



Parent Handbook

2026 – 2027

Dear Parents and Guardians,

Welcome to Carle Auditory Oral School. We're so glad to count you among the CAOS family. This handbook was put together to provide families with some information surrounding the policies and procedures that help CAOS to run. The handbook doesn't contain every policy that guides us, and it's continually updated over time as the program adapts in response to the needs of the children and families we serve. Hard copies of the handbook are available upon request from the school office. We're working to make the most recent version of the handbook available on the school's website for easy reference when the need arises.

It's our hope that this document will increase your understanding of what drives our program and that it will prepare you to collaborate with us to continually expand and improve our ability to affect the children and families in our care. After reviewing the handbook, please sign the form indicating that you've reviewed and understand the information it contains. Please be comfortable requesting clarification if something seems unclear.

Thank you,

Danielle M. Chalfant, MA, CCC-A

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School Vision, Mission, Program Goal and Core Values

VISION

Carle Auditory Oral School will be a regionally recognized program of excellence for early childhood education and early elementary education. The program will continually strive to be responsive to individual child and family needs by empowering families. We will work together with families to support children in reaching their communicative and academic potential in becoming contributing members of society. In the course of this work, staff will remain committed to preparing future professionals to meet the needs of children who are deaf and hard of hearing and who use spoken language and listening skills throughout our community schools.

MISSION

Carle Auditory Oral School provides a nurturing, family-centered environment that supports children who are deaf and hard of hearing and children who are typically hearing in reaching their communication and learning potential.

PROGRAM GOAL

The goal of the Carle Auditory Oral School is to support children who are deaf and hard of hearing in developing the spoken language, listening, thinking and learning skills necessary to return to their neighborhood schools ready to learn alongside typically hearing peers. Families play an integral role in this process during the early school years and beyond. The program is designed to maximize family education and parent-professional collaboration opportunities.

CORE VALUES

- Family-centered
- Excellence
- Teamwork
- Education
- Compassion

Parking, Drop-Off and Pickup

PARKING

- Please be respectful of the parking situation at CAOS.
- Refer to the Drop-Off and Pickup sections of this handbook for information about arrivals and departures.
- If you're observing your child or meeting with a CAOS staff member, please park in the spots designated ECHO Patient Parking in the lot across the street from the school.

USE OF THE PULL-OFF AND CIRCLE DRIVE

If you're planning to use the pull-off area directly in front of the school, please enter Park Street from Lincoln Avenue, heading east, and pull all the way forward in the pull-off area. If other cars are already waiting in the pull-off area, please pull in along the Park Street curb and wait for the cars in front of you to leave before you pull forward. Please do NOT stop by the curb in front of the building.

If you're entering the area from Busey Street (the road that passes in front of Subway), please pull into the circle drive to drop off your child. Traffic flow in the circle drive is to be counterclockwise, meaning you're to enter the circle near the building and exit the circle near Busey Street. After parking in the unpainted area of the circle drive, please help your child out of the car, hold hands with them and walk over to the side door near the garden. If it's during drop-off or pickup time, please wait for your scheduled time and for one of the teachers to receive your child before heading out for the day.

When you're exiting the area after drop-off or pickup, it's recommended that families use the circle drive to turn around, make a left turn onto Park Street and exit the area by taking the access road north to Church Street. Alternatively, families are welcome to take Park Street back to Lincoln Avenue. Delays related to the congestion surrounding the loading dock are common on Busey Street. Families are encouraged to avoid using Busey Street to exit the area.

Please let us know if you have any questions about this process.

Entering from LINCOLN AVENUE:

- Pull in along the curb on Park Street.
- Traffic moves from west to east.
- Drive slowly on Park Street and watch for children.

Entering from BUSEY STREET:

- Use circle drive.
- Counterclockwise movement.
- Walk to garden gate.
- Release student only to teacher.

Exiting the area:

- Use circle drive to turn around.
- Use Park or Church streets to return to Lincoln Avenue.
- Avoid Busey Street to minimize delays and congestion.

Reminders:

- Have children enter and exit on the passenger side of the car to keep children out of the street.
- Walk to the east side of the building by the playground.

DROP-OFF

To facilitate a smooth and safe transition from home to school, our drop-off times/procedures are as follows.

Before Care Drop-Off

- Before Care opens at 7 a.m. on each school day. Parents/guardians can drop their children off for Before Care between 7 and 8:30 a.m. each morning by parking in the designated drop-off area or circle drive, and bringing your child upstairs.
 - *Before Care drop-off expectations are posted on the Before Care door.*

1. School Drop-Off Procedure

Your child's classroom assignment will be shared the week before school starts. At that time, we will have your child's drop-off and pick-up windows as well as details about what these transitions will look like.

2. We have staggered drop-off and pick-up times to help with parking.
3. Please plan to arrive during the 10-minute block assigned to your child's class.
4. During your scheduled drop-off time, pull your vehicle all the way forward in the designated drop-off area on the south side of Park Street, or use the circle drive.

Late Drop-Off: If you aren't at school during the designated drop-off time, please park your vehicle in the parking lot across the street from the school. Walk your child into the school.

5. Side Door: Please walk your child through the gate and wait for a staff member to open the door to receive your child. If you choose to walk your child in through the ECHO lobby, please wait with your child in the first floor hallway until staff arrive to receive your child
6. Top of Elevator: Please stay inside the elevator. A CAOS staff member will greet your child at the door and help them transition to class.

Pickup Procedure

Please plan to arrive during the 10-minute block assigned to your child's class.

Side Door: During your scheduled pickup time, pull your vehicle all the way forward in the designated drop-off area on the south side of Park Street.

Top of Elevator: Please step off the elevator and wait by the front desk for your child to join you.

- If for some reason pickup will be other than the routine, please send a note or call to let the school office and/or teacher know. Please do not email the teacher or office coordinator as there may not be an opportunity for them to check their email during the day.
- In the event that the teacher does not recognize the person picking up a child, they'll ask for photo identification and compare the name to the authorized pickup list provided by each family. If the person isn't on the authorized pickup list, your child won't be released to them, and will instead transition to After Care. Please ensure that you keep this list current and communicate this expectation to people on your authorized pickup list to avoid inconvenience or frustration.

Late Pickup: As teachers generally have after-school responsibilities, it's very important that your child be picked up during their pickup window. If you aren't at school during the designated pickup time, *please park your vehicle in the parking lot across the street from the school and enter the school to pick up your child from After Care.*

We realize there may be unexpected or emergency situations that prevent you from picking up your child during the pickup window. If this happens, please notify the school office immediately at (217) 326-2824. The school office will inform the teacher of your plan for your child's pickup. If your child isn't picked up during your 10-minute pickup window, your child will be brought to After Care. A late pickup charge of \$1.00 will need to be paid at pickup time or at drop-off the following day in the drop box outside the second-floor elevator. This charge will cover your child's participation in After Care for up to 10 minutes. Any child who isn't picked up after 10 minutes must pay for the full drop-in rate at pickup time or at drop-off the following day. This charge will cover your child's participation in After Care for the day. You may pick up any time before 5:15 p.m.

After Care Pickup

- After Care operates from 3:10 to 5:15 p.m. on each full day of school.
- Parents/guardians can pick up their children from After Care between 3:30 and 5:15 p.m. each evening by parking in the designated drop-off area or circle drive, and then entering the school to pick up their child.
- If a child is not picked up by 5:15 p.m., there will be a late pickup fee of \$1 per minute. The fee will be added to your next child care payment.

Attendance/Absences

ATTENDANCE

- Children are expected to attend school during all scheduled school days. Excessive absence will have a negative impact on your child's progress.
- Keep in mind that our teachers, enrichment teachers and therapists spend a significant amount of time planning and preparing for individualized lessons to match each child's unique interests and individual learning styles. We believe that this specialized planning and time investment are some of the aspects of our program that makes CAOS unique and led many of our families to choose our program. Teachers, enrichment teachers and therapists ask that families prioritize school attendance and also communicate with CAOS staff in advance of a planned absence to ensure that children reap the benefits of this work effort.
- For children who are deaf or hard of hearing, three unexcused absences will be allotted each semester. Exceeding this number may impact financial aid awards and cause the school office to adjust your child's goals, attendance or therapy schedule. (See Attendance Policy at the end of this section.)

TARDINESS

- Students are expected to arrive at school by their designated drop-off time.
- Parents/guardians are expected to call the school prior to the start of the school day if their child will be arriving more than 15 minutes past the scheduled start time.
- Complying with these guidelines will allow us to ensure classroom activities can begin on time.

REPORTING ABSENCE

- All planned absences should be reported as soon as the family becomes aware of the need for them and no later than the start of the school day. These absences can be reported via phone, email or by placing a note in the child's take-home folder prior to a scheduled absence.
- Absence due to illness should be reported no later than the start of your child's school day.
- Please call the school office at (217) 326-2824 and choose option "1" to report the absence if you get voicemail.
 - Leave your child's name, classroom teacher, the reason they won't be attending school, including specific symptoms (if applicable), and estimated return date in your message.

DOCUMENTATION OF HEALTH

- As in years past, the CAOS registration packet includes forms documenting your child's overall health and compliance with immunization requirements. CAOS would prefer for all students to present these completed forms prior to or on the first day of school. It may not be possible for all students to receive a physical prior to the start of the school year. In the event that you cannot get a physical scheduled prior to the first day of school, please turn in documentation of your child's scheduled appointment, along with your most recent immunizations, with your registration paperwork. Each child's completed physical paperwork must be received by September 15. In order to ensure the health and safety of the children and staff at CAOS, children who haven't submitted this paperwork by September 15 will be asked to stay at home until their health and compliance with immunization requirements can be confirmed. Thank you in advance for your help in keeping us all healthy.
- The Department of Public Health requires all children in kindergarten to complete the following:
 - Vision examination by October 15 of the current year. A previous exam occurring on or after the first day of the previous school year would meet this requirement.
- The Department of Public Health requires all children in kindergarten and second grade to complete the following:
 - Dental examination by May 15 of the current year. A previous exam occurring on or after December 15 of the previous year would meet this requirement. Please schedule these examinations as soon as possible and share a copy of the results with the school office.

