

RENAISSANCE LEARNING CENTER

**PARENT/STUDENT INFORMATION HANDBOOK
AND
ENROLLMENT PACKET
2010-2011**





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Attachments:

- Class Supply List
- New and Returning Student Registration
- 2010-2011 School Calendar



Enrollment Packet Enclosures

Student's Name: _____

Date: _____

- Enrollment Packet Enclosures
- Vision Statement
- Admissions Information
- Enrollment Agreement
- Attendance/Absenteeism/Tardy Agreement
- Arrival/Dismissal Procedure
- Arrival/Dismissal Acknowledgement
- Education Program/IEP
- Student Assessment Methodology
- Code of Conduct
- Functional Behavior Assessment Consent
- Emergency Telephone Numbers and Medical Information
- Consent for Emergency Medical Care
- Student Release Permission
- Health/Illness Policy
- Receipt of Communicable Disease Notification
- Nutrition Agreement
- Allergy Notification
- Parent Transportation Contract
- Video Tape/Photo Release
- Data Release Permission
- Dress Code
- Visitation/Camera Observation Guidelines
- Sunshine State Standards and Diploma Options
- Directory Authorization
- Afterschool Therapy Services
- Educational and Therapy Services Request Form
- Required Materials and School Supplies
- Pre-Care and After-Care Registration
- New and Returning Student Registration (please return if you have not already done so)
- Health Exam including vision and hearing test (please send a copy)
- Immunization Records (please send a copy)
- 2010-2011 School Calendar
- Class Specific Supply List

****The items in red need to be signed and returned to the school office. All other information is yours to keep for easy referencing.**



Vision Statement

The Renaissance Learning Center (RLC) was created to fill a need for high-quality; intense educational programming based on the educational intervention validated procedures of Applied Behavior Analysis, TEACHH, PECS, Sensory Processing Intervention and Social Skills training for young children with autism in Palm Beach County.

RLC's efforts are dedicated to improving the education and quality of lives of its students. Since research has demonstrated the efficacy of ABA in the education and treatment of individuals with autism, RLC is devoted to using this approach in conjunction with other techniques to maximize the developmental potential of each one of our students.

The major goals of RLC are as follows:

1. To provide continuous and systematic intervention through full-day programming with a low teacher to student ratio.
2. To use the principles of ABA to provide a framework for instruction and ongoing evaluation of effectiveness of intervention.
3. To provide support and instruction in home management skills for parents, siblings and extended families.
4. To develop affiliations with community organizations to provide opportunities for inclusion.
5. To prepare students for public school attendance when appropriate and to support their transition.
6. To, ultimately, provide a continuum of services to those students who do not meet the prerequisites for transition.

RLC intends to prepare its students to be as independent, self-sufficient and socially interactive as possible. The school is dedicated to ensuring that all services and supports will be designed and delivered to respect the dignity and uniqueness of each person and will be provided in the least restrictive environment in an appropriate manner.



Admissions Information

Welcome to the Renaissance Learning Center (RLC). We are so excited that you will be part of the RLC Family. Enclosed you will find the following:

1. Parent Information and Enrollment Packet
2. Enrollment paperwork and checklist for your child's file
3. Enrollment agreement

Please keep the Parent Information for your records. The enrollment paperwork and agreement should be filled out and returned to the school before your child's first day.

I (we) have received the brochure, manual, enrollment information, and enrollment agreement.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please sign and return to school****



June 1, 2010

Dear RLC Parent,

RLC believes that parent education and involvement is a key component of a child's education. Research that examines the effect of a child with a disability on the family concludes that the caring for and managing of a disabled child at home can be difficult and stressful for the family. Research in the area of parent training has demonstrated that significant behavior change in both parents and children can be accomplished through teaching parents behavioral management techniques.

With this research in mind, and with the knowledge that our school cannot be successful without the active involvement of every family, our charter with the Palm Beach County School District outlines parent responsibilities in respect to training and volunteer hours. The attached RLC Enrollment agreement was approved by our Governing Board in 2005 and revised in 2010. It reflects our charter and the spirit of our school helping families, and our families helping the school.

Please sign the attached agreement and return it to the school by June 15, 2010. Please feel free to contact me if you have any questions.

Sincerely,

Debra Johnson, M.Ed
Principal/Administrative Director



2010/2011 Enrollment Agreement

This Enrollment Agreement is made and entered into this _____ day of _____
_____, 2010 by and between Renaissance Learning Center (“RLC”) and _____
_____ (“Parent”).

The mission and purpose of RLC is to work closely with families in educating their children with autism; and Parental involvement in RLC is critical to the operation of RLC and to the success and performance of the students; and to accomplish this mission and goal, parents are required to undertake certain steps and perform certain tasks (“Parental Requirements”).

Therefore, the parties agree as follows:

1. Parental Requirements

A. **Training:** Parent shall complete two mandatory trainings deemed necessary by the administration of RLC. Other voluntary trainings will be offered as well.

B. **Conferences:** Parent shall attend private parent/teacher conferences to insure the individual goals/objectives of the student are being met.

C. **Homework:** Parent shall implement educational strategies and activities at home as they are developed cooperatively with RLC personnel.

D. Volunteer Hours:

- (i) Parent shall provide 40 hours annually, of needed services and/or resources on behalf of RLC (“volunteer hours”).
- (ii) Parent shall complete at least 20 volunteer hours no later than December 31, 2010. Parent shall complete the remaining balance of the required volunteer hours no later than the last day of the 2010-2011 school year.
- (iii) Parent shall receive quarterly notices of volunteer hours performed to date.

(iv) In lieu of volunteer hours, Parent can make a donation to Renaissance Learning Center of \$50.00 per one volunteer hour.

E. **Failure to Comply:** Failure to comply with the Parental Requirements shall result in denial of admission to RLC for the following school year.

2. **Severability:** If any provisions of this Agreement or the application of any provision to any person or to any circumstances shall be determined to be invalid or unenforceable, then such determination shall not affect any other provision of this Agreement or the application of such provision to any other person or circumstance, all of which other provisions shall remain in full force and effect.

3. **Governing Law:** The laws of the State of Florida shall govern this Agreement.

The parties have executed and delivered this Agreement as of the day and year first written above.

**RENAISSANCE LEARNING
CENTER**

PARENT

By: _____
Print Name: _____
Date: _____

By: _____
Print Name: _____
Date: _____

****Please sign and return to school****



Attendance/Absences/Tardiness/Early Release

Attendance

Students who are six or before September first must attend school everyday of the 180-day school year until their sixteenth birthday. Florida Statute 1003.24 establishes that the parent/legal guardian of a child of compulsory age is responsible for the child's daily school attendance. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed, including, but not limited to, referral to the states designated agency for possible court action for truancy.

Absences

Absenteeism, excused or unexcused, regardless of the reason, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a greater responsibility for the school to deter future absenteeism, and there is a greater responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery.

Excused absences include:

1. Student illness: If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance.
2. Observance of a religious holiday or service that is recognized as such by all members of the faith.
3. Medical appointment.
4. Death in the family.
5. Subpoena by law enforcement agency or mandatory court appearance.
6. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or principal's designee.

An absence is **NOT** excused for the following reasons:

- Truancy
- Recreational activities
- Vacation
- Shopping
- Birthday or other celebration

If your child is absent please follow the following procedure:

- Call the office before 8:30 a.m. on the day of the absence
- We must receive a note explaining the absence. If we do not receive a note then your child will be marked as unexcused.

