PARENT GUIDEBOOK

2020-2021

REMOTE LEARNING EDITION

Learn more about us at www.kenchild.org and fb.com/kennedychildrenscenter
# TABLE OF CONTENTS

## A. INTRODUCTION TO KCC

1. A Letter From Executive Director Jeanne Alter  
   Page: 3
2. Guiding Principles  
   Page: 4
3. Our Mission  
   Page: 5

## B. OUR PRESCHOOL REMOTE LEARNING PROGRAM

1. School In A Bag  
   Page: 6
2. Routines & Structure  
   Page: 7
3. Communicating with School Staff  
   Page: 8
4. Family Support  
   Page: 8
5. Remote Learning Applications & Technology  
   a. Applications  
      Page: 9
   b. NYCDOE Devices & Tech Support  
      Page: 9
   c. KCC Remote Learning Devices  
      Page: 10
6. Nutrition and Physical Activity  
   a. Tips for Picky Eaters  
      Page: 12
7. Positive Behavior Support Program  
   Page: 13

## C. PRESCHOOL POLICIES AND PROCEDURES

1. Attendance Policy  
   Page: 14
2. Emergency Contacts  
   Page: 14
3. Parent Teacher Conferences  
   Page: 14
4. Child Safety  
   Page: 15
5. Medical Clearance  
   Page: 15
6. FERPA Policy and Student Records  
   Page: 15
7. Connect with KCC Online  
   Page: 16

## D. ATTACHMENTS

1. What Parents Can Do To Prepare for Remote Learning  
   Page: 17
2. Tips for Parents: Supporting Yourself During the Pandemic  
   Page: 18
3. School Calendar  
   Page: 19
A. INTRODUCTION TO KENNEDY CHILDREN’S CENTER

Dear Parents and Guardians -

Planning for the 2020-2021 school year has been a unique experience! KCC has always viewed parents as essential partners. Remote learning has made that partnership even more important, as you step into the role of teacher, speech therapist, occupational therapist, physical therapist and counselor. This Parent Guidebook contains information you will need as you work with KCC staff to guide your child’s education during the pandemic.

The 2020-2021 school schedule will be determined month by month, as information and regulations continue to evolve. All services will be remote for the month of September. You will be invited to two individual, in-person Meet and Greet sessions at your child's school. Your child’s teacher will call you on September 8th to introduce themselves, schedule the Meet and Greet dates, and create a schedule for daily remote sessions. Your child’s therapists will begin calling you on September 9th to create a schedule for remote sessions.

Please check your email often! We will communicate with you primarily through email.

Below are some details about our school program:

● KCC staff works from 8:30am to 3:30pm, Monday to Friday. For the month of September, remote learning sessions will take place between 9:30am and 2:30pm, Monday to Thursday for teachers and Monday to Friday for therapists.
● Sessions will be 15-20 minutes each. We know that staying on the screen can be difficult for some children. We will work together to make it a positive experience. If your child only says ‘Hi” the first few sessions, that is fine! We encourage you to share favorite books and songs with us so we can read and sing along as your child gets to know us.
● We will plan a virtual parent orientation in September. You will receive more information via email.
● We will communicate our plans for October and beyond once we have more information about transportation and in-person instruction. Visit www.kenchild.org/reopening to view our COVID Reopening Plans and learn more about our preparations for in-person instruction.

Your questions and comments are important to us. Email info@kenchild.org if you have any COVID-related questions. Your Family Service Coordinator – Elizabeth Puello, epuello@kenchild.org (Manhattan), and Cecilia Cuntin, ccuntin@kenchild.org (Bronx) – can assist with any program questions.

Thank you for trusting us with your child. We are proud to be your partner!
Jeanne Alter, Executive Director
Our Guiding Principles

These four areas have been identified as the foundation of our work together:

- **Communication**
  - KCC values communication with families that is respectful and consistent with each individual’s ability to understand and use written and spoken language. Communication should be frequent, clear, and two-sided. Communication should occur in the native language of the family.

- **Feedback**
  - Professional growth is an essential aspect of teaching and learning. Feedback is a tool that allows for meaningful conversations about the quality of our work. The ability to reflect and converse with our colleagues and supervisors about our efforts to educate children and families is an expected aspect of working at KCC.

