



LETTER FROM THE PRINCIPAL

# WILMA RUDOLPH LEARNING CENTER NEWSLETTER FEBRUARY

FEBRUARY 7, 2017

Greetings Rudolph Parents and Guardians!

I cannot believe that we are halfway through the school year! Please take the time to look at your child's report card and reach out to the school with any questions. I am so proud of our students, teachers and staff for all of the accomplishments that have made and the ones we will continue to make.

January was a great month! Students were able to participate in Winter Wonderfest as a whole school. They experienced an indoor snowball fight, pinning the carrot on the snowman, and penguin bowling. Students also participated in celebrating Chinese New Year in art class by making lanterns and different animals. During these instructional activities, we incorporated the use of core words and visuals.

I thank you all so much as we have seen an increase of parent participation. Thank you to those

who participated in the Winter Wonderfest and to the parents who participated in the New Parent Welcome Meeting. Thank you for your continued support to make Rudolph a great school.

February is going to be a lot of fun! This month, we have a lot to celebrate. First, we are celebrating Black History Month all month. Each classroom has done a bulletin board to honor famous African Americans, and we will have a performance to end the month from West African Dancers. We are also celebrating Valentine's Day with a Carnation Sale Fundraiser and Ice-cream Social. On Friday, February 17<sup>th</sup>, Rudolph will be collaborating with Al Raby High School and its Low Incidence Program to participate in Rudolph's first ever Service Learning Project. I am very excited as Al Raby was my previous school before becoming principal at Rudolph. Service Learning is a graduation requirement and will give our students exposure to new peers and experiences.

Just a reminder as we have seen an increase of illness this winter, please take some time to review the parent handbook. Students with fever or diarrhea cannot return to school until they have been fever/or diarrhea free for 24 hours without any medication.

Yours in Education, Principal Dacres





Hi Parents,

It is already February. We are very excited for this month and all of the fun Rudolph activities planned. For the month of February, we are targeting the core vocabulary words **IN** and **OUT**. We will emphasize these words at school when making choices, requesting, commenting and greeting. All staff will also utilize aided language stimulation to increase comprehension of **IN** and **OUT**. It is important that not only are these words modeled at school but are also modeled at home during motivating, frequently occurring routines. Think about ways that you can use aided language stimulation (touching pictures and saying the word simultaneously) at home.

The pictures of **IN** and **OUT** are attached. These words are used often when singing, looking at photos/describing pictures, playing with toys, sending a letter, cooking, shopping, etc. Valentine’s Day is a perfect opportunity to mail letters and practice saying “in the mailbox” and pointing to the picture of “in”. Please see below for some additional examples of opportunities to use (model and reinforce) these

core vocabulary words of the month at home.

**IN and OUT**

You can incorporate the words “in” and “out” when planning, commenting, making choices, requesting, providing descriptions, during greetings, etc.

“dog is in the box”, “dog is out of house”, “banana is in the bowl”, “cat is in the car”, etc. A good example of a book that focuses on these words is “Where’s Spot” by Eric Hill.

Activities	Ways
<b>Greetings</b>	Model and use greetings such as “come in”, “peace out”, “I am in here”.
<b>Express Feelings</b>	Discuss your feelings: “I am in a bad mood” or “in a good mood”
<b>Planning Your Day/Steps</b>	Talk about your daily events: “First we will go out, then we will stay in”. “First put in and then take out”.
<b>Getting Ready for School</b>	When getting ready for school you may say, “put that in the bag”, “take out your hat”, “put toothpaste in the cup”, “spit out water”, “look in the mirror”
<b>Cooking</b>	Model and point to pictures while stating, “put in bowl”, “take out of the oven”, etc.
<b>Shopping</b>	Grocery shopping is a great time to use “in” and “out”. For example, “put in cart”, “take out”, “put in bag”, etc.
<b>Looking at Pictures/ Story Time</b>	Look at pictures or objects and comment on things that are “in” or “out”. For example:



### TEACHER/SECA SPOTLIGHT

#### **Marit McCausland:**

My name is Marit McCausland, and I have been a physical therapist for almost 25 years. I worked in a variety of rehabilitation hospitals prior to joining CPS and this allowed me to develop my craft. Working as a physical therapist is my great joy. I get to come to work every day and see the smiling faces of the Rudolph children. It allows me to focus on integrating into the classrooms and collaborating with the teachers. The children at Rudolph, like all kids, love to play and love to move. As a physical therapist, that is our specialty and figuring out how each child is successful is what I like to do.

### HIGHLIGHTS FROM YOUR STEP TEAM

Room 3 is the STEP program. STEP stands for Systematic Transition Educational Program. The goals for room 3 are to provide a modified grade level appropriate curriculum focused on functional academics, communication, life skills, language development, and social skills and to prepare students and families to transition into another educational environment. These goals help to foster a safe and supportive learning environment using evidenced-based learning strategies for all students. We prepare students and parents for school rules, procedures, expectations, and academics. We also create a learning environment that ensures each student access to a developmental scope and sequence. Furthermore, we use evidence-based behavioral strategies and teach social skills that will lead each student to increased independence. Students in room 3 participate in regular academic lessons in reading, math, science, and social studies to prepare them for transition to a less restrictive school environment with more access to general education peers and role models.

### RESOURCES

**Autism Speaks:** Autism Resources. Phone #: 224-567-8573, [www.autismspeaks.org](http://www.autismspeaks.org)

**Chicago Park District- Special Recreation:** Recreation programs. Phone #: 312-742-5798, [www.chicagoparkdistrict.com/progrmas/chicago-park-district-special-recreation](http://www.chicagoparkdistrict.com/progrmas/chicago-park-district-special-recreation)

**CPS Family and Community Engagement (FACE):** Community outreach and training assistance. Phone #: 773-553-3223, [www.cps.edu/FACE/Pages/Face.aspx](http://www.cps.edu/FACE/Pages/Face.aspx)

**Easter Seals:** Social activities, respite, consultations, sibling support and a resource center for Autism. Phone #: 312-491-4111-, [www.easterseals.com/chicago](http://www.easterseals.com/chicago)