SUCCESS IS MEASURED ONE CHILD AT A TIME

ACADEMIC SKILLS • SOCIAL SKILLS • COGNITIVE SKILLS • LIFE SKILLS

Founded in 2003 by a group of parents who wanted a better educational choice for their children.

www.aefschools.com

VPK-12th GRADE • FULLY ACCREDITED • TRANSPORTATION AVAILABLE
Introduction

Children have many needs….love, understanding, belonging, and achievement. These needs must be met both at home and at school. There are many children who do not experience this positive cycle, and therefore cannot adjust to family, school, and social expectations and demands.

Schools have become synonymous with overcrowding, inadequate teaching resources, gangs, violence, drugs, and high dropout rates. Children and parents need an alternative choice for educating their children – that school is AEF Preparatory School.

“Our students will be the architects of the future, and not its victims”

Our AEF Preparatory Schools are fully accredited academic day programs servicing children and adolescents from VPK through 12th grade.

Our programs are designed to help students discover their natural strengths, achieve their maximum potential, and develop the necessary academic, social, and life skills to successfully navigate the world around them.

Our Preparatory Schools cater to average to potentially bright children and adolescents, who for one reason or another are not being successful or as successful as they should be academically, socially and/or at home.
Unique Academic, Social and Life Skill Reporting

AEF Preparatory Schools have developed patent pending software and intellectual property allowing for individualized, dynamic, and simultaneous tracking of academic, social, and life skills for all students. This ground-breaking program provides real time feedback to students and teachers and produces quantifiable results and graphs for parents.

The data for each student is shared with parents during conferences and allows for immediate adjustments to educational and life skills plans and goals. Unlike other schools which focus solely on academics, our system allows us to focus and target academics, social skills, and life skills. This results in our students receiving a multi-pronged approach to education where traditional academics are complemented with cognitive skills and critical thinking skills necessary to succeed in life.

Who are the children we serve?

Our Preparatory programs cater to both students who have not been diagnosed and students with a diagnosis. Some of our students have been diagnosed or misdiagnosed with Learning Difficulties, ADHD, Aspergers, HFA, ASD, OHI, and other social / communication deficits. However, our philosophy is not diagnosis dependent as no two children with or without diagnosis have the same needs.

Our students have in common the fact that they do not function well in schools which:
• Are large or overcrowded
• Focus on standardized testing and memorization
• Are understaffed
• Have inadequately trained or equipped staff
• Do not individualize the program to meet the learning styles
TRADITIONAL SCHOOLS DO NOT TEACH COGNITIVE, SOCIAL, AND LIFE SKILLS.

Teaching a traditional curriculum is important as all students need specific mathematics and language skills to attend college and university. However, if the underlying foundational skills are not taught, the students will have difficulty learning and retaining information.

Cognitive Versus Content Deficits

Content Deficits
As a general rule, if a student is one year behind in a specific subject (language arts or math) it is considered a content deficit and can be easily remediated through targeted tutoring.

For example, a 4th grade student who is on a 3rd grade math level should easily be able to make up the gap with appropriate math tutoring.

Cognitive Deficits
If a student is more than one year behind, it is a good indicator that there are cognitive deficits which need to be remediated before the content deficits can be successfully addressed.

For example, a 5th grader who is on a 2nd or 3rd grade reading or math level is not having difficulty with reading or math.

They are actually experiencing cognitive skill deficits which in turn are affecting their reading comprehension and math. These cognitive skills need to be addressed or the reading and math levels will not improve.

These same cognitive skill deficits will also affect their day to day functioning at home and in their personal lives.
Cognitive Skills

What are Cognitive Skills?

Cognitive Skills are any mental skills that are used in the process of acquiring knowledge. These skills allow us to:

- learn, store and recall information at the appropriate times
- pay attention when necessary
- filter out distractions
- make educated decisions
- predict outcomes
- see other perspectives
- allow us to compromise
- help manage anxiety and stabilize mood
- govern our organizational skills
- allow for task management and prioritizing
- affect reasoning, perception and intuition

These cognitive skills cannot be taught by teaching math, reading, science and social studies. These cognitive skills must be taught just like any other skill children need to learn. While most children develop these cognitive skills naturally, our students need to be taught these skills and given an opportunity to practice and master them.