The following is the Renaissance Learning Center's Policy on Attendance

Absences: The following steps will be adhered to regarding student absences:

- a. For any student with five (5) unexcused absences per semester, a certified letter will be sent to the student's parent(s) informing them of the seriousness of the excessive unexcused absences.
- b. For any student with ten (10) unexcused absences per semester, a meeting will be requested with parent(s) by the school director regarding the excessive absences. **The director may inform the**

parent(s) that any further absences may require the parent(s) to return the student to the student's district school.

- c. RLC reserves the right to ask for a doctor's letter of illness to excuse any student who is absent three (3) or more days in succession.

Tardiness

It is very important that your child comes to school on time. It is very **DISRUPTIVE** to the class when children come in late. Please remember that our children require many considerations.

If your child arrives after the 8:45 start of school, you must bring your child to the office and sign them in. Do not take your child directly to class – a staff member will accompany your child to his/her room. **PLEASE SEE TARDY PROCEDURE ON PAGE 15.**

The following is the Renaissance Learning Center's Policy on Tardiness

Tardy: A Tardy is defined as 15 minutes or more late for the start of the student's class. A valid excuse includes: doctor's appointment, car trouble, family emergency. An invalid excuse includes: traffic, late start, couldn't get the child ready, parent schedule, etc.

- a. For any student with five (5) invalid tardies per semester, a certified letter will be sent to the student's parent(s) informing them of the seriousness of the excessive invalid tardies.
- b. For any student with ten (10) invalid tardies per semester, a meeting will be requested with the parent(s) by the school director regarding the excessive tardies. **The director may inform the parent(s) that any further invalid tardies may require the parent(s) to return the student to the student's district school.**

Early Release

It is very important, and expected, for all children to be at school everyday, all day. Your child will not fully benefit from the program if he/she is pulled out of school early. If your child is at school for less than that length of time, then we cannot be expected to meet the IEP goals set for your child. We have a responsibility to PBCSD to achieve 80% of your child's goals. We cannot meet these goals if your child leaves early or does not attend regularly.

Please make every effort to schedule all medical/dental appointments for after school hours. If, in case of an emergency, you must take your child from school before the end of the day, you must report to the office and sign your child out. A staff member will bring your child to the office. **Do not go to the classroom.** In NO case will a teacher release a child without office notification.

You may NOT pick up a child for early release after 2:00 p.m. You must wait until dismissal time. It is very disruptive to the dismissal process when cars are coming in to pick up children. PLEASE SEE EARLY RELEASE PROCEDURE ON PAGE 16.

If someone other than a parent is to pick up a child from school, we must have their names in writing and on file. **WE WILL NOT RELEASE YOUR CHILD TO ANYONE UNLESS THEIR NAME IS ON FILE, AND THEY HAVE PHOTO IDENTIFICATION.**



Attendance/Absenteeism/Tardiness Policy Agreement

I/we _____, the
parent(s)/guardian(s) of _____ have
received and read the Attendance/Absenteeism/Tardiness Policy. I/we understand the
policy and will abide by these rules.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please sign and return to school****



Arrival/Dismissal Procedure

ARRIVAL:

Students are expected to arrive on time.

All students will arrive no later than 8:30 a.m. The gates will open at 8:20 for drop-off and will close promptly at 8:45.

1. The parent drives into the north drive and proceeds around the drive to the appropriate drop off.
Pre-K–Upper Elementary: Will drop off at the main door.
2. Please have your child's name tag in a visible place in your car so the staff can keep the line moving.
3. The first driver stops his/her car at the appropriate drop-off point for their child. The following cars will form a queue behind the first car. The cars must exit in the order they enter.
4. The children will only go in through the main door (for classes in the main building), or the ramp (classes held in the portable). There will be a teacher assisting in taking in the child out of the car. Parents should **NOT** get out of the car.
5. There will be a teacher at the double door/gate and again at the classroom door. Teachers will give physical prompts and encourage verbal/social greetings, etc.
6. The driver exits the parking lot, allowing the next car to approach the main door/gate and begin the procedure for their child.
7. **At 8:45 a.m. the gates will be closed and locked.** Please see below for the tardy procedure.

For TARDY arrivals, the following procedure must be followed:

- 1) If you come later than 8:45 you will be asked to wait until 9:00 am for drop-off with your child in the office. If you come after 9:00am you will be asked to wait with your child until 10:00am.
- 2) When you do arrive, please come to the office to sign your child in.
- 3) The office personnel will notify the child's teacher and a staff member will escort your child to class.

****Please understand that academics and therapies begin strictly at 8:45a.m. Since structure, schedule and routine are essential to the learning process for our students, it is imperative that the schedule not be compromised due to interruption.**

DISMISSAL:

Families are expected to pick up their children on time.

Pre-K to Grade 8 dismiss at 2:30 p.m. The gates will open for dismissal at 2:20pm and will close at 2:45pm.

1. Cars will enter in the same manner as in the morning.
2. There will be a “car” teacher whom will bring your child to the car. Again, we ask that you do **NOT** get out of your car if at all possible.
3. Please have your child’s name tag in a visible place in your car so the staff can keep the line moving.

*****These procedures are in place to ensure safety, as well as increase each child’s ability to independently move to and from their classroom. It also insures that we are able to move cars through the line as efficiently as possible. PLEASE REMEMBER, PULLING OUT OF LINE CAN CAUSE A POTENTIALLY DANGEROUS SITUATION.**

EARLY AND LATE PICK-UPS

EARLY DISMISSAL: Whenever possible please let your child’s teacher know in advance. You may write a note in the communication book. You may not pick up a child after 2:00 p.m. as it interferes with the regular pick-up line.

For EARLY pick-ups, the following procedure must be followed:

1. Please let us know NO LATER than the day prior to your appointment so that arrangements can be made to have your child ready for pickup at the time you indicate.
2. Parents will come to the office and sign their child out.
3. The office staff will contact the teacher, and the teacher will escort the child to the main door.

****If your child is being picked up early for an appointment it must be done before 2:00pm.**

After 2:00pm you will have to wait for dismissal.

LATE PICK-UPS: If you come **after 2:45 your child will be sent to aftercare and be charged for their services.**

PLEASE NOTE:

Since all classes will be dismissing at 2:30pm, it is important that conversations be kept to a minimum and that you stay in your car while in the car line. If you need to speak with a teacher, please give a note to the staff person taking your child from the car and the teacher will get back to you as soon as possible. Feel free to call ahead to make an appointment with your child’s teacher before/after school hours. Also, any concerns or updates can be communicated through the daily communication folder.



TARDY & EARLY PICK UP PROCEDURES ACKNOWLEDGEMENT FORM

I/We _____ , the parents

of _____ have read and understand the

above Tardy and Early/Late Pick Up Procedures. I agree to these terms and will abide by these

rules.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

****Please sign and return to school****



Education Program

RLC is dedicated to improving the education and quality of lives of its students. Achieving that goal requires that we focus not just on the child, but also on the family. Our philosophy underlies our entire educational program, the key components of which are as follows:

A. Full Day Program: Pre-K through 8 grade students attend RLC's full day program from 8:30 a.m. to 2:30 p.m. Pre-care services begin at 7:30 a.m. and after-care services are available until 6:00 p.m. Parents should be aware that there are fees associated with before school, after school and summer programs.

