



Center for Spectrum Services

Parent Handbook 2020 – 2021

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Dear Parents,

We welcome you and your child to the 2020 - 21 school year! What an amazing journey we are all on together. Please know that your child's health and safety is of primary concern to us. We are working diligently to help make the school environment safe, child friendly, and supportive of your child's individual needs. Whether your child is returning to our school for the blended learning program or will be in our virtual learning only option, please know that we are excited about providing many new learning opportunities, experiences, friendships, development of skills and of course, lots of fun!

This Parent Handbook will provide you with information about our policies and procedures and hopefully answer many questions. **There are sections noted in red that are specific to our new COVID-19 response plan. Please note that these policies and procedures are subject to change during the year in response to the changing profile of the pandemic.**

Throughout the year Elizabeth Forte, Family Service Coordinator will be your primary connection to the program and is available to help support your involvement in our program. Elizabeth and I work closely together.

At Center for Spectrum Services, we believe that the best outcomes for children happen when parents and professionals work as partners with mutual respect and open communication. Together, we can make a powerful difference in your child's life, equipping them with the skills to live a full and joyful life.

Thank you for the trust you've placed in Center for Spectrum Services. We look forward to collaborating with you as we share this journey of your child's educational growth and development.

Sincerely,

Sandra Brownsey

Sandra Brownsey
Program Coordinator

• ALWAYS •
BELIEVE THAT
SOMETHING
Wonderful
IS ABOUT
TO HAPPEN

- anonymous -

CENTER FOR SPECTRUM SERVICES
2020-2021 SCHOOL YEAR

<i>September 7th, Monday</i>	<i>School Closed – Labor Day</i>
<i>September 8th, Tuesday</i>	<i>School Closed to students – Staff Development</i>
<i>September 9th-11th, Wednesday- Friday</i>	<i>School opens/remote instruction only for all students</i>
<i>September 23rd, Wednesday</i>	<i>Remote instruction ends at 11:30-Staff Development</i>
<i>September 28th, Monday</i>	<i>School Closed - Yom Kippur</i>
<i>October 5th, Monday</i>	<i>Blended Learning/Session A begins for students</i>
<i>October 8th, Thursday</i>	<i>Blended Learning/Session B begins for students</i>
<i>October 7th Wednesday</i>	<i>Remote instruction ends at 11:30-Staff Development</i>
<i>October 12th, Monday</i>	<i>School Closed – Columbus Day</i>
<i>November 4th, Wednesday</i>	<i>Remote instruction ends: 11:30-Parent Conferences</i>
<i>November 11th, Wednesday</i>	<i>School Closed – Veterans Day</i>
<i>November 25th – 27th</i>	<i>School Closed - Thanksgiving Recess</i>
<i>December 24th – January 1st</i>	<i>School Closed - Winter Recess</i>
<i>January 18th, Monday</i>	<i>School Closed – Martin Luther King Day</i>
<i>January 27th, Wednesday</i>	<i>Remote instruction ends: 11:30-Staff Development</i>
<i>February 15th, Monday</i>	<i>School Closed – Presidents' Day</i>
<i>March 17th, Wednesday</i>	<i>Remote instruction ends: 11:30-Staff Development</i>
<i>March 29th – April 2nd</i>	<i>School Closed – Spring Recess</i>
<i>May 28th – May 31st</i>	<i>School Closed – Memorial Day</i>
<i>June 25th, Friday</i>	<i>11:30 dismissal for students -Last day of school</i>

SUMMER SCHOOL

<i>July 5th, Monday</i>	<i>School closed – Fourth of July</i>
<i>July 6th, Tuesday</i>	<i>First day of summer program</i>
<i>August 13th, Friday</i>	<i>Last day of summer program</i>

Full Day in-person hours for students: **9:00am - 2:30pm**

Half Day in-person hours for students: **9:00am - 11:30pm**

Inclement closing days: **7**

Decisions concerning inclement school closings are made by the school district in which Center for Spectrum Services program is located:

- Center for Spectrum Services in the Town of Ulster will be delayed or closed when the Saugerties School District delays opening or closes.
- Center for Spectrum Services program in the Town of Ellenville will close when the Ellenville School District delays opening or closes.

Prioritized Make-Up Days: Friday, May 28th; Monday, March 29th; Tuesday, March 30th; Wednesday, March 31st. (If necessary, Presidents Day, Monday February 15th, may be used as a makeup day)

If inclement closing days are not used, school days will be cancelled in the following order:

Monday, April 5th; Thursday, May 27th; Tuesday, June 1st; Wednesday, June 2nd

Center for Spectrum Services

2020-2021 Revised School Calendar

September '20						
Su	M	Tu	W	Th	F	S
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31						

February '21						
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March '21						
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July '21						
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August '21						
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22	23	24	25	26	27	28
29	30	31				



School Closed/ Holidays



School Closed for Students Only
Staff Development Day



Half Day for students



First and last day of school for
students

BLENDED LEARNING BEGINS

REMOTE LEARNING ONLY ALL STUDENTS



CENTER FOR SPECTRUM SERVICES

OUR VISION AND MISSION

Our VISION is to be an exemplary educational, treatment, and diagnostic center offering evidence-based programs which lead to optimal outcomes for individuals and families impacted by autism spectrum disorders.

Our MISSION is to evaluate individual needs, develop nurturing, therapeutic learning environments and foster professional growth. We believe that family, staff, and community collaboration is the cornerstone of our success.

OUR CORE VALUES

History of Excellence: we are regional leaders who have consistently developed programs that set the standard for quality person-centered services for over four decades.

Innovation: we explore and selectively utilize progressive, carefully-researched treatments and interventions.

Respect: we honor the diversity and embrace the unique perspective of our students, families, staff, board members, and volunteers.

Collaboration: we foster a creative approach to teamwork throughout our organization.

Integrity: we promote fairness, sincerity and honesty through ethical principles.

TABLE OF CONTENTS

WHO WE ARE -----	7
OUR Re-OPENING PLAN -----	9
IMPORTANT INFORMATION-----	12
HOURS FOR STUDENTS -----	12
TRANSPORTATION AND BUSING -----	12
RELIGIOUS OBSERVANCES-----	13
AFTER SCHOOL MESSAGES -----	14
INCLEMENT CLOSINGS, DELAYS, EARLY DISMISSALS -----	14
STAFF TRAINING -----	15
CONFIDENTIALITY & ACCESS TO RECORDS -----	15
PARENTS' BILL OF RIGHTS & PARENT COLLABORATION -----	15
ATTENDANCE POLICY -----	16
SUMMER SCHOOL ATTENDANCE POLICY -----	16
MEDICAL INFORMATION / MEDICATION -----	18
ABSENCES -----	20
PHYSICALS & IMMUNIZATIONS -----	22
SPECIAL MEDICAL NEEDS -----	23
OSHA REGULATIONS -----	23
CHILD SAFETY CONSIDERATIONS -----	23
SCHOOL SECURITY SYSTEM -----	24
PESTICIDE NEIGHBOR NOTIFICATION LAW -----	24
MEDICAID -----	24
ELOPEMENT POLICY & PROCEDURES -----	24
LOCKDOWN PROCEDURE -----	25
CODE OF CONDUCT AND ETHICS -----	26
PARENTS' RIGHTS & RESPONSIBILITIES -----	27
MEAL PROGRAM & SPECIAL DIETS -----	28
EDUCATIONAL INSTRUCTION -----	30
POSITIVE BEHAVIOR MANAGEMENT-----	32
WHAT'S IN AN IN-PERSON DAY -----	34
PARENT PARTICIPATION -----	35
WEBSITE / FACEBOOK -----	37
INTEGRATION OPPORTUNITIES -----	38
AGING OUT OF THE CENTER FOR SPECTRUM SERVICES -----	38
WAYS TO SUPPORT THE SPECTRUM PROGRAMMING -----	39
REQUEST/PESTICIDE APPLICATION NOTIFICATION -----	41
ALPHABET SOUP -----	42

WHO WE ARE

The Center for Spectrum Services, formerly The Children's Annex, is a private, non-profit day program, with schools in Ellenville and Kingston as well as community and home-based services throughout the Mid-Hudson Valley. Our programs are specifically designed for children with Autism Spectrum Disorder (ASD). Children of preschool age (3-5 years) and school age (5-12 years) are eligible for the school programs. Our schools serve students from as many as 55 school districts and seven counties throughout the Mid-Hudson Valley.

The program focuses on the individual student's unique educational and social-emotional profile. Each classroom at Spectrum Services has a small class size, a structured environment, and individualized teaching methods and materials. Our goal is to use research-based strategies to teach the skills and to provide the experiences that will enable each child to reach their highest potential, and to attend a less restrictive, more typical educational setting whenever possible.

The staff at Center for Spectrum Services are highly trained and have expertise working with students with special needs. Special educators and classroom assistants, speech and language therapists and pathologists, physical education instructors, occupational and physical therapists, family service coordinators, behavioral specialists, psychologists, music therapist and a school nurse all work together to help provide a program to meet each child's individual needs. All our teachers, therapists, classroom aides and assistants are certified and/or licensed by the State of New York. Parent support/discussion groups, educational seminars and sibling groups are also available to our students' families as part of the program.

Tuition and transportation are provided at no cost to parents of eligible children.

The Spectrum Services Outreach Program also offers developmental diagnostic evaluations, consultation services to public and private agencies, trainings, and workshops addressing best practices educating students with Autism Spectrum Disorders. We also provide individual and family counseling and after-school social skill groups to students with high functioning autism served in other programs. All these services are available on a fee-for-service basis to the community. Our home and community-based program offers services to eligible children as young as 12 months who are not requiring an intensive full day program.

Center for Spectrum Services does not discriminate on the basis of race, religion, creed, sex, sexual orientation, color, age, national or ethnic origin or disability in the admission of students or the administration of its policies and programs. Our facilities are fully accessible to individuals with disabilities.



1. REFERRALS

For preschool age children, referrals to the program may be made by any concerned parent, professional, school district, or early intervention official. After receiving the appropriate approval, a team of Spectrum Services staff from different disciplines meet with the child and family for a developmental assessment at no charge to parents. All recommendations are shared with the parents. The Early Intervention Program or School District Committee on Preschool Special Education (CPSE) will review each child's needs, determine eligibility, and if indicated, approve placement, services and transportation.

For school-age children, referrals must be approved by the student's School District Committee on Special Education (CSE). A team of Spectrum Services staff will meet with the parent and child to determine the appropriateness of our programming.

2. COMMUNITY BASED SERVICES

Part-time services can be delivered in the home or community-based setting for children who have been evaluated and determined eligible for services. These services are provided instead of full-time school programs. Center for Spectrum Services may be able to offer family support, special education, physical therapy, speech therapy, psychological services and/or paraprofessional aides. For some children, an intensive home-based program using the techniques of Applied Behavior Analysis (ABA) with an emphasis on verbal behavior may be implemented.

