

DOMINION SCHOOL FOR AUTISM

Parent and Student Handbook 2011-2012

Dominion School for Autism at West Grace

6818 West Grace Street
Richmond, VA 23226
Phone: (804) 355-1011

Dominion School for Autism at Walnut Grove

P.O. Box 428
7046 Cold Harbor Road
Mechanicsville, VA 23111
Phone: (804) 723-5917

Dominion School for Autism at ChildTime Learning Center

7452 Old Hickory Drive
Mechanicsville, VA 23111



Jennifer B. Wood, President and Director

Revised 7/11

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History of Dominion School for Autism (DSFA)

Dominion School for Autism was born out of a dream held by an idealistic young educator after working with children with Autism in a public school setting. During her time there, Jennifer Brizel Wood saw first hand the difficulties faced by public schools in providing the intensive programs and support services needed by children with Autism. She also became aware of the financial burdens placed on families who sought an alternative education for their children. With insight into the educational and social needs of children with Autism and the financial needs of families, Mrs. Wood developed a school that provided a comprehensive academic and therapeutic instruction model for students while maintaining as reasonable a cost as possible for families.

Now beginning its seventh year, DSFA provides a variety of educational programs including year round instruction, weekly community based instruction, separate preschool and school age programs with inclusion classrooms at the preschool level, and a vocational and life skills instruction program.

Each of these programs uses a highly researched, theory based instruction techniques called Applied Behavioral Analysis. At the beginning of the 2011-2012 school year, DSFA will have two full time staff person with a BCBA, which is the highest level of practitioner available for the teaching of children with Autism using ABA. By the end of this school year, DSFA will have one more staff completing the requirements for a BCaBA, giving us one of the highest BCBA to student ratios in the state and allowing us to provide an education with unsurpassed quality.



Autism and Education

Autism is a multifaceted, developmental disability. This requires a high level of flexibility among schools. At DSFA, all of our programs are designed to be individualized based on a student's particular need. Because we are a small school, the ways in which we can adapt programs are seemingly endless. There is a very family style feel to the school with staff knowing each of the students and with staff being willing to go out of their way to adapt programs to meet a particular students needs.

Mission and Educational Philosophy

The mission and educational philosophy of DSFA is to provide children with autism an individualized educational program in a loving and supportive atmosphere.

To achieve this mission, DSFA assesses the strengths and challenges of each student to create individualized programs. Student to staff ratio is kept small for a more personalized experience and is based on each student's educational and behavioral support needs. Generally, a staff to student ratio of 1-1 is provided. DSFA ensures that each teacher and assistant working with students is fully trained in ABA programmatic philosophy and techniques.



Dominion School for Autism believes:

- Every child is capable of learning and should have the experience of learning and the feeling of success.
- The teacher and student relationship should be positive and uplifting.
- Parental insight and involvement are encouraged and are essential components of the educational program.
- The progress of each child is

evaluated by measuring their educational and social growth. Student achievement is measured by using daily data, educational assessments and staff and parental observations.

DSFA strives to provide student education in a cost efficient manner, while making it possible for children with autism to reach their fullest educational and social potential.

DSFA gladly welcomes and encourages children and families from all faiths, genders, races and walks of life.

Application and Admission Procedures

DSFA accepts children with a diagnosis of Autism, Asperger Syndrome, or PDD(NOS). Acceptance into the program is based upon the determination that DSFA's program is appropriate for the child and that space is currently available. Children that meet the programmatic criteria, but cannot be accepted due to current enrollment, can be placed on a waiting list at the request of parents or guardians.

All applicants must complete or provide the following to be considered:

- All forms found at the end of this handbook (pgs 19 through 30)
- A recent physical
- A medical insurance card
- Immunization records
- Psychological or psychiatric evaluation with diagnosis
- Any existing Formal Education Plan
- Eligibility determination (if available)
- Home or school observation by DSFA staff

Applicant records can include, but are not limited to:

- ADOS (Autism Diagnostic Observation Scale)
- Standardized Test of Cognitive Ability (Bailey, Stanford-Binet, WPPSI-R)
- Standardized Test of Language Development

A checklist of required items can be found on the final page of the handbook.