B. Low Student to Staff Ratio: The target ratio of student to staff is 2:1 in pre-kindergarten and #:1 for Upper Elementary. Students are grouped heterogeneously so that there are a variety of ability levels in one classroom, allowing for the use of role models.

C. Individualized Instruction: A student's goals are based on his/her individual needs as determined by the Individual Education Plan. The IEP includes 5 domains of function: curriculum, social, communications, independent functioning and health. IEP's are generated with the collaboration of parents, teachers and therapists at least once a year. However, if a student is progressing quickly, an IEP can be scheduled at any time during the school year.

D. Data Based Instruction: All behavior and skill acquisition programs are defined in measurable terms. Teaching procedures for each skill are broken down, task analyzed, and outlined step by step. Data is taken on all programs once a week. Data will be sent home monthly.

E. Community Based Instruction: Often, skills need to be taught in the actual environment that the child is expected to demonstrate the learned skill (i.e. a student may need to learn how to hold onto a shopping cart while food shopping). To that end, a theme or skill may be presented in the classroom and then followed by a field trip into the community to practice that skill.

F. Behavior Modification Programs: Since each student is motivated to learn in his/her own way, motivational systems are designed specifically for each individual. Examples include primary reinforcement such as food or toy, token economy boards, and written contracts. The behavior plan will be written after a functional analysis of the behavior and in collaboration with parents and teachers. For more details, please review the behavior support program materials in this packet.

G. Inclusion Activities: Interaction with typical peers in a variety of leisure time activities is an important component of our program at RLC. We have developed a group of community partners who participate in these programs with us. These programs occur during school hours and after school hours. Parents will be notified of any afterschool opportunities for inclusion.

H. Family Participation: RLC facilitates family involvement by requiring that parents/guardians volunteer at least 4 hours per month. Parents must attend 2 mandatory trainings. In addition, parents are encouraged to schedule observations or parent conferences with teachers, therapists and/or administrators. Parents are encouraged to be involved in the School Advisory Council and P.T.O.

Curriculum- Guiding Principles

1. **Applied Behavior Analysis**: Techniques and strategies for learning in all areas with measurable results.
2. **Communication**: Fostering development of functional language, adequate articulation, and pragmatic speech using both verbal and a variety of non-verbal modalities such as sign, gestures, and picture exchange system.
3. **Social Interaction**: Facilitates the development of the child's social interaction skills for use with peers, adults and in group settings. This includes play skills, social interaction skills, greetings, and appropriate conversation.
4. **Sensory Processing**: Addresses the particular sensory needs of the child so that they may be more successful in regulating their responses to sensory stimuli, regulating their attention level, and modulating their emotional response.
5. **Functional Behavior**: Promotes independence in all areas of function including self-care in home, school and the community, independent work skills, purchasing skills, crossing the street, and using the phone.

Instructional Methods

Examples of some of the instructional methods used at RLC are as follows:

1. **Discrete Trial Teaching**: Involves breaking tasks down into isolated steps, and keeping each teaching trial clear and discrete. It incorporates trial repetition, reinforcement contingencies, and trial-by-trial data collection procedures.
2. **Incidental Teaching**: Increases spontaneous language and behavior in natural environments. It promotes generalization and maintenance of acquired language and social interaction skills.
3. **Observational Learning**: Involves the use of a model that provides the correct response for the student to model. The student observes the model and then performs the targeted response and receives reinforcement. Techniques include peer modeling and video modeling.
4. **Direct instruction**: Direct instruction is a component of behavioral model. The curriculum is scripted for the teacher. Students respond in groups, but may respond individually. By using direct instruction, individual students receive high amounts of instruction in reading, language, math, and compliance training.
5. **Visual and Environmental Cues**: Children with autism benefit from the use of visual reminders and picture schedules. A variety of picture cues will be utilized to teach schedules, routines, and specific skills.
6. **Behavioral Shaping and Chaining**: Behavior is changed by consistently reinforcing approximations of the desired behavior until total success is achieved. Behavioral chaining involves putting together the parts of a task in a sequential order to complete the task.

7. Task Analysis: Involves breaking down a complex task into small components and then building upon each component as the small piece is mastered. Task analysis is very useful when teaching complex skills such as setting a table, tying shoes, or playing board games.

Individual Education Plan

Due to the diverse nature of the diagnosis of autism, it is necessary to develop an Individual Education Plan (IEP) for each student to determine current educational status and plan annual goals and objectives. The curriculum must be continually revised to meet the individual needs and learning styles of the students in order to be appropriate. Behavioral principles will describe the core methods of teaching, the format and design of the curriculum, and the use of evaluation procedures.

The curriculum model presented below can serve as a basis for effective educational experiences for students at RLC. The curriculum is prepared in a structured series of steps. Learning is built upon previously learned material. The format of the curriculum is a series of instructional goals and objectives for specified skill areas with each skill broken down into its simplest components. The curriculum is designed so that all skill areas reinforce each other. The following is a guide of programmatic characteristics which research has demonstrated contributes to an effective educational program for individuals with autism.

The Core Curriculum areas of instruction include the following domains:

- 1. Social-Emotional/ Behavior:** Eye contact, appropriate sitting, attention to task, increasing on-task behavior, and decreasing off-task behavior. Social skills include turn taking, socialization, communication enhancement, awareness of others, and other structured play experiences, which offer opportunities for peer interaction.
- 2. Cognitive:** Includes, but is not limited to, matching, sequencing, spatial relations, auditory comprehension, visual-motor and visual memory, reading, reading for information, problem solving, number concepts, and math computational skills.
- 3. Communication Skills:** Includes expressive and receptive language, nonverbal imitation, verbal imitation, nonverbal communication, symbol identification, object identification, verbal communication for questions, requests, and commenting, conversations with peers and adults and, “Wh” questions.
- 4. Gross and Fine Motor Skills:** Includes body awareness, physical coordination, balance, vestibular processing, development of appropriate game playing skills, grasping and releasing, manipulation of objects for play and work, use of tools, prewriting, cutting, typing, and handwriting.
- 5. Self-Care:** Includes all skills that will enable a child to take care of his/her basic needs. This includes feeding, toileting, independent dressing, household activities, knowledge of self, body part identification, hygiene skills, and awareness of others.



Student Assessment Methodology

Each student that enters RLC participates in a baseline evaluation period to assess skill level in all core domains. Both formal and informal procedures are implemented including standardized testing, parent interview, observation, and pre-testing. Goals and objectives on each child's Individual Education Plan are developed based upon the student's current level of functioning.

Since rapid student progress is an important part of RLC's curriculum, data collection on all student core skill acquisition programs are collected and graphed weekly, using weekly probes. When implementing a skill acquisition program or a behavior reduction program, collecting data is necessary in order to monitor the program's effectiveness on the child's behavior. Therefore, data is taken using weekly probes on each student's performance. This data is available to parents on a monthly basis.

Renaissance Learning Center's educational strategies are based on Applied Behavior Analysis but also include other validated educational strategies such as TEACCH, Picture Exchange System, Sensory Processing Integration, and Social Skills Training. The baseline functioning of each child entering Renaissance Learning Center is determined by previous evaluations as well as evaluation using the ABLLS, or the Brigance Learning Inventory.

