



Alternatives For Children

Welcome!



WELCOME!



We are so pleased that you are considering placing your trust and your child with us.


Since 1988, Alternatives For Children has been at the forefront in providing educational experiences to a broad spectrum of children from across Long Island. Alternatives For Children collaborates with most of the school districts across Long Island.

Alternatives For Children



For over thirty years, Alternatives For Children has been a well-respected organization, and a known leader in providing quality care to all children, but especially to those who need it most, at the most critical time in their development.

Family-School Partnerships



Alternatives For Children works to create family-school partnerships to expand learning beyond the classroom and therapeutic environment and share the responsibility and privilege of educating our students along with their parents.

As parents, you are an important part of your child's educational program. Here at Alternatives for Children we welcome and encourage parents to actively participate in all aspects of their child's program.

Working with families and giving them the tools they need to become life-long advocates for their child goes hand-in-hand with our mission of providing the highest quality special and regular education programs and services to children with disabilities and their typically developing peers.

Alternatives For Children recognizes that active engagement and open communication between parents and school supports student attainment of individualized goals and overall achievement.

Licensing



Alternatives For Children
is approved and licensed by the
NYS State Departments of Education and Health

NYS Office of Children & Family Services

Nassau and Suffolk County Departments of Health
Divisions of Services for Children with Special Needs

Our Facilities

OCFS licensing

- Ensures that comprehensive background checks are done on all staff
- Ensures compliance with requirements for ongoing training for staff
- Ensures that we are in compliance with all health and safety regulations



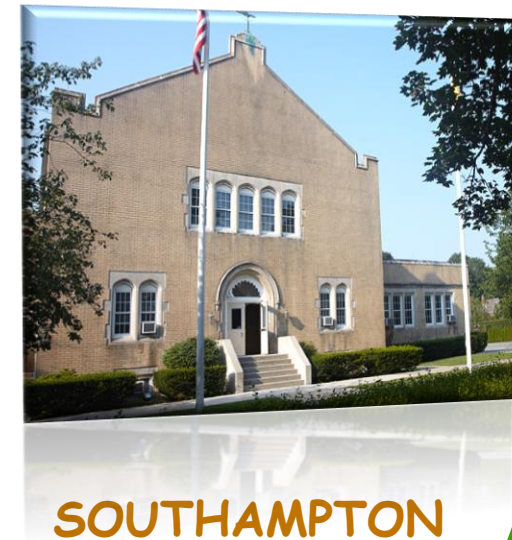
AQUEBOGUE



DIX HILLS



EAST SETAUKET



SOUTHAMPTON

The agency that oversees regulation compliance and inspections for our school's physical facilities is the NYS Office of Children and Family Services.

Licensed & Credentialed Professional Staff



All classes at Alternatives For Children are taught by New York State dually certified special education/early childhood teachers working in collaboration with certified teaching assistants.

Therapeutic services are provided by specially trained, licensed and certified therapists experienced in working with young children.

Counseling and social work services are provided by licensed and certified psychologists and social workers.



Therapeutic and educational staff integrate a child's related services with their educational program using a whole child team model, creating experiences where the individual needs of each child are met.

Our early childhood professionals use developmentally appropriate holistic approaches in the delivery of services to assure that a child's IEP goals can be achieved.

How CPSE Works

If it has been determined that your child has a disability that may be affecting their learning, your local school district's Committee on Preschool Special Education (CPSE) will find your child to be an eligible "preschool student with a disability."

CPSE – Committee on Preschool Special Education



The CPSE recommends programs for you to choose from and the services to meet your child's individual needs and where they will be provided.

That is what has brought you to Alternatives For Children. We are one of several agencies in Suffolk and Nassau Counties that offer a center-based educational and therapeutic preschool special education program designed to meet the varied needs of children.



IEP Services

The IEP creates a roadmap and an opportunity for teachers, parents, school administrators, related services personnel to work together to improve educational results for children with special needs.

You and the CPSE have written an Individualized Education Program (IEP) for your child that lists the recommended services to be provided. Your child's IEP speaks about their:

- strengths and needs and how those needs can be met in the least restrictive environment
- the Annual Goals
- your child's present levels of performance
- any unique learning characteristics and educational needs of your child
- any accommodations and modifications needed for your child to achieve their goals

IEP - Individualized Education Program



Your IEP Coordinator



IEP Coordinator AFC to Parent to School District Connection

Your IEP Coordinator is available for you should you have any questions about your child's program or services.

- **IEP Coordinators** are familiar with all the components of your child's IEP.
- They meet with you at **IEP Parent Conferences** to review IEP goals. These conferences are usually held in the Fall
- **Annual Review Parent Conferences** are held prior to your child's annual review meeting in the late Winter or Spring to discuss assessments and progress towards goals.
- They attend the **District CPSE meetings** and work with your child's teachers and therapists to coordinate the **Annual Review process for Preschool**.

To assist you and help you through the process, your child will be assigned to one of our IEP Coordinators. Your IEP Coordinator is your connection between Alternatives For Children and your School District CPSE. IEP Coordinators also work closely with your child's team of teacher, therapists, and support staff.

Your Child's IEP

The programs and/or services your child will receive will be outlined in their IEP. The IEP lists the service, how many times a week the service will take place, the duration, and where the service will take place.

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Student: [REDACTED]	Date of Birth: [REDACTED]	Gender: Female	ID #: [REDACTED]
Address: 50 East Broadway [REDACTED]	Age as of meeting date: 4:9	Native Language: English	
Contacts: Megan [REDACTED], Mother	County: [REDACTED]	Interpreter Required: No	Email: [REDACTED]
[REDACTED], Father	Home/Mobile #: [REDACTED]	Work #: [REDACTED]	
School Year: 2020-2021	Home/Mobile #: [REDACTED]	Work #: [REDACTED]	Email: [REDACTED]
	Placement: Approved Preschool Special Education Program	School: Alternatives for Children	Grade: Preschool
Special Alerts:			

IEP INFORMATION	
Projected IEP Start Date:	07/06/2020
Projected IEP End Date:	08/14/2020
Projected Date of Annual Review:	08/14/2020
Projected Date for Reevaluation:	03/29/2022
Extended School Year:	Yes
Behavior Intervention Plan:	No
Supplementary Aids and Services:	No
Assistive Technology:	No
Supports for School Personnel:	No
Testing Accommodations:	No
Participate State/District Assessments:	N/A
Special Transportation:	No

SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES	
Special Class: 12:1:1	07/06/2020 - 08/14/2020 1 x Daily, 2hr. 30min. Preschool
Speech/Language Therapy: Small Group (5:1)	07/06/2020 - 08/14/2020 1 x Weekly, 30min. Therapy Room
Speech/Language Therapy: Individual	07/06/2020 - 08/14/2020 2 x Weekly, 30min. Therapy Room

