

CONNECTING

The quarterly newsletter of Raising Special Kids

FALL 2020

BACK TO SCHOOL PLANNING A Guide for Parents, Guardians and Caregivers



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Parent to Parent support is the heart of Raising Special Kids. Information about local services, educational programs, advocacy, or special health care needs is available in English, Spanish and other languages. Services are provided at no charge to families in Arizona. Raising Special Kids is a 501(c)(3) non-profit organization.

STAFF SPOTLIGHT

Andrea Anderson
Bilingual Family Support Specialist
Central Arizona



ANDREA Anderson joined Raising Special Kids in early 2020 as a family support specialist helping with the Early Intervention Referral Program. She was born and raised in Cuernavaca, Mexico, and grew up bilingual. Although her background is in international relations, Andrea knew her passion was serving in the community using her language skills to help people communicate and feel heard.

For nearly 10 years, she worked in a school district as a bilingual interpreter for special education. "It was so gratifying to know that I could help Spanish speaking families communicate with the school during challenging times." It was while she was in that position that she learned about Raising Special Kids. "I was moved and inspired by the organization's mission. I remember referring one family in particular; a family struggling to find mobility equipment for their child. They felt defeated and couldn't find help because they didn't speak English." After a few months, she reconnected with the family while interpreting at another of their IEP meetings. "They were very happy to have been contacted by Raising Special Kids. They received the guidance and resources they needed to get the necessary equipment for their child."

Andrea looked forward to receiving the district's quarterly delivery of *Connecting*, the Raising Special Kids newsletter. "It was always packed with great information and resources for the families I was serving and it was in SPANISH too! I was thrilled!" She would pass along copies to the families she knew would benefit from them. "Those families needed a support network — a listening ear from someone who had walked a similar journey."

Although the location has changed, Andrea continues to help families be heard. "I have learned so much from all of my colleagues and I am proud to be part of Raising Special Kids during these unprecedented times."

Raising Special Kids is grateful to have Andrea on our team!

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HERE WITH FAMILIES. HERE FOR FAMILIES.

A Message From the Director

AFTER two weeks of managing distance learning on our own, my wife and I enlisted the help of someone who couldn't refuse a plea for help — my father — better known as Grandpa. Traditionally associated with trips to the ice cream shop and putting together puzzles he was now to sit nearby a laptop computer and assist in the facilitation of remote education. His role was to replicate, to the extent possible, the comprehensive supports that Jeremy receives under his Individualized Education Program (IEP): 10 student to 4 adult ratio special education classroom; attending eighth grade general education English Language Arts with support of an instructional assistant; and participating in general Physical Education class. A tall order indeed.

Navigating Zoom meeting links, accessing Google Classrooms, switching virtual classes, moving between Zoom small groups, emailing and chat messaging teachers and paraprofessionals simultaneously proved to be stressful, sometimes ending in unscheduled walks around the block or other non school-related activities to allow my father and son to clear their heads before jumping back into the maze of distance learning. We are grateful for my father being willing to provide support so we could continue to work at our jobs from home.

On Sept. 8, 2020, it was announced that families of students eligible for Arizona Long Term Care Services would be able to receive home and community based services during school hours to participate in remote learning. This development is a lifeline for thousands of families of children with disabilities. The process of making this support available to families was a task almost as herculean as trying to balance work, school and parenting through the pandemic.

Multiple Arizona agencies, specifically the Division of Developmental Disabilities, who oversees the provision of Long Term Services and Supports; Arizona Health Care Cost Containment System, our State's Medicaid authority, who ensures compliance with federal Medicaid rules and regulations; and the Arizona Department of Education Exceptional Student Services, who oversees public and charter schools and ensures compliance with federal and state Special Education rules and regulations all worked together to make this possible for Arizona Families.

Though the policy change described above may not provide the key to a manageable life during a pandemic, it does provide help to many families who desperately need it. At Raising Special Kids we believe that professionals are important allies for families in creating positive outcomes for children. We thank DDD, AHCCCS, ADE/ESS, and other state agencies and offices who heard the family voice and responded by strengthening the systems of care to improve the lives of children who have disabilities and their families.

