

2020/2021 Parent/Guardian Re-Entry Guide

Purpose Statement:

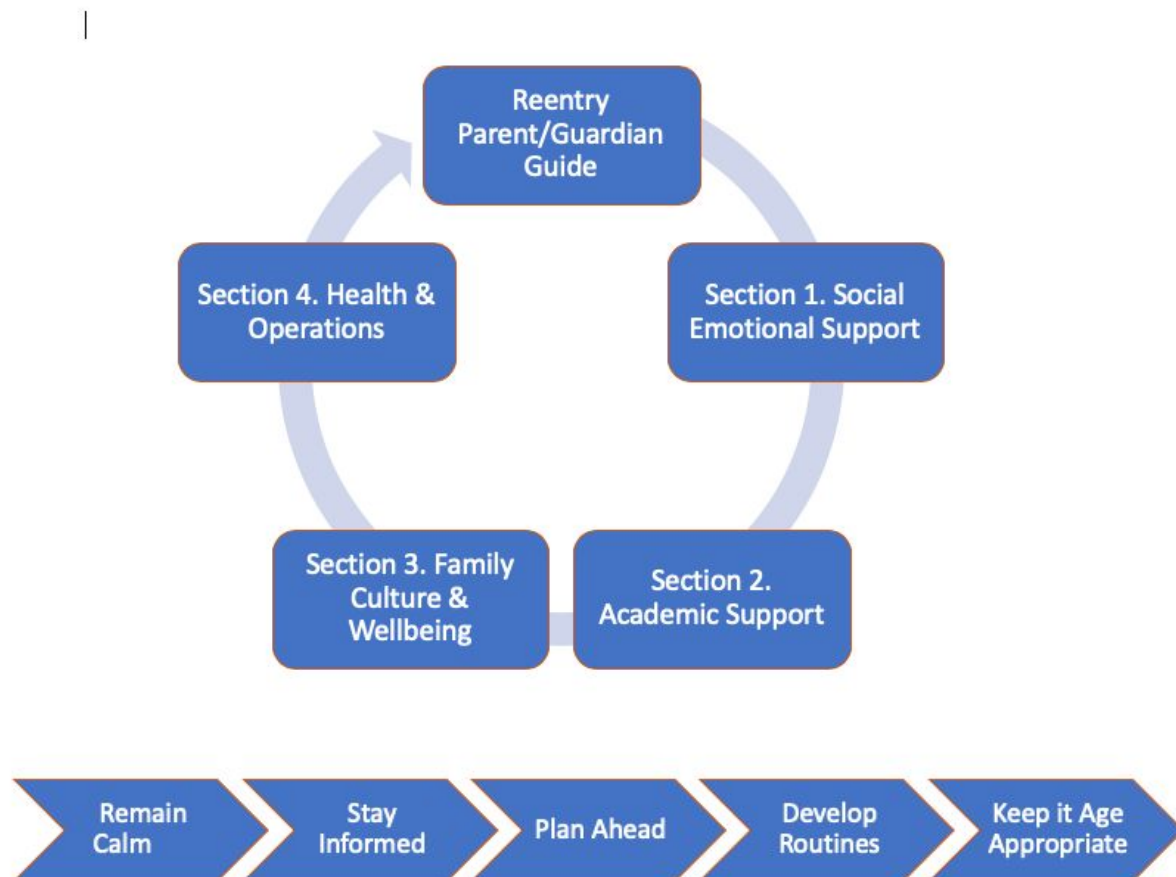
The purpose of this parent Re-entry guide is to provide parents with the necessary support and resources to help navigate these unprecedented times. In addition, this guide provides an overview of the potential challenges that may present in the upcoming school year. This guide can be used to help support students and families in the areas of social-emotional learning, academic support at home, family culture and wellbeing, current operations, and health and safety concerns. This guide also includes a resource list at the end of the document for families.

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Preamble

The Covid-19 Pandemic has forced school districts across the country to adapt very quickly to an unprecedented situation. Families have had to change their entire lives to adhere to stay at home orders and massive shutdowns across all sectors. Some parents went from working full time outside the home to turning their dining room tables into makeshift offices while their children worked nearby. Parents went from helping their child with homework to becoming full-blown teachers overnight. Parents, educators, and children were not prepared for this drastic change. The entire pandemic has put a major strain on parents who are trying to figure out how they are going to work this fall if remote learning continues. They have real concerns about what remote learning should look like, how to support their children's academic needs, how the lack of socialization will impact their children, and how to balance work and family life when the lines have been so blurred. As we prepare for the 2020/2021 school year, we are left with more questions than answers. What is clear is that parents are going to have to juggle work and family life while supporting their students in an educational climate that is changing rapidly.

The purpose of this parent Re-entry guide is to provide parents with the necessary support and resources to help navigate these unprecedented times. Developed for parents by parents, this guide was created to help mitigate the stress and anxiety parents are feeling right now. It was designed to help parents to support their children's social and academic needs while addressing family health and wellness. This guide is intended to help parents to be able to plan for the fall, taking into consideration the real possibility that some sort of remote learning will be a reality. More than ever before parents and school districts must work together to help ensure that our children receive an equitable education. This parent Re-entry guide will be broken down into four different sections including Social-Emotional Health, Academic Support, Family Culture and Well-Being, and Health and Operations.

Acknowledgements

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Important Points to Keep in Mind:

1. This is a **fluid document** and we will provide constant updates and suggestions as new information is presented.
2. This document is **aligned** with the district's current Re-entry plan as well as the board of regents task force plans and guidelines for Re-entry and state and national guidelines.
3. This document was developed with the objective to **keep parents at the forefront** of the decision making process.
4. Parent support is essential to helping students succeed both in a traditional classroom setting as well as in a distance learning environment. One goal of this plan is to ensure that **parents have the resources** they need to help support their children at home.
5. Parent **feedback** is essential to the success of this plan and as such we will be creating an open forum for parents to contact us directly with questions/concerns and feedback as we continue to strive to provide parents with a working framework for a successful distance learning experience.
Add contact here: feedback@abdschool.ny.edu

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Definition of Terms

Asynchronous Learning: Online learning at your own pace, however, the teacher may require deadlines within this model.

Distance Learning: This may look different across districts and the country, however, it is essentially the online learning plan for students. It can be synchronous or asynchronous, or full virtual learning.

Flattening the curve: Slowing the spread of the virus. If you map the number of cases over time, the expectation is that it will peak at some point.

Blended Learning: A style of education in which students learn via electronic and online media as well as traditional face-to-face learning.

Hybrid Model of Instruction: This refers to classes where there is a carefully planned blend of both traditional classroom instruction and online learning activities.

Incubation period: The time between when a person is infected by a virus and when he or she notices symptoms of the disease. Estimates of the incubation period for COVID-19 range from 2-14 days.

Personal protective equipment (PPE): “Specialized clothing or equipment, worn by an employee for protection against infectious materials,” as defined by the Occupational Safety and Health Administration (OSHA). In health care settings, PPE may include gloves, gowns, aprons, masks, respirators, goggles, and face shields.

Self-isolation: When one separates themselves from others in the case that they are incubating COVID-19. This means you are to remain at home and not go to work or school.

Social distancing: Putting physical distance between yourself and other people. This means avoiding groups of people (parties, crowds on sidewalks, lines in a store) and maintaining distance (approximately 6 feet) from others when possible. This is a key strategy for avoiding COVID-19 infection and to flatten the curve.

Synchronous Learning: Online and at a specific time, typically face-to-face virtually with staff.

Quarantine: Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. These people may have been exposed to a disease and do not know it, or they may have the disease but do not show symptoms (hhs.gov). Quarantining is recommended if you have been in close contact with someone who has COVID-19.

Section 1: Social-Emotional

Children look to adults for guidance on how to react to stressful events such as COVID-19. Parents, caregivers, and teachers have a particularly important part to play in reassuring children at this time (Sufirin, 2020).

Part I. Tips on Talking to Children About COVID-19:

Tip 1: Remain calm and reassuring.

- A. Children respond to how you react. Stay calm and in control.
- B. You have control over what you share (or allow them to view), which can directly impact your child's anxiety level.
- C. When appropriate, be truthful regarding a family member's health status.
- D. Always remind them that you and other adults at school will work to keep them safe and healthy.
- E. Always allow for an open dialogue of feelings or have children process with another adult/professional who can help them work through their feelings.

View [A Parent Resource from NASP](#) which also includes information related to:

- 1. Making yourself available
- 2. Avoiding excessive blaming
- 3. Monitoring television viewing and social media
- 4. Maintaining a normal routine to the extent possible
- 5. Being honest and accurate

Tip 2: Discuss new rules or practices at school.

1. Your school will enforce illness prevention habits, including frequent hand washing, mask-wearing, and other related expectations for social distancing and CDC guidelines.
2. Your school nurse or principal will send information home about any new rules or practices. Please be aware of these updates and stay current with the latest information.
3. Be sure to discuss this with your child so they feel comfortable and confident in their new school practices.
4. Contact your school nurse with any specific questions or concerns.

Tip 3: Keep explanations age-appropriate (Sufirin, 2020).

Early elementary school: Children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe. It is also important that adults remind children it is their job to help keep children healthy and that they will be there with them and will take care of them if they do get sick. Using language such as “adults are working hard to keep you safe” is crucial. These reassurances will help children feel less anxious and more confident during this time. It’s also important to provide children with concrete examples of the steps people take every day to stop germs and stay healthy, such as washing hands, wearing face masks, and cleaning surfaces. Reference the resource list at the end of this document if social stories, tips for students with disabilities, and reading material for this age group would be helpful.

Upper elementary and early middle school: Children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. This is an important time to keep things honest but age-appropriate. They may need assistance separating reality from what they are hearing on social media, from friends, or on the news. Talk with children about the efforts of

school and community leaders to prevent germs from spreading with specific examples of what schools have put into place to keep risk as low as possible. This age group needs concrete data and facts regarding what measures are being taken to keep them safe. View the resource list at the end of this document if you need social stories and tips for students with disabilities, or reading material for this age group.

Upper middle school and high school: At this age students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. It is critical to engage in honest, accurate, and factual information about the current status of COVID-19. At this age, they are being inundated with information they are reading online, social media, and hearing from friends. It is critical you help your child sift through information that is credible, fact-based, and helpful. It is important for this age group to have the appropriate knowledge, resources, and support that can help them feel a sense of control.

Part II. Social-Emotional Learning From Home:

Our schools are continuously thinking of ways to support your children's mental health, wellbeing, and social-emotional learning at home. We have provided a handful of resources and suggestions for things that you can do at home to support these efforts and allow your child to feel supported during this difficult time. Creating avenues for learning can feel challenging when life is busy, but it's so important to make space to make those experiences meaningful and valuable. We know your mental health is equally important so below you will find some fun resources for adult self-care as well!

Social Emotional Learning Activities:			
	Grades K-5	Grade 6-8	Grade 9-12
Self Awareness	Draw a picture of yourself on large paper. Write at least 10 strengths all around you.	List one strength starting with each letter of your name. Draw it out & hang it in your room.	Write a letter to your future self, telling yourself what your biggest strengths are and how you will leverage your strengths as you grow into a young adult.
Self Management	Draw a picture of a time you positively dealt with very hard emotions. Share and talk about your picture with a trusted adult.	Make a list of 5 things you can do when you are feeling the emotions of sadness, frustration, and anger (3 different lists).	Discuss with a trusted adult if managing your emotions is the same as ignoring them? Then journal about these differences.
Social Awareness	Think about 5 nice things you can say to someone else today, now try it out. Spreading kindness feels great and it's contagious!	Get a sticky pad and write down 15 kind things that you can do for others. Now slowly do them and post them on your wall.	Write a kind note or letter to someone who has impacted your life, give it to them and suggest for them to do the same. Pay it forward activities are contagious.
Decision Making	Draw a picture of the world and now think of eight ways you can make the world a better place, write them down or draw them on the world.	Think of the BEST leader you know, write them a letter and list out all of the qualities that make them a great leader. Share it with them!	List out all of your current responsibilities at school, home and personal life. Think why they are important and how you can improve each one.
Perspective Taking	You see someone sitting alone at lunch or playing alone during recess, think about how they may feel and list or draw three things you could do.	Pick your favorite TV show. Write down your 3 favorite characters. Now when you watch it jot down what you think their motivation is for their behavior, or their perspective on the issue.	Create a journal entry about a recent conflict/fight you had that you believed was a result of a perception difference, write down what you believed was the differences and how you can understand them better.

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Social-Emotional Suggestions for Home by Age Group: Keep it Simple! (See Appendix A)

A. Preschool (3-5y/o)

Puppets: This a great tool to help little ones to talk about their feelings and challenging topics. Kids will often share with a puppet or stuffed animal.

Read bedtime stories: Discuss the characters and events, invite the child to share their thoughts and feelings. Relate these stories to real life experiences.

Play games: Take the time to engage in real play, taking turns, cooperate, handle frustration and empathy. This is where Social Emotional Learning is built!

Roleplay: This is a great way to experiment with emotions, behaviors, expectations, and children do best when they can act out social scenarios. Get creative & have fun!

Start a Gratitude Journal: Each day have your child journal on what they are grateful for. This helps to build self-awareness and self management. Review it in the evenings.

Create a Sensory Jar: These are so fun, look on pinterest at "glitter jars." These are not only fun to create together but help manage and calm feelings of anxiety or anger.

Check out these 28 Social Emotional Activities that support distance learning in the resource guide.

Great SEL Activities for Home resources <https://www.thepathway2success.com/10-sel-activities-for-home/>
<https://betterkids.education/blog/5-easy-social-emotional-learning-activities-for-kids-to-do-at-home>

B. Elementary school (K-5th grade)

C. Middle school (6th-8th)

- a.
- b. **Teach a growth mindset** – Use positive quotes about growth mindset to help get your children ready to learn. These **growth mindset posters** can be colored and then hung around the house as reminders to persevere and not give up when things get challenging.
- c. **Videos/Books to teach empathy** - In the face of distance learning, there may feel like there is more downtime or screen time; use that time wisely to continue to encourage empathy through this format.
<https://proudtobeprimary.com/empathy-skills/>

D. High school (9th-12th)

- a. **Vision board** – Have your child create a vision board. This could be things they want to do in the future or in the next year. Together you could suggest they think about tomorrow, next week, or what they want to be when they grow up. This activity is included in the free SEL activity pack for distance learning at the following link:
<https://proudtobeprimary.com/social-emotional-activities-distance-learning-at-home/>
- b. **Make Self-affirmation Reminders** - Take time to create self-affirmation cards at home and post them throughout the house as gentle reminders that your child has the ability to positively affect their thoughts and actions throughout the day.

Adult Self Care Tips:



Below is a list of some tools to help with regulating emotions during COVID-19. These resources will provide a full list of tips and insight into adult self-care ([Hollenstein, 2020](#)).

- a. *A guide for working from home:*

<https://hbr.org/2020/03/a-guide-for-working-from-home-parents>

- b. *Acceptance:* Remember to work toward accepting that much of what is occurring is outside of our control; also remember that it is temporary and that most people will recover. Review the facts.