Baseline, Pretest, and Criterion – Prior to teaching a skill acquisition program, baseline data consisting of three to five trials is conducted. If the student meets criteria, typically 80% correct or better, the student can move onto the next developmentally appropriate skill acquisition program. Pretests are performed on each new step of a skill acquisition program. If the student scores 90% or better, he/she can move onto the next step. Criterion for mastery of all skills includes correct responses or better for two consecutive days in all of the following:

- A. Generalization to novel setting
- B. Generalization to novel instructor
- C. Generalization to novel stimuli

Trimester Report Cards/ Parent Teacher Conferences

Parents will receive a report card three times a year, which indicates the progress your child is making on their individual educational goals. Parent-Teacher conferences are scheduled at least two times per year. However, a parent may request a parent-teacher conference to review their child's progress at any time.

Formal Standardized Psychological, Occupational Therapy, and Speech and Language Evaluations –

Federal Law 92-457 (State Board Rules 6A to 6.03011 through 6.03027) mandates consideration for re-evaluation at least every three years. In compliance with state and district rules, a meeting will be held between school personnel and the family to determine the evaluation needs of the child. The parent will be asked to give written permission before any testing may occur. Initial findings, impressions, and recommendations will be discussed with the family at a scheduled child study team meeting. Test results will be interpreted and the parent will receive a copy of any and all evaluations.

A variety of assessment tools will be used to assess student performance. These can include but are not limited to, PLS-4, the Differential Ability Scales Test, Woodcock-Johnson, Vineland Adaptive Behavior Scales, ABLLS, Sensory Profile, Brigance Education Inventory, REEL, Detroit, and the Communications Symbolic Behavior Scale (CSBS). Psychological assessments and physical therapy evaluations will be completed by contracted licensed professionals. Speech and language evaluations and occupational therapy evaluations will be conducted by in-school staff therapists.



RLC Code of Conduct

RLC assures that the policies and procedures for discipline are in compliance with Rule 6A-60.0331 (7) FAC. Classroom management of problem behaviors consists of differential reinforcement, redirection, teaching functional replacement behaviors. Severe or disruptive challenging behaviors will be individually addressed through a specifically designed behavior intervention plan developed in accordance with the practice of Applied Behavior Analysis and after the performance of a functional behavior assessment of the challenging behavior. Completed behavior intervention plans will be presented and explained to parents. Ongoing data collection will be analyzed and plans will be monitored by Board Certified Behavior Analyst and changes to the behavior intervention plans will be made as necessary.

Renaissance Learning Center Code of Conduct -- Behavioral Support Guidelines, Least Restrictive Intervention, and Emergency Consideration Policy

Renaissance Learning Center utilizes the three level behavioral support guidelines for students with disabilities as outlined by the School District of Palm Beach County (D-5.235). These guidelines will be used as our normal process for behavior support and a summary of the procedures is listed below. Emergency Consideration would be granted for an unanticipated event, when a student is in danger of harming self or others.

- 1. Level 1:** Procedure typically includes classroom and individual reinforcement procedures, curriculum and / or environmental modifications, and direct teaching techniques. Teachers may implement these procedures in an effort to increase student desirable behaviors and to reduce a student's challenging behaviors.
- 2. Level 2:** Procedures may include time-out, removal of reinforcers, or contingent task. These procedures may be used only when included as a part of an individualized Behavior Intervention Plan, and approved by the IEP team.
- 3. Level 3:** Procedures may include vertical or prone restraint and isolation time-out. These procedures will only be utilized in the event of a crisis situation where the safety of students or staff is of immediate concern. If used on a regular basis, these procedures must be included as a part of an individualized Behavior Intervention Plan, and approved by the IEP team. Staff implementing these procedures will be specially trained in Professional Crisis Management (PCM) strategies.

Least Restrictive Intervention

The IEP Committee must consider valid positive behavior first, and only consider restrictive behavioral interventions as a last resort when positive interventions have failed.

Emergency Consideration

In addition to the above process, an emergency situation may require special consideration. An emergency situation exists at any time when a student is in danger of harming self or others, and consideration must be given to ensure the safety, security and welfare for all concerned. State Child Abuse guidelines (State of Florida Statutes, Section 415 and 827) specify that failure to intervene in a situation where a child is endangering self or others constitutes neglect. The emergency consideration will be granted for no longer than three separate incidental episodes of the same behavior. Should more than three episodes of the behavior occur, a functional assessment of the behavior should take place in order to determine a more appropriate intervention.

Renaissance Learning Center – Criteria for Placement Review:

While enrolled at Renaissance Learning Center, students will have an individualized functional behavior assessment (FBA) conducted upon the first incidence of challenging behaviors. An individualized behavior plan will be developed from these FBA results; including proactive strategies, teaching replacement behaviors, and implementation of reactive strategies. The individualized behavior plan will be implemented by all staff across the school day. Data will be collected on all challenging behaviors daily and the behavior plan will be modified as necessary according to the collected data.

Under the following conditions, a placement review will be considered for a student enrolled in Renaissance Learning Center:

Step 1: Initial Criteria

- 1.) Major Property Destruction – more than 4 major property destructions within 20 school days
- 2.) Prone Physical Restraint – more than 6 prone physical restraints within 20 school days
- 3.) Classroom Participation – less than 25% classroom participation in daily activities within 20 school days
- 4.) Unexcused Absences – more than 5 unexcused absences within 40 school days

If a student meets one or more of the above criteria, they will be monitored for an additional provisional period.

Step 2: Provisional Period

If, during the provisional period, the student once again meets one or more of the initial criteria; a meeting will be scheduled with the student's IEP team. At this meeting the team will review the student's data, assess whether the current IEP is appropriate, and discuss whether Renaissance Learning Center is the appropriate placement for the student.

Definitions:

Major property destruction: any instance of a student damaging an item(s) in the school environment after which the item(s) requires replacement or repair in excess of twenty-five dollars. An example may include a student putting a hole in the wall or breaking a television. A non-example would include a student ripping a page from a book.

Prone physical restraint: any instance of a student being restrained by two or more trained staff, face down on a mat on the floor. An example may include a student requiring 3 staff members to restrain him or her on a mat as per their behavior plan guidelines. A non-example would include a student being restrained by one-staff in a standing position.

Classroom participation: the total percentage of time a student is present for scheduled classroom activities per day. Examples may include a student being present in group activities, doing individual work, going on scheduled field trips, going to the playground with the class (active participation is not a requirement). A non-example would include a student refusing to join a group, or resisting participation in scheduled activities.

Unexcused Absence – Outlined in Parent – Student Handbook.

Code of Conduct

I/we, _____, the parent(s)/guardian(s)
of _____, have read and understood the
policies and procedures for discipline outlined in the Code of Conduct.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

Review of Placement

I/we, _____, the parent(s)/guardian(s)
of _____, have read and understood the
policies and procedures for the Review of Placement procedures.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please sign and return to school****



Functional Behavior Assessment Parental Consent

Student Name: _____ Birth Date: _____

Parent Completing Form: _____ Phone #: _____

To assist the educational team in determining the best interventions to help your child be educated to their maximum potential, it is essential that Renaissance Learning Center conduct a Functional Behavior Assessment and develop Behavior Intervention Plans for each student enrolled.