The good news is that these cognitive skills can be taught, strengthened, and mastered in the right environment with the proper curriculum.

The bad news is if they are not taught, they most likely will not be learned naturally and will continue to create difficulties throughout the life of the person.
Not everything in this brochure will apply to your child. The important thing is whether AEF Preparatory Schools’ philosophy and focus meets your expectations.

**Areas where Cognitive Deficits are affected**

**Social / Life Skills**
- Difficulty making friends / treating friends / keeping friends
- Low self-esteem / self-confidence / depression
- Impulsive / poor decision making skills / general lack of social skills
- Inability to see cause and effect
- Will not accept responsibility for their actions
- Oppositional or defiant
- Will not compromise / can’t see other perspectives

**Academic Difficulties**
- Problems in one or more subject areas
  (reading comprehension creates problems in all areas)
- Cannot or will not complete homework
- Leaves books at school and homework at home
- Forgets to turn in assignments / backpack is a mess
- Is non-cooperative / non-compliant in the classroom
- Constant phone calls from the school / teacher
- Does not like school or only goes for social reasons
- Won’t get up in the morning / fight to get them to school

**At home**
- Room is a mess / cannot find things / loses things
  (may also be /can be obsessive about where things go)
- Poor hygiene / won’t shower or brush teeth
- Uses all the shampoo or loses the soap
- Leaves wet or dirty clothes with clean clothes
- Leaves shoes, toys or items all over the house
- Wants to watch TV, read or play games during meal times
- Won’t sit at the table or eat with the rest of the family
- Won’t eat the food prepared (only eats chicken nuggets or french fries)
- Wants to do all kinds of things at bedtime except go to bed

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Why our Students are not Successful in Traditional Schools?

The reasons for lack of success vary but may include:

- Difficulty with attention and focus
- Inability to complete homework or work independently
- Impulsive or poor decisions
- Difficulty following directions
- Lack of organizational skills
- Poor time management
- Problem with making or keeping friends
- School phobia and/or test taking anxiety
- Low self-esteem / depression
- Have been bullied or teased
- Trouble with reading comprehension or procedural math
- Cannot always see cause and effect
- Have difficulty with change or transitions
- Cannot see other perspective or compromise
- Only socialize with younger or older children (not peers)

Each student does not exhibit all of these deficits, but they do have at least one of the above characteristics that affects their daily functioning and happiness both in and out of school. The difficulties they experience at school are symptomatic of the underlying cognitive, social and life skills issues and cannot be fixed with traditional academic instruction.
What makes AEF Schools Different?

Unlike traditional schools, our program focuses on more than just memorization of facts and figures and standardized testing. Since AEF Schools are not religiously affiliated, rather than supplementing our curriculum with religious studies, we supplement with cognitive skills, life skills and social skills.

This means we teach the traditional academic classes of Mathematics, Language Arts, Science and Social Studies, but we also teach actual lessons designed to strengthen and remediate the social, life and cognitive skills children and adolescents need to be successful.

These supplemental lessons include topics ranging from making friends and building self-esteem to improving attention and learning how to compromise.

Our preparatory school program focuses on four distinct skill areas which are cornerstones of success for every child, adolescent and adult.

**Academic:**
Ability to find and use knowledge and information effectively and efficiently

**Social Skills:**
Making friends, keeping friends, socializing with your peer group, fitting in and playing by the rules

**Life Skills:**
Self-regulatory skills, focus, attention, task analysis, hygiene, responsibility and decision making

**Physical Skills:**
Fine motor, gross motor, dexterity, nutrition, exercise, and physical well being

A person must pay attention to all of these skill areas as well as master the skill sets within each in order to be successful in today’s society. Regardless of intelligence, a person will not be successful without these skills in place.

Children are unique like fingerprints. They possess similar characteristics and qualities, but don’t fit perfectly into any one diagnosis. Every child has specific needs and possesses unique skill sets.
Everything listed on the previous page are symptoms of Cognitive Skill Deficits. In other words, your child is not struggling academically because he or she can’t read or add numbers. Rather, they can’t read or add numbers because of cognitive skill deficits. They have trouble following directions, staying on task, keeping things organized, making good choices, taking responsibility, and problem solving because of cognitive skill deficits. These cognitive skills must be taught and strengthened in order for the student to be successful.

