



smith street maternelle

Welcome to Smith Street Maternelle! We look forward to a wonderful year with you and your child. Please read this Handbook and refer to it throughout the year, as it will answer many of your questions about the philosophy, policies, practices and procedures at our school.

CONTENTS

- 1 History
Philosophy & Curriculum
- 3 The Day at SSM
Outings & Trips
- 4 Starting the Year
Separation & Phase-In
- 5 Attendance
Morning Arrival
- 6 Pick-Up Time
- 7 Communication
- 8 Behavior Management / Discipline
- 9 Language
The Staff
- 10 The Children
Health Matters
- 12 Food Policy
- 13 General Safety Information
Parent Participation
- 14 Children's Clothes
Holidays & Celebrations
- 15 Calendar
Items to Bring
Life After Smith Street Maternelle
What to Do When You Have a Problem
- 16 Important Phone Numbers

HISTORY

As you know, this is the second year for Smith Street Maternelle (SSM) in its new building at 607 Henry Street. SSM is under the umbrella of Smith Street Workshop, an academic enrichment center founded by the preschool director Olivia Ramsey in 2015. In the fall of 2016, the Workshop opened a French Immersion Playgroup with teachers Amélie Veyrat-Durebex and Marina Babakoff. In 2017, we expanded into two spaces, bringing Elizabeth Brown and Clara Pedeches on board. Now we are finally in a large, beautiful space all together, with the addition of four new wonderful teachers — Laure Bastide, Megan Stahl, Nathan Saignes, Lucie Bonavitacola, and Bridgett Figueroa.

PHILOSOPHY & CURRICULUM

We focus on each individual child and how she/he lives within our group setting. We believe in strong connections with each child's family and seek to create a partnership with you. While we provide a place for children where they can absorb the French language, explore their interests and maximize their potential, these goals differ for each child at different times in his/her development. We strongly believe that each day in the child's life is important not just for the future, but for the here and now.

SSM is a very special place for young children exploring their world. Those attending the program come from a variety of ethnic and cultural backgrounds. This year, we welcome not only French and American families, but also Lebanese, Icelandic, Indian, Haitian, Palestinian, Canadian, Australian, and Israeli. The mix of languages and cultures provides rich and varied experiences for the children.

The Developmental Interaction Approach, Reggio Emilia Approach, The Montessori Method, Emergent Curriculum Approach

The core educational philosophy that guides our program is the "Developmental Interaction" approach. "Developmental" refers to our belief that children learn best when they are ready for new experiences. When a child is fully able to experience each stage of development in the social, physical, emotional and cognitive realms, she will then be prepared to move on to new experiences and learn new skills. Each stage is an essential building block in the growth of a child.

"Interaction" refers to the idea that experiences lead to learning when they occur in a socially and physically responsive environment. A carefully planned environment encourages safe, spontaneous, hands-on exploration and supports the development of curiosity, problem-solving, physical development and social growth. Young children learn best when they have many opportunities for interaction with the people and materials in their world. We endeavor to create an atmosphere that nurtures self-esteem through positive relationships with others along with respect and acknowledgment of each child's individuality and competence.

SSM also embraces elements of the Reggio Emilia approach, which views the child as highly capable and filled with the potential to "co-construct their knowledge" along with highly observant, responsive teachers; children

and teachers learn together. Emergent, thematic, project-based curriculum is the cornerstone of the Reggio approach. Mediums such as clay, wire, colored pencil and recycled materials are the means through which children express what they have come to know. Additionally, observational drawings are key in training the child to see carefully and to transcribe that seeing. The process of learning is made visible to children and parents alike through “documentation”, which may include drawings, photos and the children’s or teacher’s descriptions of various aspects of a project.

Maria Montessori (1870–1952) believed that children learned and developed best in an environment that encouraged independence and critical thinking. In a Montessori classroom, teachers are very careful observers of the children, allowing them freedom to explore, to learn from mistakes, and to take ownership of their learning. She created an incredible collection of “self-correcting” materials, so that children could clearly understand when a task was finished and when there was more work to be done. We have many Montessori materials in our classrooms.

Core Principles of Preschool Curriculum

A program of integrated, exploratory activities meets the developmental needs of each Preschool child. Because young children learn through rich and varied play, an important time of the day is activity/free-play time, when each child chooses from areas such as blocks, dramatic play, art, books, manipulative materials, drawing/writing center, water/sand play and group activities such as cooking or planting. Each group has an active play period on the playground as well as several group times for story, snack, music and movement and discussions. Anath Benais, our specialty teacher, joins us once per week for music and creative movement. Marina Babakoff, our art teacher, joins the classes 4 times per week in collaboration with the classroom teachers for art projects. The two oldest groups have Chess class (in French!) with a specialist teacher once per week.

The curriculum for preschoolers is centered on supporting children’s social, emotional, physical, language and cognitive development. Some key elements and examples are listed below:

Social/Emotional Development

- Build strong, trusting relationships between children, parents and teachers

- Provide a physically and emotionally safe and responsive environment
- Support children in positive problem solving/conflict resolution
- Support greater independence, responsibility and choice
- Implement daily routines to give children a sense of predictability and security
- Acknowledge and label children’s feelings

Physical Development

- Provide abundant opportunities for gross motor play and exploration, both indoors and out
- Provide a variety of activities and materials to challenge and strengthen fine motor skills
- Challenge children with physical problem-solving activities during Music and Movement classes
- Increase children’s vocabulary through stories, songs, thematic studies, group discussions
- Provide opportunities to play with language through rhyming, word games and stories

Cognitive Development

- Support curriculum based on children’s interests, current developmental issues and naturally occurring phenomena
- Build on children’s natural creativity, curiosity, wonder and delight in problem-solving, using symbols and thinking more abstractly
- Plan for enriching science, social studies, math and literacy activities
 - Science: utilize scientific method, garden program, life cycle, simple machines, weather, cooking, class pets
 - Social studies: All About Me, family curriculum, visiting other classrooms
 - Math: sequencing, categorizing, patterning, graphing, voting, counting songs, number puzzles, geoboards, Unifix cubes, working with blocks, calendar
 - Literacy (which includes speaking, listening, writing, reading): reading fiction and non-fiction books, letter puzzles, tracing, storytelling, sharing at meeting time, drawing/painting, making individual and group books, taking dictation

Examples of emergent, thematic curriculum in Preschool

- The seasons – Fall, Winter, Spring, Summer
- Insects
- Patterns
- Art, Artists and Illustrators: Van Gogh, Matisse, Picasso, Monet, Pointillism, Eric Carle
- Rhyming & Poetry
- Five senses / the human body
- Solar system
- Light and dark
- Travel and geography
- Cultural traditions
- Transportation
- Ice, water, steam
- Weaving and sewing

THE DAY AT SSM

The day begins at 8:30 am (early drop off) or 9 am (regular drop off) at SSM with parents bringing their children to their rooms. It is important that you arrive on time as activities begin promptly. Children should arrive no later than 9:10 a.m. We have found that many children who arrive later than 9:00 a.m. can have a difficult time assimilating into the group and miss a good portion of the morning activity.

Each group has a regular daily schedule of activities that alternate between more and less teacher-directed ones. There are times when the children function as a group: story time, music, movement, snack time and there are times when the children make their own choices: activity/free-play period, outside playtime. Some of the activities among which the children can choose include art, block building, puzzles, dramatic play, water play and cooking.