MEETING INFORMATION		
Date: 5/20/2020	Committee: Committee on Preschool Special Education	Decision/Status: Classified Preschool
Reason: Annual Review		Classification: Preschool Student with a Disability
Preschool Service Coordination:		
Participants: [REDACTED] Chairperson, Susan [REDACTED] General Education Teacher Member, Christine [REDACTED] Special Education Teacher Member, [REDACTED] Carlson School Psychologist, [REDACTED] Alternatives for Children, Special Education Teacher, Tanya [REDACTED] Alternatives for Children, IEP Coordinator, Megan [REDACTED], Mother		
Comments: CPSE meets for Annual Review. Parent and participants agreed to a virtual meeting due to school closure. Preschool teacher reports that [REDACTED] made nice progress this year. She made developed skills for managing her behaviors. She responded well to a visual schedule. The frequency of non-compliant behaviors has reduced throughout the year. She can identify colors, shapes, match, identify number 1-10 with 1:1 correspondence. She is beginning to identify the letters in her name. She requires redirection for attention to task. Parent reports that [REDACTED] attends outside counseling. In speech therapy, activities have focused on developing expressive, receptive and pragmatic language skills. She need to develop turn taking skills. She typically speak with a decreased MLU (3 word utterances). Vocabulary is emerging. She responds to visuals presented with all activities. She requires repetition and reteaching of concepts. She can follow single step directions. Success in all areas is impacted by her ability too attend. Parent reports that she is in the process of pursuing a neuropsychological evaluation to determine presence of attentional diagnosis.		
Present Level of Performance		

Your Child's Team

Each child has an assigned treatment team. This includes the classroom teacher, teacher assistants, and therapists. It may also include social workers, psychologists, BCBA, behavior aides or 1:1 aides.

Your child's team communicates frequently with each other, evaluates your child's progress, and meets on a regular basis.

As the person who knows your child best, we welcome your input. You are a vital team member and can provide us with important information about your child.



Services

- **Assistive Technology/Alternative and Augmentative Communication** - Communication Assistive Technology (AT) is used by children with special needs in order to perform functions that might otherwise be difficult or impossible for them. Assistive Technology device refers to any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities. Devices can include mobility devices such as walkers and wheelchairs, as well as hardware and peripherals to help access computers or other information technologies.
- **Music Therapy** - Music Therapy is a well-established, research-based profession in which music is used to accomplish therapeutic and educational goals. Music Therapy helps to improve cognitive, social, physical, psychological, and communication functioning. The Music Therapists at Alternatives For Children design and implement music sessions for individuals and groups based on the specific needs of the children.
- **Occupational Therapy** - Occupational Therapy is a developmental intervention that enhances a child's ability to successfully function within their environment, both at home and at school. Occupational Therapists work with children facing physical delays, educational delays, cognitive delays, self-care delays or sensory processing disorders that may affect their developmental performance.



- **Physical Therapy** - Physical Therapy as part of a child's IEP are therapeutic interventions aimed at maximizing a child's ability to participate in daily activities in school and at home. The goal of Physical Therapy is to promote independence and age-appropriate gross motor development, improve strength and flexibility, and enhance learning opportunities.



Services

- **Student Counseling** - Student Counseling builds on the natural way that children learn about themselves and their relationships in the world around them. Through this therapy, children learn to communicate with others, express feelings, modify behavior, develop problem-solving skills, and learn a variety of ways of relating to others. In therapy, toys and activities are used to allow a child expression of thoughts and feelings appropriate to their development.
- **Psychological/Social Work Services** - Psychological and Social Work Services are integral components of the multidisciplinary team approach in early childhood education. Psychologists and Social Workers collaborate to assure that all students and their families have access to the support and assistance they might need. A variety of services are provided to meet the needs of children and their families including: social skills groups, parent training, support groups, and parent education workshops.
- **Speech & Language Therapy** - Speech-Language Therapy focuses on receptive language, or the ability to understand words spoken to you, and expressive language, or the ability to use words to express yourself. Speech Therapy also deals with the mechanics of producing sounds or words, such as articulation, pitch, fluency, and volume. For children, Speech Therapy generally involves pursuing language milestones that have been delayed. Speech-Language Pathologists work to find fun activities to strengthen a child's abilities while working on their areas of weakness.



- **Vision Services** - The Teacher for the Blind and Visually Impaired offers specialized instruction to strengthen a child's visual efficiency, compensatory skill practice, and communication skill practice, which may involve the use of modified materials and equipment such as large print or Braille, slant boards or light boxes.



Services

- **A Board Certified Behavior Analyst, BCBA**, may be added as part of your child's team. A BCBA studies the behavior of children and can help teachers and parents identify learning challenges that a child may be experiencing, and respond by implementing strategies and differentiating instruction to help them access the curriculum with more independence.
- **Registered Behavior Technician RBTs**, assist in delivering behavior analysis services in the classroom in conjunction with the RBT Supervisor, BCBA, and the child's team.
- **Behavior Aides**, under the direction of the teacher and BCBA, work with individual children on implementation of classroom wide rules and individualized behavior plans.
- **1:1 Aides**, are assigned to individual children who have this service identified in their IEP. 1:1 Aides, under the direction of the teacher, assist children with independent dressing skills, structured activities, and other educational and therapeutic goals set forth by the IEP.



Class Ratios

Your child's recommended class ratio is listed on their IEP

Aquebogue

- 6:1:1 5 hour classes
- 12:1:2 5 hour classes (Integrated)
- 15:1:2 2½ hour classes (Integrated)

East Setauket

- 6:1:1 3, 4 and 5 hour classes
- 6:1:2 4 hour classes
- 12:1:1 2½, 3, and 4 hour classes
- 15:1:2 2½ hour classes (Integrated)

Dix Hills

- 6:1:1 5 hour classes
- 12:1:1 2½ and 5 hour classes
- 12:1:2 5 hour classes (Integrated)
- 15:1:2 2½ and 5 hour classes (Integrated)

Southampton

- 6:1:1 5 hour classes
- 6:1:2 5 hour class
- 12:2:1 3 hour classes (Integrated)
- 12:1:1 5 hour classes
- 18:2:1 3 and 5 hour classes (Integrated)

Class Ratio

The student-to-teacher-to-teaching assistant ratio

For example a

6:1:1 class ratio refers to a maximum of 6 students
1 special education teacher
and 1 teaching assistant

Classrooms



Classrooms

The physical environment of a classroom has a profound effect on individual children, the whole group, teachers, assistants and support staff.

A classroom that is safe, attractive, comfortable and well-designed helps children engage in learning activities.



