



CONDUCTIVE LEARNING CENTER
OF NORTH AMERICA

PARENT HANDBOOK



2401 Camelot Ct SE Grand Rapids, MI 49546

Phone: (616) 575-0575

www.conductivelearningcenter.org

TABLE OF CONTENT

ABOUT US.....	3
MISSION STATEMENT	3
PHILOSOPHY	3
HISTORY	4
OUR CLASSROOM STAFF.....	5
AQUINAS COLLEGE STUDENTS.....	5
OUR SCHOOL	6
GROUPS.....	6
CURRICULUM.....	7
PARENT CLASSROOM INVOLVEMENT.....	7
PARENT/TEACHER COMMUNICATION	7
PARENT EDUCATION/MEETINGS	8
POLICIES AND PROCEDURES.....	9
LICENSING INFORMATION.....	9
ADMISSION POLICY.....	9
ENROLLMENT/RE-ENROLLMENT POLICY	9
EMERGENCY FORMS	10
TUITION POLICY	10
PROCEDURE FOR CHECKING STUDENTS IN AND OUT/RELEASE OF CHILDREN	12
HEALTH AND SAFETY	13
MANDATED REPORTING.....	13
EMERGENCY PROCEDURES	13
EMERGENCY CLOSING AND INCLEMENT WEATHER.....	13
HEALTH AND ILLNESS/IMMUNIZATIONS.....	13
MEDICATION	15
CLASSROOM POLICIES	17
BEHAVIOR EXPECTATIONS.....	17
NUTRITION GUIDELINES.....	18
BIRTHDAYS/HOLIDAYS.....	18
CONFLICT OF INTEREST/BABYSITTING.....	18
VISITORS.....	18

APPENDIX/FORMS19

PARTICIPATION AGREEMENT AND WAIVER RELEASE

AGREEMENT TO ENROLL

PARENT/STUDENT GUIDELINES

DISCIPLINE POLICY

TUITION POLICY

HEALTH AND NUTRITION POLICY

PHOTO AND VIDEO RELEASE

PARENT SIGNATURE FORM

ABOUT US

WELCOME

Welcome to the Conductive Learning Center of North America. We feel honored that you have chosen our program to be a part of your child's education and development. We hope this manual provides you with useful insights into our program, as well as a thorough understanding of the policies and procedures that were created in the best interest of every child at our center. Their implementation ensures that we are in compliance with state licensure requirements and also assists in making our day to day operations run smoothly in the classroom. If you have any questions or concerns about any information that is provided in this handbook, please do not hesitate to speak with our Director.

MISSION STATEMENT

Until there's a cure, we believe conductive education is the best option for children with CP. Because we believe this so passionately, we will do everything possible to serve an increasing number of students, maintain a quality program that is aligned with Peto standards, create a best in class facility for conductive education, and break down barriers to access for children and families in need.

PHILOSOPHY

Conductive education (CE) is an intensive, multi-disciplinary approach to education, training and development for individuals with cerebral palsy, spina bifida and other motor challenges. Conductive education was developed in 1945 in Hungary by Dr. András Pető. Pető theorized that people with disabilities are characterized by disintegrated function. His theory was that this may be overcome, and that co-ordinated functioning can be developed through an indirect cognitive route involving teaching and learning. The rehabilitative plan should be produced for the person, not for the function. The plan is not symptom or lesion centered but focused on the personality. Conductive education integrates medical knowledge with educational methods to enable the individual to learn how to gain control over his or her movements. Students are taught to see themselves as active and self-reliant participants in the world. The goal of CE is the socio-cultural integration of children with these motor disorders by assisting the child to develop an ortho-functioning personality. The result of conductive education is that the quality of life is improved, as well as the psychological well-being of the child and family.

Conductive education is a psycho-educational approach that focuses primarily on the child's personality and lifestyle, integrating physiological and medical aspects. It is a combined special education and habilitation program based on Pető's theory that motor control can be learned. The approach focuses on improving the physical effects of a disability while encouraging motivation to become independent and increasing self-esteem. The desired outcome is maximal independence called orthofunction, which refers to the ability to enter school, the community, and ultimately the workforce with minimal or no artificial aids. This total approach to learning targets children under the age of six, when the potential for impact is greatest, and they can be prepared for the traditional classroom. "When you do not educate the child to be independent, you educate the child to be dependent."
– Dr. Mária Hári, former director of the International Pető Institute.

