

Reference POINT

Benchmarking Children's Development

Information Manual



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Daniel Island Academy, LLC
300 Seven Farms Drive
Charleston, South Carolina, 29492
843-971-5961
www.danielislandacademy.com

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The Publisher

Dedication

Reference Point® is dedicated to the families, teachers, and staff of Daniel Island Academy in recognition of their commitment to providing the highest standard of education and care of young children.

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Description & Mission Statement

What is Reference Point?

Reference Point is a proprietary system that provides a comprehensive educational portfolio for each child at Daniel Island Academy. Families utilize this system to provide a map of their child's educational and developmental strengths and progression. This information is updated and followed throughout the year, and most importantly, year-to-year as they transition to the next classroom. In addition, it serves as a basis for home activities and for future academic or developmental understanding for years to come.

Teachers utilize Reference Point for assessing children's developmental information to create an individual plan to support the developmental goals for each child. It integrates all areas of the school's curriculum and serves as a compass to guide and enhance the learning styles of each child, and the classroom as a whole. Tools such as milestone growth checks, parent reports, observations, and parent conferences, promote open communications between Daniel Island Academy staff and families.

Reference Point helps families chart the course of individualized educational instruction for their child. Its powerful effect is in how teachers, armed with the best information and programming, can work with parents to create the most effective educational and developmental plan for their child to help them reach their full potential.

What is the Mission of Reference Point?

1. Involve all children with different learning styles, diverse backgrounds, and individual strengths and weaknesses
2. Use research based tools such as the Denver II Rating Scales and The Creative Curriculum® to document a child's progress over time
3. Utilize parent information and family engagement in the dialogue on how to best support a child's strengths and developmental goals
4. Retrieve important information about developmental milestones that are matched to the appropriate developmental goals
5. Assist teachers in making instructional decisions related to their classroom programs that provide a range of opportunities to match the interests and needs of each child
6. Identify a child's strengths, interests, and potential that needs enhancement and strengthening
7. Provide families with information to help them better understand the classroom curriculum and their child's learning potential
8. Offer an easily understandable framework for collecting and assessing developmental information that is consistent across all classrooms and with all teachers
9. Provide families with valuable developmental information related to their child's individual potential in all areas
10. Give families comprehensive information on their child for educational transitions, medical or developmental referrals, and extracurricular interests

Frequently Asked Questions

Why does Daniel Island Academy need to implement Reference Point?

Daniel Island Academy strives to improve the standards of teaching, parental involvement, and individualized child instruction. By implementing a system of developmental monitoring and milestone mapping, the school will have a research based and developmentally supported means of improvement for the entire school.

Why is Reference Point valuable for children at Daniel Island Academy?

Reference Point accommodates children with diverse learning styles, backgrounds, and developmental needs. It is based on observable and measureable demonstrations of knowledge and skills that occur in both home and school, and provides a means of monitoring and documenting the developmental growth of a child over time. The goals and curriculum are more meaningful, reliable, and consistent across classrooms and teachers. Reference Point identifies children's areas of interest, appropriate goals, concerns, and learning needs, and engages families in dialogue that best supports a child's developmental growth at home and school.

Will all students participate in Reference Point?

Reference Point is an addition to the established curriculum at Daniel Island Academy. All children will be included but should a parent have questions or concerns about this curriculum enhancement, they may "opt out" or meet with administration for further explanation.

How will Reference Point benefit my child?

A child's cognitive, language, physical, social, and emotional growth are ongoing. Each child starts at a different point in these key areas of development and requires guidance that matches their particular learning style. Reference Point is the method of monitoring a child's developmental progress, and the effectiveness of curriculum components and teaching methods, to meet the educational goals of each child and the classroom as a whole. Parents are provided information that will help better prepare their child for future educational and developmental endeavors, while also enhancing their early childhood school experience.

How is my child's information managed?

Daniel Island Academy will maintain a confidential Portfolio for each student. Some of the documents within the file include a copy of Child Information Profile (Appendix A), which is completed as part of the annual Enrollment Packet, Denver II Test Summary, and Child Progress Review (Appendix C) that are used in Parent Conferences. Your child's file will be kept confidential and parents will have access to their child's file to obtain copies of information as requested. Files become the sole property of the parents upon the child's completion of study at Daniel Island Academy, with no copies to remain with the school.

Will my child be tested and evaluated?