Structure and Curriculum

Facilities and Equipment

At its inception, The Dominion School for Autism was housed in, and was a mission of Westminster Presbyterian Church. In January 2008, DSFA relocated to Fairmount Memorial Baptist Church in Henrico County. In December 2010, DSFA moved to its current location at West Grace. This new building provided wheelchair accessibility to all floors and increased space for educational activities. DSFA now has three large classrooms as well as an onsite vocational center. The classrooms provide areas for students to work individually and in groups on academic, daily living, social and vocational skills. Students have access to educational materials appropriate for implementation of IEP/IIP programming. Computers and assistive technology devices are also available for student use. Academic and practical resource materials and books are available for student use at school and can be checked out by families for use at home.

Our location at West Grace includes a large gross motor skills room with a variety of gross motor equipment, including scooters and bikes. All of the equipment was recommended by an occupational therapist, who in addition to recommending materials, trained staff in the best use of each piece of equipment. There is a large outdoor playground, where students can swing, slide, climb and run. A variety of outdoor games and toys are available for both group and individual play.

In 2007, DSFA decided to partner its preschool program with Walnut Grove Children's Learning Center to allow for more space and opportunities for inclusion experiences. At Walnut Grove, Dominion has one large classroom with two smaller rooms attached which allow us to have a motor room and an office/quiet work space.

Our latest location, added in the spring of 2011, is with ChildTime Learning Center in Mechanicsville. ChildTime will provide the use of a gymnasium, an in ground pool, two classrooms and the use of several playground areas.



Staffing Structure

During the school day at all of our locations, each student is assigned to an instructor who carries out individualized programs, collects data and tracks progress. Students may work with one to three instructors throughout the day to help them generalize skills they have learned. Team leaders, who are licensed teachers, are responsible for designing individual and group programs, providing support, overseeing strategies and analyzing data collected. Team leaders also provide direct educational services to each student on their assigned team. The Educational Programmer is responsible for the day-to-day operations of the school and for supervising team leaders. The Director is responsible for the overall administration of The Dominion School for Autism.

Program Design

Educational programs are individually designed for children and young adults, ages two to twenty-two years old, to meet the needs of each student as determined by an IEP/IIP team. All programs are designed so that each student learns in the least restrictive environment based on the individual needs of the student. All students are taught in a combination of 1:1 ABA structured programming and group instructional settings. The extent to which each student receives services in these setting depends on the individual support needs of that student. Factors taken into account include a student's ability to receive and retain information in individual and group settings and behavior management concerns.

All individualized programs focus on the following skills to the degree necessary for that individual student as determined by the IEP/IIP team. Each student will be assessed yearly or more often using *The Assessment of Basic Language and Learning Skills* (ABLLS) or other assessments as deemed appropriate by the team. The ABLLS assesses capability and behavior in the following domains:

- Cooperation and reinforced effectiveness
- Visual performance
- Imitation
- Vocal Imitation
- Requests
- Labeling
- Intraverbals
- Spontaneous vocalizations
- Syntax and grammar
- Play and leisure
- Social interactions
- Group instruction
- Following classroom routines
- Generalized responding
- Reading skills
- Math skills
- Spelling
- Dressing skills
- Eating skills



- Grooming
- Toileting skills
- Gross motor skills
- Fine motor skills

DSFA also addresses the following:

- Building Independence
- Functional Academics
- Core curriculum subject areas
- Behavior management
- Peer instruction
- Community based instruction
- Pre-vocational/vocational skills
- Community service

Moreover, DSFA at an additional cost provides consultative speech and language therapy and communication support focusing on functional and social communication. Occupation therapy consultations are also provided as a way to teach many necessary daily living skills and to provide mechanisms that assist in the emotional regulation for our students. A “sensory diet” is provided by our occupational therapist for each student to help regulate their sensory systems when they become over taxed and to enhance their ability to participate more fully and appropriately in activities around them.

DSFA retains the services of a reading specialist and behavior specialist, both of whom provide support and services to students and staff to enhance students’ growth and learning.

Transitional Program for Students Aged Fourteen to Twenty-two

For students aged fourteen to twenty-two, focus on transition to adult life is of utmost importance. As described in the Program Design section, transitional aged students receive a combination of 1 to1 and group instruction. For students who need a higher degree of support, programming focuses primarily on a functional/vocational skills curriculum. Greatest concentration is placed on developing and increasing communication, daily living, socialization and vocational competence with instruction in core curriculum subjects.