- c. *Distraction:* An area of control is what you pay attention to (and your children!). This is very critical to wellbeing and it is well within your control. We recommend unplugging from the constant source of news and social media. Instead, read a novel, play a game, watch a movie, clean, listen to music, bake, cook, or attend a virtual field trip (listed in the academic section).
- d. *Reappraisal:* This is a good time to try and think about the situation in a different way. It's not easy but it can help you get through a tough day.
- e. *Social Support:* This is the time to receive social support from others. Reach out and offer support as well (it always feels good to help others). Schedule opportunities for social support both on the receiving and giving end. This can be through interactive face-to-face methods such as Zoom, Google Hangouts, or Facetime.
- f. *Activity, Diet, and Sleep:* We know that the basic needs can be the most challenging to achieve right now, but there are some great resources available to help regulate all three of these essential needs for wellbeing. Check out our resource list at the end of this document for more suggestions.
- g. *[Virus anxiety resources](#):* Your mental health is essential! Check out this resource that provides a variety of opportunities for free meditations, great readings, and suggestions for taking a break. We know you keep everything in your house together, so remember to ask for help and support when things become too difficult.

Kids Self Care Tools:

We have so many kids' resources throughout this document, however below we are listing a few specific resources for social-emotional support. It is critical to be checking in with your child's wellbeing often, but even more now in the face of so many drastic changes.

1. Stop, Breathe & Think Kids: Focus, Calm & Sleep (age 6+). Kids name emotions and go on great, mindful missions.
2. UnGlue Kids (age 7+). Limiting screen time second to learning healthy balance.
3. Choicework Calendar (ages 8+). Empowering calendar tools helps alleviate anxiety.
4. Streaks (age 12+). Form or break habits, track progress daily with a sleek tool.
5. [Meditation apps for kids](#)



5 Ways to Help Teens Manage Anxiety (Click the link for further insight).

1. Normalize Anxiety
2. Offer Perspective
3. Shift the Spotlight (turn their attention to supporting others).
4. Encourage Distraction (healthy ones)
5. Manage your own anxiety (calm your own nerves and try some strategies outlined above).

Quick Social-Emotional Resources:

1. Child Mind Institute Resources:
<https://childmind.org/coping-during-covid-19-resources-for-parents/>
2. [Facebook Live video chats with expert clinicians \(4:30-pm M-F\)](#)
3. Remote evaluations, telehealth, and flat-fee consultations for parenting questions:
<https://childmind.org/our-care/telehealth/>
4. Helping children cope with grief:
<https://childmind.org/guide/helping-children-cope-grief/>
5. When siblings won't stop fighting, how parents can keep the peace and help resolve conflict: <https://childmind.org/article/when-siblings-wont-stop-fighting/>
6. Cyberbullying: <https://youtu.be/oLDip92Ario>

Part III. Parenting During Covid-19 & Distance Learning:

We know that parenting during this time is unconventional and unpredictable and we want to provide you with a few reminders and resources to help. Please continue to reach out and ask for help if needed and continue to give yourself grace and remember to access the resources available to you - you do not have to do this alone!

1. Tip sheet for parents for talking about the coronavirus with young children:
<https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus>
2. Talking with Kids About COVID-19 (Podcast). Nicole Dempster, PhD, pediatric psychologist of Nationwide Children's Hospital, talks with Prognosis Ohio podcast host Dan Skinner about strategies for talking with kids about COVID-19:
<https://www.wcbe.org/post/talking-kids-about-covid-19>

3. An infographic on parenting behaviors that foster a child's capacity to love, trust, learn, and grow. English:

<https://www.zerotothree.org/resources/2240-positive-parenting-infographic>

Spanish: <https://www.zerotothree.org/espanol/infografia-de-crianza-positiva>

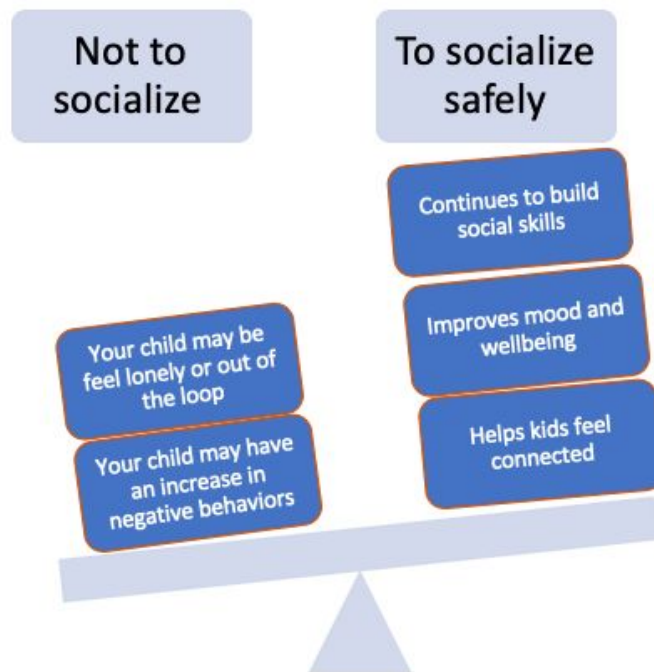
4. Taking Care of Your Family During Coronavirus and Other Emerging Infectious Disease Outbreaks. A guide for staying informed, practicing good basic hygiene, and managing stress during an infectious disease outbreak:

https://www.cstsonline.org/assets/media/documents/CSTS_FS_Corona_Taking_Care_of_Your_Family.pdf.pdf

How to incorporate socialization in the face of COVID-19 & distance learning:

1. When developing a schedule, please make sure to build in time for socialization for your child(ren). This is critical for their wellbeing. This can be done safely and in an engaging way.
2. Have your child create small hangout times with a group of friends that could be done on a safe platform like Google hangout, Zoom, Houseparty, or other apps that can be monitored by adult supervision (again, if age appropriate).
3. Continue to encourage communication with friends. This could be through phone calls, or have them choose 1-3 friends to start a pen pal chain! Mailing and receiving mail is so much fun for kids.
4. While children are engaging in conversations online they can also be playing virtually. Encourage games, pretend play, and turn-taking through virtual means.

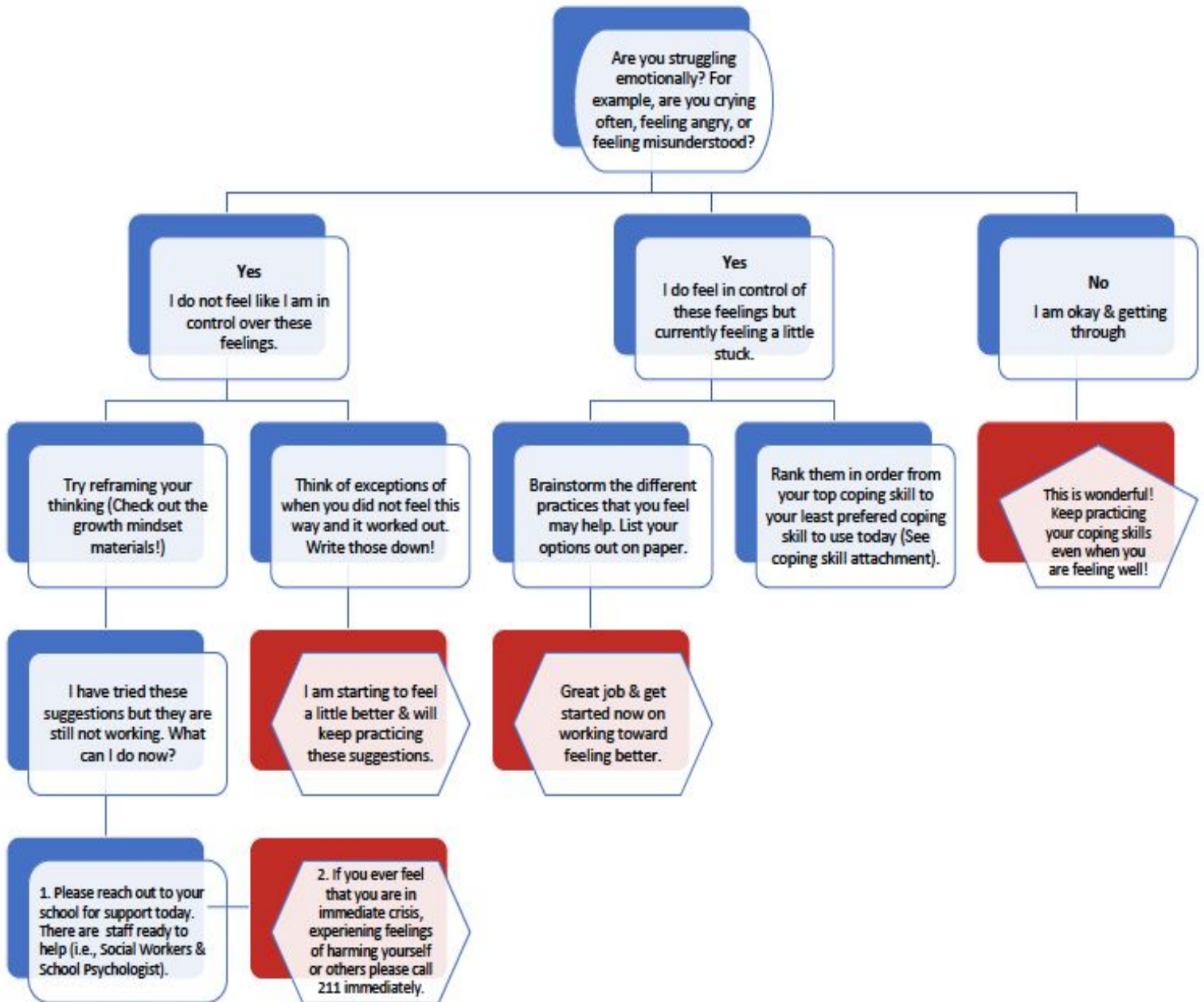
5. The CDC has rated the risk level low for engaging in walks, bike rides, and hikes. Have children take advantage of these opportunities, wear masks, and enjoy time with friends in a low-risk social opportunity.



Part IV. Social-Emotional Check In's & Decision Tree:

It is going to be challenging to constantly be checking in and knowing how your child is doing emotionally. Just think of your own emotions right now - one minute you think you've got this and the next you feel like you don't know where to begin! We are all feeling heavy emotions right now; just remember you are not alone. Below we have provided some resources for you to check your child's emotional wellbeing and to help you determine if you need additional support. Please use the social-emotional decision tree (**Appendix B**) in the supplementary documents to determine if your child needs additional support.

Social Emotional Decision Tree



Part V. Local Agencies and Support

Local Agencies and Support List: CATSKILL CENTRAL SCHOOLS

Local Agencies & Supports

During this time, it can be very difficult to sift through and find local agencies and support needed in your community. Below is a list of resources and outreach groups that you may find helpful in the Catskill NY community. We have provided additional supports in the surrounding area of Ulster County to expand your resource options.

Essential Workers Childcare

1. The Office of Children and Family Services and the Cuomo Administration have developed a plan to provide child care to essential workers at no cost to the worker. [This allocation of funding comes to the state from the federal Coronavirus Aid, Relief, and Economic Security Act \(the "CARES Act"\), which has provided our state with \\$163.6 million in emergency relief to the child care system.](#)
2. Child Care Resource and Referral Agencies (CCRAs) provide services to parents and daycare providers in every county of New York State. [If you are looking for child care, the CCRR in your county is a great place to start.](#) They will ask you about the kind of care you are looking for, the ages of your children, the hours of care you need and other specifics such as any special needs your child might have. Based on that information, they will be able to give you a list of providers that most closely meet your needs.

Family of Woodstock, Inc.
Mr. Michael Berg, Executive Director
Mrs. Kerry Wolfeil, CCR&R Director
PO Box 3516, 39 John St.
Kingston, NY 12402
Phone: (845) 331-7080
Fax: (845) 331-0526
Email: cccouncil@familyofwoodstockinc.org
A. kwolfeil@familyofwoodstockinc.org
Website: www.ccconnectionsny.org

www.familyofwoodstockinc.org

Useful phone numbers & websites (Local to your school district):

1. If you wish to be tested, even if you have previously been unable to receive an order for a test, you should reach out to your medical provider or call the **Recovery Service Center** at (845) 443-8888.
2. **NYS coronavirus information hotline:** 888-364-3065
3. **COVID-19 Virtual Center:** <https://covid19.ulstercountyny.gov/>
4. **Greene County Department of Social Services:** 518-719-3700
<http://www.greenegovernment.com/departments/social-services>
5. **NYS Covid-19 mental Health:** If you need access to phone therapy to cope with the stress, anxiety or isolation call: 1844-863-9314
6. **Rent relief program:** You may be eligible for rent relief, 1833-499-0318
<https://cagcny.org/housing-assistance/>
7. **General Greene County Resources:**
<https://www.greenegovernment.com/departments/social-services/services>
8. **Food Banks:** <https://www.foodpantries.org/ci/ny-catskill>

COVID-19 Testing Locations:

1. **Greene Public Health Department:** Catskill NY, 518-719-3600, Appointment Required, Referral not required, limited to certain patients.
2. **Columbia Memorial Hospital:** General Hospital, Hudson NY 518-828-7601 Appointment not required, referral not required, testing for all patients.
3. **Catskill VA Clinic, Medical Clinic** Catskill NY, 518-626-5240, appointment required, referral required, limited to certain patients.
4. **CVS** Visit website for locations: 845-336-5955
5. **Emergency One** (Kingston Location): 845-338-6600
6. **Nuvance Health/Kingston Multispecialty/Urgent Care:** Hudson Valley Mall in the former Macy's Location: 845-443-8740

Local Mental Health Supports:

1. Is an emergency mental health service that can provide emergency mental health assessments. Their services are available 7 days a week from 8am—10pm by calling 518-943-5555.
2. **NYS Office of Mental Health** has established a **COVID-19 Emotional Support Hotline** at 1-888-863-9314 or <https://omh.ny.gov/>

Mental Health Therapist:

The following is a list of therapists in our local area. This list is not meant to be a recommendation or endorsement for a particular clinician.

Name	City	Phone
Lilly Casscles, PhD	Catskill, NY	518-755-2803
Suzanne Tolemao, LCSW	Leeds, NY	518-605-0016
Ken Russell, LCSW-R	Catskill, NY	518-943-0244
Mari Warfel, LCSW	Leeds, NY	518-618-8868
Craig Lennon, PhD	Catskill, NY	518-943-4360
Steven Abrahams, LCSW	Woodstock, NY	845-679-5511
Walter Kendall, PhD	Cairo, NY	518-719-8873
Marcie Pollit, LCSW	Saugerties, NY	845-247-4357
Julie Staber, LCSW	West Hurley, NY	845-679-7500
Richard, Madden, PhD	Catskill, NY	518-943-1000
Carole Sayle, LCSW, CASAC	Catskill, NY	518-943-5354
Tim Rodier, LCSW	Kingston, NY	845-705-9328
Pam Perkins, LCSW-R	Saugerties, NY	845-616-9087
Patricia O'Neil, LCSW-R	Chatham, NY	518-929-8511
Greene County Mental Health	Cairo, NY	518-622-9163
Columbia Memorial Psychotherapy Center	Catskill, NY	518-697-8010
Choices Counseling	Albany, NY	518-438-2222
Families Together Counseling	Catskill, NY	518-719-0123

Food Assistance (Catskill Central School District):

CCSD Dinner Program

Catskill Central School District's Dinner Program provides free balanced meals for all Catskill students K-12. Starting February 3, 2020 our elementary, middle and high school students can stop by the Catskill Middle School Cafeteria from 2:15-4:00 p.m. on any regularly scheduled FULL school day and enjoy a healthy, delicious and balanced dinner! No registration is required.