Grandpa says, "Thanks," too.



Christopher Tiffany
Executive Director

BACK TO SCHOOL PLANNING

A Guide for Parents, Guardians and Caregivers

From <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html>

FOR many families, back to school looks different this year than it has in previous years. Your school will have new policies in place to prevent the spread of COVID-19. You may also be starting the school year with virtual learning components. Whatever the situation, these checklists are intended to help parents, guardians, and caregivers, plan and prepare for the upcoming school year. Some of the changes in schools' classroom attendance or structure may include:

Cohorts:

Dividing students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. Schools may allow minimal or no interaction between cohorts (also sometimes referred to as pods).

Hybrid:

A mix of virtual learning and in-class learning. Hybrid options can apply a cohort approach to the in-class education provided.

Virtual/at-home only:

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

PLANNING FOR IN-PERSON CLASSES:

Going back to school this fall will require schools and families to work together even more than before. Schools will be making changes to their policies and operations with several goals: supporting learning; providing important services, such as school meals, extended daycare, extracurricular activities, and social services; and limiting the transmission of SARS-CoV-2, the virus that causes

COVID-19. Teachers and staff can teach and encourage preventive behaviors at school. Likewise, it will be important for families to emphasize and model healthy behaviors at home and to talk to your children about changes to expect this school year. Even if your child will attend school in-person, it is important to prepare for the possibility of virtual learning if school closes or if your child becomes exposed to COVID-19 and needs to stay home.



Actions to take and points to consider:

- Check in with your child each morning for signs of illness. If your child has a temperature of 100.4 degrees or higher, they should not go to school.
 - If your child has had close contact to a COVID-19 case, they should not go to school.
 - Identify your school point person(s) to contact if your child gets sick.
 - Be familiar with local COVID-19 testing sites in the event you or your child develops symptoms.
 - Make sure your child is up-to-date with all recommended vaccines, including for flu. This is especially important this year because we do not yet know if being sick with COVID-19 at the same time as the flu will result in more severe illness.
 - Be familiar with how your school will make water available during the day. Consider packing a water bottle.
 - Develop daily routines before and after school—for example, things to pack for school in the morning (like hand sanitizer and an additional (back up) mask) and things to do when you return home (like washing hands immediately and washing masks).
 - Talk to your child about precautions to take at school. Children may be advised to:
 - Wash and sanitize their hands more often.
 - Keep physical distance from other students.
- Wear a mask.
 - Avoid sharing objects with other students, including water bottles, devices, writing instruments, and books
 - Use hand sanitizer (that contains at least 60% alcohol.) Make sure you're using a safe product. FDA recalled products that contain toxic methanol. (For complete list see <http://bit.ly/FDAhand-sanitizerrecalls>.)
- Make sure your information is current at school, including emergency contacts and individuals authorized to pick up your child(ren) from school.
 - Be familiar with your school's plan for how they will communicate with families when a positive case or exposure to someone with COVID-19 is identified and ensure student privacy is upheld.
 - Plan for possible school closures or periods of quarantine.
 - Plan for transportation:
 - If your child rides a bus, plan for your child to wear a mask on the bus and talk to your child about the importance of following bus rules and any spaced seating rules.
 - If carpooling, plan on every child in the carpool and the driver wearing masks for the entire trip. If your school uses the cohort model, consider finding families within your child's group/cohort at school to be part of the carpool.

- If your child has an Individual-

ized Education Program (IEP) or 504 Plan or receives other learning support (e.g., tutoring), ask your school how these services will continue.

- If your school uses a cohorting model, consider limiting your child's in-person out-of-school interactions to children in the same cohort or to activities where physical distancing can be maintained.
- Talk to your school administrators and teachers about their plans for physical education and physical activity (e.g., recess).
- Ask how your school plans to help ensure that students are following practices to reduce the spread of COVID-19.