A Readiness Check will be performed with all students after they have enrolled at Daniel Island Academy. Parents will be involved and informed of the results of the Readiness Check through a parent conference, which is also an opportunity for the teachers and parents to meet to discuss curriculum goals and objectives, individual child learning goals, and the tools that can be implemented at home and school. Tools used to measure performance will be the Denver II rating scales, observations, Fall Readiness Check conferences, The Creative Curriculum® Fall & Spring Conferences, and additional information on activities, tools, and research based strategies to better enhance their child's performance.

What is a Readiness Check?

Students attending Daniel Island Academy will complete a Readiness Check at the start of each school year, so that teachers can monitor progress and chart classroom and developmental goals based on each child's present level. One standardized tool that is utilized is The Denver II, which approximates a growth curve and is used to monitor progress based on age. A Readiness Check also includes observations, parental input, and The Creative Curriculum® observations. Teachers are able to identify each child's individual learning potential in order to develop learning strategies to enhance the curriculum for the child and classroom as a whole. Parents will receive a summary of performance through the Readiness Check Summary (Appendix B) and Child Progress Review (Appendix C).

How do you choose the curriculum and assessment tools to be used with students at Daniel Island Academy?

Curriculum tools and measures to assess readiness are based on purposeful and research based measures to better guide learning for children. The teachers are trained on each tool and set their classroom goals to meet the individual potential of each student. All tools chosen to teach, assess, and provide instruction for students are based on research reviews, administrative studies, and parental feedback provided on an ongoing basis.

What should preschool children be learning and how can Reference Point be used to assist with this process?

Reference Point enhances purposeful teaching by providing a guideline for assessing and creating individual goals of each child. The Creative Curriculum® organizes learning goals through four major areas of development: Cognitive, Language, Physical, and Social and Emotional Development. Within those four areas, each child develops differently and Reference Point provides a system of mapping each child's specific needs and developmental goals to reach their potential.

How does Reference Point assist teachers in planning prior to a child entering their classroom?

Effective teaching requires planning based on consistent and reliable information shared between teachers and parents. Reference Point chronicles a child's developmental history, which includes how a child learns best, what their interests are, what goals a family has for their child, and what progress a child has made year to year. This prevents gaps in knowledge and allows teachers to plan purposeful instruction that meets the needs of the individual and classroom.

What if my child needs a follow up meeting regarding the specific needs of their curriculum goals?

The Readiness Check at the start of the school year provides the basis for determining individual goals and identifying the need for further information and/or curriculum modifications. Teachers will work with parents to plan specific educational and developmental goals through the use of an Educational Planning Form (Appendix D), Developmental Progress Review (Appendix E), Teacher Planning Web (Appendix F), or Social and Developmental History (Appendix G). These forms are utilized to document information and progress, and schedule additional communication methods such as conferences, daily communication logs, and reports through Creativecurriculum.net.

How will my child's information and files be kept confidential?

Daniel Island Academy follows the Federal guidelines of the HIPAA Act to ensure each family receives the highest level of confidentiality and privacy regarding their personal information. The school's current Confidentiality Forms include Notice of Privacy Practices (Appendix Hi), Consent Form to Comply With Federal HIPAA Act (Appendix Hii), and Staff Confidentiality Form (Appendix Hiii). Parents will have access to information regarding curriculum, child progress, and tools used to enhance classroom and student performance. Files become the sole property of the parents upon a child's completion of study at Daniel Island Academy, with no copies to remain with the school.



Who will be responsible for maintaining the files and supporting the teachers with the Reference Point program?

The Curriculum Leadership Team includes the School Director, Curriculum Specialist, and Reference Point Coordinator. The Coordinator works closely with the Director, Curriculum Specialist, parents, teachers, and other staff members to assist with information to enhance and individualize student instruction. Readiness Checks will be facilitated by the Reference Point Coordinator, who will also oversee the training of teachers and presentation of information to parents. In addition, the Coordinator will maintain school files, secure the confidentiality of student records, assist teachers with individualized instruction, provide referrals, and assist with child and parent advocacy.

Will parents be involved in the Denver II assessment process?

Any caregiver is able to provide information regarding their child's developmental performance. Teachers are able to give valuable information regarding the areas due to their frequent interaction with the child. Also, information on the Child Information Profile will provide information on the assessment as well as for the teacher in the classroom for preparing their learning environment. All parents have a Readiness Check conference to discuss performance, and should there be questions prior the parents will be contacted by the examiner.

