

NEW YORK
CENTER FOR CHILD
DEVELOPMENT



Parent Handbook

August 2021



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INTRODUCTION

NYCCD remains committed to our mission during the pandemic - *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.

New York Center's (NYCCD) plan for the school year 2021-2022 was developed by NYCCD's responsible parties, made up of our transdisciplinary senior management team and Executive Director, in conjunction with feedback from staff and families.

The safety, health, physical and emotional well being of the entire NYCCD community is at the forefront of our minds. Our priority is to provide programming in a safe and effective manner with many new protocols that take into consideration the New York State (NYS), New York City (NYC) Department of Health (DOH) , Center for Disease Control (CDC), and American Academy of Pediatric (AAP) recommendations

For the school year 2021—2022, consistent with our mission, we plan to offer only an in-person instructional model. Our plan is to be in school, in person, but there may be times throughout the school year where we need to recalibrate our school's operations and teaching to the public health conditions. While it is difficult to predict the ways in which our current health context might change in the future, two things are constant – our steadfast commitment to the health and safety of our students, and staff and the ongoing growth and learning of our students. Our procedures are to be flexible, so we can adapt and respond to changing guidance and the health conditions in our community

This document is meant to conform to the guidance provided by the New York State Education Department (NYSED) in their June 2021 document entitled: *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools – Reopening Guidance* and the guidance provided by the New York State Department of Health in their June 2021 document entitled: *Interim Guidance for In-Person Instruction at Pre-K through Grade 12 Schools During the COVID-19 Public Health Emergency*.

COVID SAFETY COORDINATOR

We have designated a COVID Safety Coordinator whose responsibilities include continuous compliance with all aspects of the school's enhanced health and safety plan and screening procedures.

HOURS OF OPERATION

School Building – 7:30 am to 5:00 pm

OUR CURRICULUM AND PHILOSOPHY

Although the start of this school year will be different from prior years, what will remain consistent is our commitment to our families and staff, and the partnership between families and staff that are the foundation of our work. We are a community that thrives because we take care of each other by listening, by being responsive to each other's needs and by committing to keeping all members feeling secure. We are committed to continuing a well-rounded program that fosters each child's development and targets the student's Individualized Educational Plan (IEP) goals. During instruction, children will have a joyful experience at New York Center! There will be laughter, games, joy and exploration. Budding friendships will emerge, and new discoveries will be made.

Our curriculum is both emergent and constructive, consistent with the NYS Prekindergarten Foundation for the Common Core Learning Standards. This means that studies and projects often transpire 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 and the classroom may then 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. Another 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 and active play, than through explanation or demonstration of these principles. Our certified Teachers, Teacher Assistants, and Licensed Therapists (Speech, Physical, and Occupational Therapists, 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.

Environment plays a crucial role in the teaching/learning process. Classrooms are thoughtfully designed and prepared by the teachers in collaboration with the transdisciplinary team to facilitate group interaction, social learning and constructive play where possible to be held in accordance with our health and safety protocols. The space is well defined and set-up in different learning centers to guide children's 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 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 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. All activities will be modified to reflect the health and safety protocols that are in place to ensure the safety of our children and staff.

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 and will be provided to parents to support them when the child is learning remotely. 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 them 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.

The school will ensure all students are taught how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing where appropriate, social distancing, and respiratory hygiene. Staff will plan various learning approaches to teach these new protocols in consideration of each student's individual physical, mental health and learning needs.

New York Center will be offering children's face shields for those children who may be able to tolerate the face shield but cannot wear a mask. These approaches will be taught with the use of visual aids such as social stories and videos to support children and families in maintaining health and safety measures. Children who are unable to tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering.

PIVOT TO REMOTE INSTRUCTION/ONLINE LEARNING

We are simultaneously preparing for possible interruptions to in-person learning in the event of a spike in COVID-19 cases or governing agencies instructions to close. In the event of an interruption to in-person learning, a shift to entirely online learning will happen. Our online learning schedules will be specifically created with the needs of each student and family in mind and will facilitate the transition between in-person and remote learning.

SCHOOL 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 and parents during remote instruction 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 mental health specialists 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.

Additional resources and referrals will be available to address mental health behavioral, and emotional needs of students and staff when school reopens for in person instruction. Training will be provided for staff on how to talk with, and support students and families during and after the ongoing COVID-19 pandemic as well as information on developing coping and resilience skills for students and staff.