3. SCHOOL PROGRAMMING

Our program provides highly staffed and structured full day classes to students between the ages of 3 and 12 who exhibit characteristics associated with Autism Spectrum Disorders (ASD), multiple disabilities including communication delays, sensory/perceptual difficulties and atypical ways of relating to people, objects or events. The highly staffed classes are taught by a special educator and teaching assistants who provide 1:1, 1:2 and small group instructional opportunities throughout the day in stimulus controlled environments. A strong emphasis on communication development may include augmentative systems like Picture Exchange Communication System (PECS), sign language, and assistive devices as well as the enhancement of verbal activities through such strategies as Verbal Behavior (VB). There is also a strong emphasis on teaching functional life skills such as toileting, self-feeding and personal care skills. Structured teaching techniques promote student progress and increased independence. The development of enhanced emotion sharing, more adaptive interpersonal relationships and self-help skills is stressed. Research-based educational strategies are individually tailored to meet the needs of each child. Academic and social curriculum is individualized to meet the needs of each learner.

OUR RE-OPENING PLAN

Reopening Center for Spectrum Services with Safety and Trust

Center for Spectrum Services looks forward to starting a safe and productive school year for staff and students alike.

Our guiding principles

1. The safety and well-being of students and staff are our primary concern.

We will do whatever we can so that everyone in our program feels safe and productive.

2. We will offer high-quality instruction to students, regardless of delivery model.

We will strive to deliver the best individualized instruction possible to our students whether remote or in a blended model.

3. We will remain open to revising policies as needed.

We are navigating uncharted territory in the midst of this pandemic. We will be continually monitoring our policies and procedures. Given the possibility of COVID-19 infection rates increasing, we need to have the flexibility to change our model and/or resume remote instruction until a vaccine can be found.

4. We expect all members of our Spectrum Services community to behave responsibly.

Our families and staff must take ongoing personal responsibility for the common good as well as their own safety. That means staff and family members must consistently follow safety guidelines like wearing face coverings or masks in public when a six foot distance cannot be maintained. By working together, we can reduce the possibility of contagion and mitigate the spread of COVID-19 in our school buildings.

Before school starts

Parents will...

- ▢ Have the opportunity to request two months of continued remote instruction instead of a blended learning model.
- ▢ Decide whether to transport their child themselves or use the school bus.
- ▢ Be informed of which in-school schedule their child will follow.

Blended or hybrid model of instruction

- ▢ Center for Spectrum services does not have the physical space to reduce class size and have all students attend 5 days a week. For this reason, we have created a blended or hybrid model of instruction that allows us to divide the number of attending students by approximately half.
 - ▢ A maximum of six students will be in each class allowing for the necessary physical distancing and staffing to maintain safety.
 - ▢ On the days students are not scheduled to attend school, remote instruction will be delivered by special education staff and/or therapists.
- Wednesday is remote learning

Cohorts – Class groupings

- ▢ The population of students receiving in-person instruction will be divided in 2 groups: Group A and Group B.
- ▢ Decisions on how to divide the classes will be made based on student's profile and transportation considerations
- ▢ Each class is called a cohort and will remain as self-contained as possible to prevent virus spread.
- ▢ Related Services and other special instruction will be assigned by cohorts whenever possible.

Schedules

A Group attend school Mondays and Tuesdays

B Group- attend school Thursdays and Fridays

C Group –parent requested remote instruction for a 2 month period

▯ Students in A and B groups will receive remote instruction on the week days not in school.

▯ Bus and Parent arrivals and departures will be staggered due to the need for health checks and physical distancing.

School Day

▯ Classes will remain in their classrooms as much as possible.

One to one lessons, play and educational activities.

Small groups with social distancing

▯ Instructional opportunities will be provided outdoors whenever possible.

▯ Related services will be delivered in the classroom when possible.

▯ No assemblies, fieldtrips or other large school gatherings will be scheduled.

▯ Students will be physically distanced during lunch time.

Remote (ZOOM) sessions

These remote sessions will be provided either three days a week (if your child is in the Blended Learning Model) or five days a week (if your child is in the Full Remote model). It will also be used if the school needs to close again due to health requirements.

On days that your child is not physically present in the school building, we will be providing educational programming through the computer. This may include

- Attending a classroom activity such as circle, music, smartboard activities
- Attending a 1-1 or small group lesson with a classroom teacher
- Attending a therapy session with your child's therapist (Speech, OT, PT, or Counseling)

We do recognize that not all children will be able to fully engage in the remote learning sessions. If your child is attending the blended model, we will also be using some classroom time to help them learn how to participate in the Zoom sessions with the help of a 1-1 aide. We are hoping these skills will carry over to the home. We may also be able to provide links to videos, webinars, and written materials through Google Classroom or other formats.

We can also use this time to help coordinate learning opportunities throughout the child's day. It can be used to support you in addressing goals you have for your child in the home. There are literally hundreds of small teaching activities that can be incorporated into the child's daily routine that will promote their skills and support positive behavior. Please let your teacher and therapists know what goals you would like to address that would help your child develop needed skills within the home setting.

Attendance

Student attendance is vital for the blended learning model and the full remote model to be effective. It is also essential to help meet the child's Individual Education Plan.

▯ Student attendance will be taken daily whether the student is in school or receiving hybrid/remote instruction.

▯ Attendance will be reported to school districts and /or counties when students are chronically absent.

Communication procedures

We will follow the guidance of the CDC and the Department of Health.

We will ensure student and staff privacy is upheld.

▯ In the event of a positive case of COVID-19, decisions on the length of staff or child quarantine will be made in consultation with the local health department. Similarly, if a close contact of a child (within or outside of school) or staff member tests positive for COVID-19, the child or staff member may need to stay home for a 2-week quarantine period.

▯ If virus transmission is increasing in our community or if multiple children or staff test positive for COVID-19, the school building might close.

When will we change our service delivery model?

▯ Decisions to return to remote instruction only will be based on COVID-19 reoccurrence guidance from Governor Cuomo, local health department officials and our consulting developmental pediatrician.

▯ We will also consider returning to remote instruction if staff absentee rate impacts our ability to operate safely.

▯ Decision to return to full week in-person education will be made when the incidence of COVID-19 has reduced sufficiently so that physical distancing and other protective precautions are no longer necessary.

MEETING THE IEP DURING COVID-19 EMERGENCY PERIOD

WE WILL DO OUR BEST TO MEET YOUR CHILD'S IEP

REGULATIONS FROM THE STATE AND FEDERAL GOVERNMENT CLEARLY STATE THAT DURING THIS EMERGENCY PERIOD *"FLEXIBILITY FOR IEP IMPLEMENTATION ...DUE TO COVID-19 OUTBREAK CONTINUES TO APPLY TO PROGRAMS AND SERVICES WHETHER DELIVERED IN-PERSON OR REMOTELY(E.G...MODE OR MANNER, GROUP OR INDIVIDUAL SESSIONS, SPECIFIC GROUP SIZE FOR RELATED SERVICES, FREQUENCY, DURATION....)*

IMPORTANT INFORMATION

1. **HOURS FOR STUDENTS:** Students attend from 9:00 a.m. - 2:30 p.m., During this time of COVID-19 accommodations, we will be staggering bus arrival times between 8:50 – 9:30 and departure time between 2:00 – 2:30.

During the re-opening model, students will attend Mon. and Tues. or on Thurs. and Fri., with remote sessions on the opposite days, unless otherwise noted on the school calendar. Half day dismissal is at 11:30.. Some bus companies may request early pick up or drop off times. Students are considered tardy if they come to school after 9:30. Any student pickup before 2:00 is also recorded. Student attendance information may be reported to the school district and the county of residence. Please refer to our school calendar for the schedule of school closings and early student dismissals.

2. TRANSPORTATION

Transportation to and from school is provided at no charge to parents. It is arranged by your county of residence for preschoolers and by your school district for school age children. Bus companies are following safety precautions including cleaning and physical distancing. Speak to your bus company for specific information.

If your child is transported by bus, the following information is important:

1. Please check your child's temperature each morning. If there is any sign of fever or evidence of illness, you must keep your child home. All children will have their temperature taken once they arrive at school. If a child has a temperature of 100.0 degrees or higher, they will be taken to an isolation area and closely supervised until the parent or caregiver can pick them up **ASAP. A prompt pick up is essential for students receiving in-person learning.** Parents will also be asked to complete a health screening questionnaire on a weekly basis
2. A member of the Spectrum Services staff will be greeting your child at the bus and will take your child back to the bus in the afternoon.
3. Children must wear seat belts, safety vests, or use car seats at all times on the bus. Most bus companies do not allow food on the bus ride to or from school.
4. Although Center for Spectrum Services does not hire bus drivers or contract with bus companies, please report any bus problems to us as soon as they occur, and we will assist you in working with the school district or bus company.
5. If you plan to pick your child up from school, please call or mail number. If you plan to have someone other than the parent pick your child up, write a note naming the person and giving your permission. We will ask that person for photo identification. We will never allow your child to leave school with anyone unless we have your permission.
6. If your child is not going to be attending school or will be driven by parents, bus companies appreciate being contacted whenever possible to avoid sending the bus unnecessarily.
7. If your child is brought to school by you in the morning, please notify your bus company if your child will be riding the afternoon bus home. Please call the school by 9:00 if you plan to bring your child to school late.
8. Do not ask the bus driver to convey any important information to school. Please call or email anything you would like us to know..
9. Please do not ask the bus driver for information on your child's school day. Spectrum services staff have the most accurate overview of this educational information.
10. Parents must inform the bus company or drivers directly for any changes in transportation (i.e., parent pick-up from school, changes in drop-off location).
11. Bus routes are carefully planned according to pick-up and drop-off sites of many students and cannot be easily altered once set. Please do not request that your child be picked up from or delivered anywhere other than the designated site.

12. . If you are planning to move, or must change a permanent pick-up or drop-off site, please notify the school so that we can complete the required paperwork for the transporter. Please let us know several weeks in advance so that proper arrangements can be made for your child's uninterrupted transportation to and from school.

PARENTS DRIVING STUDENTS

Parents of students may elect to transport their child. Please drive very slowly and cautiously in the parking lot. **Do not pass busses** that have their lights on or stop sign out.

Due to the COVID-19 pandemic, students are required to receive a temperature screening prior to entering school. The parent must wait until a trained staff member performs the screening, and indicates to the parent if the child passes or fails the screening. The child will not be allowed access to the facility if the temperature is 100.0 or greater, or displays other illness symptoms.

Drive in through the front parking lot, and please wait in the bus line-up at the front of our building. Our staff will see you and call for health screening staff who will approach your car and take the child's temperature. If the child has passed the health screening, classroom staff will get the child in the morning or bring your child to car at the end of the day. Parents and other visitors are not permitted to enter the building unless there is substantial need.