- **Relationships**
  - Supporting the health and well-being of our staff, children and families is our priority. Educating children is our mission. If you struggle to participate in your child’s learning process, the school team will help identify obstacles and provide meaningful support to help you.
  - Relationships require trust, time, and consistent communication from all parties.

- **Instruction**
  - KCC knows that relationships with others are needed for children to progress and achieve their learning goals. The active engagement of children and families is key. Our goal in teaching (in-person and remote) is to provide fun and educational sessions that encourage family participation and clearly articulate how learning goals are embedded in each activity.

Whether the preschool experience is in-person or remote, we look forward to partnering with you on a new year of growth and learning. Our approach to learning is flexible and highly individualized. We respect that you are balancing the demands of multiple home and work responsibilities, including your young child’s education program. Although remote learning can be challenging for children who thrive on the routines, structure and socialization provided by an in-person school environment, remote learning is a chance for us to build a partnership with you and further your child’s growth and development.

By participating in remote teaching and therapy sessions, you will learn to incorporate learning into daily activities at home. We look forward to the opportunity to become part of your world and celebrate the magic of childhood together. The policies and procedures included in this Guidebook will help you create a safe and productive learning environment for you and your child. Please keep this Guidebook in a convenient place so that you can refer to it as needed.
Our Mission Statement

The Kennedy Children’s Center: Where Children, Families, and Communities Learn Together

Kennedy Children’s Center (KCC) is dedicated to providing high quality education services to young children with developmental delays, in partnership with families and communities. We accomplish this through child-centered, evidence-based instruction that prepares each student to enter the New York City public school system in the least restrictive environment possible. We support families with training, guidance, and advocacy, and strengthen our school community through professional development and collaborations with local human service organizations.

As a publicly funded nonprofit organization, KCC serves public school children who are placed in our program by their local New York City Department of Education school districts. KCC is:

- Approved by New York State Education Department (NYSED) as a Special Education Preschool.
- Approved by New York City Department of Health and Mental Hygiene (NYCDOHMH) as a Day Care provider.
- Incorporated in New York State and registered as a 501c3 charitable organization with the IRS.
- Accredited by the Better Business Bureau through the BBB Accredited Charity Seal program
- An affiliated agency of Catholic Charities of the Archdiocese of New York.

Early Childhood Education Goals and the KCC Preschool Program

Student achievement is monitored over time and goals are adjusted to match progress. The CPSE (Committee on Preschool Special Education) is working remotely. If your child's IEP needs to be updated, we will work with you and the CPSE to make changes.

The New York State Prekindergarten Foundation for the Common Core is organized into five broad developmental domains. These domains are interrelated and guide in developing our curriculum to prepare each child for kindergarten. You can read more about Common Core here: [http://www.earlychildhoodny.org/pdfs/NYS_Prek_Learning_Standards-2019.pdf](http://www.earlychildhoodny.org/pdfs/NYS_Prek_Learning_Standards-2019.pdf)

- **Approaches to Learning** – How children become involved in learning and acquire knowledge. This includes curiosity, concentration, creativity, persistence, and problem solving.
• **Physical Development and Health** – Children’s physical health and ability to independently engage in daily activities. These activities include eating, dressing and using the toilet.

• **Social and Emotional Development** – The emotional competence and ability to form positive relationships that give meaning to children’s experiences in the home, school, and larger community.

• **Communication, Language, and Literacy** – How children understand, create, and communicate meaning of the world around them.

• **Cognition and Knowledge of the World** – How children integrate all areas of development. A child’s ability to understand the world and apply what they know forms the foundation for the reading, writing and math skills they will need in kindergarten and beyond.

**B. OUR PRESCHOOL REMOTE LEARNING PROGRAM**

This handbook has been prepared as a reference for **parents and guardians** who have children enrolled in the KCC Preschool Program. Parents/guardians are **essential partners** in the education of your children, and we will work with you to meet the educational, social and physical needs of your child.

Remote learning requires us to work together to find creative ways to teach your children. KCC respects the fact that remote learning presents a unique challenge for parents who are juggling many responsibilities at once. At the same time, remote learning brings new opportunities. As involved participants in your child’s education, you will experience firsthand how your child learns best and what strategies are most effective. This will enable you to incorporate what you have learned into your child’s daily activities.