No-Charge Meals for All CCSD Students

Catskill CSD now participates in the Community Eligibility Provision (CEP), a federal program that provides free meals to all students at qualifying school districts, regardless of income. Under this program, ALL students, PreK–12, enrolled in the Catskill Central School District are eligible to receive school meals at no charge to their families each school day of the 2019-2020 school year. CEP replaces the Free and Reduced Lunch Program at Catskill CSD for the 2019-2020 school year. Families do not need to apply to take advantage of the CEP program

Catskill & Surrounding Area Food Pantries & Soup Kitchens:

We recommend that you reach out to any of these specific foodbanks prior to arrival to verify their food distribution status and current access.

Catskill: <https://www.foodpantries.org/ci/ny-catskill>

Green County: <https://regionalfoodbank.net/agency-list-by-county/greene/>

Ulster County:

https://ulstercountyny.gov/sites/default/files/documents/UCAT-Pantries-Map-Poster_0.pdf

Section 2: Academic

We want to ensure that our parents have all the resources they need to be fully supported at home during this transitional period. We have compiled an extensive list of resources on our website. Please visit the Distance Learning Resource Center for all things distance learning.

The Distance Learning Plan

<https://catskillcsd.org/2020/08/14/virtual-learning-plan/>

5 TIPS FOR SUPPORTING ACADEMICS AT HOME


TIP #1

CREATE A WORKSPACE FOR YOUR CHILD

Students need a space they can do work with minimal distractions. This space should be away from noise and other screens.

TIP #2

BALANCE SCREEN TIME WITH OTHER RESOURCES SUCH AS BOOKS AND PRINTED MATERIALS



TIP #3

SET GOALS

GOAL SETTING WILL HELP YOUR CHILD TO BE SUCCESSFUL!

SMART GOALS ARE...

SPECIFIC
MEASURABLE
ACTION STEPS
REALISTIC
TIME-BOUND

TIP #4

CO-CREATE A SCHEDULE

CREATING A CONSISTENT SCHEDULE IS NOT ONLY BENEFICIAL FOR YOUR CHILD BUT CAN HELP YOU TO CREATE A BETTER BALANCE THROUGHOUT THE DAY. THIS IS SOMETHING THAT YOU CAN DISCUSS WITH YOUR CHILD TO DETERMINE WHEN THEY FEEL THEY WILL BE THE MOST PRODUCTIVE.

TIP #2

ESTABLISH RITUALS AND ROUTINES

HAVE A CONSISTENT MORNING ROUTINE

1. WAKE UP
2. MAKE BED
3. GET DRESSED
4. EAT BREAKFAST
5. BEGIN WORK

Part I. Tips for Supporting Your Child's Academic Needs at Home

Tip 1. Create a workspace for your child

1. Create a space where your child/children will be working during “school” hours.
2. Minimize distractions during instructional time (e.g background noise, other devices).
3. Create a workspace that is separate from play areas.
4. When separate spaces in the home are not available, create a private workspace by dividing a space in your house so that the area has multiple purposes. Living room, bedroom, and kitchen areas are great spaces to carve out a small space that is conducive to work.
5. Post your agreed-upon schedule in a visible space where your child will be working.
6. Ensure that the chosen workspace has charging capabilities for needed technology.

Tip 2. Balance screen time for learning with other resources such as books and printed materials

1. Balancing screen time with other educational resources can help break up the day and also help with scheduling when you have multiple children and only one device.
2. The majority of schools will be sending home supplemental materials that should be used in conjunction with online materials. In the event that your child’s school does not initially send home these materials, try to incorporate offline activities that go along with weekly topics (see below for a list of resources where printable materials can be accessed for free).
1. Help your child to utilize the technology to create a balance. Help your student set alarms to remind them of when they need to be online for individual, group meetings, or specified instructional times.
2. Make time for your child to experience “social” interaction with peers

(e.g. Google Meets, Zoom meetings, virtual book clubs).

3. Allow for breaks during the academic day (a half-hour break between subjects may allow time for another sibling to access technology).

Tip 3. Create consistent rituals and routines

1. Create a weekly calendar that helps your child keep track of their academic week (a weekly calendar template adhering to the district calendar has been attached for your use, please modify to fit your child's needs).
2. Reinforce boundaries and expectations for the school day.
3. Allow time for your child to “debrief” daily learning and assignments. Check the “To-Do List” to ensure your child completed all assignments. Daily debriefs can act in place of “homework” for students.
4. Check-in with your child to ensure that they understand the content and encourage them to ask teachers when they do not understand the materials.

Tip 4. Co-create a schedule:

As many parents have multiple school-age children it can be very stressful for parents to ensure that each child is getting the time they need to complete all assigned classwork. Additionally, technology in the home may be limited. Creating a consistent schedule is not only beneficial for your child but can help you to create a better balance throughout the day. This is something that you can discuss with your child to determine when they feel they will be the most productive. Some children do better with a later start time. Traditional school schedules do not allow for flexibility but a blended or remote learning platform will allow for you and your child to make these decisions together. Including your child/children in the planning process will make it easier to get them to follow the schedule.

Tip 5. Help your child set SMART goals to help them achieve their academic goals:

SMART is an acronym that often stands for goals that are Specific, Measurable, Action Steps, Realistic, and Time-bound. Goal setting through the SMART goals method teaches an important life skill that simplifies an ambition and breaks it down into actionable steps, making it more likely to be achieved.

For more information, visit: <https://childrenstreatmentcenter.com/smart-goals-teach-kids-goal-setting/>

S for Specific	<p>What specific weekly goals do I want to make for each content area?</p> <p>*Remember SMART goals should be very specific to the subject.</p> <p>Example: I want to complete 100% of my remote learning assignments for ELA by Friday.</p>
M for Measurable	<p>How can I measure this goal ?</p> <p>*Remember SMART goals must be measurable.(attach a number to the goal)</p> <p>Example: I will complete 100% my ELA assignment by Friday (If 100% of your ELA assignments are not done by Friday you have not met the goal.</p>
A for action Steps	<p>What are the steps I will take to make sure I met this goal?</p> <p>*Remember SMART goals must have steps for helping you reach the goal</p> <p>Example: 1 .I will work on ELA each day to reach my SMART goal. 2. If I am struggling to complete an assignment I will reach out to my teacher.</p>
R for realistic	<p>How can I make sure I set goals that are realistic?</p> <p>*Remember SMART goals must be realistic.</p> <p>Example: If last week you only completed 10% of your ELA assignments, this week your goal might be 65 or 70%. Next week you can focus on moving the 6 or 70% to 100%. Set yourself up for success!</p>
T for Time –Bound	<p>How can I make sure my goal is time-bound?</p> <p>Remember SMART goals must be time-bound.</p> <p>Example: I will pace myself to make sure I am completing my ELA assignments. I will make sure I am on track to meet my Friday deadline.</p>

Part II. Academic Supports for home by grade level

Academic Supports for English Language Learners

ELL Supports for Preschool (3-5y/o)

1. **Kaligo:** This resource enables children across the world to continue their learning journey at home. This Department for Education-approved app has 9 curriculum aligned exercises and is available in English and French:
<https://www.kaligo-apps.com/kaligo-practice/>
2. **Storyline Online:** This resource provides children with the ability to listen to adults read them stories when an adult at home might not be available. Storyline Online streams videos featuring celebrated actors reading children's books. Reading aloud to children has been shown to improve reading, writing and communication skills, logical thinking, and concentration, as well as inspire a lifelong love of reading:
<https://www.storylineonline.net/library/>
3. **Edshed:** This resource was created by teachers and has an amazing compilation of various educational "sheds" including math, history, literacy, and spelling. While the site does have resources that you can purchase, Edshed also has a large collection of free resources: <https://www.edshed.com/en-g>

Elementary School (K-5)

1. **English for kids:** This resource provides comprehensive kids' lesson tutorials in videos, divided according to grades and levels. Here you can find lessons, printable resources, tutorial flashcards, and additional resources. [EFL Activities for Kids, ESL Printables, Worksheets, Games, Puzzles, for Preschool, Primary English Learners](#)

2. **International Children's Digital Library:** This resource promotes tolerance and respect for diverse cultures by providing free access to the best children's books from all around the world. All books are provided in their language of origin. Texts are available in English, Arabic, Chinese, Croatian, Dari, Filipino/Tagalog, French, German, Yiddish, Korean, Poshto, Persian/Farsi, Polish, Portuguese, Mongolian, Russian, Spanish, and Thai: <http://en.childrenslibrary.org>
3. **ABCya:** This resource provides over 400 fun and educational games for grades PreK through 6. All activities are designed by parents and educators who understand that children learn better if they are having fun. Games are categorized by grade and subject and cover topics such as multiplication, parts of speech, typing, pattern recognition, and more: <https://www.abcya.com/>
4. **BrainPOP ELL:** This resource provides movies, quizzes, games, and activities for English Language Learners. The curriculum is broken down into three different levels, each building upon prior vocabulary as the learner advances. Each level has six different units. Click on the brainpop ELL quick tour to gain a better understanding of how this site works and how it might help your child: [BrainPOP ELL](#)

Middle School (6th-8th)

Supports for English Language learners

1. **EnglishClass101.com:** This resource has subscription options but also has a great deal of resources for beginning and advanced English Language Learners. Each video helps the learner to gain a deeper understanding of the English language. [Learn English with EnglishClass101.com](#)
2. **International Children's Digital Library:** This resource promotes tolerance and respect for diverse cultures by providing free access to the best children's books from all around the world. All books are provided in their language of origin. Texts are available on English, Arabic, Chinese, Croatian, Dari, Filipino/Tagalog,

French, German, Yiddish, Korean, Poshto, Persian/Farsi, Polish, Portuguese, Mongolian, Russian, Spanish and Thai. [International Children's Digital](#)

[Library: ICDL](#)

3. **ABCya:** This resource provides over 400 fun and educational games for grades PreK through 6. All activities are designed by parents and educators who understand that children learn better if they are having fun. Games are categorized by grade and subject and cover topics such as multiplication, parts of speech, typing, pattern recognition, and more. <https://www.abcya.com/>
4. [News in Slow English | Learn English Online](#)

High School (9th-12th)

Supports for English Language learners

1. **Colorín Colorado:** This is a bilingual resource for middle and high school students. Topics include reading instruction for older students, content instruction, social and emotional issues, and college readiness. [Colorín Colorado | A bilingual site for educators and families of English language learners](#)
2. **English Interactive:** English Interactive provides activities for speaking, listening, reading, writing, and more. [English Interactive](#)
3. **BITS English Language Learning:** This resource is very helpful for ELL students at the high school level. It includes a collection of recorded books, novellas, short stories, speeches, and songs with read-along text. [BITS English Language Learning](#)

Literacy support for our young learners

1. **Reading Rockets:** This resource is specifically for parents. Here you can find strategies to help support your young reader at home. You can find award-winning book lists, summer book lists, and an extensive list of suggested reading for children from birth to age 9. Reading Rockets

also has a great deal of research available for parents as well as free reading guides for your child. [Top 10 Resources on Early Literacy Development](#)

2. Teach Your Monster to Read: This resource covers everything from letters and sounds to reading full sentences. This site is designed in collaboration with leading academics and is completely free. Kids will love being able to make their own monster and become confident young readers at the same time. [Teach Your Monster to Read: Free Phonics & Reading Game](#)

3. Homer: This reading resource helps your child learn to learn how to read in fun and creative ways. [HOMER Reading: Learn to Read](#)

4. Raz-Kids: This resource allows your child to listen to books, read books, and test their reading ability. Kids will love that they earn coins for each book they read or listen to. They can use all the coins to design their rocket ship. <https://www.raz-kids.co>

English Language Learner Games:







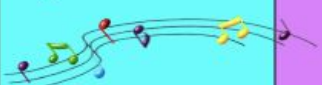






Have your child increase proficiency while playing games!

Check out these fun resources for ELL students.

Fun English Games for Kids - Free Interactive Learning Activities Online	Paco el Chato - Ayuda para tu tarea de primaria, secundaria y preparatoria	Mama Lisa's World of Children and International Culture
General Listening Quizzes - Easy Randall's ESL Cyber Listening Lab	ABCya! • Learning Games and Apps for Kids	Learn English - Online ESL Games
EFL Activities for Kids, ESL Printables, Worksheets, Games, Puzzles, for Preschool, Primary English Learners	Unite for Literacy	ESL Kids lesson plans, worksheets, flashcards, songs, readers, games




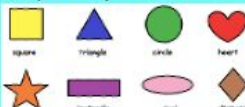






Tip: The Arts choice board serves as additional supplemental resources that could be used in conjunction with your school's curriculum. Students do very well when they are given the "choice" as it allows for autonomy over their learning.

Kindergarten Specials Choice Board (See Appendix E1)










Kindergarten	Music	Art	Physical education	Literacy
Online choices 	Make Music with Peg + Cat https://pbskids.org/peg/games/music-maker 	Watch this video to find out who invented Pizza https://mysteryscience.com/mini-lessons/pizza?code=1ff5b80840db4c0add0a9358f357a8ac#slide-id-6011 Draw your favorite pizza with all your favorite toppings! Please don't eat! 	https://family.gonoodle.com/activities/indoor-recess-you-pick-number-1 Indoor Recess@ 	Build your own monster and then take him on reading adventure!  https://www.teachyourmonstertoread.com/
Offline choices 	Think about a song you really like. Teach this song to someone else 	Draw a picture of your family in your favorite place. Color the label the picture 	Balloon volleyball. Find a partner and sit facing each other. The object of the game is to not let the "volleyball" touch the ground. 	Write your own story using all the sight words you know. You are the author and the illustrator. 
Interactive Choice 	Make Music!! Watch this amazing video and create your own steady beat! https://www.singplaycreate.com/2020/04/free-distance-learning-music-activities.html	Objects Color Wheel: Search your house to find objects that are certain colors of the rainbow and organize them in a big color wheel! 	Build a 10- station obstacle course and do the course 5 times! Watch this to get some ideas!! https://www.youtube.com/watch?v=KS0v8uyR8CU	Sight Words Practice!  Break out the shaving cream on a table let your child write out all the sight words you know!

Kindergarten Core Subject Area Choice Board (See Appendix E2)









Tip: Core subject choice boards serve as additional supplemental resources that could be used in conjunction with your school's curriculum. Students do very well when they are given the "choice" as it allows for autonomy over their learning.