*Contact Person- Michael Brown, Director, Department of Mental Health
Telephone: (212) 752-7575 extension 329, E-mail: michael.brown@nyccd.org*

FAMILY ENGAGEMENT AND PARTICIPATION

Parent involvement and support are crucial to fulfilling each child's potential. To accomplish this 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 early in life. This is primarily as a result of

his or her social interactions with parents, teachers, and other caregivers. We utilize multiple platforms and modalities to maximize communication including: ClassDojo, WhatsApp, Zoom, Google Classroom, Text Message, Phone and E-Mail and by mailing materials. NYCCD will provide communications in the language spoken at home among families and throughout the school community. Written plans will also be accessible to those with visual impairments.

VISITOR POLICY AND PARENT PARTICIPATION

At this time, we will be restricting visitors to protect our staff and students. While parent visitation is restricted from the building, more in depth communication between teachers and parents will occur through email, phone calls, texts, and written notes during the collaborative process that occurs during remote instruction. Parents will be asked to utilize those channels to communicate any special instructions or information regarding their child. Our technology department staff will be available to assist parents and staff with any technology issues.

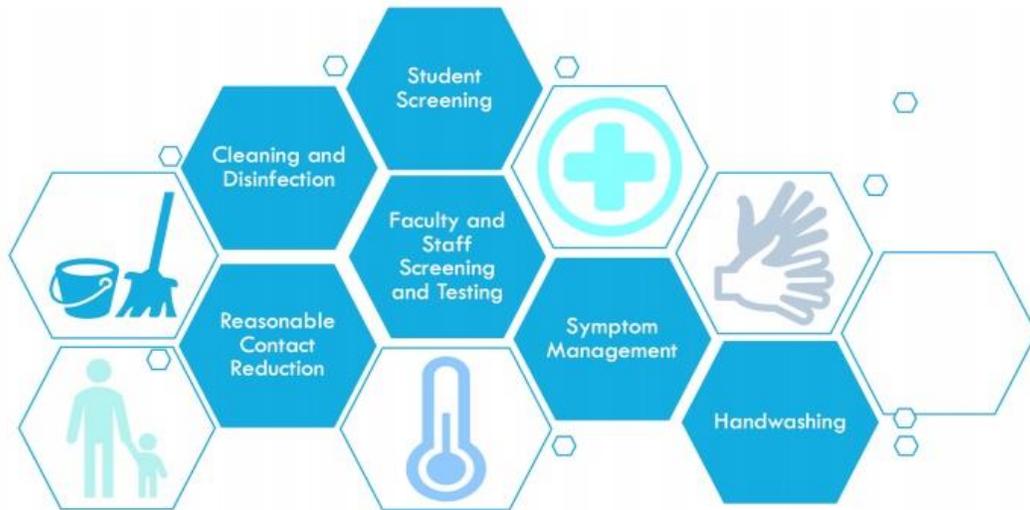
POLICIES AND PROCEDURES - *Re-Imagining a Safer School*

NYCCD maintains a written safety plan, *Re-Imagining a Safer School*, in accordance with 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. Parents who wish to review a full copy of the policies or procedures should contact the front office.

Re-Imagining a Safer School will not create a risk-free environment, but safety procedures have been developed and implemented to minimize risk and provide students with an engaging school experience. An increased element of risk is present around us. It is everywhere we travel and with every interpersonal interaction. However, at NYCCD, staff and parents will find reassurance that everyone has been health screened daily, and that consistent and small groups of students, supervised by caring teachers and an environment with cleaning procedures will be in place. More than ever, we are asking for parental support and cooperation. The effort to keep children safe is a community task and we need investment from parents, caregivers and staff and that can only be accomplished if everyone is fully invested in following these rules.

All adults must wear a face covering when in the building. Face coverings may be brought from home or they will be provided by NYCCD to the staff member or approved visitor. The only exception is when eating and drinking while also maintaining at least 6 feet of distance. Children will be encouraged to wear face coverings. We understand that this may be challenging for our young students; our staff will work with parents and children to facilitate their comfort and tolerance for face coverings, whether they are face masks or face shields.