We understand that your child’s willingness to participate in remote learning may vary from day to day. This can be frustrating for parents, but consistent structure and routines will help your child understand what is expected of them, and help them feel prepared to learn.

**School In A Bag**

Every KCC family will receive **SCHOOL IN A BAG**, a kit full of materials and supplies to help your child learn at home. School in a Bag will also help your child understand that school time is different from playtime. School in a Bag will help you build routines that are known to be successful with young children with developmental delays.
Each bag is filled with learning essentials such as puzzles, books, blocks, sensory activities and art supplies.

Please keep the bag out of reach of your child (and other children in the household). Only take the bag out when it is time for school.

This will help your child understand the connection between the fun things in the bag, and the teachers and therapists on the screen. The visual schedule included with the bag will help you begin and end your remote learning sessions. We will work with you during the school year to update the items in the bag based on your child’s interests and learning style.

**Routines & Structure**

*Routines may be difficult, but they are vital!* Young children require 8 to 10 hours of sleep per night. Ideally, they should go to sleep by 9pm and rise by 8am. While every household is different, research and science is clear: children learn best when they have plenty of sleep, nutritious meals, and predictable routines.

Children and parents are expected to be ready for each session and dressed in clothing that you would wear to school or outside in the community. Keep a weekly schedule of your child’s sessions. We will send a reminder text or email (your choice) 5-10 minutes before each session. Each child is different, but many may need 10-15 minutes before the session starts to “get ready for school”. This means getting dressed, cleaning up an activity or turning off the TV and getting the bag out of the closet.

**Remote Learning Guidelines**

Sessions are most productive when you remain next to your child to keep them focused and engaged. Initially, we may focus on talking to you, reading books, or singing songs to encourage your child to join in the fun.

To help children get used to remote learning, choose a designated corner or place in your home where remote learning sessions can always take place. In order to help your child focus on the
teacher/therapist:

- Turn off TV’s, radios and music during session times.
- Use visual supports and schedules to help your child know what comes next (example: “first school, then snack”) 
- Give breaks for physical activity and turn off screens between sessions.

**Communicating with School Staff**

If you would like to communicate with your child’s teacher, therapist, or family support coordinator, please reach out by telephone or email between the hours of 9:00am to 3:30pm. Your child’s teacher and therapists will share their phone numbers when you set your remote schedule. Keep in mind that most communication from Kennedy will come through email. If you do not have an email address, please let your child’s teacher know and they will help you set one up.

Each classroom is staffed with one Special Education Teacher and two Teacher Assistants (TA’s). Remote learning sessions will be held four times per week. Lessons will be conducted in your preferred language.

Your child’s therapist will also contact you to arrange a schedule for therapy sessions, based on the mandates in your child’s IEP. Related therapy services (speech therapy, occupational therapy, physical therapy and counseling) are provided by licensed therapists.

Online parent workshops will be offered monthly to all families. Family Support Coordinators are available to each family to provide support and referrals to resources. If your child's IEP includes Parent Counseling and Training, our Family Support Coordinators will work with you to identify additional training opportunities.

As we receive more information about busing and safety protocols, KCC will reassess our ability to offer in-person services. We will communicate any changes in services to you immediately. Please see our NYSED Reopening Plan at [www.kenchild.org/reopening](http://www.kenchild.org/reopening) for complete details of how we are preparing to return to in-person services.

**Family Support**

Kennedy Children’s Center is a learning community. We are committed to providing learning opportunities for our staff, parents and community so that we may better understand and implement effective, evidence-based practices in early childhood education for children with
special needs. We encourage you to participate in the many informative, remote workshops we will offer this year. Your participation will help establish a connection between home and school that will enrich the learning experience for your child.

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**Remote Learning Applications & Technology**

**Applications:**

We recognize that technology can be a challenge, and our staff will work with you to use whatever technology is easiest for you to access. We will send newsletters and emails with ideas and activities that promote learning and do not involve being in front of a screen. Reducing screen time is important for young children, especially now that school has been replaced with screens.