PLANNING FOR VIRTUAL OR AT-HOME LEARNING

Virtual learning may be a choice or part of a child's Individualized Education Program (IEP) or Section 504 Plan for some children and families, and it may be necessary if your child has certain underlying health conditions or is immunocompromised. In a hybrid model, learning may occur virtually during part of the week and occur in-person for the rest. Or, the school year may start with virtual learning but switch to in-person learning for the remainder or certain times of the school year. Going back to school virtually may pose additional challenges with staying connected to peers, since students may have less frequent or no in-person interactions to each other.

Actions to take and points to consider:

- Find out if there will be regular and consistent opportunities during each day for staff and student check-ins and peer-to-peer learning.
- Find out if students have regular opportunities for live video instruction by teachers or if they will primarily be watching pre-recorded videos and receive accompanying assignments.
- Ask if the school will offer virtual or socially distanced physical activity. If not, identify ways to add physical activity to your child's daily routine.
- If your child participates in school meal programs, identify how your school district plans to make meals available to students who are learning virtually at home.
- If your child has an Individualized Education Program (IEP) or 504 Plan or receives other learning support (e.g., tutoring), ask your school how these services will continue during virtual at-home learning.
- If you anticipate having technological barriers to learning from home, ask if your school or community can provide support or assistance for students without appropriate electronic devices for schoolwork (like a computer/laptop or tablet).
- If your school offers a hybrid model, be familiar with your school's plan for how they will communicate with families when a positive case or exposure to someone with COVID-19

is identified and ensure student privacy is upheld.

MENTAL HEALTH & SOCIAL-EMOTIONAL CONSIDERATIONS:

Since the school experience will be very different from before, it is unlike anything your child is used to. Talk to your child and explain that all these steps are being taken to keep everyone safe and healthy.

Actions to take and points to consider:

- If they're attending in person, Talk with your child about how school will look different (e.g., desks far apart from each other, teachers maintaining physical distance, possibility of staying in the classroom for lunch).
- Talk with your child about how school is going and about interactions with classmates and teachers. Find out how your child is feeling and communicate that what they may be feeling is normal.
- Anticipate behavior changes in your child. Watch for changes like excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating, which may be signs of your child struggling with stress and anxiety.
- Try to attend school activities and meetings. Schools may offer more of these virtually. A
- Ask your school about plans to support school connectedness to ensure students do not become socially isolated during extended periods of virtual/at-

home learning.

- Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19.
- Check if your school has any systems in place to identify and provide mental health services to students in need of support.
- Check if your school has a plan to help students adjust to how COVID-19 has disrupted their daily life. Support may include school counseling and psychological services (including grief counseling), social-emotional learning (SEL)-focused programs and curricula, and peer/social support groups.
- You can be a role model for your child by practicing self-care:
 - Take breaks
 - Get plenty of sleep
 - Exercise
 - Eat well
 - Stay socially connected

RESOURCES TO NAVIGATE STRESS AND UNCERTAINTY

- **CDC Stress and Coping During the COVID-19 Pandemic**
<http://bit.ly/cdcstress1>
- **CDC Parent Portal**
<http://bit.ly/cdcparents>
- **CDC Children's Mental Health**
<http://bit.ly/cdckidsmh>
- **Bullying Prevention Resources**
<https://www.stopbullying.gov>
- **Children and Youth with Special Healthcare Needs in Emergencies**
<http://bit.ly/cdckidsemergency>
- **Resources for Helping Kids and Parents Cope Amidst COVID-19**
<http://bit.ly/aacapresources>

BUSY PARENTS LEAN ON RAISING SPECIAL KIDS

For Training and Support

INCLUSION isn't just a philosophy for the Merrill family, it's a way of life. They lead an activity-packed life fueled by a contagious, inspiring spirit. Their days are filled with school, sports, activities and friendships.

Anna and Loren Merrill live in Taylor, Arizona and have six children. Three of them, Charlotte, Caroline and Harrison, have rare neurocongenital disorders that cause cerebral palsy and other complications.

The Merrills initially came to Raising Special Kids for training while foster parents to their two oldest sons who they later adopted. There they learned about Raising Special Kid's services and available resources for their other children.