What if my child needs a referral for enrichment therapy?

At Daniel Island Academy, the Reference Point Coordinator keeps a file of local therapists, enrichment programs, and services offered through the state and county. It is the parent's choice to proceed with these options, but information is readily available and offered to families should a need arise. In addition, Daniel Island Academy has many on hand staff members and opportunities to enrich each student's learning and developmental opportunities. A Reference Point library is located in the administrative offices of Daniel Island Academy with research based tools, games, resources, and learning tools for teachers and families to check out to use for a classroom or individual child.

How will Reference Point benefit my child when they transition from Daniel Island Academy?

When a child leaves a preschool program to move to a public or private elementary school, the transition is often challenging for both parents and children. The demands placed upon children today are extraordinary and they require better preparedness when these transitions occur. Parents need to have the power to provide the foundation and support for that next step, and with the information provided through Reference Point, they have the tools to advocate for their child with a better understanding of their child's learning potential for years to come.



Annual Timeline

Step 1 - Readiness Check

Aug. –Sept.

- Annual Child Profile Review (July/August or upon Enrollment)
- Developmental Screening based on Denver II, Observations, and Curriculum Data
- Information from observations, parent information, and curriculum progress review

Step 2 - Fall Readiness Check Conferences

Sept.-Oct.

- Readiness Check Summary compiled by Teacher, Reference Point Coordinator, and Curriculum Coordinator to include Denver II Test Summary and Creative Curriculum Observations
- Fall Readiness Check Summary Meetings Scheduled
- Parent and teacher meet to discuss curriculum, student, teacher goals, and individualized objectives.

Should further information be required proceed to Step Three. If no further action is required at this time, proceed to Step Four.

Step 3 - Optional Individualized Program and Interventions

Ongoing

- Interventions implemented in the classroom
- Child rescreened for progress. Readiness Check Summary compiled by Teacher, Reference Point Coordinator, and Curriculum Coordinator
- Child Progress Review and Readiness Check Summary completed, presented and discussed.

Step 4 - Fall Creative Curriculum Conference

November

- Individualized instruction and progress discussed
- Further referrals made or implemented

Should further information be required return to Step Five. If no further action is required at this time, proceed to Step Six.

Step 5 - Optional Individualized Program and Interventions

Ongoing

- Interventions implemented in the classroom
- Child rescreened for progress. Teacher, Reference Point Coordinator, and Curriculum Coordinator to meet and compile Readiness Check Summary
- Child Progress Review and Readiness Check Summary completed

Step 6 - Spring Creative Curriculum Conference

April

- Individualized instruction and progress discussed
- Further referrals made or implemented



Appendix Table of Contents

The attached Appendix contains Reference Point forms and Confidentiality Forms that are used by Daniel Island Academy in the management of your child's information and that of your family. A child's Reference Point portfolio is maintained by the school throughout her or her education at Daniel Island Academy, and given to parents upon completion of their child's education.

Child Information Profile	Appendix A
Denver II Test	
Test Summary	Appendix Bi
Parent/Caregiver Questionnaire	Appendix Bii
Child Progress Review	Appendix C
Educational Planning Form	Appendix D
Developmental Progress Review	Appendix E
Teacher Planning Web – Template	Appendix F
Social & Developmental History	Appendix G
Confidentiality Forms	
Notice of Privacy Practices	Appendix Hi
Consent Form to Comply With Federal HIPAA Act	Appendix Hii
Staff Confidentiality Form	Appendix Hiii



Child Information Profile

Thank you for taking the time to complete this developmental profile history regarding your child. This valuable information will help the school and your teacher understand your child better, in addition to creating and developing social, emotional, developmental, and academic goals for the classroom and your child specifically. All information provided will be held in strict confidence by all staff. Should you have questions about this form please contact the school at 843.971.5961.