**Below is a list of Cognitive Skills that govern learning and determine success both in and out of school.**

**Auditory Processing:**
This is the specific skill of processing sounds. We break this skill down into three measurable areas that greatly impact reading and spelling. These are analyzing, segmenting, and blending sounds. For example, when you hear a word, you are required to hear the individual and blended sounds that make that word unique and recognizable. When you read a word, you must recreate the individual and blended sounds to form a word in your mind or to speak it. When a word you read is unfamiliar, you must decode it and correctly assign sounds to the letter or letter combinations. This skill is called Word Attack. Auditory skills are essential if a student is to read, spell, or learn new words or concepts well. It is also essential to being able to understand and follow directions and instructions.
Processing Speed:
The efficiency in which the brain processes the data it receives. Faster processing speed leads to more efficient thinking and learning.

Visual Processing:
This is the ability to receive and manipulate visual information. Puzzles are a great illustration in the function of visual processing. Visualization (creating mental images) also greatly affects reading comprehension and long-term memory.

Memory:
Memory skills fall into two broad categories: long-term storage and recall memory and short-term working memory. Long-term memory becomes the “library” of facts upon which we build our concepts and accumulate knowledge. Working memory handles the dynamic job of holding data during the learning experience, while we are receiving multiple bits of information. We then combine and process that information to create new concepts and understanding.

Logic and Reasoning:
These skills are necessary to create those new and likely relationships between information we take in as we learn. We use these skills to compare new data with recalled facts stored in long term memory. Problem solving and planning are also greatly impacted by logic and reasoning skills.

Task Analysis, Sequencing, and Part/Whole Relationships:
These skills dictate how we approach a problem, decide on a potential solution, implement the solution, and evaluate the effectiveness of the solution to the original problem.

Critical Thinking and Conflict Resolution Skills:
These skills dictate how we respond to adversity and praise, when to fight and when to walk away, and knowing the appropriate method of responding to stressful situations and making good decisions.
Attention Skills

The last broad area we work on in training is attention. Attention breaks down into a few areas:

**Sustained Attention** is the ability to stay focused and on task.

**Divided Attention** is the ability to focus on several important points simultaneously.

**Selected Attention** skills enable a student to quickly sort and discard distractions or irrelevant incoming information and remain focused on the important information or instruction.

Many of our students also exhibit **Selective Attention**, meaning if it is something they are interested in, they can pay attention for hours on end, but activities they don’t like, they choose not to pay attention.

It is not difficult to see how these Cognitive Skills apply to learning and if any of these skills are weak; your child’s ability to learn will be difficult if not impossible both in and outside the classroom setting. Skills like making friends, cleaning their room, following directions, hygiene, waiting their turn, and many others would be affected.

**Building strong cognitive skills is the key to any child’s success.**

**Why tutoring and academic remediation alone won’t work...**

“Reading and writing rely on a specific set of cognitive skills such as attention, memory, symbolic thinking, and self-regulation. As children learn to read and write, they continue to improve these skills, making them more purposeful and deliberate. **Deliberate attention** is required to differentiate between letters, even if they look alike, and to isolate specific portions of a word for encoding or decoding it. Children must remember the previous words as they decode the subsequent words in a sentence. If they do not make a purposeful attempt to remember, they cannot extract what the sentence means. Writing and reading are the use of symbols and if children cannot think symbolically, they cannot learn to manipulate letters and words. Finally, self-regulation must be in place so that children can monitor their own understanding of the print so they can abandon ineffective reading strategies and move on to more effective ones.” *Midcontinent Research for Education and Learning* (1998).
Our AEF Schools System

- Academic Skills, Social Skills, Life Skills, Physical Skills
- Small classrooms – 10 to 15 students
- Student to staff ratio 5 to 1
- Focus on skill-base learning rather than factual memorization
- Teach critical thinking and problem solving skills
- Offer constant positive feedback and reinforcement
- Determine and remediate specific deficits
- Give students the skills they will need to succeed
- Create a nurturing safe environment that fosters learning, promotes teamwork, and facilitates social and emotional growth.

The AEF Schools Process

We begin by teaching all of our students three very important life rules.

* LIFE IS NOT FAIR *
Life isn’t fair. As adults, we all know this is a fact. Your children need to learn this NOW. The next time your child tells you “that life is not fair”, remind him or her of commandment 1.