SYMPTOMS THAT EXCLUDE A CHILD'S ATTENDANCE AT SCHOOL:

- See Illness Policy.
- During each school year, many school days are lost due to student and staff illness. In an effort to minimize the number of sick days for the current school year, the illness policy will be strictly enforced. If you/your child reports that your child has experienced any of the symptoms listed on the following page (see Illness Policy) within 24 hours, they will be sent home. We know many of you travel a distance, so please consider this when you plan your child's return to school.

CAOS Child Illness Policy

1. If your child will be absent, please contact the school prior to your child's scheduled arrival time and report the reason for your child's absence, sharing specific symptoms or diagnoses with your child's teacher, program director or the school voicemail box, so that we can inform other parents of symptoms to look out for.
2. School administration reserves the right to request a COVID or flu test when children present with related symptoms or if there have been other confirmed cases identified at the school within the past few weeks. We will contact the parent/guardian to request testing, if warranted.
3. Children will be excluded from school if they experience:
 - Fever: temperature of 100.4 F or greater.
 - Vomiting: one or more episodes.
 - Diarrhea: one or more episodes.

**A letter from your child's physician will be required if your child has a diagnosis or is taking medication that causes diarrhea. With this documentation on file, the child will not be excluded from school unless other illness indicators are present.*

Children may return to school when they have been free from vomiting, diarrhea and/or fever for **at least 24 hours without the aid of medication.**

4. Additionally, children and staff may be asked to mask if they are exhibiting respiratory symptoms at school, in an attempt to reduce transmission of all respiratory illnesses.

5. YOUR CHILD CAN NOT COME/STAY AT SCHOOL IF THEY HAVE:

Conjunctivitis (pink eye):	Unusual tearing, redness of eyelid lining, irritation followed by swelling and/or discharge.
May return when:	Note from physician stating the child does not have conjunctivitis or 24 hours after antibiotic treatment has been initiated.
Skin rashes:	Yellowish, unusual or persistent rash, severe itching of body or scalp, potentially infectious skin patches that are crusty, dry, scabbed, weepy or gummy.
May return when:	Note from physician that child is not contagious or condition has been resolved.
Impetigo:	Blistery rash that when blisters are open, produce a thick, golden yellow discharge that dries, crusts and adheres to the skin.
May return when:	24 hours after treatment has begun and there is no longer discharge.
Head lice:	Tiny insects that live primarily on the head and scalp that appear as tiny white or dark ovals and are especially noticeable on the back of the neck and around the ears.
May return when:	Lice and nit free. Student must contact the school prior to returning to schedule head check before returning to class.
Chicken Pox:	Low grade fever, vesicular rash (blister-like rash or bumps).
May return when:	Child's blisters must be completely scabbed.

Sometimes children are not experiencing the symptoms described above, but are clearly not themselves/are not able to engage in learning and play at school. If the staff notices that your child is not themselves/ is unable to engage in learning and play at school, staff will call to let you know. Then you can help to determine the best treatment for your child.

Examples include, but are not limited to, being cranky, less active, crying, sleeping more, loss of appetite, generally uncomfortable, experience a stomach ache, headache, watery eyes, have trouble swallowing, etc. to the point that they are unable to engage in learning.

Date: _____ Time: _____

_____ is being sent home for symptoms marked above. Child may return when conditions marked above are met.

Parent Signature: _____ Staff Signature: _____

ATTENDANCE AGREEMENT FOR ENROLLMENT (CHILDREN WHO ARE DEAF OR HARD OF HEARING)

The following attendance agreement was developed so each student may receive optimal benefit from their enrollment at Carle Auditory Oral School. Please read this policy carefully and sign at the bottom of the form in your child's registration packet. The agreement is included here for your reference. If you have any questions, please discuss them with the program director.

The educational/therapeutic services that students receive at Carle Auditory Oral School have the potential to dramatically change future outcomes for them. The full cost of providing these intensive, specialized and individualized services is not affordable for most families. Therefore, we rely on donations and the support of other funding sources to keep the program running effectively. To ensure that we are fully maximizing our use of donated dollars and maintaining levels of productivity that will further enhance your child's education and therapy, families should demonstrate a strong commitment to the program, and this can be demonstrated with consistent attendance and timely arrivals.

I/We agree:

7. To drop child off during the scheduled arrival window (unless enrolled in Before Care).
8. To pick child up during the schedule departure window (unless enrolled in After Care).
9. To notify the school by 8:30 a.m. if child will be absent, late or has a scheduled early departure.
10. To notify school as soon as I/we are aware that child will be tardy or leaving early.
11. That no more than three absences are expected each semester. A series of missed days due to an extended illness may be considered one absence, if accompanied by a doctor's note.

Some of our educational programs are very intense and may exceed family needs and priorities. Often this mismatch is made obvious by inconsistent attendance and repeated late arrivals. If attendance and/or tardiness become a problem, a meeting with the program director will be scheduled to design a program that better matches family needs and priorities. The following will guide the flow of the meeting.

RESPONSE TO ATTENDANCE AND/OR TARDINESS CHALLENGE

Carle Auditory Oral School is supported by charitable dollars because the program has the opportunity to make a significant difference in the lives of children who are deaf or hard of hearing and their families. No family of a child who is deaf or hard of hearing has ever been turned away from the program because of inability to pay or inadequate staff size. We would like to continue to say these things about our program for years to come.

Each spring, we make projections about enrollment in school, therapy and mainstream support programs based on known needs for the children we serve. Carle Health works to provide us with the resources we require to meet these needs, in terms of space, staffing and materials. As each school year progresses, we provide information to Carle Health about the number of days of education we have provided to children, the number of hours of therapy provided to children who are deaf or hard of hearing, and the number of school visits provided through our outreach program. They use this information to ensure that we have enough, but not too much, space, staff and materials to meet the needs of children and families.

Given that we work with young children and families, some absences from therapy and school are expected. Excessive absences/repeated tardiness are not expected and result in charitable dollars being used to pay for unused space, staff and materials. Excessive absences demonstrate a poor fit between the educational program and the child/family needs and priorities. As such, if excessive absence becomes a problem, an attendance tracking program will be put in place to help CAOS staff determine the most appropriate educational/therapy program to align with the child and family needs.

Weather-Related School Closure Information*

Weather-related school closure information will be reported to WCIA-TV by 6:30 a.m. The website is <http://www.illinoishomepage.net/closings>.

An email communication and a text will also be sent before 6:30 a.m.

**If you're a student volunteer and the school has been closed, please do NOT report for volunteer duty. A school closure due to weather will be considered an excused absence.*

Mandated Reporters

All CAOS staff are required by law to be mandated reporters for the Department of Children and Family Services (DCFS). Effectively, this means that if CAOS staff members develop concern about a child's safety and well-being, either based on a child's report or their appearance, we are mandated by law to contact DCFS to investigate. CAOS staff isn't permitted to notify families in lieu of a report to DCFS. All follow-up on the report will be dictated by DCFS. Occasionally, following a report, DCFS staff may be dispatched to the school to observe or interview a child involved in a report. DCFS staff will follow up with families to keep them informed of the process. CAOS staff is not permitted to alert families in advance of a DCFS school visit.

CAOS staff takes their responsibility to protect children seriously, and in the event that a report is made, families should be aware that our staff is genuinely concerned about the child's safety. Though involvement of DCFS can be stressful or inconvenient for families, please try to understand that concern for and commitment to child safety was at the root of the initial report.

If you have concerns about this policy, please contact the program director.

Child's Needs at School

Dress – For All Children

Please make sure your children wear shorts and/or tights under their dresses. There is lots of running, climbing, swinging and rolling going on during recess and class, and we want to protect each child's privacy and dignity. Along the same lines, please ensure that all clothing fits appropriately, is manageable for your child to manipulate (ex.: buttons, snaps and zippers) and covers private areas. Children are often distracted by clothing that doesn't quite fit correctly. Examples include tank top straps that slip from the shoulders, shirts that are too tight/loose, or shorts and pants that are too tight or too large/slip down.

Footwear – For All Children

Safe footwear that offers a pliable sole that supports their feet and allows movement needs to be worn daily. Inappropriate footwear includes flip-flops, slip-on shoes, boots (cowboy, rain or snow) or any foot apparel that does not attach securely to the child's feet. Each child should wear closed-toe sandals that fasten on the back or tennis shoes while at school. If seasonal footwear is worn to school, they must change into tennis shoes or closed-toe sandals that fasten on the back upon arrival. No open toe shoes at school please.

Cubby Contents – For Children Who Are Deaf or Hard of Hearing

Batteries for cochlear implant device, BAHA and/or hearing aid(s).

- Spare rechargeable batteries are available for the following devices:
 - Advanced Bionics Marvel.
 - Med-El Opus 2.
 - Cochlear Nucleus 7 and 8.
 - Zinc air batteries for cochlear implants can be dispensed from the school for current clinic prices.

Cubby Contents – For All Children

- Seasonal change of clothes – a complete change of weather appropriate clothes including undergarments, socks and, if possible, shoes.
- Sweater or sweatshirt (in the event that your child becomes cold during the school day – the room temperatures are variable).

Stuffed Animals/Personal Belongings – For All Children

- Unless otherwise requested, we ask that you leave your child's personal belongings at home or in the car. If your child is in the early childhood group and will be napping on a daily basis, a soft, machine-washable sleeping toy, blanket and/or small pillow may be sent in.
- In the event that your non-napping child needs to bring stuffed animals or other personal belongings to school (ex.: for show-and-tell or an upcoming sleepover or play date), please inform your child that the items will remain in their cubby until the scheduled event occurs. Staff members will allow the children to access their personal belongings at appropriate times during the school day.

