



PARENTS GUIDE TO AT-HOME LEARNING

AVAILABLE RESOURCES

Harford County Public Schools is striving to provide as many resources as possible to assist students and families with at-home learning. Teachers have established designated office hours each day, Monday through Friday, to provide instructional support to students. Wi-fi hotspots are available throughout the county, and are accessible within vehicles to promote social distancing.

All HCPS policies and procedures found at www.HCPS.org apply during Virtual Instruction. In particular, HCPS places importance on privacy rights and decorum during Virtual Instruction. Teachers will follow HCPS guidelines when setting up Virtual Instruction. Parents/Guardians must ensure that students do not record instruction sessions or share passwords. The use of the video function in any Virtual Instruction Session is not mandatory. Parents/Guardians should immediately report to the school principal any concern that arises.



TECHNOLOGY

Wi-fi hotspots are available in parking lots at the following locations:

North Harford High School

All **Harford County Public Libraries**

For assistance accessing HCPS online tools and instructional resources, email User.Support@hcps.org.



MATERIALS

Teachers are providing instructional materials and support for students who have access to technology and the internet. A limited number of printed instructional materials are provided by mail to those families who have indicated that they have limited or no access to the internet and/or a computer. We will continue to provide printed materials as long as it is safe to do so in the upcoming weeks.



COMMUNICATIONS

Teachers will utilize electronic tools such as email and the itslearning platform to communicate with students and families. Phone calls will be used, as well.

Teachers are providing virtual office hours to students and families from 12:00 - 3:20 p.m. every day, to provide instructional support and related services, as well as enrichment and remediation opportunities.

DAILY SCHEDULE

Predictable routines provide children with a sense of safety and security. When establishing routines at home, it is important to consider health factors such as sleeping, physical activity and screen time. It will take time, consistency, and some possible revisions before you find a predictable routine that works for your family.

Sample Teacher Day	Sample Student Day
8:00 a.m. – 10:00 a.m. Professional Learning Time	8:00 a.m. – 10:00 a.m. Independent Completion of Weekly Learning Experiences
10:00 a.m. – 12:00 p.m. Duty-free Lunch and Planning Time	11:00 a.m. – 1:00 p.m. Student Access to Meal Sites
12:00 p.m. – 3:20 p.m. Instructional Office Hours <i>Provide Instructional Support to Students in the Completion of Asynchronous Learning (including the Weekly Learning Experiences)</i>	12:00 p.m. – 3:00 p.m. Engagement in Weekly Learning Experiences with Teacher Support through Instructional Office Hours

ADDITIONAL RESOURCES TO SUPPORT DAILY ROUTINES

- Autism Speaks- How To Cope with Disrupted Family Routines during COVID-19
- Creating Structure and Rules
- Examples of Routines and Templates
- Positive Behavior Interventions Supports - Structured Routines
- Sample Routines for Children with Attentional Needs
- Strategies for Behaviors
- Zero to Three - Creating Routines for Love and Learning





EARLY CHILDHOOD

SLEEPING

Establishing a routine for bedtime is important for children birth to age 5. The following recommendations are inclusive of naps.

4 to 12 months
12 to 16 hours per 24 hours

1 to 2 years
11 to 14 hours per 24 hours

3 to 5 years
10 to 13 hours per 24 hours

PHYSICAL ACTIVITY

Physical activity, particularly supervised interactive floor-based play in safe environments, is encouraged from birth.

0 to 12 months
At least 30 minutes of floor play (tummy time) is recommended daily.

1 to 2 years
At least 180 minutes in a variety of physical activities, including energetic play, throughout the day.

3 to 5 years
At least 180 minutes in a variety of physical activities, including 60 minutes of energetic play, throughout the day.

SCREEN TIME

Video chatting is excluded from the following time recommendations.

0 to 24 months
Screen time (television and computer games) is not recommended.

2 to 5 years
Screen time (television and computer games) should not exceed one hour per day.

ADDITIONAL RESOURCES TO SUPPORT EARLY CHILDHOOD LEARNERS

- American Academy of Pediatrics
- Sleep Foundation
- Centers for Disease Control and Prevention
- Zero to Three Parent Resources on Sleep
- Common Sleep Problems and Suggestions
- 35 Gross Motor Activities for Preschoolers
- Healthy Beginnings
- Screen Sense - Choosing Media Content for Young Children
- Young Children and Screens: Putting Parents in the Driver's Seat
- Five Tips on Making the Most out of Video Chats



ELEMENTARY

SLEEPING

Establishing a routine for bedtime is important for children. It is recommended children not have screen time for at least 30 minutes prior to bedtime.