A **Functional Behavior Assessment** (FBA) is a process to determine why specific behaviors are occurring. The purpose of an FBA is to explore the relationship between the environment and behavior. The process consists of three parts: A review of the student's records, interviews with relevant individuals, and data collection from direct observation. Based on the information gathered from the FBA process an individualized Behavior Intervention Plan (BIP) will be developed. Components of the plan may include, but are not limited to, environmental modifications, replacement skills, and consequent strategies.

- Yes, I give my permission for RLC to conduct and FBA.
- No, I do not give RLC permission to conduct an FBA.
- I would like more information before I give my consent for an FBA.

Signature of Parent / Guardian

Date

Print Parent Name

****Please sign and return to school****



****Please complete and return to school****

Telephone Numbers and Medical Information

It may become necessary for RLC to contact you or an individual designated to represent you in the event of an emergency. Please provide the following information:

Student's Name: _____

Student's address: _____

Street

City

Zip

Student's date of birth: _____

Name of physician or clinic of choice: _____

Phone number of physician or clinic of choice: _____

Address of physician or clinic of choice: _____

Name of hospital choice: _____

Telephone number of hospital of choice: _____

Address of hospital of choice: _____

Insurance Company _____ Policy Number _____

Please note that our ambulance personnel have informed RLC that it may not be possible to transport your child to your hospital of choice. In the event we are unable to reach you, please furnish us with names and telephone numbers of individuals who will assume sole responsibility for making any and all emergency medical decisions.

_____ Mother's Name: _____ Home #: _____

Place of Business: _____ Work #: _____

Profession/Occupation: _____ Cell #: _____

_____ Father's Name: Name: _____ Home #: _____

Place of Business: _____ Work #: _____

Profession/Occupation: _____ Cell #: _____

_____ Emergency Contact: Name: _____ Ph #: _____

Relationship to student: _____ Cell# _____

_____ Emergency Contact: Name: _____ Ph #: _____

Relationship to student: _____ Cell#: _____

Please list existing medical problems or conditions: i.e. seizure disorder, asthma, etc.

1. _____
2. _____
3. _____
4. _____

Please list names of medications and their dosages. * (at home and at school)

1. _____
2. _____
3. _____
4. _____

**Please note that no medications can be given at school unless it is on the IEP or there is a doctor's note.

Please list names, addresses and telephone numbers of treating physicians

1. _____
2. _____
3. _____
4. _____

Please indicate if your child is allergic to any medication.

Please indicate if your child has allergies. If so, what? (i.e., food, dust etc)

It is the sole responsibility of the parents/ guardians to notify RLC IN WRITING of any changes, additions or deletions of the information contained in this form.

Signature of Parent or Guardian

Date

Signature of Parent or Guardian

Date

School Year 2010 - 2011



Consent for Emergency Medical Care

Signing this form represents your consent for emergency dental and/or medical care for your son or daughter, _____ while enrolled at the Renaissance Learning Center.

This consent extends to any person or agency (i.e. ambulance, emergency room personnel) acting as an agent of RLC.

Permission includes physical and dental examinations, treatments, tests, and/or any emergency services or surgery deemed appropriate.

Every effort will be made to reach parent(s)/guardian(s). In the event that the parent(s)/guardian(s) cannot be reached, the persons designated to act in your behalf as noted on the emergency telephone call sheet will be contacted. These designated persons will act on your behalf and make any and all medical decisions necessary; thereby relieving RLC personnel from any responsibility for making said medical decisions.

This consent will only be effective in the event a parent/guardian or persons designated to act in your behalf cannot be reached. By signing this form you are giving your consent for RLC to call an ambulance to transport your son/daughter to a hospital and to make medical decisions on your behalf. Local EMS personnel have stated that it may not be possible for them to transport your child to the hospital of your choice.

Parent(s)/Guardian(s) hereby release RLC from any liability.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please sign and return to school****



Student Release Permission

****Please complete and return to school****

My child, _____ has my permission to leave the school premises with any one of the following people:

Name and Address	Relationship
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I am aware that any person listed above may be asked to produce identification if he/she is unknown to the staff of RLC. I understand that it is my responsibility to advise him/her of this.

I am aware that the staff of RLC will not release my child to any person that is not listed here. I understand that if an emergency situation should arise, I must notify the staff of RLC before my child is to be released to any person not listed here and that he/she must produce identification before taking my child off school premises.

Signature of parent/guardian

Date

Signature of parent/guardian

Date



Health/Illness Policy

Health Examination and Immunization

Every student entering the school for the first time shall present a certificate from a licensed physician (*physical*) to attest to their physical condition and an *immunization record* as required by law.

Any child who is suspected of having a communicable disease or who exhibits other signs and symptoms which include any of the following shall be placed in an isolation area, and the condition shall be reported to the parent or guardian or other person authorized by the parent, and the child will be removed from facility as soon as possible.

Such children can return to the facility with a doctor's note, after 24 hours, or when the following signs and symptoms are no longer present:

1. Severe coughing or productive cough
2. Difficult or rapid breathing
3. Stiff neck
4. Diarrhea (more than one abnormally loose stool within a 24 hour period)
5. Temperature of 100 degrees F or higher taken by the auxiliary method when in combination with the signs of illness
6. Conjunctivitis (pink eye)
7. Untreated infectious skin patch(es)
8. Unusually dark urine and/or gray or white stool and yellowish eyes or skin
9. Vomiting (more than one occasion in a 24 hour period)
10. Pediculosis (head lice)
11. Any other unusual sign or symptom of illness
12. Green runny nose with repetitive sneezing

The above rules apply to all employees and volunteers as well. They shall remain isolated from other individuals and not return until the signs and symptoms are no longer present.

Staff is required to notify the County Public Health Unit within 24 hours of any suspected outbreak of notifiable communicable disease or other disease condition. A suspected outbreak occurs when three or more children or employees have the onset of similar signs or symptoms (such as diarrhea, rash, etc.) within a 72 hour period or when one or more cases of a serious communicable disease, which includes, but is not limited to hepatitis, measles, meningitis, diphtheria, German measles (rubella), whooping cough, tuberculosis, chicken pox, mumps, salmonella, shigella, campylobacter, or giardia intestinal infection is diagnosed or suspected in a child or employee.

The presence of any notifiable communicable disease shall permit the County Public Health Unit Director to declare a disease emergency. The declaration of said emergency shall mandate that health and immunization records of all children in attendance and all employees be made available for inspection.

Health/Illness

If your child is sick or sent home with fever, diarrhea, or vomiting, they need to be free of any symptoms for 24 hours before returning to school. This means that, if they are sent home during the school day, they should not return to school the next day. "Fever Free" means no fever, **without any fever reducing medication.**

Returning to School

A student returning to school after a three (or more) day absence due to illness must have a note signed by the parent/guardian, stating the dates and the reason for the absence. Students who have been absent because of a contagious or infectious disease or condition must present a certificate of recovery from a licensed physician.

In the Case of Accident

Trained school staff shall be responsible for administering first aid. In all cases, the parents/guardians will be informed when first aid has been administered. When the nature of the injury appears more serious, every effort shall be made to contact the parents/guardians immediately. If the parent or guardian cannot be reached, the staff will attempt to contact the persons designated on the child's emergency card. In extreme emergencies, the Administrator in charge may institute immediate medical attention by calling an ambulance, contacting the parents/guardians in advance if at all possible*. The staff member who is responsible for the student at the time of the accident/illness shall complete a written incident report within 24 hours, providing details of the incident.