Safe, Accessible Playgrounds

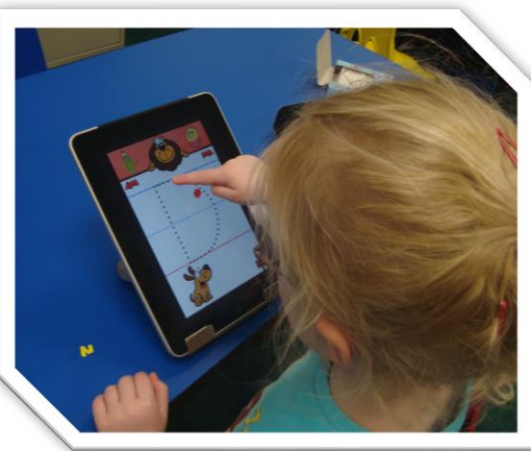
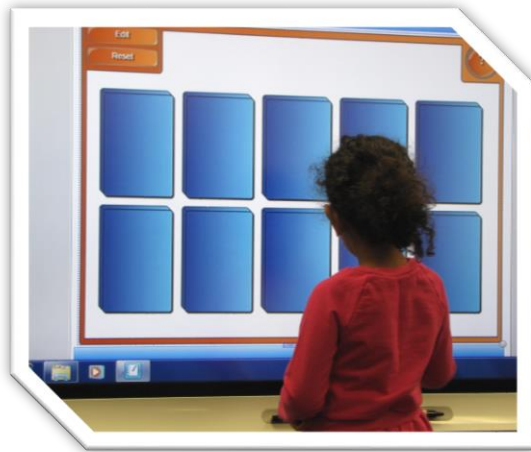


It is evident how much children enjoy running, jumping, climbing, and playing outdoors. The time children spend outdoors every day is just as important to their learning as the time they spend in the classrooms.

All our playgrounds have accessible and age-appropriate equipment that is checked daily for safety.

Outside play is an extension of the classroom and is often structured by the classroom staff to target specific goals of the children.

Educational Technology



- All of our classrooms are equipped with Smart Boards that are used for large and small group instruction, music and movement, and gross motor activities.
- All classrooms are supplied with at least 1 – 3 iPads for use in small groups to support fine-motor skill and literacy development.
- All classrooms have available to them Listening Centers for students to listen to stories being read aloud as they follow along in a book. Listening Centers are used to help children in developing critical listening and comprehension skills.
- Each class receives 1 session a week with our Educational Technology Teachers.
- Our Educational Technology Teachers support our teachers with resources for Smart Board, iPad, Listening Centers, and for use in the classroom that enhance and enrich the materials presented for the Creative Curriculum study the class is working on.

Music

Each of our classes are able to participate in at least one music class a week provided by our Music Therapists. Some classes have the opportunity to meet with a Music Therapist for Music class two times a week.

Music therapists use music, much of which is written by them especially for our children, that works on the development of listening, cognitive, academic, motor, social, and emotional skills.

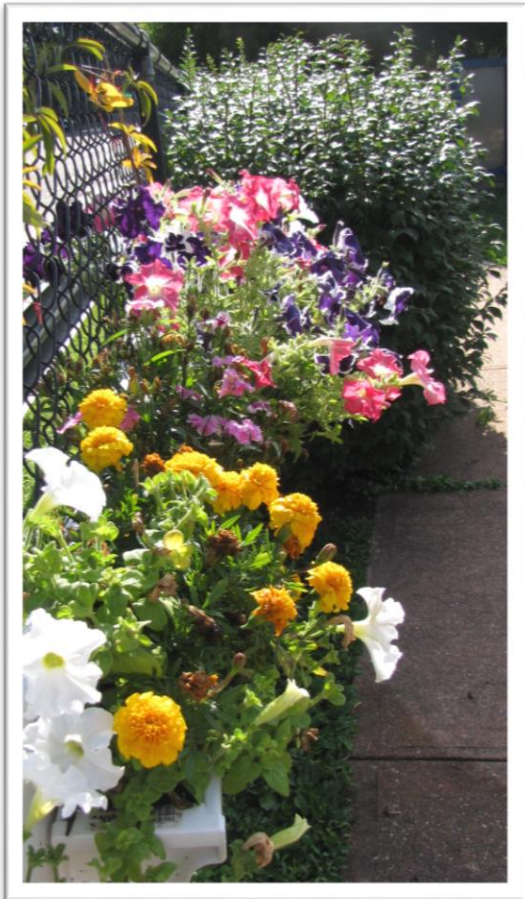
Musical experiences can include instrument play, singing, listening, music relaxation, and movement to music.



free to explore and learn

Outdoor Learning Environments

Each of our locations have areas that are dedicated as a natural learning environment. Our “Garden Areas” that include planters, planting tables, trees, shrubs, and flowerpots provide opportunities for teachers and the children to explore the important role of the garden as a place for play, exploration, inquiry, sensory integration, and building cooperative relationships. Plus, the added bonus of simply watching plants grow that we can eat, and the beauty that flowers provide.



Creative Curriculum

Alternatives For Children uses the Creative Curriculum for Preschool, which is aligned with the New York State Common Core Learning Standards (CCLS), and ensures continuity with the Common Core State Standards in ELA and Math.

The Creative Curriculum is based on research and theory of child development. It is designed to foster children's social/emotional, physical, cognitive and language development, as well as enhance learning in literacy, math, social studies, the arts and technology.

Additionally, social and emotional skills are a focus of the curriculum, giving children the opportunity to learn about sharing, turn taking and self-help skills.



Investigative Studies

Throughout the school year, children explore a variety of studies through first-hand exploration and discovery. Investigative studies may include Trees, Clothes, Buildings, Balls, Wheels, Water, Exercise, Boxes and Getting Ready for Kindergarten.

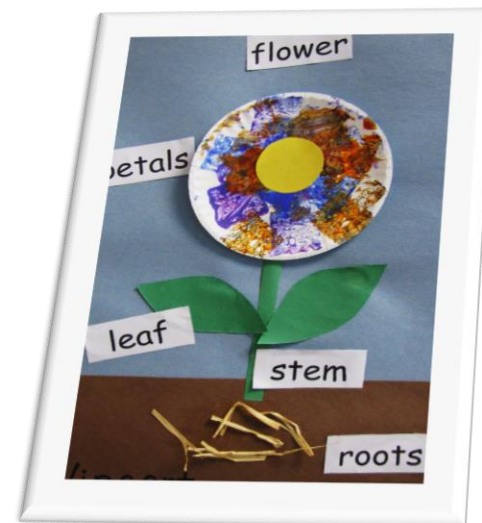
- Each study is presented in an interactive manner that encourages all children to discover and learn.
- The studies are meaningful to children because they provide children with opportunities to gain information through direct observation and experimentation and then link new ideas to what they already know.
- In presenting the lessons, staff focus on each child's individual needs, as well as incorporating a balance of child centered versus teacher directed instruction presented in a range of environments, large and small groups, and one-to-one teaching.
- Teachers are able to structure instruction so each child receives appropriate support to ensure success in achieving their IEP goals.



