though they may have religious origins, will reflect balance among the various traditions. Activities will not deify any particular religious individual. Traditional holiday symbols, such as a Christmas tree or menorah may be displayed as long as balance is maintained.

The celebrations of national events such as Halloween, Thanksgiving, etc. are important to children as they discover the culture around them. Schools can play an important role in this process by providing a safe context within which the learning can take place. It is with this in mind that we offer celebratory events during the course of the school year.

Fall Festival will be the last school day of October and will include some aspects of Halloween but will also include the theme of fall as a traditional time of celebration of the harvest. Costumes may be worn to school. We ask that children bring a change of clothes to wear after the celebration. Costumes are a choice. We ask that costumes be nonviolent. For instance, a ghost is fine but a ghost with a weapon is not. The event will be held in the gym and put together by our parent class representatives and volunteers. Preschool and pre-kindergarten will have their Fall Festival at 9:30 am and last about 45 – 60 minutes. Kindergarten on up will start at 1:00pm and last about an hour. The activities in the gym will include pumpkin bowling, face painting, trick or treat practice door, cotton candy, pin the face on the pumpkin, fishing for prizes, sponge throw, spooky maze, haunted climbing wall and more. Typically, our oldest class helps run the activities for the preschool.

The **Thanksgiving Feast** will be on the Friday before Thanksgiving. The Feast has been a tradition at Tucker-Maxon for many, many years. Each class signs up to prepare a certain dish. Parents are asked to donate the needed ingredients. The classroom teacher provides a list of needed ingredients in early November. Each child may invite one or two guests. We encourage the children to invite someone other than mom and dad but we welcome anyone they choose to invite (including mom and dad). Some ideas are the bus driver, neighbors, friends, uncles, aunts, grandma, grandpa, etc.

The Feast will be in the gym at noon. School will resume at 1:00. Children may leave with their special guest after the feast if parents have arranged this advance and the school has permission in writing in advance).

Cultural Night is typically at the end of March. Each year the teachers choose a country for all the children in the school to study as **a school wide theme**. The study lasts ten weeks and immerses the children in the history, culture, geography, climate etc. of that country. The study will culminate with our Cultural Night presentations to the families. The presentations will showcase the learning that has taken place through various skits based on historical events, cultural traditions, daily life, etc.

The **Annual Celebration** is held at the end of May. This event serves two purposes. First it provides an opportunity to recognize the accomplishments of our graduating fifth graders. Each graduate receives a diplomat and has the opportunity to speak for a few minutes about their experience as a student at Tucker-Maxon school. Secondly, the Annual Celebration invites alumni graduating high school seniors to be recognized for their accomplishments and allows them to tell a little about their life since they left Tucker-Maxon.

Telephone Calls

Except in emergencies, telephone calls will not be directed to the classrooms during school hours. Messages will be delivered.

Supplies

Certain supplies are the responsibility of each family and are required. Supply lists for each class will be provided before the beginning of school. These supplies should be available for your child the first day of school.

Field Trips

Field Trips are utilized to enhance the instructional program. At the time of registration parents are requested to sign a release form for these trips so that in case of medical emergency your child may receive treatment. No one may participate on a field trip without a completed release form. Parents will be notified of each trip at least two weeks in advance. Be aware that younger children will require car seats that parents must provide. Preschool and pre-kindergarten field trips require one adult for each two

children present on the field trip. The adult will monitor the safety of those children closely at all times.

Inclement Weather

Tucker-Maxon will list its closure on the local TV stations through the Flash News service, on our website, and on our voice mail. In all cases, Tucker-Maxon's voice mail will reflect our status. Please note for children riding district school buses, if your school district is closed, they will not provide bus service that day.

Traffic Flow & Parking

Traffic flow for parents should flow east on Pardee and north on 28th Place. Please do not enter on 28th place during school hours.

Parking is available on both sides of the school, in the front parking lot and the back parking lot on a first-come, first serve basis.