Please be mindful of the following guidelines:

1. Please let us know ahead of time if you will be arriving late or leaving early.
2. Our school day runs from 9:00 - 2:30. However, due to COVID-19 arrival time will be staggered. Due to team meetings and class responsibilities, staff are not available to receive children before 8:30 or to care for them after 3:00.
3. We appreciate your promptness when dropping off or picking up your children. Many class activities or therapy sessions begin promptly at 9:00, and children who arrive late will miss important educational opportunities and take staff attention away from the activities already in progress.
4. Please refrain from extended conversations with staff during arrival or departure time as we need to keep traffic flowing smoothly. If you would like to arrange a time for this discussion, please let us know. We would be happy to arrange a virtual parent conference.
5. Please be patient, we are only able to unload the first 3 buses in the queue for safety reasons.

3. RELIGIOUS OBSERVANCES: Center for Spectrum Services is non-sectarian and therefore there are no religious activities planned for the students. We do plan seasonal activities and celebrate birthdays. If you do not wish to have your child participate in these activities, please inform our service coordinator, Elizabeth Forte.

4. CHANGE OF CLOTHES: Please include a complete change of clothes for your child to be left in school for use as needed. Include a shirt, pants, sweater, underwear, and socks. Hats, mittens, snowsuit and boots are requested for the winter months. The school is air conditioned in the summer so a sweater should be provided. Due to the composition of the playground surface, shoes and socks are recommended for outdoor playground time. Sneakers are requested for gym days. If your child has occasional toileting accidents, two or more sets of clothing are recommended. Soiled clothes will be returned to you. Your prompt assistance in replacing returned clothing with clean substitutes is greatly appreciated. **Please label all belongings with initials or name.**

5. DIAPERS AND UNSCENTED WET WIPES: Must be supplied by the parents for all students who are not toilet trained. When your child is ready, we will work closely with you to design a toilet training program.

6. PHONE CALLS: about your child's program should be directed to the family service coordinator. This person is in regular, on-going contact with the classroom and will share important information. The family service coordinator will also be able to answer your questions and to relay information to the classroom. This allows our classroom staff to provide their undivided attention to the students. If the family service coordinator is not immediately

available, voice mail messages will be answered promptly. **Please do not ask us to put your calls through to the classroom as our teachers devote 100% of their attention to the children at all times.**

7. AFTER SCHOOL MESSAGES: Voice mail is also in operation when the school is closed. Someone will get back to you as soon as possible, usually the next weekday.

8. INCLEMENT CLOSINGS & DELAYS: When the weather conditions are very bad, the school may be closed. If Ellenville Schools are closed for weather related reasons, then Center for Spectrum Services in Ellenville will also be closed.

Sometimes your home school district may have an inclement weather closing for the day, even if Spectrum Services is open. If this happens, then there will be no bus transportation provided. If you feel it is safe to drive, you may transport the child to/from school on these days.

In Ellenville, we will also follow the delayed openings of the Ellenville School District. Whenever Ellenville has a two-hour delay, Center for Spectrum Services will have a two-hour delay. If our school program has a two-hour delayed opening on a scheduled half-day for students, school will be cancelled for students. At times, a bus company may choose to delay busing longer if weather conditions are poor. Please check with your transporter regarding their policy. On rare occasions, we may need to close for other reasons not weather related.

9. MASS NOTIFICATION SYSTEM – SCHOOL MESSENGER Our mass notification system will be used in the event of a non-scheduled school closing, delayed opening, early dismissal or other emergency events and as a reminder for scheduled closings. **It will also be used for alerting parents of important information regarding school information, including health alerts.** Our system will be programmed to call, text message, and/or send an email to the primary caregiver. Parents will be asked to complete a form providing contact information. Your contact information is secure and will not be shared.

We will also broadcast school closings on www.cancellations.com
Ellenville Spectrum Services' answering machine (845) 647-6464
Our website www.centerforspectrumservices.org.
Our Facebook and Instagram

10. EARLY DISMISSALS: Our Ellenville program is required to follow the Ellenville School District's closing schedule since we are located within that district. Please be aware that the Spectrum staff does not make these decisions independently. Ellenville may choose to close in the event of inclement weather **or** the prediction of inclement weather.

If the forecast is poor:

- We must have current emergency phone numbers in order to reach you or a responsible person who can take responsibility for your child. Please turn on your cell phones or pagers. It would also be helpful if you would notify us which number you can be reached at if you are not going to be at home/work.
- Remember that your district or bus company determines actual bus pick-up times. These may be earlier than our school's dismissal time or your district's dismissal time.
- If you receive a phone message from us or hear a closing on School Messenger be sure to call the family service coordinator to acknowledge that you will be home when your child arrives.
- If schools are closing early, we will do our very best to reach you. However, your child will need to be sent home at the designated time even if we have not been able to contact you.

11. STAFF INSERVICE TRAINING: To maintain the highest quality services for your child, Center for Spectrum Services offers comprehensive, regularly scheduled in-service training on relevant topics to the staff working with your child. full day and half day staff in-services are noted on your school calendar. **During the emergency period, half day closing are scheduled on Wednesdays, which are remote learning days.** If scheduled calendar closings must be changed to accommodate staff training goals, advanced notice of these changes will be given. Additional training is made available to particular disciplines by topic. We recognize that through regular exposure to information on current practices and new strategies, our staff can best meet each child's individual needs.

12. CONFIDENTIALITY AND ACCESS TO RECORDS: Information about your child is confidential and will only be shared outside our agency with written permission from the custodial parents or legal guardians. This permission allows Spectrum staff to review, monitor and reevaluate your child's enrollment status and educational progress carefully and thoughtfully. Your permission is necessary to release records which will include only documents written by our agency.

It is the Spectrum Service policy not to release your child's medical or educational information written by other agencies or practitioners. Legal guardians may request access, copies, or amendment to their child's educational records. Call the school for more information on obtaining access to your child's records or your rights under the "Family Educational Rights and Privacy Act of 1974" (FERPA). Your child's educational records are secure in locked files until your child is 21 years old. When our staff review current students' files, they must always sign them out, review them in the building, and return them promptly.

13. PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY: The New York State Education Department requires all schools to share information about parents' rights to access and protect educational records for their child. This information is in compliance with The Family Educational Rights and Privacy Act (FERPA). To read this policy in its entirety visit Spectrum Services' website (www.centerforspectrumservices.org) and click on the *For Parents Section Information and Resources*. This policy is also available upon request.

14. ELECTRONIC MEDIA: Spectrum Services employs internet filters to protect confidential student information and to prevent access to or transmission of inappropriate material via the internet and electronic mail as required by the Children's Internet Protection Act. Please remember that social media sites such as Facebook, Instagram and Twitter are public domains. Everything that is written on these sites may be viewed by a larger audience, not exclusively limited to your "friends". We strongly advise parents to refrain from posting *confidential or sensitive* information about their child or their child's program on these sites.

Spectrum Services staff is not permitted to post any information or photographs regarding students or their families on their personal social media pages and are strongly advised not to participate in social media exchanges with our students' families. With your permission, Center for Spectrum Services may post photographs on the agency Facebook, Instagram and website.

15. PARENT COLLABORATION: Each family plays an important role in the educational success of our students. Parent involvement is central to the philosophy of the Center for Spectrum Services. With the trust and cooperation of our families, our students can make maximum progress toward realizing their fullest potential. Every effort will be made to collaborate to the fullest extent possible with each student's family. **During this emergency period, it is essential that families and staff maintain safe infection prevention practices at all times.** If a parent has a concern about his/her child's educational program, the parent should discuss the concern with their family service coordinator. The coordinator may address the concerns with the appropriate administrative or educational staff. If needed, a direct meeting between the parent, service coordinator and administrators, and/or school district, may be arranged. Written information on parental rights, due process, and mediation is available upon request.

16. CONSIDERING MOVING? Please notify us immediately if you are considering moving. If you are staying within the same school district we will help with arranging new transportation. If you are changing school districts we will help you through the process. Also please let us know immediately if you are planning to take an extended vacation or if your child will not be attending some, or all, of our summer program.

17. ATTENDANCE POLICY: Good school attendance will greatly help your child learn and grow. New York State Education Law requires all students with disabling conditions to receive the services identified on their Individual Education Plan (IEP). As per the IEP, this includes attending class during **both** the 10 month and 6 week summer program and receiving mandated therapies. Prompt attendance allows your child to receive maximum benefit from enrollment.

If your child is going to be absent for 2 days, please contact us and let us know why. School Districts and/or the county of residence will be notified when students have missed two consecutive weeks of school or shown a pattern of excessive absenteeism. Regular attendance is required for students to fully benefit from their Spectrum Services school placement in the 10 month and summer programs. For three or more days of absence due to illness or other medical reasons, information from your health practitioner is requested

The following are reasons for absence that State Education Department recognizes as excused:

Illness	Doctor appointments	District closing
Illness in the family	Quarantine	School suspension
Death in the family	Legal proceedings	Religious observance
Inclement closing	Scheduled school calendar closings	

Any other reason than the ones above shall be considered unexcused.

Examples of unexcused absences are:

Family vacations	Traveling	Shopping
Working schedules	Summer camp	Needed at home
Child care coverage	Private lessons/activities	
Cold weather	Missing the bus	

In advance, please call 336-2616 x400 to report your child's absence or late arrival. Clearly state the date, child's full name, class name and reason for the absence. Arrivals after 11:30 or departures before 12:30 will be considered ½ day absences. .

ABSENCE POLICY – In order for your child to participate as fully as possible in our educational program, it is expected that they engage in the remote sessions as well. This is also the requirement for the State Education Department of Education. A written absence note can be emailed to the Family Service Coordinator.

School Districts and/or the county of residence will be notified when students have missed two consecutive weeks of school or shown a pattern of excessive absenteeism. **This requirement is for both the in-person sessions as well as the remote session**, For three or more days of absence due to illness or other medical reasons, information from your health practitioner is requested. **Chronic unexcused student absences are a violation of New York State Compulsory Attendance Law and will be reported to students' school districts and, when necessary, Children's Protective Services.**

SUMMER SCHOOL ATTENDANCE POLICY: A six-week summer program is approved for most Spectrum Services students to prevent regression. The summer program is a continuation of your child's educational program and is not a summer camp experience. If the student is approved to attend the summer program, **it is required that students will attend all six weeks of the summer program**. Dates of summer program will be shared with parents as soon as they have been finalized so that vacation/camp plans can be made for the time between the end of the ten-month program and before summer program or after summer program and before the start of the new school year. **Please notify us as soon as possible if your child will not be attending all the summer program session.**

If summer school is mandated on your child's IEP, it is essential to make **a commitment for the full six week period**. There is a waitlist for summer school vacancies and it is important to offer these spaces to children who

will be in regular attendance. Please note that Center for Spectrum Services cannot begin to receive tuition payment until the student has been present for 3 days in the week beginning the 10 month and the summer program. Similarly, Center for Spectrum Services loses tuition if the student does not attend 3 days in the last week of either program. We need this tuition to pay the teachers and therapists who have been hired to serve your child.