The teachers are aware of each child throughout the day and how each child's day flows. The teachers give children plenty of opportunities to figure things out for themselves whenever it is constructive to do so, becoming more actively involved when it seems appropriate. We are helping the child learn to exert control over him or herself and to solve his or her own problems. This applies to social skills as well as to cognitive and physical ones. Children feel good when they know they have some control over themselves and their environment.

At SSM, the environment includes inviting, creative classrooms, an excellent music, art and chess program. In

the classroom, teachers help the children discover changes and occurrences happening around them: the seasons, nature, animals, friendship, families, themselves and more through art materials, books and activities. Children are supported to see more fully, to ask questions and to guess at the answers. At the park, they create their own worlds in and around the climbing structures and swinging through the air on the swings.

Children at SSM bring their lunches, but the school provides a healthy snack mid-morning and mid-afternoon (for extended day students). See Food policy.

Each group has a rest time after lunch. Teachers promote rest time in a variety of ways: turning off the lights, reading to children, playing quiet music or audiobooks. According to New York City Department of Health regulations, SSM is required to have each child rest for at least 45 minutes every day. Children are not required to sleep but are expected to stay on their cots or mats and use quiet voices when speaking so as not to disturb those who do sleep. We have found that the children who stay for the Full Day program often sleep and have a more productive afternoon when they do.

Parents supply crib sheets and a small blanket for rest time. They will be sent home weekly to be laundered. After rest time the children may have an activity or story time before some leave at 2:30 p.m. Children staying for the full day have an activity time, playground time and snack in the afternoon.

Being able to handle one's bodily functions is an important learning experience. Children who have learned to use the toilet on their own will be encouraged to continue to do so. ***For those children staying in our full day programs, it is a requirement to be fully toilet trained.*** If children are using diapers, parents are required to send diapers and wipes to school clearly marked with their child's name. Please work with your child's teacher to help your child master the toiletting process. A planned, collaborative effort is supportive of your child in toilet learning. Your child's teacher can be a source of information and guidance.

OUTINGS & TRIPS

The children may go on outings in the neighborhood and to local parks & playgrounds. We are also working on field trips for the 4s class. The destination is not always the emphasis of the outing; the journey itself can offer an abundance of interesting and exciting experiences for young children. Outings encourage language development

and enhance sensory motor development as the children interact with the environment. Outings also provide children with a chance to form perceptions of the world, become acquainted with different people and their work and begin to piece together an understanding of how the world operates and their relationship to it.

Outings are best if they are unhurried and the children have time to explore at their own speed. Children often see things from a different perspective than adults, notice elements in the environment that adults don't see or completely miss things that attract adult attention. Trips support the classroom curriculum. Children may go to the grocery store to purchase food for a cooking project or to the hardware store for materials for the water table. We usually go outside in small groups, giving each child the opportunity to walk without rushing.

STARTING THE YEAR

At SSM, our emphasis begins with the development of strong, warm, trusting relationships. The social environment paves the way for the children to get the most out of the physical environment, as well as our routines and activities.

For every child, even returning children, the first days of the year at SSM are filled with new experiences, people and expectations. We try to make this adjustment period as smooth and comfortable as it can be for each child because it serves as a foundation for a happy year at the school and for future separations and transitions. We ask parents to work with us in creating a bridge between home and school and to help your child establish trusting relationships with their new teachers.

Transitional articles (blanket, teddy bear or doll) are sometimes needed by a child starting school or by a child having a stressful time. If possible, however, it is best to leave treasured objects at home since they are not easily shared and are particularly missed if they get lost at school. If a special object is brought to school, it will be safeguarded by being kept in a special basket or cubby. Please cooperate with the school policy of not having toy guns, weapons, or masks in school. We welcome stuffed or soft animals or soft dolls and blankets. We have found that hard plastic TV or movie character toys that are based on aggressive stories can lead to the same kind of behavior in the classroom. ***We ask that these toys remain at home.***

SEPARATION & PHASE-IN

Helping children to comfortably separate (say good-bye) from their parents is a key component in the program. This may be your family's first experience with separation. Please know that we are sensitive to individual needs and feelings. In order to ease the process, parents and teachers work together to create a bridge between home and our program. We have found that when a parent feels comfortable in our school environment, the child will as well. The building of a relationship between parents and teachers is the foundation for the child's positive experiences in school.

For this reason, we ask parents to spend time with their child in their room during the first week of the child's start at the school. The amount of time will depend on the child's development, previous experience with separations and the parent's feelings about leaving the child. During this phase-in period, children come in small groups with their parents (see phase-in schedule for your child). Parents spend time in the classroom playing with their child, observing, and helping the child establish relationships with the teachers. While you are still with your child in the room, teachers will ask questions to enable them to better know your child before the full separation occurs.

It is best for parents to say "good-bye" to their child and tell him/her when they will return. Parents should not "sneak out" in order to prevent the child from crying at that moment. Leaving without saying good-bye may be easier for the parents than leaving while a child is crying, but it truly isn't easier for the child. Their tears and cries are symbols of their healthy attachment to you. It is necessary and healthy for children to be allowed to express their emotions. Children will be helped and comforted by a teacher. Leaving without saying good-bye can also make separations more difficult because a child will fear the unexpected departure and try to keep a close eye on his/her parent. This vigilance prevents him or her from engaging in play or interacting with teachers or children. Sneaking out of the room is in direct opposition to the trust that you are trying to build with your child. They will better trust that you will return when they see that you are clear about when you leave.

We encourage you to talk openly with the teachers in order to establish positive relationships. Expressing your feelings and needs at this time and all through the year is vital to the success of you and your child's experiences at SSM. It is also one of the most important things you can do to establish a working relationship with the

staff. Please speak with the teachers after the children have left or arrange for a phone conversation. The Director of the school can be notified for consultation or if a problem arises.

The following are suggestions for ensuring a comfortable, supportive phase-in period

- Show your child around the Preschool and introduce him or her to the staff.
- Sit on the side of the room and be available for your child.
- Familiarize yourself with the materials available for the children and don't hesitate to encourage your child to use them.
- Share information about your child with the teachers. Please inform them of any changes that have happened recently before beginning at the center (ex: moving, visitors, new sibling, a parent traveling) or are expected in the near future. Changes that may seem routine or ordinary to an adult may be regarded as unusual by a young child who has not had as many years of experience in dealing with changes.
- The amount of time it takes for your child to phase in depends on many factors. Sometimes a child phases in easily only to need extra support later in the year. Some children may take months to be able to feel comfortable at SSM. The teachers are trained to understand the developmental task of separation and are skilled at implementing activities and routines in their classrooms that enhance the separation process.
- Remember, communication with the teachers and your child is the key to a successful experience.

Please do not hesitate to voice your questions, concerns and needs.

ATTENDANCE

Each classroom maintains a daily attendance sheet, on which parents sign their children in and out each day. If your child will be arriving late or is absent for any reason, parents must notify the school within one hour of a child's expected arrival time. If teachers do not receive a message, they are required to call the parents no later than one hour after the expected arrival time.

The NYC Department of Health requires that parents inform SSM within 24 hours any absence for: chicken

pox, conjunctivitis, diarrhea, diphtheria, food poisoning, hepatitis, haemophilus influenza type b infection, impetigo, measles, meningitis (all types), meningococcal disease, Methicillin resistant staphylococcus aureus (MRSA), mumps, pertussis (whooping cough), poliomyelitis, rubella (German measles), salmonella, scarlet fever, tuberculosis, or any other disease or condition which may be a danger to the health of other children. Such disease or condition shall not include acquired immune deficiency syndrome (AIDS) or human immunodeficiency virus (HIV) infection.