All About Me



Buildings



Flowers



Clothes



Balls



Centers & Interest Areas

Classrooms are divided into Interest Areas
Separate interest areas with a variety of materials
offer children a range of clear choices.

Designing an effective learning environment is foundational to helping children explore, discover, and learn

Interest Areas

- **Blocks Center** - When children construct, create and represent their experiences with blocks, they progress in many areas of development and learning.
- **Dramatic Play Center** - When children engage in dramatic play, they deepen their understanding of the world and develop skills that will serve them throughout their lives.
- **Toys, games, puzzles, manipulatives** – These materials offer children quiet activities that they can do alone, with another child, with a teacher or other adult, or with a small group. Children strengthen skills in all areas of development as they play with toys and games.
- **Art Center** is a place filled with materials that children can enjoy on a purely sensory level. Here children can create and represent their ideas in a visual form. Children draw, paint, knead, cut, glue, and make things of their own choosing. Creative art is another language children use to express what they know and what they feel.
- **Sand and Water Tables** - While sand and water play can delight the senses, it also can challenge children's minds and promote all areas of development and learning.



- **Library Literacy Book Nook** - As they hear stories read aloud every day, look through books on their own, listen to recorded stories, retell familiar stories, and make up their own stories, children strengthen skills in all areas of development.
- **Discovery STEM** - In the Discovery area, children use their senses to touch, feel, taste, smell, and see. They act on objects and observe what happens.
- **Music & Movement** - Music and movement experiences help develop both sides of the brain and contribute to children's social-emotional, physical, language, and cognitive development and learning..
- **Technology - Computer/smartboard iPad** - Children use technology devices like computers and tablets to investigate questions, solve problems, and explore and manipulate objects on a screen.

Interest Areas contain specific materials and activities that support learning opportunities.

A Place For Everything

Centers and all the materials in them are labelled.

Labels serve to show children that everything has a place.

Pictures and words in lowercase letters are used for labels so that children can easily identify what things are and where they belong.



Because the classroom belongs to everyone, taking care of it is a shared responsibility. Everyone helps with daily jobs; putting things away, throwing away trash after snack and lunch.

Large Group Meetings

Short - Large Group Meetings, or a group activity takes place at the beginning of the class day, and then one at the end of the day.

- The first meeting includes the daily schedule, what is going to happen today, what is different. Children can share topics that are important to them (like a new pair of shoes). The class may engage in songs and finger-plays.
- The second meeting – we are going home, is a recap of what happened during the day.

Routines and Schedules are important because they influence a child's emotional, cognitive, and social development.

They help children feel secure.

They help children understand expectations.



Small Groups



- Teachers plan for and work with children in small groups every day. Small group experiences are designed to meet a child's particular goals.
- Small group time enables teachers
 - ✓ to introduce a new concept or new materials to children
 - ✓ teach a specific skill
 - ✓ encourage conversations and the sharing of ideas
 - ✓ extend children's thinking by asking questions and posing new challenges
 - ✓ focus observations on individual children and document what children know and can do
 - ✓ and the collection of data

Daily Schedules

What does a day in the life look like?



When time is blocked out in an orderly and consistent fashion, children tend to feel secure and become increasingly independent.

A good balance of active and quiet times, as well as a range of child-initiated experiences and teacher-planned activities are scheduled throughout the day.

A daily schedule helps children begin to understand time concepts as they anticipate what comes first in the day, second, next, and last.

Sufficient time is allowed in interest areas so children can become deeply involved in their play.

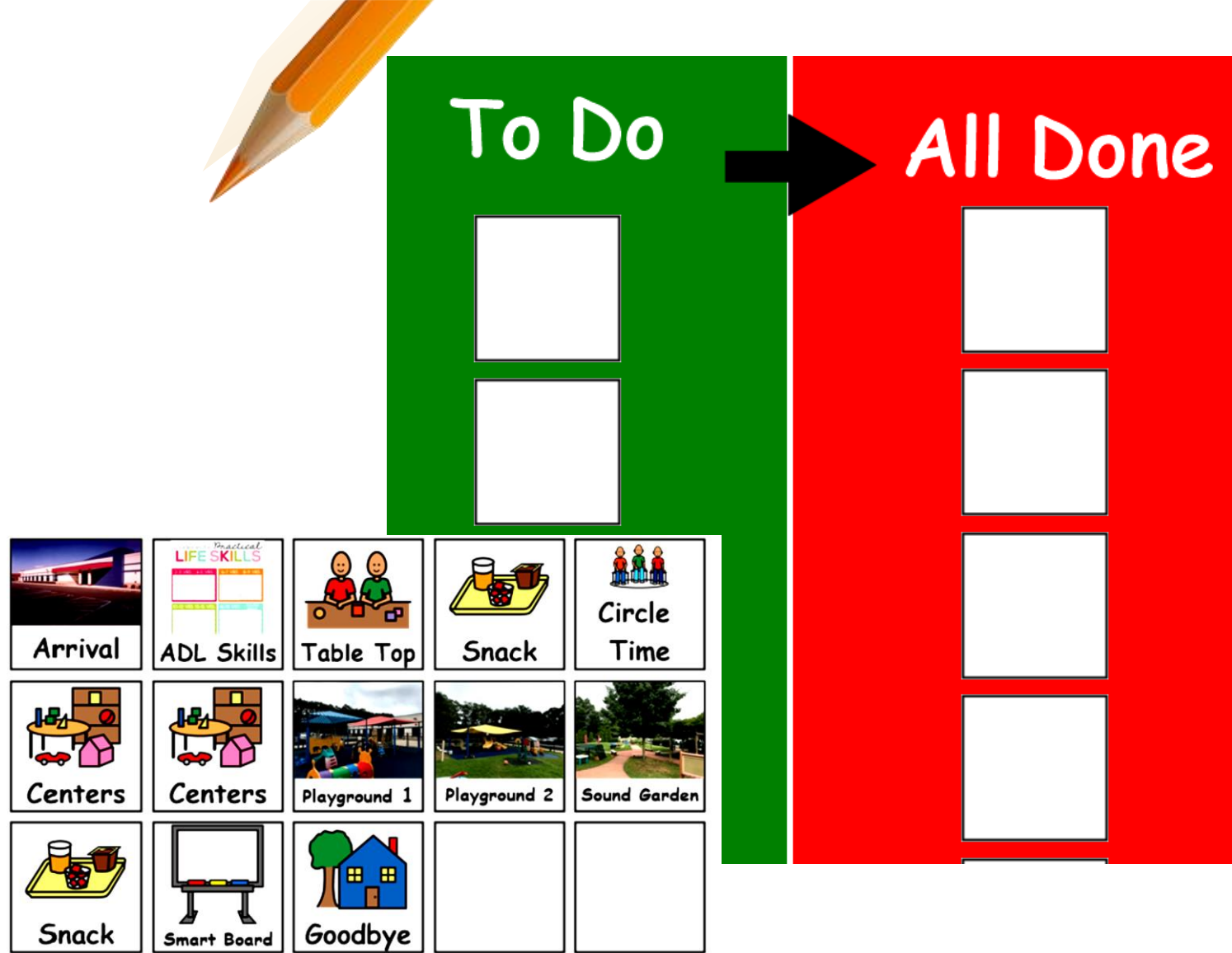
Times for teaching literacy, math and the intentional teaching of social/emotional skills are included in lesson plans for every day.