MEDICAL INFORMATION

MEDICAL RELEASE: We have a school nurse available to treat a child who has an injury or illness. If your child becomes ill or injured at school, we will try our hardest to reach you and tell you if emergency medical care is needed. A signed medical release will be kept in the child's file. We will not notify you about minor bumps or "booboos" which are common for all children both at home or at school.



It is imperative that we have correct phone numbers (home, work, cell, emergency contact, etc.) so that we may reach you in an emergency. Parents must report any phone number changes to the school immediately. A new emergency contact form must be signed on a yearly basis or more frequently if numbers change.

Masks - Due to your child's special needs, your child does not need to wear a mask on the bus or at school.....BUT.....wearing a face covering will help keep both your child and those at school healthier and prevent the virus from spreading. We can help!work with your child's team for ideas to make mask wearing more tolerable....and maybe even fun.

Parents are encouraged to send a mask from home that the child may feel most comfortable with, perhaps with favorite characters or fabrics. Be sure to launder it daily. If your child does not bring a mask from home, we will provide them with a disposable mask. Face shields are always available as well.

Staff will be wearing face masks at all times while interacting with your child. In addition, they will wear other personal protective equipment (PPE) as is appropriate

You Keep me safe and I will keep you safe- We can't emphasize enough that our collective responsibility is the health of the school community. Parents, staff, families, and visitors need to practice good safety habits throughout the day, both at home and at school

1. Parents & staff will wear face coverings when out in the community
2. Parents will daily evaluate child's health prior to daily school attendance & will not send child to school if child has any COVID-19 symptoms.
3. Parents will not give fever reducing medication prior to a child attending school
4. Families & staff will follow physical distancing when in the community
5. We will need to consider remote only learning for families who are not able to pick up their child during the school day
6. Parents and staff will notify the school if the family has a positive test for COVID-19 or has been advised to quarantine due to possible exposure

MEDICATION:

1. Spectrum Services must have **written permission from the parent and the physician** to administer any form of prescription or over the counter medication. This includes pain relievers, cough medicine or cough drops, Benadryl, sunscreen, liquid skin, topical ointments, homeopathic remedies, etc. Do not give your child medications to self-administer or carry with him/her.

2. State regulations also require **written permission from the parent and the physician** for school administration of any specialized treatments that are prescribed through licensed physicians, or from information gathered by independent research. The term “treatment” includes any medically prescribed agent (prescription or over the counter), dietary or nutritional supplement, homeopathic treatment, metabolic agent, chelating agent, topical ointment, inhalers, nebulizers, etc.

3. The physician order must indicate the name, dosage, and time that the medication or treatment is to be administered, as well as the start and end dates. A pharmacy label cannot be used in place of the physician’s written order.

4. **We cannot begin, increase, decrease, or discontinue prescription medication without the written consent from you and your child's doctor.**

5. **All medication (prescriptions, over the counter, alternative, homeopathic, etc.) must be in a properly labeled container, and when possible it should be delivered, directly to the nurse or teacher by the parent.** Another option is to have the package sent by Fed Ex to the school.

6. If sending medication to school by bus:

- Make sure that transporting medication in the student’s bag is allowed by the bus company. If it is allowed, communicate to the bus personnel that medication is in the bag and that they must maintain control of the bag until school staff take your child off of the bus.
- Send medications in original, labeled medication bottles. The label must contain the student’s name, the correct strength and dose, the time that it is to be administered and the prescribing doctor.
- The student should not be entrusted with their medication.
- Do not send medication premixed in the child’s drink or food.
- Please call the nurse’s office to make us aware that medication has been sent to school in the student’s bag.

7. All medication/treatments are kept in a secure place and is administered at school by an RN or LPN.

8. Doctor and parental permission must be given to change medication/treatment administration time more than one hour to allow the student to participate on field trips.

9. To maintain each child's safety, we will not be able to administer medication in school unless the above guidelines are followed.

10. It is vital for Spectrum Services to maintain a current record of all medications/treatments your child receives **both** in and out of school. **The school nurse must be aware of all medications and dosages in case of emergency as well as to monitor possible side effects.** Report any changes or additions regarding home administered medication promptly or ask your prescribing doctor to provide a written update, so we may have a full picture of your child’s needs,

11. The school can be a resource in sharing information with medical professionals regarding your child's behavior. If a parent and doctor determine that medication is an appropriate part of your child’s behavioral treatment plan, the Spectrum Services’ staff can provide behavioral feedback regarding school functioning.

12. Center for Spectrum Services has a medical consultant, Dr. Monica Myer. We are fortunate to have the expertise of this experienced Developmental Pediatrician for child specific program planning.

ABSENCES: Only healthy children should be in school. Parents are requested to take the child's temperature in the morning before transporting them to school. You must keep your child home if he/she has a temperature over 100.0 (without the use of fever-reducing medication), vomiting, runny/pink eye, bad cold symptoms, diarrhea, head lice or any other contagious condition. Call the bus company so they will not come and pick up your child. DO NOT GIVE YOUR CHILD FEVER REDUCING MEDICATION BEFORE SCHOOL, we need to be able to assess symptoms such as fever.

COVID-19 RELATED HEALTH MEASURES

A registered school nurse supervises Spectrum Services student procedures, including duties performed by a licensed practical nurse (LPN) and nursing assistants in accordance with the Standards of the Profession and all pertinent State and Federal regulation

PROCEDURE FOR SUSPECTED OR KNOWN ILLNESS:

1. The school nurse will observe the student and collect necessary information.
2. School nurse will make decisions about whether there is a need to contact caregivers. Parents will be contacted if the student develops any symptoms of COVID-19 during the school day.

According to CDC, these symptoms include:

Serious symptoms such as Difficulty breathing or shortness of breath, Chest pain or pressure, Loss of speech or movement, Fever, Dry cough or Tiredness

Less common symptoms such as: Aches and pains, Sore throat, Diarrhea, Conjunctivitis, Headache, Loss of taste or smell, a rash on skin, or discoloration of fingers or toes

If your child has a chronic condition that includes any of these symptoms, a letter from your child's healthcare practitioner is required

3. Students will be sent home if their temperature is above 100.0 or they have any of the above symptoms. In some cases, a doctor may verify that the child's temperature is normally above these parameters, or there are other non-contagious medical issues that may be the cause of the symptoms (e.g.- asthma, chronic gastrointestinal illness).
 - a. While students are waiting for parent/guardian pick up, they will be offered a mask and sent to an isolation room.
 - b. The decision to send home is made by the school nurse based upon New York State Department of Health (NYDOH) and New York State Education Department (NYSED) considering a variety of factors such as temperature, vomiting, diarrhea, rash, as well as observations of student's overall demeanor.
4. The school nurse will then complete and distribute the accident/illness form to the appropriate staff.
5. Please keep in mind that (according to NYSED guidelines), if your child stays home due to the above symptoms, or is sent home during the school day, they will need be assessed by their health care provider. They will need to return with a note from the health care provider indicating the results of the assessment, if testing was indicated, and the day that the student is allowed to return to school. Symptomatic students who were sent home will not be allowed to return to school for at least 72 hours.

For the health of your child and of other students, a plan must be in place for parents or other designated persons to pick up the child when the nurse determines that he/she needs to go home. We must have at least three contact numbers. It is expected that the parent pick up the child within a timely manner (ie. leaving to come for the child within a half hour of the call. Please keep your child home in you are unable to make the arrangements to pick up a child in a timely way.

Enhanced cleaning of the school- the school will be continually cleaned and disinfected of all common areas, equipment, and frequently touched surfaces after each use and/or multiple times per day

- ▶ Hiring additional staff for ongoing school day cleaning
- ▶ All staff will be trained in enhanced cleaning/disinfecting
- ▶ Classroom staff will assist with ongoing disinfecting during the school day
- ▶ Deep cleaning will occur after school hours, on Wednesdays and over the weekend
- ▶ CDC guidelines for cleaning/disinfecting will be followed if there is a suspected case of covid-19 in the school

Our cleaning agent is - GenEon Technologies EPA Registered TRIO Rx On-Site Generating System creates a solution that is used to clean and disinfect without the toxicity of traditional chemicals.

Communication about possible COVID exposure

1. Parents and staff are required to report potential exposure to the school immediately upon receiving this information.
2. If there is a suspected or confirmed case of COVID -19 a report will be immediately made to Ulster County Covid-19 Response Team for direction
3. If individual is a staff member, he/she will immediately leave the building
4. If the individual is a student, parent or guardian will be called to immediately pick up the child. It is required that parents have made an arrangement to pick their child up for any suspected illness and plan to leave their location within a ½ hour of the school to do so.
5. Ulster County Dept. of Health will manage contact tracing.
6. If the student or staff member tests positive for Covid-19, a decision will be made in consultation with the health department to determine whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local health department. In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine at home. Following health department guidance, additional close contacts at school outside of a classroom may also need to quarantine at home.
7. Parents of students and any staff who may have been exposed will be notified & advised to contact the department of health in their county for further guidance.
8. We will follow CDC protocols for cleaning & disinfecting all necessary spaces

Closing the school – We will follow DOH guidelines and determine to close specific classrooms or the schools based on

1. Suspected or positive case of covid-d-19
2. Inadequate PPE
3. Extensive staff absences due to illness
4. Increased infection rate in our community
5. Direction from UC Health Department or Governor

OTHER COMMUNICABLE DISEASES

Students with the symptoms of conjunctivitis must be seen by their physician and may return to school 72 hours after the start of antibiotic treatment

If head lice are present on a child, parents will be contacted and the child must go home. He/she may return to school following treatment with a note from the parent documenting the brand of shampoo treatment and the date that it was used. The school nurse will monitor the child for the next week to determine if the child has been re-infested.

You will be informed of any contagious diseases your child may have been exposed to in school or on the bus. Your cooperation in not sending children back to school until they are no longer contagious helps maintain the health of all students and staff. Please contact our school nurse as soon as you know that your child has been diagnosed with any of the following communicable diseases:

Fifth's disease	Cytomegalovirus	Chickenpox
Measles	Mumps	Rubella
Cryptosporidiosis	Head Lice	Impetigo
H. Flu Meningitis	Conjunctivitis	Pinworm
Ringworm	Roseola	Scabies
Scarlet Fever	Shingles	Strep Throat
Herpes Simplex 1	Pertusis (whooping cough)	Covid-19
Hand, Foot, and Mouth disease (Coxsackie virus)		

After receiving a diagnosis of one of the above communicable diseases, your child will need a note from his/her physician indicating the date that it is permissible to return to school.

Any time your child is seen in a hospital emergency room, has been admitted, is absent for 3 or more days due to illness or has any injury requiring medical intervention, a note is also required from the doctor. This note must indicate that the child is able to return to school and any applicable medically indicated restrictions or limitations resulting from the illness or injury.