I: Child and Family Information

First Name	Last Name	Nickname	Age	Program	Date of Birth	Ethnicity
Person Completing Form			Relationship		Today's Date	
Parent/Guardian			Home Phone		Work Phone	Cell Phone
Email Address						
Street Address			City	State	Zip Code	
Parent/Guardian			Home Phone		Work Phone	Cell Phone
Email Address						
Best Method of Contact (Please check): ___ Home ___ Cell ___ Work ___ Email						
Address (If Different From Above)			City	State	Zip Code	
Child's Birthplace		Premature? Yes No If Yes, # Weeks: ___		Adopted ___ Yes ___ No		Age of Adoption
Other Languages Spoken in the Home:						
Child Resides with:						
Please include any custody issues:						
Please list siblings and ages:						



Child Information Profile

II: Child Social, Emotional, and Developmental Information

Please describe your child's personal interests, strengths, and hobbies
Are there any developmental concerns related to speech, learning, motor, etc. that you wish the school to be aware of?
Any medical issues or prior hospitalizations?
Is your child receiving developmental, special education, or psychological services outside of school to assist with any developmental issues? If yes , please explain. Copies of IFSP, IEP, evaluation, etc. will be kept confidential.
Are there any religious, personal, or social issues that you wish to make the teachers aware of to better understand your child or to be sensitive of in the classroom?
Please describe child's present temperament (e.g., active, irritable, stubborn, sensitive, withdrawn, shy, etc.)
Is your child presently taking any medications? ___Yes ___No If yes, please list.
Any notable side effects from medication that the school should be aware of?
Does your child have food allergies? ___Yes ___No If yes, please list* Please note that all DIA allergy forms must be completed and submitted prior to enrollment (see front desk)
Does your child have any food exceptions based upon dietary preference or religious beliefs?
Please include anything that you wish for the school to understand about your child and your goals for their learning experiences.



DENVER II

Test Summary

Patient Name: **Student,
Sample**

Examiner: **Examiner**

Result: **Suspect**

Age: **3 years 0 months
4 days**

Test Date: **1/5/2011**

Personal – Social			
Item	Score	Interpretation	Comments
Use Spoon/Fork (R)	Pass	Normal	At school, child is consistently using spoon to eat. Moderate spilling, but showing good control.
Remove Garment (R)	Pass	Normal	Taking off pants
Feed Doll	Pass	Normal	
Put on Clothing (R)	Fail	Delay	At home, child is still learning to pull up pants and put on a shirt overhead. Still requires adult assistance in order to complete the task.
By Report			

Fine Motor – Adaptive			
Item	Score	Interpretation	Comments
Tower of 2 Cubes	Pass	Normal	
Tower of 4 Cubes	Pass	Normal	
Tower of 6 Cubes	Pass	Normal	
Imitate Vertical Line	Pass	Normal	
Tower of 8 Cubes	Fail	Caution	Trying to hold steady, tower knocked over
Thumb Wiggle	Pass	Normal	
Copy Circle	Fail	Normal	Showing good skills
Draw Person – 3 parts	Fail	Normal	Drew two recognizable parts
Copy +	Fail	Normal	Four lines
Pick longer lines	Pass	Normal	
By Report			



Language			
Item	Score	Interpretation	Comments
Point to 4 Pictures Pass Normal	Pass	Normal	
Speech – Half Understandable	Pass	Normal	
Name 4 Pictures	Pass	Normal	
Know 2 Actions	Pass	Normal	
Name 1 Color	Pass	Normal	
Use of 2 Objects	Fail	Normal	Said “draw” for pencil
Use of 3 Objects	Fail	Normal	
Know 4 Actions	Pass	Normal	
Speech – All Understandable	Fail	Normal	
Understand 4 prepositions	Fail	Normal	“On” and “under” correct
Name 4 Colors	Pass	Normal	Know 4 Actions Pass Normal
Define 5 Words	Fail	Normal	
Know 3 Adjectives	Fail	Normal	
Count 5 Blocks	Fail	Normal	

Gross Motor			
Item	Score	Interpretation	Comments
Kicks Ball Forward	Pass	Normal	
Jump Up	Pass	Normal	
Throws Ball Overhand	Pass	Normal	
Broad Jump	Pass	Normal	
Balance – Each foot 1 second	Pass	Normal	
Balance – Each foot 2 seconds	Pass	Normal	
Hops	Pass	Advanced	
Balance – Each foot 3 seconds	Fail	Normal	
Balance – Each foot 4 seconds	Fail	Normal	
Balance – Each foot 5 seconds	Fail	Normal	

Final Comments

Typical: Yes

Compliance: Usually Complies

Interest in Surroundings: Alert

Fearfulness: None

Attention Span: Appropriate

Child was friendly and compliant during the Denver. He was social and rapport was easily established and maintained. Transitions were easy for the child and followed one-step directions. Examiner noticed spontaneous smiles and child enjoyed one on one attention from the examiner. Child asked and answered questions.