You can choose to use either Google Meets or Zoom for your child's teaching and therapy sessions. Some information about both programs is below:

**Google Meets** ([https://meet.google.com/](https://meet.google.com/)):
- Guide to using Google Meets for Parents: [https://youtu.be/xjq8SDHnKbY](https://youtu.be/xjq8SDHnKbY)

**Zoom** ([www.zoom.us](http://www.zoom.us)):
- ZOOM for Parents Guide: [https://www.speed802.org/assets/1/7/ZOOM_for_Parents.pdf](https://www.speed802.org/assets/1/7/ZOOM_for_Parents.pdf)

**NYCDOE Remote Learning Devices & DOE iPad Tech Support:**

NYCDOE is offering free tablets to families who need a remote learning device. Our staff is available to help you navigate the application process. Please contact info@kenchild.org for assistance.

1. **Request Learning Device Request** - to request a device for a NYC student in your family, please go to: [https://coronavirus.schools.nyc/RemoteLearningDevices/](https://coronavirus.schools.nyc/RemoteLearningDevices/)

   Fill out the application form and the Student Device Agreement. The DOE will use the contact information you provide to get in touch with you regarding the delivery of your device.
2. **Call AppleCare Support for the NYCDOE:** ONLY call to ask about setting up your iPad once you receive the device. Do not call to check on the status of your device request. Visit iPad Requests ([https://www.schools.nyc.gov/learning/learn-at-home/technical-tools-and-support/ipad-requests](https://www.schools.nyc.gov/learning/learn-at-home/technical-tools-and-support/ipad-requests)) for information or call 1-800-919-2775. When prompted, enter the PIN: 692363 (NYCDOE).

3. **Technical Support for Families:** If you have ongoing issues with technology (Status or Delivery of iPad, Locked out/Trouble Signing In, Report Lost/Stolen device), please fill out the Technical Support for Families form: [https://www.schools.nyc.gov/learn-at-home/technical-tools-and-support/technical-support-for-families](https://www.schools.nyc.gov/learn-at-home/technical-tools-and-support/technical-support-for-families). There is a Google Translate option at the top of the page.

4. **iPad Apps:** To request assistance downloading an app, send an email to remotelearning@schools.nyc.gov with the subject line: “iPad App: DOE iPad”

5. **DOE Service Desk (718) 935 - 5100 (ENG #1, SPA #2):** If your iPad is locked, you can call this number for assistance. You will need to tell them the ASSET TAG #, which you can find on the label located on the back of the iPad. The Asset Tag # begins with **DOE-COV.**

### KCC Remote Learning Devices

KCC is also lending school iPads to families in need. If you elect to participate in KCC’s iPad lending program, your child will receive a KCC iPad to use for remote learning at home. You will need Internet access at home to use KCC’s iPads. If you do not have Internet access at home, visit the COVID-19 resources section on our website ([www.kenchild.org](http://www.kenchild.org)) for information on cable providers that are offering free WiFi during this time.

By participating in KCC’s iPad lending program, you agree to return the iPad and any associated equipment at the end of the school year, or earlier if requested. You must contact us immediately if the iPad is broken, lost, or stolen.

**KCC Technical Support:** Parents/Guardians who have additional questions or need support with an iPad can send an email to: techsupport@kenchild.org
Nutrition and Physical Activity

Good nutrition and physical activity are important to your child’s overall health. We can work together to create a lifetime of healthy habits. KCC employs a licensed nutritionist who can consult with you remotely on your child’s eating habits. If your child is a picky eater, and you have any concerns regarding nutrition, please let your teacher or Family Support Coordinator know and a remote meeting can be easily arranged with our nutritionist.

While children are home, teachers will provide you with creative, safe ideas for your children to be physically active. There will also be physical activities incorporated into some of the remote classroom activities.

Next page: Tips for Picky Eaters ➔
Picky Eater? Try these tips...

At KCC, we encourage children to try foods that are new and unfamiliar. This requires time and patience (sometimes for weeks!)