Individual Visual Schedules

Individual visual schedules, for those children who need one, are based on each child's developmental level and specific needs.

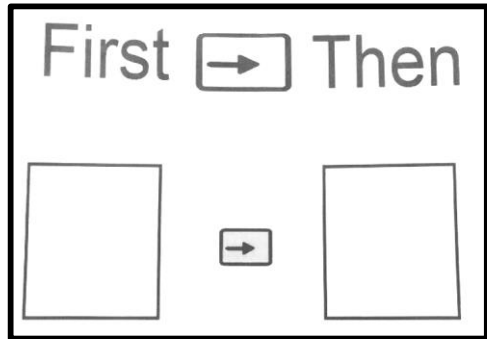
Teachers set up the To Do - and when an activity or interest area is completed the child moves the icon to - All Done.

An Individual Schedule works very much like a classroom Visual Schedule in that it helps children begin to understand time concepts as they anticipate what comes first in the day, second, next, and last.



Children move the activity icon from To Do to All Done once an activity is completed

Transitions



First/Then Boards

Some children may need to use a first/then board to help with transitions. "First puzzle, then playground"



One Step Command Rings
Staff present appropriate picture of command or place the child will be transitioning to as they are verbally stating the command or transition place.

Mighty Minutes

From the Creative Curriculum are songs, chants, rhymes, games and short activities used during transition or waiting times in the classroom.



- Transition times are structured to enable children to be able to achieve success in transitioning.
- Children are given notice. "You have time for one more puzzle."
- Teachers are specific about what they want children to do.
- They use clear and consistent language and keep the same routine each day so children learn what to do and how to do it without a lot of adult guidance.
- Each child differs in their ability to make transitions throughout the day.



A 1-2 minute announcement is made before an activity is about to end so children know what to expect and that the activity time is almost over.

Snacks & Lunch Time

Safely prepared, nutritious snacks are provided for our preschoolers. Because each child's physical development is as important as his social, emotional, or intellectual development, we are committed to providing healthy snacks for young children who are just beginning to acquire food preferences.

Snack and Lunch time is a learning time. Good experiences at mealtimes help children to develop positive attitudes toward food and nutrition. Children participate in setting up, serving, and cleanup at meals and snacks. Snacks and lunch are served "family style." Children and teachers eat together and share conversation just as a family would. Mealtime is a time where children are exposed to and encouraged to try new foods.

SAMPLE Snack Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Apple juice Corn Chex	Pineapples low fat vanilla yogurt water	Milk Cheerios	Mandarin Oranges Kix water	Applesauce Goldfish water

SAMPLE Lunch Menu

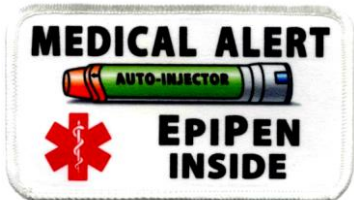
Monday	Tuesday	Wednesday	Thursday	Friday
Chicken Nuggets Rice Gravy Broccoli Applesauce Milk	Meatloaf on Whole Grain Bun Golden Corn Peach Cup Milk	Macaroni & Cheese Carrot Circles Apple Slices Milk	Hamburger Whole Grain Bun Ketchup Baked Beans Cut Melon Milk	Whole Grain Pizza Cucumbers Pear Cup Milk

Each snack consists of a variety of food choices - all healthy. Snacks and fruits are not sweetened, little or no salt is used, over processed foods, and foods with artificial flavorings or colorings are avoided. Sugared candies, cookies, chips, chocolate, and sweets are not part of our regular meal/snacks.

Children with documented food allergies or dietary restrictions will be provided with alternative food choices. Parents may choose to supplement the daily menu as medically needed.

Nut Free & Allergies

Alternatives For Children is a **NUT FREE environment**. EpiPens prescribed by doctors for students who have a severe, life-threatening allergy to specific foods or other conditions (such as a bee sting) will be kept in the clear case inside a specified red backpack within each classroom. The EpiPen will travel with the student wherever they go throughout the day.



Every member of a student's educational team is familiar with the EpiPen and the doctor's orders.

Let's Move!

Alternatives For Children participates in the Child Obesity Prevention programs "Let's Move" and the Cornell Cooperative Extension Food Program.



Physical Activity



Healthy Eating



Healthy
Kids,
Ready to
Learn

Food preferences and physical activity habits develop during early childhood and continue into adulthood.

Toileting



No more diapers for me

No mas pañales para mi . . .



Now I get to wear underwear!

Ahora me puedo poner ropa interior!



Toilet training can be a challenging and frustrating time for children and parents.

Toilet training is treated by staff in a positive and respectful manner. Parents and caregivers working together will ensure the success of the toilet training experience.

Remember - even 5 year olds have only been using a toilet for a couple of years!

Visual Schedules

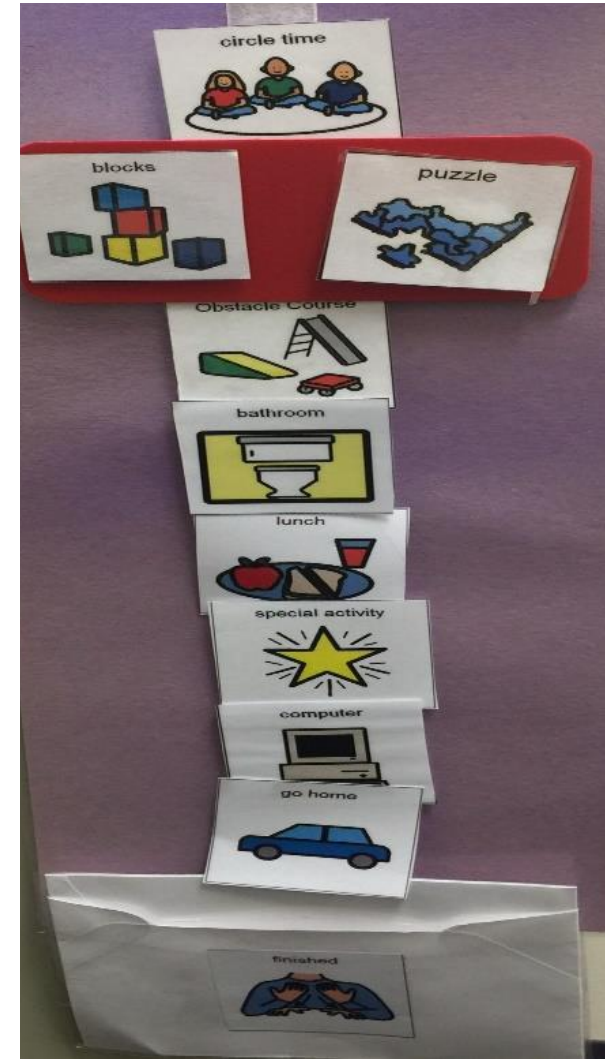
Visual Schedules are used so that the children know what to expect and what is expected of them.