Students who demonstrate readiness may be taught in a classroom/group teaching structure. This classroom model provides educational services to students who require less intensive support with greater emphasis on generalization and independence. It concentrates on functional academic skills and provides instruction, practice and support in social communication, daily living and vocational skills. This program is designed for those students who may be able to transition to less restrictive or comprehensive settings in the future.

At our West Grace location, vocational and social skills training and practice are provided on and off campus. Students aged fourteen and fifteen participate in volunteer activities.

Students who are sixteen years and older engage in volunteer or paid employment two to four days a week. These activities are designed not only to provide students with exposure to the world of work and to a variety of vocational clusters, but also to engender concepts of generosity and service. Moreover, vocational opportunities afford students with the opportunity to work with peers and adults in setting in which expectations vary from those at school or with family.

DSFA offers a functional/vocational curriculum in its transitional programs. Students who complete the program will receive a diploma designating such completion.



Preschools at Walnut Grove and ChildTime

Dominion School for Autism at Walnut Grove and ChildTime are designed for students, ages two to six years old, who can benefit from ABA as well as an inclusion setting. Students at ChildTime and the Walnut Grove campuses have the opportunity to move into a classroom that has typical peer interactions. This provides time to practice socialization techniques as well as generalization of skills acquired in the 1 to1 and small group ABA setting.

Individualized Instruction Program

When the Local Education Agency (LEA) is the placing agency, an Individualized Educational Program (IEP) is developed collaboratively by the IEP team. This team includes, at the minimum, the student's parents, representatives of the LEA and staff of DSFA. For privately placed students, the parents and staff of DSFA develop an Individualized Instruction Program (IIP). Plans will be reviewed and revised annually. Plans may be revised more often if necessary. Parents who privately place their child at DSFA are encouraged to seek and maintain current determinations of eligibility through the public school for their child.

All children publicly and privately placed have goals and objectives related to the core curriculum developed as assessed by data, testing and determination by the IEP/IIP team. Children placed by the public school system will participate in statewide assessments as determined by the IEP team.

| A student may receive additional related services through his/her local school system as determined by the IEP team. If related services from an outside agency are deemed



necessary, it is the parent's responsibility to secure these services. In some instances, related services are provided to a privately placed student by the child's LEA. Under these circumstances, a service plan must be written.

**Dominion School for Autism
Calendar
School Year 2011-2012**

School Opens	September 6, 2011
Staff Development	October 10, 2011
Thanksgiving Holiday	November 23-25, 2011
Winter Vacation	December 19-30 2011
School Reopens	January 2, 2012
Martin Luther King Jr., Holiday	January 16, 2012
Staff Development	January 30, 2012
President's Day Holiday	February 20, 2012
Staff Development	March 19, 2012
Spring Holiday	April 9-April 13, 2012
School Reopens	April 16, 2012
Memorial Day Holiday	May 28, 2012
Early Summer Vacation	June 18-July 6, 2012
School Reopens	July 9-August 17, 2012
Staff Development	July 23, 2012
Late Summer Vacation	August 20-September 3, 2012
Staff Development	August 30 & 31, 2012
School Reopens	September 4, 2012

General Rules, Guidelines and Information

Pickup/Drop off Areas: West Grace & ChildTime are in the front parking areas, while Walnut Grove is in the rear parking lot.

Morning drop off at 8:30: Students will be dropped off at the parking lot. A staff member will escort your child from the car or bus into the school.

Afternoon pick up 2:30: Please line up in the same lot where your child was dropped off. A staff member will escort your child to the car. For the safety of our students the line of vehicles must remain single file.

After school activities pick up 3:30: If your child is signed up to participate in an after school activity, please park your car and walk in to pick up your child. If you will be participating in an after school activity with your child, please park your car and be ready to participate by 2:30.

Early dismissal: If your child must leave at an early dismissal time, please notify the school by note or phone call.

Tardy: If you arrive at school after 8:30 am, please park your car and walk your child into school. Students arriving after 8:30 will be marked tardy. Repeated tardiness will reflect in your child's progress, because of decreased time spent on educational programming.

Late pick up: Please notify the school if it will be necessary to pick up your child late. If a student is picked up after 2:40 on a consistent basis, there will be a \$10.00 fee for every 10 minutes past this time. Late fees are due by the following school day.