MORNING ARRIVAL

We ask that you arrive by 9:00 am.

Your child's morning transition to the classroom or playground can be facilitated with the establishment of a regular routine for saying good-bye that you will use each day. Planning to stay for a few minutes before you leave can make the leave-taking a little easier for some children. You can make reading a book to your child or helping him or her to get involved in an activity a part of the morning routine.

Then, when it's time for you to leave, you can have a usual good-bye place (for example: by the door, on the rug and plan for a wave at the window afterwards. Your child may need help from a teacher; you may have to give your child to a teacher to hold as you depart. Your child may cry when you leave. Coming back to check on your child will only prolong the crying. If you are uncomfortable, you can call the school when you get to your office to see how your child is faring. Usually children stop crying and get involved in an activity fairly soon after a parent leaves.

Even children who are happy throughout the day may have a hard time saying good-bye to a parent in the morning. It is normal for children to protest when a parent leaves and some may protest for many mornings. Many children, though they greatly enjoy their friends and the activities of SSM, would find it a perfect world if they had it all - you and school! Your leaving may also be difficult on days when there have been changes at home: a parent traveling, discussion about the arrival of a new sibling, changing apartments, etc. Again, it's important that you keep the teachers aware of any changes at home that may affect your child's day here.

The teachers have commitments and responsibilities outside SSM just as you do. Please respect the pick-up and

drop-off times. In the morning, the teachers arrive early to prepare and set up rooms. For the teachers, this is an essential part of the day. If you arrive before 8:30 a.m., please wait with your child in the reception area by the cubbies rather than coming into the room. The teachers need uninterrupted time to finish their preparations so that they are able to greet you and give you their full attention when the day begins.

Late Arrivals and Doctor's or Dentist's Appointments

We understand that there will be days when your child has a doctor's or other appointment that means arriving late or leaving early from SSM. We strongly urge that you make your appointments for early or late in the day. When children arrive at transitions, lunch or nap time, or are taken out and returned in the middle of the day, it often negatively affects the rest of their day. They are aware of what they have missed and often have difficulty with the rest of their day.

You can speak with your health care provider and request appointments at the end of the day to make your child's day easier. However you choose to make appointments, please inform your child's teacher the day before the appointment so that we can incorporate the information into our planning. Also, if you are running late, please call the school. Be aware that children who are brought back in the middle of the day may have such a difficult time that you may be called to come get them. Children may not be brought back after 4:00 pm.

PICK-UP TIME

Remember that SSM closes promptly at 4:00 pm. We expect that all children and parents will leave the school by 4:00 pm. The dismissal times (dependent on your enrollment contract) are 11:30 am, 11:45 am, 2:30 pm, 4:00 pm.

A transition that frequently gets overlooked is pick-up time. Children must now make the transition from school back to Mom, Dad or other care. They often greet their parents with confused emotions: "I'm so happy to see you," is expressed along with "I'm angry that you left me," or "Why did you come so early?" These emotions can be manifested in tantrums, refusal to cooperate, indifference to parents, a sudden need to do all the puzzles again, etc. Parents often feel confused and upset by their child's

behavior, especially if they expected the child to race into their arms and happily tell them what fun they had and how much they were missed. This can be a difficult part of the day and needs to be given thought and planning.

Teachers are more than willing to help you with this transition. Children do not have the same emotional agenda with the teachers as they do with their parents. They tend to make the biggest fuss (and reserve the most love) for their parents. Sometimes when emotions are high and everyone is tired at the end of the day, it is easier if the teachers help you get your child ready to leave. Please talk to the teachers if you need help or feel uncomfortable with what is happening at the end of the day.

The following are some things to think about for enhancing a smooth departure

- It is important that you arrive precisely at the pick up time in order to ensure ample time for a smooth transition home. Please be on time! Even a short delay can seem endless to a child who is waiting.
- Give your child some undivided attention before engaging in conversations with other adults in the room. Parents often enjoy talking with each other at the end of the day. However, many children require a parent's full attention at departure and may act out or become upset if they don't have it.
- Remember that you are responsible for your child at pick-up time. If your child or a sibling leaves the room without you, please follow and bring him or her back.
- If you are going to have someone else pick up your child, please let the teachers know in advance and make sure to add the person to your Emergency Contact and Authorized Escort Form. We cannot send a child home with anyone we do not know or who is not on the Emergency or Authorized Escort form unless we have a one-time verbal or written permission from the parent. If the newly designated person is not yet known to the SSM staff, then we must see a photo ID at pick up time. The following school day, the parent will need to add the new person to the authorized escort form. Please introduce us personally to any babysitters, friends or relatives who will be picking up your child or leave us a photo for identification. Likewise, promptly inform the teachers and update the form if you want to remove someone from the list of authorized escorts.

Adding Hours

For those of you who are not enrolled in our early drop off (8:30 am) or Extended Day programs (pick up at 4:00 pm), there is a possibility to add extra hours if you have a work event or need a little extra time sans enfants. We just need to know 24-hours in advance via email (amelie@smithstreetworkshop.com) so we can make sure we have enough room/available staff. The pricing for drop-ins for our currently enrolled families is \$5/day for 8:30 am drop off, \$20/day for 2:30–4:00 pm. If you add extra hours as needed, we can simply add the fees to your TADS account to be deducted automatically at the end of the month.

If you wish to make a more permanent change to your schedule, you can also reach out to Amélie directly. We are unable to reduce the hours in your current contract, but we may be able to add extra hours.

Late Fees

We know life is complicated, and that we are all pulled in many directions. We try to be as accommodating as possible, but we really want to work hard to make sure everyone is picked up on time this year. We are putting some new policies (late fees) in place to ensure that pick up goes as smoothly as possible for everyone.

Our staff schedules are based on your children's schedules and state mandated teacher/child ratios. When parents/caregivers are late to pick up their children it causes stress for everyone. Many teachers have classes, families and regular commitments outside of school. It is also distressing for children to wait for parents/caregivers. Late pick-up is not a normal program option and should be considered an exceptional occurrence.

There are two situations in which late fees can be applied to a family's account. Late fees that are assessed during normal hours of operation (8:30am – 4pm) are based on the fee for adding hours to one's normal schedule at the rate of \$15/hour. For example, a family's schedule may be 9am-2:30pm. If a caregiver arrives for pick-up at 2:45pm, a late fee of \$15 will be assessed to the family's account. We may ask that a family change their schedule if they are having difficulty consistently picking up at their regularly scheduled time.

Late fees can also be assessed when children are picked up after 4pm. This fee is \$1.00 per minute/per child.

COMMUNICATION

The building of relationships between parents and each member of the teaching team is the foundation for the child's positive experiences at school. Continuity between home and SSM is essential for providing a meaningful experience for your child. It is important that you tell us about any change or special activities in the home. The more familiar we are with your family, the more understanding, supportive and helpful we can be.

It is of utmost importance that you notify the teachers and office staff of any changes of address, phone numbers (at home and at work), caregivers, and emergency phone numbers.