After attending an IEP Training class and speaking to Family Support Specialist Kristi Grasser, Anna advocated for a more inclusive placement for Caroline who started junior high this year. Caroline had been moved to self-contained classes, which the Merrills didn't agree with. "Kristi went over the laws and rules with me and helped me put an email together," Anna said. Using a collaborative, team-based approach, Anna drafted a note to the IEP team outlining her concerns. When she arrived at the meeting, the team had put together a new schedule that was a much better fit for Caroline.

Anna came back to Raising Spe-



Charlotte, Kalicia, Caroline and Harrison Merrill

cial Kids for help with Harrison's school placement. He started in an inclusive kindergarten classroom, but in second grade he moved to a self-contained class. Anna contacted her IEP team to discuss this placement, and again her training from Raising Special Kids came in handy. "I used the right terms, including Least Restrictive Environment, and ultimately the team moved him back into an inclusive setting," Anna said. "Thanks to Raising Special Kids, I was educated to advocate for my son."

Previously, Anna worked as a teacher, and she stopped working to allow more time to care for her children. Loren teaches at Snowflake High School. As if their family doesn't keep them busy enough, Anna and Loren also coach sports year-round for the White Mountain

Special Olympics. The teams are unified, with an equal number of participants with and without special needs. The community embraces and supports the teams, with many of the typical athletes coming from local high school squads. The Merrills coach all year, with sports including bocce, swim, basketball, cheer, track and volleyball. "It's created friendships in our community," Anna says. "Typical kids come hang out in their free time with other kids, special needs or not. They're just being friends."

Anna also serves as a Parent Leader for Raising Special Kids talking to other parents in similar scenarios who need a listening ear and a supportive voice. Thank you, Anna and Loren for all you do for the community!

PLANIFICACIÓN PARA EL REGRESO A CLASES

Una guía para padres, tutores y cuidadores

De <https://espanol.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html>

PARA muchas familias, la planificación del regreso a clases será diferente este año de lo que fue en años anteriores. Su escuela habrá implementado nuevas políticas para prevenir la propagación del COVID-19. Además, es posible que comience el año escolar con componentes de aprendizaje virtual. Sea cual fuere la situación, estas listas de verificación tienen el objetivo de ayudar a los padres, tutores y cuidadores a planificar y prepararse para el próximo año escolar.

Algunos de los cambios en la estructura o asistencia al salón de clases en las escuelas pueden incluir:

Cohortes:

Dividir a los alumnos y maestros en grupos específicos que permanezcan juntos a lo largo de todo el día escolar durante la enseñanza presencial en el aula. Es posible que las escuelas permitan una interacción mínima entre las cohortes (en ocasiones, también denominadas "grupos"), o que directamente no la permitan.

Sistema híbrido:

una combinación de aprendizaje virtual y aprendizaje presencial. Las opciones híbridas pueden aplicar la estrategia de cohortes a la educación presencial brindada.

Sistema solo virtual/en casa:

los alumnos y maestros participan de clases, actividades y eventos solo de forma virtual.



PLANIFICACIÓN PARA CLASES PRESENCIALES:

El regreso a clases este otoño requerirá que las escuelas y las familias trabajen incluso más juntas que antes. Las escuelas realizarán cambios en sus políticas y operaciones con distintos objetivos: enseñar; prestar servicios importantes, como comidas escolares, cuidado infantil ampliado, actividades extracurriculares y servicios sociales; y limitar la transmisión del SARS-CoV-2, el virus que causa el COVID-19. Los maestros y miembros del personal pueden enseñar y alentar conductas preventivas en la escuela. De modo similar, será importante que las familias enfatizen y alienten las conductas saludables en casa, y que hablen con sus hijos acerca de los cambios que se producirán este año escolar. Incluso si su hijo asistirá a la escuela de forma presencial, es importante prepararse para la posibilidad de la implementación del aprendizaje virtual si la escuela cierra o si su hijo se

ve expuesto al COVID-19 y necesita quedarse en casa.

