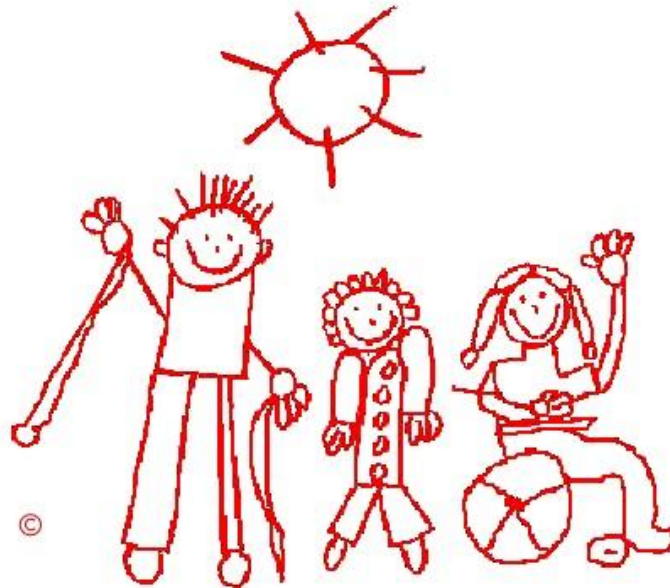


Wilma G. Rudolph Learning Center

1628 West Washington Boulevard, Chicago Illinois 60612 Door #2



Family Handbook 2021-2022

Main Office: (773) 534-7460 Fax: (773)534-7466

www.rudolph.cps.edu

Student Hours: 7:45am-2:45pm

Main Office Hours: 7:00am-4:00pm

Principal: Holly A. Dacres

Assistant Principal: Dana D. Galati

Transportation Coordinator: Cristina Meraz

Alltown (847) 674-0090 * (773) 248-0090 * (773) 256-0090 * (773) 638-3660

Please indicate your child's bus route when calling

This handbook is a living document. We will continue to update it throughout the school year.

Table of Contents

Page 3

[Rudolph Organizational Chart](#)

Page 4

[Mission](#)

[Vision Statement](#)

Page 5

[Attendance & Absences](#)

[Attire](#)

[Breakfast and Lunch](#)

[Classroom Observation Policy](#)

[Emergency Information Request Form](#)

Page 6

[Family Income Information Forms](#)

[Grades](#)

[IEP Report Cards](#)

[Immunization Requirements](#)

[Lost & Found](#)

Page 7

[Medical Authorization](#)

[Outside Food](#)

[Parent/School Communication](#)

Page 8

[School Start Times/Dismissal](#)

[Student Code of Conduct](#)

[Student Illness](#)

Page 9

[Illness Cheat Sheet](#)

Page 10

[Supplies](#)

[Transportation](#)

Page 11

[Volunteer Guidelines](#)

[Opportunities for Parents to be Involved](#)

Page 12-14

[General School Information and Descriptions](#)

[Nursing](#)

[Occupational Therapy](#)

[Physical Education](#)

[Physical Therapy](#)

[Social Worker](#)

[Speech & Language Services](#)

[Vision /Hearing Services](#)

[Visual Arts Program](#)

[Music / Fine Art Program](#)

Page 15

[Important Dates to Remember](#)

Page 16

[School Supply List](#)

Page 17

[Reason for Absence Form](#)

Page 19-20

[ODLSS Observation Form](#)