Changes in pick up arrangements: If your child will be picked up by someone other than those listed on your child's emergency information form; please notify the school in writing. This includes carpooling arrangements. **Children will not be released unless DSFA is notified of the change.**

Inclement weather: DSFA follows the Henrico County Public Schools' schedule of delayed openings and closings.

Reporting of progress and attendance: Your child's progress will be monitored and communicated in both a daily communication sheet and quarterly data driven individualized academic updates. Student attendance will be taken daily, and missed days will be reported with the child's nine week report.

Make-up work: Should an extended absence be necessary, students will be expected to remain in their academic routine as programmed by DSFA, if at all possible. Staff will provide materials and training so that acquired academic skills and routines to the greatest extent feasible.

Statewide assessments: Students enrolled in DSFA by their parents will not participate in statewide assessments. DSFA measures the progress of its students using data driven academic updates. Students placed at DSFA by public school systems will participate in statewide assessments based on IEP team decisions. DSFA uses testing materials that are not in any way discriminatory.

Transitions: If there are circumstances that may result in a transition out of DSFA, a plan to facilitate the child's change in environments will be developed by the IIP/IEP team.

Volunteers, interns or visitors: If one wishes to volunteer or visit in any capacity at DSFA, that person must fill out a form before entering the school. The Dominion School for Autism has a responsibility for safety to all of its students, staff and visitors. Volunteers or interns (students receiving professional training) must complete an application containing personal information, interests & intentions, a confidentiality agreement, and an authorization for a criminal background check. Supervision of the volunteer or intern will be provided by assignment of the school's Director to an assigned Director, teacher or staff member directly working with the volunteer or intern.

These volunteers are not to be left alone with a student at any time, unless otherwise specified by the Director.

Behavior Management

DSFA believes that every educational relationship should be positive and uplifting for all involved. Classroom management is based on positive behavioral supports. Because of the complex sensory, communication, and emotional regulation needs of each child, assessment and analysis of the function of behavior found to be challenging is crucial. Programming, instruction and accommodations, based on the functional analysis of behaviors are then designed to address the needs of the student and the functional challenges demonstrated by the behaviors.

“Application of a formal behavioral management program designed to reduce or eliminate severely maladaptive, violent, or self-injurious behavior contingent upon the exhibition of such behaviors is allowed only as part of an individually approved time specific plan that is consistent with sound therapeutic practice. Consent of the individual parent or guardian, and the placing school division is required.” VAC § 20-670-130 (F)

Behavior Protocol: The following proactive measures are used for all students at Dominion School for Autism.

Proactive Measures/Antecedent Based:

1. Scheduled breaks from work: This involves scheduled breaks from work (breaks are not earned) at regular intervals. Intervals will be determined on an individual basis.
2. Reinforcement of student requests: Student requests for breaks or access to preferred items will be honored if they are reasonable and do not interfere with work.
3. Visual Strategies: Verbal or non-verbal strategies are used to inform students of regularly scheduled events.
4. Allow for student's choice: This involves knowing the student's preferences and allowing the student to make a choice among reinforcers before training begins.

Items should not be used to bribe or threaten (i.e., “If you want to go to the bean bag, you have to...”)

5. Save highly preferred items for use during academic instruction.
6. Deliver the reinforcing item immediately after the desired behavior.
7. Reinforcement needs to be in proportion to the effort.
8. Deliver the reinforcer only when the desired behavior occurs.
9. Provide least possible attention to off-task behaviors and redirect to desired behaviors.

Three Step Guided Compliance: Three Step Guided Compliance is used to ensure student follow through in all non-academic situations.

Step 1: Tell. For example, when it is time to stand up say. “(student name), it’s time to stand up” (Do not ask student if he or she wants to stand up or try to coax into standing up.) Give five seconds to comply with your request. If the student complies, provide praise. If the student does not, move to step 2.

Step 2: Show. Repeat the request and show the student what you want him or her to do. In the example, you would say, “Stand up like this,” and demonstrate standing up.

Step 3: Guide. Guidance usually entails physically supporting the student in complying with the requested action. In the example of the request to stand up, should the student not comply with steps one and two, the student is physically supported to stand.