*Please note that it may not be possible for the ambulance to transport your child to your hospital of choice.

Medication

It is extremely important for the school to know if your child is on any medication, any new medication, or has had a change in medication. This change must be reflected in the IEP. It helps the teachers understand behaviors and work more effectively with your child. This should include daily medications as well as medications for infections (ear, sinus, etc.). If you give your child an OTC (over the counter) medication for allergies, coughs, etc., before you send them to school, it is extremely important that you share that information with your child's teacher. Those medications effect behavior and it would be helpful for the teacher to know that information at the beginning of the day. If you need to give your child Tylenol, Advil, etc. for fever they should not be in school.



Communicable Disease Notification Agreement

I/we _____, the
parent(s)/guardian(s) of _____ have
received a copy of the Health/Illness Policy regarding communicable disease. I/we
understand the policy and will abide by the regulations.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

Administration of Medication

I/we _____, the
parent(s)/guardian(s) of _____
understand that Renaissance Learning Center CANNOT apply/administer medications
unless we have the **Physicians Authorization for Treatment** form (PBCHD 1201(A))
that you will get from your physician. The prescription bottle MUST match this form.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please sign and return to school****



Nutrition Agreement

I/we _____ the parent(s)/guardian(s) of _____ agree to send to RLC a nutritious morning and afternoon snack as well as a nutritious lunch (limited sugar content please) each day that my/our child attends the school. Further, I/we also agree to provide disposable utensils, dishes, etc. should my/our child's lunch require them. RLC may provide snacks, edible re-enforcers, and appropriate food and drink during educational programming or celebrations. Please indicate your preference.

- Please do **NOT** give my child food or drinks other than what I/we have provided.

- RLC has my permission to give my child food or drinks other than what I/we have provided.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

Signature of Clinical Director

Date

****Please sign and return to school****



Allergy Notification

It is extremely important that you inform us of any true food allergy that your child may have. Please complete the attached form and return it immediately. Please do not include any preferred or non-preferred foods; list only true allergic reactions to foods.

Student's Name: _____

_____ My child has no known food allergies.

My child is allergic to the following foods:

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please complete and return to school****



Parent Transportation Contract

Pursuant to E.S.236.083(b) payment of twenty-nine cents (\$0.29) a mile for two round trips from school to home shall be allowed in lieu of bus transportation.*

Person requesting reimbursement in lieu of transportation, please complete Section 1:

SECTION 1:

A. Name of Student: _____

B. Name of Parent/Guardian: _____

C. Address of Student: _____

D. Estimated distance from home to school: _____

Renaissance Learning Center Representative, please complete Section 2:

SECTION 2:

This reimbursement request has been reviewed and is accurate as presented. I recommend reimbursement in lieu of transportation for:

Signature of RLC Representative: _____ Date submitted: _____

* RLC contracts with parents/guardians to provide transportation to and from school. This allows the school to set its own start and stop times, and helps ensure continued family communication and participation. Parents are paid mileage to and from their home, and the annual payments are capped at the per student FTE rate for this school year. Parents are required to sign a transportation contract, indicating their agreement with this policy and mileage payment. Transportation payments will be calculated for the year and paid on March and May.

****Please complete and return to school****



VIDEO/PHOTO RELEASE

Renaissance Learning Center, Inc. may take photographs and/or videos of your child and other children, or teachers of the Renaissance Learning Center to be used for educational, research, informational and fund raising purposes. These videos or photographs may be used at a fund raising event or community presentation about autism, in a promotional brochure or fund raising cards, or in some other manner the Board of Directors deems appropriate.

Please read the following release, kindly sign it, and return it to the school.

I, parent(s) or guardian(s) of _____ hereby **GRANT** permission for the video tape or photographs of my child, which have been or will be taken at the Renaissance Learning Center to be used in a manner that the Board of Directors of the Renaissance Learning Center deems appropriate, including but not limited to, research or educational purposes, fund raising events, community presentations, brochures, or website.

I, parent(s) or guardian(s) of _____ hereby **REFUSE** permission for the video tape or photographs of my child, which have been or will be taken at the Renaissance Learning Center to be used in a manner that the Board of Directors of the Renaissance Learning Center deems appropriate, including but not limited to, research or educational purposes, fund raising events, community presentations, brochures, or website.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please sign and return to school****



DATA RELEASE

Renaissance Learning Center collects data on a variety of student skills and behaviors including, but not limited to, those outlined within Individual Education Programs (IEPs) or individualized Behavior Intervention Plans (BIPs). These data are summated and analyzed on a regular basis to determine the efficacy and efficiency of interventions utilized to increase functional and academic behaviors and to decrease challenging behaviors.

In efforts to continue to contribute to the field of autism education, RLC may present research data of successful interventions at relevant conferences or publish these data within professional journals.

Names and identifying information of students will not be used in any presentations or publications.

I, parent(s) or guardian(s) of _____ hereby **GRANT** permission for the release of academic and/or behavior data of my child which has been or will be collected at the Renaissance Learning Center to be used in a manner that the Board of Directors of the Renaissance Learning Center deems appropriate, including but not limited to, presentation at relevant professional conferences or publication within professional journals.

I, parent(s) or guardian(s) of _____ hereby **REFUSE** permission for the release of academic and/or behavior data of my child which has been or will be collected at the Renaissance Learning Center to be used in a manner that the Board of Directors of the Renaissance Learning Center deems appropriate, including but not limited to, presentation at relevant professional conferences or publication within professional journals.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please sign and return to school****



RLC Student Dress Code

Renaissance Learning Center is legally and ethically responsible for the establishment of classroom and campus environments that are conducive to a safe, orderly, and productive educational program. The health, safety, and welfare of each student can be enhanced through the implementation of dress standards for students. The dress codes/uniform guidelines were developed under the direction of the school principal with input from staff, parents, and the School Advisory Council (SAC).

Renaissance Learning Center is a "Uniform Optional" school. Parents can choose to have their child wear a "uniform" or regular "street" clothing.

If your choice is regular "street clothing", students need to wear casual, comfortable clothing to school. Clothing should be appropriate for the student's age. Closed-toed shoes are strongly recommended.

If you choose to have your child wear a uniform you have two options:

Option 1: Parents purchase shirts on their own. (Available for \$5.00 at Target and Wal-Mart). You can then bring them in and have the logo put on for \$5.00/shirt. You can choose your colors.

Option 2: Purchase directly from the business that is doing the logo. Shirts are \$15.00, which includes the shirt and logo. You can choose your colors from the company catalog.

Parents can choose an RLC shirt in a variety of colors and pair that with khaki/navy shorts, skorts, pants, etc. purchased at the store of your choice

Order forms for shirts will be available in the office.



Visitation/Camera Guidelines

RLC encourages parents, family members and outside therapists to observe. RLC staff will consult with you to arrange the observation at the earliest possible opportunity. Please adhere to the following rules/procedures:

1. Discussions with teachers will not be conducted on the day of the observation. Post conferences will be arranged at a time that is before or after school hours.
2. Observations/viewing will not exceed 1 hour.
3. Leave younger siblings at home so that you may focus your attention.
4. Because you will be viewing the entire classroom, confidentiality must be maintained at all times. At no time will other students be discussed. Discussions outside the observations regarding other students are prohibited.
5. At no time will staff or students be observed without prior notification.