Rudolph Organizational Chart SY 2021-2022

| | | |
|---|--|---|
| Holly Dacres - Principal - hadacres@cps.edu Dana Galati - Assistant Principal - ddgalati@cps.edu | | |
| Room 136 (PreK) Stephanie Smoot ssmoot2@cps.edu Billy Avery bsavery@cps.edu Carrie Mucha cmucha1@cps.edu | Room 137 (PreK) Kelly McCann kamccann@cps.edu Lori Eskridge laeskridge@cps.edu Lorraine Meda lmeda@cps.edu | Room 138 (PreK) Mary Smith masmith7@cps.edu New Hire |
| Room 229 (K, 1, 2)-2 Caitlin Lanis clanis@cps.edu Tinesha Hallom thallom@cps.edu Kelly Tucker kdtucker1@cps.edu | Room 231 (2, 3, 4, 5) Fernando Olszanski folszanski@cps.edu Bertha Sanchez blsanchez2@cps.edu Rebekah Lomahan rglomahan@cps.edu | Room 236 (K,1)-2 Ann Reider amreider@cps.edu Colleen Estrada ckendall@cps.edu Maria Guardado mtguardado@cps.edu |
| Room 237 (4, 5, 6)* Iris Louderman clouderman@cps.edu Thomas Russell tbrussell@cps.edu Sherri Manning smanning2@cps.edu Debbie Sanders ddsmith@cps.edu | Room 238 (2, 3, 4)* Charlene Clay clclay@cps.edu Carla Daniel cmdaniel@cps.edu Elvia Garza egarza1@cps.edu Nicholas Staramar nstaramar@cps.edu | Room 239 (3,4,5)* Agnes Vogelsinger avogelsinge@cps.edu Aletha Brown abrown13@cps.edu Michelle Hernandez MMagana@cps.edu Therese Johnson tjohnson5@cps.edu |
| Room 243 (6,7,8) (2) Bree Trevino btrevino4@cps.edu Julian Ramirez jramirez10@cps.edu Kaelyn Kelly kmkelly8@cps.edu | Room 242 (6,7,8) * Marissa Meyers mjmeyer1@cps.edu Marisol Franco mfranco2@cps.edu Roshonda Harris rharris27@cps.edu Robin Moore rmoore39@cps.edu | .5 Bilingual Teacher Guadalupe Sandoval gsandoval@cps.edu |
| Gym Nick Pergolizzi npergolizzi@cps.edu | Art Anna Waldron afwaldron@cps.edu | Resource Bridget Kraft bmlynch@cps.edu |
| Counselor Liza Reed earreed@cps.edu | Case Manager Alex Cowling abcowling@cps.edu | Security Will Alexander wsalexander@cps.edu |
| School Clerk Cristina Meraz cmeraz@cps.edu | Lunchroom Manager Vanisha Webb vrwebb@cps.edu | Engineers Donald Trueblood dtrueblood@cps.edu Charles Blackman III cwblackmaniii@cps.edu |
| Speech Pathologists Jenny Gorokhovsky jgorokhovsky@cps.edu Amanda D'Astice ajdastice@cps.edu | Occupational Therapists Nicholas Rodriguez nrodriguez164@cps.edu Kelsey Paternoster kkpaternoster@cps.edu | Physical Therapists Jenson Joseph jcjoseph3@cps.edu Marit McCausland mrmccausland@cps.edu Segun Olopo eolopo@cps.edu |
| Social Worker Jackie Lundell jlundell1@cps.edu | Psychologist Margaret Konrath mekonrath@cps.edu Vision & Orientation & Mobility Lana Russell arussell49@cps.edu | Nurses Janice Jamison-Wilson jmjamison-wilson@cps.edu Tonyana Rockett trockett4@cps.edu |

Mission Statement

Wilma Rudolph Learning Center's mission is to foster a safe and supportive learning environment using evidence-based learning strategies for all students. We will engage all stakeholders in providing an individualized, modified grade level appropriate curriculum focused on functional academics, communication, life skills, language development, social skills, and access to technology. As a community, we strive to nurture the development of the whole child (physical, intellectual, emotional, and social) through creative instructional programs and inclusive partnerships with families that support students in reaching their full potential.

Vision Statement

Our vision for Rudolph is to create a learning environment that ensures each student access to a developmental scope & sequence that includes adapted grade level curriculum, functional academics, social skills, life skills, transitional/ English Learner (EL) supports, sensory and evidence-based behavioral strategies which will lead each student to increased independence and the essential knowledge to be active members of their community. In order to implement innovative practices, we are committed to data driven instruction; as well as, education for staff & parents through professional development that is based on student needs.

This student handbook is provided to help parents have a clear understanding of policies and procedures that are set in place at Rudolph. Use this resource as a reference, but don't hesitate to call the main office if you have questions or concerns that we can assist you with. Please read all to note the new policies and procedures.

Attendance and Absences

Notify the office (773-534-7460) when your child is sick and will not be attending school (excused absence). When your child returns to school, please provide a signed note indicating the reason for absence. A template of the absence note is at the end of this handbook. Forms can also be picked up in the main office. Fill them out and return it signed to the school. There are six valid reasons for a student's absence from school:

1. Student illness
2. Death in the immediate family
3. Observance of a religious holiday
4. Family emergency
5. Circumstances which cause reasonable concern to the parent or legal guardian for the safety of a child
6. Other situations beyond the control of the student as determined by the principal or principal's designee

If your child is absent three or more days due to illness you may be asked to provide a doctor's statement.