Positive language and neutral talk is used by all staff. Negative statements are avoided.

Behaviors are anticipated and pre-correction is used.

Children are acknowledged regularly and appropriately for positive behaviors, and NEVER criticized for negative behaviors!

Criticizing doesn't decrease negative behaviors. It often increases them, lowers the child's self-esteem, and creates an unpleasant interaction.



All the classrooms at Alternatives For Children utilize some form of a Daily Visual Schedule. The children are very used to moving through their day by following the schedule with adults giving indications of when it is time to transition.

Pyramid Model

As part of PBIS practices, Alternatives For Children has developed organization-wide procedures to support implementation of the Pyramid Model.

We believe that through the implementation of PBIS systems and the Pyramid Model strategies we will increase academic performance, increase safety, decrease problem behavior and establish a positive school climate

The main focus of the Pyramid Model is to provide a clear system for all expected behaviors at Alternatives For Children.

Through PBIS and the Pyramid Model we work together to create and maintain a productive and safe environment in which all community members clearly understand the shared expectations for behavior.

Through positive recognition and continual teaching of expectations students will experience academic and social growth.

One of the key components of PBIS and the Pyramid Model is the focus on prevention. Children are taught clearly defined behavioral expectations for all aspects of the school environment. They are provided with predictable responses to their behavior, in a positive way.




A small number of behavioral expectations are positively stated and clearly defined. Behavioral expectations are taught to all students.



EXPECTATIONS

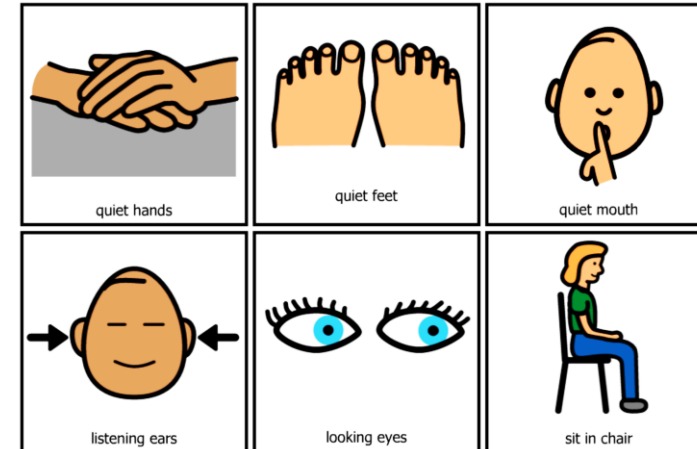
EXPECTATION MATRIX

SETTING

	Hallways	Classrooms	Playground	OT/PT/Music Speech/Psych/ Computer	Busing	Home
WE ARE SAFE 	Line up Walking feet Quiet hands	Wash hands Walking feet Sit in chair	Adult opens the door and gate We go up the stairs and down the slide We play nicely with our friends and toys Keep our hands to our own body	Adult opens the door Walking feet Sit in chair	We hold onto the railing going up the stairs We keep our seat-belts on Quiet hands Quiet feet	We hold hands in parking lots We stay with our family We stop when asked
WE ARE KIND 	We say hello We use nice words Hands at side	We say hello We use nice words We share with our friends We take turns	We take turns We use nice words	We say hello We use nice words We take turns	We say hello to the driver We use nice words	We use nice words We share with our family We take turns
WE ARE READY 	Looking eyes Listening ears Quiet mouth	We play nicely with the toys Looking eyes Listening ears I'm ready to work	Looking eyes Listening ears Finished Clean Up Line up	Looking eyes Listening ears I'm ready to work Finished Clean Up Line up	We wait our turn to get on the bus Find our seat Looking eyes Listening ears	Looking eyes Listening ears

At the beginning of each school year every classroom will work together to develop the expectations for their classroom. Each classroom will define what it looks like when We Are Safe, Kind and Ready in the classroom.

Large display posters of the behavioral expectations are placed throughout the buildings as visual learning tools and reminders for the children.



SCERTS Model

SCERTS concentrates on three key areas:

social communication – developing relationships and communication skills

emotional regulation – reducing emotional ups and downs

transactional support – providing helpful aids to communication and learning.

The SCERTS Model is implemented by the child's multidisciplinary team in collaboration with the family.

The SCERTS Model is a model of service provision, rather than a specific program. It combines several techniques to create individualized programs for children with autism spectrum disorders. SCERTS aims to help families, teachers and therapists work cooperatively to support individual children with ASD.

The acronym stands for Social Communication (SC), Emotional Regulation (ER) and Transactional Support (TS).

SCERTS was developed specifically for preschool-age and primary school-age children with ASD.

SCERTS is used to teach children with ASD how to regulate their emotions and communicate with others.

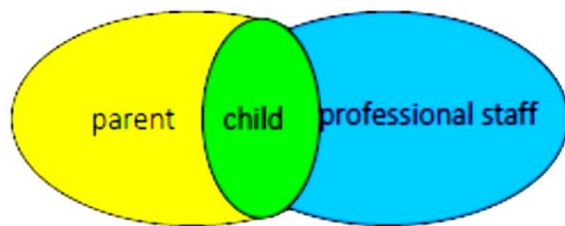


- **S**ocial **C**ommunication
- **E**motional **R**egulation
- **T**ransactional **S**upport

Communication

How do I reach my teacher or therapists? It's always a good idea to speak directly to the person that you might have a question for. If your question is about something going on in the classroom or one of your child's therapies – you can always write a note in your child's blue agenda book and the teacher or therapist will get back to you. Speech Therapists use a marble notebook for communication.

You may also call the main office and leave a message for a teacher or therapist to call you. Return phone calls will be made during a teacher or therapists prep time or at the end of the school day. Phone calls are not put through to classrooms or therapy rooms during class time.