Likewise, teachers need to have up-to-date information relating to your child's health. Sharing information about allergies, illness, asthma-like conditions and medications (both prescription and over the counter) will allow us to provide optimal care for your child. Examples of such medications/treatments include: nebulizers, inhalers, antibiotics, Tylenol, Benadryl and Pedialite.

Parents are welcome to visit their child's room at any time once the phase-in period is completed. We encourage parents to spend time at SSM. By spending time here, you communicate to your child that it is a place for your whole family and not just for your child. As parents build relationships with each other, the staff and other children, we become a kind of extended family for each other. Your classroom teachers will be reaching out to you about different ways you can be involved in classroom life.

Again, it is important all through the year that you inform the teachers of any changes before they happen (ex. one parent has to take a trip, illness/hospitalization in the family, moving even a short distance, parents changing jobs, etc.) Changes that may seem routine or ordinary to an adult are regarded as unusual by a young child who has not had as many years of experience in dealing with changes. These changes and others often lead to different behavior in the room. We can teach and work better with your child if we are aware of the changes at home.

Parent-Teacher Conferences are held twice per year. We strongly recommend that all parents attend. This is a time to touch base, exchange information, set goals as well as report on your child's activities in the room. Please feel free to arrange additional meetings with your child's teachers as needed. It is difficult for teachers to have extended conversations at arrival and pick-up times, as they need to focus on the children. They will be happy

to talk with you on the phone at a time when they can be away from the children.

If you wish to speak with the teachers about your own child, please do so out of earshot of your child and the other children. Often, it is best to schedule a time to meet with the teacher out of the classroom or to talk on the phone.

Included in this handbook is a calendar for the year. Please note on your personal calendar any holidays or early school closings or special school events.

BEHAVIOR MANAGEMENT / DISCIPLINE

Young children have powerful feelings and need our help in learning to express them appropriately. We see problems and conflict as learning opportunities and view discipline as a way to guide children to respect themselves and others. Here at SSM we partner with families to explore how to best help children manage their behaviors and feelings and become a friend to others.

Our discipline goals include

- Helping children establish internal controls. The ultimate goal is self-discipline
- Helping children recognize, name and verbalize their feelings and needs rather than withdrawing or acting them out physically
- Helping to foster a comfortable and safe environment

Some positive discipline strategies

- Setting clear, consistent rules helps children learn what is expected of them (i.e. “Blocks are for building, balls are for throwing”).
- Using short, simple phrases helps children to focus on what is important (i.e. “indoor voices,” “Chairs are for sitting”).
- Establishing reasonable, predictable routines helps children to feel secure and to begin to manage their own behavior (i.e. “First we clean up the blocks and then we can read a story”).
- Giving limited choices supports children’s independence and can reduce power struggles (i.e. “Do you want to put your coat on by yourself, or do you want me to help you?”). Too many choices can be overwhelming and actually increase frustration for young children.

- Using natural consequences helps children better understand cause and effect relationships (i.e. “If you throw sand again, you will need to leave the sandbox”). Arbitrary consequences can lead to resentment rather than learning.
- Teaching children problem-solving skills supports their creativity and independence (i.e. “I see two children who both want the same baby doll. What can we do? Hmm, maybe we can find another baby!”). When adults model these skills by thinking aloud, young children can be encouraged to make suggestions and to thus begin to learn how to solve problems by using their words.
- Acknowledging children’s feelings can help to defuse conflicts and develop empathy (i.e. “Hitting hurts. I can see that you want the truck, but I can’t let you hurt Ida.”). A good rule of thumb is to limit behaviors not feelings.
- Addressing the behavior, not the child, helps children learn what is and is not acceptable without damaging their self-esteem (i.e. children are never “bad” even when a particular action might not be appropriate).
- Praising desired behaviors motivates children to keep on trying since they know that we are paying attention to their efforts (i.e. “You used words to ask for a turn with the train!”).
- Gentle redirection keeps the focus on the positive and reduces the risk of a power struggle. Some useful techniques include:
 - Distraction: “Let’s go get a drink of water.”
 - Humor: Appealing to a child’s sense of humor to diffuse the situation
 - Motivation: “Where does your coat go?” rather than “Hang up your coat.” Pretending you forgot where the coat goes often thrills young children.
 - Novelty: Singing, whispering or using a silly voice to get children’s attention can work wonders.
 - Ignoring temper tantrums and waiting until the child is calm enough to talk will help both adult and child find a more effective way to address the problem. When children are completely upset, they will not understand rational arguments or consequences. By modeling self-control, adults help children learn to better regulate their own emotions.
 - Anticipating problems is often the best way to avoid potentially difficult situations. Noticing patterns of behavior and examining potential triggers can help parents and teachers develop an effective

intervention. Regular, on-going communication between the parents and the teaching team makes it possible to address concerns as soon as they arise.

We never

- Use threats or bribery
- Use physical punishment
- Belittle children, use sarcasm or otherwise attack a child's self-esteem
- Isolate children or make them feel unsafe
- Associate discipline with eating, diapering/toileting, or sleeping. No child is ever confined in any way.

Discipline is deciding which things you are going to insist on. Discipline helps children to cope with the challenges of daily living, to interpret their world and learn social skills. Discipline is also intricately tied to a child's development and temperament. Learning how to self-regulate takes time and practice. By focusing on the process, rather than perfection, we help children develop the skills to become capable, caring friends. Your child's teachers are excellent resources for you to help figure out what expectations are appropriate for your child at any given point in their development.

LANGUAGE

At Smith Street Maternelle, we are careful about the spoken word and the body language we use with children. The use of "no" is limited. Instead, the staff uses simple and direct explanations that offer reasons and suggest more appropriate actions. Teachers model positive, appropriate communication and problem solving skills.

Children are encouraged to use words to express their feelings as well as to work out difficulties. Even the very youngest children are exposed to verbal problem-solving. Teachers try to help the child put his or her feelings into words: "You are angry because _____ took your toy." "Mommy leaving makes you sad". It is important to show how physical acts can be expressed verbally and to allow children to express their feelings verbally no matter how negative they sound.

Second Language Learners

Families often express concern about their children learning French and/or retaining or continuing to acquire their home language. At SSM, we strongly encourage you to use your home language with your child at all times. Current research shows that very young children acquire language in the context of a relationship, and that children do best if they hear a single language from a single adult. In addition, research shows that mastery of one language offers the best foundation for learning other languages. The teachers speak French exclusively with the children at SSM and your child will gradually French through their experiences with us. Many of the teachers at SSM have a second or third language and you may hear them using a child's home language in times of stress or misunderstanding.

THE STAFF

The SSM teaching staff consists of Early Childhood education professionals who have varying levels of degrees in the field of family and child development. They have been chosen for their dedication, interest, creativity and experience with toddlers, preschoolers and their families. Each group has a Lead Teacher who has or is pursuing a Master's degree in Early Childhood education. Each group also has an assistant teacher who has a Bachelors degree or an Associates degree in Early Childhood education or a related field or a high school diploma.

The teachers work staggered shifts to cover the day at SSM. Therefore, although our ratio is 2 to 15 for three-year-olds and four-year-olds, there may be only one or two teachers present during the early or late hours of the day. Staff schedules may shift and vary slightly in order to cover the highest enrollment times for a particular group in a given year.

Enrichment Specialists

The enrichment specialists are Marina Babakoff, the art teacher, Anath Benais, the music teacher, and Sara Benjamin, the chess teacher.