Backpack Large Enough to Hold a Full-Sized Journal and Folder – For All Children (11" x 15" minimum)

Bathroom Needs – For All Children

No child will be denied access to school because they are not potty trained. CAOS staff members are happy to assist your child in developing independent bathroom habits. Unless there are physician orders, cloth diapers will not be used at school. All children who require diapers/pull-ups will need to use commercially available disposable diapers or pull-ups with Velcro/tape sides to facilitate quick changes. Diapers/pull-ups and wipes must be provided by the family.

School staff follow universal precautions in that they will wear gloves when changing a student and will immediately bag soiled clothing (without rinsing, to minimize handling) and send the clothing home on the same day. Staff will provide bathroom breaks at least three times during the six-hour school day and one time during Before/After Care. Unless there is reason to believe a child requires changing, non toilet-trained children will be checked for wet/soiled diapers at the same time that their peers use the restroom. Children who are in diapers/pull-ups will be offered the opportunity to sit on the potty during bathroom breaks. Parents/guardians can request that their child wear underpants over or under their diaper/pull-up to facilitate training. If a child indicates a need to use the bathroom at another time, they will be taken at that time. When children demonstrate signs of readiness, they can begin wearing training pants/underpants at school. Signs of readiness include:

- Staying dry for two hours at a time.
- Noticing that a diaper/pull-up is wet or dirty.
- Hiding when having a bowel movement.
- Have regular bowel movements at a semipredictable time.
- Are willing to use the potty.
- Is starting to pull pants up and down.

If you think your child is ready for this step of potty training, please talk with your child’s teacher about the timeline, needed items (such as multiple changes of clothes and shoes) and next steps. We may request a shift back to pullups or diapers if we determine that a child is not ready for underpants at school. If soiled clothing is sent home, please replenish quickly.

For all early childhood students, please consider the difficulty level of your child’s clothing while at school. Elastic waistbands are easier for children to manipulate as they gain independence in the restroom. Onesies, leotards, snaps, buttons and zippers are more challenging and should be avoided if possible while at school. Thank you for your help with this.

OUTDOOR PLAY GUIDELINES

Families are welcome to send hats and/or sunglasses to protect their child from the sun during outdoor play. Sunscreen will be applied each time the students head outside for play, in accordance with recommendations from the American Academy of Pediatrics and the American Academy of Dermatology. As a result, we may need to request more sunscreen throughout the year.

Below are the clothing requirements/recess locations for various temperatures:

Feels-Like	Location	Minimum Requirements
100 Degrees and Warmer	Indoor Play	
96 – 99 Degrees	Outdoor Play – Short Session	May need to limit the duration of outdoor play in this temperature range.
60 – 95 Degrees	Outdoor Play	Short sleeves are OK.
50 – 59 Degrees	Outdoor Play	Must wear long sleeves.
40 – 49 Degrees	Outdoor Play	Must wear a jacket.
20 – 39 Degrees	Outdoor Play – Short Session	Must wear winter jacket, hat and mittens. May need to limit the duration of outdoor play in this temperature range.
19 Degrees and Colder	Indoor Play	
Wet Weather	Indoor Play	

It should be noted that children/families can choose to wear additional layers/cold-weather items at any time. If your child has additional winter clothing requirements, please email that information to your child’s teacher so we can ensure it is followed.

Carle Auditory Oral School/ Carle Foundation Hospital Parental Authorization and Permission for Medication Administration

It shall be the policy of Carle Auditory Oral School (CAOS) that the administration of medication to students during regular school hours should be discouraged unless necessary to maintain the student in school, or in the event of an emergency. When it is necessary for the above reasons to administer a medication, please read the following and provide your authorization for the proper dispensing of medications. Authorization is also required from the prescribing physician for any medication that is to be administered to your child. This includes over-the-counter medications.

If your child has a current medication that will need to be administered while they're in attendance at school, complete the form (available from the school office). Both the parent/guardian and physician section of the form need to be completed.

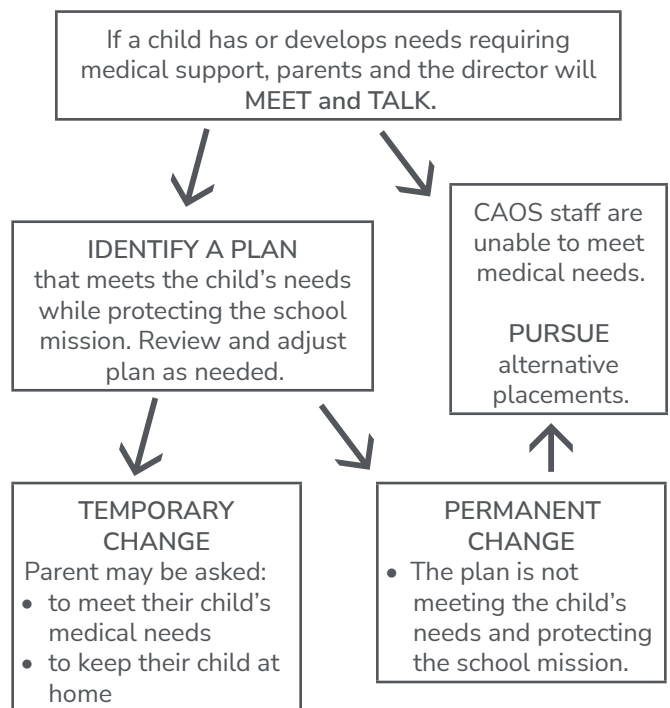
- As noted on the form, the medication must arrive in its original packaging and will be stored in a locked cabinet during the school day.
- A log will be kept indicating each time the medication is administered to the child.
- Over-the-counter medications, creams and ointments fall under the regulation as well.

The form on the following page has been included for your reference. In the future, if your child will need to bring medication to school or to have medication administered at school, please request a copy from the school office, complete and submit it to the school.

SUPPORTING CHILDREN'S MEDICAL NEEDS

CAOS does not have a school nurse. As a result, we are limited in the types of medical support we can provide to students.

Staffing levels do not allow for the provision of time and labor intensive individualized medical supports such as insulin care, respiratory care or feeding support. If these or similar medical treatments are needed for your child's participation at school, you will be asked to meet with the director to determine whether their needs can be met at CAOS. Please see the flow chart below which outlines our process for meeting medical needs while protecting instructional time.



Carle Auditory Oral School/Carle Foundation Hospital Parental Authorization and Permission for Medication Administration

Student's Name: _____ Today's Date: _____
(Last) (First) Birth Date

Student attends the following days/times: _____

Medication is administered following these guidelines:

- Physician/prescriber signed, dated authorization to administer the medication.
- Parent/guardian signed, dated authorization to administer the medication.
- Medication is in the original labeled container as dispensed (or the manufacturer's labeled container).
- Medication label contains the student name, name of the medication, directions for use and date.

PHYSICIAN AUTHORIZATION:

Medication:		Dosage:
Time to be administered:	Intended effect of this medication:	
Expected side effects, if any:	Administration instructions:	
Other medications student is taking:	Discontinue/reevaluate/follow-up date (circle one):	
Physician's Signature:		Date Signed:
Physician's Name:		Physician's Emergency Phone #:

PARENT/GUARDIAN AUTHORIZATION AND PERMISSION FOR MEDICATION ADMINISTRATION

I herewith acknowledge that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize Carle Auditory Oral School and its employees and agents, on my behalf, to administer or attempt to administer to my child lawfully prescribed medication or over-the-counter medications that I have provided. These medications must be labeled appropriately as follows:

- Prescription medication is administered in accordance with the pharmacy label directions as prescribed by the child's healthcare provider. Instructions from the child's parent/guardian shall not conflict with the label directions as prescribed by the child's healthcare provider.
- Over-the-counter medications may be administered in accordance with the product label directions on the container with physician authorization. The instructions from the child's parent/guardian shall not conflict with the product label directions on the container.

I further acknowledge and agree that, when the lawfully prescribed medication is so administered, I waive any claims I might have against Carle Auditory Oral School or Carle Foundation Hospital or its agents and employees arising out of the administration of said medication.

Child's Name:	Date Signed:
Parent/Guardian Signature:	Contact Phone #:

Lunch and Snacks

- Families will provide lunch for their children each day. Families are asked to provide a ready-to-serve drink and lunch (no heat-ups) including all necessary napkins and utensils.
- Each child should have a reusable lunch box clearly labeled with their name on the outside of the lunch box.
- Ensure containers can be opened by the child.
- Please include an ice pack in your child's lunch to ensure that the food will be safe for consumption.
- If your child needs anything cut up, please send it already cut up.
- If your child likes ranch dressing, barbecue sauce or ketchup with their meals, please send a single serving in a packet or small container on the days that they need it. Space limitations in the refrigerator prevent us from allowing families to store condiment bottles at school.
- Children will be encouraged to eat the healthy portions of their lunch before consuming desserts.
- All lunch items including disposable containers, leftover food, etc., will be sent home in a bag in their lunch box so parents can see what was consumed.
- Following lunch, lunch boxes will be placed in your child's backpack or on their cubby hook for retrieval at the end of the day. Please be sure to check that it is returned daily.
- In the event that a child forgets their lunch, we will have a supply of lunches available for a \$7 fee, which will be added to your tuition account should the need arise. Peanut butter and jelly Uncrustables and a fruit cup will be available. If we become aware of a food allergy/religious guideline that deem these selections unacceptable, we will attempt to identify another option.
- Please contact Danielle if your family would like to help support healthy lunches for children and families in need. Families receiving and providing support will be kept strictly confidential.