Safe Room Protocol: If a student is engaging in uncontrollable behaviors, specifically endangering other students or staff, destroying property or putting his or her own safety at risk, the student is escorted to the safe room. There are to be two staff in the safe room at all times. Staff is to give the least possible attention to undesired behaviors in the safe room. The main responsibility of staff is to keep the student safe while in the safe room. Once the student has exhibited appropriate behaviors for at least two minutes in the safe room the student is then asked if he or she is ready to return to the classroom. The student is never forced to leave the safe room. The safe room is a neutral environment that allows staff to ensure the safety of a student in a controlled environment.

Reinforcers: In consultation with DSFA, parents are responsible for providing daily edibles and/or toys used as reinforcers for their child. DSFA will store these reinforcers at school and provide two days notice to parents when food reinforcer supplies need to be replenished.

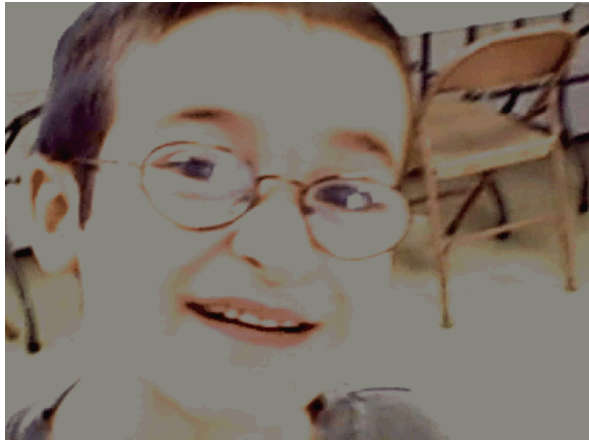
Parental Participation

Tri-Monthly home consultations: Home consultations will be included in the student’s educational package and are available at the parent’s request. Home consultation topics and agendas will be determined by the needs of the child in the home. Home programs will be reviewed and updated as needed. Home programs are an essential element of

each child's educational development. If additional consultations are needed, an hourly fee may be charged.

Monthly in school parent training: Parents are encouraged to visit DSFA once a month during a scheduled time in order to observe their child in the school setting and see progress and changes in their child's educational program, as well as to receive training to implement programs at home with their child.

Additional observations requested by parent: DSFA will gladly accommodate parents who wish to observe outside of their monthly parent training. Please call the office to schedule all observations.



Daily communication: A communication sheet will be sent home daily to keep the child's parents up to date on information regarding their child's program, as well as the child's performance that day. Parents are asked to communicate with comments, concerns, and other pertinent information necessary to best provide services to your child.

Home programming: For best learning, retention and generalization, a home program should be carried out. DSFA will design home programs and provide training to implement them. Training may be offered during home consultations and monthly parent training in the school setting. If parents hire a home programmer to work with their child, training for that person may be done during consultations, monthly parent training, additional scheduled observations, and through daily communication sheets.



Sick Policy

The following guidelines ensure that we maintain a healthy environment for our students. Please follow them carefully:

- If your child has **ANY** of the following please keep them home from school. If your child comes to school with **ANY** of the following, you will be called to come get your child from school.
 - Fever of 99.0 or above
 - Vomiting
 - Diarrhea
 - Colored discharge from nose or eyes or coughing
 - Fatigue or sleepiness to a degree that your child is unable to work in their usual manner
 - Significant increase in maladaptive behaviors (may be a sign of illness)
 - Rashes
 - Contagious conditions including but not limited to: lice, pink eye or chicken pox

- Your child may return to school when the following symptoms are gone for 24 hours, or on the date a doctor's note states the child may safely come back to school.
 - Fever over 99.0
 - Vomiting
 - Diarrhea
 - Rashes
 - Antibiotics have been administered

If your child has any sickness or condition that is contagious, you are obligated to notify the school upon your discovery so that the proper precautions may be taken.

Please be aware that staff exhibiting the same symptoms will also not be allowed to remain at school.

DSFA reserves the right to notify all students' parents if a student is diagnosed with a contagious condition and notification is deemed beneficial to the student body and staff. To protect privacy, the ill student's name will **NOT** be stated.

Food Related Policies

Students are responsible for bringing a bagged lunch and snack daily. DSFA may not provide lunch or snacks for students. A student's lunch must include any silverware, plastic ware, or dishes that are required by the student. If a free or reduced lunch is required please contact DSFA for more information. Students may not share food with other students because many students are on special diets or have food allergies.