PHYSICALS, PRESCRIPTIONS FOR SERVICES & IMMUNIZATIONS: We are required to have a copy of a recent well child physical prior to admission. Each child is required to have a physical examination before entering Preschool, Kindergarten, First, Third, Fifth, Seventh, Ninth and Eleventh grade.

If your child requires Occupational or Physical Therapy, Skilled Nursing Services, Psychological Counseling, or Speech and Language Therapy, we must have a doctor's signature and stamp showing consent on the Spectrum school form "Physician Recommendation for Health Related Services" at the beginning of each IEP period. THESE SERVICES CANNOT BE DELIVERED TO STUDENTS WITHOUT A CURRENT ACCURATE PRESCRIPTION.

All immunizations must be current and recorded by your doctor. **YOUR CHILD WILL NOT BE ABLE TO ATTEND SCHOOL IF IMMUNIZATIONS ARE NOT UP TO DATE.**

According to NY state law, in order for your child to attend school, he/she will need to have proof of all required immunizations or a letter from the health care provider stating the scheduled date of the missing immunizations, regardless of whether school is in person or remote. After 14 calendar days from the first day of classes, if requirements are not met, your child will not be permitted to attend until the missing immunizations have been administered. If your child does not have the required immunizations for his age, you and your doctor will be asked to sign a form stating when these will be given.

Religious exemptions are not accepted in New York State. Medical exemptions must indicate the specific vaccine, contraindication information and the date the exemption ends. It must be reviewed annually by the physician.

Due to the special population served by our agency, we are asking parents to discuss the need to have a Hepatitis Screening and Lead Screening with their primary care practitioner.

EXCLUSION POLICY: If your child has been hospitalized for a serious illness or non-routine surgical procedure, before returning to school we will need the following:

- *Full discharge summary, including current medications (prescribed and P.R.N.)
- *Activity restrictions/limitations
- *Physical therapy/Occupational therapy/Speech therapy protocols as appropriate
- *Expected outcomes
- *Dates for expected follow-up medical evaluations

DENTAL HEALTH CERTIFICATE: A new law requires school districts to request dental health certificates upon a student's entrance into school, or upon entry in grades K, 2, 4, and 7. Each dental health certificate must be signed by a duly licensed dentist. The notice shall include a statement that a list of dentists to which students who need comprehensive dental examinations may be referred for treatment on a free or reduced cost basis is available up on request at the student's school.



SPECIAL MEDICAL NEEDS: If your child has any special medical needs such as a seizure disorder, or environmental allergies, we will ask you to keep us updated on symptoms and circumstances and work closely with you and your child's doctor to review which school activities may need to be modified or monitored for appropriateness. A doctor's letter stating whether your child can safely participate in particular school activities may be requested. You may be asked to sign some additional permission forms and or do some record keeping of home-based health needs to assist us in keeping your child safe. Please refer to the section on Specialized Diets for more information on dietary needs.

OSHA REGULATIONS: Both home and center based staff are required to comply with all health, safety, and sanitation guidelines as defined by the Occupational Safety and Health Act (OSHA) regulations including infection control procedures and universal precautions.

CHILD SAFETY CONSIDERATIONS

We are always concerned about your child's safety, and welcome any suggestion you have to improve the safety of our students and staff. To help avoid any possible accidents, please cooperate with us remembering the following:

1. FOLLOW ALL GUIDELINES IN HEALTH SECTION

2. Do not send the following items to school: unwrapped medicine, knives, matches, lighters, glass jars, weapon toys (knives, toy guns, etc.) or any toys with sharp edges or rusty broken parts.

3. Like all schools in New York State, possession of any weapon on school property or during school events is prohibited.

4. The Spectrum Services staff are, like educators in every other school, mandated reporters. This means we are required by Social Service law to report any suspicions of child abuse, maltreatment or neglect to the proper authorities (i.e., Child Abuse Hotline, Child Protective Services, or the police) or be guilty of a class A misdemeanor. More information on the Center for Spectrum Services' mandated reporter responsibilities are available upon request.

5. To maintain your child's safety at school, our staff will closely supervise children at all times. All visitors to Center for Spectrum Services, including parents, must sign in and out at the front desk, are issued a visitor's pass, and are accompanied through the building by staff. Children will only be released under safe circumstances. The transporter must have parental consent and show identification. We are required to consider the legal guardian as the primary responsible adult. We cannot release the child to a non-custodial parent without written consent from the legal guardian. If legal custody is not established, either parent has the right to pick the child up from school.

6. Do not dress your child in restrictive clothing, clothing with drawstrings or with loose parts (i.e., jewelry) that could catch on things, be swallowed or possibly injure your child. Sneakers are recommended. During the summer, please send in a bathing suit, towel and swim diapers (if needed).

7. Do not allow your child to bring in toys, computerized games or other possessions from home without the express permission of your child's teacher. Spectrum Services school cannot assume responsibility for replacing or repairing lost or broken items. Toys, weapons and games with violent themes are prohibited, as are music recordings or written material with adult themes.

8. Due to the fact that many of our students are heat and sun sensitive because of seizure activity and/or medications, students will need to remain indoors if the heat index is 90 degrees or above, as per the Weather Channel website. This will be monitored by the school nurse, and an announcement will be made if students are to remain indoors.

9. Center for Spectrum Services is a smoke-free environment. Smoking and vaping are prohibited

- In the school building at all times.
- On school property (including private vehicles) at all times whether or not school is in session.
- During any school function on or off grounds where students are present.
- In agency vehicles.
- In private vehicles when transporting students.

10. Center for Spectrum Services has regular meetings to review building status and policy for safety concerns. School safety plan has been developed following Federal and State security guidelines.

SCHOOL SECURITY SYSTEM: All doors to the building remain locked at all times. All visitors must enter and exit through the front door and buzz the receptionist when the door is locked. Video surveillance allows us to maintain an overview of who is entering and exiting the building. Door alarms let us know of unauthorized exits.

PESTICIDE NEIGHBOR NOTIFICATION LAW: New York State Education Law requires all schools to provide written notification to all parents regarding the potential use of pesticides periodically throughout the school year.

We will keep a list of all Spectrum Services caregivers who want to receive 48 hour prior notification of pesticide applications. To be on this list and also receive a list of pesticides not subject to prior notification, please fill out the form in the back of this manual and send it to the school.

MEDICAID: As many of our school districts and counties bill Medicaid, all our related service staff must comply with regulations from The Office of the Medicaid Inspector General (OMIG) Families are encouraged to contact our Spectrum Services Medicaid Compliance Officer (336-2616 ext 116) or the Office of the Medicaid Inspector General at (518) 473-3782 with any concerns about service provision. Spectrum Services maintains a commitment to service delivery and quality improvement.

ELOPEMENT POLICY/PROCEDURES: Student safety is our upmost priority. Our educational practices are designed to minimize opportunities for student elopement. Classroom doors are closed whenever possible. Throughout the school day, students receive appropriate level supervision from trained staff. Classroom instruction emphasizes compliance training and student engagement with high rates of reinforcement. In conjunction with local law enforcement, Spectrum Services has developed a written procedure should a student be found missing during the school day. This procedure includes immediate notification to parents and contact with local police. In addition, parents are asked to complete an Emergency Alert Form to keep at home and send

to school which would be shared with first responders. Elopement drills are conducted to ensure program readiness should the need arise.

TRACKING DEVICES: Some parents choose to use a GPS activated tracking device to determine their child's location in the event of an emergency. Some of these devices come with a "listen in" capability. Due to privacy of our students and HIPPA guidance, this "listen in" function may not be used during school hours unless there was an emergency event.

LOCKDOWN PROCEDURES: Due to increasing incidents of violence in schools around the country, lockdown procedures are in place and drills are practiced several times annually. A lockdown is used to secure the buildings and grounds during incidents that pose an immediate threat of violence in or around the school. Our exterior and some interior doors will automatically lock once the alarm is activated. Students and staff immediately shelter in place, secure the room door and windows, create interior barricades and remain in place until law enforcement release them. These practices support our strong commitment to the safety of our students and comply with best practice guidelines and input from our local police.



CODE OF CONDUCT AND ETHICS

STAFF AND MANAGEMENT RIGHTS AND RESPONSIBILITIES:

A Code of Conduct and Ethics applies to all staff, management, directors and agents of Center for Spectrum Services. All programmatic and business affairs are conducted with integrity based on these sound ethical standards.

All employees are expected to maintain the highest level of professionalism, integrity, collaboration and competence and to apply their professional knowledge to promote student success. Maintaining confidentiality is of the highest importance. Our staff, volunteers and Board Members are expected to respect the inherent dignity and worth of their students, students' families and their colleagues.

STUDENTS' RIGHTS AND RESPONSIBILITIES:

The student body attending the Center for Spectrum Services self-contained day programs is comprised of a diverse group of children with educational needs ranging from moderate to significant who may be classified as autistic, multiply disabled, emotionally disturbed, or a preschooler with a disability. It is the right of our students to receive an appropriate individualized education in accordance with each Individual Educational Plan in a safe, orderly school environment that is structured for success.

Suspension of a student may occur on rare occasions for issues related to weapons, drugs and serious bodily injuries. In those circumstances, the suspension could occur for up to 10 consecutive school days. Whenever a Spectrum Services educational placement is no longer considered appropriate, the parent, the School District and/or County will be notified and a change of placement may be recommended.

DIGNITY FOR ALL STUDENTS:

Center for Spectrum Services is committed to providing all students with a safe school environment in which all students are treated with dignity and respect. Harassment and bullying of students is against Federal and State law. Bullying or harassment of students by staff, volunteers or other students are not tolerated under any circumstances. This policy is in effect while students are on Spectrum Services property, in school-operated vehicles, engaging in agency-sponsored activities, and while away from agency property if misconduct directly affects the good order, efficient management and welfare of the agency.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Repeated remarks of a demeaning nature
- Implied or explicit threats concerning academic performance, achievement, property, etc.
- Demeaning jokes, stories, or activities
- Unreasonable interference with a student's performance

Harassment and bullying means any electronic, written, verbal or physical act or conduct toward a student based on any of the following or actual perceived traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, sex, sexual orientation, physical attributes, physical or mental ability, socioeconomic status or familial status.

All reported concerns will be promptly and thoroughly investigated. If, after an investigation, an individual is found to be in violation of this policy, appropriate therapeutic or disciplinary action will be taken.

PARENTS' RIGHTS AND RESPONSIBILITIES

As a day program for students with disabilities, Center for Spectrum Services recognizes the importance of involvement of our students' caregivers in their children's educational program. It is expected that our parents will participate in a trusting, cooperative relationship with the Spectrum Services staff. Home to school communication greatly enhances our understanding of a student's current status, strengths and needs. It is the expectation that our students will attend school punctually every day unless they are excused.

As regular attendance is important for a child to benefit from their educational program, it is expected that parents will ensure that their children attend school regularly, on time and ready to participate and learn. School personnel need to be informed of changes in the home situation or health of the child that may affect school performance including changes in phone number, address or emergency contacts.