Medidas a tomar y puntos a considerar:

- Controle a su hijo cada mañana para detectar signos de enfermedad. Si la temperatura de su hijo es de 100.4 grados o más, no debería ir a la escuela.
- Si su hijo ha tenido contacto cercano con un caso de COVID-19, no debería asistir a la escuela.
- Identifique a la(s) persona(s) designada(s) por la escuela con quien debe contactarse si su hijo se enferma.
- Conocer los sitios donde se realiza la prueba de detección del COVID-19 a nivel local como de sitio externo en caso de que usted o su hijo presenten síntomas.
- Asegúrese de que su hijo esté al día con todas las vacunas recomendadas, incluida la vacuna contra la influenza. Esto es fundamental este año porque aún no sabemos si tener COVID-19 e influenza al mismo tiempo causará una enfermedad más grave.
- Conozca cómo hará su escuela para proporcionar agua durante el día. Considere llevar consigo una botella de agua.
- Cree rutinas diarias antes y después de la escuela. Por

ejemplo, cosas que se deben preparar para llevar a la escuela en la mañana (como el desinfectante de manos y una cubierta de tela para la cara adicional) y cosas que se deben hacer al volver a casa (como lavarse las manos de inmediato y lavar las mascarillas).

- Hable con su hijo acerca de las precauciones que debe tomar en la escuela. A los niños se les puede indicar lo siguiente:
 - Lavarse y desinfectarse las manos con mayor frecuencia.
 - Mantener la distancia física con respecto a otros estudiantes.
 - Usar una mascarilla.
 - Evitar compartir objetos con otros estudiantes, lo que incluye botellas de agua, dispositivos, elementos de escritura y libros.
 - Usar un desinfectante de manos (que contenga al menos un 60 % de alcohol). Asegúrese de estar usando un producto seguro. La FDA retiró productos del mercado ícono de sitio externo que contienen metanol tóxico. Estar atento a cómo se siente y avisarle a una persona adulta si no se siente bien. (Para obtener una lista completa, consulte <http://bit.ly/FDAhandsanitizerrecalls>.)
- Asegúrese de que su información esté actualizada en la escuela, incluidos los contactos de emergencia y las personas autorizadas para retirar a sus hijos de la escuela.
- Familiarícese con el plan de su escuela sobre cómo se comunicarán con las familias cuan-

do identifiquen un caso positivo o exposición a alguien con COVID-19, y cómo garantizarán que se respete la privacidad de los estudiantes.

- Prepárese para posibles cierres de escuelas o periodos de cuarentena.
- Planifique cómo se transportará:
 - Si su hijo toma un autobús, haga que su hijo use una mascarilla arriba del autobús, y hable con su hijo acerca de la importancia de respetar las reglas del autobús y cualquier otra regla sobre dejar asientos libres.
 - Si compartirá el traslado, haga que todos los niños que hacen carpool y el conductor usen mascarillas durante todo el viaje. Si su escuela implementa el modelo de cohortes, considere buscar familias que pertenezcan al grupo/cohorte de su hijo en la escuela para organizar los traslados compartidos.
- Si su hijo tiene un Programa de Educación Individualizado (IEP) o un Plan 504 o recibe otra asistencia educativa (p. ej., tutorías), consúltele a su escuela cómo se seguirán prestando estos servicios.
- Si su escuela implementa el modelo de cohortes, considere permitir que su hijo interactúe de forma presencial fuera de la escuela solo con niños que pertenezcan a la misma cohorte o que solo participe de actividades en las que pueda mantenerse el distanciamiento físico.
- Hable con los administradores y maestros de la escuela acer-

ca de sus planes en cuanto a la educación física y la actividad física (p. ej., durante el recreo).

- Consulte cómo su escuela planea ayudar a garantizar que los estudiantes sigan las prácticas para reducir la propagación del COVID-19.