HYGIENE, CLEANING, DISINFECTION, AND VENTILATION

- During the day, each classroom will utilize the rooftop playground separately and have scheduled times for use of shared bathrooms, and therapy spaces.
- Each space and all equipment will be cleaned and disinfected between groups.
- Commonly touched surfaces such as, switches, sinks, knobs, tables, benches and handles, etc. will be sanitized multiple times per day.
- Classroom staff will routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched. Toys that are not able to be cleaned immediately will be put in a bin after being used and will be disinfected at the end of the day.
- We will forgo the use of soft, plush toys, puppets and dress-up-clothes for the beginning of the year, as these items are harder to disinfect. We will reassess this decision at a later date.
- All cleaning products come from the EPA approved list of disinfectants.
- Staff will wear masks at all times when working with the children.
- Children’s clothing will be changed whenever necessary; especially in the event the child’s clothing is soiled with bodily fluids.
- Classroom space has been re-designed to allow for fewer children in an area and increased physical distance in the rooms.
- Outdoor time will be increased for all classes whenever possible.
- Children’s snack and water will be individually served. We will use single serve food items and containers that can independently be opened by the child to minimize the need for staff assistance. Children will also be provided with individual food trays.
- Windows in classrooms will remain open, where safety and weather allow, to increase ventilation.
- Portable HEPA air filter machines are every classroom and therapy room to supplement ventilation solutions.
- Any belongings that must come to school, (such as separation objects, or outside clothing), will be kept in your child’s individual cubby during the day. Teachers will send these items home to be cleaned and disinfected each day.
- We strongly encourage parents NOT send your child to school with toys or other items that are tempting to share.
- Cleaning logs by a professional cleaning company will be kept in accordance with New York City Daycare regulations.

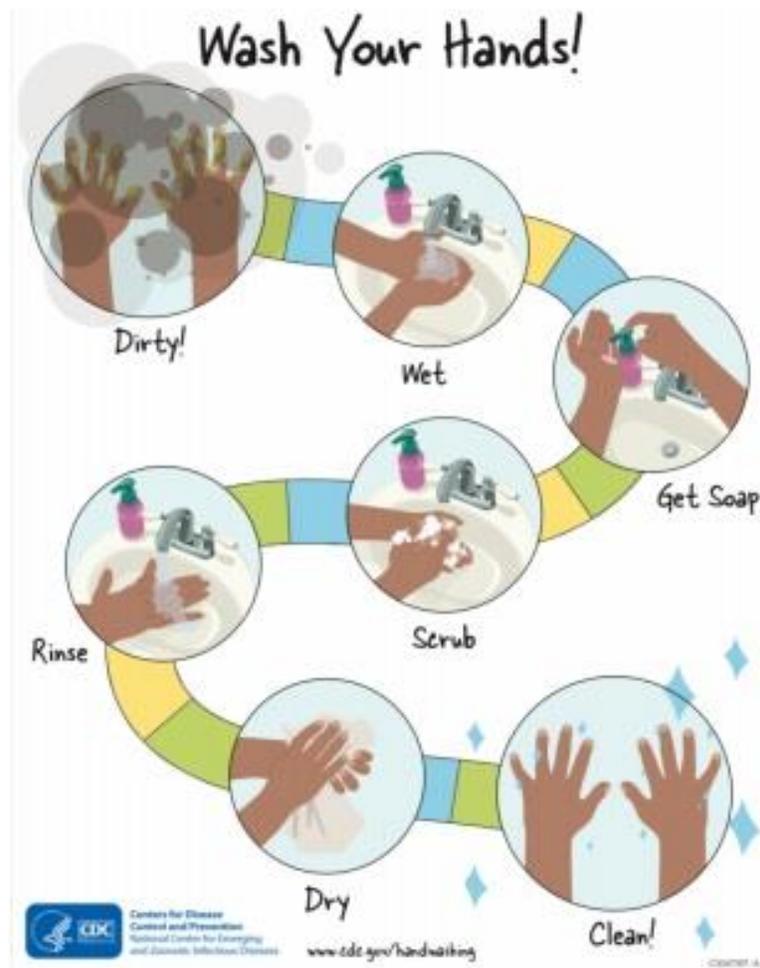
HEALTHY HAND HYGIENE

All children, staff, will engage in hand hygiene at the following times:

- Arrival to school. There will be hand sanitizer in the lobby.
- Before and after preparing, eating or handling food.
- Before and after diapering.
- After using the toilet or helping a child use the bathroom.
- After coming in contact with bodily fluid.
- After playing on the roof.
- After handling garbage.
- Between every activity and frequently over the course of the day.

Teachers and children will practice washing hands with soap and water for at least 20 seconds. Alcohol-based hand sanitizers with at least 60% alcohol may be used if soap and water are not readily available. This will happen when students first enter their classroom and between activity periods throughout the day. Parents are encouraged to practice this at home, too! The more parents reinforce healthy habits like hand washing at home, the more comfortable children will become with doing it on their own at school and elsewhere. Just follow these steps:

Student use of hand sanitizer will be monitored by adults to prevent the use of ingestion. If parents do not want children to use hand sanitizer provided by the school, they must supply their own sanitizer and send to school with their child, or children will be taken to use the children's bathroom sink with soap and water.