Breakfast During Before Care: No breakfast will be provided during Before Care. However, parents are welcome to send breakfast with their child prior to 8 a.m. Examples of acceptable breakfast meals include cereal (provide bowl, spoon, milk and cereal), Pop-Tarts, muffins, granola/cereal bars, and microwaveable waffles or pancakes (provide syrup, if applicable). If you have questions about whether your child's favorite breakfast is acceptable at CAOS, please ask Before Care Staff.

MORNING SNACK

Morning snack will be provided by CAOS. This will allow us to provide a variety of snack items that will provide different nutrients to each student throughout the day. An effort will be made to provide students with the following types of foods during each week:

- Protein: Go-Gurt, yogurt, string cheese, cheese cubes, peanut butter.
- Fresh Fruits and Vegetables: Grapes, apple slices, bananas, carrots, raisins.
- Canned Fruit: Pears, pineapple tidbits, applesauce, mandarin oranges, peaches.
- Grains/Breads: Cheez-Its, graham crackers, animal crackers, Goldfish, french toast sticks, mini muffins, pretzels.

Each student will have a snack fee added to their tuition statement each semester. It's not our intention to impose a financial hardship on families, so if the snack fee poses a financial burden for your family, please contact Danielle. In accordance with our food policy, if your child has any food allergies, sensitivities or family preferences listed on the Food Information Form that you completed, the snack fee won't be assessed, and your family will need to provide safe snacks each day for your child.

Snack During After Care: Snack during After Care will be provided by Carle Auditory Oral School each day. Typically, a fruit/vegetable, grain and/or dairy product are provided for children daily. Examples of afternoon snack items are listed below:

- Dairy: Go-Gurt, string cheese.
- Fresh Fruit/Vegetables: Grapes, apple slices, bananas or carrots.
- Canned Fruit: Pears, pineapple tidbits or applesauce.
- Grains/Breads: Cheez-Its, mini pretzels, graham crackers, Goldfish or muffins.

Nap/Quiet Time Information

Nap time is built into the daily schedule for preschool/ side 1 students. Nap time isn't part of the daily schedule for pre-K, kindergarten or primary students. If side 2 students opt in to nap, they'll miss class/learning activities scheduled during their 30-to-60-minute nap. We will continually monitor the napping procedures and napping behaviors of the children. If requested, families can receive daily notification about sleeping behaviors.

Napping behaviors include whether or not the child fell asleep during the allotted nap time as well as a description of their behavior during the time they're awake in the nap room.

Some children fall asleep quickly and others more slowly. Some children sleep every day; others only sleep one or two times per week. These normal variances are OK as long as behaviors and noise levels don't detract from other students' ability to fall asleep. As with all processes and procedures at CAOS, nap time management is continually adapted to ensure maximal benefit. Staff will track napping behaviors, and if concerns arise, the napper's family will be consulted to develop a plan moving forward. This plan may include development of a behavior plan for individual children, requests for support from home or exclusion from nap at CAOS, if warranted.

Nap/Quiet Time Behavior Challenges

Date of Meeting/Communication: _____

Participants: _____

Two-Week Summary of Nap Time Behavior

Date	Nap: Y/N	Nap Start Time	Wake-Up Time	Nap Time Behavior	Process of Waking Up

Are the behaviors negatively impacting other children's rest? _____

Parent/Guardian Input/Suggestion to Improve Nap Time Behaviors: _____

Plan Moving Forward: Nap will (circle one): Be Continued Be Discontinued

Planned Adaptations: _____

Does the plan minimize negative impact of the behaviors on other children's rest? _____

Timeline for Next Meeting: _____

CAOS Traditions

There are several special events celebrated throughout the year that have become traditions at CAOS. These experiences sometimes take our new families by surprise, so we thought we would include them here for you.

Meet and Greet: Times are allocated in the days before school starts for families to come to the school, drop off their school supplies, meet their teacher and other CAOS staff, and ask questions about the school.

Costume Parade: The costume parade is traditionally held on Halloween. If Halloween falls on a weekend, it's held on the last day of school before Halloween. Parents/guardians are welcome to sign up to join us for this special event. Staff and children parade around the school and surrounding area, and parents/guardians are invited to cheer them on and/or pass out treats from different locations around the school.

Walkathon: The walkathon will be held on a Wednesday in May at the school. Rain date and details about the number of friends and family guests we can include will be shared in the walkathon packet, sent home before spring break. Staff and families will set up the event prior to the students' arrival. Students will be divided into groups with each group donning capes to embark on their walkathon adventure. We'll invite parents/guardians to help chaperone and participate in this event, which lasts a little more than an hour. Parent/guardian chaperones/participants will be incorporated into the groups to help supervise, photograph and engage in activities with the children. Staff and family members will clean up and help transport materials back into the school once the children depart.

Each child that participates will receive a free youth-size CAOS walkathon T-shirt. These shirts are a small part of our fundraiser and a huge part of raising awareness of our program and creating a sense of community within our program. The children will be invited to wear these shirts every Wednesday in May.

Graduation/Spring Celebration: The Spring Celebration is a schoolwide performance. This celebration begins at 10 a.m. at the Carle Forum, and concludes at noon after snacks and playtime in the CAOS garden/playground.

The children are dismissed directly from the playground, and no After Care is available following the program. Mark your calendars for this one because each student is showcased in a video vignette, as well as classroom/grade level and schoolwide performances. This festive gathering celebrates the learning and accomplishments of all of our students. Students who are in kindergarten and primary grades prepare and deliver speeches in front of the appreciative audiences as well. You are welcome to invite your whole family to this event – we have plenty of room.

FUNDRAISERS

Carle Auditory Oral School was founded to support children who are deaf or hard of hearing in developing spoken language through listening so that they can return to their neighborhood schools ready to learn alongside their peers and siblings. No child/family is turned away based on finances because of the support of Carle Foundation and the Center for Philanthropy. Families are welcome to make donations directly to the school by way of the Center for Philanthropy to ensure this is always the case.

Additionally, we have a variety of fundraisers during the school year. We're fundraising for some scholarship support as well as the extras that make learning at CAOS fun. Examples include: technology improvements, schoolwide and grade level field trips, pizza lunches, materials for indoor recess, games and play materials to create hands-on learning opportunities, books, and assessments to help us continually improve our program. Below is a list of fundraisers that have become traditions at CAOS:

Walkathon: The walkathon is our largest fundraiser of the school year and provides funding for everything from curriculum updates and gross motor equipment to special events (ex.: Joyful June festivities) and schoolwide field trips (ex.: Rader Family Farms in the fall and Decatur Zoo in the spring).

PTO Events: The CAOS Parent-Teacher Organization (PTO) plans events throughout the year to raise money and to provide families with opportunities to spend time together. Examples include Country Arbors mums sale and Butter Braid sales. Keep an eye out for PTO and Facebook announcements to learn more.

Special Events/Gifts

FAMILY FIELD TRIPS

- Family field trips are scheduled in the fall and spring of each year. The CAOS PTO provides funding for each CAOS student to attend with one parent/chaperone. Other family members can attend for a fee. Parents/guardians are responsible for providing transportation and supervision for their child during the field trip. Staff circulate to facilitate activities and communication. These trips are great opportunities for families to get to know peers, CAOS staff and families. We hope each of you will be able to join us. The school building is closed on family field trip days. If you decide not to participate, your child cannot come to school since everyone else will be on the trip.

CLASS FIELD TRIPS

- We have a minibus that has built-in safety seats for children between 20 and 80 pounds. Access to the bus varies depending upon the needs of other classrooms. If the bus is not available for a field trip, staff will ask for family volunteers to transport children and peers. In order for a child to ride with another person's parent/guardian, both parties need to provide written consent. If transportation cannot be arranged, the field trip will be rescheduled or canceled.
- If a parent/guardian drives their child to the field trip, they must also provide return transportation to the school. We aren't able to add any riders for the return trip to school.
- If parent/guardian is asked to play a role as a chaperone, they are considered in our staff-to-student ratios, and will be assigned a group of students to monitor according to the field trip guidelines. Unfortunately, siblings are not able to accompany parent/guardian chaperones on CAOS field trips.
- The field trip permission slip will indicate:
 - Approximate departure and return times.
 - Directions to the field trip, if applicable.
 - Information about whether parent/guardian chaperones are needed.
 - Any fees that are family responsibility. (Please make arrangements to pay in cash only. We have no effective means of cashing checks and can not process credit cards.) If field trip costs pose a financial hardship for your family, please contact Danielle to request access to field trip scholarship funding.
- Students at CAOS may have the opportunity to

participate in activities on and around the Carle Health campus. They may walk or ride the Carle Health shuttle during school hours or during After Care.

BIRTHDAY PARTIES

- CAOS is happy to join in the celebration of each child's birthday. Depending on the school schedule, as well as parent/guardian and teacher preference, birthdays may be celebrated in the classroom with an individual class, or in the center room with multiple classes joining together. The typical setup follows: The children gather for approximately 30 minutes. The children sing "Happy Birthday," and the children share a snack sent in by the family.
- Families are welcome to participate in the party. In order to ensure that learning opportunities are maximized, parties will be held during a time slot geared toward socialization and play.
- Please work with your child's teacher to determine the number of children that will be participating in the party and to answer any other questions you may have.
- If your family would like to provide a gift for one of the birthday children, please plan to exchange the gifts before or after school. This is to protect the feelings of the other children and families.
- Families are invited to send celebration foods for their child's birthday. If you have concerns about your child's consumption of celebration foods, it is your responsibility to communicate that concern to your child's teacher using the Food Information Form in the registration packet. If warranted, it will be your responsibility to provide an alternative for your child.
- It's unlikely that you'll be informed in advance of upcoming birthday celebrations. As such, it's important to have a plan in place from the start of the school year. Let us know on the Food Information Form if you don't want your child to partake of any food items.