Parents are responsible, in consultation with DSFA, for providing daily edible reinforcers for their child. DSFA will store parent bought reinforcers for children

at school, and provide two days notice to parents when the reinforcer supply needs to be replenished. Reinforcers will not be shared by students.

Academic Records

Each child will have a data notebook maintained by her/his instructor. This notebook will document the progress of that child based on the child's IIP/IEP plan. The notebook will remain a source of information about that specific child to all staff who provide services to that child.

A communication sheet will be sent home daily to keep parents up to date on information regarding their child's program, as well as their child's performance that day. Parents are expected to communicate comments, concerns, change in routine for their child or other pertinent information that the school's staff needs to know.

Student files are maintained by staff regarding individual programs and behavior plans. All files are maintained in a confidential manner.

Access to files

DSFA permits parents to review the education records kept by the school for their specific child. Parents may review their child's educational file on site. Original records must remain on site at all times. During parental review, DSFA staff will be available to answer any questions regarding the child's records. A meeting will be arranged at a mutually convenient time for review of the records.

DSFA presumes that both parents have the right to review records relating to their child unless otherwise notified under the applicable state law governing such matters as guardianship, separation, and divorce. Records of file access will be kept when parties outside of authorized school staff review files. Records will not contain names or information about other students.

If a party requests to have educational records disclosed, a documentation form will show the following: date of parental permission, parties requesting information, agency or institution represented, the date of disclosure, interest of disclosure and the signature of the director. There are no fees associated for the disclosure of scholastic records.



Concern Resolution Procedures

Dominion School for Autism is committed to making it possible for students with autism to reach their fullest educational and social potential. If at any time a parent has a concern about their child's educational experience, we want you to let us know:

Step1. Please contact your child's teacher (team leader) and address the issue orally or in writing. DSFA will respond to your concern that day, either, by written response or by a phone call to you. If necessary, a conference will be scheduled to further address your concern.

Step2. If your concern is not resolved, please contact the program director or school director. Either will respond to you that day by phone or in writing. If necessary, a conference will be scheduled to further address your concern.

If in the event that the complaint is not satisfied with internal resolution, or if one prefers, a complaint can be filed with the Office of Private Day Schools for Students with Disabilities, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120 or by calling (804) 225-4551.



**Dominion School for Autism – Request for Reservation for Admission
School Year 2011-2012 and Summer 2012**

(To be completed before student's initial school year)

Date: _____

Child's Name: _____ Date of Birth: _____

Social Security Number: _____

Diagnosis/Identification _____ Year of Diagnosis/Identification: _____

Address: _____

Names of Prior Schools: _____

Home School District: _____

Parent/Guardian Name: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Parent/Guardian Name: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Primary reasons for seeking admission to Dominion School for Autism:

Parents' email addresses _____

*Please note that completion of this document does not constitute an acceptance of admission.
Neither does it constitute an agreement to enter Dominion School for Autism upon acceptance.*

Dominion School for Autism – Request for Reservation for Admission Part 2

Child's strengths: _____

Behavioral challenges: _____

Child's likes/interests: _____

Child's dislikes/sources of irritation: _____

Dietary restrictions/special diets: _____

Personal care concerns: _____

Physical limitations/medical restrictions: _____

Communication system effectiveness: _____

Acceptance offer: Yes _____ No _____ Date enrolled: _____

**Dominion School For Autism Reservation and Enrollment Agreement
School Year 2011-2012 and Summer 2012**

(To be filled out yearly)

I hereby accept the offer of enrollment by Dominion School for Autism

for _____ for the 2010-2011 school year and/or
Child's name

Summer 2011.

School District: _____

Home Address: _____

Parent/Guardian Name: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Parent/Guardian Name: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Name of Person(s) Financially Responsible: _____

Billing Address: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Notes/additional information: _____

Parents' email addresses _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Dominion School for Autism Representative Signature: _____

**DOMINION SCHOOL FOR AUTISM
ADMINISTRATION OF MEDICATION DURING SCHOOL HOURS
School Year 2011-2012 and Summer 2012**

For Medication to be provided at school, parents/guardians must provide:

- 1) The physician's order portion of this form signed by the physician
- 2) The parental release portion of this form signed by a parent/guardian
- 3) Medication supplied in the original container (you may wish to ask for prescription medication to be divided in two bottles completely labeled — one for home and one for school.)