Conductive education contrasts markedly with traditional educational programs and therapies in the following ways:

Conductors: Specially trained teachers licensed after approximately five years of college level training. The conductor carries out the principles of CE. This method links speech, thought, and movement together in a way that helps the child to focus on and internalize each movement.

Group Instruction: A key element of conductive education is that individuals work as part of a small group of children with the same condition. This offers an opportunity for individuals to face challenges, share solutions and reward efforts to learn new skills within the dynamics of a group.

Environment: Provides for security of the child. Equipment is unique to CE and includes slatted tables called plinths, ladderback chairs, and boxes that promote body alignment and support the tasks that are designed to facilitate learning.

Rhythmical intention: Many of the activities are done with the use of simple folk songs that relate to the activity. By pairing rhythm with movement, movements become more fluid and the lyrics provide verbal cues to the child.

Program and daily schedule: The child is viewed as a learner and the conductor-teacher promotes confidence, motivation and an understanding of how this child can learn to perform everyday movements to become more independent in his/her functioning within the home, school and eventually in the workforce.

Curriculum: Conductive education helps students build cognitive skills and learn to use alternate strategies to accomplish common motor tasks such as sitting, standing, walking, dressing, and eating.

Involvement of the family: Emphasis is put on teaching family members to use these strategies at home to reinforce the application of CE skills in all aspects of daily life. Success in conductive education is dependent on cooperation between the conductor-teacher team and the family.

HISTORY

In 1995, Chuck and Sue Saur learned of conductive education, and their son, Dan, who has cerebral palsy, attended a CE summer camp in Ontario, Canada. This program dramatically changed their lives and they began working to establish what is now known as the Conductive Learning Center of North America (CLC) in Grand Rapids, MI. While Dan and Sue attended an intensive six-month program in Budapest, Chuck Saur knocked on doors in West Michigan to gather support for a CE pilot program.

The Saur's vision fueled a grassroots effort to bring conductive education to West Michigan and earned the support of Aquinas College. In 1997, the Saur's and other west Michigan families helped to organize the first summer program of conductive education in Michigan. The CLC officially opened in 1999 when a formal cooperation between what was formerly known as the Petó Institute began with Aquinas College. It was in this year, that the first summer camp was held. The program was designed to be the laboratory school for the Aquinas College Conductor Training Program. In 2001, CLC became a subsidiary organization that was part of Aquinas College while operating as an independent site for serving students ranging in age from 0-26. As of July 2017, CLC continues to provide the laboratory school site for the Aquinas training program, but the school now operates as a completely independent non-profit, 501 (c)(3) entity.

Currently the CLC is a leader in the North American providers of conductive education. Over the years, the CLC, in collaboration with the Association for Conductive Education in North America (ACENA), has hosted several professional conferences and workshops in the field of conductive education.

OUR CLASSROOM STAFF

The Conductive Learning Center of North America features a staff that is comprised of both Aquinas College and Semmelweis University/András Pető Faculty trained conductive education teachers. The graduates of the Aquinas College POHI/Conductor-Teacher training program work at the Center consistently throughout the school year. These conductors are recognized as teachers in the state of Michigan for elementary aged students, as special education teachers for students with physical or other health impairments (POHI) for K-12 students, and additionally as conductor-teachers through comprehensive training supervised by the Semmelweis University/András Pető Faculty of Budapest, Hungary.

Because our program is fortunate to have an affiliation with the András Pető Faculty, we are also able to have conductor-teachers from the Pető periodically join our local staff. This opportunity allows us to continually have fresh outlooks and perspectives while maintaining the consistency of having a permanent, year-round staff. We feel this combination has allowed us to best meet the needs of our program and the children we serve.

The CLC also has classroom assistants that work in our groups. These individuals have backgrounds in various fields of study, but typically have had no formal training in conductive education. Their responsibilities range from cleaning and preparing materials to working with students when under the supervision of the conductor-teachers.

AQUINAS COLLEGE STUDENTS

The Conductive Learning Center of North America serves as the laboratory school for the Aquinas College POHI/Conductor-Teacher training program. The program has a very strong practical, hands-on component. As a result, Aquinas College students will frequently be a part of the classroom environment in order to meet the requirements of their training curriculum. These students are learning how to become teachers for students with physical impairments. They will have various levels of experience and responsibility in the classroom depending on their year of study in the program. Please note: these students are still learning and are working under the supervision of the conductor-teachers in the group. Consequently, please direct any questions regarding your child and his/her participation to the conductor-teachers, as they will be able to best assist you and answer any questions you might have.