Furthermore, when a student who is bused has been absent and plans to return the following day, the parent is to call the bus company so that the bus driver can be notified to stop for the student the next morning.

Attire

Dress your child appropriately for the weather of the day. If the weather changes, please understand that Rudolph staff may alter clothing attire to ensure student safety and comfort. It is important to always send extra clothes to school (t-shirts, shorts, pants, socks, underwear and sweatshirt). Students participate in learning through play as well as hands-on art projects and may get messy at times.

Breakfast and Lunch

CPS provides breakfast and lunch free of charge to all students. Monthly menus are available on the school website. You are able to send your child's breakfast or lunch should you choose to or because of dietary needs. *If your child has certain dietary needs, such as thickened liquids or nutritional supplements, doctor's orders may be requested.*

Classroom Observation Policy

Parents and/or therapists are welcome to come to Rudolph Learning Center and observe the student in the classroom setting. Observations must be scheduled in advance by completing the Office of Diverse Learner Supports & Services (ODLSS) observation request form, with three preferable dates, then returning it to the office. Once the ODLSS Observation Request Form has been submitted, you will receive a confirmation letter back, confirming dates and times of teacher and related service provider (RSP) availability.

We ask that observers remain in the classroom for a reasonable amount of time (40 to 60 minutes) to minimize the disruption to other students in the classroom. Please note that teachers are unavailable for conferencing directly after the observation unless their prep period follows immediately after the observation, or there is a time scheduled for discussion. Rudolph follows the ODLSS observation policy and guidelines. Form is attached for your convenience.

Emergency Information Request Form

All parents are required to fill out and return the Emergency Information Request Form for each student—***even if all of the information is unchanged from last year.*** Furthermore, parents must notify the school immediately if an address, phone number, email or any other contact information changes during the school year.

Family Income Information Forms

Family Income Information Forms are sent home annually in September. Applications are renewed on a yearly basis. Funding derived from these forms is the foundation for many programs sponsored at the school. Please complete these and return them to school.

Grades

Report cards will be given along with IEP reports cards at the end of every quarter, and progress report cards will be given every five weeks. Rudolph Learning Center students will receive standard classroom grades using a significantly modified curriculum in all subject areas.

Student grades will be assessed based off of, but not limited to:

- Classwork
- Assessments
- Projects
- Participation

Teachers are responsible for updating grades weekly. Please discuss make-up assignments with your child's classroom teacher. Parent Portal is available for you to monitor your child's academic progress and attendance.

Grading Scale

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 or below



IEP Report Cards

IEP Report Cards will be given out along with IEP Progress Report Cards Narratives at the end of every quarter. If a student is not successful in meeting his/her IEP goals, then the team may meet with you to reconvene an IEP meeting to determine new or modify existing IEP goals based on the student's needs and progress. Parents will be notified of the student's progress toward meeting quarterly benchmarks on the Chicago Public Schools IEP Progress Report.

Immunization Requirements

As required by state law, students are to have all health examinations and immunizations, dental and eye exams on file at the school by October 1st. If current physical exams are not on school file by this date, then the student is not in compliance with the law and will not be able to attend school until such file is on record with the school. Information is continuously shared with parents during IEP meetings and throughout the year.

Lost and Found

Clothing and large items that have been found will be placed in the main office. Every effort will be made to return labeled items to the owners. Unclaimed items will be donated to charity after a reasonable length of time.

Medication Authorization

In order for a student to be allowed to take medication at school, it is required by Board of Education policy that the parent supply completed physician's order authorization and consent forms from the doctor and the parent to the school. No medication can be given to students without proper medical forms being completed and on school file. Forms are available from the nurse. Medication must be handed to a bus attendant or dropped off at the main office (ie, a student may not transport medication in a backpack, pocket, etc.). See the medication policy on the CPS website for specifics about the medication policy.

Outside Food

New Federal guidelines prohibit adults from bringing in outside food to share with students. If you would like to bring treats to school, they can only be non-edible treats, such as pencils, small toys, etc.

Parent/ School Communication

There are a variety of ways that Rudolph engages parents through communication.