* THINK IT BUT DON’T SAY IT *
You can think anything you want without getting into trouble. The trouble comes when you say it. Learning to think something but not saying it aloud is a critical skill to being successful in all aspects of life.

* LEARN TO PLAY THE GAME *
Life is a game. There are rules, boundaries, other players, friends, foes, teams, obstacles, tools, pitfalls, winners, losers, and everything in between. The key is learning how to play the game.
Identify deficits vs. manipulation

**Deficits**
- Actual gaps in knowledge that prevent a child from making the proper decisions or being able to perform the appropriate task.
- Child does not know the difference between the correct choice and incorrect choice.
- Child chooses a course of action based on lack of knowledge or awareness of a better choice.
- The effect of consequences (positive or negative) are irrelevant to decision.
- Child chooses course of action due to lack of options.
- Rewards and punishments have NO effect on deficit based actions; these deficits must be remediated through skill based instruction.

**Manipulation**
- Manipulative actions are where the child knows the difference between the correct choice and the incorrect choice.
- Child chooses a course of action in order to invoke a (specific) response, usually an emotional response from whoever is in charge.
- Child chooses a course of action due to a lack of negative consequences.
- Child uses actions as a mechanism of control.
- Rewards and punishments are the only way to control manipulative actions.

**Take back control of your home and let us teach your child how to take control of their own education.**

**Homework**
The majority of new students will not receive homework for up to 6 months upon being accepted. This is because we need to make sure they have the organizational skills and task analysis skills in place prior to assigning independent work. Homework is meant to teach independent work and time management skills. Parents should NOT be involved in the homework process as it defeats the purpose of sending work home.

**Natural consequences**
AEF Preparatory Schools utilizes a system of natural consequences. These consequences, school rules, and expectations of decorum are clearly defined and agreed upon by all students and parents.
Structure and consistency
Structure and consistency are keys to success for any educational environment. They are also skills and tools which AEF teachers role model every day.

Prepare for success
Remediate not accommodate. Real life does not and will never make the accommodations that public and some private schools make for their students. Real life does not accept excuses. Companies and employers do not allocate extra time to complete projects because an employee has ADHD or Aspergers. Bosses and supervisors will not tolerate oppositional or defiant behaviors.

AEF Preparatory Schools’ goal is to remediate and/or eliminate these problems in order to promote future success.

Setting appropriate goals
• Short Term – what to accomplish within 1 month
• Medium Term – what to accomplish within 3 to 6 months
• Long Term – what to accomplish after a year or longer

AEF Staff Members

AEF Preparatory Schools employs an eclectic group of staff members in an effort to facilitate our holistic approach to teaching and education. Staff members’ degrees vary from Bachelor, Master or Doctoral degrees in Teaching, Special Education, Remedial Education, English, Mathematics, Psychology, Environmental Science, Biology, Elementary Education, Dance, Music, and more.

The most important training our staff receive, is at AEF Preparatory Schools. They become masters of AEF’s proprietary academic, social, and life skill educational systems.
Creating a safe / nurturing environment

Studies have shown that the human brain is neurologically hindered from receiving and storing information when exposed to stress. Learning cannot take place in a classroom if a child does not feel safe or is anxious. Therefore, AEF Preparatory Schools advocates the following rules:

- No bullying, teasing, or name calling
- No degrading, shouting or yelling
- Consistency, structure, and follow through
- Control emotional reactions
- Rules and boundaries must be known
- Clearly defined consequences of actions

Many of the skills we teach need to be continually reinforced as our students get older and more mature. We can teach a 5th grader to be socially and academically on level with other 5th graders. However, when that 5th grader enters middle school, the rules change.

Relationships enter the picture, homework builds, and peer pressure begins. A whole new set of skills must be taught and learned. This process takes place again during 8th or 9th grade. Puberty, dating, pressures of high school, and being a teenager present a whole new set of obstacles for our students. Once our students reach 17 or 18 they will have been ‘prepared for life.’ The academic, social, and life skill sets they have learned will serve them for the rest of their lives – college, university, on the job, or marriage.

Preparing Children for Life
A school should function as a “social anchor” teaching not only facts and figures, but morals, ethics, life skills, conscientious conduct, and respect for others and the world around them.