OUR SCHOOL

GROUPS

Students attending the CLC are placed into the group, or individual setting, that will best facilitate their education. The groups below give a current inventory of the options offered. Groups are flexible and responsive to the students enrolled.

EARLY CHILDHOOD [Ages Birth thru 6 years of age]

Individual Program: This program is offered to parents and their child prior to one year of age. It is also used periodically to serve children when there is no appropriate intensive group available to meet the student's age and/or needs. This one on one session focuses on parent education, the active and playful engagement of the child in physical activity, and consultation regarding home routine and activities to further development.

Parent and Child Group: This is an intensive group for toddlers/pre-schoolers who are in the beginning stage of conductive education. Parents and caregivers are a critical part of a child's development at this stage, and therefore they attend and work with their child in the program at all times. Adults learn ways to encourage their child's intellectual, physical and emotional development through stimulating and fun activities focused on working together in a playful manner. Sessions are typically run five days a week, for three hours a day and are four weeks in length.

Young Early Childhood Group: This group focuses on furthering the development of children's social skills, movement ability, oral motor/communication skills, and cognitive functions without a parent/caregiver present within the classroom. Sessions typically run five days a week, for three hours a day and are four weeks in length. Sessions run continuously for this age group throughout the school year.

Early Childhood Group: Children in this group work toward furthering development of their social skills, movement ability, speech, communication skills and cognitive functions with the goal of preparing them for maximum independence as they draw closer to school age. Sessions are thematically planned with consistent opportunities for all children to engage in school activities with their peers. Developing creativity and participation skills, alongside physical development, is emphasized in this group. Sessions are typically four weeks in length with five hours of daily participation. Sessions run continuously for this age group throughout the school year.

SCHOOL AGED GROUPS [Ages 6 thru 18 years of age]

Intensive Groups: Intensive sessions for three age levels, including lower primary, elementary and adolescent students, are offered several times each year. These sessions are designed to serve students attending five/six hours a day, five days a week, for a period of four weeks. The focus is to assist each child with his/her physical, social, and cognitive development. Students work on individual goals, especially those which work towards maximum independence at home and in school. Information brought to conductive education from the child's home school is integrated into the academic skill portion of this program.

Follow-up Group: This group typically consists of local students who have previously participated in conductive education and are attending school in their respective district of residence. Individual goals are emphasized focusing on maximum independence in the home and school setting. Close communication with the student's home district school is established for coordination of instruction. These students attend CLC year-round on a set schedule with occasional intensive session participation as needed/desired.

YOUNG ADULT [18 Years of age and older]

Intensive Program: Students beyond high school enrollment attend this group to focus on developing physical, self-care, and social skills which will enable further independence in all aspects of their daily lives at home, in higher education, and/or in their communities. An emphasis is on self-determination and wellness programs with the usage of community resources for instruction.

CURRICULUM

Parent and Child Group

A young child's work is play and that is evident in the structure of the parent & child group. During these sessions, the conductor-teacher assists parents in learning how they can guide their child's intellectual, physical, and emotional development with a stimulating and playful routine.

Early Childhood Group

Staff build upon *The Creative Curriculum*, differentiating to meet the unique learning needs of each student. This curriculum is comprehensive, research-based, and aligned to state and national standards. The program allows for easy adaptation for both accelerated learners and students with learning challenges.

Lower Primary - Adolescent Groups

All groups engage in a monthly themed curriculum that is tailored to meeting student needs in the areas including: language arts, math, science, fine arts, physical development, and social studies. The development of social skills, active decision making, and communication skills are focused on within all subject areas.

PARENT CLASSROOM INVOLVEMENT

Parent involvement at the Conductive Learning Center of North America is encouraged on several levels. Parents whose child attends the follow-up program are requested to sign up for periodic observations that aid in coordinating the usage of newly acquired skills between school and home.

During intensive sessions, "open days" are scheduled for parents to also promote understanding of their child's goals and progress. It is valuable in coordinating the usage of newly acquired skills between school and home.