1. **Website**
 - The Rudolph Learning Center Website has the most current and up to date information
 - Bookmark our school's website to get the latest information possible. The website is: www.rudolph.cps.edu
2. **Monthly Calendars & Newsletters**
 - Provides current events and CORE vocabulary words for home use.
3. **Phone Calls**
 - All staff members can be contacted by phone and leave a message to return your call. You can call (773) 534-7460 to leave a message with your child's teacher. You should receive a call back within 24 hours to address your concern.
4. **Email**
 - All teachers have their emails listed on our website. Email your child's teacher and he/she should get back to you within 48 hours. It is important that you include your email address on your child's emergency form to receive electronic communication.
5. **Conferences**
 - All teachers are available to meet in person. Please feel free to set up a time with your child's teacher to discuss your child's progress at a mutually agreeable time for both.
 - There are two scheduled report card pickups per year. See attached calendar for specific dates.
6. **Robo Calling**
 - Robocalls are electronic reminders of important events that take place throughout the year. They are pre-recorded messages and made to every student's phone number as listed on the emergency form.
7. **Facebook**
 - Rudolph has a Facebook page! Please like us at "Wilma Rudolph Learning Center".
8. **Twitter/Tweets**
 - Follow Rudolph Learning Center at @RudolphLC or @PrincipalDacres.

School Start Times & Early Dismissal Procedures

School hours for students, including students enrolled in the full-day PreK program, are 7:45am to 2:45pm. Half day PreK hours are from 7:45am-10:45am for the AM Session and from 11:45am-2:45pm for the PM Session.

Students eat breakfast together in the communal room from 7:45am-8:15am. All students are expected to be in the building at 7:45am for the start of the school day, regardless if they are having breakfast or not. It is imperative that all students (bus and parent driven) arrive promptly. Students who arrive after 8:00am will be marked tardy. Parents are allowed to take students to the communal room between 7:45am and 8:00am. Parents that drop off students after 8:00am must directly hand their children to a staff member in the main office,

When a student departs for an early dismissal (i.e., outside therapy, illness, etc.), parents come to the main office and sign their child out. A staff member will bring the student to the main office.

Student Code of Conduct

At the beginning of the year, all parents will receive a new copy of the student code of conduct for reference purposes. Rudolph's approach to discipline is praising positive behavior and redirecting negative behavior.

Student Illness

When a student has symptoms such as: a fever, diarrhea, a contagious rash, pink eye, lice, or is vomiting, s/he should remain at home. If a student becomes ill at school, the nurse will call to inform the parent and request that the student be picked up. Students must remain symptom free without medication for 24 hours before returning to school. In some cases, a doctor's note may be required to medically clear a student to return to school.

Please Remember To Provide Updated Contact Information!

Illness Cheat Sheet

Reminder: If your child is out of school with an illness for 3 or more days or has been hospitalized, a doctor's note is required to return.



Impetigo/Hand, Foot, Mouth disease: Impetigo is a common skin rash caused by bacteria that requires medical intervention and antibiotic therapy. This consists of blisters and sores that rupture and ooze honey colored fluid. HFM disease is similar to impetigo in appearance but may be followed by difficulty swallowing or eating.

School Action: If a skin rash is detected the child will be required to be medically cleared by a physician before returning to school.



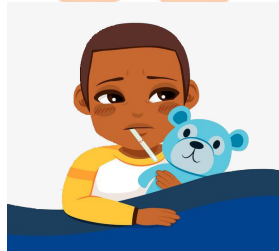
Head Lice: Lice are tiny insects that feed on the blood of the scalp. This is a common issue in children. It most commonly causes itching. It can be spread from person to person.

School Action: A child that has live lice present will be excluded until proof can be presented that the child had been treated (receipt, treatment box). Home remedies will not be accepted.



Diaper Rash: Common diaper rashes come from over-exposure to urine, and feces. The moisture and heat cause a breakdown and inflammation of the skin. A diaper rash that does not seem to respond to keeping the area dry and clean with an ointment-based skin protectant should be evaluated by a physician and may require a prescription ointment to heal.

School Action: The school nurse will contact parents for diaper rashes seen at school. Any prescription ointments given with a medical order can be applied at school.



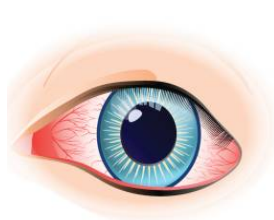
Fever: An elevated temperature, even if not combined with a runny nose or cough, should warrant the child to stay at home for evaluation. If the fever continues for more than five days in a row or are followed by worsening cold symptoms, medical intervention should be sought.

School Action: A child may return to school in 24 hours if they remain fever-free without the aid of medication. A medical referral may be needed and used on a case by case basis.