Parent Volunteering

Each classroom will have a volunteer parent representative. It is the parent representative who will arrange a class potluck before mid October. The teachers and the parent representatives will meet early in September and decide on how the parent representative can help the class throughout the year.

We are always in need of parent volunteers who can help take care of the school gardens, general maintenance, landscaping and plants located around the school, mailings, and some general building and ground maintenance. A volunteer coordinator with the building and grounds coordinator will arrange crews to accomplish some of these jobs that help maintain the school.

The Parent School Improvement Council is arranging opportunities for parents to volunteer in classrooms help with recess duties, materials preparation, and provide other assistance to the instructional staff. Specific training for classroom volunteers will be offered before the school year begins and during the first few weeks of school.

Audiology:

Onsite audiological services are crucial for any school that has a population of hearing impaired students. Equipment malfunction needs to be resolved quickly so the child may hear throughout the school day. Equipment includes not only cochlear implants and hearing aids but also sound field and personal FM's.

An important part of the audiologist's job is to inform and instruct the student, family and teachers how to use and care for the equipment, and what new or additional devices are available that will help the child hear well. To achieve this, the audiologist needs to not only see the child in the "booth" but also in the classroom and on the playground.

Full audiological assessments are performed once yearly just before the annual IEP conference. The assessments include speech perception testing both in noise and quiet. A report is generated and presented at the IEP conference. Parents and the child's student file receive a copy of the report.

The audiologist monitors the usage of the FM system and sound field system in the classroom. The personal FM system helps the child with hearing loss hear the teacher well. It does little to help the child hear other children. The audiologist will help determine the most appropriate use of the sound field system for each classroom.

Amplification Usage

All children with hearing loss must wear their hearing aids and/or cochlear implant at all times. A non-amplified student with hearing loss will not be allowed to participate in class. The student will wait in the office while the parents are called to bring the devices to school. Parental support of this policy is required.

Batteries

Batteries are purchased in bulk through a national cooperative sponsored by Sertoma Club and are available for purchase in the office.

Loaner Amplification

The staff audiologist will place loaner equipment on children as needed and available. Parents will be sent a responsibility form, which must be completed and returned the following day. Any repairs to the loaned equipment will be charged to the parents

Interpreters:

In all cases a family speaking a language other than English will have access to an interpreter at their request, and will be provided for home visits, group parent meetings, IEP/IFSP meetings, etc.

Referrals:

When students need services beyond what can be offered by the school, a meeting will be arranged to convey our concerns to the family and provide them with resources they may contact. It is possible that a student's acceptance in the program or continued enrollment may be contingent upon the family arranging additional services for the child.

Early Intervention

At its founding in 1947, Tucker-Maxon enrolled children at age four. However, in 1976, at the Providence Hospital Children Center, Tucker-Maxon started the David DeWeese Hearing Center for Parents and Infants. The center was named in honor of Dr. David DeWeese, a long-time Tucker-Maxon board member and chair of the Otolaryngology Department of Oregon Health Sciences University. The DeWeese Center served families of children with hearing loss from the age of onset or identification until the age of three, when the child was eligible for preschool. The DeWeese Center provided parents the emotional and educational support needed to understand the impact of deafness, helped parents select the most effective hearing aid available and learn effective strategies for developing their child's spoken language skills. In 1978 the DeWeese Center was moved to the Tucker-Maxon campus. The program remained on the campus until 2000 when the Tucker-Maxon early intervention program merged with the Hearing and Speech Institute Infant Hearing Resource program. Because of the retirement of the Infant Hearing Resource director, Tucker-Maxon has reinstated an early intervention program housed on the campus of Tucker-Maxon.