GIFT POLICY

Per Carle Health Policy HR631, CAOS staff members are not permitted to accept personal gifts of value from children and families. However, we appreciate your desire to express gratitude to these staff members who are making a difference in your children's lives. Notes, homemade gifts or snacks, in addition to donations to the classroom or school, are permitted under this policy.

University Student Placement from Area Universities

- CAOS has worked to strengthen relationships with area universities who are developing future deaf educators, audiologists and speech language pathologists. We believe that we can play an important and positive role in preparing these professionals to support children who attend CAOS, participate in the ECHO Program, and other children who are deaf or hard of hearing who they will encounter.
- In order to make this relationship work, CAOS staff will provide lectures to university students, facilitate observations of CAOS students, therapists and teachers, and support undergraduate and graduate students in developing teaching and therapy techniques that effectively help children develop spoken language and listening skills.
- At times, the schedule may need to be tweaked to accommodate the university students. CAOS staff will attempt to keep you abreast of these changes via notes in each child's folder, updated schedules and email communications.
- Parents/guardians of children who are deaf or hard of hearing: When practicum students are providing individual therapy to your child, you are permitted to observe via the video observation system.
- All parents: Because of confidentiality concerns, we ask that you don't observe practicum students who are teaching a group of children. Be assured that CAOS staff members are closely monitoring each practicum student.

Costs

Families can opt to participate in the school program on its own, or add Before Care (beginning at 7 a.m.) and/ or After Care (ending at 5:15 p.m.) for an additional cost.

TUITION

- Each family will be provided with a tuition estimate detailing their academic tuition charges for the current school year.
- Academic tuition for the current school year is divided into 20 biweekly payments, beginning in August and ending in May. Academic tuition will not be adjusted for absences.
- Please talk with Myra or Danielle if you have questions about your child's tuition rates.

CHILD CARE

- Because family need for child care often varies throughout the year, families will be required to reserve needed care by the first of the prior month.
- Child care costs will be divided across that month's payments. Families that use child care services will make payments August through June. Child care charges will not be adjusted for absences.

DISCOUNTS

- Discounts are available for siblings, as well as children/ grandchildren of Carle Health employees. This 10% discount will be applied to tuition charges, in addition to child care costs.
- In the event that a family qualifies for both discounts, please note that the discounts are applied sequentially, rather than concurrently. For example, given a tuition charge of \$40, the first discount would forgive \$4 ($\$40 - \$4 = \36) and the second discount would forgive 10% of the remaining tuition ($\$36 - \$3.60 = \$32.40$). So effectively, the combined limit of the discount is about 19%.

PAYMENT OPTIONS

- Tuition bills can be paid through Tuition Express for any Carle Auditory Oral School family. Contact Myra for assistance signing up for this convenient payment option.
- For some families, Tuition Express isn't a reasonable option. If this is the case for your family, please complete the Exception Request Form in your child's registration packet. Once your request for Exception has been approved, payment will be required by the 10th of each month, beginning August 10 and continuing through May 10 for academic tuition; August 10 - June 10 for child care charges; and July 10 for summer camp charges.

LATE PAYMENTS

In an effort to keep the books up to date and to be accountable to the many charitable donors who keep our school running, tuition payments will be expected by the date due. Per the tuition policy, children will be temporarily suspended if the account falls more than two weeks past due. See the tuition policy for more information.

Tuition and Child Care Costs

Academic Tuition Costs for First Child

Academic tuition covers participation in class activities between approximately 9 a.m. and 3 p.m. Monday through Friday.

	Number of Days	Annual Cost	Biweekly Cost	Daily Cost
School Program Preschool Through Second Grade for the First Child	200	\$11,024.87	\$551.24	\$55.12
Snack Fee	200	\$110.00	\$5.50	\$0.55

Summer Camp Costs for First Child

	Number of Days Care Is Available	Annual Cost	Monthly Cost	Biweekly Cost	Daily Cost
Summer Camp Open for 17 days in July. Hours of Summer Camp are 7 a.m. - 5:15 p.m.	17	N/A	\$1024.59	N/A	\$60.27

Tuition billing is processed every two weeks on Fridays. Automatic payments through Tuition Express are deducted at this time.

Carle employees receive a 10% discount for each child who attends Carle Auditory Oral School. The sibling discount is available to Carle employees, though it should be noted that the ten percent sibling discount is calculated after the employee discount is applied.

Sibling Discounts - All families will receive 10% off tuition and summer camp for any additional children attending the school.

Child Care Resource Service offers financial support so that families with lower incomes can access high quality programs for their children while they work or attend school. Our school is credentialed with CCRS. Individual families can apply to CCRS to determine whether their income and family size qualifies for CCRS support. Eligible families will be assigned a monthly family co-pay. The CCRS payment, and assigned co-pay, are deducted from the cost of attendance. The family pays the difference between the full cost and the CCRS payment and co-pay. For example, if CCRS paid \$35/day and family co-pay covered \$5/day, the family would be responsible for the remaining \$11.96/day plus any needed before / after care.

Academic Tuition Costs for Additional Children

Academic tuition covers participation in class activities between approximately 9 a.m. and 3 p.m. Monday through Friday.

	Number of Days	Annual Cost	Biweekly Cost	Daily Cost
School Program Preschool Through Second Grade for the Additional Child	200	\$9,922.39	\$496.12	\$49.61
Snack Fee	200	\$110.00	\$5.50	\$0.55

Summer Camp Costs for Additional Children

	Number of Days Care Is Available	Annual Cost	Monthly Cost	Biweekly Cost	Daily Cost
Summer Camp Open for 17 days in July. Hours of Summer Camp are 7 a.m. - 5:15 p.m.	17	N/A	\$922.08	N/A	\$54.24

*Your actual cost will be determined by the amount, timing and type of child care you reserve.

To ensure a safe environment for the children and staff, child care staffing is based on the number of children reserving care each month. As space allows, we will be happy to accommodate unexpected needs for child care throughout the semester. Please communicate directly with the school office to determine whether ratios allow for your child to be safely included in child care on any given day. The best way to ensure that your child will be guaranteed a spot in child care is to reserve your child care needs each month by the first of the prior month.

Reserved care will be billed at the rates listed above in your biweekly child care automatic payment. For any care that is not reserved by the child care form submission deadline, the 1st of each month, payment will be due by drop-off the day after care is provided.

Family Involvement Expectations

Many private schools require parents/guardians to commit to a certain number of volunteer hours each year, helping in the classrooms, lunchroom, school library or at after-school events as part of their tuition agreement. Families who are unable to meet this requirement are often charged an additional fee. CAOS families are spared this requirement, largely due to the tremendous volunteer support that we receive from the Carle Health Volunteer Office and University of Illinois students. In lieu of this, we ask that families commit to each of the listed activities below.

ALL PARENTS/GUARDIANS:

- Read with your children five to seven days per week.
- Check and respond to information in your child's folder each night.
- Review your child's journal each night, reviewing school entries with your child and making entries as requested by your child's teacher and/or therapist.
- Communicate with your child's teacher, school office or the program director if you have questions, suggestions or concerns about your child's educational program.
- Participate in parent-teacher conferences two to three times per school year.

PARENTS/GUARDIANS OF CHILDREN WHO ARE DEAF AND HARD OF HEARING:

- Ensure that your child arrives with functioning hearing device(s) on each day of attendance. Ensure that you send extra batteries for your child's hearing device(s).
- Ensure that you send troubleshooting equipment, such as ear-mold cleaning brushes, cochlear implant cables and headpieces, if applicable.
- Observe or participate in two therapy sessions and two classroom lessons per year.

- Participate in monthly Parent-Professional Collaboration Meetings.

- Support your child in wearing hearing devices for at least 10 hours per day – and ideally during all waking hours.

We greatly appreciate your support in these areas and realize that our school couldn't function successfully without you.

Progress Reports

ALL CHILDREN

- Progress reports are used at each grade level to track each child's progress. Grows and Glows reports summarize progress at the end of each trimester.
- As each skill helps to form the foundation for future skill development, care will be taken to ensure that children develop foundational skills prior to the introduction of more advanced skills.
- A parent-teacher conference will be scheduled in conjunction with the fall and winter progress reports. Conferences will be available by parent/guardian or teacher request for the final progress report of the year. Dates are provided on the school calendar.

Enrollment

In December of each year, administration will send priority reenrollment forms. This allows you to reserve a spot for your child for the coming school year. Priority reenrollment is offered to children:

- Whose tuition account is in good standing.
- Who are a good fit for the classrooms/grade levels planned for the following school year.

Since they are our primary mission, decisions regarding grade level and number of classrooms opened up each year are based on enrollment of children who are deaf and hard of hearing.

Children with typical hearing are enrolled to serve as positive language, behavior, play and social interaction partners and models. One or more spaces are reserved in each classroom for children with typical hearing.

Assessments

PRE-K THROUGH PRIMARY AGED CHILDREN

- Standardized assessments allow individual children to be compared to other children across the country who are the same age or in the same grade. These assessments are used to track progress and identify the next steps in student learning.
- Children's math and reading readiness will be assessed early in the school year to determine their baseline skill level. Test results will be shared with the families at parent teacher conferences.
- All children will be reassessed each spring to document progress in these areas.
- Curriculum-based assessments will also be administered during the school year to assess progress and adjust teaching practices, as needed.
- Beginning in the 2022-23 school year, all kindergarten through second grade Illinois students are required to participate in a Universal Dyslexia Screening to ensure that all children receive early, effective support to develop strong literacy skills. Families will be informed of screening results along with recommendations for further assessment or intervention.
- There is no cost for these assessments.