PLANIFICACIÓN PARA CLASES VIRTUALES O EN CASA

La educación virtual puede ser una opción o una parte del Programa de Educación Individualizado (IEP) o Plan de la Sección 504 para algunos niños y familias, y podría ser necesaria si su hijo tiene ciertas afecciones subyacentes o se encuentra inmunodeprimido. En el modelo híbrido, la enseñanza se puede impartir de manera virtual durante una parte de la semana y dictarse de forma presencial durante el resto de los días. Como alternativa, el año escolar podría comenzar con aprendizaje virtual y luego continuar con el aprendizaje presencial durante el resto de los meses o en ciertos momentos del año escolar. Volver a clases de manera virtual podría representar retos adicionales a la hora de mantenerse conectados con los pares, dado que los estudiantes podrían interactuar con menos frecuencia o solo virtualmente entre sí.

Medidas a tomar y puntos a considerar

- Averigüe si habrá oportunidades regulares y constantes durante cada día para interactuar con el personal y los estudiantes y para el aprendizaje entre pares.
- Averigüe si los maestros dictarán clases en vivo por video de manera regular o si los estudiantes mirarán principalmente videos pregrabados para luego recibir las tareas corre-

spondientes.

- Consulte si la escuela ofrecerá actividades físicas virtuales o con distanciamiento social. De lo contrario, busque formas de incorporar la actividad física a la rutina diaria de su hijo.
- Si su hijo participa de programas de comidas escolares, identifique cómo su distrito escolar planea brindarles las comidas a los estudiantes que están aprendiendo virtualmente en casa.
- Si su hijo tiene un Programa de Educación Individualizado (IEP) o un Plan 504 o recibe otra asistencia educativa (p. ej., tutorías), consúltele a su escuela cómo se seguirán prestando estos servicios durante el aprendizaje virtual en casa.
- Si prevé que experimentará dificultades tecnológicas para aprender desde casa, consulte si su escuela o comunidad pueden brindar apoyo o asistencia a los estudiantes que no cuenten con dispositivos electrónicos adecuados para realizar los trabajos escolares (como una computadora de escritorio/portátil o tableta).
- Si su escuela ofrece un modelo híbrido, familiarícese con el plan de su escuela sobre cómo se comunicarán con las familias cuando identifiquen un caso positivo o exposición a alguien con COVID-19, y cómo garantizarán que se respete la privacidad de los estudiantes.

CONSIDERACIONES SOBRE **SALUD MENTAL** Y BIENESTAR SOCIAL Y EMOCIONAL:

Dado que la experiencia escolar será muy diferente a la de antes, con mesas distanciadas entre sí, maestros practicando la distan-

cia física y la posibilidad de quedarse en el salón de clases durante el almuerzo, la situación será totalmente diferente a lo que su niño está acostumbrado. Antes de que comiencen las clases, debería hablar con su hijo y explicarle que todas estas medidas se están tomando para proteger a las personas y mantenerlas saludables.

Medidas a tomar y puntos a considerar

- Hable con su hijo sobre las diferencias con las que se encontrará en la escuela (p. ej., mesas distanciadas entre sí, maestros practicando la distancia física, la posibilidad de quedarse en el salón de clases durante el almuerzo).
- Hable con su hijo acerca de la nueva dinámica de la escuela, y sobre cómo deberá interactuar con sus compañeros de clase y maestros.
- Sepa que podrían producirse cambios de comportamiento en su hijo. Esté atento a cambios como llanto o irritación excesivos, exceso de tristeza o preocupación, hábitos no saludables de alimentación o descanso, y dificultad para concentrarse ya que pueden ser signos de que su hijo está luchando contra el estrés y la ansiedad.
- Procure asistir a las actividades y reuniones escolares. Es probable que las escuelas las realicen cada vez más de forma virtual.
- Consúltele a su escuela acerca de sus planes para disminuir el posible estigma relacionado con ser un caso de COVID-19 presunto o confirmado.
- Averigüe si su escuela ha implementado algún sistema para identificar y brindar servicios de salud mental a los estudiantes

que podrían necesitar apoyo.