PHYSICIAN'S ORDER FOR ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

I have prescribed the following medication for this student and request that dosages be given during child care hours:

Student's Name _____ Birth Date _____ SS# _____

Medication _____

Dose _____ Route _____ Time given _____

For treatment of _____

Possible side effects _____

Special Instructions _____

Last date to be given _____

Other medications taken at this time _____

Medication ALLERGIES _____

Print physician's name _____ Phone _____

Physician signature _____ Date _____

PARENTAL RELEASE FOR ADMINISTRATION OF MEDICATION

- I request the medication specified above be given as prescribed.
- I give the school staff authority to communicate with the ordering physician about this medication.
- I release school personnel from any claims or liability connected with the reliance of this permission in the administration as prescribed of this medication at school.
- This student needs medication on field trips. Yes _____ No _____

Parent/Guardian signature _____ Date _____

Home Phone _____ Work Phone _____ Cell Phone _____

For the safety of your child, medication information may be shared with school and emergency personnel if necessary.

My child does not need medication administered during the school day
Parent/Guardian Signature _____ Date _____

**Dominion School for Autism-Student Emergency Information
School Year 2011-2012 and Summer 2012**

Student's Full Name: _____ SSN: _____

Date of Birth: _____ Diagnosis/Identification: _____

Address: _____

Parent/Guardian Name: _____ **Email:** _____

Home Phone: _____ Work Phone: _____ Cell phone: _____

❖ **Parent/Guardian Name:** _____ **Email:** _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

❖ **Emergency Contact*:** _____ **Relationship:** _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

❖ **Emergency Contact*:** _____ **Relationship:** _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

*By listing a person as an emergency contact, you are giving them permission to pick up your child.

Names of person(s) other than parents/guardians and emergency contacts who are authorized to pick up child:

Please list all medications taken by the student, including those not taken at school. Include dosages, times of administration and purpose for which medications are given. This information is necessary should emergency personnel ever be called concerning the student:

Physician's Name: _____ Phone: _____

Does the child currently have any of the following: (if yes, please circle and describe below)

- | | | |
|-----------------|--------------------------|---------------------------|
| -Asthma | -Drug Allergies | -Frequent Headaches |
| -Dizziness | -Allergy to Insect Bites | -Other Medical Conditions |
| -Seizures | -Allergy to Bee Stings | |
| -Food Allergies | -Special Dietary Needs | |

Please Describe: _____

**Dominion School for Autism
Permission for School Personnel to Consent to Medical Treatment
School Year 2011-2012 and Summer 2012**

In the event of a situation in which immediate medical decisions need to be made to protect the well-being of my child, I _____,
Parent/Guardian's Name

the parent/ guardian of _____,
Student's Name

authorize the Director of the Dominion School or her designee to make medical decisions on behalf of my child, should I, or other emergency contacts, not be reached with all reasonable effort. The Director of Dominion School or her designee agrees that she will act prudently and will rely on the advise of medical professionals who are providing care for my child.

Provided is a copy of my child's medical insurance card.

Parent/Guardian's Signature

Date

**Dominion School for Autism
Permission to Exchange Records
School Year 2011-2012 and Summer 2012**

I, _____, the parent/ guardian
Parent/Guardian's Name

of _____, give permission for the following
Student's Name

people, who are not affiliated with Dominion School for Autism, to provide and receive confidential records concerning my child and to discuss educational information about my child. The indicated individuals must have an educational, medical, legal or behavioral interest in my child.

Name

Title

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Parent/Guardian's Signature

Date

**Dominion School for Autism
Permission for School Personnel to Transport
School Year 2011-2012 and Summer 2012**

I, the parent or guardian of _____, give permission for the employees of Dominion School for Autism to provide transportation for my child in either a bus provided by the school or a personal vehicle belonging to a staff member. Transportation will be provided for the purpose of community based instruction and integration or for traveling from one Dominion site to another for a program or activity.

Community based instruction and integration will be offered on a weekly basis to school age students. You will be notified in advance of all community trips.