Preparing our students for their future requires providing an education that not only establishes a sound academic, social skill, and life skill base, but also gives them tools and strategies needed to compete in a digital age. Our students will be architects of the future, and not its victims.
AEF Parent Enrichment Committee
The AEF Parent Enrichment Committee’s mission is to support the students, their families and the faculty throughout the year. More specifically their role is to provide extracurricular activities, host appreciation and social functions, organize additional rewards for the students throughout the year and donate various supplies and/or equipment for specific programs.

AEF Parent Enrichment Committee operates completely independently of AEF Preparatory Schools and is fully organized, funded and maintained and supervised by parents. AEF Parent Enrichment Committee is not a traditional PTA. Faculty members do not join the AEF Parent Enrichment and AEF Parent Enrichment Committee does not get involved in AEF School policies and/or procedures. The focus of the AEF Parent Enrichment Committee is to provide a richer environment for the children and families of AEF Preparatory Schools.

Some AEF Parent Enrichment Committee sponsored events are:
• Fall Festival  • Spring Fling  • High School Dance
• Movie Night  • Bowling  • Dinner at local restaurants
• Waterway Cleanup  • Police Day  • Teacher Appreciation Week

VPK – Early Learning Academy

Instruction and Curriculum for VPK
Our VPK program uses a hands on multi-sensory approach to learning and cognitive development. Children learn in an active and exploratory environment which encourages critical thinking skills, promotes social awareness, facilitates social relationships and fosters independence. Programs include guest speakers and on campus field trips.

Benefits of early education and the VPK program
The most important growth and development in the brain happens by the age of five. The early years are the learning years. A child’s ability to be attentive and to follow directions emerges in the early years. Structured early learning fosters these abilities for later success in school and in life.
VPK prepares children to be ready for school readiness curriculum. Children who participate in high-quality early childhood education programs develop better language skills, score higher in school-readiness tests and have better social skills and fewer behavioral problems once they enter school. They are also better prepared for Kindergarten, especially in the areas of pre-reading, pre-math and social skills.

VPK promotes a love of learning in children. VPK enhances what a child learns at home and instills a love of life-long learning.

**VPK Hours:** Monday through Friday 9AM – 12PM
*Summer VPK hours vary depending on the length of the summer program*

**VPK Wrap Around Services**
VPK – Pre care – 7:00 to 9:00 AM • VPK – Aftercare – 3:00 to 6:00 PM
Please note Summer VPK Wrap-Around service hours are not the same as full year VPK Wrap-Around service hours.

**AEF Preparatory Schools Curriculum (Grades 1 to 8)**

**Language Arts**
- Writing
- Reading / Reading Comprehension
- Grammar
- Literature

**Mathematics**
1st through 12th graders are required to take mathematics. AEF Preparatory Schools offers mathematics through Trigonometry. For those High School students who advance beyond Trigonometry, AEF Preparatory Schools offers Advanced Placement courses through dual enrollment at local colleges.

**Cogmotics**
Proprietary program developed within AEF Preparatory Schools to develop Cognitive Skills.

**Social / Life Skills**
AEF Preparatory Schools’ social skills curriculum was developed by Social Workers, Child Psychologists, and Therapists. Topics range from hygiene, introducing yourself, and how to handle conflict situations to drug prevention, sex education, college preparatory skills, and job/resume interview skills.
Information Technology
• Typing Skills    • MS Office    • Email/Contact Management
• Digital and Social Media    • Internet Safety    • Digital Imaging
• Using the internet as an information tool    • Safely navigating the WWW

Social Studies
• History    • Culture    • Language

Science
AEF Preparatory Schools offers science courses through 12th grade, including Chemistry and Biology. AEF Preparatory Schools’ Advanced Placement Program offers dual enrollment at local colleges for those High School students who advance beyond Chemistry.

Foreign Language
Spanish is the secondary language taught at AEF Preparatory Schools.

Physical Education
• Required 1st through 8th grade    • Elective in High School

Electives
• Psychology    • Public Speaking    • I.T.    • P.E.    • Drama    • Health

AEF Preparatory Schools Curriculum
(High School – Grades 9-12)

AEF High School represents a significant shift from traditional high school philosophies, with a maximum enrollment of 85* students. Self-governing and characterized by high expectations for all students, AEF Preparatory Schools emphasizes equity in student outcomes, shared decision-making among faculty, individualized instruction and attention, and a strong focus on the “NEW FIVE R’S”...