Denver II Questionnaire

Please complete the following questions to assist with the annual Readiness Check. Your child's evaluator and teacher cannot see or know many of the things you will observe at home. These questions cover from one year to five years of age, so if a question concerns a skill your child has accomplished some time ago, please still answer 'yes'. Please add comments as needed.

Date: _____ Child's Name: _____ Date of Birth: _____

Adaptive-Personal

1. Can your child feed themselves with a spoon and fork? Yes No
 If not, are they feeding themselves finger foods? Yes No
2. Circle the drink container used by your child (circle all that apply): Bottle Sippy Cup Open Cup
3. Can your child put on or pull off any articles of clothing? Please describe (i.e., Can pull on shirt, but needs help with pants, snaps, buckles, etc.). _____

4. Does your child play games with others? Depending on age and development, games can range from basic interaction of peek-a-boo and pat-a-cake to card games like "Go Fish"). _____

5. Can your child brush their teeth with or without parent assistance? (Full independence is when your child understands each sequence beginning with turning water on and off, putting toothpaste on the toothbrush, but their parents may follow up behind them). _____
6. Can your child wash and dry their hands with or without assistance? Yes No
7. Does your child have chores to do in the house? For example make bed, set the table, put up toys, etc?

8. Are there any foods you child can prepare independently such as sandwiches or cereal? _____

9. Do you allow your child to prepare cereal in the morning independently? *Full independence is pouring cereal and milk in bowl.* Yes No





Denver II Questionnaire
continued – Page 2

Language

- 10. Does/did your child jabber and use baby talk as beginning communications? Yes No
- 11. Is your child imitating words and sounds made by an adult? Yes No
- 12. Is your child able to say MaMa and DaDa specifically? Yes No
- 13. How many words is your child able to say? More than 5, less than 10, full sentences, etc.?

Please describe: _____

- 14. Is your child engaging in nonverbal gestures such as pointing, waving goodbye, or shaking their head “yes” or “No”? _____

Social

- 15. Does your child enjoy engaging in play with other children? Yes No
- 16. Please describe your child’s temperament? _____
- 17. Does your child enjoy imaginary play (playing superheroes, house, teacher, etc.)? Yes No
- 18. What other types of activities does your child enjoy? (i.e., reading, crafts, puzzles) _____
- 19. Is your child involved in enrichment activities, such as Little Gym, community sports, play groups?

Please describe: _____





Child's Progress Review

Date: _____

Child Name: _____ Date of Birth: _____

Teacher: _____ Program: _____

NOTES ON FAMILY CONFERENCE

GOALS FOR SCHOOL

GOALS FOR HOME

Teacher Signature: _____

Parent/Guardian Signature: _____





Educational Planning Form

Teacher: _____ Student: _____

Individual Area	Teaching Strategies/Activities





Developmental Progress Report

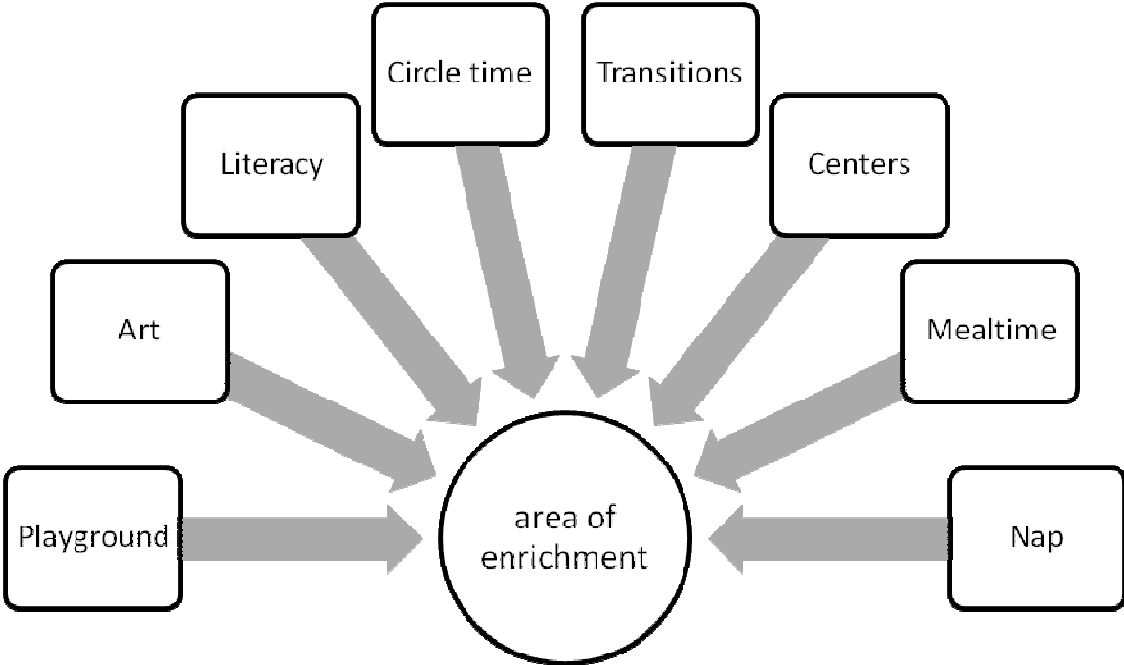
Teacher: _____	Student: _____
----------------	----------------