Parent/Guardian Signature

Date

**Dominion School for Autism-Media Permission
School Year 2011-2012 and Summer 2012**

I, _____, the parent/guardian of
(Parent/Guardian's Name)

_____, give permission for my child to be
(Student's Name)

**photographed and videotaped under the following circumstances: (Please
check all those to which you agree)**

_____ Photographed and videotaped for internal purposes including, but not limited to,
training and documenting educational progress.

_____ Photographed for the purpose of representing Dominion School for Autism to
the public in materials such as brochures, handbooks, website pages (including
www.dominionautism.org and Dominion School for Autism on Facebook.) and
newspaper articles.

_____ Videotaped for the purpose of representing Dominion School for Autism to the
public in venues such as news stories, documentaries and promotional materials (i.e.,
videos to be shown on our website/facebook page or at conference/convention and
fundraiser venues)

Parent/Guardian Signature

Date

**Dominion School for Autism-Child Restraint and Safe Room
School Year 2011-2012 and Summer 2012**

I _____, give permission for Dominion School for
Parent's Name

Autism to physically restrain _____, using
Child's Name

appropriate techniques in the event that my child becomes a danger to him or herself or others. I understand that only staff who have been trained in appropriate techniques will be restraining my child. This includes both safe holds to manage my child while they present a danger and the use of the safe room to allow the child time to calm themselves down.

*In order to protect the safety of our students and staff, Dominion School for Autism **must** have permission to use appropriate restraint techniques and the safe room in order for a child to be enrolled in the school.*

Parent/Guardian Signature

Date

Placing Agency Signature

Date

HIPPA Call & Message Form

Dominion School for Autism personnel may call or leave messages concerning my child:

(Full Name)

at the following personal or business telephone numbers:

	<u>Name/Business</u>	<u>Relationship</u>	<u>Phone Number</u>	<u>Message?</u>
Ex:	John Smith	Father	Home: 000-000-0000	Yes
	John Smith	Father	Cell: 000-000-0000	Yes
	Jean's Florist Shop	Mom's Work	Business: 000-000-0000	No

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Dominion School for Autism personnel may speak with the following persons when delivering messages concerning my child (in addition to myself):

	<u>Name</u>	<u>Relationship</u>
Ex:	Mary Smith	Grandmother
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

This document will remain in force until changed in writing by the undersigned.

Signature
(Parent/Guardian): _____ Date: _____

Signature
(Parent/Guardian): _____ Date: _____

**Dominion School for Autism
Parent and Student Handbook Acknowledgement
School Year 2011-2012 and Summer 2012**

I _____,
Parent/Guardian's Name

the parent/ guardian of _____,
Student's Name

acknowledge that I have received and read the Parent and Student Handbook
(revised version 6/11.) I further acknowledge that I understand and accept all of
the terms, programs and protocols described in the Parent and Student
Handbook. Any questions or concerns have been brought to the Director or the
Educational Programmer for clarification.

Parent/Guardian's Signature

Date

**Dominion School for Autism- Enrollment Checklist
School Year 2011-2012 and Summer 2012**

The following forms can be found in the handbook and should be turned in yearly for each student unless otherwise marked:

- Request for Reservation of Admission (initial year only)
- Reservation and Enrollment Agreement
- Fee Schedule (if private pay)
- Administration of Medication
- Emergency Information
- Permission for Personnel to Consent to Medical Treatment
- Permission to Exchange Records
- Permission for School Personnel to Transport
- Media Permission
- Permission to Restrain and use Safe Room
- HIPPA Call & Message Form
- Handbook Acknowledgment

In addition to items found in the Handbook, you will need to provide the following items each year:

- A photocopy of your child's medical insurance card
- Immunization record (if it contains new information)

Students being enrolled for the first time need to provide the following in addition to all previously listed information:

- Record of recent physical
- Eligibility records
- IEP/IIP (if applicable)

Please ensure all required information is turned in by no later than one (1) week after the initial enrollment date or beginning of the school year.

Students without completed paperwork will not be allowed to participate in community based learning activities, field trips, vocational programs or any special activities.

Dominion School for Autism reserves the right to revoke student status from any student who does not have a completed file (including all of the information on this page) after a period of three (3) weeks from enrollment or the beginning of the school year.

On or before your child's first day of school, please be sure to provide the following items:

- **A change of clothes (season appropriate)**
- **A snack and lunch- including all necessary plates, napkins and utensils**
- **Reinforcers (any high preference toys or food items)**