- Teachers and therapists use an **agenda book** to communicate with families about what their child is doing in the classroom and therapy sessions. Speech therapists use a marble notebook to communicate with families.
- **Classroom newsletters** are sent home weekly. Newsletters review what has happened in the class that week and preview the following week. The newsletter contains lists of book, songs, activities and recipes to carry over things learned in the classroom to the home.
- **Progress reports** are provided quarterly for IEP students and present the child's strengths and weakness; they explain the specific level of needs within the classroom; discuss cueing and how the goal is to fade out prompting; give examples of tasks the child can do independently or has mastered.
- **IEP Parent Conferences** are held in the Fall. The purpose of the conference is to review IEP goals.
- **Annual Review Parent Conferences** are held prior to the child's annual review meeting to discuss assessments and progress towards goals

Building Security

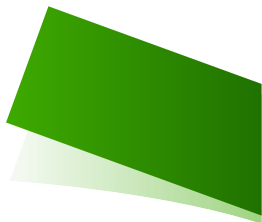


How hard or easy is it to get in and out of the building? All exterior doors at all our schools are locked, and are visible by a closed-circuit camera in the receptionist's or main office. Families that are known to the receptionist are buzzed in at the door. Photo ID of people unfamiliar to the receptionist must be shown before they are buzzed in.

A child is NEVER released from the school unless the person picking them up is known to the staff member. If the adult is not known, the child's Emergency Contact/ Release form is checked and verification of the individual by photo ID, preferably a driver's license is made. If the person is NOT listed on the Emergency Contact/ Release form, the child will be retained at the school and the parent will be called.

Can my child run out of classroom? The safety of every child in our program is our first priority. Classroom doors are closed while the children are in the room. Classrooms are equipped with wind chimes or bells placed over the door that "ring" every time the door is opened. Children are never left without direct, competent supervision

When leaving a classroom to go to other areas of the building or outside, staff position themselves in designated areas with one staff member close to the entrance or exit to allow for monitoring of the gate or door. Staff communicate frequently with one another by making eye contact and expressing their needs. Walkie-Talkies are used when the class is outside to maintain communication with the main office and the nurse's office.



Name to Face Logs

Staff use our Name to Face Log procedures required by OCFS, to keep an accurate daily log of children as they arrive and depart from the various learning environments throughout the day.

The Name to Face Log is taken with staff everywhere they go!

Staff **MUST** match the child's name on the paper to seeing their face. They check off that the child is present upon leaving the classroom, upon arriving at their destination, leaving their destination, and arriving back at the classroom.



NAME TO FACE LOG Date: _____ Class # _____ Teacher: _____


E-Epi-pen M-Music C-Computer P-Playground L-Library S-Switching Classes/Visiting F-Firedrill B-Bus PU-Pick Up N-Nurse W-Walk BR-Bathroom O-Other

Names	TIME IN	Daily Health Check	E M C P L S		E M C P L S		E M C P L S		E M C P L S		E M C P L S		E M C P L S		TIME OUT														
			F	N	W	BR	O	F	N	W	BR	O	F	N		W	BR	O	F	N	W	BR	O	F	N	W	BR	O	F
			Time Check leaving room & initials	Time Check leaving area & initials	Time Check leaving room & initials	Time Check leaving area & initials	Time Check leaving room & initials	Time Check leaving area & initials	Time Check leaving room & initials	Time Check leaving area & initials	Time Check leaving room & initials	Time Check leaving area & initials	Time Check leaving room & initials	Time Check leaving area & initials	Circle B PU write time 1 check leaving room														
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A child's day is filled with many activities, outdoor play, gym, music, computers as well as therapeutic treatment sessions.

The Name to Face Logs are used to keep track of where the child is at ALL TIMES throughout their day.

Health Policies



Alternatives For Children is required by OCFS to maintain a Health care plan that is reviewed, approved, and renewed every two years. Our Health Care Plan includes:

- How to do a daily health check for each child
 - How to care for a child who has developed symptoms of illness or injury and including notifying a child's parents
 - What designated staff will be administering medication
 - Policies on infection control, gloving, handwashing, diapering, cleaning, sanitizing and disinfecting
 - Policies on medication administration
 - Guidelines for storing, stocking, handling and dispensing of medications
 - Staff health policies and confidentiality
- 

Hand Washing

S.T.E.P.

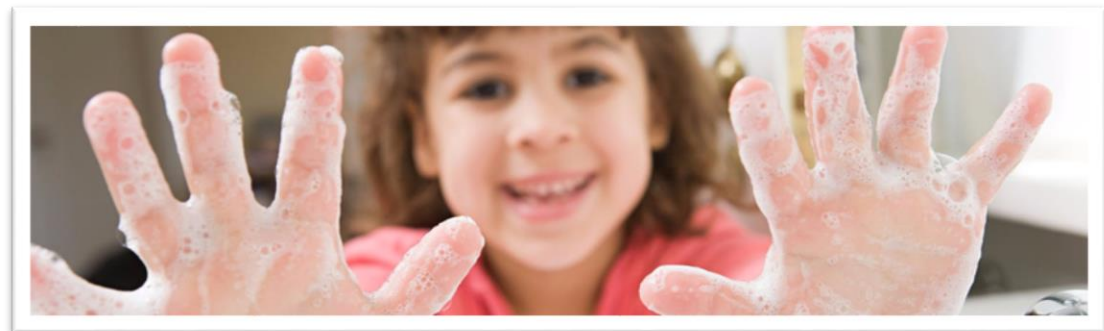
SAFEGUARD after TOILET, before EATING, after PLAYING



Hand Washing is a frequent occurrence at Alternatives For Children

Hand Washing Must Occur:

- At the beginning of each school day
- Before and after the administration of medications
- When they are dirty
- After toileting
- After a diaper change
- Before and after food handling or eating
- After contact with any bodily secretions or fluids – touching a runny nose or sneezing
- After coming in from outdoors



Cleaning and Disinfecting

Large equipment that is frequently used or touched by children on a daily basis must be cleaned and then sanitized or disinfected using an EPA-registered product.

Diapering surfaces must be disinfected after each use.

Countertops, tables, hard surfaces, and food preparation surfaces must be cleaned and sanitized before and after food preparation and eating, and any other time they are soiled – for example after a craft activity.



Routinely clean and disinfect surfaces

Cleaning with soap, water, and scrubbing removes dirt and most germs. However, disinfecting kills germs on surfaces, providing an extra margin of safety.

Disinfecting a surface will “kill” the microscopic organisms as claimed on the label of a particular product.

Alternatives For Children, in compliance with OCFS guidelines, follows manufacturer specific instructions when utilizing one step cleaners and sanitizers to ensure effectiveness in fighting germs.

Spray bleach solutions require 2 minutes surface contact time to be effective

At Alternatives For Children the health and safety of our students, families and staff is as important as the educational and therapeutic programs we provide.

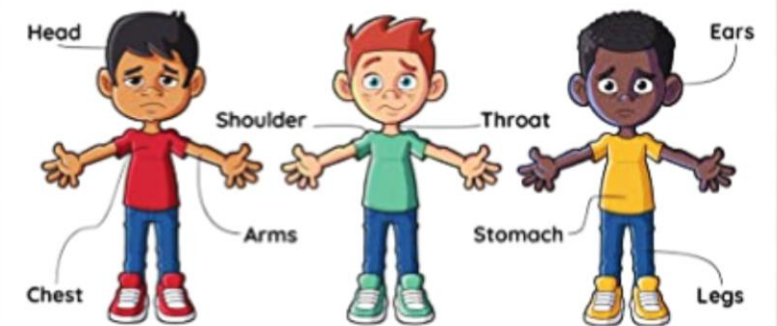
School Nurse



In accordance with OCFS requirements, Alternatives For Children must submit an annual medical form for each child that indicates current immunization status and general state of health.