Area (select one): Social and Emotional Physical Cognitive Language	Strategy:	Progress Review: Date:
Area (select one): Social and Emotional Physical Cognitive Language	Strategy:	Progress Review: Date:
Area (select one): Social and Emotional Physical Cognitive Language	Strategy:	Progress Review: Date:
Area (select one): Social and Emotional Physical Cognitive Language	Strategy:	Progress Review: Date:
Area (select one): Social and Emotional Physical Cognitive Language	Strategy:	Progress Review: Date:
Area (select one): Social and Emotional Physical Cognitive Language	Strategy:	Progress Review: Date:
Area (select one): Social and Emotional Physical Cognitive Language	Strategy:	Progress Review: Date:





Teacher Planning Web – Template





Social and Developmental History

Part I: Family History & Information

Birth Mother's Name:	Present Age:
Highest level of education completed, certifications, degrees, etc:	Current Profession or Occupation:
Live with Child Full Time? Yes No	Marital Status?
Birth Father's Name:	Present Age:
Highest level of education completed, certifications, degrees, etc.:	Current Profession/Occupation
Live with Child Full Time? Yes No	Marital Status?

Please indicate whether any member of the child's immediate biological family (i.e. biological parents and siblings) have experienced any of the following. Please circle all that apply. ***If none, leave blank:***

Category	Relationship to Child	Category	Relationship to Child	Category	Relationship to Child
Autism		Asperger Syndrome		Inattention/Hyperactivity	
Learning Disability		Obsessive Behaviors		Anxiety	
Special Education		Mental Disability		Depression	
Speech/Language Delays		Bi Polar Disorder		Down Syndrome	
Seizure Disorder		Schizophrenia		Motor Delays	
Cerebral Palsy		Tics		Other:	
Other:		Other:		Other:	

How is your child disciplined at home?

How does your child respond to different methods of discipline?



Part II: Birth History

How many weeks gestation was your child at birth?	Weight/Length
Where any chemical substances consumed during pregnancy? (i.e., alcohol, drugs, other)	
If premature, any complications/treatments during the hospital stay? How many weeks premature?	
If your child was adopted, is there information you wish to share regarding the process, age of adoption, issues related to transition?	

Part III: Social & Environmental Information

How often does your child play with peers outside of school (e.g. at home, play group, team sports, etc.)?
Does your child prefer to play with some children over others? Please provide examples.

Part IV: Language History

Can you understand your child's speech? Yes No If yes, please explain.
Does your child become frustrated if not understood? Yes No If yes, please explain.
Does your child rely on gestures (pointing, head shakes, nods) to communicate? Yes No If yes, please explain.
Is there a family history of speech and language delays? Yes No If yes, please explain.



Part V: Evaluation History

Did your child receive any early intervention? (i.e. Baby Net) **Yes No** If **Yes**, please explain length of service and reason:

Would you agree to allow school to receive and review documents from service provider? **Yes No**
 If **Yes**, please initial: _____

Does your child have an Individual Education Program or Individual Family Service Plan? **Yes No** If **Yes**, please explain service and reason:

Would you agree to allow the school to review IEP or IFSP? **Yes No**
 If **Yes**, please initial _____

Has your child received or presently receive private therapy (occupational therapy, counseling, speech, physical therapy, etc)? **Yes No** If **Yes**, please explain:

Has your child attended any previous preschool programs? **Yes No** If **Yes**, which one(s)?
 Please include any recommendations or concerns from previous school regarding your child:

Please list in order any assessments/evaluations or received treatment through a private professional, school, or other agency.