DAILY HEALTH SCREENING

Parents must complete a daily health questionnaire each day, before leaving for school or putting their child on the bus. Additionally, children will have their temperature checked upon arrival at our school by our health screeners. Children who do come to school will be quickly screened a second time by NYCCD staff with a temperature check before entering the building. Temperature must be below 100.0°F to enter.

Children with any symptoms of COVID-19 **must be kept** at home. As per the Department of Health guidance, in order to return to school, please provide NYCCD with a letter from a pediatric healthcare provider that confirms an alternate diagnosed condition or confirmation of a **negative PCR test result for COVID-19**. A negative antigen or rapid COVID test is **not considered** sufficient documentation to return. In addition, a letter with an unconfirmed acute illness (such as a cold or viral upper respiratory illness), will NOT suffice. If either of these items cannot be provided, **then your child must stay home from school for 10 days from the onset of symptoms.**

Modifications to daily health screening procedures and required quarantine protocols will be made based on changing guidance and health conditions in the community and will be sent home electronically and in hard copy.

Please monitor your child for the following symptoms:

- Temp of 100 or greater
- Feels feverish
- Chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headache
- Nasal congestion/runny nose

If your child has ANY of the symptoms above, your child cannot come to school.

In order for your child to return to school (per the Department of Health guidance), you must provide NYCCD with documentation from a pediatric healthcare provider that confirms:

A negative PCR test result for COVID-19 OR An alternate diagnosed condition. An unconfirmed acute illness (such as a cold or viral upper respiratory illness), will not be accepted.

Additionally, children must show an improvement in their symptoms and be fever-free for at least 24 hours (without the use of fever reducing medicines).

Staff will be trained on how to identify signs of illness in students and will require children who appear sick to be isolated until they can be sent home and follow up with a healthcare provider.

Please note: NYCCD does not have medical personnel on site.

Is the child's temperature 100.0 or higher?

Has your child knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has or had symptoms of COVID-19?

Is your child currently experiencing ANY of the following symptoms?

Cough (new or worsening)	Shortness Of Breath (new or worsening)
Trouble Breathing (new or worsening)	Fever
Chills	Muscle Pain (new or worsening)
Headache (new or worsening)	Sore Throat (new or worsening)
New Loss Of Taste	New Loss Of Smell
Gastrointestinal symptoms of diarrhea, vomiting, or nausea.	

Has your child tested positive for COVID-19 through a diagnostic test in the past 14 days?

Has your child traveled to a state with a 14-day NYS DOH quarantine requirement?

COVID-19 PROTOCOLS FOR – STUDENTS RETURNING TO SCHOOL

IF YOU...

HAVE COVID-19 RELATED SYMPTOMS (S) AND DO NOT GET TESTED

YOU MAY RETURN WHEN...

10 days after the beginning of symptoms OR AN alternative diagnosis note from a doctor AND fever free (without medication) and improvement of symptoms for 72-hours.

IF YOU...

HAVE COVID-19 RELATED SYMPTOM (S) AND TESTED NEGATIVE

YOU MAY RETURN WHEN...

With symptom improvement and fever free for 24 hours (without medication) AND a note from the healthcare provider indicating a negative PCR test OR a copy of the negative PCR test results (teachers/school must receive this before returning to school)

IF YOU...

HAVE NO COVID-19 RELATED SYMPTOMS AND TESTED POSITIVE.

YOU MAY RETURN WHEN....

Communication with all close contact. 10-day quarantine AND still present asymptomatic. Testing not required but preferred...

**IF YOU...
ARE A CLOSE CONTACT OF SOMEONE WHO TEST POSITIVE...
YOU MAY RETURN WHEN...**

Minimal 10-day quarantine based on date of last contact and if contact has been isolated from you AND you are Asymptomatic for 72-hours before returning. Testing is not required but recommended.