Occasions do arise throughout the school year for parents to help out in a classroom or get involved in special projects. Parents are encouraged to support the many awareness and fundraising events that are planned throughout the year. Opportunities are made known to all parents and caregivers. Interested parties may inform their classroom staff or the Director.

PARENT/TEACHER COMMUNICATION

Parent and teacher communication is essential in ensuring a child's success in transferring skills learned in the conductive education classroom to the home environment and the greater community.

Upon admission and readmission to the program, a conference is scheduled between the parent(s), the Director, and a conductor-teacher from the child's classroom. This is an opportunity to discuss any goals that you, the parent, have for your child, as well as to update the staff of any changes your child has experienced since the assessment process or his/her last participation.

Each school day, there are opportunities for parents to communicate any relevant information regarding your child with their conductor-teacher(s). With arrival slightly prior to the program start time, families are provided with enough time to help their child settle into the classroom environment and share questions, concerns, or comments about their child or the classroom setting. At the end of the daily session, students will exit the classroom with a conductor teacher, providing an opportunity to briefly discuss the child's day and consult with parents as needed.

Conferences are scheduled at the conclusion of a child's session, as well. This allows for a comprehensive summary and discussion of the child's progress. A progress report is provided that highlights the goals that were set and progress made in the various developmental domains. They each include photo documentation of activities. These progress reports are mailed after completion of the session.

PARENT EDUCATION/MEETINGS

At the start of each session, an informational meeting will be held for the parents of all currently enrolled students. This meeting will notify parents of any changes to the program including introducing new staff, informing parents of upcoming events, and general updates on all school related activities/procedures.

Periodically, topics of general interest among parents are brought to the attention of staff. When possible, staff of the CLC will hold informational meetings on various topics. Requests for discussion of specific topics are always welcome. Please bring them to the attention of the Director.

POLICIES AND PROCEDURES

LICENSING INFORMATION

The Conductive Learning Center of North America is a registered non-public school in the state of Michigan.

ADMISSION POLICY

The Conductive Learning Center of North America (CLC) admits students of any race, color, and national or ethnic origin. The following criteria for admission apply:

- Medical or educational diagnosis of a motor challenge or delay, usually caused by cerebral palsy or spina bifida.
- Intellectual, physical, emotional and social compatibility with established program capability and success predictors.
- Commitment of parents to support the success of their child in the classroom and at home.
- Any other factor that the CLC, at its discretion, deems relevant for the best interest of the CLC and other attending students.

Prior to the admission of a child to the Conductive Learning Center of North America, the following steps occur:

- CLC receives a completed application form with a \$25 non-refundable application fee.
- CLC receives copies of pertinent medical and educational records.
- Participation in a scheduled assessment on site with the Director or her designee, or a mailed video following the Video Assessment Guidelines, either of which requires payment of a \$100 non-refundable fee.

The conductor-teacher staff will decide, at their sole discretion based on the factors outlined above, if the conductive education program holds promise of functional progress for the child. Parent(s) will be notified of a decision within one week of the assessment.

Provisional acceptance may be granted followed by a trial enrollment period. A subsequent evaluation will be conducted by the conductor-teacher staff to determine if continuation in the program will benefit the child. If the child does not continue, the unused portion of the tuition will be refunded.

ENROLLMENT/RE-ENROLLMENT POLICY

All families are required to have an application on file for initial admission to the program. For students attending throughout the school year, one readmission application is required prior to the beginning of each school year. For students that do not attend CLC for the entire school year, a readmission application is required for each session. Summer camp is not considered part of our regular school year; therefore, a separate application form is required in order to be considered for admission. Please note: submission of an application does not ensure acceptance for a session. The CLC is not able to run an intensive group without a minimum of four children enrolled in that group.

Once accepted to the CLC, the parent(s) will receive a letter containing details about the session(s) the child has been accepted for, start and end dates, and the tuition schedule for participation. Prior to

beginning in the program, parents must submit an *agreement to enroll, participation agreement* and *waiver release* form.

EMERGENCY FORMS

All enrolled students must have an emergency card on file prior to beginning any program. Ongoing updates are made to assure that contact information is reliable and relevant to ensure quick contact in case of an emergency.

TUITION POLICY

The Conductive Learning Center of North America is a nonprofit organization that operates through gift/grant funding and program fees. Program fees or tuition, are based on the overall operational costs for a 12- month period from July to June. A portion of the cost of the program is borne by the parent, with the remaining substantial amount covered through CLC scholarships (made possible by fundraising and donations). Tuition is in part based on the residency of the family of the child, with additional scholarship dollars given to residents of the state of Michigan.