Name of Professional Organization	Purpose: Diagnosis:	Date of Evaluation	Report Available and approved for school review? Yes No	If yes, please initial for approval of review of confidential report: Initials
Name of Professional Organization	Purpose: Diagnosis:	Date of Evaluation	Report Available and approved for school review? Yes No	If yes, please initial for approval of review of confidential report: Initials
Name of Professional Organization	Purpose: Diagnosis:	Date of Evaluation	Report Available and approved for school review? Yes No	If yes, please initial for approval of review of confidential report: Initials

Thank you for providing this information which will assist the school in providing the best education and developmental support for your child.





Daniel Island Academy LLC

NOTICE OF PRIVACY PRACTICES

THIS NOTICE DESCRIBES HOW HEALTH INFORMATION ABOUT YOUR CHILD MAY BE USED AND DISCLOSED AND HOW YOU CAN GET ACCESS TO THIS INFORMATION.

PLEASE REVIEW IT CAREFULLY

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal program that requires all medical records and all other individually identifiable health information used or disclosed by us in any form, whether electronically, on paper, or orally, are kept properly confidential.

As required by HIPAA, we have prepared this explanation of how we are required to maintain the privacy of your health information and how we may use and disclose your health information.

USES AND DISCLOSURES OF HEALTH INFORMATION

We use and disclose health information about your child for treatment, payment, and healthcare operations. For example:

Treatment: We may use or disclose your child's health information to a physician or other healthcare provider.

Payment: We may use or disclose your child's health information to obtain payment for services we provide to you, confirm coverage, billing or collection activities, or utilization review.

Healthcare Operations: This includes the business aspect of running our practice, such as conducting quality assessment and improvement activities, reviewing the competence or qualifications of healthcare professionals, evaluating practitioner and provider performance conducting training programs, accreditation, certification, licensing or credentialing activities.

We may contact you to provide appointment reminders or information about treatment alternatives or other health-related benefits and services that may be of interest to you.

Any other uses and disclosures will be made only with your written authorization. You may revoke such authorization in writing and we are required to honor and abide by that written request, except to the extent that we have already taken actions relying on your authorization.

To Your Family, Friends and Persons Involved in Care: We must disclose your child's health information to you, as described in the Patient Rights section of this Notice. We may disclose your child's health information to a family member, friend or other person to the extent necessary to help with your child's healthcare or with payment for your child's healthcare. We may use or disclose health information to notify, or assist in the notification of (including identifying or locating) a family member, your personal representative or another person responsible for your child's care, location, general condition, or death. We will also use our professional judgment and our experience with common practice to make reasonable inferences of your child's best interest in allowing a person to pick up prescriptions, medical supplies, x-rays, or other similar forms of health information.





Notice of Privacy Practices (cont.)

Abuse or Neglect: We may disclose your child's health information to appropriate authorities if we reasonably believe that your child is a possible victim of abuse, neglect, domestic violence or the possible victim of other crimes. We may disclose your child's health information to the extent necessary to avert a serious threat to your child's health or safety or the health or safety of others.

PATIENT RIGHTS

You have the following rights with respect to your child's protected health information, which you can exercise by presenting a written request to the Privacy Officer:

- The right to request restrictions on certain uses and disclosures of protected health information, including those related to disclosures to family members, other relatives, close personal friends, or any other person identified by you. We are, however, not required to agree to a requested restriction. If we do agree to a restriction, we must abide by it unless you agree in writing to remove it.
- The right to reasonable requests to receive confidential communications of protected health information from us by alternative means or alternative locations.
- The right to inspect and copy your child's protected health information.
- The right to amend your child's protected health information.
- The right to receive an accounting of disclosures of protected health information.
- The right to obtain a paper copy of this Notice from us upon request.

We are required by federal and state laws to maintain the privacy of your child's health information. We are also required to give you this Notice about our privacy practices, our legal duties, and your rights concerning your child's health information upon request.

We reserve the right to change our privacy practices, provided such changes are permitted by applicable law. Before we make any significant changes in our policy, we will change this Notice and make the new Notice available upon request.

If you are concerned that we may have violated your child's privacy rights, you reserve the right to file a written complaint to the U.S. Department of Health and Human Services. We will provide you with the address to file your complaint.