- Averigüe si su escuela tiene algún plan para ayudar a los estudiantes a adaptarse durante el regreso a clases. Es posible que los estudiantes necesiten adaptarse a los cambios que ha producido el COVID-19 en su vida diaria. El apoyo podría incluir asesoramiento escolar y servicios psicológicos (lo que incluye servicios de terapias de duelo), programas y planes de estudio centrados en el aprendizaje social y emocional (SEL, por sus siglas en inglés), y grupos de apoyo sociales/de pares.
- Usted puede ser un modelo a seguir para su hijo al practicar el autocuidado:
 - Tome descansos
 - Duerma bien
 - Ejercítese
 - Aliméntese bien
 - Manténgase conectado socialmente

RECURSOS PARA **AFRONTAR EL ESTRÉS Y LA INCERTIDUMBRE**

- **Guía de los CDC acerca del estrés y cómo sobrellevarlo durante la pandemia de COVID-19**
<http://bit.ly/cdcstress1>
- **Portal para padres de los CDC**
<http://bit.ly/cdcparents>
- **Guía de los CDC sobre salud mental infantil**
<http://bit.ly/cdckidsmh>
- **Recursos para la prevención del acoso de sitio externo**
<https://espanol.stopbullying.gov/>
- **Niños y jóvenes con necesidades de atención médica especiales en emergencias**
<http://bit.ly/cdckidsemergency>
- **Recursos para ayudar a niños y a padres a sobrellevar la situación del COVID-19**
<http://bit.ly/aacapresources>

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Tonya Gray
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Juan Valdez
Esmeralda Vasquez
Jill & Michael Walker

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JUN-AUG 2020

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Cave Creek

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Sarina Siebenaler

Chandler

Rebecca Dorn
Jane Jollie
Kara Swierz
Heather Wilson

Coolidge

Belinda Johnson

Flagstaff

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Aimee Patton
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Michele Thorne
Susie Turrey
Jessica Walsh
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Ron West
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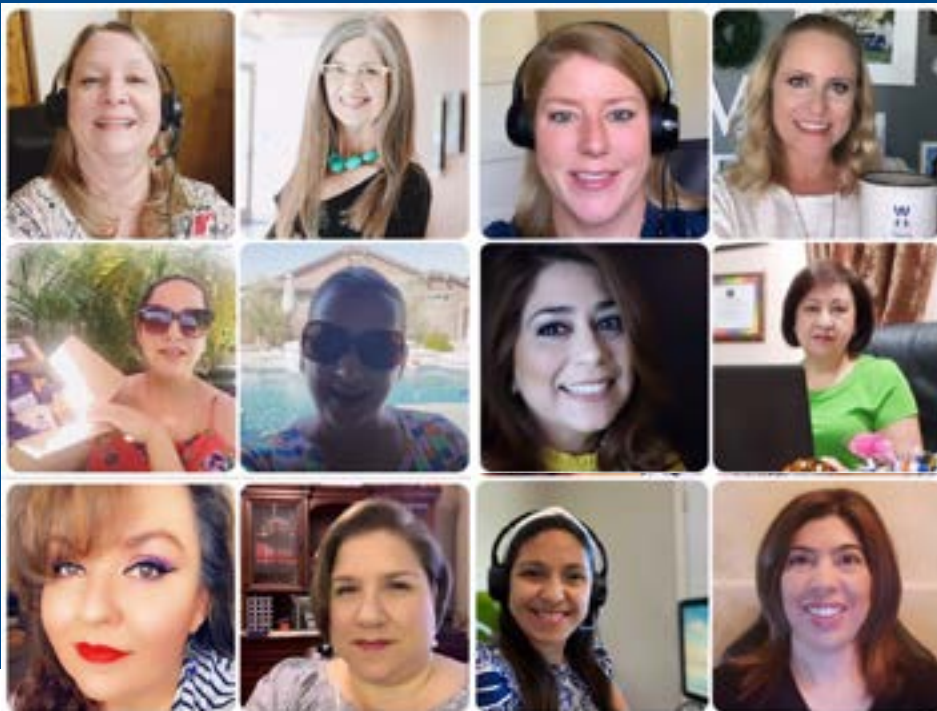


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