Kindergarten	Math	ELA	Social Studies	Science
Online choices 	Play an online game to practice counting, sorting, and comparing. https://www.abcya.com/games/counting_sorting_comparing	Chose a story to listen to and then draw your favorite part of the story https://www.storyplace.org/	Learn about the services in your neighborhood and then draw a picture of each service you learn about. https://www.youtube.com/watch?v=DxORBnvtYNO	Learn how to become an inventor https://pbskids.org/martaha/stories/truestories/inventor_story.html 
Offline choices 	Sort all your toys by shape and count them. How many of each shape did you find? 	Draw a picture of your family. Try to label everyone. Write a sentence about your favorite thing to do with your family.	Draw a map of your house. Label all the different rooms. Color I in the map. The more details the better! 	Build a boat that floats (try different materials such as paper, legos, playdough) Did any of the boats sink right away? Which boat was the last to sink 
Interactive Choices 	Go on a shape hunt around your house. See how many squares, rectangles, triangles, and hexagons you can find. 	Write down every sight word you know on index cards (or cut up paper squares) Try to make as many sentences as you can with the words. Read the sentences to a family member.	Get a shoes box and turn the box into your favorite season. You can draw, use clay or playdough, and anything in the box that reminds you of that season (Tip: What holidays occur during that season?) 	1.Listen to the text https://edu.workbencheducation.com/cwists/preview/53164x 2. Go outside and bug watch! Answer the questions with a grown up! 

First Grade Core Subject Area Choice Board (See Appendix E3)









First Grade	Math	ELA	Social Studies	Science
Online choices 	Practice subtraction and addition at Khan Academy! https://www.khanacademy.org/math/cc-1st-grade-math/cc-1st-add-subtract/cc-1st-add-subtract-10	Do you have a fly swatter? Write down all your sight words on index cards(or flash cards) grab a partner and take turns choosing a random sight word. Whoever swats it first wins!	Watch this video to learn our first president! https://www.youtube.com/watch?v=el4WayEzJqM What did you learn?	Explore the Alaska Wilderness. Record what you find in your science notebook  https://pbskids.org/molly/games/adventure
Offline choices 	Addition War Game!  You need a deck of cards! The ace is worth one. Whoever can yell out the sum of the two cards gets both card. The game ends when one player has taken all the cards	Start a journal share out club with a friend.  Draw pictures and talk about your day. Try to add something every day. At the end of week share out what you did and have your friend share what they did!	Who is George Washington? 1. Draw a picture of Georg Washington 2. Write a story about what you know bout George Washington	Think about a time that the weather has changed your plans, like recess being canceled or having to change your clothes. Write a story about that time and how it made you feel. 
Interactive Choice 	Set up a Store in your house.  Assign each item you want to sell a price and open shop! Sell! Sell! Sell! Count how much money you collect!	Make a book that has the following shapes: square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle. Draw and label each shape and describe it in words.	Follow these steps to make Abe Lincoln's Hat! https://www.artistshelpingchildren.org/kidscraftsactivitiesblog/2012/02/how-to-make-an-abe-lincoln-top-hat-for-presidents-day/ 	Flip through the gallery below for more Weird But True! facts about feathered animals . Go outside and bird watch. How many of the feathered birds from the video did you see?

Grade 2 Core Subject Area Choice Board (See Appendix E4)

Grade 2	Math	ELA	Social Studies	Science
Online choices 	Khan Academy 2nd Grade Math. Select a category you've already studied and complete two different practice activities	https://www.youtube.com/watch?v=USJZ8IWDR_c Make a list of all the things you are grateful for and share the list with a family member 	Watch this video to learn about some holidays we celebrate in America! https://www.youtube.com/watch?v=7Km5ecRCedU Write a short story about your favorite holiday!	Watch his video to about animal habitats https://www.generationgenius.com/videolessons/habitats-video-for-kids/ What did you learn?
Offline choices 	Come up with the exact change for \$1.00 How many different ways can you come with \$1.00 	Make a thank you card for someone who does special things for you. Write a special message to them thanking them for everything they do for you. You can add a drawing to the card	What symbols make you think of certain holidays?  Draw them and tell about the holiday it represents. What is your favorite holiday?	Write a story about your favorite animal. What do you know about where this animal lives, what it eats and how it survives 
Interactive Choice 	Make your own multiplication flash cards for multiplying number numbers by 0,1, and 2. Practice! $1 \times 3 = 3$	Think of a way you could help someone in your community. **If you need some ideas check out this list. https://kidworldcitizen.org/35-service-projects-for-kids/ Create a plan for how you would do it Set a date you will carry out your plan	Try to think about what you have done over the last two weeks. Make a timeline of these events. Label important events on the timeline. 	Pick an animal you want to be and imagine your job is to protect your young baby animals from harm. How would you protect them? \$ Put on a show at home where you act out the different ways that you would protect your babies.




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Grade 3 Core Subject Area Choice Board (Appendix E5)

Grade 3	Math	ELA	Social Studies	Science
Online choices 	https://www.khanacademy.org/math/cc-third-grade-math/intro-to-division#imp-division-intro 	Create a story map https://www.youtube.com/watch?v=lcD6iilrN2g&t=45s Create a Story Map using your favorite story at home 	 Watch the video and then write down all the ways in which you can become a good citizen. https://study.com/academy/lesson/rights-responsibilities-lesson-for-kids.html	Watch this video on weather and climate Take Notes! https://www.youtube.com/watch?v=b2VaHAvvXQs&list=PLm_xeUJIV-QkTNPAPURB6x4GEK5FBsK9HI5&index=2&t=0s
Offline choices 	Add the ages of all the people who live in your house. What is the sum? Is it greater than or less than 100? By how much? Ask each person in your house to give you a number between 100 and 1000. What is the sum? Is it greater than or less than 1000? By how much?	.Acrostic Poem Choose a vocabulary word from your unit and write the word straight down on your paper. For each letter, list a topic that you learned about from the unit that starts with that letter.	Make an award for someone you believe deserves a good citizenship award. Design your own award And be sure to include a few reasons why you are giving out this very special award 	What is your favorite type of weather and climate? If you could live anywhere in the world, what climate would you live in? 
Interactive Choice 	Become the Teacher! Create a poster teaching someone else how to understand what greater or less than means. What steps are should your student follow?	Choose a book from Story Line to listen to https://www.storylineonline.net/ Act out a scene of this book for an audience at home. T	Think about all the ways you can be a good a citizen in your community. Create a plan to do something for your community. (ex. Plant a tree, pick up litter) Work with a parent to pick a date you can do this!	Conduct your own Science experiment There are so many interactive science experiments check them out here: https://www.theedadvocate.org/26-of-the-best-5th-grade-science-projects-and-experiments/

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Grade 4/5 Core Subject Area Choice Board (Appendix E6)

Grade 4-5	Math	ELA	Social Studies	Science
Online choices 	Multiplying 2-digit numbers https://www.khanacademy.org/math/cc-fourth-grade-math/multiplying-by-2-digit-numbers	<p>Everyone has their own special talents. For this activity you will watch this webcast and then create your own personal award!</p> <p>https://www.loc.gov/item/webcast-9127/</p>	Venn Diagram Create a Venn diagram online and compare and contrast two presidents of choice. Include at least 3 points in each section.	Research Start conducting a research project on one topic of choice that you are learning about in science. Search online library data base you use in school. Collect three "scholarly" choices.
Offline choices 	Create a Menu Create a restaurant menu. Include breakfast, lunch and dinner options. Write out your prices and multiplication or division equations instead of whole numbers.	Acrostic Poem Choose a vocabulary word from your unit and write the word straight down on your paper. For each letter, list a topic that you learned about from the unit that starts with that letter.	Become President for the Day!! The President of the United States has a very important job! Write a story about what you would do as the president of the United States.	Journal Writing Write a journal entry about how the school closures are impacting you for a local newspaper. Include all the ways you and friends are being impacted!
Interactive Choice 	Become the Teacher! Create a poster teaching someone else how to multiply 2-digit numbers. What steps should your student follow?	Learn how to build your own stage so you can put on your own shows at home! Choose your favorite story and act it out <p>https://wideopenschool.org/programs/family/prek-5/arts-music-diy/?gclid=CjwKCAjwmMX4BRAAEiwA-zM4JndHyOOhvCNGLx0NbXm6SkRRrTzUOSgWYDL4gjtNm3rDxbZv1TjhhoCJQIQAvD_BwE</p>	Collage Develop a collage (mix or drawings, clips from magazines too) that represent at least 5 key events from a president of choice.	Conduct your own Science experiment There are so many interactive science experiments check them out here: https://www.theedadvocate.org/26-of-the-best-5th-grade-science-projects-and-experiments/

Additional Remote Learning Resources for Kids and Teens

1. Free Virtual Tutoring from the New York Public Library
<https://www.nypl.org/about/remote-resources/kids-and-teens>
2. Guided Homework Help Online
<https://www.edutopia.org/new-york-online-homework-help>
3. PBS LearningMedia
<https://ny.pbslearningmedia.org/>

Academic Support For Students with Special Needs

Parent Resources

1. **COVID-19 FAQ - NYS Special Education**
<https://youtu.be/A5oz5Nki8z4>
2. A guide for parents: Special Education
file:///Users/saraca/Downloads/Special_Education_a_Basic_Guide_for_Parents.pdf
3. Resources for all classifications:
<https://www.special-education-degree.net/the-best-websites-for-parents-of-special-needs-children/>

Part III: Top Parent Resources by Specific Special Education Classification:

Autism

1. One of the leading autism science and advocacy organizations: **www.autismspeaks.org** - The site also boasts an impressive list of apps that parents may find useful, including games that focus on communication and social skills.
2. Another great site that includes helpful resources for those with autism, family members, as well as professionals: **www.autism-society.org**

3. This page is run by parents and includes great insights on different autism teaching methods. The page also includes a place where parents can go to share their stories, give updates on their children's progress, and share recipes that may be useful for picky eaters: www.autismweb.com
4. AutismNow.Org is hands down one of the best online resources for information on Autism.

Blindness/Visual Impairment

1. **American Foundation for the Blind**: AFB provides support and services for the blind and visually impaired. Their website offers a **services locator** and a great **bookstore**.
2. **FamilyConnect**: An informative site including videos, stories, and forums developed by the American Foundation for the Blind and the National Association for Parents of Children with Visual Impairments.
3. **The Braille Special Collection**: This is a program offered through the Braille Institute. Sign up for free braille children's books throughout the year!
4. **The Royal Institute for Deaf and Blind Children** has a lot of information and services for parents of children who are deaf-blind.

Deafness

1. Parent resources to help you make informed decisions and the best resources:
<https://www.hearingloss.org/hearing-help/communities/parents/>
2. This resource provides a section with up to date information and activities for families raising a child who is deaf or hard of hearing:
<https://www3.gallaudet.edu/clerc-center/info-to-go/family-resources.html>

3. **Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf and Hard of Hearing** (click link) (2016) is a web-based product developed as a collaborative effort between the Clerc Center and the Deaf and Hard of Hearing Program of Boston Children's Hospital for early intervention providers and educators of deaf children.

4. **Hearing Like Me** is a wonderful resource for parents who have deaf children or hearing loss. Their website is clean, easy to browse, and full of helpful information. It also has an amazing forum where you can share your story and talk with other parents.

Emotional Disturbance

1. This resource can provide you with local resources, including support and advocacy for those living with emotional disturbance: <https://www.parentcenterhub.org/emotionaldisturbance/>

2. This resource provides general information, resources, and COVID-19 resources for helping parents and assisting families: <https://www.pacer.org/cmh/>

Hearing Impairment

1. The **Hearing Loss Association of America** is a great resource for any parent with a hearing-impaired child, as it not only offers support resources, news, recommended reading, personal stories, and articles, but it also has a section on laws and how your child with hearing loss has rights.

2. Resource for children and families with hearing loss:

<https://www.mydeafchild.org/resources>

Intellectual disabilities

1. **Smart Kids with Learning Disabilities** is an excellent and resourceful website for parents with children who have dyslexia, are ADHD, or have other learning disabilities.
2. Center for parent information and resources for children with intellectual disabilities: (resources available in multiple languages) <https://www.parentcenterhub.org/intellectual/>

Multiple Disabilities

1. Support for **Families of Children with Disabilities** has been around since 1982, offering information to parents with multiple disabilities in children.
2. Direct resources for families with children with multiple disabilities:
<https://www.parentcenterhub.org/multiple/>

Orthopedic Impairment

1. **Orthopedic Impairments** is a friendly website project with a comprehensive mission to inform, educate, and help walk through parents, teachers, and students with orthopedic impairments.
2. Special education guide for parents related to orthopedic impairments:
<https://www.specialeducationguide.com/disability-profiles/orthopedic-impairments/>

Other Health Impairment

1. Direct resources for families with children with other health impairments:
<https://www.parentcenterhub.org/ohi/>

2. This site provides a comprehensive overview of the classification of other health impairment and provides resources and suggestions: <https://www.parentcenterhub.org/ohi/>

Specific Learning Disabilities

1. If your child has a specific learning disability, such as trouble reading or communicating, then **this site** is for you. Not only does it have a section solely for parents.
2. This site provides specific information on LD, resources, tips, and comes in multiple languages: <https://www.parentcenterhub.org/ld/>
3. Additional resources, especially if new to the classification of learning disabilities: <https://ldaamerica.org/parents/>

Speech or Language Impairment

1. Created by a practicing speech and language pathologist, **SpeechDelay.com** is a fantastic site for anyone involved in the life of a child who has language and speech delays or impairments.
2. Check out these top 10 resources on speech, language, and hearing: <https://www.readingrockets.org/article/top-10-resources-speech-language-and-hearing>
3. Additional resources and guides for parents. This includes additional language resources: <https://www.parentcenterhub.org/speechlanguage/>

Traumatic Brain Injury

1. **Brainline.org** has an impressive guide for parents who have a child with a traumatic brain injury. It covers information on how to help your child adjust, cope, develop, and rehabilitate after an injury.
2. This site includes specific resources for parents and families on TBI and includes multiple language resources: **<https://www.parentcenterhub.org/tbi/>**

Part IV. Virtual Field Trips by Content Area

Science

1. Access Mars. Looking for something fun to do today? Take a virtual walk on Mars!
<https://accessmars.withgoogle.com/>
2. Smithsonian's National Zoo and Conservation Biology Institute have live webcams available. Take a virtual visit to see your favorite animal!
<https://nationalzoo.si.edu/webcams>
3. San Diego Zoo. The San Diego Zoo has live cams of penguins, baboons, koalas, giraffes, elephants, and more! Check it out here. **<https://zoo.sandiegozoo.org/live-cams>**
4. Farm & Food Care Farm Tours. Check out what life is like on the farm with 11 different farm tours with Farm & Food Care! **<http://ow.ly/PCLL50z1tI4>**

Math

1. This cross circular virtual field trip allows the student to work on math and geography skills by finding the distance between places on the globe.

<https://www.reachtheworld.org/>

2. NASA "What's the Difference - Moon Math"

a. <http://quest.nasa.gov/vft/>

3. A virtual field trip through mathematics: Fibonacci numbers

a. <http://www.maths.surrey.ac.uk/hosted-sites/R.Knott/Fibonacci/fibnat.html#pinecones>

History

1. Louvre Museum. Tour the Louvre Museum to see some of the most beautiful art in the world! <https://www.louvre.fr/en/visites-en-ligne>

2. Go on a Virtual Field Trip of The White House:

<https://www.whitehouse.gov/about/inside-white-house/interactive-tour>

3. One hour long each, this tour features both historical information as well as dramatic recreations of America's rich historical traditions and how America has figured into global commerce, culture, and governance:

Visit Colonial Williamsburg <https://www.colonialwilliamsburg.org/>

ELA

1. Google Lit Trips offer downloadable files that follow the journeys of characters from famous literature by using the power of maps from Google Earth. By following the travels of characters like Tom Joad in *The Grapes of Wrath*, students can gain an understanding of the surroundings and background of characters and the times in which they are portrayed. Virtual tours are available for kindergarten through college-level students: <http://www.googlelittrips.org/>

Art

1. The National Gallery of Art has a core collection of 126 paintings and 26 sculptures. The Gallery has amassed one of the greatest collections of art in the country and the world:
<https://www.nga.gov/collection.html>

Health and Wellness

1. Healthy food: A farm-to-table virtual education field trip. The farm-to-table virtual field trip from The Good Egg Project takes students on an egg's journey from the chicken who laid it to the breakfast table. Videos, lesson plans, and activities teach students about the science of fresh food production and the rapid advance of farming technology:
<https://www.aeb.org/eggs-in-schools/classroom/farm-to-table-virtual-field-trips/114-lesson-plans-and-materials>

Section 3: Family Culture & Wellbeing

While many parents may be working from home, creating a healthy work-life balance will be important for both you and your child.