CHILDREN WITH TYPICAL HEARING

- Each fall, children with typical hearing will participate in hearing and speech screenings. These screenings will be provided by a qualified ECHO staff member at no cost to the family. Please look for more information to be sent home early in the school year regarding these screenings.
- For hearing screenings, families will receive a letter outlining screening results, along with recommendations for further assessment, if warranted. Families must sign and return the letter giving consent for hearing evaluation and health insurance billing. Families will be responsible for all copayments and deductibles associated with these charges.

- For speech screenings, families will receive a phone call and letter with recommendations for further assessment and therapy. Families must sign and return the letter giving consent for evaluation, treatment and health insurance billing. Families will be responsible for all copays and deductibles associated with these charges. Any further assessment or therapy the family chooses to pursue will result in additional charges.

CHILDREN WHO ARE DEAF OR HARD OF HEARING

- In addition to the assessments described above for all children, children who are deaf and hard of hearing will participate in speech, language, and auditory comprehension assessments twice each school year in August and February.

The cost for these assessments is already factored into the child's tuition and insurance billing plan.

Home-School Communication Plan

We believe that the most effective way to help children develop a lifelong love of learning is to develop strong collaboration between school and home.

Our commitment to communication with all families:

- We believe that effective communication is essential to creating a positive school culture and excellent learning environment. We acknowledge that it's an area that will always require improvement.
- We encourage and empower our families to engage in the process of continual improvement by communicating with the school office and/or your child's teacher about areas that are going well at CAOS, in addition to areas that cause concern or need improvement. We believe that solution-oriented communication between home and school is the hallmark of success.
- CAOS Facebook and Instagram Pages – Special event photos, reminders, announcements and other essential CAOS information will be posted on these pages. Families are encouraged to like/follow us to access this content.

- Backpacks – Teachers and the school office will also communicate with families via notes placed in children’s folders. Please check the folders daily to remain current with CAOS happenings.
- If your family requires adaptations to the communications plan to accommodate family needs or disabilities, please contact the school office.

We incorporate the following into the school program to ensure that our parents/guardians stay informed about classroom learning, schoolwide events and participation opportunities:

- Monthly previews about planned student learning.
- Scheduled parent-teacher conferences throughout the school year to review each child’s progress. Please see the calendar for planned conference dates.
- Progress reports outlining classroom goals and student’s progress three times during the year.
- Observation opportunities. Parents/guardians are welcome to observe at any time. Please contact the school office to arrange your observation.

Our commitment to communicate with parents/guardians of children who are deaf and hard of hearing:

We incorporate the following into the school program in order to ensure that families have input as well as an understanding of their child’s goals and progress.

- **Parent-Professional Collaboration Meetings** – Each family will have a meeting with their child’s teacher and newsletter therapist on a monthly basis in person or on Microsoft Teams. It may be possible for parents/guardians to meet with both the classroom teacher and their child’s newsletter therapist at the same time if the schedules allow. During the meetings, parents/guardians and professionals will discuss parent/guardian education topics, address parent/guardian questions and concerns, review the child’s newsletter, and discuss strategies for improving the child’s use and understanding of newsletter targets within the family’s daily activities.
- **Newsletters** – CAOS staff have attempted to make the newsletter targets clear with examples and descriptions. Teachers and therapists will update the newsletter on a biweekly basis. Newsletters will be available for parent/guardian review and input through the child’s One Drive folder. If you would like a printed copy, please let your child’s teacher/therapist know.

PARENTS/GUARDIANS OF CHILDREN WHO ARE DEAF AND HARD OF HEARING

Hearing Equipment

CAOS staff will ensure that each child who is deaf or hard of hearing is wearing or is in possession of their personal hearing devices each morning at drop-off, before the parent/guardian departs. If a child arrives at CAOS without their personal hearing devices, the staff member is responsible for talking to the family about it.

- If the devices were forgotten at home, the parent/guardian may be asked to return home with the child to retrieve the devices and then return to school. Without auditory access, the child cannot participate at school.
- If the child is unable to wear their hearing devices for medical reasons, the parent/guardian needs to communicate those reasons and the anticipated duration of time without amplification. The child’s team (parent/guardian, teacher, therapist, physician) can work together to determine whether the attendance schedule or expectations should be altered during this time period without amplification.
- If the hearing devices are lost or damaged, the staff member is responsible for contacting an ECHO audiologist about obtaining loaner equipment and determining whether the loaner equipment will be limited to school use or sent home with the child daily. See “Loaner Hearing Devices” below for additional information about managing loaner equipment.

Extra Batteries

Rechargeable loaner batteries are available for almost all cochlear implant devices. They are located in the front office. If a student needs a loaner battery, CAOS staff will follow this procedure:

- Sign staff name, the child’s name, the battery number taken and the date.
- Staff will be responsible to see that the battery is returned at the end of the school day.

Loaner Hearing Devices:

ECHO has a stock of hearing device equipment, including hearing aids, cochlear implant processors and accessories that can be utilized by CAOS staff for troubleshooting. This equipment can also be used by

children while their personal hearing devices are being repaired or replaced. Hearing aids, BAHAs, temporary ear molds/comply molds, as well as cochlear implant batteries, headpieces, cables and processors, are available for student loan.

- If the equipment will stay at school, CAOS staff is responsible for collecting the equipment from the child prior to the end of the day and storing the equipment securely in the classroom until the following day.
- If the equipment will be sent home with the family, the family must sign the loaner agreement, accepting financial responsibility for the equipment in the event of loss or damage.

It may take two to four weeks to replace lost or damaged personal hearing equipment. If it takes longer than that for the family to obtain replacement devices, they will be allowed to continue to use the ECHO loaner equipment until another child/family needs it. After a month, if another family needs access to the loaner, it may be taken from one child and loaned to another child.

Take-Home Supplies

If the child is running low on batteries or other accessories at school, it is the CAOS staff member's responsibility to let the family know of the student's need and have the family check in with the ECHO front desk staff regarding ordering necessary equipment. Families may also order directly from the company.

We greatly appreciate your support in these areas and realize that our school could not function successfully without you.

Commitment to Diversity

The celebration of holidays in the classroom at Carle Auditory Oral School is a combined effort between families and classroom teachers. Teachers are encouraged to learn about the traditions/holidays that families celebrate. We invite parents/guardians to actively participate by sharing ideas and cultural materials with classrooms. Each classroom teacher may decide to celebrate the traditions of the class as well as enrich children with new cultural experiences.

Carle Auditory Oral School serves families from the entire region. Our families represent many backgrounds, cultures and nationalities. We strive to honor each group represented. Therefore, it's important to expose children to a variety of traditions. We don't teach religious values. We teach children to accept and respect their similarities and differences.

Curriculum

Curriculum describes the resources we use to decide what we want children to learn at CAOS. Given our emphasis on communication development, our language curriculum, the CASLLS (Cottage Acquisition Scales for Listening, Language & Speech), tends to be at the forefront of our planning processes. Specific word and sentence combinations are targeted during all teaching times to advance spoken language skills. This curriculum is based on developmental milestones of normally hearing, typically developing children and helps to form a solid foundation for future academic success. The resources consulted for concepts, academic skills and socialization content are explained in the next section.

***Individual Spoken Language Goals Based on CASLLS

Updated July 2023

	Early Childhood	Pre-K	Kindergarten	1 st Grade	2 nd - 3 rd Grade
Language Themes	Individual language targets (based off theme sheets).	Individual language targets (based off theme sheets).	Individual language targets (based off theme sheets and curriculum vocabulary).	Literacy based on read-alouds, curriculum-based vocabulary.	Incorporated throughout the day.
Math Concepts	Calendar incorporated into themes.	Everyday Math Pre-K.	Go Math!	Go Math!	Go Math!
Science Concepts	Interactive age-appropriate activities that correlate to the theme.	Interactive age-appropriate activities that correlate to the theme.	FOSS hands-on curriculum.	FOSS hands-on curriculum.	FOSS hands-on curriculum.
Social Studies and Health Concepts	Interactive age-appropriate activities that correlate to the theme.	Interactive age-appropriate activities that correlate to the theme.	Grade-level state guidelines are used to create social studies and health lessons.	Grade-level state guidelines are used to create social studies and health lessons.	Grade-level state guidelines are used to create social studies and health lessons.
Writing (Spelling/ Handwriting)	Hand strengthening thru play.	Handwriting Without Tears - shapes, drawing and letters.	Handwriting Without Tears and Foundations	Foundations	Foundations
Phonemic Awareness		Heggerty	Heggerty	Heggerty	Heggerty
Reading	Exposure to stories, dramatic play, nursery rhymes and finger plays.	Foundations Decodable Books	<u>Assessments</u> Wright Group On-the-Mark, Foundations Decodable Books	<u>Assessments</u> Wright Group On-the-Mark, Foundations Decodable Books	Chapter Books, Centers, Foundations Decodable Books

- **Early Childhood:** Children get to learn about their world through play. Play-based activities, arts and crafts, and food preparation are used to help our Early Childhood students explore the different themes we have throughout the school year. While interacting with these themes, children are developing multiple skills, including social play, self-help, fine motor and gross motor. CAOS Early Childhood students are also exposed to pre-academics. Some of these include recognizing their name and classmates' names in print, counting to 10, and identifying shapes and colors. While a majority of class time is focused on language-rich small group activities, Early Childhood also participates in large group centers activities through child-led play.
- **Pre-Kindergarten Through Primary:** Children learn about their world through play and age-appropriate academics. Interactive activities include arts and crafts, food preparation, individualized reading instruction, and Everyday Mathematics. Children also participate in Music, Art, Physical Education, and Library each week. While a majority of the class time is focused in language-rich small group activities, the children also participate in large group activities to help prepare them for kindergarten and beyond.
- **Enrichment:** Children who are deaf and hard of hearing have the opportunity to participate in daily individual therapy. When children who are deaf or hard of hearing go to therapy, classroom teaching stops for an hour. Children with typical hearing, in addition to those children who are deaf and hard of hearing who do not require daily therapy, go to Enrichment with one of our Enrichment teachers. Enrichment is an opportunity for children to work in smaller groups on specific skills that might be challenging for them. Examples include fine motor skills, such as cutting, drawing or handwriting, or school-based concepts such as counting, alphabet knowledge or early literacy skills. It's also a time when students can explore topics outside the classroom curriculum, such as animals and their habitats, space, or yoga. Enrichment teachers also have access to The Creative Curriculum for preschool through kindergarten-age students.