THE CODE OF CONDUCT AND ETHICS is shared on our website in the parent section.

BREAKFAST AND LUNCH PROGRAM

At Center for Spectrum Services, we believe that one of the most important ways in which we can help our children perform better in their classrooms is to provide them with the nutrition necessary for the healthy growth of their minds and bodies.



Our school nutrition program can provide breakfast and lunch daily to children in attendance. A menu will be sent to you each month. This program is free of charge during this school year. If you choose not to participate in the school program or if your child does not enjoy a specific meal, please send lunch in with your child. When there is a ½ day of program, a healthy snack will be provided prior to dismissal.

Lunch is an important component of our instructional program. Students remain in their classrooms and staffing remains the same. Students receive a therapeutic meal program mid-day focusing on feeding skills, communication, social and self-help areas and expanding food choices. **Breakfast** is offered at parent request. If recommended for educational reasons, breakfast may become a second therapeutic meal program. However, whenever possible, we encourage parents to provide breakfast at home. This allows us to begin the educational program as soon as the child arrives.

For children not participating in our school nutrition program, we ask parents to send a healthy lunch each day. We know it's not easy to think of foods your child will eat that are convenient to buy, prepare, and pack, but we have lots of suggestions! Nutritious foods and drinks that kids often enjoy (carrot sticks, celery sticks, apples, bananas, and other fruits, yogurt, sandwiches, popcorn, cheese and crackers, raisins, soup, muffins, milk, 100% fruit juices) along with many others you may think of! If it's easier for you to send in a large can of juice, we can put it in our refrigerator until your child uses it up.

New York State Health Department does not permit us to heat up children's food in the classroom. Please send heated food in a good quality thermal container.

ADDITIONAL FOOD RESOURCES DURING DAYS OF REMOTE ATTENDANCE: Families are encouraged to reach out to their school districts for distribution of lunch bags. In addition, food resources can be found at

<https://covid19.ulstercountyny.gov/food/> ,

www.dutchessny.gov/Departments/Community-Family-Services/Community-and-Family-Services.htm

<https://www.columbiacountynyhealth.com/>

<https://www.greenegovernment.com/departments/public-health>

<http://www.healthyorange.com/>

Food sent from home will not be shared with other children. Due to COVID-19, we will also celebrate birthdays without cakes or other food items.

Please send in snacks and other edible reinforcers for your child. These are very motivating items!

SPECIAL DIETS: We will make special accommodations to a child's meal program **if required for medical purposes**. Please notify the school of any allergies or medical concerns regarding the child's diet. Parents and physicians must complete a specialized dietary form which is reviewed annually. We cannot make substitutions due to a child's preferences of food. We are not permitted to heat foods in the classrooms. For children on restricted diets, we require parents send in appropriate snacks which can be used as reinforcers or for special activities.

1. Parents are requested to send food in from home, including snacks, drinks and reinforcers. We are only able to heat food in the school's main kitchen and only if medically indicated to do so by the physician. This food will be kept in a secure location and labeled with the child's name.

2. If parents choose the school lunch and if our menu for that day is medically appropriate, it will be served as is. Cheese or peanut butter sandwiches can be available as an alternative if appropriate for an individual child.

3. If the menu is not medically appropriate, our cook will automatically substitute part of the meal with a similar, but medically approved alternative. For example, if the child is on a wheat free diet and pasta is being served, then wheat free pasta could be substituted. If a similar substitute is not available, then our cook will serve an alternative food such as chicken, or a cheese sandwich on wheat free bread.

4. **We cannot heat food in the classrooms.**

EDUCATIONAL INSTRUCTION

Each student has an Individual Education Plan (IEP) which is developed to meet their specific learning needs. **During the emergency period, we will make every effort to meet your child's IEP. We will let you and your school district know what services we are able to offer.** We use a variety of research based educational techniques. As new and innovative methods are discovered and developed, our approaches continue to expand to incorporate the most effective, research-based strategies. A variety of instructional materials including standard curricula and teacher-made materials may be used in instructing your child. Depending on your child's age and educational profile, specific teaching strategies, techniques and materials are selected on an individual basis and will be assessed and changed as appropriate. Some of the specific strategies that may be used are described below:



COMMUNICATION TRAINING: Center for Spectrum Services uses verbal and augmentative communication techniques with children showing language delays. Augmentative communication methods such as communication devices, sign language, Picture Exchange Communication System (PECS) and other visual communication systems provide another way for students to show us what they know and share their thoughts and feelings. We continue to work on verbal behavior development while offering students an opportunity to sign or point to objects, letters, and words independently or with support. We find that for many of our students, oral language development is enhanced when additional communication options such as these are offered. If recommended on the I.E.P., we can evaluate your child for assistive technology use. iPads are available for student use during speech and language therapy and in our classrooms and may be loaned to students for home use if the device is required for communication purposes.

STRUCTURED, ROUTINE ACTIVITIES: Teachers will incorporate predictable, structured activities into the child's day to enhance their ability to attend, learn, and gain independence. Students should have the opportunity to practice their new skills in naturally occurring situations and environments as often as possible. We encourage our families to incorporate a similar structure in the home environment whenever possible.

FUNCTIONAL SKILL DEVELOPMENT: Teaching functional skills in the context of where they will be used is a necessary approach to building skills. Individual teaching is valuable when there is a direct link between the skill being taught and its functional use. We encourage our parents to let us know if there are adaptive living skills they would like us to focus on.

APPLIED BEHAVIORAL ANALYSIS (ABA) : A science of behavioral principles, ABA instruction is individualized in all our classrooms. Attention is carefully given to stimulus control, motivation, task presentation, and reinforcement for student responses. Skills may be broken down in small components and taught sequentially. Discrete drills may be used to build students' skills. Data is collected to measure student learning and aid in new task selection. For most students there is a special emphasis on developing verbal skills through the techniques of Verbal Behavior instruction.

VERBAL BEHAVIOR: Especially designed for early learners, Verbal Behavior employs the science of Applied Behavior Analysis. We will periodically evaluate students for whom these strategies are selected using an assessment called the VB-MAPP.

The first steps of instruction using Verbal Behavior is for your child's teachers and therapists to build rapport with your child in a process called "pairing with the reinforcement". We will ask your help us do this by learning exactly what your child likes through your regular feedback and a Reinforcer Assessment that we will send home annually. The ultimate goal of successful pairing is for the child to want to be with the teacher and engage in activities.

To help your child attend to the teacher we try to "sanitize the environment." This means putting all the toys and other reinforcers away and out of reach so that they can be delivered by the teacher. It is also important for the teacher to choose instructional opportunities when the child is most motivated and make teaching as fun as possible.

Helping early learners acquire functional communication is an important goal with this approach. Using the terminology of Verbal Behavior, the functional units of student's behavior are called *mands* or requests, *tacts* or labeling an item, *intraverbals* or answering questions and filling in the blanks, and *echoics*: repeating something already heard.

In addition to discrete trial instruction, verbal behavior teaching often occurs in the natural environment. Natural environment teaching, (called the NET), is more loosely structured, and occurs using a student's motivation and activities instead of exclusively teacher-selected set of materials as the basis for the lesson.

T.E.A.C.C.H.: Many of our classes employ strategies of the T.E.A.C.C.H. program (Treatment and Education of Autistic and related Communication Handicapped Children). These methods include visual schedules, visually cued instruction, a highly structured classroom, and emphasize building independence with skills which students will need in their adult lives.

SOCIAL SKILLS DEVELOPMENT: Systematic instruction will occur for various specific social skills, with generalization promoted in the classroom and home settings. Developmentally appropriate strategies, individualized to assist each student in developing improved social and emotional understanding, will be implemented to promote the development of appropriate relationships with family, staff, and peers. Proactive social communication skills are promoted across settings and in all areas of instruction.

SENSORY PROCESSING STRATEGIES: Sensory experiences that provide therapeutic and organizing input are incorporated throughout the day to address not only motoric development but to facilitate improved self-regulation, attention span, body awareness and motor planning skills. By emphasizing vestibular input (balance/equilibrium) as well as proprioception (orienting information that is sent from the joints and muscles to the brain) and touch input; the students are supported in achieving an improved state of awareness as a solid foundation for the academic and social skills. These strategies are used proactively throughout the day, so that students can receive the sensory input that their nervous systems require.

FOOD EXPLORATION: **Modified due to COVID-19 period.** Eating a healthy, whole-foods diet has positive benefits across the lifespan. Many of our students on the autism spectrum have a lot of resistive behaviors around food. The reasons are many: fear, unfamiliarity, rigidity, limited exploratory oral play as babies, as well as taste, texture and other sensory issues. For this reason, the Center for Spectrum Services classrooms create safe and gentle ways for our students to increase their comfort levels around common everyday foods. We incorporate a variety of foods during simple and enjoyable activities to help our students explore the textures, smells, and tastes of wholesome food. We want them to have good feelings about the food we introduce and to tolerate its presence. Our goal is to create a fun and safe space where they will eat those foods when *they* feel ready.

GROSS MOTOR DEVELOPMENT: Our goal is to provide opportunities for student to engage in activities which improve gross motor abilities. Activities may focus on strength and endurance including running climbing, or riding bicycles; or focus on balance and coordination for instance climbing, ball play with feet or hand, and the use of mobile equipment in varying positions. It is important for growth and development that our students not only experience these activities but that they, through repetition, become comfortable with them in a functional capacity.

STATEWIDE ASSESSMENT: New York State requires all students' progress to be evaluated at specific times during their school enrollment. If students are not participating in the Statewide Testing Program, they are required to participate in the New York State Alternate Assessment.

For students who are qualified, Spectrum Services will administer statewide testing with appropriate modifications. Students with greater needs will receive Alternate Assessment. This is a computer based assessment given by the student's teacher.

POSITIVE BEHAVIOR MANAGEMENT:

At Spectrum Services, social and emotional development is considered an important area of instruction. Teaching children to pay attention, follow directions, and get along with others is an important part of each child's school day. As part of their educational program, students will be taught relationship building and social skills to help them succeed in their communities and interact appropriately with others. We ask for your help to complete a Reinforcer Survey which lets us know what food, toys and activities motivate your child at home. Teachers will reinforce your child's positive behavior with lots of encouragement and individual motivational systems. These techniques are used to teach new skills and change an undesirable behavior. Proactive strategies, positive programming, choice making, reinforcement, and other methods are used to increase communication and teach new and alternative skills. Parents may be asked to assist in supplying special sensory, play, or edible reinforcers that will encourage your child's optimal learning potential.



Our educational team will put a special program together following the principles of verbal behavior analysis for one child or a whole class to help foster positive behaviors and skills. These behavioral programs can be adapted or developed for home use, as well. Behavioral programs are individualized for your child and will be reviewed with families. Parent consent is obtained to collect data, and before plans are used with students. Data is maintained and monitored on an ongoing basis to determine effectiveness of each behavioral program. School districts will be given copies of all behavioral programs used by your child. Feeding programs may also be developed with parent input and consent.