Vomiting/Diarrhea: Vomiting and diarrhea in children can cause dehydration very quickly. If the child does not pee or poop in 2-3 hours, cannot produce tears when crying, has a dry mouth or tongue, has vomiting/diarrhea combined with a fever of 102°F or above seek medical attention

School Action: A child experiencing vomiting or diarrhea will require pick up and may require a medical evaluation based to return to school. A child may return to school in 24 hours if they remain symptom-free without the aid of medication. A medical referral may be needed and used on a case by case basis.



Pink Eye: a bacterial or viral infection of the eye that is highly contagious. This consists of crust on the lid and lashes, white mucus in the eyes, and red eyes. This illness requires medical attention and treatment.

School Action: If the school nurse suspects that a child has pink, dependent upon the child's ability to keep their hands clean and away from the eyes, they may be sent home with a medical referral that must be signed by a physician to return to school

Supplies

The school uses a community approach to all basic supplies for students. Personal care supplies for students are used only for each individual. A school supply list is attached at the end of this handbook. If you are unable to contribute supplies, please let the classroom teacher know. Classroom teachers may ask for additional classroom supplies if needed throughout the school year.

Transportation

The buses drop off students in front of the school along Paulina Street and Washington Boulevard. To avoid ticketing, parents are allowed to park their cars on the west side of Paulina Street or parking is available in the school parking lot off Washington Boulevard. Problems with busing can be addressed through: Alltown (847) 674-0090 * (773) 248-0090 * (773) 256-0090 * (773) 638-3660

- Please call the bus company by phone when your child is sick or will not be coming to school; Identify your child's name and bus route when you call.
- Students must be picked up and dropped off at the same location Monday through Friday.
- In the event that you are unable to meet your child at the bus, you must authorize another person for release. Please see the sample form at the end of the handbook. Please submit the person's name and a photocopy of his/her ID to the main office. This person must be at least 18 years or older.
- In the event that buses are running late for afternoon drop off, you will receive a phone call from the bus company to notify you of the delay and the approximate time s/he should arrive home.
- In order to ensure smooth busing operations, it is very important that you notify the school of an address change should one occur. Pickups for new addresses may take 5-10 business days to go into effect.



Volunteer Guidelines

If you are interested in sharing your time and talents at Rudolph, you must complete a CPS Volunteer Application. The application is available in the school office and can be accessed on the website (www.rudolph.cps.edu) under the parent menu tab--- handbook & forms. Once your application is submitted online, please stop by the main office to provide a copy of your license (per the district policy) to complete the process. You will be notified via email of your application status.

To make your experience a beneficial one for you and the students, we ask that you follow these guidelines when you volunteer:

1. Sign in and sign out at the security desk upon arrival and departure and wear a volunteer badge throughout the day at the school.
2. Help maintain the safety of all of our students while they are in the classroom or hallways.
3. You may be placed in classrooms that have requested assistance and not in the classroom where your child is in.
4. Act as positive role models at all times.
5. May not dispense medication to students.
6. Will not be left alone with students (in the classroom, bathroom, hallway, etc) or report out to parents about their children.
7. Classroom supervision and student discipline are the responsibilities of the teacher.
8. Cell phone usage is prohibited when working with students and in the classroom.

The home-school connection is vital in creating a strong and healthy partnership between parents and staff. Volunteering at Rudolph Learning Center provides multiple opportunities for parents to be actively involved in students and school related activities.

Opportunities for Parents to Get Involved

- LSC (Local School Council)
- PAC (Parent Advisory Committee)
- BAC (Bilingual Advisory Committee)
- Be a classroom helper
- Be a mystery reader
- Be an office assistant
- Field trips chaperone (per teacher request)
- School events
- Quarterly awards

We know that your time is at a premium; we will work with you to create a flexible schedule that meets your needs. We know that great things can happen when parents and teachers work together for the best interest of our students. Thank you for considering a volunteer experience at Rudolph; together, we can make a difference in the lives of our students!

General School Information & Descriptions

We know that support from the community can make a difference. Since this is not a “neighborhood school” as such, we make many community contacts throughout the city. As a result, we have received resources in the form of services, supplies, materials, referrals, information and commitments to assist when needed from several businesses, organizations, agencies and individuals. The school's monthly newsletter, not only informs parents, but also allows members of the community at-large to learn about the progress the children are making along with the activities and events which occur.

Parents who are involved in their child's education serve as role-models and send a positive message to children that school and learning are important. In addition to parent conferences, Report Card Pick Up, and other activities; monthly parent meetings are held. Guest speakers are invited to share information with parents regarding topics and issues of interest.