Early Intervention Services

The identification of an infant's hearing loss can be heartbreaking and traumatic for parents. Our staff provides a warm, supportive atmosphere where parents learn about their child's deafness and how it affects the family. Diagnostic teaching is a key element in determining the infant's appropriate use of amplification or cochlear implant and ongoing collaboration with the pediatric audiologist and speech/language pathologist is an integral part of the early intervention services. Based on diagnostic evaluation and analysis of the child's and family's needs, an Individual Family Service Plan is developed which includes auditory goals, speech, language, social/motor, adaptive skills, and cognition. Our curriculum and assessment is based on the Assessment, Evaluation, and Programming Systems (AEPS) curriculum for children from birth to three years.

The Early Intervention program follows the practices and tenets of Auditory Verbal Practices:

1. Promote early diagnosis of hearing impairment in newborns, infants, toddlers, and children, followed by immediate audiologic management and Auditory-Verbal therapy.
2. Recommend immediate assessment and use of appropriate, state-of the-art hearing technology to obtain maximum benefits of auditory stimulation.
3. Guide and coach parents to help their child use hearing as the primary sensory modality in developing spoken language without the use of sign language or emphasis on lip-reading.
4. Guide and coach parents to become the primary facilitators of their child's listening and spoken language development through active consistent participation in individualized Auditory-Verbal therapy.
5. Create environments that support listening for the acquisition of spoken language throughout the child's daily activities.
6. Guide and coach parents to help their child integrate listening and spoken language into all aspects of the child's life.
7. Guide and coach parents to use natural developmental patterns of audition, speech, language, cognition, and communication.
8. Guide and coach parents to help their child self-monitor spoken language through listening.
9. Administer ongoing formal and informal diagnostic assessments to develop individualized Auditory-Verbal treatment plans, to monitor, progress and to evaluate the effectiveness of the plans for the child and family.
10. Promote education in regular classrooms with typical hearing peers and with appropriate support services from early childhood onwards

Program Elements:

Weekly Home and School Visits:

Hearing infants learn to talk through the everyday interactions they have with their parents. A hearing loss interrupts this natural process in varying degrees depending on the severity of the hearing loss. Tucker-Maxon will work with the family to reestablish this natural process. Our early intervention specialist will guide the child and the family. Information related to normal development, parenting skills, and speech and language acquisition is given in weekly sessions at the family home and school.

Toddler Group:

Toddler groups between the ages of 18 months and 3 years of age meet weekly on the campus. The groups are composed of hearing and hearing impaired toddlers between the ages of two and three, the teacher and parents. The groups are no larger than four

children. The purpose of the group is to encourage play, social interactions, communication opportunities and listening development. They are also a great opportunity for families to informally interact.

Pediatric Audiology:

Tucker-Maxon provides complete audiologic services on the school campus. A child's ability to attain normal developmental levels is strongly dependent on how well s/he hears. Our goal is to maintain the best hearing levels possible through timely evaluations and maintenance. Our audiologist is available to answer questions, check equipment and provide needed testing.

Family Service Plan:

The Individualized Family Service Plan (IFSP) is a process of looking at the strengths of the child and family, and developing a written plan to identify individualized supports and services that will enhance the child's development. The IFSP is a dynamic planning tool - reviewed every six months or more frequently if you choose. Changes may be made to the IFSP as the child grows and develops. Families and professionals work together to develop this plan.

Tuition

Services for children who are deaf at Tucker-Maxon may be funded through the IFSP process with their local school district or through insurance coverage. Parents whose children are not placed at TMOS through the IFSP process or through insurance benefits can apply for scholarship through the Financial Aid Committee of the Tucker-Maxon Board.

Summer Preschool

The school provides a summer program for children 5 and younger (must be 3 by November of the coming school year). The program runs six weeks and is over the last week of July. Classes are taught by staff teachers. Extended Care begins at 7:30 and ends at 2:00 pm. Classes start at 9:00 am and end at 12:00 pm. Typically there is an older class and a younger class. 18 enrolled children are required to form a class. Teachers use a normal curriculum and class schedule.

Parents enroll for the full session and pay the same monthly tuition as per the normal school year.