- **PE:** Lessons include physical activity appropriate to the pre-kindergarten through primary age level. During the winter months, PE is held in the Center Rooms, and when weather permits, the children use the grass or concrete area on the playground or ECHO Learning Garden.
- **Art:** Lessons are developed to coincide with classroom units and language goals and provide an introduction to various art media and experiences for students in pre-K through third grade.
- **Library:** Students in pre-K through primary grades have the opportunity to visit the CAOS library once each week, participate in an age-appropriate read-aloud and check out library books.
- **Music:** Students in pre-K through primary have the opportunity to participate in music once each week. Students explore various instruments, including their voices, boom whackers, bells, maracas and tambourines. They explore pitch, tempo and volume at age-appropriate levels. Movement is often paired with music to make developing an appreciation and enjoyment of music a full-body experience.

Note: In order to meet the individual needs of students, specials are subject to change throughout the year. These adjustments will typically coincide with CAOS schedule changes.

Behavior Management

Learning to develop and maintain friendships is some of the most important work of early childhood. The strategies kids use to interact with others form the foundation for their future relationships. Children benefit from practice with these skills, along with reminders and acknowledgment of the times that they make great choices in those interactions. When those good choices are acknowledged and encouraged, we're more likely to see them again.

The concepts outlined below were developed by Dr. Karyn Purvis' Trust Based Relational Intervention team. Our whole school focuses on a set of core concepts and skills so that kids and adults can give and receive encouragement for applying the concepts throughout the day.

The staff and students at CAOS focus on learning the school rules, outlined and described below.

- Stick Together.
- No Hurts.
- Have Fun.

Stick Together means a lot at our school. It means when one person is talking, we stick together by listening to them. When we're playing, we don't leave anyone out. When we move from one place to another within the school, we stick together, too. And when we're talking or learning about a topic, we stick together by staying on topic and engaging in the lesson. We use this one phrase to remind the students if they forget and to recognize the students when they remember to stick together.

No Hurts also has multiple applications as well. It means that we don't hurt each other's bodies or engage in activities that might hurt another person. It also means that we don't say or do things that hurt each other's feelings – we use kind words and are respectful when we interact with others. When we do hurt someone's body or feelings, we reach out to try to make it better.

Have Fun is the most important one – and it works much better when we follow the first two rules. We design activities and take advantage of impromptu

opportunities to have fun, to laugh together and share our experiences. We know that children learn best through play and hands-on involvement with engaging activities – and that's how they have fun, too.

Other concepts we explore are listed below.

Respect – We practice asking permission before entering another person's space, before taking something that belongs to someone else and before showing affection. We practice treating toys and other items with respect and talk about the consequences of what happens when we don't. The kids notice that if you don't treat toys with respect, they might break, and you might not be allowed to play with it next time; that if you don't treat an animal with respect, they might scratch you, bite you or run away from you.

Re-do's are about making sure our kids are practicing doing things the "right way" so that we can create muscle memory for doing things with respect. We will talk about re-do's or doing it again with respect throughout the day, and we get really excited each time someone does a re-do with respect. We want to create a more solid memory and a higher level of fun and enjoyment when kids do things with respect.

Asking or telling is about helping kids learn the difference between asking and telling, as well as helping them sort out when telling is appropriate and when asking is a better strategy. When a child wants help with a requested task, they need to ask rather than tell their teacher. When a child is responding to a question, they need to tell, rather than ask their response. When a child is playing with a friend and they have a new idea, they should ask/suggest rather than tell their peer what to do.

Accepting No – We talk about how adults cannot always say "yes" when children ask for something or ask for choices or compromises, and that it's important for children to respond with respect. Children see and engage in activities where they hear a variety of "no" responses and practice accepting "no" with respect. Examples of "no" responses include:

• "That's really good asking, but this time, I'd like for you to practice accepting no." (Being proactive on getting the behaviors you would like to see.)

•“That’s really good asking, but you may not have _____ right now. You may have _____ while we’re packing up this afternoon.” (No now, but yes later.)

•“That’s really good asking, but the answer is not this time. Wow! That is really good accepting no!” (Quickly compliment them on accepting no before they have a chance to respond.)

The children practice both giving and accepting “no” and receive lots of cheers and encouragement when they’re able to respond with respect. At times, the children:

- Ask for a compromise. (“May I have a compromise, and have _____ after I _____?”)
- Use self-talk. (“Maybe next time.”)
- Just say OK and go back to their activity.

The CAOS approach to education is also individualized; therefore, a number of different discipline options may be used depending on what works best for any specific child. Due to the fact that our program focuses on early developmental levels, a broad approach to discipline is necessary.

Additionally, teachers will identify strategies that are most effective for the children in their classrooms.

Positive discipline approaches include:

Developmental Approaches – pick strategies that are appropriate to the developmental level at which the students are functioning.

Choices – when possible, allowing students the opportunity to choose between a variety of positive discipline choices.

Positive Rewards – using positive statements of affirmation, positive assessments of peer behaviors, positive praise and tangible rewards when needed.

Natural Consequences – when a child makes an inappropriate choice for school, if there’s a natural consequence, no further discipline is needed; in addition, the choice for discipline will reflect the most natural consequence appropriate for that choice.

Time Away – a student may be offered a break from an activity for a short time to gain control of emotions, to be given an opportunity to change their choice to a more appropriate one or to think about a way to solve a problem. They’ll be asked if they’re ready to return every minute or two.

Staff communicates with families about their child’s behavior and engagement throughout the school year. If challenges arise, staff will meet with families to share suggested strategies and gather input from families about how to improve these areas. If this doesn’t result in improvement and the child’s behavior negatively impacts peer learning or safety, and/or detracts from the school’s mission, a meeting will be held to facilitate transition to another program.

Classroom Placement

- Children at CAOS are placed in classrooms based on the interaction of a variety of factors, including chronological age, maturity, social skills, language level, academic readiness, learning style, self-regulation skills and parent/teacher input.
- Because it's a dynamic process, teacher/classroom assignment is generally not available until the week before the start of each new school year.
- CAOS is a private school program, meaning that sometimes children will be eligible to start a grade level even if their birthday is later than the public school cutoff of September 1.
- Parent/guardian input will be considered with all grade-level placement decisions.
- Classroom placement changes may occur during the school year to accommodate the needs of individual children and families. Though change can be disruptive, it's our belief at CAOS that adjustments based on responsiveness to child and family needs and a pursuit of excellence cannot wait for the start of a new school year. Planned classroom transitions will be communicated to CAOS families as soon as they're finalized. Input will be gathered from impacted families to ensure that each child and family is supported during and not negatively impacted by the change.

Door Codes

- School exits and entrances are locked at all times.
- Door codes are assigned to individual families to provide access while maintaining safety.
- Door codes are essentially a key to the school building, providing access during all hours that the building is open.
- Door codes may be shared with your spouse but should not be given to other family members or friends who are picking up at CAOS. If another adult will be picking up your child on a regular basis, please contact the school office, and another code will be assigned to them.
- If a person is picking up that does not have a code, they are welcome to check in at the ECHO front desk, or use the intercom by the ECHO lobby door to be "buzzed" up to the school.

- Children should not be allowed to have access to the door codes. Door codes allow children to access the elevator to leave the school. Though the children are closely monitored, this introduces an unacceptable safety risk.
- If a CAOS staff member observes a child using or reciting a door code, the school office will be informed and the code will be deactivated and a new code will be assigned.
- Repeated misuse of door codes will result in denial of future door codes. In this case, families will continue to have access to the school by checking in with the ECHO front desk or using the intercom by the ECHO lobby door to be "buzzed" up to the school.

Social Media Policy

As a healthcare organization, Carle Health is focused on protecting patient health information and maintaining confidentiality. Employees participate in annual training to ensure we're doing everything we can to accomplish this goal. Carle Health recently developed a policy to provide guidance to employees about using social media in a way that protects patient information.

As part of the policy, Carle Health strongly recommends that employees refrain from following or "friending" patients, or in our case, students and family members, who have used Carle Health services.

We're sharing this information with you, just in case you do have social media connections with CAOS or ECHO staff members, and notice that they're no longer showing up in your newsfeed or commenting on your posts. We remain passionately interested in our students and families and will seek to identify other ways to remain connected after folks graduate from the program.

Sharing Concerns/Partnering for Excellence

- At CAOS, our goal is to provide excellent education and care to our children and families. This is a constant, a core value, and is unchanging.
- In order to achieve this value, we need to be responsive to children and family needs.
- If the chaos at CAOS gets you down, and you start to doubt this commitment, contact Danielle to talk about it.

- Because our staff has extensive training in speech and spoken language development, in addition to general development, staff members are constantly monitoring and working to improve speech and language skills. If a staff member has a concern about the communication or general development of a child with normal hearing, they will first consult with the program director. If appropriate, a CAOS speech therapist, teacher or other appropriate staff member will be asked to observe the child to see if the concern is shared. If the concern is shared, CAOS staff will contact the child's family to share the concern and find out how the family wishes to proceed.