Staff Development

Our teachers are constantly deepening their teaching practice. We facilitate their professional development

through a series of workshops and meetings throughout the year.

The Emotionally Responsive Classroom

This year we have partnered with Lesley Koplow of Bank Street College of Education. Lesley is a noted psychotherapist, educator, and bestselling author. In a series of talks, classroom observations and teacher meetings, she will share her extensive experience and guide teachers in addressing social and emotional issues in the classroom.

Attachment Theory

We will also have a series of workshops with Olivia's dear friend and Educational Consultant, Dana Keiser, PhD. She has recently completed her doctorate in child development at the Erik Erikson Institute in Chicago having written her dissertation on separation and attachment theories in early childhood. Her series of lectures coupled with in-class workshops will help guide our approach to separation and individuation in the classroom.

French Language Acquisition and Bilingual Learning

We have workshops scheduled with Marine Putman, a bilingual speech pathologist, as well as Marie Barguirdjian, a noted French author of children's books.

Bank Street College of Education Continuing Professional Studies

Each lead teacher attends a 12-hour course in Early Childhood Education per year.

THE CHILDREN

The children at SSM in the Preschool rooms range in age from two years to four years nine months in September. There may be two's and three's in a room, or three's and four's, or just three's and just four's. Each year is a little different from the last as we strive to create the best groupings based on the enrollment.

Interactions and relationships between children are fertile ground for growing and learning. Research shows that children are able to engage in and maintain more sophisticated language and play with the support and structure provided in interactions with other children. Older children learn as much from younger children: their skills and play are reinforced when they model them or directly help younger children. Interacting with younger

children adds to their feelings of competence and growing independence. Different social skills are required depending on whether the child is engaged with an older or younger playmate. Over time, both younger and older children learn the skills required to interact with different aged children. Learning to live with and ultimately respect others in the group is a central focus of the program.

HEALTH MATTERS

The Department of Health, Division of Day Care, which is our licensing agency, requires that every child in the center have a physical examination within three months of entering SSM and at regular intervals thereafter. The completed health form must be in our files by the first day of the year. ***No child will be admitted until this form is received with complete immunization information*** (please refer to the appendix for a note from the Department of Health about updated legislation for immunization requirements). Parents are also required to submit medical forms to SSM after every "well visit" for your child and each time your child is immunized throughout the year.

Children are not allowed to attend SSM until their records are up to date. If your child is under a physician's care for any special health problem, is taking medication, or has any allergies or asthma, be sure that these items are noted.

Hand washing is the most effective way of cutting down on the spreading of germs in the center. The teachers wash their hands often, especially before preparing and serving food. Preschoolers wash their hands upon arrival to SSM in the morning, after toileting and before meals.

When is a child too sick to be brought to Smith Street Maternelle?

The illness, or child's reaction to it, requires more care than staff can provide or compromises the health and safety of other children. If your child is too ill to play outdoors, then she/he is too ill to be here.

- Signs and symptoms of possible illness such as: low grade fever (99–100F or 37.2–37.7C), unusual lethargy or irritability, unusual clinginess, persistent crying, constant runny nose, uncontrolled coughing or wheezing, persistent abdominal pain, lack of appetite or other signs of illness which require a higher level of care than staff can provide in a group setting

and/or which compromise the health and safety of staff and other children.

- Child has persistent diarrhea (3 or more in last 24 hrs) or if uncontained in diaper or underpants.
- Significant fever as defined below, until evaluated and approved for inclusion by your child's pediatrician.
- Oral/thermal temperature of 101 degrees Fahrenheit (38.3 C) or above;
- Rectal temperature of 102 degrees Fahrenheit (38.9 C) or above; or
- Axillary (armpit) temperature of 100 degrees Fahrenheit (37.8 C) or above
- Child has a new-onset, undiagnosed rash with fever and/or behavioral change.
- Child has weeping skin lesions or blisters in the mouth accompanied by drooling (including mouthing of hands, toys, etc. which spreads saliva).
- Conjunctivitis (pink eye) until symptoms have resolved or until 24 hours after medications have been administered and approved for inclusion by your child's pediatrician.
- Untreated infestations, such as scabies or lice; child must be free of nits before returning to SSM.
- Vomiting two or more times in a previous 24-hour period, or any vomiting accompanied by symptoms of dehydration or other signs of illness
- Contagious stages of chicken pox, until six days after the onset of rash or until all sores have dried and crusted, unless children are grouped in a room only with other children with chicken pox
- Any of the following illnesses until approved for inclusion by your child's pediatrician:
 - Mouth sores with drooling, or Herpetic gingivostomatitis, an infection caused by the Herpes simplex virus
 - Diarrhea due to Shigella, Salmonella, Campylobacter, Giardia, E.coli type 0157:H7, Versinia, Cryptosporidium, until there are two negative stool tests obtained at least 48 hours after treatment (if prescribed) is completed; or unless a plan for grouping children has been approved by the local or State Health Department
 - Active tuberculosis, until treatment has been initiated and read mission has been approved by the local health unit
 - Impetigo, until 24 hours after medical treatment has been initiated unless there is only a small patch of impetigo that can be cleaned and covered so no other children can come into contact with the sore

- Strep throat, or other streptococcal infections elsewhere in the body until 24 hours after the initial antibiotic treatment
- Mumps, until five days after onset of gland swelling
- Rubella (German measles) and measles, until seven days after onset of the rash
- Hepatitis A viral infection (infectious hepatitis), until one week after onset of illness, and until immunoglobulin has been administered to appropriate children and staff, or as directed by the local health unit
- Shingles, if sores cannot be covered by clothing or a dressing or until sores become crusted
- Pertussis (whooping cough) , until five days of a total course of 14 days of antibiotic treatment has been completed
- Diphtheria, until readmission has been approved by the local health unit
- Hepatitis B, until read mission has been approved by the local health unit
- Meningitis or meningococcal disease, until readmission has been approved by the local health unit
- Other illness or symptoms of illness as determined by the program

If your doctor places your child on an antibiotic, for an ear or throat infection for example, the child should not be brought to the center until he/she has been on the medication for at least 24 hours and is fever-free without over-the-counter medication.

Since we do not have the facilities to care for sick children at SSM, you will be called to come and take your child home immediately if he/she becomes sick during the day. If you cannot be reached, we will call the emergency numbers that you have provided. Please be sure to give us several alternatives.

If your child is ill and will not be attending SSM, please call the school at (347) 457-5099 by 10:00 a.m. Children and teachers are concerned when a child is absent. We also notify other parents if the group has been exposed to a contagious disease. The Department of Health monitors clusters of certain contagious diseases in the city and asks us to report instances of them. If you take your child to the pediatrician ask when he/she can return to group care and request a written note for SSM.

With most childhood diseases, children who have been exposed but are not symptomatic are not excluded from

the school, but everyone is alerted to watch for signs and symptoms. When children are in the school, they must be able to participate in all activities, including water and outdoor play. In the long run, less time is missed if early signs of an illness are heeded and the child remains at home to rest.

Medication

SSM is certified to administer certain medication to children once parents provide the required documentation.

We can apply topical, over-the-counter medication such as diaper cream or sun block on your child as long as you have signed a permission form.

Prescription medication including emergency medications such as an Epi-pen, an asthma inhaler or a nebulizer may be administered by trained teachers after parents and a health care provider have filled out a medication permission form identifying the exact symptoms or circumstances under which medication is to be given, the dosage and the duration of the treatment. A prescription alone is not adequate. Teachers keep track of medications administered in a medication log.