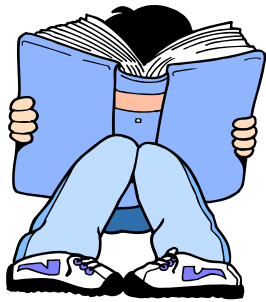
Our behavioral programs consider each child's strengths, interests, and long-term goals, positive prevention strategies, and the teaching of alternative skills. We analyze each student's behaviors to understand how we can alter teaching strategies, the physical environment and reinforcers. Your child's team may determine that a Functional Behavioral Analysis (FBA) is necessary. If this is the case, you will be contacted to obtain your permission. If a behavioral consequence is indicated, our staff may use a variety of interventions which may include planned ignoring or the wait strategy. This may help the child regain control. All Spectrum Services staff are trained yearly in safe intervention procedures using a nationally recognized behavior management program called Safety-Care.

If a student shows discipline problems which are severe and persistent, and which interfere with educational programming, or student and staff well-being, a team will meet to decide how to maintain a safe environment and improve the student's ability to function. This decision making process may include parents, medical practitioners, and/or school district staff. A CPSE/CSE meeting may be requested to review the continued appropriateness of the current Spectrum Services placement.

We wish to work closely with parents so that your child can learn to express his/her desires and needs in productive and positive ways. If you would like additional information on our behavior management techniques, please call the family service coordinator.

1:1 AIDES: 1:1 paraprofessional aides are assigned to a child as required by the IEP. The staff members in the classroom will rotate this responsibility to promote generalization. The aide can be used to ensure safety, monitor medical needs, and promote educational opportunities. Our teams will also teach the student skills enabling them to have greater level of independence and will provide opportunities to generalize skills to small group situations, therefore reducing the child's dependence on the aide. The use of the 1:1 aide will be reviewed on a regular basis.

RESEARCH PERMISSION: Parents may be asked to sign informed consent forms if your child participates in a program where data or videos are used for research or validation.



STUDENTS' PLACEMENTS: Your child's educational team is likely to change from year to year. Our students are grouped in a classroom in consideration of a number of factors including age, social, communication, behavioral, and physical needs. **During the emergency period, classes are divided into session A or B based on school district, transportation student need, etc.** Each team includes the entire classroom staff as well as the related service staff serving students in the classroom. As you may guess, developing and balancing the team as well as the

classes is quite challenging due to the many factors we must consider. We also try to minimize the number of teams each staff person participates on so that communication and collaboration between staff will be maximized for the students' benefit.

As an agency, our goal is to provide quality services to all of our students and a satisfying work environment for all our staff. To meet this goal, we must make programming decisions that maximize the functioning of all the classes and each of their students. We are strongly committed to the team process because we know its effectiveness. As a team, we can work collaboratively to meet the diverse needs of our students. As a team, we know the dynamics of the classroom as well as the dynamics of integrating our therapeutic techniques throughout the entire school day. As a team, we coordinate our schedules to ensure that the students get the maximum contact with our related services staff.

Although your child's class and team members will change periodically, each class employs similar classroom structure, schedules, teaching techniques, behavioral expectations, and record keeping.

Classroom coordinators are "hands on" supervisors of each class team working hard to maintain instructional quality. This school wide structure contributes to a smooth transition between team members and classes and greatly assists in creating a positive, productive year for students and staff alike.

Due to the complexities of our decision making in the assignment of staff and placement of students, it is not possible for us to respond to parent's requests for specific classes, teachers or therapists. We do recognize and respect the strong bonds that our parents and students form with individual staff members. However, as an agency, we strongly believe that our emphasis must be on maximizing school wide collaboration to ensure that each team member and every student has the most productive year possible.



WHAT'S IN AN **IN-PERSON** SCHOOL DAY

Your child's day will be filled with many experiences to learn and grow. Although each classroom has a different schedule, your child's day will probably include:

INDIVIDUAL AND SMALL GROUP INSTRUCTION - This is a chance for your child to build social and academic skills. Please let us know if there is anything special you would like your child to learn, we can discuss the appropriateness of new goals and objectives during parent-teacher conferences. Every child at Spectrum Services has an individual program designed especially for their needs. We emphasize, whenever possible, the use of real situations and life skill instruction to help students develop mastery and generalize abilities.



SPEECH THERAPY, OCCUPATIONAL THERAPY, PHYSICAL THERAPY, PLAY THERAPY, AND/OR COUNSELING For children who show a need for extra help with language, social emotional development, sensory integration, or self-help and fine motor skills, certified staff provide training in these areas. These services are specified on your child's Individual Educational Plan or Individual Family Service Plan.

CLASSROOM GROUPS - Your child and his/her classmates will be involved in social and instructional groups on a daily basis. Song, dance, movement, art, and cooking are all integrated into classroom planning.

OUTSIDE PLAY and EXPLORATION- We have specially designed playgrounds and an assortment of riding toys. Outdoor walks and the local hiking trail (The Rail Trail) give children a chance to appreciate and learn from the world around them. Students will be given teacher support while outdoors. These daily experiences are extremely valuable and incorporated into the day throughout the seasons.

COMMUNITY TRIPS – **SUSPENDED DUE TO COVID-19.** At times, we may go on special trips into the community, for fieldtrips or other educational activities. We feel it is important for our students to be aware of the world around them and learn appropriate behavior in a community context. Your financial assistance may be requested to help pay for admission to parks or programs.

TECHNOLOGY - Center for Spectrum Services has computers available for student use in each classroom, iPads in many classrooms and in speech and occupational therapy. . A computer coordinator is available to help classroom staff individualize their computer use.



Kingston STUDENT STAR GATHERING and ASSEMBLIES – **SUSPENDED DUE TO COVID-19.** Once a month we have a Student Star Gathering involving all Spectrum Services classes. One student from each class will be recognized for special achievements. Other entertaining and educational assemblies may be scheduled throughout the year.

PARENT PARTICIPATION

We like to think of programs at Spectrum Services as a family affair. We believe that the best outcomes for children happen when parents and professionals work as partners with mutual respect and shared decision making. As parents, you have a bond with your child, and you are the true authorities with information to contribute that no one else has access to. You are the ones who will be actively involved throughout your child's life. Our educators and therapists, by virtue of their training, education, and expertise will provide a broad perspective about educational and treatment methodology and then individualize it for each child. Therefore, each of us only has partial knowledge. Complete expertise is only possible when we develop a parent-professional partnership, valuing the input of both. We know that collaboration between the home and the school will enhance the life skills of your child. Here are just some of the ways we can work together.

1. **CONTACT WITH FAMILY SERVICE COORDINATOR:** The family service coordinator is the liaison between home and school and is available to help the home and school work together, share information regarding behavior management, arrange classroom visits, provide referral information to other agencies for needed services, and to help you in many other ways. The family service coordinator will be contacting you as needed throughout your child's stay at Spectrum Services school. If you have questions or desire more information on any aspects of your child's educational program, please contact your family service coordinator. Keep your family service coordinator's extension accessible. Voice mail messages will be promptly returned. Your family service coordinator can relay information to your child's teacher or arrange conferences with educational staff.

2. **PARENT COUNSELING AND TRAINING:** This service may be included on your child's IEP and can include many aspects of our work together. Please talk to your family service coordinator about your own needs and goals and how the Spectrum school can provide support and how your input can be used to enhance your child's program.

3. **HOMEBOOK:** Due to the potential viral spread, we will not be using the home book this year. Staff will communicate with you by email or phone. Please share all pertinent information with the Family Service Coordinator through email. This information will then be distributed to other team members as appropriate.

4. **PHONE CALLS:** We will be calling you periodically, as needed so that we can keep in touch with you about your child's program. To limit disruptions during class time, your calls will be forwarded to your family service coordinator who will relay important information to the classrooms. We do not put phone calls directly through to the classroom so that the staff may dedicate 100% of their time to teaching the students. If the family service coordinator is not available, please leave a voice mail message so your call can be returned as soon as possible. If we cannot speak to you at that time, we will be sure to return your call promptly. If a call cannot wait, please ask to speak to classroom coordinator.

5. **PROGRESS REPORTS:** Four times yearly you will be sent a written update on your child's progress in meeting individualized education plan goals and objectives. These progress reports will form the basis of the annual review reporting at your child's CPSE or CSE meeting. We will also share progress information at fall parent conferences.

6. **CLASSROOM VISITS:** **SUSPENDED DUE TO COVID-19** During the COVID-19 pandemic, only essential visitors (ie. police, fire, EMTs, etc.) will be allowed access to the facility. All visitors to the building, including parents, will be informed by signage on the front door to call the main number from their cars to request entrance into the building. If the visit is deemed essential, a screener will be summoned to screen the visitors' temperature and oversee the completion of the COVID-19 questionnaire. If the visitors' temperature is less than 100.0, and they have answered "no" to all questions on the questionnaire, they will be issued a visitor badge and be granted access. If the visitors' temperature is 100.0 or greater or they have answered "yes" to any questions on the COVID-19 questionnaire, they will be denied access to the facility. The visitor must be accompanied by a staff person at all times while in the building

7. **MEETING WITH SPECTRUM SERVICES STAFF:** **CONTACT WILL BE THROUGH ZOOM SESSIONS, GOOGLE CLASSROOM, EMAIL OR PHONE CONTACT DUE TO COVID-19.** Parent-teacher conferences maybe scheduled beginning each Fall during a day when school is closed specifically for this purpose. Conferences can be scheduled through the school year, as needed. Informal meetings can occur after classroom visits or at parental request. You will have opportunities to speak with your child's classroom teacher or speech and language therapist, occupational therapist, physical therapist, counselor, family service coordinator and/or administrator during remote sessions..

8. **VIDEOS:** On occasion we may wish to share a video recording of your child's program. This will be done through a secure on-line video method.

9. **CAREGIVER DISCUSSION GROUPS:** **GROUPS WILL BE HELD VIRTUALLY DUE TO COVID-19.** Each year Center for Spectrum Services has an on-going schedule of evening parent groups. All our parents and extended family members are encouraged to attend these support groups, and childcare is provided at no cost. These meetings provide the opportunity to share information and discuss important issues regarding educational programs, alternative therapies and treatments, community resources, current research and many other aspects of caring for and raising children with Autism Spectrum Disorders. We offer parents an opportunity to share mutual concerns and offer each other support. Free childcare is provided to our students, siblings and our alumni.



10. Kingston **SIBLING GROUPS:** **GROUPS MAY BE HELD VIRTUALLY DUE TO COVID-19** Center for Spectrum Services offers groups for school age siblings of our students concurrent to evening caregiver groups. These groups provide an opportunity for the brothers and sisters of Spectrum Services students to learn about special needs and discuss their feelings with clinically trained staff. Childcare is provided free of charge for our students and their siblings during our evening parent groups.