Part I. Plan for creating technology balance:

Technology continues to be an integral part of our lives. Overuse of screen time is wreaking havoc on students' social interaction, mental and physical health. An individual technology reduction plan is available here:

<https://www.schoolhouseeducationalservices.com/product/disconnect-and-connect-seven-practical-steps-to-reduce-students-technology-dependence/>

Resources to Tailor Technology Appropriately:

1. **Self-Control** – Block out distracting websites for a set amount of time.
2. **TrackTime** – Audit how you're spending your time on your computer.
3. **Concentrate** – Maximize focus while shifting between different tasks.
4. **Notational Velocity** – Centralize and sync all of your scattered notes.
5. **FocusBooster** – Focus on single tasks for 25 minutes apiece.
6. **Think** – Limit your attention to a single application at a time.
7. **FocusWriter** – Create a distraction-free environment for writing.
8. **Anti-Social** – Block the social websites that are killing your focus.

9. **StayFocusd** – Curb the time you spend browsing time-wasting sites

10. **Time Out** – Take regular breaks to keep your focus sharp.

Part II. Developing a Schedule

A schedule might include the following:

1. Ensuring your child has a consistent time for starting and ending their school day will help them to settle into a routine.
2. Breakfast and lunch should be at the same time each day.
3. Having students get dressed as if they are going to school will help them to transition.
4. Follow the same schedule as the district (A, B, C, day schedule). Reminding your child of the day will ensure they participate in their specials.
5. Accessing instruction by teachers.
6. Completing assignments.
7. Routines for getting outside and moving during breaks (recess).
8. Taking “brain breaks” from instructional tasks (districts should provide “brain break rooms” where students can go to meditate or socialize with peers).
9. Adequate sleep and age-appropriate bedtime for school nights.

10. Schedules for families with multiple children in the home working (also integrating breaks).

When creating a schedule, the most important things to keep in mind are:

1. Starting the day with a solid morning routine is extremely important.
2. Try to have it mirror a typical school day (breaks between classes, lunch, specials on the same days each week, recess).
3. Try to take into consideration that you know your child best and plan accordingly (is your child a morning person? Need frequent breaks? Work better in the afternoon?)
4. Make specials on the same days every week. You might have certain specials for the first half of the year and then switch for the 3rd and 4th parking period. Specials might include: Art, Music, Foreign Language, Home and Careers, Physical Education, Technology.
5. Once you create a schedule that works for you and your child, do your best to follow the schedule daily.
6. Weekends are not for schoolwork (try to make time for family and fun on the weekends).

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Sample schedules for one child or multiple children when multiple devices are available (see Appendix C)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	Morning Routine: make your bed, get dressed and ready for the day: ** NO PJs to breakfast!	Morning Routine: make your bed, get dressed and ready for the day ** NO PJs to breakfast!	Morning Routine: make your bed, get dressed and ready for the day ** NO PJs to breakfast!	Morning Routine: make your bed, get dressed and ready for the day** NO PJs to breakfast!	Morning Routine: make your bed, get dressed and ready for the day: ** NO PJs to breakfast!
8:00-8:30	Healthy Breakfast	Healthy Breakfast	Healthy Breakfast	Healthy Breakfast	Healthy Breakfast
8:30-9:00	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)
9:00-9:45	Math	Math	Math	Math	Math
9:45-10:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
10:00-10:45	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10:45-11:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
11:00-11:45	ELA	ELA	ELA	ELA	ELA
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:00	RECESS Indoor or Outdoor	RECESS Indoor or Outdoor	RECESS Indoor or Outdoor	RECESS Indoor or Outdoor	RECESS Indoor or Outdoor
1:00-1:45	Science	Science	Science	Science	Science
1:45-2:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Brake
2:00-2:45	Special (Art, Music, or physical education)	Special (Art, Music, or physical education)	Special (Art, Music, or physical education)	Special (Art, Music, or physical education)	Special (Art, Music, or physical education)
2:45-3:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break

Part III. Healthy Work-Family Balance

Resources of Creating A Healthy Work-Family Balance

1. Resources for creating a better work-family balance: Check out this article!

<https://www.forbes.com/sites/deborahlee/2014/10/20/6-tips-for-better-work-life-balance/#311dd82829ff>

1. Let go of perfectionism.
2. Unplug.
3. Exercise and meditate.
4. Limit time-wasting activities and people.
5. Change the structure of your life.
6. Start small. Build from there.

2. This includes 37 tips for a better work-life balance:

<https://www.themuse.com/advice/37-tips-for-a-better-worklife-balance>

3. This is a great resource for parents on creating a better work-life balance.

<https://www.parents.com/parenting/work/life-balance/>

4. This site includes 10 expert tips to help you achieve a better balance in your life. These tips are challenging but will provide you with great reward:

<https://www.livecareer.com/resources/jobs/search/work-life-balance-tips>

RELAXATION & EMOTIONAL WELLNESS

Take a moment to breathe and/or go for a walk! Play some music that makes you calm or happy.

1. Factsheet from The National Child Traumatic Stress Network, “Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (COVID-19).”
https://www.kaleidahealth.org/coronavirus/support/outbreak_factsheet_1.pdf
2. CALM – This is one of the most popular relaxation apps. There is a free version and, right now, they have compiled a list of FREE resources to support mental and emotional wellness during this time: <https://blog.calm.com/take-a-deep-breath>
3. 10% Happier – Here is a link to their coronavirus sanity guide:
<https://www.tenpercent.com/coronavirussanityguide>
4. Insight Timer is a popular app with free and paid content: <https://insighttimer.com/>
5. AntiStress - Relaxing Games app many of our families like – free and paid content:
<https://apps.apple.com/us/app/antistress-relaxing-games/id1207565651>

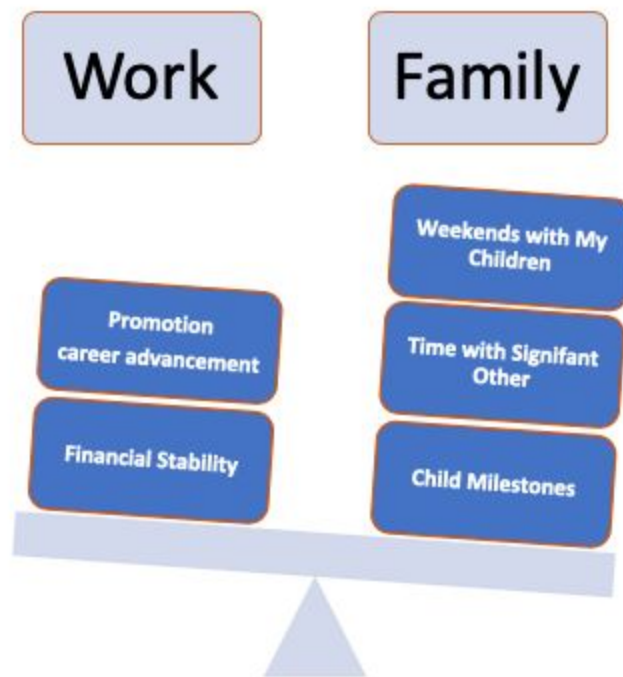
Part IV. Work-Family Guilt

Given the current work-life imbalance caused by the Covid-19 pandemic, more parents are working from home than ever before while simultaneously having to tend to the needs of their children. The lines between work and family have become increasingly blurred. Parents who work full-time must successfully navigate home and work demands and experience feelings of guilt when balance cannot be achieved. Prior research suggests that work-family guilt can impact the emotional, physical health and well-being of working mothers.

What is work-family guilt?

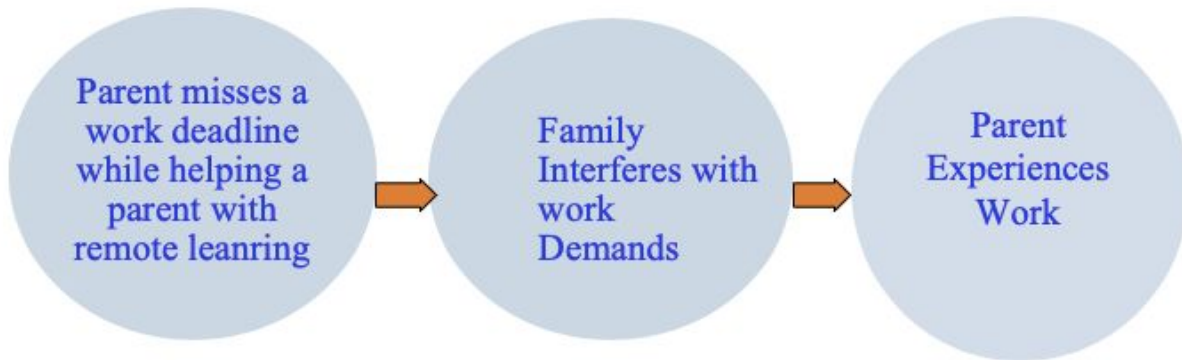
Many of us have experienced work-family guilt at some point in our parenting careers. Work-family guilt emerges from the inability to successfully balance work and family demands.

This could mean that you feel guilty because work is interfering with family life or this could mean that you feel guilty because family is interfering with work.



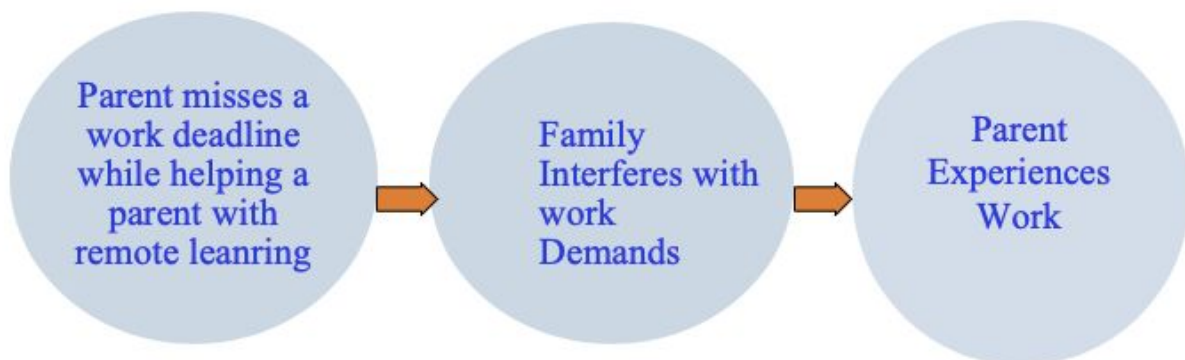
When work interferes with family

When work interferes with family, parents often experience guilt because they have to miss out on a family event (e.g. you miss your daughter's dance recital because you have a work meeting). Given the current pandemic, many parents have to work from home, but even though they are home they are still expected to be working during work hours. As a result, parents experience guilt because even though they are home they have to work and are not available to spend time with their children who are also home as a result of the pandemic. This has been extremely stressful and anxiety-producing for many parents who are trying to juggle a work and family life balance while meeting all work-place demands.



When family interferes with work

When family demands interfere with work, parents may feel they are unable to work to their potential because they feel rushed to complete tasks or miss meetings or workplace engagements to meet the needs of their family. At times, they know they are not meeting workplace expectations because of competing family demands. When parents feel they could be doing a better job at work but are being distracted by family, they may experience feelings of guilt.



What are some possible negative implications of work-family guilt?

- Parents may begin to produce less at work because they are distracted by family demands.
- Parents may lose their job because they are not meeting workplace expectations.
- Parents may withdraw at work and/or avoid socializing at work because they feel they have no time to have workplace relationships.
- Parents may feel anxious about the time they spend away from their children because of work demands.
- Parents may experience guilt when work demands result in lost time with their children that they can never get back.
- Parents may engage in lax or permissive parenting practices because of the guilt they feel as a result of working too much.

Tips on how to minimize feelings of work-family guilt and create a healthy life-work balance

Tip 1: Be present

As parents, we are often pulled in so many directions that we are constantly trying to be in multiple places at the same time. When we are home with our children, we might be answering work emails, or when at work we might be making doctor's appointments for the kids. While we might think we are multitasking in these moments the reality is that we are not giving work or family our full attention. Being present in the moment will help ensure that the time you are spending at home and work is quality time. Not only will your kids feel the difference when you give them your undivided attention at home, but you will feel less guilty and feel more fulfilled with the time you were able to spend with them. The same goes at work, for when you are at work juggling a million different things, your co-workers and your superiors know you are not fully present and it impacts how they perceive you in the workplace.

Tip 2: Share parenting responsibilities

While more and more dads are sharing in the responsibilities of child-rearing at home, traditional beliefs regarding mothering still exist. The majority of mothers are still expected to do the bulk of child-rearing at home. This is true even when the mother is also working full time outside the home. As a result, mothers experience a greater degree of work-family guilt than fathers do. Research shows that when parents share responsibilities at home both parents feel less overwhelmed and less guilty for working outside of the home. When possible, try to find a way to share responsibilities. Write it out, make a schedule, and switch up traditional roles.

Divide and conquer

- Managing children's schedules/activities can be overwhelming; make sure you divide these responsibilities up as evenly as possible.
- Swap taking care of children when they are sick. The same parent should not be consistently staying home with sick children. Take turns.
- Share household chores such as laundry, dishes, cooking, and cleaning.
- Try to avoid the good cop bad cop routine. Both parents should discipline the children when needed. One parent should not be seen as the disciplinarian while the other parent is seen as sympathetic. This causes division and resentment between parents and sends the wrong message to children. Parents need to be a united front for children and send a consistent message.

Tip 3: Set boundaries

When it comes to work it is very important that you establish clear boundaries regarding your family time and personal life. If you need to leave work at 3:00 to get your children from the bus, you need to clearly articulate this to your place of work. If it is 3:00 and you are still in a

meeting, you need to politely excuse yourself. You should not feel guilty for tending to your family after work. Likewise, if you are home and having a scheduled Zoom meeting for work every night at 5:00 pm, you must set boundaries with your children and explain to them that at 5:00 pm you are at work and cannot be interrupted. Establishing boundaries will avoid having to make

Tip 4: Make time

The majority of parents feel they do not have enough time with their family. With all of the pressure that is put on parents today, making time to just hang out as a family is not always possible, but the benefits have been fully supported by research. Just something as simple as having a *device free* meal together can have long-lasting positive results. Check out the choice board below for some ideas on how to maximize family time.