It is imperative to notify your child's teacher of all medications your child is taking and/or treatments your child is taking including: nebulizers, inhalers, antibiotics, Tylenol, Benadryl and Pedialite. We rely on your cooperation and full disclosure about medications that your child is taking so that we can respond appropriately and safely to your child's needs and can determine whether or not your child is healthy enough to be at the school and not contagious to the other children or teachers.

Also, not knowing if a child is on a medication results in the teacher's inability to provide correct information to emergency responders when needed, causing possible serious reaction to the medication administered by the emergency responders to the child.

Allergy and Asthma Protocols

For children with life threatening allergies and/or asthma, we have a detailed protocol to ensure that we minimize the risk of exposure to allergens and have an up to date action plan in place with appropriately trained staff. Once a child is diagnosed with a significant food allergy or other life threatening condition, parents must meet with both

the program director and the child's head teacher in order to develop an action plan. For children entering SSM with such a diagnosis, an action plan meeting must be scheduled prior to the first day of school. Action plans must be updated at least every six months.

Mandated Reporting of Child Abuse

New York State law requires that any suspicion of child abuse or neglect be reported to a central hotline. All teachers, as part of their NYC Dept. of Health requirements, take a course in child abuse and neglect. The SSM staff has a training session on the detection and reporting of child abuse and neglect every two years.

Child abuse is defined as when a parent or guardian inflicts serious physical injury upon a child, creates a substantial risk or serious physical injury or commits a sex offense against a child. Abuse also includes situations where a parent or guardian knowingly allows someone else to inflict such harm on a child. Maltreatment (including neglect) means that a child's physical, mental or emotional condition has been impaired or placed in imminent danger of impairment by a parent or guardian:

- failing to provide sufficient food, clothing, shelter, education; or
- failing to provide proper supervision, guardianship, or medical care (refers to all medical issues, including dental, optometric or surgical care); or
- inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs to the extent that the child was placed in imminent danger.

FOOD POLICY

The SSM provides two snacks each day. One at 10:00 am, and one at 3:00 pm for students in extended day. We serve organic fruits and vegetables, such as apples, bananas, plums, grapes, strawberries, carrots, cucumbers, etc. Preschoolers bring their own lunches; the school provides water. This ensures that your child is being served foods that she or he prefers. Please print your child's first and last name clearly on his/her lunch containers and include protein (meats, cheese, yogurt, tofu, etc.), carbohydrates (bread, pasta, etc.), vegetables, and fruit.

Children under four should not be given hotdogs (sliced into rounds), whole grapes, marshmallows, spoonfuls of nut butter or chunks of meat larger than can be swallowed whole — they are a choking hazard.

We expect the children to feed themselves. Parents provide lunches that are prepared in the way that is easiest for their child to handle independently. Please offer foods for your child in small, manageable portions. Offering variety will often encourage eating. All foods should be prepared so that they are ready to eat such as cut into small pieces, peeled. Some children prefer only a few foods. Send food that they have eaten at home and indicated that they enjoy. Do not send food that they have rejected or never eaten before. New food should always be tried at home first before being sent for lunch. Children learn to like new and different foods more when they are offered more than once, in small amounts, if they see you eating them and offered frequently in a calm and relaxed meal setting.

We will send home leftovers only so you can see how much was eaten that day. This food should be discarded.

Allergies and Food Sharing

Please be aware that some of the children in the school have allergies and other children may have allergies we don't know about. Food of an unknown source or with unknown ingredients should never be given to any child and foods should not be shared because of the risk of serious problems.

Children do not share food. Sharing of utensils, cups, bottles, or plates is never allowed.

GENERAL SAFETY INFORMATION

Parental Supervision

The SSM expects that when a parent is in a room, he or she is in charge of their child. Parents are not responsible for other children in the room. In general, the teacher assumes you will care for your own child while in the room, but if for some reason you wish the teacher to do so, please make sure this is clearly communicated.

Children may only leave SSM when accompanied by an authorized escort.

Visitor Sign-in Book

All visitors are required to sign in when entering SSM. The sign in sheets are located on the reception desk near the entrance door of the school building.

Emergency Plan

Smith Street Maternelle has an extensive emergency plan. The plan, which is available at the reception desk, outlines the roles and responsibilities of the Smith Street Maternelle (SSM) staff in the event of a disaster or other problem affecting the care or safety of the children or staff of SSM. Efforts will be made to maintain childcare activities, to the greatest extent possible, in order to ensure that the needs and safety of the children will be met. The children and teachers also have monthly fire drills and regular evacuation drills.

The shelter in place evacuation site for the children is the Tote Petite Classroom. In case of an emergency, families will be contacted through email or text.

The Department of Health also recommends that we set up an emergency communication system, in the event we need to get a message to you all quickly. We have chosen a system called One Call Now, which is an app that allows us to quickly and seamlessly send text messages and voicemail to all parents. You will receive information about how to opt-in before school begins. You should also note that we have a "safe house" location at the Khouri residence at 145 Summit Street, Apartment 1, which is one block from the school. We will add all of your cell phone numbers into our database, but FCC regulations require that you all opt-in to this service before we are authorized to contact you via text. You will receive information about how to do so in the coming weeks.

In the event of weather related or other city-wide emergency, SSM follows the closings of the New York City public schools. When the NYC public schools are closed, SSM is closed. In such cases, we will contact parents via email with as much advance notice as we are given.

PARENT PARTICIPATION

SSM invites parents to participate as much as they can in the lives of their children while at SSM. Parents should feel free to spend time in their child's room, call to check on their children, go on outings, do special projects or read to children.

Classroom Breakfasts

We will have several breakfasts throughout the year, certainly just before the winter break, and towards the end

of the year, with parents volunteering to bring in a special food from home. Parents and teachers are also welcome to organize dinner potlucks! Always remember to check with the teachers for the latest information on food allergies in the room.

Outings

Throughout the year, your child's class may go on outings around the neighborhood. When the room decides to venture a little further away, to the zoo, for example, parents may be asked to join the children. Going on outings is a wonderful way to spend time with your child and support the room's activities at the same time.

CHILDREN'S CLOTHES

Sturdy, comfortable, washable clothes are best for school. Smocks are provided in each room, but a certain amount of staining is inevitable in a rich and varied art program.

We recommend pants with an elasticized waistband. These are easily managed and encourage independence, especially during toileting routines. Belts and pants with snaps and buttons often complicate the dressing process. All children should be dressed so they can enjoy outdoor play every day. Non-skid shoes afford maximum safety for both indoor and outdoor activities. Shoes with Velcro fasteners are preferable to laces as children can close them themselves, promoting dressing independence. During the winter, our local park remains snowy long after sidewalks are clear. Boots and snow-pants are a necessity as the children play outdoors all winter long.

We ask that the children wear "chaussons" inside the school. Ballet slippers, Toms slip-ons shoes, crocs, or other slippers are all appropriate.

Please do not send your child to school with clothing or other items such as lunch boxes, backpacks and toys that feature superheroes, cartoon or commercial characters. Such possessions can be highly prized, leading to unnecessary conflict. In addition, children often like to imitate powerful characters which can contribute to aggressive play. Please keep these items home.