6 to 13 years
9 to 12 hours per 24 hours

PHYSICAL ACTIVITY

Physical activity can be included into children's daily routine

6 to 17 years
At least 60 minutes or more of moderate-to-vigorous physical activity each day. This should include exercises that strengthen bones (e.g. running or jumping) and build muscles (e.g. climbing stairs or doing push-ups) at least three days per week.

SCREEN TIME

Designate media-free time together and media-free locations at home.

6 years and older
Establish consistent limits on the time spent using media, and the types of media, with parents ensuring that digital media doesn't take the place of sleep, physical activity or real-life personal interactions.

ADDITIONAL RESOURCES TO SUPPORT ELEMENTARY SCHOOL STUDENTS

- American Academy of Pediatrics
- Sleep Foundation
- Centers for Disease Control and Prevention
- Fitness for 6-12 Year Olds
- Motivating School Age Kids to be Active
- Go Noodle Video Exercises for Kids
- Template to Create Family Media Plan
- Common Sense Media Recommendations



MIDDLE

SLEEPING

Establishing a routine for bedtime is important for children. It is recommended children not have screen time for at least 30 minutes prior to bedtime.

6 to 13 years
9 to 12 hours per 24 hours

PHYSICAL ACTIVITY

Physical activity can be included into children's daily routine

6 to 17 years
At least 60 minutes or more of moderate-to-vigorous physical activity each day. This should include exercises that strengthen bones (e.g. running or jumping) and build muscles (e.g. climbing stairs or doing push-ups) at least three days per week.

SCREEN TIME

Designate media-free time together and media-free locations at home.

6 years and older
Establish consistent limits on the time spent using media, and the types of media, with parents ensuring that digital media doesn't take the place of sleep, physical activity or real-life personal interactions.

ADDITIONAL RESOURCES TO SUPPORT MIDDLE SCHOOL STUDENTS

- American Academy of Pediatrics
- Sleep Foundation
- Centers for Disease Control and Prevention
- Fitness for 6-12 Year Olds
- Motivating School Age Kids to be Active
- Go Noodle Video Exercises for Kids
- Template to Create Family Media Plan
- Common Sense Media Recommendations



HIGH

SLEEPING

Teenagers should maintain a regular sleep schedule, minimize screen time and stimulants such as caffeine prior to sleeping

14 to 18 years
8 to 10 hours per 24 hours

PHYSICAL ACTIVITY

Physical activity can be included into children's daily routine (e.g. walking the dog, exercise, dance, chores, sports).

14 to 17 years
At least 60 minutes or more of moderate-to-vigorous physical activity each day. This should include exercises that strengthen bones (e.g. running or jumping) and build muscles (e.g. climbing stairs or doing push-ups) at least three days per week.

SCREEN TIME

Designate media-free time together and media-free locations at home.

6 years and older
Establish consistent limits on the time spent using media, and the types of media, with parents ensuring that digital media doesn't take the place of sleep, physical activity or real-life personal interactions.

ADDITIONAL RESOURCES TO SUPPORT HIGH SCHOOL STUDENTS

- American Academy of Pediatrics
- Sleep Foundation
- Centers for Disease Control and Prevention
- Template to Create Family Media Plan
- Common Sense Media Recommendations

ADDITIONAL SUPPORTS

MENTAL HEALTH

HCPS has created an email address for students and families to request mental health support and/or a referral from one of our school social workers. This service will be available on days when school would normally be in session, beginning Tuesday, April 14, between the hours of 8:00 a.m. and 3:00 p.m. The email address is mentalhealthsupport@hcps.org. This resource will remain available throughout the duration of the COVID-related school closure. Those reaching out via this email address should include their name and phone number in the message and can expect a phone call from a school social worker within 24 hours (Monday through Friday).

Those experiencing a mental health emergency requiring immediate attention are reminded to call 911.

PARENT ACADEMY REAL TALK



The HCPS Parent Academy is producing virtual Real Talk segments that will be posted on the **HCPS YouTube channel** and the **Parent Academy webpage**. The first virtual Real Talk segment was posted on Wednesday, April 8. During this first virtual Real Talk segment, HCPS Mental Health Coordinator and Licensed Clinical Social Worker Christina Alton shares information about how parents can cope with anxiety and support their children's mental health during the COVID-19 crisis. Virtual Real Talks will continue to be produced during the extended closure.

DO YOU HAVE MORE QUESTIONS?



WWW.HCPS.ORG/CORONAVIRUS/



(410) 809 - 6336



COVID19QUESTIONS@HCPS.ORG