The family of the student must meet the following requirements to qualify for In State tuition: *Be legal residents of Michigan for at least 6 consecutive months prior to the session the child is scheduled to attend.*

The CLC will accept as proof of residency a valid driver's license or State of Michigan ID plus one of the following:

1. A dated voter registration card.
2. A dated Lease Agreement.
3. Proof of purchase (copy of Buy-Sell Agreement) of home for residence within the State of Michigan.
4. Verifiable rent receipts. If rent receipts are not available, a notarized letter from the landlord will be accepted.

In all cases, the date of residency must be six months prior to the start date of the session in which the child is enrolled or six months prior to attendance.

ADMISSION REQUIREMENTS

- A completed application form must be submitted with a non-refundable \$25.00 application fee. Participation in a scheduled assessment or mailed video assessment per the guidelines on the website and payment of a \$100 non-refundable fee for the assessment.
- Submission of a current physical and immunization form.

PAYMENT OF TUITION

50% is due 4 weeks prior to the start of a session – unless otherwise noted in the acceptance letter

50% is due on the first day of the session

The CLC has no obligation to reserve a space for a student that has not submitted the 50% deposit by the date outlined in the acceptance letter. The CLC is not able to run intensive groups without a minimum of four children enrolled in that group.

Anyone 30 days in arrears will not be permitted to enroll in a session until the previous balance is paid in full, unless prior arrangements have been made with the CLC and are documented in writing.

A written notice of withdrawal should be made 30 days prior to the date of expected withdrawal. No refund will be granted if a withdrawal occurs without 30 days notice.

It is essential that your fees be paid promptly and consistently as described in the letter of acceptance. All fees must be paid for the session your child is registered to attend by the first day of that session. A child will not be admitted to a session if any fees are outstanding. If your child is absent, the fees are still due in full. Tuition will remain the same during periods that contain closings for holidays, snow days, and staff documentation days.

Payment may be made with cash, check, or credit card and you may enroll in automatic billing with a VISA or Mastercard. Please send all payments to:

The Conductive Learning Center of North America
2401 Camelot Ct SE
Grand Rapids, MI 49546

ADD-A-DAYS

Occasionally additional days may be requested by a parent. These are days that are in addition to the session days the parent has agreed to attend. These are referred to as ***add-a-day(s)***.

You may add-a-day upon approval of the Director. Decisions are based on space availability. A parent may request consideration for ***add-a-day(s)*** by completing the request form. Forms include amount due, parent signature and Program Director signature. Once an add-a-day form has been approved and submitted the charge for the day is added to the family's account. Cancellation or no show does not result in a credit to the account.

WITHDRAWAL PROCEDURE

If parents decide to withdraw their child from the Conductive Learning Center of North America, the following procedures apply:

- A written notice of intent to withdraw should be made at least 30 days prior to the date of withdrawal.
- Tuition payments and any other fees are due the first day of the session. There will be no refunds if a withdrawal occurs at any time during a session or without 30 days prior notice.

CONFIDENTIALITY

The CLC recognizes the parents' desire to take video or photographs of their child's accomplishments, as well as the classroom and equipment used at the CLC. To respect the privacy of all students in the program, parents are asked to **only take video/photographs of their own children, and only after obtaining permission from the lead conductor teacher in the group. You are asked to review**

the photos of your child with the conductor teacher and respect their opinion of what ones should be shared. This is to ensure the integrity of the program.

Occasionally, photos taken by CLC staff will be used for social media and marketing. Please indicate on the photo release if you do not want your child's photos used for these purposes. Additionally, in order to protect the privacy of students, documentation will only be released to third party members (including schools, medical professionals, etc.) when permission is granted from the student's parent or legal guardian.

PROCEDURES FOR CHECKING STUDENTS IN AND OUT/ RELEASE OF CHILDREN

When dropping off or picking up a child, parents are asked to sign their child in and out on the daily attendance sheets (located outside each classroom door.) If an individual other than a parent is picking up a child, it is necessary to inform the classroom staff and note the name of the person expected on the sign-in sheet. The child emergency card must be checked to ensure that this person is listed as an allowable adult to release the child to. Your child **may only be released** to those specified on his/her emergency card. Please note: All staff reserve the right to check a picture ID when a child is picked up from the classroom.