If a child is resisting new food, try the following tactics:

- **Play with Portions:** Some kids do better with one type of food on a plate, and small portions. Others prefer choices and will decide for themselves what looks good. Let the child’s behavior be your guide.
- **Play with your Food!** Let children smell the food and/or use their fingers. They are very young and many have not mastered spoons and forks yet.
- **Offer a Bite:** Put a bite of food on a fork/spoon and bring it to the child’s mouth. They might sniff it one day, lick it the next, and before long, they will eat what is offered.
- **Milk as a Meal Alternative:** If there are no allergies to milk, children can drink milk if they do not want to eat the food. Milk has calories and protein and is a good meal alternative.
- **Model, Model, Model!** Children watch us all the time. By saying things like, “Yum, I am going to try the rice!” while you eat, children will become excited about trying the food themselves.
- **Dip It:** Allow the children to dip foods like chicken, fish, or veggies in ketchup or ranch dressing.
- **Remind Them:** Sometimes children need to see food a few times before they are willing to try it. Be patient and remind them of food they have tried before. “Oh look, sweet potatoes again! These were so yummy last time we tried them.”
- **Visual Supports:** First/Then boards are really helpful. Pair the new food with the desired food; for example, “First Chicken, then apple sauce.”
Positive Behavior Support Program

Be Kind  Be Safe  Be Respectful

Our school community values kindness, safety and respect. This is the foundation of our Positive Behavior Support Program. We use a positive approach to reinforcing preferred behaviors, which research shows to be very effective. Our school psychologist and social worker lead this program. During remote learning, parents and staff will continue to receive support for working with challenging behaviors in a positive manner.

At the Kennedy Children’s Center, we believe that every child, regardless of current ability, is capable of further growth and achievement. Our staff is trained to guide children's behavior by word and example. Staff realize that children may not immediately understand or follow all the rules. Until children learn what is expected of them, they will occasionally exhibit challenging behavior. Furthermore, staff understand that children who struggle with language or other skills often use “temper tantrums” and other tactics to communicate their needs, because they do not know how else to express themselves.

We view discipline as part of good teaching, and disciplinary problems are viewed as “errors in learning.” Instead of thinking that a child is choosing to behave badly, behavior is viewed as a skill that still needs to be taught, whether it is related to social and emotional interactions or communication. When a child acts out, we stop to consider where the behavior is coming from. Once we identify the source of the problem, we can begin teaching the child about appropriate reactions.

Part of our responsibility is teaching children how to create and maintain healthy relationships. With this in mind, our teachers aim to establish nurturing and responsive relationships built on mutual respect and trust with every child who enters our program. We will work with you to establish these same ideas in your home.

It is our goal to work with parents to create a positive atmosphere for learning by setting clear expectations and by directly teaching students about our expectations. We will work together to help you create a happy, safe environment during remote learning.
POLICIES AND PROCEDURES

1. Attendance

Consistent participation in remote learning is very important for your child’s growth and development. Your child’s teacher and therapists have designed a schedule for remote learning with your input. If you cannot attend a session, you are to notify the teachers/therapist.

We understand that situations may occasionally arise that interfere with a scheduled session. If this happens, please let us know by notifying the teacher or therapist in advance. Sessions will be rescheduled whenever possible.

If your child does not sign in for 5 consecutive days, as per our contract with the NYCDOE, we are required to notify the District. The school will ask for an absence note as to why sessions were missed.

Your child attends the Kennedy Children’s Center because they are mandated by the NYC Department of Education to receive services according to their Individual Education Plan (IEP). When planning family vacations or other trips, remember to schedule around the school calendar so that your child does not miss school. The school calendar is included in this handbook.

2. Emergency Contacts

We require at least one emergency contact who we can call if we are unable to reach you with important information. Please make sure your emergency contact is up to date. Inform your child’s teacher or the Family Support Coordinator if your emergency contact changes.

3. Parent Teacher Conferences

Formal Parent-Teacher Conferences are scheduled twice each year to discuss your child’s progress and issues of mutual interest or concern. While school is remote, Parent-Teacher conferences will be conducted over the phone or on Zoom / Google Meets, depending on your preference. Additional conferences may be scheduled upon request.

As per NYCDOE policy, we update your child’s progress three times a year for children who attend our 10-month program (September to June), and four times a year for children who attend our
12-month program (September to August), by sending home a short narrative report of your child’s achievements (November, February, June, August). Your child’s IEP is updated annually or more often if a review is requested during the year.