CLOSE CONTACT POLICY FOR VACCINATED STAFF (COVID-19)

Staff that are fully vaccinated and are a close contact of someone who tested positive for COVID-19 will follow the procedure below:

IF THE CLOSE CONTACT DOES NOT LIVE WITH YOU OR IS ISOLATED FROM YOU:

STAFF WILL NEED TO BE TESTED ON THE 4TH DAY following your last exposure and Staff will remain out of work until they receive negative (or non-detected) PCR test results

IF THE CLOSE CONTACT LIVES IN THE SAME HOUSEHOLD AND IS NOT ISOLATED FROM YOU:

If the close contact is symptomatic: STAFF WILL NEED TO BE TESTED AFTER THE 10TH DAY of onset of the close contact's symptoms

If the close contact is asymptomatic: STAFF WILL NEED TO BE TESTED AFTER THE 10TH day from the day the close contact was tested

Staff will remain out of work until THEY receive negative (or non-detected) PCR test results

ADDITIONAL 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 required to receive an annual influenza vaccination by December 31st. There are no religious exemptions. 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, which includes the influenza vaccine. If you think your child should be exempt from immunizations for a medical reason, you will need to have your doctor complete an exemption form.

HEALTH ALERTS

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

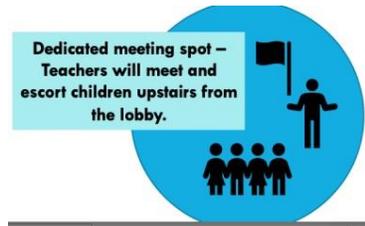
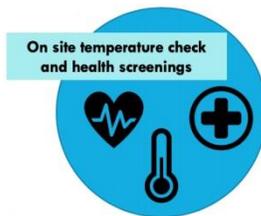
A member of Senior Staff, one of the department heads will notify you as soon as possible. A NYCCD employee will accompany your child to the hospital and remain with him or her until you arrive.

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.

FAMILY PICK-UP AND DROP-OFF

- Prior to bringing a child to school, caregivers will complete a daily health questionnaire.
- Pick-up and drop off will occur in front of the building. Teachers will escort child to their classrooms in the beginning of the day and bring children back to the front of the building at the end of the day. A photo ID must be presented as proof by anyone other than the parent or assigned adult at the time of pick-up and must be authorized by the legal guardian.

- Families will be informed of their child’s start and end times prior to the start of the school year. Whenever possible, we ask that the same adult drop off and pick-up the children at school each day to minimize the number of adults entering and exiting the front of the building and coming in contact with other children and families. Caregivers should arrive promptly at the allocated start time and wait outside of the entrance of 159 West 127th Street. We ask that everyone adhere to 6 feet social distancing, following the taped markers on the sidewalk, and wear face coverings throughout the duration of pick-up and drop-off.
- At this time, caregivers will have limited access to the building, although considerations will be given for children struggling with separation issues.



TRANSPORTATION

The New York City Department of Education designates a bus company to service children attending NYCCD. **Policies and procedures regarding bussing are developed by the OPT.** An addendum to this handbook regarding transportation will be provided after the Department of Education provides information on transportation and revised regulations due to the COVID-19 pandemic.

EMERGENCY PLANS

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.

Fire drills are conducted as required by the Department of Health but protocols will be modified to provide for social distancing.

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 of 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+Procedures.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 BEHAVIORAL 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.

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.

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, verbal abuse, 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.

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 12)**

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 through various mediums.

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.



New York Center for Child Development
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SCHOOL CALENDAR FOR CPSE STUDENTS AND CPSE STAFF 2021-2022 SCHOOL YEAR

Fall 2021

Monday, September 6
Tuesday, September 7 – Wednesday, September 8
Thursday, September 9 – Friday, September 10
Monday, September 13
Thursday, September 16
Monday, October 11
Thursday, November 11
Wednesday, November 17
Thursday, November 25 – Friday, November 26
Friday, December 24 – Friday, December 31

Labor Day, School Closed
Rosh Hashanah, No Classes
Staff Development, No Classes
First Day of Classes
Yom Kippur, No Classes
Columbus Day, No Classes
Staff Development, No Classes
Parent Teacher Conferences, No Classes
Thanksgiving Break, School Closed
Winter Break, School Closed

Winter/Spring 2022

Monday, January 3
Monday, January 10
Monday, January 17
Tuesday, February 1
Monday, February 21 – Friday, February 25
Friday, March 18
Friday, April 8
Monday, April 18 – Friday, April 22
Friday, April 15
Monday, May 2
Monday, May 30
Monday, June 20
Tuesday, June 28

School Reopens after Winter Break
Staff Development, No Classes
Martin Luther King Day, No Classes
Chinese New Year, No Classes
Mid-Winter Recess, No Classes
Staff Development, No Classes
Parent Teacher Conferences, No Classes
Spring Break, No Classes
Good Friday/Passover, No Classes
Eid Al Fitr, No Classes
Memorial Day, School Closed
Juneteenth (observed), No Classes
Last Day of Classes

Note: Remote classes will be held during Snow Days if the school is forced to close due to inclement weather.

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