Choice Board for Family time <i>Help maximize family time by choosing an option below when you do have an opportunity to all be together. We recommend doing 3-5 a week to increase family connections and reduce feelings of guilt for the time spent away from work due to family demands.</i>				
Board Game Night!! Set a night aside and just play board games together!	Play kickball or an outdoor sport.	Go on a hike	Have a paint Party at home! Everyone paints the same thing!	Movie night!! Make some popcorn and watch a movie together as a family!
Read together!	Build a massive Lego Structure! Have a lot of legos? Have a Lego structure competition!	Go outside and plant a tree together. Talk about why this is so important!	Make breakfast for dinner!!! **This can be even more fun if you get everyone involved in the cooking process!	Discovery night! Spend the night telling your children about your childhood.
Have a dance party! Teach your kids about music you like and learn about the music they like!	Bake Cookies! Let them have fun and decorate the cookies too!	As a family, come up with a community outreach project and work together to get the job done! Maybe you can collect food for the homeless or go to a community park and pick up litter!	Go on a family picnic even if it's in your own backyard!	Have a make your own Sunday party!

Section 4: Health & Operations

Tips to keep in mind:

6. As many parents are currently working from home and have multiple children at home who need access to technology, having more than one computer may be necessary. Please utilize your school's resources and availability of free access to technology.
7. Try to avoid constant sugar and unlimited access to sugar. A tip that parents have found very helpful is to provide a snack basket and fill those once a day.
8. Developing a weekly menu will be helpful to maintain order and a healthy lifestyle.
9. If possible, drive your child to school; remember to check their temperature before leaving for school.
10. In the event someone in your family comes in contact with someone who has tested positive with COVID-19 or has been diagnosed with COVID-19, make sure to follow CDC guidelines and consider setting up an isolation area in your home.
11. In the event of your child coming in contact or testing positive for COVID-19, make sure to inform the school.
12. Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is critical for the parents/guardians to work with the child's healthcare providers so that

an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety as a top priority.



Part I. Digital Resources:

1. Most districts are providing all students with access to a personal device. Please reach out to your district to obtain a device. In addition, if you need wireless access, please inquire with your district as well as they are developing partnerships with local businesses.

2. For a comprehensive list of digital resources, please make sure to check out the resources A-Z at the end of this document which is broken down by category. The following categories are included:

- a. **AUTISM-SPECIFIC: RESOURCES ABOUT HANDWASHING AND STAYING HOME**
- b. **BASIC NEEDS**
- c. **COVID-19: RELIABLE & UP- TO-DATE INFORMATION**
- d. **ENGLISH LANGUAGE LEARNERS SUPPORT:**
- e. **ESSENTIAL WORKERS CHILDCARE:**
- f. **MENTAL HEALTH RESOURCES**
- g. **PHYSICAL FITNESS/YOGA/MOVEMENT**
- h. **RELAXATION & EMOTIONAL WELLNESS**
- i. **REMOTE LEARNING RESOURCES**
- j. **SPECIAL EDUCATION PARENTS/PARENTS of STUDENTS W/ 504**
- k. **STAYING CONNECTED WITH FRIENDS & FAMILY & COMMUNITY**
- l. **TALKING TO KIDS ABOUT COVID-19**

3. This collection of 200 free educational resources for K-12 students can be accessed and used by both parents and teachers. This resource includes free lessons, apps, audiobooks, and textbooks. It also includes free foreign language lessons and web resources in all academic subjects.

http://www.openculture.com/free_k-12_educational_resources

4. This website provides a list of free resources that may be needed in the event of homeschooling or needing additional supplementary resources.

<https://www.zdnet.com/article/all-the-free-online-resources-parents-guardians-need-in-home-schooling/>

Part II. Healthy Lifestyle & Free Exercise Programs:

Healthy Lifestyle Tips:

1. Know who your district's/school's designated staff member is who is assigned as the COVID-19 resource person. This individual will be valuable if you have questions or concerns going forward in your district.
2. When your child comes home from school, follow proper decontamination procedures e.g. no shoes in the homes, clean hands and change clothing.
3. Clean or replace all items that you will be sending your students to school with (e.g sanitizer, masks.).
4. Continue to encourage proper nutrition and having students take vitamins. Vitamin D and Vitamin D have been shown to be beneficial in the face of COVID-19.
5. Immune Boosting Vitamins and Foods
<https://www.hsph.harvard.edu/nutritionsource/2020/04/01/ask-the-expert-the-role-of-diet-and-nutritional-supplements-during-covid-19/>
6. The best way to protect your children is through proper hand washing, maintaining social distance, wearing a mask, and not sharing items at school (e.g beverages, chapstick, clothing, cell phones).

7. If possible, stay away from higher risk individuals (i.e., over 65, immunocompromised, pre-existing conditions, etc).

8. Here you can view a list of approved environmental protection agency (EPA) disinfectants

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

9. When EPA-approved disinfectants are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). *Do not mix bleach or other cleaning and disinfection products together.* This can cause fumes that may be extremely dangerous to breathe in. Keep all disinfectants out of the reach of children.

Considerations are based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH)

PHYSICAL FITNESS/YOGA/MOVEMENT SUGGESTIONS:

A little exercise, yoga, or movement can work wonders on stress and be fun for the family.

1. GoNoodle - <https://www.gonoodle.com/> Movement Powers Change® GoNoodle® engages 14 million kids every month with movement and mindfulness videos created by child development experts. Available for free at school, home, and everywhere kids are!
2. Cosmic Kids - <https://www.cosmickids.com/> Popular site for stories, yoga and fun.

3. Yoga with Adriene - <https://yogawithadriene.com/> Free yoga videos.
4. [Just Dance](#) This is on youtube, you can pick your favorite song and dance along.
5. Little Sports <https://www.youtube.com/channel/UCTIwFB4ciFi5ZCIu-VIwaOg> These are 15 minute follow along exercise videos that you can do in your house

Physical Education Ideas

1. [PE with Joe](#) (YouTube)
2. [Yoga for Kids](#) (YouTube)
3. [GoNoodle](#): activities to burn energy for kids

Part III. Five Point Health Check

At the end of this document (Appendix F) there is a supplemental attachment titled “Five-Point Health Check.” This document should be used as a resource to glance at before leaving the house. We recommend printing this and leaving it as an attachment near the door.

Know the warning signs of COVID19

1. COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze.
2. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection.

3. Personal prevention practices: handwashing, staying home when sick, and cleaning/disinfecting when appropriate are the most important takeaways.
4. Watch for fever (100.0 F recommended), cough, shortness of breath, or other symptoms of COVID-19.
5. The Centers for Disease Control and Prevention (CDC) has an up to date list of symptoms of Coronavirus on its website: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Tips to Reduce the Spread

1. Remember to stay home when appropriate.
2. Remember to quarantine when appropriate (i.e., if you have been in contact with someone who has had COVID-19 and/or in close proximity to them or within 6ft for at least 15 minutes).
3. People with COVID-19 have a wide range of symptoms which have been reported to range from mild-severe. Symptoms may develop 2-14 days after exposure. Symptoms may include, fever/chills, cough, shortness of breath, fatigue, muscle/body aches, headache, loss of taste/smell, sore throat, congestion or runny nose, nausea/vomiting, diarrhea.
4. Continue to wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol as per CDC recommendation.

5. Properly store and, when necessary, discard PPE.



Know what the CDC is saying regarding health risk & Re-entry to school.

Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.

More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Proper social distancing requirements are put into place. This will look different depending on the district. For example, some schools may do a hybrid model, others may stagger their school day. All students will be required to be 6ft apart and wear a mask.

Highest Risk: This would operate more similarly to the traditional model of education. Class would be in-person, full sized, and include activities and events. In addition, this

would not have students spaced apart and students would mix between class and activities.

Part IV. Accessing Medical Updates:

Medically vulnerable/high-risk groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Check in with your school district on these plans. Individuals with underlying health conditions including, but not limited to:

- chronic lung disease or moderate to severe asthma
- serious heart conditions
- immunocompromised
- severe obesity (body mass index [BMI] of 30 or higher)
- diabetes
- chronic kidney disease undergoing dialysis
- liver disease
- sickle cell anemia
- children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

If your child tested positive for COVID-19

If your child has tested positive for COVID-19 by a healthcare provider based on a test or their symptoms, or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay home until:

- It has been at least ten days since the individual first had symptoms;

- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are in home isolation regarding when the isolation may end.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

RELIABLE & UP- TO-DATE HEALTH INFORMATION ABOUT COVID-19

1. Centers for Disease Control and Prevention - <https://www.cdc.gov/>
2. New York State Department of Health - <https://coronavirus.health.ny.gov/home>
3. Kaleida Health - <https://www.kaleidahealth.org/coronavirus/>
4. World Health Organization - <https://www.who.int/>

Resource Guide A-Z

AUTISM SPECIFIC: RESOURCES ABOUT HANDWASHING AND STAYING HOME

1. Autism Speaks has a social narrative about getting sick and handwashing
https://www.autismspeaks.org/sites/default/files/flu_teaching_story_final%20%281%29.pdf
2. Here is the link to COVID-19 page for Autism Speaks:
<https://www.autismspeaks.org/covid-19-information-and-resources>
3. Coronavirus Social Narrative <https://littlepuddins.ie/coronavirus-social-story/>
4. Carol Gray – Social Story about importance of washing hands
<https://carolgraysocialstories.com/wpcontent/uploads/2020/03/COVID-19-I-Can-Help.pdf>
5. Autism Society link to their COVID-19 page <https://www.autism-society.org/news/covid-19-preparedness-and-resources/>
6. 10 Therapeutic Activities for Children with Autism
<https://harkla.co/blogs/special-needs/therapeuticactivities-autism>

BASIC NEEDS

1. National Diaper Bank Network. If you or someone you know needs diapers, there may be assistance available in your community. <https://nationaldiaperbanknetwork.org/get-help-now/>
Keep your baby clean and dry. Dial 2-1-1 for immediate help
2. WIC Updates on the NYS WIC program during COVID-19 are provided on the Department of Health website. <https://www.health.ny.gov/prevention/nutrition/wic/> To find your local WIC agency, call the Growing Up Healthy Hotline at 800-522-5006 and ask for the
3. location nearest to you.
4. You can find the location of your local Department of Social Service here, <https://otda.ny.gov/workingfamilies/dss.asp>, or by calling the toll-free statewide OTDA Hotline at 1-800-342- 3009.
5. Hunger Solutions New York. Find information on how to get food and other resources.
<https://hungersolutionsny.org/covid-19/>
6. Caring for Each Other. Check out Sesame Street’s Caring for Each Other page for free resources to help provide comfort, create routines, and keep families physically and mentally healthy. <https://www.sesamestreet.org/caring>

COVID-19: RELIABLE & UP- TO-DATE INFORMATION

1. Centers for Disease Control and Prevention - <https://www.cdc.gov/>
2. New York State Department of Health - <https://coronavirus.health.ny.gov/hom>
3. Kaleida Health - <https://www.kaleidahealth.org/coronavirus/>
4. World Health Organization <https://www.who.int/>

5. US Department of Education Resources <https://www.ed.gov/coronavirus?src=feature>

ENGLISH LANGUAGE LEARNERS SUPPORT:

1. [EFL Activities for Kids, ESL Printables, Worksheets, Games, Puzzles, for Preschool, Primary English Learners](#)
2. International Children's Digital Library : <http://en.childrenslibrary.org>
3. [EFL Activities for Kids, ESL Printables, Worksheets, Games, Puzzles, for Preschool, Primary English Learners](#)
4. [ABCya! • Learning Games and Apps for Kids](#)
5. [BrainPOP ELL](#)

ESSENTIAL WORKERS CHILDCARE:

1. The Office of Children and Family Services and the Cuomo Administration have developed a plan to provide child care to essential workers at no cost to the worker. [This allocation of funding comes to the state from the federal Coronavirus Aid, Relief, and Economic Security Act \(the "CARES Act"\), which has provided our state with \\$163.6 million in emergency relief to the child care system.](#)
2. Child Care Resource and Referral Agencies (CCRAs) provide services to parents and daycare providers in every county of New York State. [If you are looking for child care, the CCRR in your county is a great place to start.](#) They will ask you about the kind of care you are looking for, the ages of your children, the hours of care you need and other specifics such as any special needs your child might have. Based on that information, they will be able to give you a list of providers that most closely meet your needs.

MENTAL HEALTH RESOURCES

1. Coping With Stress During Infectious Disease Outbreaks
<https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

PHYSICAL FITNESS/YOGA/MOVEMENT

A little exercise, yoga, movement can work wonders on stress and be fun for the family.

1. GoNoodle - <https://www.gonoodle.com/> Movement Powers Change® GoNoodle® engages 14 million kids every month with movement and mindfulness videos created by child development experts. Available for free at school, home, and everywhere kids are!
2. Cosmic Kids <https://www.cosmickids.com/> Popular site for stories, yoga and fun.
3. Yoga with Adriene - <https://yogawithadriene.com/> Free yoga videos
4. Just Dance This is on youtube, you can pick your favorite song and dance along.
5. Little Sports <https://www.youtube.com/channel/UCTIwFB4ciFi5ZCIu-VlwaOg> These are 15 minute follow along exercise videos that you can do in your house

RELAXATION & EMOTIONAL WELLNESS

Take a moment to breathe and/or go for a walk! Play some music that makes you calm or happy.

1. Factsheet from The National Child Traumatic Stress Network, “Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (COVID-19)”
https://www.kaleidahealth.org/coronavirus/support/outbreak_factsheet_1.pdf
2. CALM – This is one of the most popular relaxation apps. There is a free version and, right now, they have compiled a list of FREE resources to support mental and emotional wellness during this time: <https://blog.calm.com/take-a-deep-breath>
3. 10% Happier – Here is a link to their coronavirus sanity guide:
<https://www.tenpercent.com/coronavirussanityguide>
4. Insight Timer is a popular app with free and paid content <https://insighttimer.com/>
5. AntiStress - Relaxing Games app many of our families like – free and paid content:
<https://apps.apple.com/us/app/antistress-relaxing-games/id1207565651>

REMOTE LEARNING RESOURCES

1. **Free Virtual Tutoring from the New York Public Library**
<https://www.nypl.org/about/remote-resources/kids-and-teens>
2. **Guided Homework Help Online**
<https://www.edutopia.org/new-york-online-homework-help>
3. **PBS LearningMedia**
<https://ny.pbslearningmedia.org/>

SPECIAL EDUCATION PARENTS/PARENTS of STUDENTS W/ 504

1. Questions and Answers on Providing Services to Children w/ Disabilities During the Caronavirus
<https://sites.ed.gov/idea/files/qa-covid-19-03-12-2020.pdf>

STAYING CONNECTED WITH FRIENDS & FAMILY & COMMUNITY

1. Zoom – www.zoom.com You can create a free account and hold virtual “meetings” or get together and see everyone on the screen. We did one the other night with about seven friends and it was like a virtual party. You can use it from a computer or phone.
2. Good old fashioned letters or drawings – take a moment to write a letter or make a picture and send it to a loved one, mail it to a nursing home, or if you want to take a moment to thank a troop overseas, here is one organization that will send them: <https://supportourtroops.org/cards-letters>
3. Paint and Hide Some Rocks – It might make someone’s day to find a pretty rock or one with a hopeful, happy message. There is a local group, Sweet Buffalo Rocks, that has a facebook page: <https://www.facebook.com/groups/sweetbuffalorocks> and there is a popular national group where you can get a free account and register your rocks if you would like so you can follow them:
<https://www.gorock.com/>

4. Other: Try a game night, cook together, watch a movie together, have a dance party, do a puzzle, or have theme nights/days.