Rigor, Relevance, Relationships, Resiliency, and Responsibility.”
AEF Preparatory High School offers 2 distinct tracks.

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<tr>
<th>Track</th>
<th>Description</th>
<th>Credits</th>
<th>Goal</th>
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<tbody>
<tr>
<td>I</td>
<td>University/College Diploma</td>
<td>24 Credits</td>
<td>University/College</td>
</tr>
<tr>
<td>II</td>
<td>Certificate of Completion</td>
<td>18 Credits</td>
<td>Workforce Placement</td>
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Dual Enrollment / Advanced Placement

Juniors and Seniors who have completed required High School credits, and whose scores qualify on the SAT, ACT, or CPT will be eligible for dual enrollment at local colleges and universities.

Standardized Testing

Terra Nova (Grades 1 - 12)
• A nationally standardized achievement test.
• Areas that are assessed are Reading/Language Arts, Mathematics, Science, and Social Studies.
• Advantage of long-standing and thorough data on validity and reliability.
• Progress can be tracked over years and/or by grade.

PSAT (Grades 10 - 11)
• PSAT is administered at the HS and is a preliminary SAT test that provides practice for the SAT. It measures critical reading skills, math problem solving skills and writing skills.

SAT (Grades 10 - 12)
• The SAT Reasoning Test is the nation’s most widely used admission test among colleges and universities. It tests students’ knowledge of subjects that are necessary for college success: reading, writing, and mathematics. The SAT assesses the critical thinking skills students need for academic success in college—skills that students learned in high school.
• Subject Tests (formally SAT II: Subject Tests) are designed to measure students’ knowledge and skills in particular subject areas, as well as their ability to apply that knowledge.
ACT (Grades 10 - 12)
• The ACT® test assesses high school students’ general education development and their ability to complete college-level work.
• The Multiple-Choice tests cover four skill areas: English, Mathematics, Reading and Science.
• The Writing Test, which is optional, measures skill in planning and writing a short essay.

International Student Admissions Process

AEF Preparatory High School is an F-1 Visa – SEVIS Certified School
AEF is a SEVIS certified school that can issue the paperwork (Form I-20) for an international student to apply for an F-1 visa. We welcome the opportunity to discuss a match between an international student and our campus program. Having international students enriches the learning community and allows all students the opportunity to participate in a culturally diverse program.

Our process begins with a phone consultation to determine if AEF is a good match for the student. If the applicant is a good match the following steps are followed:
• Visit to school or campus tour (if requested by student)
• Application including necessary documentation is submitted to school with all applicable fees.
  - Report cards / Transcripts (fully translated into English with originals)
  - Report cards are evaluated
  - AEF may request letter of recommendation
• If accepted a formal letter is mailed to student
• AEF creates I-20 and mails to student
• Student takes their I-20 to the embassy in their country and files both the Form I-20 and Form I-901, and pays the I-901 fee.
• Processing time varies for embassy to issue or deny F-1 Visa

Preparation prior to arrival after 1-20 has been approved: Purchase a laptop, pay all tuition and fees and complete medical forms.
Admission Process
All applicants must go through AEF’s admission process. This process includes:

1. Private interview with student
2. Private interview with family
3. Brief academic screening
4. Campus tour
5. Review of all background information and files
6. Review of AEF intake paperwork
7. Based on results - further testing or a trial period may be required
8. If a student is accepted to AEF Preparatory Schools, the admission process moves to the finance department
9. AEF Preparatory Schools will also assist families in finding an appropriate school placement if their child is not accepted

Financial Admission Process
Parents who cannot afford full tuition must fill out scholarship request / financial aid forms and provide all required documentation (Tax Returns, Personal Financial Statements). Based on space and availability, AEF Preparatory Schools will grant scholarship requests on a first come, first serve basis.

Calendar and Hours
AEF Preparatory Schools follows the public school calendar. There are some days which are different, but the public school’s calendar is followed 95% of the time.