The curriculum is one of full inclusions which integrates related services within the classroom. Occupational therapists, physical therapists, speech pathologists, hearing teacher, vision teacher, school social worker and nurse are present in the classroom to advise the classroom teacher, observe students, and make adaptations which enhance the child's ability to learn. The school curriculum, Unique, is highly specialized and supports the goals and objectives of the School Improvement Plan.

Nursing

One of the primary goals of the health service program is to use our nursing experience and resources to help parents keep children healthy and safe so that they are able to grow, develop and come to school to receive an appropriate education. We work closely with parents and maintain home contacts to establish a "combined" medical and behavioral history for each child to bridge the gap between home and school. We believe it's important to educate parents (and students to the greatest extent possible) regarding health issues which are directly related to the child's special medical needs as well as public health issues. Sometimes, it's necessary to provide parents with referrals to other agencies.

School nurses are responsible for meeting the special medical needs of the students while in school. A student's medical needs are determined by his/her physician. Needs are stated in the child's IEP. Nurses assist parents in improving the health of their children through such medical and dental examination, follow-up of health examinations, and immunization compliance.

It is very important for parents to provide accurate, updated "Emergency Information" to the school staff and provide at least two (2) telephone numbers in addition to home and work. Please inform the school as soon as possible if any of the telephone numbers change.

General Nursing Responsibilities:

1. To advise parents to keep the child at home when he/she is ill and seek a physician's advice.
2. To assess health/necessary treatment when a student becomes ill in class, or is injured (Documentation of illness/injury completed by staff). Upon completion of the nursing assessment and/or treatment, the parents are notified.

When a student must be sent home, the parents and the Principal are notified. The student must be picked up by the parent as soon as possible. An Exclusion Notice stating the health problem may be delivered to the parents upon pick-up.

When 911 is called, the Principal and parents are notified immediately and informed of the situation and actions taken.

3. To maintain health records for students; documenting doctor's orders and releases.
 - a. To administer the medication.
 - b. Signed prescription by the physician
 - c. Signed consent by the parents
 - d. Medication in a pharmacy provided, clearly labeled container, with the student's name, date, name of the medication and dosage instructions.
4. To provide medical treatment/services within an educational setting as needed.
5. Examples of medical treatment are:
 - a. Tracheostomy care
 - b. Tube feedings
 - c. Nebulizer
 - d. First Aid
 - e. LPN's monitor high risk students during bus transporting, to and from school, daily.

***Over the counter medicines, such as motrin, tylenol or any creams cannot be administered without a doctor's order.**

Occupational Therapy

Occupational Therapy (OT) is a related service provided in the classroom to help students as they learn and work at school. Occupational Therapists show students, teachers, and other staff (as well as parents) how to adapt or make changes needed so that students can participate in school and classroom activities. The primary goal is to help students become more independent in their self-care, personal management and classroom activities.

Physical Education

Physical Education is an integral part of a child's total education. Physical Education contributes to their growth and development. Students participate in activities which sometimes need to be changed or adapted to meet their special needs. While Gym/Physical Education class is designed to be fun and an active means of developing motor coordination, physical education also enhances listening skills, ability to follow directions, and work cooperatively within a group. Progress is assessed and shared with parents, classroom teachers, and other service providers. The ultimate goal of the physical education program is to have children discover activities they are able to enjoy and be successful while at play. This leads to increased self-confidence, positive self-image and a healthy, active lifestyle.

Physical Therapy

Physical Therapy (PT) is a related service provided at our school and implemented within the child's educational environment. Our primary purpose is to help the student access the educational environment in order to benefit from the educational program. In the school setting, it is the child's educational goals that are of primary importance. Physical therapy goals are developed to support the educational goals, rather than the medical type goals parents are more familiar with in the clinical setting.

It is the goal of the physical therapist to help the child maximize his level of gross motor function to allow him to be as independent as possible. The child's posture, positioning and mobility skills are addressed through goals both directly by the physical therapist and indirectly through consultation with other staff members. For some children, adaptive equipment is used to provide better positioning to improve posture and facilitate the child's ability to interact in the learning environment. The physical therapist is also a resource person to help the child obtain needed personal equipment such as crutches, walkers and wheelchairs.

School Social Worker

The school social worker helps children and their families during times of crisis, when students are truant, intervenes in cases of suspected neglect or abuse; and s/he assists whenever necessary. The school social worker makes telephone contacts, home visits and uses other means available to intervene when a student's health, safety or right to an education are endangered. The school social worker also makes referrals to outside agencies.

The school social worker also works in the classroom. She may assist with learning activities or observe students behavior. Assisting or observing to enable the social worker to design programs that best meet the child's emotional needs, to get to know who the students are, how they learn and behave in order to be able to meet the children's needs more effectively. The school social worker counsels students as needed and provides strategies which promote self-esteem and independence.

Speech & Language Services

The speech and language program is an integrative model providing speech/language/communication, oral, motor/therapy within the classroom settings. This model allows the speech therapist to provide the direct therapy while working closely with the classroom teachers and other support staff. The speech pathologist triennially evaluates students to determine their current level of communication skills for their FIE (Full Individual Evaluation) and complete IEP (Individualized Educational Program) to address communication development.

The mission of the speech program is to identify each student's format of communication, whether verbal or nonverbal. Non-verbal children are provided with alternative or augmentative communication systems to enhance their language development (sign language, picture boards, talking switches, voice output, and language boards). The speech therapist works closely with outside agencies and hospitals to ensure continuation of existing goals and make referrals for augmentative communication evaluations.

Vision/Hearing Services

Students who are visually impaired or hearing impaired are serviced by the vision teacher or hearing teacher respectively. The teachers follow recommendations and goals in the IEP to develop techniques which enable students to participate in classroom activities to the greatest extent possible. Students are provided with assistive devices which help them to become active and more independent as they learn. Visually impaired students receive initial mobility training as they learn to travel throughout the school building.

Visual Arts Program

The Visual Arts Program allows students to use their imagination to focus on the process of art, rather than producing a finished product. The children will be introduced to many new art materials and allowed to explore, experiment, create and discover how to use them. Emphasis will be placed on creative expression and development of basic art skills. The students will experiment with line, shape, color and texture through drawing, painting, printmaking, collage and sculpture. Art materials will be adapted to allow students to become more independent as they express themselves.

Music / Fine Arts Program

Students are encouraged to express themselves and develop their creativity by participating in group singing activities, school assemblies and other activities. Students also explore the Fine Arts through music, yoga, art, and field trips to museums, libraries and other educational points in and around the city.

Important Dates to Remember 2021-2022

LSC/Parent Meeting (*Tentative*)

(Generally the 3rd Tuesday of every month at 9:00am)

- September 15
- March 16
- October 20
- April 20
- December 8*
- May 18
- January 19
- June 15
- February 16
- July 9**

*November/December Meetings Combined

**Organizational Meeting for 2021-2022 school year

DATE CELEBRATION ACTIVITIES

| | |
|--------------|---|
| September 11 | All School Pep Rally |
| September | Hispanic Heritage Celebration (performance) |
| October | All school field trip to Pumpkin Farm |
| October | Principal Appreciation Day |
| October | Halloween Celebration |
| November | Quarterly Awards |
| November | Thanksgiving Celebration |
| December | Jayce's Santa Visits Rudolph |
| January | Chinese New Year (performance) |
| January | Quarterly Awards |
| February | Family Sweetheart Dance |
| February | Black History Alive (performance) |
| March | Women's History Celebration |
| April | Quarterly Awards |
| April | Administrative Assistant Day |
| April | Earth Day Celebration |
| May | Nurse Appreciation Day |
| May | Teacher and SECA Appreciation Week |
| May | Mother's Day Tea |
| June | Friends and Family Day |
| June | All school field trip to Lincoln Park Zoo |
| June | Kindergarten and Transition Ceremony |
| June | End of School Awards/ Quarterly Awards |

Events and dates may change dependent on Covid 19 restrictions and vendor availability

Rudolph School Supply List 2021-2022

(*These supplies may be requested mid-year to replenish stock)

Student Items

- Standard Size Backpack
- Medical Equipment (including and medication, feeding or hydration supplies to be used at school)
- 2 Plastic Folders
- 2 notebooks (K-6)
- Diapers and Baby Wipes (As needed)
- Spare Clothing (Daily Bibs, 2 shirts, 2 pants or shorts, 2 socks, 2 pair of underwear and a pair of shoes (if possible)

Classroom Supplies

- 2 boxes of Kleenex
- 2 rolls of paper towels
- *2 bottle of Lysol spray- these brands are preferred by classrooms- and difficult to order
- *2 bottles of Clorox or Lysol wipes- these brands are preferred by classrooms and difficult to order

*Classroom teachers may request specific classroom supplies.

*If you have clothes you would like to donate, we always need socks, pants and shirts of all sizes.