TALKING TO KIDS ABOUT COVID-19

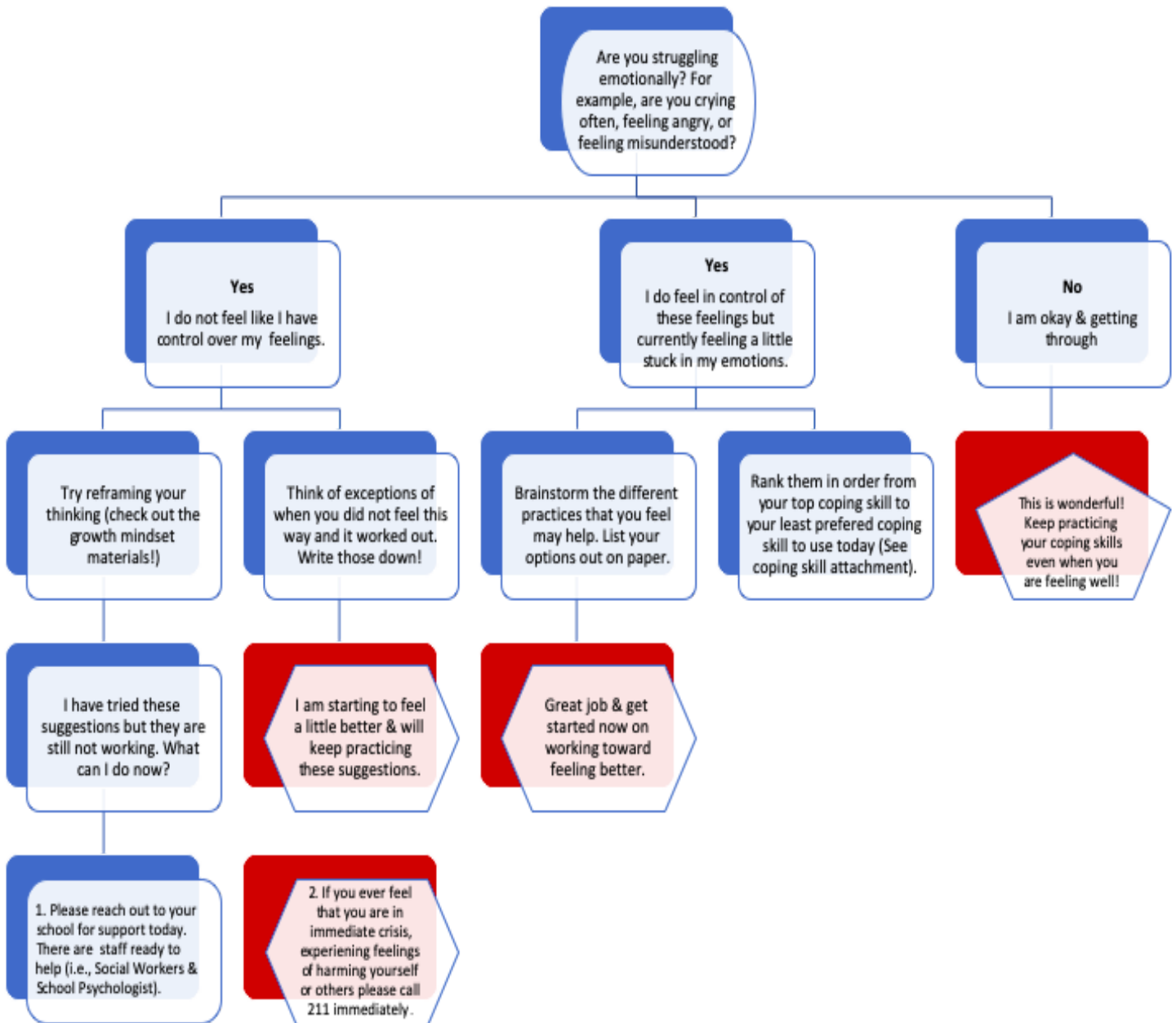
1. Talking to Children About COVID-19: A Parent Resource from NASP
<https://hogg.utexas.edu/talking-to-children-about-covid-19-a-parent-resource-from-nasp>
2. Parenting in Pandemic: How do we maintain stability in the midst of unpredictability?
<https://www.psychologytoday.com/us/blog/the-healthy-child/202003/parenting-in-pandemic>
3. NYS Parent Portal Parenting tips, activities and information on how to talk to your children about the Coronavirus. <https://www.nysparenting.org/coronavirus-resources-parents>
4. Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing
<https://www.cdc.gov/coronavirus/2019-ncov/index.html>
5. Now is a good time to learn about keeping your family safe online. You might consider making an online safety plan or use tools such as parental controls to manage what your children can access.
[Further guidance on internet safety, including resources for parents](#)
6. Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks,
<https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/SMA14-4886>
7. Coping With Stress During Infectious Disease Outbreaks,
<https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>
8. Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19),
<https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>
9. Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About,
<https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

Appendix A Social Emotional Choice Board

Social Emotional Learning Activities:			
	Grades K-5	Grade 6-8	Grade 9-12
Self Awareness	Draw a picture of yourself on large paper. Write at least 10 strengths all around you.	List one strength starting with each letter of your name. Draw it out & hang it in your room.	Write a letter to your future self, telling yourself what your biggest strengths are and how you want to grow.
Self Management	Draw a picture of a time you positively dealt with very hard emotions and share it, and talk about it with a trusted adult.	Make a list of 5 things you can do when you are feeling the emotions of sadness, frustration and anger (3 different lists).	Discuss with a trusted adult if managing your emotions is the same as ignoring them? Then journal about these differences.
Social Awareness	Think about 5 nice things you can say to someone else today, now try it out. Spreading kindness feels great and it's contagious.	Get a sticky pad and write down 15 kind things that you can do for others. Now slowly do them and post them on your wall.	Write a kind note or letter to someone who has impacted your life, give it to them and suggest for them to do the same. Pay it forward activities are contagious.
Decision Making	Draw a picture of the world and now think of eight ways you can make the world a better place, write them down or draw them on the world.	Think of the BEST leader you know, write them a letter and list out all of the qualities that make them a great leader. Share it with them!	List out all of your current responsibilities at school, home and personal life. Think why they are important and how you can improve each one.
Perspective Taking	You see someone sitting alone at lunch or playing alone during recess, think about how they may feel and list or draw three things you could do.	Pick your favorite TV show. Write down your 3 favorite characters. Now when you watch it jot down what you think their motivation is for their behavior, or their perspective on the issue.	Create a journal entry about a recent conflict/fight you had that you believed was a result of a perception difference, write down what you believed was the differences and how you can understand them better.

Appendix B

Social Emotional Decision Tree



Appendix C Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	Morning Routine: make your bed, get dressed and ready for the day: ** NO PJs to breakfast!	Morning Routine: make your bed, get dressed and ready for the day ** NO PJs to breakfast!	Morning Routine: make your bed, get dressed and ready for the day ** NO PJs to breakfast!	Morning Routine: make your bed, get dressed and ready for the day** NO PJs to breakfast!	Morning Routine: make your bed, get dressed and ready for the day: ** NO PJs to breakfast!
8:00-8:30	Healthy Breakfast	Healthy Breakfast	Healthy Breakfast	Healthy Breakfast	Healthy Breakfast
8:30-9:00	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)	Free play (younger children) or morning exercise (could be a morning walk, or yoga, meditation or any physical activity)
9:00-9:45	Math	Math	Math	Math	Math
9:45-10:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
10:00-10:45	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10:45-11:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
11:00-11:45	ELA	ELA	ELA	ELA	ELA
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:00	RECESS Indoor or Outdoor	RECESS Indoor or Outdoor	RECESS Indoor or Outdoor	RECESS Indoor or Outdoor	RECESS Indoor or Outdoor
1:00-1:45	Science	Science	Science	Science	Science
1:45-2:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Brake
2:00-2:45	Special (Art, Music, or physical education)	Special (Art, Music, or physical education)	Special (Art, Music, or physical education)	Special (Art, Music, or physical education)	Special (Art, Music, or physical education)
2:45-3:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break

Appendix C2 Sample Schedule Blank

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-11:00					
11:00-12:00					
12:00-12:30					
12:30-1:30					
1:00-2:00					
2:00-2:30					
2:30-3:00					

Appendix D

English Language Learner Games







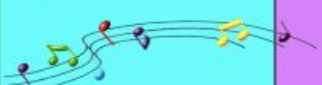

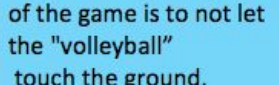




Fun English Games for Kids - Free Interactive Learning Activities Online	Paco el Chato - Ayuda para tu tarea de primaria, secundaria y preparatoria	Mama Lisa's World of Children and International Culture
General Listening Quizzes - Easy Randall's ESL Cyber Listening Lab	ABCya! • Learning Games and Apps for Kids	Learn English - Online ESL Games
EFL Activities for Kids, ESL Printables, Worksheets, Games, Puzzles, for Preschool, Primary English Learners	Unite for Literacy	ESL Kids lesson plans, worksheets, flashcards, songs, readers, games

Appendix E

Supplementary Choice Board by Content

Tip: The Arts choice board serves as additional supplemental resources that could be used in conjunction with your school's curriculum. Students do very well when they are given the "choice" as it allows for autonomy over their learning.




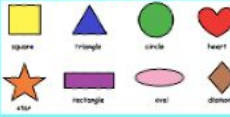






Kindergarten Specials Choice Board

Kindergarten	Music	Art	Physical education	Literacy
Online choices 	Make Music with Peg + Cat https://pbskids.org/peg/games/music-maker 	Watch this video to find out who invented Pizza https://mysteryscience.com/mini-lessons/pizza?code=1ff5b80840db4c0add0a9358f357a8ac#slide-id-6011 Draw your favorite pizza with all your favorite toppings! Please don't eat! 	https://family.gonoodle.com/activities/indoor-recess-you-pick-number-1 Indoor Recess@ 	Build your own monster and then take him on reading adventure!  https://www.teachyourmontertoread.com/
Offline choices 	Think about a song you really like. Teach this song to someone else 	Draw a picture of your family in your favorite place. Color the label the picture 	Balloon volleyball. Find a partner and sit facing each other. The object of the game is to not let the "volleyball" touch the ground. 	Write your own story using all the sight words you know. You are the author and the illustrator. 
Interactive Choice 	Make Music!! Watch this amazing video and create your own steady beat! https://www.singplaycreate.com/2020/04/free-distance-learning-music-activities.html	Objects Color Wheel: Search your house to find objects that are certain colors of the rainbow and organize them in a big color wheel! 	Build a 10- station obstacle course and do the course 5 times! Watch this to get some ideas!! https://www.youtube.com/watch?v=KS0v8uyR8CU	Sight Words Practice!  Break out the shaving cream on a table let your child write out all the sight words you know!

Appendix E2 Supplementary Choice Board by Content



Kindergarten Core Subject Choice Board

Tip: Core subject choice boards serve as additional supplemental resources that could be used in conjunction with your school's curriculum. Students do very well when they are given the "choice" as it allows for autonomy over their learning.

Kindergarten	Math	ELA	Social Studies	Science
Online choices 	Play an online game to practice counting, sorting, and comparing. https://www.abcya.com/games/counting_sorting_comparing	Chose a story to listen to and then draw your favorite part of the story https://www.storyplace.org/	Learn about the services in your neighborhood and then draw a picture of each service you learn about. https://www.youtube.com/watch?v=DxORBnvtYNO	Learn how to become an inventor https://pbskids.org/martaha/stories/truestories/inventor_story.html 
Offline choices 	Sort all your toys by shape and count them. How many of each shape did you find? 	Draw a picture of your family. Try to label everyone. Write a sentence about your favorite thing to do with your family.	Draw a map of your house. Label all the different rooms. Color I in the map. The more details the better! 	Build a boat that floats (try different materials such as paper, legos, playdough) Did any of the boats sink right away? Which boat was the last to sink 
Interactive Choices 	Go on a shape hunt around your house. See how many squares, rectangles, triangles, and hexagons you can find. 	Write down every sight word you know on index cards (or cut up paper squares) Try to make as many sentences as you can with the words. Read the sentences to a family member.	Get a shoes box and turn the box into your favorite season. You can draw, use clay or playdough, and anything in the box that reminds you of that season (Tip: What holidays occur during that season?) 	1.Listen to the text https://edu.workbencheducation.com/cwists/preview/53164x 2. Go outside and bug watch! Answer the questions with a grown up! 

Appendix E3 Supplementary Choice Board by Content


First Grade Core Subject Area Choice Board

First Grade	Math	ELA	Social Studies	Science
Online choices 	Practice subtraction and addition at Khan Academy! https://www.khanacademy.org/math/cc-1st-grade-math/cc-1st-add-subtract/cc-1st-add-subtract-10	Do you have a fly swatter? Write down all your sight words on index cards(or flash cards) grab a partner and take turns choosing a random sight word. Whoever swats it first wins!	Watch this video to learn our first president! https://www.youtube.com/watch?v=el4WayEzJqM What did you learn?	Explore the Alaska Wilderness. Record what you find in your science notebook  https://pbskids.org/molly/games/adventure
Offline choices 	Addition War Game!  You need a deck of cards! The ace is worth one. Whoever can yell out the sum of the two cards gets both card. The game ends when one player has taken all the cards	Start a journal share out club with a friend.  Draw pictures and talk about your day. Try to add something every day. At the end of week share out what you did and have your friend share what they did!	Who is George Washington? 1. Draw a picture of Georg Washington 2. Write a story about what you know bout George Washington	Think about a time that the weather has changed your plans, like recess being canceled or having to change your clothes. Write a story about that time and how it made you feel. 
Interactive Choice 	Set up a Store in your house.  Assign each item you want to sell a price and open shop! Sell! Sell! Sell! Count how much money you collect!	Make a book that has the following shapes: square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle. Draw and label each shape and describe it in words.	Follow these steps to make Abe Lincoln's Hat! https://www.artistshelpingchildren.org/kidscraftsactivitiesblog/2012/02/how-to-make-an-abe-lincoln-top-hat-for-presidents-day/ 	Flip through the gallery below for more Weird But True! facts about feathered animals . Go outside and bird watch. How many of the feathered birds from the video did you see?