11. **EDUCATIONAL WORKSHOPS:** **GROUPS WILL BE HELD VIRTUALLY VIA ZOOM DUE TO COVID-19** Each year a series of educational workshops are offered to our students' caregivers. These trainings may be offered by experts from our faculty or from the community. Topic suggestions are welcome. Childcare is provided for our students and their siblings during evening workshops.

12. **HOME VISITS - SUSPENDED DUE TO COVID-19** On occasion, staff may ask to visit students' families in their homes to better understand your child's needs. Parents may also request a home visit to address specific concerns. By understanding each student's home setting we can provide more consistency in your child's day.

13. **COORDINATION OF COMMUNITY SERVICES:** If your child receives additional related services, is involved with another agency, or has regular respite care, our staff may request regular contact with these service providers to coordinate our efforts.

Center for Spectrum Services offers a range of programs and services to meet the needs of our students as outlined in the I.E.P. Since our center-based services are appropriate to each student's need, we cannot advocate for services that are in addition to the full time school-based program.

14. **INDIVIDUAL FAMILY SERVICE PLAN MEETING (IFSP)** (Ages 2-3)
COMMITTEE ON PRESCHOOL SPECIAL ED (CPSE) (Ages 3-5)
COMMITTEE ON SPECIAL EDUCATION (CSE) (Ages 5-12):



These review meetings are scheduled at least one time each year by your School District or every six months by the Early Intervention Program for all children. These meetings are used to review your child's progress and to work with parents to determine the program and services the students will need the following year. You will be informed when these meetings are scheduled and encouraged to attend. We will be preparing progress reports on your child that will be shared at this time. You may also request a CSE or CPSE meeting at any time to address issues or concerns.

16. **PARENT FEEDBACK SURVEY**: We care about your opinions regarding our services. Periodically we may ask you to complete a survey on your child's progress and/or parent satisfaction to help us understand how well we address your child and family needs. The information you give us may be used in future planning.

17. **SPECTRUM SERVICES' WEBSITE**: Visit our website at www.centerforspectrumservices.org. The website includes advice from our expert staff, closings and delays, parent workshops, information on coming events and links to related sites. There is a special section for parents where you can download the calendar, lunch menus, forms and this handbook.



FACEBOOK AND INSTAGRAM: Center for Spectrum Services has both Facebook and Instagram pages that are updated regularly with school updates and photographs of agency events, student activities, staff/student pictures/videos and staff news. We hope our parents will become fans, visit regularly, and share with family and friends. Due to confidentiality and professional guidelines, our staff are requested not to communicate with parents

through Social Media.

18. **MONTHLY CALENDAR and PARENT NEWSLETTER**: This calendar will be sent home regularly with information about school closings and other items of interest. To save paper and with your consent, we would like to send this information by e-mail. It is also posted on our website monthly.

19. **SPECTRUM SERVICES NEWSLETTER**: Twice yearly, this newsletter is circulated widely to agencies, professionals and parents with information on Spectrum programs fundraising activities, spotlights on students, staff and community members.

20. **AUTISM LIBRARY**: **SHARING OF LIBRARY MATERIALS IS SUSPENDED DUE TO COVID-** Center for Spectrum Services has a beautiful library containing a large collection of books, journals, and DVDs that may be borrowed by caregivers. These resources include many topics related to general information, curriculum, and support for families having a member on the autism spectrum. An easy to use software bibliography with descriptions of the resources is available on the library laptop. Searches may be made by topic, author or title. A hard copy of the bibliography is in the library. Materials must be signed out and returned within 30 calendar days.



21. **PARENT NIGHT OUT**: **SUSPENDED DUE TO COVID-19** Parent Night Out is a grant-funded three hour, free respite program provided at Center for Spectrum Services. We can provide childcare for up to 30 of our students and their siblings at the school. Our program typically occurs on the second Friday of the month from 6:00 – 9:00 PM. Activities may include indoor or outdoor play time, arts and crafts, music, games, and other activities for the children. An intensive staff to student ratio is maintained. This program is provided at both the Kingston and Ellenville sites.

22. INTEGRATION OPPORTUNITIES; SUSPENDED DUE TO COVID-19. Every effort is made by staff to educate your child in the least restrictive environment possible. Your child has opportunities to interact with children who can provide social and educational role models in the following ways.

I. Integration with other Center for Spectrum Services classes: Center for Spectrum Services serves children with a wide range of abilities and needs. When appropriate, your child may have opportunities to interact with other students who have abilities your child may learn from, or interests your child can share.

II. Inclusive Education: Our staff will work closely with a student's family and school district to design an educational plan and if requested, provide consultant teacher services to prepare students who are ready to successfully enter their neighborhood school's education programs on a part time basis. Arrangements for these programs will be worked out individually for each student based on appropriate frequency and distance of school district from the Spectrum program. The Center for Spectrum Services can provide training for regular education staff. We have received a New York State Effective Practice Award for our model integration transition program.

III. Preparation for return to school district program: When a school age student's progress indicates a return to a school district program may be beneficial, every effort will be made to arrange regularly scheduled integration with the new class before the placement begins. Spectrum staff will work closely with your child's future teacher to make the transition between programs proceed successfully. Once a child begins a new class in another program, continued involvement with our expert staff may be arranged by the school district through contracts with Center for Spectrum Services.



23. CHANGES IN PROGRAM: At Center for Spectrum Services, we try, whenever possible, to address the individual needs of each child with a special regard to consistency of their staff and class. However, we also need to look at the programmatic needs of all the students in our program. In addressing this larger picture, there are times we may need to make changes in a child's class, teacher, therapists or family service coordinator. If and when a change occurs, the staff will work closely with the child and family to promote a smooth transition. If you have any concerns or questions about how these periodic changes may affect your child, please give us a call.

24. AGING OUT OF THE CENTER FOR SPECTRUM SERVICES: The Center for Spectrum Services school program serves children in Kingston until age 12. Children age out at the end of the summer program when they have turned 12 before September 1st. Program appropriateness is reviewed at least annually. Some students move on to alternative placements before they age out of our school program. If you plan to move out of your school district at any time, please promptly notify your family service coordinator.

WAYS TO SUPPORT CENTER FOR SPECTRUM SERVICES PROGRAMMING

We need your support! Spectrum Services is a not-for-profit school. Our annual tuition rate is set by New York State Education Department and only covers your child's basic tuition. We depend on additional donations for all the "extra" expenses like art, music and special equipment and events like assemblies and field trips we offer your child.

Parent Financial Contribution for Educational Materials:

Parent are requested to contribute \$35.00 - \$50.00 annually to help us purchase additional classroom materials, supplies and fund special events.

Fundraising Events: Check out our website and/or our Facebook page for all our event details! If you have an idea for a fundraising event, please let us know.

Appeals: Contribute to our annual appeal. Fundraising letters are mailed in early Winter (November/December). These fundraising appeals are vital to supporting the programs and services we provide to your child.

Planned giving: Make Spectrum Services part of your legacy. We can also guide you with many aspects of planned giving, including gifts of life insurance policies, stocks, and real estate, as well as bequests, living trusts, and more.

Donations of goods or services: We accept donations of high-cost items like automobiles, boats, and other vehicles, and you can make easy arrangements right from our website. We also accept the donation of services that help us cover operation, construction, and maintenance costs.

Volunteer: We welcome family members and friends who wish to help plan and work at events.

Donate Now: Center for Spectrum Services is a 501(c) nonprofit, and all donations are tax deductible. You and/or your family can make a donation in honor of your child, in honor of their class, a relative or teacher, or to celebrate a special occasion. Use the form below, or go to our website and make a donation there.

Contact:

Our Development and Public Relations Coordinator is David Juhren, and he'd be delighted to hear from you. Give him a call at 845-336-2616, ext. 165 or email David at djuhren@centerforspectrumservices.org.

Simply photocopy this page, and mail your donation:

Yes! I want to support my child's school!

Donor Information:

Name _____

Address _____

City _____ State _____ Zip _____

Donation Information:

My check for \$ _____ made payable to Center for
Spectrum Services is enclosed.

Please charge \$ _____ to my

☐ Visa ☐ MasterCard ☐ American Express

Name on Card _____

Card Number _____

Exp. Date _____ CVC Code _____

This Gift is in Honor/Memory of _____

Please send an acknowledgement to: _____

☐ My company will match this donation. Contact me!

Send to: Center for Spectrum Services
Development & Public Relations Office
70 Kukuk Lane
Kingston, NY 12401

Request for Pesticide Application Notification **School Year 2020 - 2021**

If you wish to receive this notification, please complete this form and return it to Susan Buckler at Center for Spectrum Services. If you have any questions on this information, please contact Susan Buckler, Administrative Director.

Please print your information.

Child's name: _____

Child's class or teacher: _____

Your name: _____

Address: _____

E-mail address: _____

Day phone: _____ Evening phone: _____

**CENTER FOR SPECTRUM SERVICES (CSS)
ALPHABET SOUP**

ES – Ellenville Site

KS – Kingston Site

ABA	Applied Behavior Analysis
ABLIS	Assessment of Basic Language & Language Skills
AAC	Augmentative/Alternative Communications
ADI-R	Autism Diagnostic Interview (revised)
APE	Adaptive Physical Education
ASD	Autism Spectrum Disorder
BSSS	Behavioral Support Services Staff
COHORTS	Self contained group of staff and students
(C)OTA/L	(Certified) Occupational Therapy Assistant / Licensed
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
DT	Discrete Trial
Echoic	Vocal imitation
EI	Early Intervention
ED	Emotional Disturbance
EFL	Essential for Living
FSC	Family Service Coordinator
GOOGLE CLASSROOM	An education platform that allows teachers, parents and students to share teaching materials and information
HYBRID OR BLENDED MODELS	Combination of long distance and in-person instruction
IEP	Individual Education Plan
IFSP	Individual Family Service Plan
Intraverbal	Answering “wh” questions

LRE	Least Restrictive Environment
Mand	Request
MD	Multiple Disabilities
NET	Natural Environment Teaching
NYSAA	New York State Alternate Assessment
OSHA	Occupational Safety & Health Act
OPWDD	Office for People with Developmental Disabilities
OT (R)	Occupational Therapist
PD	Preschooler with a Disability
PS	Preschool (3-5 years)
PT	Physical Therapist
PTA	Physical Therapist Assistant
SA	School Age (5-15)
SED	State Education Department
SEIT	Special Education Itinerant Teacher
SI	Sensory Integration
SLP	Speech Language Pathologist
SPD	Sensory Processing Disorder
SYNCHRONOUS VS ASYNCHRONOUS LEARNING	Real time teaching VS viewing something prerecorded or completing an assignment
Tact	Label
TD	Transdisciplinary Assessment
TEACCH	Treatment and Education of Autistic Children with Communication and Related Handicaps
TSSLD	Teacher of Students with Speech & Language Disabilities
VB	Verbal Behavior
VB-MAPP	Verbal Behavior Milestones Assessment and Placement Program
ZOOM	Remote meeting platform