Procedures:

1. Please call the front office to schedule an appointment at least one week in advance.
2. Upon arrival, report to the front office.
3. After signing in, you will be directed to the library.
4. Observations/viewings are only allowed if an administrator/therapist is available.
5. Complete the school observation sheet prior to your observation.
6. Upon completion of your observation/viewing, a post observation conference will be completed.



Sunshine State Standards/ Diploma Options

Renaissance Learning Center utilizes the Next Generation Sunshine State Standards Access Points in planning curriculum and individual education goals. You will receive additional information provided by the Florida Department of Education so that you may better understand the difference between the special Sunshine State Standards and the regular Sunshine State Standards at the mandatory parent meetings in September. You will also receive information on the diploma options available to all students of the Palm Beach County School District at this meeting.

Policy on Serving the Economically Disadvantaged

The Renaissance Learning Center conducts all activities and offers all services without discrimination on the basis of race, religion, and economic status, country of national origin, sex, or age.

It is the policy of the Renaissance Learning Center to seek program funding for its economically disadvantaged students, including grants and scholarships, for after school and summer programs. Renaissance participates in several programs for economically disadvantaged students, including the Palm Beach County School District's Free and Reduced Price Lunch program, the Community Action Council's Summer Camp Scholarship Program and the Agency for Persons with Disabilities IFS program.



2010-2011 Directory Authorization

RLC will be having a School Directory for the 2010-2011 school year. This directory would include students' and parents' names, phone numbers, and email addresses. To advertise a personal business, please attach a business card and we will include this in the directory. Please include an email address if you have one so that we are able to communicate with families via email as well as through written notice. ***This is optional. Please indicate on the form below if you agree to share your information in our Student Directory OR if you are giving the information to be used by the school only.***

Fill in information as you would like it to appear in the school directory. (Leave any spaces blank that you do not want included) If the student resides in two different homes, use both portions of this form.

Child's Name: _____
Parent's Name: _____
Address: _____
Phone #: Hm: _____ Cell: _____
E-mail: _____

Child's Name: _____
Parent's Name: _____
Address: _____
Phone #: Hm: _____ Cell: _____
E-mail: _____

- I would like the above information shared with the other families of RLC.
- I do NOT want the above information included in the directory. It can be used for school use only.
- I have included a business card to be shared in the directory.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

****Please complete and return to school****

After School Therapies

We are pleased to continue our After-school Therapy Services. Below you will find an explanation about each of the services offered and a parent request form.

These services are above and beyond the educational arena and thus charged privately. You will be billed once a month for the services that your child receives. Payment is due within 5 days of receiving your invoice. We are a MedWaiver for behavior services, speech therapy, and occupational therapy.

Please review the information below to determine which services you would like your child to receive. Then please complete the attached request form and return it to the school. A schedule will be developed early in the school year with all efforts taken to accommodate individual family's schedules. Aftercare services will be available on an hourly basis.

Educational Services

- 1. Discrete Trials** - One-on-One instruction utilizing the principles of Applied Behavior Analysis to build basic developmental skills in academic and social environments. Data will be collected on progress towards individual student goals.
- 2. Special Instruction** – This service will include working on academic and/or social skill development in more naturally occurring environments. Specific behaviors may be requested by parents or recommended by teachers to be targeted (example: riding a bike or following a class schedule).
- 3. Toilet Training** – This service will include an intensive toilet training program after school. The goal will be to provide students with the skills needed to generalize their toileting skills across their day at school and at home. It is suggested that students who attend after school toilet training sign up for at least 3 days per week to help with consistency and skill acquisition.
- 4. Home Consultation Services** – These services are available on a limited basis. Specific skills (toileting, etc) and/or challenging routines that occur at home are targeted with these services. An assigned therapist will work with the parent to develop appropriate intervention strategies for the home. A travel fee for homes more than 15 miles from the school will be applied at a rate of \$0.34 per mile.

Therapy Services

Speech Therapy/Occupational Therapy – One-on-one therapy to address individual treatment goals. An individual therapy treatment plan will be developed by the therapist in collaboration with the parents. Prescriptions from your child's physician and a signed Consent for Treatment are needed before these services can begin.

**** Note: Private Therapy by School Staff.** Individual therapy is available after school hours. These services are considered to be private and are fee based. The child's teacher may provide additional therapy during the after-school therapy program. However, no teacher is allowed to provide in-home private therapy with any student who is currently in their class.



After School Therapy Request Form

PLEASE PRINT

Child's Name: _____

Parent's Name: _____

Address: _____ City: _____ Zip: _____

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

Emergency Contact

Name: _____ Phone Number: _____

Please check the preferred times for desired services (2:30pm – 5:00pm) *																				
Therapy/ Activity	Monday					Tuesday					Thursday					Friday				
	Time	2:30 -	3:00 -	3:30 -	4:00 -	4:30 -	2:30 -	3:00 -	3:30 -	4:00 -	4:30 -	2:30 -	3:00 -	3:30 -	4:00 -	4:30 -	2:30 -	3:00 -	3:30 -	4:00 -
Discrete Trial																				
Special Instruction																				
Toileting																				
Home Consultation																				
Occupational Therapy																				
Speech Therapy																				

* We will do our best to accommodate preferred days and times for each student

RATES:
 Speech/Occupational Therapy – \$50.00 per ½ hour
 Discrete Trial/Special Instruction – \$25 per ½ hour or \$50 per hour
 Home Consultation – \$75 per hour
 Toilet Training – \$35 per hour

**Prescriptions are required for Speech and OT

BILLING POLICY: Payment for individual therapy is due 5 days after receipt of your monthly invoice.



Required Materials and School Supplies

**** SEE INDIVIDUAL GRADE LEVEL SUPPLY LISTS******

Daily

- Backpack
- Communication folder
- Lunchbox/Snacks
- Please include any utensils, cups, plates, etc. need for your child's lunch.
- Communication devices (if applicable)

As Needed:

- Re-inforcers (edibles, favorite toy, video)
- A supply of diapers, wipes
- Bathing suit and towel
- Rubber gloves

To Be Kept At School:

- RLC T-Shirt for field trips
- 1-2 changes of clothes

Before and After Care Services

We have made some changes in our Before and After Care Program. We encourage all parents to review this information. If your child is participating in this program, or you think you are interested. Please read and fill out the attached registration.

It is a pleasure to welcome you and your child(ren) to our Before and After Care Program. The purpose of RLC's Before and After Care Program is to meet the fundamental needs for growth and development common to all children by providing guidance and safety. Physical, social, emotional and intellectual growth and development are provided in a safe, structured, and nurturing environment.

While this is not a "classroom setting", RLC's aftercare program provides a structured environment that carries over the individual child's academic, communication, social, and behavioral goals.

BEFORE AND AFTER CARE SERVICES

We have a two-part pick up rate in the after care schedule. The part-time/full-time program that the District runs in their elementary schools can be managed because of their large number of students, large staff, and high student-staff ratio. This is difficult for RLC to accomplish because of our small enrollment but we will continue to offer this option this year. We need to continue our commitment to keeping our student-teacher ratio low, while still maintaining a cost-effective program. We have not changed our before/after care rates in over three years and will continue with the same rates this year.

Here is this year's fee schedule.