HEALTH AND SAFETY

MANDATED REPORTING

State of Michigan law requires all school personnel to report any suspicions of child abuse or neglect to the Department of Human Services. The law does not require these issues to be discussed with parents or family members before the report has been filed. Please know that CLC staff do not take this responsibility lightly and any suspected cases of abuse will be reported to the appropriate authorities for investigation.

EMERGENCY PROCEDURES

All full-time staff have infant and child CPR certification and first aid training. In case of serious injury while at the CLC, staff will take the following steps:

- If a life/death situation occurs, call 911 and contact the parents immediately.
- In cases of minor accidents, complete an incident report stating what happened, when, where, and what treatment, if any was given. Parents will be notified of the incident.
- In case of fire at the center, emergency exits are posted in each room and all children will quickly be escorted outside to designated areas.
- In case of a tornado warning, each room has a designated area where they will meet.

CLC has regular fire, severe weather/incident, and lock down drills so staff and children will be familiar with the procedures.

EMERGENCY CLOSING AND INCLEMENT WEATHER

In the case of inclement weather (e.g. heavy snow, ice, wind, etc.), parents are asked to check the CLC FACEBOOK page. If the CLC is closed, it will appear on that page.

HEALTH AND ILLNESS/IMMUNIZATIONS

The State of Michigan requires a health appraisal and record of immunizations for each child to be held on file within 30 days of initial attendance and updated yearly and when changes occur. If your child becomes ill while at the CLC, the parent or emergency care person will be notified.

SICK CHILD POLICY

The CLC's policy on child illness is based on the Model Health Care Policies developed by the American Academy of Pediatrics.

Guidelines on Child's Exclusion Due to Illness

It is sometimes difficult to decide when and how long to keep an ill child home from CLC. The timing of the absence is often important in order to decrease the spread of diseases to others and to prevent your child from acquiring any other illness while his/her resistance is lowered. Exclusion from the CLC is sometimes necessary to reduce the transmission of illness or because the CLC is not able to adequately meet the needs of the child. The following guidelines represent the more common

childhood illnesses and the usual recommendations based on the Model Health Care Policies developed by the American Academy of Pediatrics.

GENERAL GUIDELINES FOR KEEPING CHILDREN HOME FROM CLC DUE TO ILLNESS

Your child should not attend the program if one of the following exist. Please note this list covers most of the common illnesses but is not inclusive of all reasons for exclusion. If you are unsure or have any questions regarding keeping your child, please call CLC before bringing your child.

YOUR CHILD SHOULD REMAIN HOME:

- If there is an illness that prevents them from participating comfortably in program activities.
- If there is an illness that results in greater need for care than program staff can provide without compromising the health and safety of the other children.

FEVER: If your child's temperature is 100 degrees Fahrenheit or greater, or if your child's temperature is 1-2 degrees above their normal temperature. (100F axillary {armpit}, 101F orally, 102F aural {ear} accompanied by other symptoms such as lethargy, irritability, constant crying, difficulty breathing, diarrhea, and vomiting. Fever is a symptom indicating the presence of illness.

DIARRHEA: Stools with blood or mucous, and/or uncontrolled, unformed stools that cannot be contained in a diaper/underwear or toilet.

VOMITING/INTESTINAL VIRAL INFECTIONS: Stomachache, cramping, nausea, vomiting, and/or diarrhea, possible fever, headache, body aches. Your child should remain at home until he/she has been without vomiting, diarrhea, or fever for a full 24 hours. If your child has had any of these symptoms during the night prior to school, he/she SHOULD NOT be sent to CLC the following day.

RASH: Skin rashes of unknown cause should be evaluated by a physician before your child is sent to CLC. Rashes with fever or behavioral changes, unless a physician has determined it is not a communicable disease.

PINKEYE: Purulent conjunctivitis, defined as pink or red conjunctiva with white or yellow eye discharge. Redness and swelling of the membranes of the eye with burning or itching, drainage coming from one or both eyes, or crusting on the eye lids. Your child should remain home from CLC until receiving 24 hours of antibiotic therapy, and the discharge from the eyes has stopped.

IMPETIGO: Blister like lesions which later develop into crusted pus-like sores. Your child should remain home from CLC until receiving 24 hours of antibiotic therapy.