4. Child Safety

All children are entitled to be educated in a safe and nurturing environment. All staff and clinical consultants at the Kennedy Children’s Center treat each student with respect and respond to their needs in a calm and supportive manner. If you have any concerns about your child’s safety, please contact the Family Support Coordinator.

All staff and clinical consultants at Kennedy are trained to report suspected child abuse, neglect, or maltreatment, as mandated by New York State Public Health Law. If our staff and/or clinical consultants suspect that a child has been subjected to child abuse, neglect or maltreatment, they are required by law to contact the NYS Child Abuse and Maltreatment Register for mandated reporters (800-635-1522).

KCC will make every effort to maintain confidentiality in all such cases and is committed to supporting students, parents, and staff members throughout the reporting process, while working cooperatively with Child Protective Services (CPS) and the Administration for Children’s Services (ACS).

5. Medical Clearance

All children are required to have an annual medical examination completed on a form provided by Kennedy or by your child’s pediatrician. Under these unusual circumstances, we understand that your child’s medical form may be expired. Please plan in advance for an appointment with your child’s pediatrician so that the medical and immunizations, including a flu shot, are up to date when your child returns for in-person services. KCC will remind you 90/60/30 days prior to the expiration date. In addition, we require a current prescription for occupational therapy and physical therapy.

6. FERPA Policy and Student Records

The Kennedy Children’s Center respects our students’ privacy and protects the confidentiality of their education records. KCC adheres to the guidelines outlined in the Family Educational Rights and Privacy Act (FERPA). Your rights to Due Process can be found on the NYSED website here: http://www.p12.nysed.gov/specialed/dueprocess/impartial-hearing-guidance-jan-2018.ht

We maintain a file on each child enrolled at KCC. This file contains all the information reviewed with you at your preschool district CPSE meeting. Your child’s file is confidential and only certain
people are able to access it for educational or administrative purposes. This includes your child’s current teaching and therapeutic team, school administrators, and clerical staff. We must have written permission from you, the parent/guardian, in order to release any information from a student's educational record.

You may review your child’s file at any time, and you have the right to request a change to your child's record if you believe it is inaccurate. This request must be made to your preschool district chairperson. If the preschool district decides not to amend the record as requested, you may request a fair hearing from the NYCDOE. KCC staff can assist you with contact information should you need to contact the district office.

Medicaid consent is required of each family at the beginning of the school year. Your consent allows the NYCDOE to bill Medicaid, which helps fund the related services that we provide to your child. The Medicaid consent form is included in the student intake packet that you will complete when you register or re-register your child at KCC.

**FIND US ONLINE**

Our website, [www.kenchild.org](http://www.kenchild.org), contains resources on COVID-19 and information that will help you keep up-to-date on school related activities and announcements, developments in early childhood education, tips for activities at home, virtual workshops and parent resources.

**Connect with KCC!**

You can follow us on Facebook by visiting [www.facebook.com/kennedychildrenscenter](http://www.facebook.com/kennedychildrenscenter).

You can also follow us on Instagram at [@kennedychildrenscenter](http://www.instagram.com/kennedychildrenscenter).

We welcome you to our community and hope we can be together soon!
What Parents Can do to Prepare for Remote Learning

1. **Routines are important.** Children react best when they know what to expect. Keep children on the same sleeping and eating schedule that they had when they were going into school. Healthy sleep and eating habits are essential for our mental and physical health, which are especially important now.

2. Support your routine with a picture schedule to “show” your child what is next. See attachment for a more detailed description of how to use a visual schedule at home.

3. Make sure you and your child are dressed for “school.” Although it may be tempting to stay in pajamas, getting dressed signifies to your child (and to the adults) that rest time is over and it is the start of a new day.

4. Parents play a crucial part in their child’s education, and participation in remote learning/remote therapy is no exception. **It is a requirement that parents/legal caregivers are present for their child’s sessions** and we ask that you actively participate to help your child maintain their focus and respond to their teachers’/therapists’ activities. If a scheduled time does allow you to participate, talk with your child’s teacher and/or therapist to find a time that would allow you to participate.

5. **Keep moving throughout the day!** Around lunchtime, have a dance party, exercise, or make a simple snack together.

6. When possible, **establish a specific place in your home where remote learning will occur each day.** When children know where to go for certain activities it helps with a smooth transition. Keep this area free of clutter so that your child will not be distracted. Pretend that corner is your school!

7. Be mindful of background noise from a TV, devices, or other peoples’ voices. The microphones in electronic devices are sensitive and they pick up sounds easily. Background noise can also distract a child from the lesson.

8. Too much screen time can have a negative impact on young, developing brains but right now, that is where school is! It’s important to limit the use of screens during non-school time. Limiting the Ipad or computer to ‘school time’ will help children differentiate the purpose of learning through screens. Find a healthy balance of screen time and active play time.

9. While this is most certainly not a vacation, it’s important to have fun with your children while they are at home. All of this extra time with your children is a great opportunity to bond! Check out the activity ideas that our teachers and therapists share with you to engage and have fun with your child at home.

10. **Reach out to your child’s teachers and therapists;** they are there to provide ideas and supports that are appropriate for the learning needs of your child.
As concern increases over the spread of the coronavirus, you might be feeling vulnerable, concerned, or anxious about the spread of the virus and how it affects your family. Your child might also be feeling this way in response to changes in your mood, information they are hearing, or changes in their daily routine or environment. The following suggestions and resources are to help you take care of yourself so you can support your child.

#1: Notice Your Feelings
It is important to take note of your feelings at this time. You might be experiencing many different emotions at this time (e.g., scared, anxious, frustrated), and that is ok. However, children are sensitive to adult cues. Awareness of your own emotions will help you to know what to do to calm yourself, so that you can support your child. Be kind to yourself; let go of responsibilities and timelines that are not critical.

#2: Calm Yourself
Find activities that help with the stress and anxiety you might be experiencing.
- Listen to a meditation app or music.
- Cook.
- Clean.
- Get moving either outside or through an internet or tv exercise class.
- Stick to your routine as best you can.

#3: Limit Media Exposure
It is important to be aware of your community’s response to the coronavirus, symptoms of the virus, and basic hygiene practices but do so in small doses. Constant exposure to information can cause feelings of anxiety.
- Turn off notifications on your phone.
- Read articles or watch media clips that present only the facts you need to know.
- Choose 10 minutes a day where you can get the information you need, and then turn it off.
- Limit social media.

#4: Connect
Find someone you can talk to about how you are feeling. This could be a trusted family member, friend, or therapist. Be mindful of what you say in front of your children, as this can increase their fear and anxiety.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 3</td>
<td>Independence Day, Observed</td>
<td>Nov 26</td>
<td>Thanksgiving Recess (school closed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nov 29</td>
<td>Día de Acción de Gracias (escuela cerrada)</td>
</tr>
<tr>
<td>July 6</td>
<td>First Day of Summer School</td>
<td>Dec 24</td>
<td>Winter Recess (School closed)</td>
</tr>
<tr>
<td></td>
<td>Primer Día de la Escuela de Verano</td>
<td>Jan 1</td>
<td>Recess Invernal (escuela cerrada)</td>
</tr>
<tr>
<td>Aug 14</td>
<td>Last Day of Summer School</td>
<td>Jan 4</td>
<td>School Resumes</td>
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<td>Professional Development: BX &amp; MN</td>
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**Professional Development:**

- Bronx Site: Día de Entrenamiento del Personal: Sitio de Bronx
- Manhattan Site: Día de Entrenamiento del Personal: Sitio de Manhattan
- Manhattan and Bronx Sites: Día de Entrenamiento del Personal: Sitios de Manhattan y Bronx

**Memorial Day:**

Día de Recordación (escuela cerrada)
### 2020-2021 School Calendar

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**Legend:**
- School Closed/ Holidays: **RED**
- Escuela Cerrada/ Días Feriados
- First and Last Day of School: **GREEN**
  - Primer y Último Día de Escuela
- Professional Development/No Students: **GRAY**
  - Entrenamiento del Personal/No Niños
- **MANHATTAN 4PM DAYS**
- **BRONX 4PM DAYS**
- **MANHATTAN**
- **BRONX**