Option I: Before Care AND After Care:

Cost - \$20.00/day X # of school days in the month

Option II: Before Care Only - 7:30-8:20

Cost - \$8.00/day for DAILY RATE

\$6.00/day X # of school days in the month for FULL-TIME(M-F) students

Option III: After Care - 2:30 – 4:00

Cost - \$11.00/day for DAILY RATE students

\$9.00/day X # of school days in the month for FULL-TIME (M-F) students

Option IV: After Care - 2:30 – 6:00

Cost - \$20.00/day for DAILY RATE students

\$16.00/day X # of school days in the month for FULL-TIME (M-F) students

Please Note: You MUST make a choice of Option III or Option IV. If you registered for Option IV, and you pick up your child before 4:00, you will still be charged at Option IV's rate. Likewise, if you register for Option III, and you are late, you will be charged the daily rate of \$20.00 for that day.

Hours of Operation:

BEFORE CARE: Before Care begins at 7:30am and ends at 8:20a.m.

AFTER CARE: After Care begins at 2:30pm and ends at 6:00pm.

After Care is open only those days the students are in school. We are not open on any days the children are not in school, i.e. teacher planning days, professional development days (1/2 days), holidays, and winter and spring vacation.

The Main Office will close at 3:30pm. Calls to the After Care Program after this time should be made to the school phone: 561-640-0270.

Attendance:

If you know that your student will not be attending the Before/After Care Program on any given day, please send in a note or call us to let us know he/she will not be in attendance. ***If your child does not attend this program on a full-time basis, please let the office know by Friday (Monday at the latest) which days your child will be participating in the program for the coming week.***

We base staff on the number of students expected each day based on your registration form. It is very important for us to plan staffing ratios for Before/After Care in order to keep our ratio small. Because of this ratio, we struggle to stay within our budget for this program. Before/After Care is not funded by District funding. It is crucial that we are cost effective and this depends on you informing us of the days your child will be attending.

This program is not designed to be a "drop in" program.

If you have chosen the "Daily Rate" option and have not informed us of the days your child will be attending for the week by Monday OR your child is placed in aftercare due to late pick-ups or a call the day of attendance, you will be charged on HOURLY rate of \$10.00/hour. This is to account for extra staff needed to maintain our ratio and additional time for billing for this program.

Snacks:

A minimum snack time of 15 minutes will be provided for after care. Snack is NOT provided. Please send in a healthy snack and drink, labeled "After Care", with your child each day.

PAYMENTS:

FULL-TIME RATE STUDENTS FEES:

Payment for Before/After Care is based on a monthly basis. ***Payment is due by the fourth school day in that month. Services will be suspended if fees are not received by the fourth school day of the month. This means that if payment is not paid on time, your child will no longer be allowed in the program until payment is made. If the suspended student is not picked up by 2:45pm on the fifth day of the month, the hourly rate will apply until the outstanding balance is remitted.***

If you have registered your child for Options I-IV on a FULL-TIME status, we will be calculating your monthly bill based on the number of days that school is in session for each month **X** the full-time rate for each option. (Example: Option IV (full-time status) for the month of September is calculated by: \$16.00(full-time rate) X 16(school days in Sept.) = \$256.00).

DAILY RATE STUDENTS FEES:

If your child is attending before and after care on a **daily-rate basis**, you need to register for the number of days you will be attending (Ex. 1 day/week, 2 days/week, or 3 days/week). You will send a note or call no later than Monday morning of each week to let us know what days your child will be attending Before/After Care for that week. Please remember, if you have not called or sent a note by Monday, you will be charged the hourly rate of \$10.00 until we hear from you.

Your monthly bill will be calculated at the end of the month. ***Payment is due by the fourth school day of the NEXT month. Services will be suspended if fees are not received by the fourth school day of that month. If the suspended student is not picked up by 2:45pm on the fifth day of the month, the hourly rate will apply until the outstanding balance is remitted..***

AFTER CARE LATE POLICIES:

A parent will be considered late picking up their child after 6:00pm as determined by the clock in the RLC lobby.

First offense:

A late fee of \$1.00 per minute will be charged for every minute past 6:00pm. Time will be determined by the clock in the RLC lobby at the time the parent signs out the child. A letter will be sent home to the parents explaining the second offense consequences with an attached bill.

For example: child picked up at 6:12pm=12 minutes past 6:00=\$12.00

Second Offense within a three (3) month period:

A late fee of \$1.00 per minute will be charged for every minute past 6:00pm. Time will be determined by the clock in the RLC lobby at the time the parent signs out the child. In addition, the child will be suspended from after care services for a period of one (1) school week from that day.

For example: a child picked up late (for a second time in 3 months) on Tuesday- child will be eligible to return to after care the following Wednesday.

Parents should have a backup plan as to who will pick-up their child in the case of unforeseen circumstances such as traffic, car trouble, family emergencies etc.

When parents have not picked up their children by 7:00pm and have not called RLC, the police will be called.

Please Note: We know of no other school-age child-care programs that offer a daily rate option. Even though it puts extra man hours into the accounting portion of this program, we feel that it is a service that our parents need. Our budget is based on the number of students in the program. Before/After Care staff is paid out of monies received from parents for this service. Because of this structure, we have to be diligent about making sure families are up to date with their payments. As stated previously, this does not mean that parents can choose to use this service without prior notice.



**RENAISSANCE LEARNING CENTER
BEFORE AND AFTER CARE REGISTRATION**

CHILD'S NAME: _____ D.O.B. _____ DATE: _____

PARENT(S)'/GUARDIANS' NAME: _____

ADDRESS: _____

PHONE NUMBERS: Mom - Home: _____ Work: _____ Cell: _____

Dad - Home: _____ Work: _____ Cell: _____

SERVICE	DAILY FEE	FULL-TIME (M-F) FEE
Option I: Both Before & After Care		\$20.00/day x # of school days in the month
Option II: Before Care (7:30-8:20)	\$8.00	\$6.00/day x # of school days in the month
Option III: After Care - 2:30 – 4:00	\$11.00/day	\$9.00/day X # of school days in the month
Option IV: After Care - 2:30 – 6:00	\$20.00/day	\$16.00/day X # of school days in the month

Please enroll my child in (Please check):

_____ I am requesting the daily rate. Days (please circle) M T W T H F

_____ I am requesting the daily rate. I will call no later than Monday to inform the school of my child's days of attendance for that week.**

**** I understand that if the school does not receive a call or note by 8:45am on each Monday, I will be charged the hourly fee of \$10.00/hour until the school has been contacted.**

PAYMENT FOR SERVICES: Payment for Before/After Care is on a **monthly** basis. **Late pick up fees will be assessed after 6:00pm.**

Please note: Our budget is based on the number of students in the program. Before/After Care staff is paid out of monies received from parents for this service. Because of this structure, we have to be diligent about making sure families are up to date with their payments.

There may be occasions that staff will be cooking with the students or providing special snacks. Please indicate below if you want your child to participate:

Yes, my child is allowed to participate in cooking and special snacks.

No, my child is NOT allowed to participate in cooking and special snacks.

NOTE: (please list any allergies, medications, etc.): _____

EMERGENCY CONTACT NUMBER(S):

NAME: _____ PHONE #: _____

NAME: _____ PHONE #: _____

Please sign below to indicate that above information is correct you have read and understand the policies in the information packet.

PARENT/GUARDIAN SIGNATURE