STREP THROAT: Strep throat begins with fever, sore, and red throat, pus spots on the back of the throat, tender, or swollen glands of the neck. Your child should remain home from CLC until receiving a full 24 hours of antibiotic therapy and until without a fever for 24 hours. Most physicians will advise rest at home for 1-2 days following a strep infection.

HEAD LICE: Lice are small grayish-tan, wingless insects that lay eggs called nits. Nits firmly attach to the hair shafts close to the scalp. Nits are much easier to see and detect than lice. They are small, white specks, which are usually found at the nape of the neck and behind the ears. If your child has a lice infestation they may only return to school after receiving treatment with pediculicide shampoo,

AND ALL THE NITS HAVE BEEN REMOVED. The school nurse or staff member must check the child's hair before they can return to class.

SCABIES: A contagious, intensely itchy skin condition caused by a tiny, burrowing mite. Your child may not return to CLC until a full 24 hours of treatment has begun.

CHICKEN POX: A skin rash consisting of small blisters which leave scabs. A slight fever may be present or may not be present. There may be blisters and scabs all present at the same time. Your child should stay home until all the blisters have scabbed over usually 5-7 days after the appearance of the first grouping of blisters.

PERTUSSIS: Pertussis, also known as *whooping cough*, is a highly contagious respiratory disease. Pertussis is known for uncontrollable, violent coughing which often makes it hard to breathe. Your child should remain home from CLC until a full five days of treatment with an appropriate antibiotic has been taken. Most physicians may also recommend a full 1-2 days of rest after treatment has been completed.

For your child's comfort and also to reduce the risk of contagion, children should be picked up within 1.5 hours of notification. Children should remain at home for 24 hours without symptoms before returning to CLC.

Your child should remain out of the center for the remainder of the day he/she is sent home and the following day, (if your child is sent home on Friday, he/she may return on Monday), unless a note from the child's physician stating that the child is not contagious and may return to CLC is received. In the case of a (suspected) contagious illness or continuing symptoms, a doctor note may be required.

MEDICATION

MEDICATION ADMINISTRATION

In order for the CLC staff to administer medication, the following provisions must be made:

Medication Containers

1. Medication must be stored in the original container.
2. Medication must be labeled with the child's name.
3. Medication will be stored according to instructions in the CLC office and always out of reach of any child.
4. Medicine will be returned to the parent or destroyed if no longer needed.

Prescription Medicine

The prescription medication pharmacy label must indicate the physician's name, instructions, strength, and dosage of the medication and instructions for administering.

Non-Prescription Medicine

Nonprescription medicine must indicate the correct dosage by age and/or weight. If the child doesn't meet the requirements, a written doctor's consent is required.

Written Consent

Any medication shall be given or applied only with written parental consent.

Record Keeping

The CLC will maintain a record of medication administered. The time and amount will be recorded along with the initials of the staff member who administered the medication.

For students that have severe allergies, a history of seizures, or feeding tubes, we ask that all emergency medical supplies (e.g. Epipens, Diastat, replacement buttons, etc.) be kept in the student's backpack to ensure that it is always with the child and accessible to the staff in case of emergency. If your student has any of these needs, we ask that you frequently check that your child has the necessary medications in his/her backpack. Additionally, please discuss your wishes for the administration of these medications with your child's conductor-teachers and the Director in order to ensure that your desired plan of action is followed in case an emergency situation arises.

MEDICAL INFORMATION

Cell Phones

Due to some of our children having magnetically controlled shunts, it is requested that all cellular phones be left outside the classroom.

Post-Surgery

Following any type of orthopedic surgery, parents are requested to send all medical reports to the CLC, and a physician signed medical release indicating the child may safely participate in the conductive education program. This release should include any relevant post-operative instructions and contraindications related to the student's participation.

ALLERGIES

Due to food allergies/sensitivities, the CLC is a peanut free campus. Please send alternative items for your child when packing his/her lunch. If sending an item that resembles peanuts or peanut butter, please kindly label it. Other foods/items may be limited on a classroom or group basis if the need arises and other severe allergies become present. A list of these restricted items will be posted in the school building and also put in the Parent Newsletter, as needed.