HOLIDAYS & CELEBRATIONS

Here at SSM we reflect and integrate into our curriculum the broad cultural and linguistic diversity of our children and families. We celebrate holidays and honor cultural traditions by emphasizing those aspects that are appropriate to all children and that relate to our overall program goals. We mainly focus on family traditions. These may include special stories, foods, art projects, songs, dance or clothing.

We are delighted when families come into the classroom to share their special holidays and family traditions with us. If you wish to do so, please speak with the teachers so that together you may plan what you will be doing with the children.

For Halloween, we celebrate at the school without commercial masks or costumes. Please do not send masks or costumes on Halloween. Teachers incorporate appropriate aspects of the holiday in their plans for group discussions, art activities, music and movement and creative dramatics.

Birthday celebrations at SSM are different from the kind of parties you may want to plan for home. The emphasis at the SSM is on celebrating your child's special day in a way that is consistent with other things we do here. Specifically, the fun is in being together and acknowledging the excitement that children of this age feel about their birthdays.

Each class will have their own special ritual to mark the day – perhaps the birthday child picks a special story, makes a special hat or uses a special birthday placemat or table cloth or has a special banner made by his or her friends. It is important that birthday celebrations at SSM feel predictable to the children so they know what to look forward to on their special day and enjoy celebrating with their friends.

Before planning to bring food to your child's room, please speak with your child's teacher about acceptable options.

The following foods are excellent for SSM celebrations: cupcakes, mini-muffins, Jell-O, fruit salad, banana bread or cake.

Please do not bring party hats, table cloths, plates, cups, fancy cakes, cupcakes with characters and/or thick icing on it, party favors, goodie bags or banners! These are all great to have at an "at home" party. Balloons are not allowed under any circumstance. If they break they pose a serious choking hazard to young children.

If you are planning a party outside of the school, we insist that invitations are not distributed at school, nor should the party be scheduled so that children go directly to a party from school—*unless the entire group is included*.

Children are aware of the mail that is put in the cubbies outside their classrooms. It can be extremely painful to a child to realize that others have been invited to a party and he or she has not. We encourage children not to discuss their out-of-school parties for just this reason. If you do not wish to invite the entire group to a party, please consider how to divide the group so you are not excluding only one or two children.

If your child cannot attend an out-of-school birthday party for a friend and you have a gift for the birthday child, please give the gift to the child's parent or caregiver at the end of the day. It's hard for children who don't have gifts to see one in a friend's cubby. Please follow these guidelines for any gift-giving situation.

Step Up to Kindergarten

Many children began at SSM in our infant or toddler programs. The last days at SSM as 4- and 5-year-olds are bittersweet for children and their parents alike. This year, we want to initiate a lovely celebratory tradition for those children who are moving on to kindergarten programs at the end of the year. With family attending, we celebrate the end of their journey through SSM with singing, individual recognition of "graduate" and a lovely reception. We look forward to this event continuing on as a joyful family tradition here at the SSM.

CALENDAR

The SSM calendar is found in the appendix to this handbook. Please note on your personal calendar any holidays, early closings or special events. If you make note of them now, you will be able to plan ahead for them.

ITEMS TO BRING

First Day

- Extra clothes (pants, shirts, sweater, two pairs of socks and underwear).
- Indoor shoes (ballet slippers, Toms, Crocs, other slippers).
- A small blanket and a small sheet for a cot. Please do not bring a pillow.
- Everything must be fully labeled. You can use a laundry pen or "Sharpie" indelible pen.
- Optional items: "comfort" toy or object (i.e., teddy bear, doll, cloth diaper or any other toy or object which will help your child feel at home at SSM).

LIFE AFTER SMITH STREET MATERNELLE

The Director is available to discuss the various elementary school options (public, private and gifted & talented (G & T) programs) in the community. We can prepare and send ISAAGNY reports to private ongoing schools at your request.

WHAT TO DO WHEN YOU HAVE A PROBLEM

- Financial: speak with the Director or Assistant Director.
- Concerns about your child: see the teacher first (the Director may be a helpful resource).
- Concerns about a staff member: talk to that person and/or the Director (important phone numbers below).

IMPORTANT PHONE NUMBERS

Please call the office phones first, and only use personal cell phone numbers in cases of true emergencies. Please do not contact the teachers after hours or on the weekend on their cellphones.

Olivia Ramsey, Senior Director
(347) 457-5099 (office)
(917) 254-2223 (cell)

Amélie Veyrat-Durebex, Assistant Director
(347) 457-5099 (office)
(917) 214-6772 (cell)

Elizabeth Brown, Lead 4s Teacher
(347) 457-5099 (office)
(929) 351-4889 (cell)

Laure Bastide, Lead 3s Teacher
(347) 457-5099 (office)
(415) 846-9940 (cell)

Lucie Bonavitacola, Lead 2s Teacher (afternoon)
(347) 457-5099 (office)
(646) 463-4305 (cell)

Smith Street Maternelle
607 Henry Street, Brooklyn, NY 11231

2019/2020 SCHOOL CALENDAR

AUGUST

26–30 (Mon–Fri)
Toute Petite Section and Petite Section home and classroom visits (as schedules permit)

SEPTEMBER

5 (Thur)
First day of school!
Partial day; phase-in for Toute Petite Section and Petite Section
11:45 dismissal for Moyenne Section

6 (Fri)
Partial day; phase-in for Toute Petite Section and Petite Section
Regular day for Moyenne Section

9–10 (Mon–Tue)
Partial day; phase-in for Toute Petite Section
Regular day for Petite and Moyenne Sections

11 (Wed)
Partial day; phase-in for Toute Petite Section

12 (Thur)
First full day for all classes!

30 (Mon)
Rosh Hashanah (school closed)

OCTOBER

1 (Tue)
Rosh Hashanah (school closed)

9 (Wed)
Yom Kippur (school closed)

14 (Mon)
Columbus Day Observed (school closed)

16 (Wed)
Curriculum Night / Open House 6–8 PM
Toute Petite (mornings) & Moyenne Sections

17 (Thur)
Curriculum Night / Open House 6–8 PM
Toute Petite (afternoons) & Petite Sections

NOVEMBER

5 (Tue)
Election Day, Teacher Workday (school closed)

11 (Mon)
Veterans Day Observed (school closed)

14 (Thur)
11:45 dismissal for all full day students
Parent Teacher Conferences from 1–7 PM

27–29 (Wed–Fri)
Thanksgiving Recess (school closed)

DECEMBER 23–JANUARY 3
(Mon–Fri) Winter Recess (school closed)

JANUARY

20 (Mon)
Dr. Martin Luther King Jr. Day (school closed)

FEBRUARY

17–21 (Mon–Fri)
Midwinter Recess (school closed)

MARCH

12 (Thur)
11:45 dismissal for all full day students
Parent Teacher Conferences from 1–7 PM

APRIL

9–17 (Thur–Fri)
Spring Break (school closed)

MAY

25 (Mon)
Memorial Day (school closed)

JUNE

19 (Fri)
Last Day of School!

Please note that Smith Street Workshop will cancel all classes and close administrative offices for inclement weather whenever the New York City public schools are closed. In rare circumstances, Smith Street Workshop will make its own determination as to whether it is open or closed.



Cheryl Lawrence, MD, FAAP
Medical Director

Office of School Health
42-09 28th St.
Queens, NY 11101-4132

May 2019

Dear parent/guardian,

New York City has updated the school immunization requirements for the 2019-2020 school year. A list of the new school immunization requirements for 2019-2020 is included with this letter. Before the school year begins, you must submit proof of immunization for your children if they are attending child care or school.