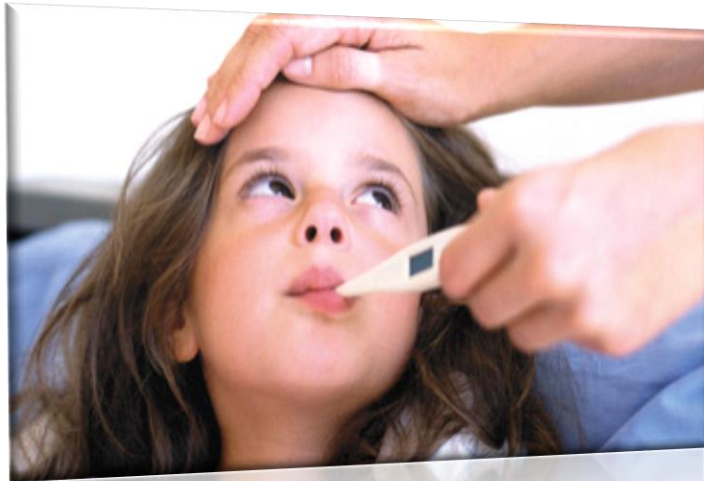
Preschoolers, ages 3-5, are required to have vision and hearing screenings, as well as a dental exam.

What hurts?



The School Nurse is an integral part of the team ensuring the health and safety of all Students - Teachers - Therapists - Staff

Health Questions



If your child becomes ill or is injured during the day

Children who appear ill or are injured are taken to the nurse's office to be seen by the nurse. The nurse will determine the child's condition, and with staff decide whether or not it is appropriate for the child to remain at school.

If your child will need to be sent home, they will be made as comfortable as possible until you arrive. If you cannot be reached we will call your emergency contact/pickup telephone numbers.

If your child falls ill or gets injured during the day you will be called if it is a significant incident. In addition, a note will be sent home from the nurse in your child's backpack about any visit to the nurse's office, other than for medication.

Please make sure that your emergency contact/pickup telephone numbers are kept current.

In order to protect the health of everyone at Alternatives For Children, no child may be in attendance when they have a contagious illness or symptoms of a contagious illness. Please keep your child at home if they are ill.

What happens with children

- coming to school sick
- getting sick during school
- what if my child falls/gets hurt
- how do I get notified?

Medication



Medication

If your child is on **medication on a daily basis**, or for an illness, a note must be sent to the attention of the nurse, with instructions from your child's doctor. In the event of a medical emergency it is important that we know if and what medications your child is taking.

If Medication is to be dispensed at School

A **MEDICATION CONSENT FORM** for prescription medications must be completed by a **Licensed Authorized Prescriber**. Medication Consent Forms must be reauthorized every 6 months for children under 5 years of age. The **prescription bottle must be clearly labeled with the child's full name, the name of the medication, the dosage to be given, and the method by which the medication is administered**. The pharmacy label **MUST** be intact. Medication is only given by the nurse, or an administrator who is MAT certified. **The school nurse must receive a new Medication Consent Form if any changes in medication or dosage occurs.**

Please make sure that your emergency contact/pickup telephone numbers are kept current

Project Save

The Safe Schools Against Violence in Education Act Project SAVE was signed into law in July 2000, to improve school safety in our schools.

Alternatives For Children has in place procedures to address responses to a variety of emergencies in our schools

- Medical Emergency Procedure
- Evacuation / Relocation Procedure
- Lock Down Procedures
- Weather – Shelter in Place
- Disaster Procedures
- Upper Airway Obstructions
- Allergic Reaction
- Seizure Precautions
- Custody Issues



Two Shelter-in-Place and two Lock Down drills are conducted each school year.

Fire drills in both morning and afternoon sessions are conducted twice a month.

Shelter-in-Place is a response to an emergency that creates a situation in which it is safer to remain in the building rather than to evacuate.

Lock Down occurs when there is a threat posed by an intruder or an emergency situation outside the school that prevents the evacuation of students from the building.

Parent notices will be sent home prior to Shelter-in-Place and Lock Down drills.

**EMERGENCY
PREPAREDNESS**

Each Alternatives For Children location has a School Emergency Team that is responsible for overseeing & implementing Project SAVE procedures.

Transportation



Drop off and Pick up of children from school

Families who choose to drive their children each day might be reimbursed from Suffolk/Nassau County through the Parental Mileage Reimbursement Program (PMR).

Mileage reimbursement must be authorized prior to actual services through the school district CPSE meeting.

If someone other than you will be picking the child up from school, the parent or legal guardian must notify us in writing.

We maintain a list of who is authorized to pick up your child from school, and any change must be submitted in writing.

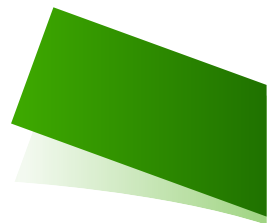
Under direction and guidance from OCFS, and with the added requirement of social distancing, the drop off and pick up of children from the school building is under review. We will notify you once new procedures are put in place.

Bus transportation must be authorized prior to actual services through the school district CPSE meeting.

Bus drop off and pick up information must be kept up to date. It is your responsibility to inform us of any changes.

If someone other than you will be taking the child off of the bus, the parent or legal guardian must notify us in writing.

We maintain a list of who is authorized to pick up your child from school or take them off the bus, and any change must be submitted in writing.



For More Information

AQUEBOGUE

1116 Main Street
Aquebogue, N.Y. 11931
Phone: (631) 722-2170
Fax: (631) 722-2177

DIX HILLS

600 South Service Road
Dix Hills, New York 11746
Phone: (631) 271-0777
Fax: (631) 271-0999

EAST SETAUKET

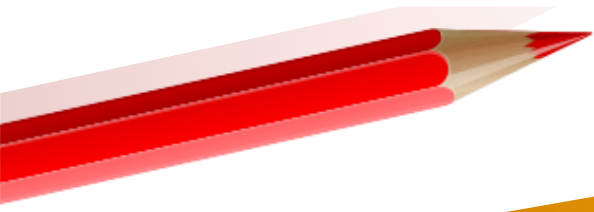
14 Research Way
East Setauket, N.Y. 11733
Phone: (631) 331-6400
Fax: (631) 331-6865

SOUTHAMPTON

168 Hill Street
Southampton, N.Y. 11968
Phone: (631) 283-3272
Fax: (631) 283-3356

www.alternativesforchildren.org





Thank You!

See you soon!