REASON FOR ABSENCE NOTE

The first day an absent student returns to school, the parent/guardian must provide the school a signed "Reason for Absence Note" that identifies the reason and date for each student's absence. Please call 773-534-7460 to report your child's absence on a daily basis whenever they will not be in school.

Student Name

Room #

Date(s) of Absence(s)

Indicate below the valid cause for the student's absence:

- ☐ Student Illness
- ☐ Observance of a religious holiday
- ☐ Death in the immediate family
- ☐ Family emergency
- ☐ Circumstances which cause reasonable concern to you for your child's safety/health
Please explain

- ☐ Other situations beyond the control of the student
Please explain

Parent Signature

Phone Number

Date



Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes

Student Name: _____ Date of Birth: _____
Current School: _____ Current Grade: _____

The following information must be completed by individuals requesting access to a school building, facility, and/or educational program or to interview CPS personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the school Principal or Special Education Case Manager where the student is currently enrolled. The Principal, or designee, will contact you to coordinate your visit.

NOTE: *Observations are typically limited to one class period to ensure minimal disruption to the educational process.*

Observation by Parent/Guardian *(Only complete this section if the parent/guardian will be the individual that will be conducting the observation.)*

Name: _____ Relationship to Student: _____
Phone: (____) _____ Address: _____

☐ **Current Setting:** I am the parent/guardian of the above named student and wish to observe my child in the following classroom/settings: _____

The purpose of my observation is: _____

☐ **Proposed Setting:** I am the parent/guardian of the above named student and wish to observe the following classroom/settings which have been recommended for my child: _____

Observation by Parent's Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request and/or participating in the observation is not the parent/guardian.)*

Name: _____ Agency/Company: _____
Phone: (____) _____ Email address: _____
Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Teacher, certified in the areas of: _____ | |
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

☐ Observation of student in the following classroom(s)/setting(s): _____

Duration: _____

Proposed Observation Date: _____

☐ I will need more than one class period for my visit for the following reason(s): _____

☐ Opportunity to interview the student

NOTE: *The following two options require that the Parent/Guardian complete the Authorization to Release Student Record Information found below or attach a separate signed release of student record information.*

☐ Opportunity to interview the following personnel believed to work with the student: _____

Duration: _____

Proposed Interview Date: _____

☐ Student records

Observation Acknowledgement *(To be completed by the person conducting the observation.)*

I understand that CPS will allow me reasonable access to the above referenced student, his/her educational program or proposed program, the school facilities, and/or the individual(s) I have requested to interview as related to the purpose of my visit. I agree to comply with the school's safety, security, and visitation policies at all times. I further understand that during my visit, I agree that I must honor all students' confidentiality rights and refrain from interviewing any student other than the above referenced student. I also agree to refrain from reviewing any student records other than the above referenced student's records and refrain from any re-disclosure of such records.

Individual Conducting Observation Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that CPS has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify CPS in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that CPS otherwise will work with the evaluator to provide reasonable access to the school facility, personnel and/or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program. I agree that a photocopy, facsimile or digital copy of this form will carry the same legal force and effect as the original.

Parent/Guardian Signature

Date

Parent/Guardian Authorization to Release Student Record Information *(Must be completed whenever an independent evaluator or other qualified professional requests access to student records or to interview CPS personnel.)*

My signature below grants permission to the Chicago Public Schools, and the evaluator or other qualified professional indicated above, to freely exchange personally identifiable oral and/or written school information regarding the above-named student. This information is intended for use in educational decision making. I acknowledge refusal to sign will result in the information not being released. I agree that a photocopy, facsimile or digital copy of this form will carry the same legal force and effect as the original. I further acknowledge that I understand I have the right to revoke this consent in writing at any time, and to inspect, copy or challenge the contents of the records being requested prior to release. Knowing this, I agree to authorize the release of the designated records pursuant to 105 ILCS 10/6(a)(8) of the Illinois School Student Records Act (ISSRA). This consent covers the full contents of the temporary and permanent education records as these are defined in ISSRA. I recognize that health records, once received by the school district, may not be protected by the HIPAA Privacy Rule, but will become education records protected by the Family Educational Rights and Privacy Act. I understand that if the above referenced student is over the age of 12 and the records contain mental health and/or developmental disability information, the student must also sign the Authorization to Release Student Record Information before any disclosure of school student records or information to an evaluator or other qualified professional. This authorization is valid for one calendar year from the date of signature below.

Parent/Guardian Signature

Date

Student Signature* (Only if over 12 years old)

Date

* The student's signature is required if the minor student is over the age of 12 and the student records subject to this authorization contain mental health records.