School Hours:
Elementary School  8:30 – 2:30pm
Middle School       8:30 – 3:00pm
High School        8:30 – 3:15pm
Pre-Care: Monday – Friday 7:30 – 8:30am
Aftercare: Monday – Friday 2:45 – 5:30pm

Tutoring
AEF Schools offers a wide array of tutoring options. Tutoring may take place before school, during school, and after school. Tutoring varies from one on one to small group. Tutoring is coordinated through Administration and can be requested by parents or recommended by the school. AEF provides tutoring in all subject matters, cognitive skill tutoring, social skill tutoring, and life skill tutoring. Tutoring sessions range from 30 to 60 minutes. AEF tutoring is subject to additional charges.
Title I Tutoring and ESE Services
As a non-profit organization, AEF Schools’ students may qualify for TITLE I tutoring. Based on the students’ home zone school, Title I tutoring is provided free of charge to those students who are eligible. Students who have a current IEP requiring speech, language, OT, or other services will still receive these services at AEF. Broward County ESE department schedules and provides sessions at AEF for these students.

Extracurricular Activities
AEF Preparatory Schools offers a wide variety of extracurricular activities. Sports, Drama, Art, Music, and Dance are offered on a seasonal basis throughout the school year.

Transport
AEF Preparatory Schools offers transport within a 20 mile radius of each campus. Pick up points and door to door services are available. If a student lives outside of the 20 mile radius, special arrangements can be made through the school.

Uniforms
AEF Preparatory Schools has a strict uniform policy. Almost every job requires a uniform – Doctors, nurses, police officer, postal worker, UPS, McDonalds. Complying with a dress code is a life skill everyone must learn. AEF Preparatory Schools’ uniforms are purchased through a uniform store in the local area.

Lunches & Snacks
Catered lunches are available. Lunches can be purchased by the day or by month. Students are also welcome to bring their own lunches. All students have a mid morning break (10 to 15 minutes). We encourage students to pack a snack which they may eat at this time.

Medications
AEF Preparatory Schools will ONLY dispense/ administer medications provided there is a signed note or a copy of a prescription from a licensed Medical Doctor.

Therapy & Counseling
AEF Preparatory Schools works closely with music, occupational, speech, language, cognitive, individual and family therapists throughout the area. Therapists and Doctors who have applied for and received visitation privileges at AEF Preparatory Schools may see students on campus during the day, before school, or after school.
Frequently Asked Questions (FAQ)

What makes AEF different from other schools?
The size of the school, number of students per class, and staff to student ratio all contribute to our students’ success. Combined with focus on academics, cognitive skills, social skills, and life skills, our curriculum is designed to educate the whole child.

Does AEF use standardized testing?
As a private school AEF is not required to administer State Mandated Standardized Tests. However, AEF does administer nationally standardized tests each year. These tests are NOT used for promotion but rather to provide feedback of students’ academic levels and progress from year to year.

How long does my child need to be at AEF?
There is no set amount of time a student attends AEF. The majority of our students receive their diploma and continue on to college and university. Some students may choose to transition back to other private or public schools.

Will my child receive a regular diploma?
Students who graduate from the program and have completed the required high school credits receive an accredited diploma (SACS / CASI). Combined with their SAT/ACT scores, they may apply to any college or university of their choice.

How much homework will my child receive?
The majority of work is completed at school. New students will not receive homework for up to 6 months. Our homework program is designed to teach the students to complete work independently within a reasonable time frame and NOT to become a burden on the family. Depending on grade and level homework time will range from 15 to 45 minutes per night.
Why Choose AEF?
AEF, like Catholic, Hebrew, Military and Parochial Schools, is an alternative school choice. It is a choice for education, a belief system, and a lifestyle. The majority of the students that enroll at AEF, graduate from AEF. When a child is experiencing success academically, socially, and emotionally, there is no reason to change their environment.

Mckay, Step-Up, PLSA, VPK, CDC+ Scholarships
AEF is currently authorized to receive payments from the above providers. If you have questions on any of these funding sources please contact our business office.

Other AEF Programs
AEF Summer Programs
Westham Academy
Leap Tutoring Services

Admission and Employment Policy
AEF Preparatory Schools are non-discriminatory in admissions and employment practices. We recognize the value student and staff diversity can bring to the program. AEF Preparatory Schools encourage applicants of all racial, ethnic or religious backgrounds. Programs and policies treat all applicants, staff and students, equally.

AEF School Non-Discrimination Policy
The school shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The School is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations.