

NEW YORK CENTER FOR CHILD DEVELOPMENT

2018-2019 School Year
(CPSE)

Parent Handbook



Table of Contents

About New York Center	2
Mission to Change Lives	2
Professional Advisory Board	2
Available Services	3
About Our Curriculum/Philosophy.....	3
Service Departments	5
Education Department	5
Speech Therapy Department.....	5
Physical Therapy Department.....	5
Occupational Therapy Department	5
Mental Health Department.....	6
Parental Involvement	6
Visiting Classes and Therapy Sessions.....	6
Parent/Teacher Conferences	6
Parent Teacher Association (PTA)	6
Special Events	7
Parents' Bill Of Rights and Responsibilities	7
All Parents Are Responsible For:	9
Discipline and Behavior Management Policy.....	10
Dignity for All Students.....	12
Transportation	12
Busing/Pick-up and Drop-Off Policy.....	12
Policies and Procedures	13
Safety Plan	13
What to Do if My Child Cannot Attend School	13
What to Do if My Child Needs to Leave School Early	13
Medical Information	14
Annual Medical Requirements	14
Immunizations.....	14
If My Child is Sick.....	14
Surgery or Injury.....	15
Medical Emergency	15
Emergency Plan	15
Confidentiality	16
Your Child's Educational Records/Confidentiality	16
Snow Days	17
Holidays	17
School Calendar 2018-2019.....	18

About New York Center

The New York Center for the Developing Child encompasses two distinct entities: The New York Center for Child Development (NYCCD) and the New York Center for Infants and Toddlers, Inc (NYCIT).

New York Center for the Developing Child provides early intervention, pre-school special education, Universal Pre-Kindergarten, occupational, physical and speech therapy and mental health services for infants, toddlers, and children ages 0-8. Services are provided in children's homes, in the Center's schools, and in community preschools, daycare centers, pediatric clinics, hospitals and other partner sites in New York City. Since 1995, the Center has identified, evaluated and served more than 30,000 children with a wide range of developmental and social emotional challenges, their families, and the institutions that serve them.

For parents who are concerned about their child's early development, New York Center provides high quality consultation and evaluations to help determine their child's needs.

For children who have been identified as needing specialized care, the Center's compassionate and highly-trained team of experts offers families a wide variety of educational and therapeutic services.

Hours of Operation- 7:30 am – 5:30 pm

Session 1- 8:00 am – 1:15 pm

Session 2- 8:45 am – 2:00 pm

Universal Pre-Kindergarten (UPK)- 8:00 am – 2:20 pm

Mission to Change Lives

Through the early identification and highest quality treatment of young children with developmental delays or social emotional concerns, New York Center strives to help every child we serve develop to his or her fullest potential, to gain enjoyment of learning and life and to give every parent new hope for the future of their child.

Professional Advisory Board

Our Professional Advisory Board features leading experts in the fields of general and special education, speech-language pathology, occupational therapy, and psychology. The board actively advises, directs, shapes and informs our delivery of services, and also provides professional development and on-going supervision to our staff. Please visit our website at nyccd.org for more information.

Available Services

Services are provided at no cost to families for children who qualify for government programs. For families who are not eligible under state guidelines, New York Center offers private-pay options for many of its programs.

Early Identification

Evaluations
Service Coordination
Care Navigation

Related Services

Speech Therapy
Physical Therapy
Occupational Therapy

Educational Services

Self-Contained Classroom Programs
Integrated Classroom
Special Education Itinerant Services (SEIT)

Autism Services

Applied Behavior Analysis (ABA)
DIR®/Floortime™

Mental Health Services

Psychology Services
Social Work
Counseling (Play Therapy)

Clinical Consultation

Workshops & Training
Family Coaching

About Our Curriculum/Philosophy

Our curriculum is both emergent and constructive consistent with the NYS Prekindergarten Foundation for the Common Core Learning Standards. This means that classroom studies and projects often emerge from the children's interests or from events in the daily life of the classroom community. For example, a focus on babies might be prompted by the birth of a new sibling. The classroom then may engage in discussion and play themes from this real-life experience. Children construct their own ideas and theories about their world through play, social interaction, and experimentation. For example, children might explore the properties of materials and water by placing objects that sink and float in a sensory water table, encouraging a child to experiment and discover the properties of common objects and to share these discoveries. Children learn much more through action on objects, active play, than through explanation or demonstration of these principles. Teachers, Teacher Assistants, and Therapists (Speech, Physical, and Occupational Therapists, Psychologists and Social Workers) observe and plan carefully to provoke, enhance, extend and document children's learning. Throughout the curriculum, children's emerging interests in pre-academics such as writing, reading, and numbers are strongly supported and encouraged.

The classroom environment plays a crucial role in the teaching/learning process. The classrooms are thoughtfully designed and prepared by the teachers in collaboration with the transdisciplinary team to facilitate both small and larger group interaction, social learning and constructive play. The space is well defined and set-up into different learning centers for children to guide their exploration and facilitate social and cognitive experiences and learning. Learning centers may include: a meeting space for group gathering and reading, a

message/writing center, construction areas for blocks and other building materials, a mini-art studio space, sensory exploration area and a dramatic play space. The classrooms are organized with materials that are carefully chosen, presented and stored at the child's level to encourage both maximum independence and exploration. The daily classroom schedule includes large blocks of time for learning center play. A learning center is a carefully designed environment that encourages both independent problem solving and social interaction between peers. As children move freely from center to center, a teacher guides their play and assists them in areas where they need further development. Therapists often work with teachers in this natural setting, taking advantage of spontaneous learning experiences as they arise. Depending upon the needs of each child, they will also work with children on an individual basis outside the classroom. Each classroom has a library which stores books and offers a quiet and cozy space for reading. We also have an outdoor rooftop playground that is used by all children including high play equipment and a garden that the children help care for.

We are a diverse community made up of students, staff and families representing a wide range of cultures and ethnicities. We reflect the various cultures of our students through books, parental participation and daily activities. For children who come to school with exposure to languages other than English, our Teacher Assistants are trained in English as New Language (ENL) teaching strategies to support dual language learning.

A weekly schedule, curriculum plan and on-going documentation of the children's experiences are displayed in each classroom as well as our common areas. Parents are strongly encouraged to pay attention to the changing displays as they provide a glimpse into the inner life of the classrooms. Teachers will share classroom activities and emergent themes through monthly newsletters or e-mails that will allow you to follow the classroom events as well as the learning process of both the individual children and the group as a whole. Teams meet weekly to discuss the progress of an individual child and/or monitor the implementation of their Individual Education Plan (IEP). Since each member of the team has a different area of expertise, many aspects of development are addressed at these meetings. Through our rich curriculum, stimulating classroom environments and related therapies, children gain the skills needed for more formal learning in the years ahead.

Service Departments

Education Department

The teacher in each classroom is the “team coordinator” and is a Certified Teacher in Early Childhood Special Education. The education department includes your child’s head teacher, teacher assistants and supervisory staff. Teachers help children to be fully engaged with classroom activities, to find joy in accomplishing new things, become a part of their classroom community and prepare for next steps in learning. Each classroom has a certified First Aid provider on staff.

Contact Person: Debby Sroka, Preschool Coordinator

Telephone (212) 752-7575, extension 311, E-mail: debby.sroka@nyccd.org

Speech Therapy Department

The speech department is comprised of monolingual and bilingual licensed speech pathologists. Their role is to evaluate and provide therapy to children who have speech and language delays and disorders and to facilitate the development of communication and or feeding skills.

Contact Person: Marian Raspantini, Director, Department of Speech-Language Pathology

Telephone (212) 752-7575 extension 346, E-mail: marian.raspantini@nyccd.org

Physical Therapy Department

Our physical therapists help children to improve motor skills. Activities are planned to increase muscle strength, balance and motor control. As a result children can move through a school environment in a safe, fluid manner.

Contact Person- Amy Anhalt, Director, Department of Occupational and Physical Therapy

Telephone (212) 752-7575 extension 316, E-mail: amy.anhalt@nyccd.org

Occupational Therapy Department

Our occupational therapists identify and provide treatment for children who present with delays in the areas of muscle development, sensory processing skills, fine motor skills, visual-motor skills, visual- perceptual skills and self-help skills. We have a full sensory gym that enables our therapists to address the goals of the children via the use of specialized equipment and materials.

Contact Person- Amy Anhalt, Director, Department of Occupational and Physical Therapy

Telephone (212) 752-7575 extension 316, E-mail: amy.anhalt@nyccd.org

Mental Health Department

Our social service department is comprised of skilled social workers and psychologists who provide a range of services to families and children including counseling (play therapy). Our social workers and psychologists provide ongoing support to families by assisting with the coordination of other appropriate services.

Contact Person- Michael Brown, Director, Department of Social Services

Telephone (212) 752-7575 extension 329, E-mail:michael.brown@nyccd.org

Parental Involvement

Parent involvement and support are crucial to maximizing each child's potential. As a result, NYCCD strives to include parents and caregivers in a number of ways. The environment we create and the bonds we form with families are important to us because it has been clinically proven that a child's sense of self-worth, self-respect, and self-image are developed very early in life; primarily as a result of his or her social interactions with parents, teachers, and other caregivers.

Visiting Classes and Therapy Sessions

NYCCD urges parents to visit their child's classroom and therapy sessions regularly – we have an open door policy. We welcome and encourage you to visit your child's classroom at any time! But, in order to ensure that you will see your child during their therapy time, we request that you schedule an appointment with your child's therapist(s) beforehand. We also encourage you to join your child's class for neighborhood walks and field trips; check your monthly calendars for dates!

Parent/Teacher Conferences

Parent/Teacher Conferences will take place twice a year with your child's teacher and therapist(s), in which we will discuss your child's progress. Please make every effort to attend these meetings to help us address your concerns, as well as the individual needs and current development status of your child.

Parent Teacher Association (PTA)

NYCCD has an active Parent Teacher Association (PTA). At the beginning of each year, the PTA decides which school objectives it would like to support and fundraising activities are initiated to meet these objectives. The Parent Teacher Association is an invaluable link between families and our school. The group is always happy to welcome new members into the organization. For more information about the PTA and details about becoming a member, please contact the Parent Outreach Coordinator, Rochelle Forni, at (212) 752-7575 extension 305 or via e-mail at rochelle.forni@nyccd.org.

Special Events

NYCCD sponsors several educational and social events for parents and children throughout the year. Invitations and flyers are always sent home well in advance of each event so that everyone can plan to be a part of these school activities. Check your monthly calendar for times and dates!

Parents' Bill Of Rights and Responsibilities

Each child's maximum potential can best be achieved through a partnership between parents and the education community. To foster active engagement between parents and schools, parents have certain rights and responsibilities (A parent for purposes of this document means the student's parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student).

ALL PARENTS HAVE THE FOLLOWING RIGHTS:

Parents have the right to:

1. Have their child receive his or her full instructional schedule in accordance with the Department of Education school year calendar;
2. Have their child learn in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry;
3. Have their child receive courtesy and respect from others and equal educational opportunities regardless of actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender (sex) or weight;
4. Have a child accorded all the rights set forth in the Bill of Student Rights and Responsibilities found within the New York City Department of Education's Citywide Standards of Intervention and Discipline Measures.

THE RIGHT TO ACCESS INFORMATION ABOUT THEIR CHILD

The Department of Education and its schools are responsible for providing parents with access to their child's education records and any available information on educational programs and opportunities.

Parents have the right to:

1. Translation and interpretation services if they require or request language assistance in order to communicate effectively with the Department, in accordance with Chancellor's Regulation A-663;
2. Information regarding all policies, plans and regulations which require parent consultation at the school, district and/or borough level;
3. Access to current information regarding services which are provided by the school system, eligibility requirements for these services, and how to apply for them (e.g., transportation, food services, health services, English Language Learner (ELL) instruction, remediation, special education services);

4. Be informed about required health, cognitive and language screening examinations
5. Information concerning expectations for their child with respect to their child's educational program, attendance and behavior;
6. Access to information concerning their child's instructional program, including but not limited to, course of study or curriculum;
7. Be assured the confidentiality of their child's records, in accordance with Chancellor's Regulation A-820;
8. Access and review their child's education records no more than 45 days from receipt of the request;
9. Make an appointment to have their child's education records explained by designated school staff and to have such a meeting within a reasonable time after making such a request;
10. Request that their child's education records be released to an outside agency, in accordance with Chancellor's Regulation A-820, and to withhold their contact information from institutions of higher learning and/or military recruiters;
11. Have their child's education records sent in a timely manner to another school to which their child has transferred;
12. Consent to disclosures of personally identifiable information contained in their child's education records, except to the extent that Family Educational Rights and Privacy Act (FERPA) and Chancellor's Regulation A-820 authorize disclosure without consent. One exception permitting disclosure without consent is disclosure to school officials who need to review education records to fulfill their professional responsibility. Examples of school officials include NYC DOE employees (such as administrators, supervisors, teachers, other instructors, or support staff members, and people whom the NYC DOE has engaged to perform services or functions for which it would otherwise use its own employees (such as agents, contractors and consultants). Another exception permitting disclosure without consent is disclosure, upon request, to officials of another school district in which your child seeks or plans to enroll, or is already enrolled if made for purposes of your child's enrollment or transfer;.
13. File a complaint with the U.S. Department of Education if you believe the New York Center for Child Development to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-8520

THE RIGHT TO BE ACTIVELY INVOLVED AND ENGAGED IN THE EDUCATION OF THEIR CHILDREN

Parents have the right to be given every available opportunity for meaningful participation in their child's education.

Parents have the right to:

1. Feel welcomed, respected, and supported in their school communities;
2. Be treated with courtesy and respect by all school personnel, and to be accorded all rights without regard to race, color, creed, religion, national origin, sex, gender, age, ethnicity, alienage/citizenship status, marital status, partnership status, sexual orientation, gender identity, or disability ;
3. Participate in regular written or verbal communication with teachers and other school staff and share concerns regarding their child's academic, social and behavioral progress;
4. Meet with their child's teachers, therapists, department heads and educational director in accordance with established procedures.
5. Participate in meaningful and productive parent-teacher conferences to discuss their child's progress in school and have access to other school staff, as appropriate through the school year to discuss concerns.
6. Be informed on a regular basis, both informally and through formal progress reports of their child's academic and behavioral progress.
7. Be accompanied by a friend, advisor, or interpreter at hearings, conferences, interview and other meetings concerning their child, in accordance with established procedures without pre-approval from staff or school administration.
8. Have school staff make every reasonable attempt to ensure that parents receive important notices from the school, including notices about parent-teacher conferences, Parent Association or Parent-Teacher Association meetings, School Leadership Team meetings, Community Education Council meetings, etc.
9. Be a member or the Parent-Teacher Association without the payment of dues.

THE RIGHT TO FILE COMPLAINTS AND/OR APPEALS REGARDING MATTERS AFFECTING THEIR CHILD'S EDUCATION.

The Chancellor has promulgated Regulations and policies which establish complaint or appeal procedures to address a variety of issues affecting a child's education. These procedures are set forth in the following Chancellor's regulations which may be viewed at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

<http://schools.nyc.gov/Offices/FACE/KeyDocuments/Parent+Complaint+Procuedures.htm>

All Parents Are Responsible For:

1. Sending their child to school ready to learn.
2. Ensuring that their child attends school regularly and arrives on time
3. Being aware of their child's work, progress, and problems by reading school

- notices, talking to their child about school, reviewing their child's work and progress reports, and meeting with school staff.
4. Maintaining verbal and/or written contact with their child's teachers and principal about the progress of their child's education.
 5. Adhering to all school policies and applicable Chancellor's Regulations that pertain to their children's education.
 6. Responding in a timely manner to communications from their child's school.
 7. Attending all meetings and conferences requested by the school that pertain to their child.
 8. Entering the school building in a respectful manner, refraining from disruptive behavior and treating all members of the school community with courtesy and respect.
 9. Ensuring that the school is updated with accurate contact information (e.g., home address, telephone number).

PARENTS ARE ENCOURAGED TO:

1. Provide a supportive home setting where education is a priority.
2. Reinforce the importance of acquiring the knowledge, skills and values needed to function effectively in society.
3. Volunteer time, skills, or resources in the school.
4. Take part in school and community programs that empower parents to participate in educational decision-making.
5. Become active members of the school's Parent Association or Parent-Teacher association.
6. Talk to their child about school work, attendance, and behavior and discuss what is expected by the school.
7. Teach their child to respect the property, safety, and rights of others and the importance of refraining from intimidating, harassing or discriminatory behavior.

Discipline and Behavior Management Policy

New York Center for Child Development believes that discipline should be viewed as a learning opportunity for the student and that all behavior serves as a form of communication. All of the staff at New York Center address behavior in their classrooms and therapy sessions in a non-punitive, age appropriate, supportive manner utilizing a positive approach that includes developmentally appropriate, culturally and linguistic responsive practices and evidenced based curricula aligned with the NYS Prekindergarten Foundation for the Common Core Learning Standards.

Positive discipline strategies involve the use of specific feedback to the child (i.e., praising them for behaviors that are prosocial, such as sharing, waiting, taking turns, as well as cooperative behaviors like listening, raising a quiet hand, and asking for help). Children need lots of practice receiving feedback about what to do, and we find a proactive, positive approach supports our kids on making these connections. These types of situations arise every day and we see them as opportunities for our students to learn coping and problem

solving skills. Bringing awareness to a child's emotions and finding solutions and alternatives is a process, but one that we hope our children will internalize so that with time they will be able to understand what they are feeling, manage their emotions and behaviors independently, and feel competent about finding solutions.

All staff receive ongoing training in the use of effective behavior management strategies throughout the year including but not limited to training on the following subjects: creation of a supportive classroom environment, use of positive reinforcement strategies and understanding the different functions of behavior. Staff is trained in the use of positive behavioral supports, which instructs children as to what they should do rather than telling them what not to do.

The Behavior Support Team (BST), made up of a behavior analyst who is also a certified teacher, is on-site weekly to support staff by conducting observations and offering effective strategies and techniques when needed. If the BST is called upon for additional support, the child's family may be notified and any strategies that are recommended for use in the classroom and/or therapy sessions will also be shared with the child's family.

When significantly challenging behaviors persist over time, a Behavior Intervention Plan may be developed with the input of the school team as well as the family and becomes part of the child's IEP. The Behavior Support Team is available to support the entire team in the development and implementation of the plans.

If a child's behavior is deemed unsafe within the school setting and/or bus, parents will be consulted and a team meeting may be scheduled to discuss the challenges and explore intervention strategies to address the behaviors.

When additional supports are needed outside of the school, the child's Social Worker or Psychologist will work with the family to locate appropriate assistance including, but not limited to: evaluation, treatment and discussion of the appropriateness of the current school placement.

No child shall be subject to, suspension, corporal punishment, intimidation, be frightened, nor denied food or bathroom facilities. Children will never be disciplined for toileting accidents. Any violation of this discipline policy will be reported to the Director immediately.

Documentation Reporting for Challenging Behaviors

A report will be filled out whenever a child causes, or attempts to cause, harm to him/herself or others. A report must be filled out for any other significant event that warrants documentation in the child's file. This decision should be made using the staff's best clinical judgment and at the discretion of the child's clinical team. The form will be completed and distributed to members of the child's multidisciplinary team and the family.

Dignity for All Students

New York Center for Child Development provides a safe and supportive learning environment, free from discrimination, harassment, bullying and bigotry. Teachers address such behaviors through proactive discussions throughout the year providing children with ways to express their feelings and report any behaviors of others that cause them distress. Teachers serve as mediators to help children express their point of view and be heard.

All staff are to report any incidents of discrimination, harassment, bullying, or bigotry to their Department Heads. The Department Head will meet with all involved participants and counsel them as to appropriate language and behaviors consistent with our school mission and philosophy. Documentation of such session will be placed in the employee's file with follow-up as needed.

Contact Person- Christina Suarez, DASA Coordinator

Telephone (212) 752-7575, E-mail:christina.suarez@nyccd.org

Transportation

The New York City Department of Education designates a bus company to service children attending NYCCD. A representative from the bus company will call you before your child starts school to inform you of your child's pick-up and drop-off schedule.

Busing/Pick-up and Drop-Off Policy

Please have your child ready and outside your home at least five minutes before his or her designated pick-up time. The driver is not required to wait more than one minute for any child who is not ready at the pick-up point. For drop-off please be home and ready to receive your child at drop-off time. **Bus drivers will only release your child to the care of an authorized adult on your list. A photo ID must be presented as proof by anyone other than yourself at the time of drop-off.**

If no one is outside waiting to receive your child at his or her drop-off time, the bus driver may take all the other children to their drop-off locations, and then return to your child's drop-off and/or attempt to reach an identified emergency contact individual(s). If there is still no authorized adult present to receive your child, he or she may then be taken to the local police precinct. If this happens, please call the police precinct and **Alina Bus Service (718-225-9351)** immediately.

With other questions or concerns about bussing policies and procedures, please contact the **Alina Bus Service** and/or the **Office of Pupil Transportation (718-482-3800)**. Policies and procedures regarding bussing are developed by the OPT and Alina.

If you drop off your child at school, it is mandatory that you sign-in at the front desk on the parent sign-in form.

Policies and Procedures

The New York Center for Child Development maintains a written safety plan in accordance to Department of Health and Mental Hygiene regulations, which covers the following: program and operation maintenance, food protection, fire safety, reporting obligations, health policy, child supervision and general safety procedures, transportation of children and staff training.

All staff have copies of the procedures and policies and are trained on them in the beginning and throughout the school year. If you wish to review any of the policies or procedures please contact the school nurse or your child's social worker or psychologist.

Safety Plan

Your child's safety is a top priority at New York Center. The doors to our facility remain locked throughout the day. **Children must be signed in and out upon arrival and departure if the parent/guardian brings them to school.** Children may be released only to those persons authorized in writing by the parent/guardian. Photo Identification will be required when someone other than the parent or guardian picks up your child.

What to Do if My Child Cannot Attend School

If your child is ill or will be absent from school for any reason, please notify both the bus company and the New York Center for Child Development (leave a message with our Main Office and/or your child's teacher). If a child is absent and we are uninformed **we are required by regulation** to contact the parent/guardian within the first hour of the school day consistent with the *Lost Student Policy by the NYC Department of Education*. If a child is going to be absent likely for multiple days please when informing the school indicate that so as not to receive a call every morning. If your child is absent for three or more day, please write a note including the reason for the absence.

What to Do if My Child Needs to Leave School Early

If your child should ever need to leave school before his or her regularly scheduled class dismissal time, please inform school staff either in writing and or preferably by phone that an authorized individual will come to pick up your child early on this day (this person must be listed on your emergency form if not a parent/guardian). Sign the student out in the main office at the time of your child's departure.

Medical Information

We work together to promote a healthy school environment by monitoring immunizations, ensuring appropriate exclusion for infectious illnesses, managing student health needs and reporting communicable disease as required by law.

Annual Medical Requirements

All returning students are required to have an updated physical, prescriptions for related services such as physical and occupational therapy (medical and prescription are due based on 1 year from the form (s) on file).

All students are encouraged to receive an annual influenza vaccination by December 31st. Please provide documentation to your child's teacher.

Immunizations

The Department of Health Bureau of Daycare requires all children be up-to-date with immunizations. If you think your child should be exempt from immunizations for medical or religious reason, please provide the required documentation

If My Child is Sick

All children get sick at one point or another during the year. The following will help you understand when your child should stay home due to illness.

Please keep your child at home if they have any of the following:

- Fever (more than 100.4°F)
- Vomiting and/or diarrhea
- Pink eye
- Rash
- Sore throat
- Siblings with measles, mumps, rubella
- Severe cough
- Ring worm

If in doubt, call your child's pediatrician. Your child can return to school after 24 hours of being free of symptoms. We request a note from your pediatrician, clinic or emergency room.

If your child develops any of these symptoms while at school, we will call you and ask you to take your child home. In order to protect both your child and our other students, you must keep your child at home until he or she recovers from any of the above and is free of symptoms for 24 hours.

Please call us if your child is suspected of having any of the following so that we can advise other families that their child might have been exposed due to being highly contagious:

- Measles
- Chicken Pox
- Rubella
- Hepatitis
- Ring Worm
- Scarlet Fever
- Mumps
- Influenza

Surgery or Injury

If your child is scheduled to have any type of surgery or injures him or herself during the school year, please inform your child's social worker or psychologist. When your child returns to school, a note is needed from his/her doctor stating the exact nature of the surgery/injury, that it is safe for your child to return to school, and whether or not there are any activity restrictions – please note that the doctor's note must indicate if the child is also cleared to resume occupational and/or physical therapy services.

Medical Emergency

A certified First Aid provider will determine that a medical emergency exists. In the event of a medical emergency, your child will be taken to:

Harlem Hospital Center
506 Lenox Avenue (Malcolm X Boulevard) at 135th Street, New York, NY 10065
Phone: 212-939-1000

A member of Senior Staff, one of the department heads will notify you as soon as possible. A NYCCD employee will accompany your child to the hospital and remain with him or her until you arrive.

If an emergency occurs while your child's class is on a field trip, the teacher will inform the school to which hospital your child is being taken and you will be notified immediately thereafter.

Emergency Plan

In the event that the NYCCD is asked to evacuate the building by local police, we will follow Plan A (children are placed on available buses and transported home) or Plan B (children will be escorted to Harriet Tubman Learning Center located at 250 West 127 Street, New York, NY 10027; phone: (212) 864-2400). We have pre-prepared "go bags" for each classroom that are filled with emergency necessities including snacks, water, and first aid supplies. NYCCD will call parents if feasible but a message will be on our phone service informing that an evacuation has occurred. It is extremely important that we have two or three emergency contact numbers available to reach you. **Please keep your emergency contact forms current with as many alternative contacts who can receive your child in case of an emergency.**

Confidentiality

New York Center recognizes the importance of respecting your child's and your family's privacy. Employees and contractors receive training in FERPA during initial orientation. The FERPA Privacy Rule specifically relates to the protection and privacy of children's confidential information.

New York Center Staff are trained to treat all child and family information with the utmost respect and confidentiality. Information is only shared on a "need-to-know" basis within the scope of the job responsibilities of each employee and contractor. Information may not be shared with people who do not "need-to-know".

New York Center prohibits the transmitting of child specific confidential information via email unless rigorous administrative, technical and physical safeguards are in place, such as password protection at the work station, encryption and firewalls. New York Center provides encrypted email for employees who have opportunity to transmit such information.

Your Child's Educational Records/Confidentiality

Your child's educational records are kept in a secure supervised area within the school. Access is controlled by law.

It is your legal right to review your child's educational records each year. We encourage you to take advantage of this opportunity to examine and understand the services that your child is receiving. It is also your right to request copies and/or an amendment to these records as well as to grant or deny access of these records to outside sources. *Please call the school and make an appointment to review your child's records so that we may arrange for a staff member to assist you.*

***** Please sign the consent form in your Consent Forms packet (page 14).**

Snow Days

In the event of a snowstorm, the NYCCD will follow the New York City Board of Education school closings. NYCCD will remain open unless the New York City Board of Education declares city schools closed. The Board of Education school closings will be announced in the morning on the AM radio station 1010 Wins or on their website at: www.1010wins.com.

If it begins snowing while your child is in school, classes may be dismissed early depending on the weather conditions at that time. Parents and caregivers will be notified in the event of any class cancellations or early dismissals and we will request for the bus company to work with our revised schedule.

Holidays

Holiday observances are listed on the school calendar. The bus company will not pick up your child on NYCCD designated holidays. Please consult the school calendar for the date of holidays and other school activities when your child will not ride the bus or attend school.

School Calendar 2018-2019



New York Center for Child Development

159 West 127th Street, New York, NY 10027

Phone: 212-752-7575 ■ Fax: 212-752-7564



Fall 2018

Monday, September 3
Tuesday, September 4 – Friday, September 7
Monday, September 10 – Tuesday, September 11
Wednesday, September 12
Wednesday, September 19
Monday, October 8
Wednesday, October 24

Monday, November 12
Thursday, November 22 – Friday, November 23
Thursday, November 29
Monday, December 24 – Monday, December 31

Labor Day, School Closed
Staff Development, No Classes
Rosh Hashanah, No Classes
First Day of Classes (Parent Welcome Breakfast)
Yom Kippur, No Classes
Columbus Day, No Classes
Open House (Parents Welcome – get to know your child's friends and teachers)
Staff Development, No Classes
Thanksgiving Break, School Closed
Parent Teacher Conferences, No Classes
Winter Break, School Closed

Winter/Spring 2019

Tuesday, January 1
Wednesday, January 2
Monday, January 21
Monday, February 4
Tuesday, February 5
Monday, February 18 – Friday, February 22
Wednesday, April 3
Friday, April 19
Monday, April 22 – Friday, April 26
Thursday, May 2
Monday, May 27
Tuesday, June 4
Thursday, June 27
Friday, June 28

New Year's Day, School Closed
School Reopens after Winter Break
Martin Luther King Day, No Classes
Staff Development, No Classes
Chinese New Year, No Classes
Mid-Winter Recess, No Classes
Parent Teacher Conferences, No Classes
Good Friday, No Classes
Spring Break, No Classes
Staff Development, No Classes
Memorial Day, School Closed
Eid Al Fitr, No classes
Last Day of Classes
Snow Make-up Day*

Summer 2019

Monday, July 8
Friday, August 16

Start of Summer Session
End of Summer Session

* Classes will be held during the Snow Days only if the school was forced to close due to inclement weather earlier in the year *

Session A = Bus-In at 7:45am / classes are from 8:00am to 1:15pm

Session B = Bus-In at 8:30am / classes are from 8:45am to 2:00pm