We support your right to the privacy of your child's health information. We will not retaliate in any way if you choose to file a complaint with us or the U.S. Department of Health and Human Services.



Consent Form to Comply With Federal HIPAA Act

Patient Consent for Use & Disclosure of Protected Health Information

With my consent and signature, Daniel Island Academy LLC. may use and disclose protected health information about my child to clinicians or other defined professional associates as directed by the parent or Guardian:

- 1) Carry out treatment, payment, and healthcare operations (services).
- 2) Call my home or other designated locations and leave a message on voice mail or by phone in reference to any item (i.e. but not limited to, appointment reminders, insurance items, references to clinical care or laboratory results) that will assist in the practice of medical care for my child.
- 3) Mail to my home or other designated address any item (i.e. but not limited to, appointment reminder cards, patient financial statements) that will assist in the practice of medical care for my child. Such correspondence is to be marked personal and confidential.
- 4) Send or transmit e-mail to any location provided by me for all above similar items and purposes.
- 5) To use and/or disclose protected health information about my child to/with third parties involved in my child's care. Such parties may include but are not limited to, insurance companies, hospitals, specialty physicians, laboratory personnel. I may specifically describe the type of information (i.e. dates of services, level of detail, origin of information) subject to disclosure and may revoke this permission at a time and date chosen by me.
- 6) I have the right to review the Notice of Privacy Practice Manual of Daniel Island Academy LLC. Daniel Island Academy LLC. may revise its manual and procedures at any time deemed necessary, and I may request from time to time in writing a copy of such changes, should these changes directly relate to my child's care.
- 7) I have the right to request that Daniel Island Academy LLC. restrict how it uses or discloses my child's health information. However, as stated previously, Daniel Island Academy LLC. is not required to agree to my restrictions. If Daniel Island Academy LLC. accepts my restrictions, Daniel Island Academy LLC. is then bound by the restriction in the agreement setting forth the restricted information, until providing me in writing a cessation of such agreement.
- 8) I may revoke this entire consent in writing at any time. If I do not sign this consent, or revoke this consent, Daniel Island Academy LLC. in their sole discretion, may decline further treatment for my child.
- 9) The Federal HIPAA (Privacy Act) of 2001 was created to protect my child's health information. I understand this must be accomplished within the provisions and rules set up by Daniel Island Academy LLC. to fulfill this federal law. I may request to review the manual which spells out these provisions. Daniel Island Academy LLC. will comply with this law to preserve privacy. If compliance with this law impedes the medical care of the patient, Daniel Island Academy LLC. may decline to provide further care. Daniel Island Academy LLC. will strive to provide information so that I may make an informed decision concerning the privacy of my child's medical information.

Signature of Parent or Legal Guardian of minor child

Date of Signature

Printed Name of Parent or Legal Guardian of minor child

Witness (Initials)

Child's Name

Date of Birth





STAFF CONFIDENTIALITY AGREEMENT

Confidentiality is important in establishing and maintaining trusting and lasting relationships among parents, legal guardians, and professionals.

1. Confidentiality is the cornerstone to ensuring that privileged information is accessible only to those authorized to have access.
2. Confidentiality acknowledges respect for an individual's right to privacy.
3. Confidentiality assumes that those who pledge to safeguard confidential information will do so.
4. When using open/shared space (staff rooms, hallways, cubicles, etc), privileged information that may be inadvertently shared or overheard is respected and kept confidential.
5. As a staff member at Daniel Island Academy I will receive and have access to confidential information about children and families. Except when required by law, this information will be kept in the strictest confidence. I understand that the discussion of personal information about children and families without authorized consent is unethical.
6. I will abide by this Confidentiality Agreement to ensure respect for the privacy of children and families at Daniel Island Academy.
7. Confidential conversations that staff have with parents, or the Director has with staff members will be conducted in a quiet area away from other children, parents and staff.
8. All matters discussed at parent/staff meetings will be treated as confidential.
9. Staff members may give information or evidence on matters relating to children and/or their families to anyone other than the responsible parent/guardian, unless prior written approval by the responsible parent/guardian is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other staff members at Daniel Island Academy.
10. Reports, notes and observations about children must be accurate and free from biased comments and negative labeling of children.
11. Staff will protect the privacy and confidentiality of other staff members by not relating personal information about another staff member to anyone either within or outside of Daniel Island Academy.

Name of Staff Member (Please print)

Signature of Staff Member

Witness Name

Date (DD/MM/YY)