All students in child care through grade 12 must meet the requirements for:

- The DTaP (diphtheria- tetanus-pertussis), poliovirus, MMR (measles-mumps-rubella), varicella and hepatitis B vaccines.

Children under age 5 who are enrolled in child care and pre-kindergarten (pre-K) must also meet the requirements for:

- The Hib (*Haemophilus influenza* type b) and PCV (pneumococcal conjugate) vaccines.
- The influenza (flu) vaccine
 - Children must receive the flu vaccine by December 31, 2019 (ideally, when it becomes available in early fall).

Children in grades 6 through 12 must also meet the requirements for:

- The Tdap booster and MenACWY (meningococcal conjugate) vaccines.

Please review your child's immunization history with your child's health care provider. Their provider can tell you whether additional doses of one or more vaccines are required for your child to attend child care or school this year.

If you have questions about these requirements, please contact your child care center or school's administrative office.

Sincerely,

Cheryl Lawrence, MD, FAAP
Medical Director
Office of School Health

Is Your Child Ready for Child Care or School?

2019-2020 School Year

Learn about required vaccinations in New York City

All students ages 2 months to 18 years in New York City must get the following vaccinations to go to child care or school. Review your child's vaccine needs based on their grade level this school year.

VACCINATIONS	Pre-Kindergarten (Child Care, Head Start, Nursery, 3K or Pre-k)	Kindergarten – Grade 5	Grades 6 – 11	Grade 12
Diphtheria, tetanus and pertussis (DTaP)	4 doses	5 doses or 4 doses ONLY if the fourth dose was received at age 4 years or older or 3 doses ONLY if the child is 7 years or older and the series was started at age 1 year or older	3 doses	
Tetanus, diphtheria and pertussis booster (Tdap)			1 dose (on or after age 11 years)	
Polio (IPV/OPV)	3 doses	4 doses or 3 doses if the third dose was received at age 4 years or older	4 doses or 3 doses ONLY if the third dose was received at age 4 years or older	3 doses
Measles, mumps and rubella (MMR)	1 dose	2 doses		
Hepatitis B	3 doses	3 doses	3 doses or 2 doses of adult Hepatitis B vaccine (Recombivax HB) if the doses were received at least 4 months apart between the ages of 11 and 15 years	
Varicella (chickenpox)	1 dose	2 doses		1 dose
Meningococcal conjugate (MenACWY)			Grades 7, 8, 9 and 10: 1 dose	2 doses or 1 dose ONLY if the first dose was received at age 16 years or older
Haemophilus influenzae type B conjugate (Hib)	1 to 4 doses Depends on child's age and doses previously received			
Pneumococcal conjugate (PCV)	1 to 4 doses Depends on child's age and doses previously received			
Influenza	1 dose			

The number of vaccine doses your child needs may vary based on age and previous vaccine doses received. Your child may need additional vaccines or vaccine doses if they have certain health conditions. Talk to your doctor if you have questions. For more information, call 311 or visit nyc.gov/health and search for **student vaccines**.



**Department
of Health**

**Office of Children
and Family Services**

**State Education
Department**

June 14, 2019

Statement on Legislation Removing Non-Medical Exemption from School Vaccination Requirements

On June 13, 2019, Governor Andrew M. Cuomo signed legislation removing non-medical exemptions from school vaccination requirements for children. The United States is currently experiencing the worst outbreak of measles in more than 25 years, with outbreaks in pockets of New York primarily driving the crisis. As a result of non-medical vaccination exemptions, many communities across New York have unacceptably low rates of vaccination, and those unvaccinated children can often attend school where they may spread the disease to other unvaccinated students, some of whom cannot receive vaccines due to medical conditions. This new law will help protect the public amid this ongoing outbreak.

What did the new law do?

As of June 13, 2019, there is no longer a religious exemption to the requirement that children be vaccinated against measles and other diseases to attend either:

- public, private or parochial school (for students in pre-kindergarten through 12th grade), or
- child day care settings.

For those children who had a religious exemption to vaccination, what are the deadlines for being vaccinated?

Children who are attending child day care or public, private or parochial school, and who had a religious exemption to required immunizations, must now receive the first age appropriate dose in each immunization series by June 28, 2019 to attend or remain in school or child day care. Also, by July 14, 2019 parents and guardians of such children must show that they have made appointments for all required follow-up doses. The deadlines for follow-up doses depend on the vaccine. The New York State Department of Health follows the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices catch-up immunization schedule and expects children to receive required doses consistent with Table 2 at the following link in order to continue to attend school or child day care: <https://www.cdc.gov/vaccines/schedules/downloads/child/0-18yrs-child-combined-schedule.pdf>

What is the deadline for first dose vaccinations if my child is not attending school until September?

Parents and guardians of all children who do not have their required immunizations are encouraged to have them receive the first dose as soon as possible. The deadline for obtaining first dose vaccinations for children attending school in the fall is 14 days from the first day of school. Within 30 days of the first day of school, parents and guardians of such children must show that they have made appointments for all required follow-up doses.

Additional information will be forthcoming.



June 2019

Dear Parent/Guardian,

As of June 13, 2019, public, private and parochial schools and child care programs in New York can no longer accept requests for religious exemptions from school immunization requirements. This law applies to students in pre-kindergarten through 12th grade and to all child care settings. Schools and child care programs will continue to accept medical exemptions.

Children attending summer or year-round programming

Children who had a religious exemption and who will be attending child care or public, private or parochial school in the summer must now receive the first age-appropriate dose in each immunization series by June 28, 2019 to attend or remain in school or child care. Additionally, by July 14, 2019, parents and guardians of such children must show that they have scheduled appointments for all required follow-up doses.

Children attending until the end of the school year and returning in the 2019-20 school year

Students must meet immunization requirements in order to attend school. Children who have not received all required immunizations must receive the first dose in each immunization series within 14 calendar days after the first day of school or enrollment in child care. Within 30 calendar days of the first day of school, parents or guardians of such children will also need to show that they have scheduled appointments for all follow-up doses.

A list of the new school immunization requirements for the 2019-20 school year is summarized below.

All students in child care through grade 12 must meet the requirements for the following vaccines:

- DTaP (diphtheria, tetanus and acellular pertussis or whooping cough)
- Poliovirus
- MMR (measles, mumps and rubella)
- Varicella (chickenpox)
- Hepatitis B

Children under age 5 who are enrolled in child care and pre-kindergarten must also meet the requirements for these vaccines:

- Hib (*Haemophilus influenzae* type b)
- PCV (pneumococcal disease)
- Influenza (flu): Children must receive the flu vaccine by December 31, 2019

Children in grades 6 through 12 must also meet the requirements for these vaccines:

- Tdap booster (tetanus, diphtheria and pertussis)
- MenACWY (meningococcal disease)

Please review your child's immunization history with their health care provider. Their provider can tell you whether additional doses of one or more vaccines are required for your child to attend or remain in child care or school. Visit schools.nyc.gov and search for "immunizations" for a full list of required vaccines. If it is not possible for your child to receive their vaccines from their health care provider, the Department of Health has one walk-in immunization clinic (www1.nyc.gov/site/doh/services/immunization-clinics.page).

If you have questions about these requirements, please contact your child care center or school's administrative office.