Appendix E4

Supplementary Choice Board by Content

Grade 2 Core Subject Area Choice Board




Grade 2	Math	ELA	Social Studies	Science
Online choices 	Khan Academy 2nd Grade Math. Select a category you've already studied and complete two different practice activities	https://www.youtube.com/watch?v=U5I2BIWDR_c Make a list of all the things you are grateful for and share the list with a family member 	Watch this video to learn about some holidays we celebrate in America! https://www.youtube.com/watch?v=7Km5ecRCedU Write a short story about your favorite holiday!	Watch his video to about animal habitats https://www.generationsgenius.com/vidoelessons/habitats-video-for-kids/ What did you learn?
Offline choices 	Come up with the exact change for \$1.00 How many different ways can you come with \$1.00 	Make a thank you card for someone who does special things for you. Write a special message to them thanking them for everything they do for you. You can add a drawing to the card	What symbols make you think of certain holidays?  Draw them and tell about the holiday it represents. What is your favorite holiday?	Write a story about your favorite animal. What do you know about where this animal lives, what it eats and how it survives 
Interactive Choice 	Make your own multiplication flash cards for multiplying number numbers by 0,1, and 2. Practice! $1 \times 3 = 3$	Think of a way you could help someone in your community. **If you need some ideas check out this list. https://kidworldcitizen.org/35-service-projects-for-kids/ Create a plan for how you would do it Set a date you will carry out your plan	Try to think about what you have done over the last two weeks. Make a timeline of these events. Label important events on the timeline. 	Pick an animal you want to be and imagine your job is to protect your young baby animals from harm. How would you protect them? \$ Put on a show at home where you act out the different ways that you would protect your babies.

Appendix E5 Supplementary Choice Board by Content

Grade 3	Math	ELA	Social Studies	Science
Online choices 	https://www.khanacademy.org/math/cc-third-grade-math/intro-to-division#imp-division-intro 	Create a story map https://www.youtube.com/watch?v=lcD6jirN2e&t=45s Create a Story Map using your favorite... 	 Watch the video and then write down all the ways in which you can become a good citizen. https://study.com/academy/lesson/rights-responsibilities-lesson-for-kids.html	Watch this video on weather and climate Take Notes! https://www.youtube.com/watch?v=b2VaHAwvXQs&list=PLm_xeUJV-QtTNPURUR6x4GEK5FBsK9HI5&index=2&t=0s
Offline choices 	Add the ages of all the people who live in your house. What is the sum? Is it greater than or less than 100? By how much? Ask each person in your house to give you a number between 100 and 1000. What is the sum? Is it greater than or less than 1000? By how much?	Acrostic Poem Choose a vocabulary word from your unit and write the word straight down on your paper. For each letter, list a topic that you learned about from the unit that starts with that letter.	Make an award for someone you believe deserves a good citizenship award. Design your own award And be sure to include a few reasons why you are giving out this very special award 	What is your favorite type of weather and climate? If you could live anywhere in the world, what climate would you live in? 
Interactive Choice 	Become the Teacher! Create a poster teaching someone else how to understand what greater or less than means. What steps are should your student follow?	Choose a book from Story Line to listen to https://www.storylineonline.net/ Act out a scene of this book for an audience at home. T	Think about all the ways you can be a good a citizen in your community. Create a plan to do something for your community. (ex. Plant a tree, pick up litter) Work with a parent to pick a date you can do this!	Conduct your own Science experiment There are so many interactive science experiments check them out here: https://www.theedadocate.org/26-of-the-best-5th-grade-science-projects-and-experiments/

Grade 3 Core Subject Area Choice Board

Appendix E6 Supplementary Choice Board by Content Grade 4/5 Core Subject Area Choice Board

Grade 4-5	Math	ELA	Social Studies	Science
Online choices 	Multiplying 2-digit numbers https://www.khanacademy.org/math/cc-fourth-grade-math/multiplying-by-2-digit-numbers	<p>Everyone has their own special talents. For this activity you will watch this webcast and then create your own personal award!</p> <p>https://www.loc.gov/item/webcast-9127/</p>	Venn Diagram Create a Venn diagram online and compare and contrast two presidents of choice. Include at least 3 points in each section.	Research Start conducting a research project on one topic of choice that you are learning about in science. Search online library data base you use in school. Collect three "scholarly" choices.
Offline choices 	Create a Menu Create a restaurant menu. Include breakfast, lunch and dinner options. Write out your prices and multiplication or division equations instead of whole numbers.	Acrostic Poem Choose a vocabulary word from you unit and write the word straight down on your paper. For each letter, list a topic that you learned about from the unit that starts with that letter.	Become President for the Day!! The President of the United States has a very important job! Write a story about what you would do as the president of the United States.	Journal Writing Write a journal entry about how the school closures are impacting you for a local newspaper. Include all the ways you and friends are being impacted!
Interactive Choice 	Become the Teacher! Create a poster teaching someone else how to multiple 2-digit numbers. What steps are should your student follow?	<p>Learn how to build your own stage so you can put on your own shows at home! Chose your favorite story and act it out</p> <p>https://wideopenschool.org/programs/family/prek-5/arts-music-div/?gclid=CjwKCAjwmMX4BRAAEiwAzM4IndHyOOhvCNgLx0NbzM65kRRrTzUOSgWYDL4gtNm3rDxbZv1TjhhoCjQIQAvD_BwE</p>	Collage Develop a collage (mix or drawings, clips from magazines too)that represent at least 5 key events from a president of choice.	Conduct your own Science experiment There are so many interactive science experiments check them out here: https://www.theedadocate.org/26-of-the-best-5th-grade-science-projects-and-experiments/

Appendix F

Five Point Health Check

Passive Screening: Parents/guardians should screen students before leaving for school to ensure temperatures below 100.0 degrees Fahrenheit. Parents/guardians are asked to keep students at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.

Student Name: _____

1. Did you check your temperature prior to leaving the house? Reminder if you have a temperature of 100.0 or greater your child should not attend school.

- ☐ Yes, no fever.
- ☐ No, I was unable to check

2. Do you have all your personal items needed for school today? AND are they all labeled?

- ☐ Homework/notebook
- ☐ Water bottle
- ☐ Bagged Lunch
- ☐ Additional Materials (I.e., PE clothing)

3. Don't forget to:

- ☐ Wash your hands & your child's hands before leaving school
- ☐ Have all personal care items labeled
- ☐ Bring personal care items such as hand sanitizer or wipes

4. Do you currently have any medical concerns today?

- ☐ Yes _____
- ☐ No

5. Do you have your mask on?

- ☐ Yes _____
- ☐ No

Appendix F2

Supplementary Choice Board by Content

Quick Print: Download this quick visual, print it, laminate it if possible, and leave it by your door. You can also take a snapshot for your phone photo album. Use it daily as you are having your children leave the house!

Pro Tip: Create a COVID-19 basket near your door and in your car (good backup!). If possible, include a thermometer, masks, disinfectants spray, or wipes and hand sanitizer inside the basket. Additional items may be disposable gloves and any other PPE you may need. Creating baskets with necessary materials will make it much easier to stay organized and not forget the necessary items for the day.

Five Point Health Check

Check off each box!



- ☐ Did you check your temperature? (stay home if it is greater than 100.0+).
- ☐ Do you currently have any warning signs? (i.e., fever, cough, shortness of breath, fatigue). If yes stay home and contact your doctor.
- ☐ Do you have your mask or other PPE needed for the school day? (don't leave home without your mask).
- ☐ Do you have all of your materials needed for the day (i.e., water bottle, lunch, PPE). Are each of your items labeled?
- ☐ Did you wash your hands before leaving the house? (scrub for 20 seconds).

Appendix G

Local Agencies and Supports List

CATSKILL CENTRAL SCHOOLS

Local Agencies & Supports

During this time, it can be very difficult to sift through and find local agencies and support needed in your community. Below is a list of resources and outreach groups that you may find helpful in the Catskill NY community. We have provided additional support in the surrounding area of Ulster County to expand your resource options.

Essential Workers Childcare

2. The Office of Children and Family Services and the Cuomo Administration have developed a plan to provide child care to essential workers at no cost to the worker. [This allocation of funding comes to the state from the federal Coronavirus Aid, Relief, and Economic Security Act \(the "CARES Act"\), which has provided our state with \\$163.6 million in emergency relief to the child care system.](#)
3. Child Care Resource and Referral Agencies (CCRAs) provide services to parents and daycare providers in every county of New York State. [If you are looking for child care, the CCRR in your county is a great place to start.](#) They will ask you about the kind of care you are looking for, the ages of your children, the hours of care you need and other specifics such as any special needs your child might have. Based on that information, they will be able to give you a list of providers that most closely meet your needs.

Family of Woodstock, Inc.
Mr. Michael Berg, Executive Director
Mrs. Kerry Wolfeil, CCR&R Director
PO Box 3516, 39 John St.
Kingston, NY 12402
Phone: (845) 331-7080
Fax: (845) 331-0526
Email: cccouncil@familyofwoodstockinc.org
B. kwolfeil@familyofwoodstockinc.org

Website: www.ccconnectionsny.org

www.familyofwoodstockinc.org

Useful phone numbers & websites (Local to your school district):

1. If you wish to be tested, even if you have previously been unable to receive an order for a test, you should reach out to your medical provider or call the **Recovery Service Center** at (845) 443-8888.
2. **NYS coronavirus information hotline:** 888-364-3065
3. **COVID-19 Virtual Center:** <https://covid19.ulstercountyny.gov/>
4. **Greene County Department of Social Services:** 518-719-3700
<http://www.greenegovernment.com/departments/social-services>
5. **NYS Covid-19 mental Health:** If you need access to phone therapy to cope with the stress, anxiety or isolation call: 1844-863-9314
6. **Rent relief program:** You may be eligible for rent relief, 1833-499-0318
<https://cagcny.org/housing-assistance/>
7. **General Greene County Resources:**
<https://www.greenegovernment.com/departments/social-services/services>
8. **Food Banks:** <https://www.foodpantries.org/ci/ny-catskill>

COVID-19 Testing Locations:

1. **Greene Public Health Department:** Catskill NY, 518-719-3600, Appointment Required, Referral not required, limited to certain patients.
2. **Columbia Memorial Hospital:** General Hospital, Hudson NY 518-828-7601 Appointment not required, referral not required, testing for all patients.
3. **Catskill VA Clinic, Medical Clinic** Catskill NY, 518-626-5240, appointment required, referral required, limited to certain patients.
4. **CVS** Visit website for locations: 845-336-5955
5. **Emergency One** (Kingston Location): 845-338-6600
6. **Nuvance Health/Kingston Multispecialty/Urgent Care:** Hudson Valley Mall in the former Macy's Location: 845-443-8740

Local Mental Health Supports:

1. Is an emergency mental health service that can provide emergency mental health assessments. Their services are available 7 days a week from 8am—10pm by calling 518-943-5555.

2. NYS Office of Mental Health has established a **COVID-19 Emotional Support Hotline** at 1-888-863-9314 or <https://omh.ny.gov/>

Mental Health Therapist:

The following is a list of therapists in our local area. This list is not meant to be a recommendation or endorsement for a particular clinician.

Name	City	Phone
Lilly Casscles, PhD	Catskill, NY	518-755-2803
Suzanne Tolemao, LCSW	Leeds, NY	518-605-0016
Ken Russell, LCSW-R	Catskill, NY	518-943-0244
Mari Warfel, LCSW	Leeds, NY	518-618-8868
Craig Lennon, PhD	Catskill, NY	518-943-4360
Steven Abrahams, LCSW	Woodstock, NY	845-679-5511
Walter Kendall, PhD	Cairo, NY	518-719-8873
Marcie Pollit, LCSW	Saugerties, NY	845-247-4357
Julie Staber, LCSW	West Hurley, NY	845-679-7500
Richard, Madden, PhD	Catskill, NY	518-943-1000
Carole Sayle, LCSW, CASAC	Catskill, NY	518-943-5354
Tim Rodier, LCSW	Kingston, NY	845-705-9328
Pam Perkins, LCSW-R	Saugerties, NY	845-616-9087
Patricia O'Neil, LCSW-R	Chatham, NY	518-929-8511
Greene County Mental Health	Cairo, NY	518-622-9163
Columbia Memorial Psychotherapy Center	Catskill, NY	518-697-8010
Choices Counseling	Albany, NY	518-438-2222
Families Together Counseling	Catskill, NY	518-719-0123

Appendix G

Local Agencies and Support List: CATSKILL CENTRAL SCHOOLS

Food Assistance (Catskill Central School District):

CCSD Dinner Program

Catskill Central School District's Dinner Program provides free balanced meals for all Catskill students K-12. Starting February 3, 2020 our elementary, middle and high school students can stop by the Catskill Middle School Cafeteria from 2:15-4:00 p.m. on any regularly scheduled FULL school day and enjoy a healthy, delicious and balanced dinner! No registration is required.

No-Charge Meals for All CCSD Students

Catskill CSD now participates in the Community Eligibility Provision (CEP), a federal program that provides free meals to all students at qualifying school districts, regardless of income. Under this program, ALL students, PreK–12, enrolled in the Catskill Central School District are eligible to receive school meals at no charge to their families each school day of the 2019-2020 school year. CEP replaces the Free and Reduced Lunch Program at Catskill CSD for the 2019-2020 school year. Families do not need to apply to take advantage of the CEP program

Catskill & Surrounding Area Food Pantries & Soup Kitchens:

We recommend that you reach out to any of these specific foodbanks prior to arrival to verify their food distribution status and current access.

Catskill: <https://www.foodpantries.org/ci/ny-catskill>

Green County: <https://regionalfoodbank.net/agency-list-by-county/greene/>

Ulster County:

https://ulstercountyny.gov/sites/default/files/documents/UCAT-Pantries-Map-Poster_0.pdf

Community Food Distribution Locations:

Location	Address	Phone	Hours of Operation
Community Action of Green County	7856 Route 9W Catskill, NY 12414	1(518) 943-9205	Monday, Thursday and Friday 2:00pm - 4:00pm
Matthew 25 Food Pantry	8 Union Street Catskill, NY 12414	1(518) 943-5890	Sunday: 1:00 pm to 3:00 pm Wednesday: 6:00 pm to 8:00 pm Tuesday and Thursday: 4:00 pm to 6:00 pm
Zion Community Food Pantry	41 N. Second Street Hudson, NY 12534 4.55 miles from Catskill	1(518) 610-1980	Hours: The 2nd, and 4th Tuesday of the month 5:30 pm - 6:30 pm. The 1st and 3rd Friday of the month 12:00pm - 2:00pm
Saugerties Food Pantry	44 Livingston St. Saugerties NY	1(845)-246-6885	Tuesdays Only 7:00-8:00pm
Atonement Lutheran Church	100 Market St. Saugerties NY 12477	1(845) 246-8322	Hrs.: Tue, Wed, Thu 9:30-1pm
St. John the Evangelist-Food Pantry	915 Rt. 212 Saugerties NY 12477	1(845)-246-9581	Hrs. Wed & Fri, 10am-12 noon

Internet and technology support:

1. **FIRST** please contact your school district and/or school social worker/school psychologist for a device and potential options for free internet access during this time.
2. Many local places are providing families discounts for internet access try calling a few places and see if they are running a special/promotion. Spectrum 8440966-2541, Verizon, Viasta 855-583-4098: A comprehensive list go here:

<https://townsaugerties.digitaltowpath.org:10234/content>

Additional References

Additional resources used in creation of this document: (all resources are linked in this guide throughout and directly hyperlinked to give credit to the author/organization).

DOH: [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#)

NYSED: [Recovering, Rebuilding, and Renewing the Spirit of Our Schools School Reopening Guidance](#)

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NY GOV: [Reopening New York: Guidelines for In-Person Instruction at Pre-K to Grade 12 School \(Mandatory and Recommended Best Practices\)](#)

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NY GOV: [Reopening New York: Checklist for Pre-K to Grade 12 School Reopening Plans](#)