CLASSROOM POLICIES

BEHAVIOR EXPECTATIONS

CHILD INTERACTIONS/BEHAVIORAL STRATEGIES

CLC strives to help children develop a positive self-image. Staff will maintain positive interactions with the children for the purpose of building self-confidence and teaching each child to make good decisions when conflicts arise. Children are taught how to control themselves as they experience different emotions and are shown constructive ways to express their feelings and to exhibit self-control. In order to do this, children need the opportunity to build a healthy self-concept. This includes giving children respectful, but honest feedback, acknowledging their accomplishments, and helping them to work through their limitations.

Children need to learn to identify and express their feelings. This often requires the classroom personnel providing them with language to appropriately express these feelings. For example, if we see a child about to hit another child for taking a toy away, we will prevent that child from hitting the other saying, "That really made you angry when s/he took your toy. Instead of hitting, tell her/him 'I'm playing with it; you can have it when I'm all done.'" CLC staff will lend guidance through positive redirection to other activities when situations of conflict occur.

With older preschoolers and school-age children the emphasis shifts toward teaching children how to solve their own problems and conflict resolution. Staff will facilitate communication and lead the children to make a decision as to what should happen. The staff will closely monitor, listen, and assess situations to guide their teaching and identify underlying causes for inappropriate behaviors when necessary.

Communication/Behavioral Strategies used by CLC Staff and Students

Although strategies may appear to vary, discipline throughout the CLC is practiced using the same type of methods.

- Maintaining realistic expectations of children
- Providing clear and simple limits
- Planning an environment that facilitates a caring atmosphere
- Modeling appropriate behaviors
- Redirecting inappropriate behaviors toward desired outcomes
- Giving children choices between multiple appropriate alternatives
 - Encouraging children to work together to solve problems
 - Encouraging children to use their words to solve problems or to elicit peer cooperation
 - Providing logical and natural consequences for children's actions
 - Removing children from the situation until they are able to discuss the problem and become calm
- Conflict resolution (for older preschoolers and school-age children)

Consistency between the home and school is vital to resolving behavior challenges and parent support and involvement is incredibly helpful to the staff.

NUTRITION GUIDELINES

Parents are required to provide their child with a meal on each full day they attend school. The staff at CLC will consult with parents about various foods, preparation and textures that may facilitate skill growth. Foods needing refrigeration are kept within the classroom refrigerator. A microwave is available to heat foods when desired.

BIRTHDAYS AND HOLIDAYS

Birthdays and holidays are special times which our classrooms enjoy acknowledging. If your family does not observe specific celebrations, please inform your teacher and arrangements will be made to accommodate family observances. If parents wish to provide a snack or special treat on a child's birthday or holiday, please consult with your child's conductor-teacher ahead of time to schedule the best time and/or to allow them to better coordinate the snacks and meals accordingly.

CLOTHING

Students will be participating in physical activities throughout the daily routine at the CLC. Please make sure that your student is dressed comfortably, and in a way that enables him/her to participate fully in various ambulation activities. We encourage our students to wear shorts or leggings during school hours, as it is easier to monitor the position of their feet and legs. We keep our classrooms at an appropriate temperature to ensure the comfort of our students throughout the day. Please note that clothing must completely cover undergarments and may not be see-through or have cut-out designs. Shorts must be a minimum of finger-tip length.

Please make sure to pack a complete change of clothing for your student's use during the school day. It is recommended that clothing items are labeled with your child's name or initials, whenever possible, to prevent confusion.

For students that are in the process of becoming toilet trained, we ask you to provide the necessary diapers and/or pull-ups that your child needs. Please keep these items in your child's cubby for the staff's easy access. We ask that you check and replenish these supplies periodically in order to ensure that they are adequate for your child's needs throughout the day.

CONFLICT OF INTEREST/BABYSITTING

In an effort to maintain the professional status of the CLC programs and prevent any potential conflict of interest, babysitting by staff for center children is strongly discouraged by CLC. However, if a family medical/emergency situation arises and you need to ask a staff member to babysit your child, it is understood that staff members cannot receive payment for their voluntary service. Arrangements are not sanctioned, and no liability is assumed by the center, the client sponsor, or CLC.

VISITORS

We welcome visitors at the CLC. We are proud of our program and love to share it with others. If you would like to have a guest visit the center or observe your child's class, please make arrangements by scheduling the visit with our Director. It is important that your guest receives adequate attention during his/her time with us. Visits that are planned ahead of time will ensure that we have the correct number of staff available to answer any questions your guest might have about our program.