Additional Resources

- Because of the school's relationship with Carle Health, additional resources may be available to CAOS children and families.
- Therapy Services – Carle Health has occupational, physical and speech therapists who can help your child/family to address need areas. If your child is in need of support in any of these areas, please contact Carle Health Therapy Services at (217) 383-3360. Services can be billed to your insurance company or paid for directly.
- CAOS has speech language pathologists (SLPs) on staff to support the development of spoken language and listening skills in children with hearing loss. As mentioned above, the SLPs complete speech screenings on each child with normal hearing every fall. Results, and if applicable, recommendations, for evaluation and/or speech therapy will be shared with each parent/guardian. When the schedule allows, it may be possible for children with normal hearing to receive speech therapy support, during or after the school day. Please contact Danielle or your child's classroom teacher if you have concerns about your child's speech or language development.

2026 – 2027 Academic Year Calendar

805 W. Park St., Urbana, IL 61801 | Phone: (217) 326-2824 | School Fax: (217) 326-2266

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
26	27	28	29	30	31	1	AUGUST 2026
2	3	4	5	6	7	8	Last day of Summer Camp No School - Staff Work Days Meet & Greet / Supply Drop-off First Day of School
9	10	11	12	13	14	15	July 24 July 27 - Aug 4 Aug 3 Aug 5
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						Days in Attendance: 19
		1	2	3	4	5	SEPTEMBER 2026
6	7	8	9	10	11	12	Spirit Day – Illini Day No School – Labor Day Open House (3:45 - 5:15)
13	14	15	16	17	18	19	Sep 2 Sep 7 - 8 Sep 15
20	21	22	23	24	25	26	
27	28	29	30				Days in Attendance: 20
				1	2	3	OCTOBER 2026
4	5	6	7	8	9	10	Spirit Day – Favorite Color Day No School – Fall Break Costume Parade
11	12	13	14	15	16	17	Oct 7 Oct 12 - 19 Oct 30
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	Days in Attendance: 16
							NOVEMBER 2026
1	2	3	4	5	6	7	Spirit Day – Sports Day No School – Parent-Teacher Conferences No School – Staff Work Day No School – Thanksgiving Break
8	9	10	11	12	13	14	Nov 4 Nov 10 Nov 11 Nov 25 - 27
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						Days in Attendance: 16+1 Parent Teacher Conference Day
		1	2	3	4	5	DECEMBER 2026
6	7	8	9	10	11	12	Spirit Day – Pajama Day Winter Party No School – Winter Break
13	14	15	16	17	18	19	Dec 2 Dec 18 Dec 21 - 31
20	21	22	23	24	25	26	
27	28	29	30	31			Days in Attendance: 14
					1	2	JANUARY 2027
3	4	5	6	7	8	9	No School – Winter Break School Resumes Spirit Day – Disney Day No School – MLK Jr Day
10	11	12	13	14	15	16	Jan 1 - 4 Jan 5 Jan 6 Jan 18
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							Days in Attendance: 18

	NO SCHOOL		SUMMER CAMP
	SPECIAL EVENT DAY		PARENT TEACHER CONFERENCES

(Over)

2026 – 2027 Academic Year Calendar

805 W. Park St., Urbana, IL 61801 | Phone: (217) 326-2824 | School Fax: (217) 326-2266

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
	1	2	3	4	5	6	FEBRUARY 2027
7	8	9	10	11	12	13	Spirit Day – Hat Day Feb 3
14	15	16	17	18	19	20	No School – President’s Day Feb 15 -16
21	22	23	24	25	26	27	
28							Days in Attendance: 18 Testing for students who are DHH during February.
	1	2	3	4	5	6	MARCH 2027
7	8	9	10	11	12	13	Spirit Day – Silly Sock Day Mar 3
14	15	16	17	18	19	20	No School – Parent Teacher Conferences Mar 12
21	22	23	24	25	26	27	No School – Spring Break Mar 15 - 19
28	29	30	31				No School – Staff Work Day Mar 26
							Days in Attendance: 16+1 Parent Teacher Conference Day
				1	2	3	APRIL 2027
4	5	6	7	8	9	10	Spirit Day – Tie-Dye Day Apr 7
11	12	13	14	15	16	17	No School – Staff Work Day Apr 29
18	19	20	21	22	23	24	Picture Day TBD
25	26	27	28	29	30		Days in Attendance: 21
						1	MAY 2027
2	3	4	5	6	7	8	Spirit Day – Super Hear-O Day May 5
9	10	11	12	13	14	15	CAOS Walkathon May 12
16	17	18	19	20	21	22	No School – Memorial Day May 31
23	24	25	26	27	28	29	
30	31						Days in Attendance: 20
		1	2	3	4	5	JUNE 2027
6	7	8	9	10	11	12	No School – Staff Work Day Jun 1
13	14	15	16	17	18	19	Spirit Day – Tropical Day Jun 2
20	21	22	23	24	25	26	No School – Staff Work Day Jun 16
27	28	29	30				^Year-End Celebration at The Forum (Drop-off begins at 9:30^Dismissal at 12:00) Jun 29
							<i>Please note there is no After Care on this day.</i> Last Day of School – School-wide Family Field Trip Jun 30
							Days in Attendance: 20
				1	2	3	JULY / AUGUST 2027
4	5	6	7	8	9	10	Summer Camp Open Jul 6
11	12	13	14	15	16	17	No Summer Camp Jul 16
18	19	20	21	22	23	24	First Day of School Aug 11
25	26	27	28	29	30	31	
1	2	3	4	5	6	7	Days of Summer Camp: 17

	NO SCHOOL		SUMMER CAMP
	SPECIAL EVENT DAY		PARENT TEACHER CONFERENCES

School days = 200 days (includes two Parent Teacher Conference days)

Summer Camp = 17 days



CARLE AUDITORY
ORAL SCHOOL



Staff Contact Information:

Name	Role	Email	Phone
Danielle Chalfant	Director	Danielle.Chalfant@carle.com	(217) 722-6664
Myra Fawbush	School Office Coordinator	Myra.Fawbush@carle.com	(217) 326-2824
Shawnda Fuller	Birth – 3 Therapist	Shawnda.Fuller@carle.com	(217) 383-4375
Holly Riegel-Peters	Birth – 3 Therapist	Holly.Riegel-Peters@carle.com	(217) 383-4375
Uma Soman	Outreach Coordinator	Uma.Soman@carle.com	(217) 326-0513
Kellie James	Special Educator	Kellie.James@carle.com	(217) 326-2824
Alex Ward	Special Educator	Alexandria.Ward@carle.com	(217) 326-2824
Sarah Tanner	Deaf Educator	Sarah.Tanner@carle.com	(217) 326-2824
Leah Burris	Deaf Educator	Leah.Burris@carle.com	(217) 326-2824
Kara Bane	Deaf Educator	Kara.Bane@carle.com	(217) 326-2824
Samantha Myers	Deaf Educator	Samantha.Myers@carle.com	(217) 326-2824
Denisse Briceno	Early Childhood Educator	Denisse.Briceno@carle.com	(217) 326-2824
Mary Willis	Birth – 3 Therapist	Mary.Willis@carle.com	(217) 383-4375
Amy Fiscus	Therapist	Amy.Fiscus@carle.com	(217) 326-2824
Brittney Wetherell	Therapist	Brittney.Wetherell@carle.com	(217) 326-2824
Kristin Zimmerman	ECHO Evaluator	Kristin.Zimmerman@carle.com	(217) 326-2824
Ashley Sharer	Therapist	Ashley.Sharer@carle.com	(217) 326-2824
Jessica Zulueta	Therapist	Jessica.Zulueta@carle.com	(217) 326-2824
Christy Ghazimoradi	Therapist	Christine.Ghazimoradi@carle.com	(217) 326-2824
Alex Marr	Therapist	Alexandria.Marr@carle.com	(217) 326-2824
Lisa Lemke	Enrichment Teacher	Lisa.Lemke@carle.com	(217) 326-2824
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Kayley Wei	Substitute Teacher	Kayley.Wei@carle.com	(217) 326-2824
Sam Sleater	Substitute Teacher	Sam.Sleater@carle.com	(217) 326-2824
Ava Williams	Substitute Teacher	Ava.Williams@carle.com	(217) 326-2824
Jaqueline Raya	Substitute Teacher	Jaqueline.Raya@carle.com	(217) 326-2824
Jenna Wade	Substitute Teacher	Jenna.Wade@carle.com	(217) 326-2824
Jean Thomas	ECHO Audiologist	Jean.Thomas@carle.com	(217) 383-4375
Julie Wirth	ECHO Audiologist	Julie.Wirth@carle.com	(217) 383-4375
Kim Stiene	ECHO AM Desk	Kim.Stiene@carle.com	(217) 383-4375
Joy Seward	ECHO PM Desk	Joy.Seward@carle.com	(217) 383-4375
Peter Shireman	ECHO Audiologist	Peter.Shireman@carle.com	(217) 383-4375
CAOS Before 8:30 a.m./After 4 p.m.		Cellphone	(217) 493-5836
CAOS Fax			(217) 326-2266
ECHO Fax			(217) 326-2336



Pursuant to 430 ILCS 66/65, firearms are prohibited at this location.



Carle Auditory Oral School is approved as a non-public special education program approved by the Illinois State Board of Education.



The program is approved to accept reimbursement for child care services for children age three and up through the Child Care Resource and Referral, as a license exempt center based program. The school and childcare program are not licensed or regulated by the Department of Children and Family Services. This facility engages and complies with the background check and clearance procedure through Illinois Department of Human Services CCAP. Staff or volunteers that do not receive clearance following the IDHS background check will not be permitted at Carle Auditory Oral School.



Carle Auditory Oral School is compliant with the Fire Safety Standards of the Illinois State Fire Marshal. The facility is inspected every 36 months in accordance with the Illinois State Board of Education requirements.



The program works closely with IDPH and the Champaign Public Health district to protect staff and student health.



CHAMPAIGN-URBANA PUBLIC HEALTH DISTRICT