

Elmsford Union Free School District
2020-2021 Reopening Plan

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The closure of New York State schools came as a response to both a statewide and regional emergency. The reopening of schools must be coordinated with clear and common criteria throughout the state. Schools do not have public health experts on staff. New York State health officials should set clear (test data driven) criteria to reopen so that county health officials are not operating under differing assumptions or operating principles.

The Elmsford Union Free School District's primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The New York State Education Department and Southern Westchester BOCES COVID-19 planning guidance also helped with the development of this plan. The content of this plan includes a brief background of COVID-19, planning assumptions based on current public health information and understanding, and a series of recommendations for returning to school in the fall. Both the assumptions and recommendations in this plan may change over time as we learn more about COVID-19 and the implications of the pandemic on the educational environment.

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The NYSED guidelines require that school districts create reopening plans that address the following areas:

- ✓ Communication and Family Engagement
- ✓ Health and safety
- ✓ Facilities
- ✓ Nutrition
- ✓ Transportation
- ✓ Social-Emotional Well-being
- ✓ School Schedules
- ✓ Budget and Fiscal
- ✓ Attendance and Chronic Absenteeism
- ✓ English Language Learners
- ✓ Technology and Connectivity
- ✓ Teaching and learning
- ✓ Special Education
- ✓ Bilingual Education and World Languages
- ✓ Staffing and Human Resources

This plan also includes three potential scenarios for reopening the 2020-2021 school year. They are:

1. Virtual Learning
2. Hybrid Model of Virtual Learning and In-person
3. In-person

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home

orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Of course, as with every plan being developed throughout New York State, the EUFSD Reopening Plan is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

Communication and Family Engagement

Throughout the development of this plan our district subcommittees engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as collective bargaining units, alumni, and/or community-based groups). Throughout the process, the plan will be communicated through updates on our website at eufsd.org/reopening.

Moreover, students, parents or legal guardians of students, staff, and visitors will be informed of applicable instructions about entering and exiting the school buildings, training, signage, and a consistent means to provide our school community with information. The information will be communicated through our website, email system, ConnectEd voice and/or email messages, and Talking Points, and/or social media groups or posts (Facebook, Instagram, Twitter, Flickr, to name a few).

The EUFSD will communicate best practices through the posting of [signs](#) in highly visible locations (e.g., school entrances, restrooms, district offices) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face covering](#)). Each school will include [announcements](#) on reducing the spread of COVID-19 on PA systems during the daily announcements. The EUFSD will also encourage messages (for example, [videos](#)) on TV screens through each school building about behaviors that prevent the spread of COVID-19. The district will also communicate with staff and families (such as on school websites, in emails, and on school social media accounts).

Communication Goals

1. To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
2. To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
3. To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
4. To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year.

Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

Health and Safety



The EUFSD reopening plan consists of guidance from the CDC, as well as other health and science-based institutions. The district will follow the guidance from these institutions to all extents practical. Some considerations include:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

Our school administrators will review and complete the general readiness assessment while working with state, local, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. The planning tools will help school administrators and staff prepare to respond if someone gets sick and to identify special considerations specific to our school community. The implementation of

these practices will be guided by what is feasible, practical, acceptable, and tailored to the needs of the EUFSD community.

- COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental ([cleaning and disinfection](#)) are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.
- The EUFSD will encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

EUFSD Promoting Behaviors that Reduce Spread

Health Checks

The EUFSD will provide resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted by parents each morning before coming to school. Any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keeps an up-to-date list of [symptoms of Coronavirus](#) on its website. Screening by the parent/guardian prior to school will be required through an application that will ask parents to acknowledge that required temperature checks and symptom screening was performed prior to arrival at school.

The health screening reminders will be communicated weekly using the following:

- TalkingPoints app
- ConnectEd Voice and Email system
- App reporting

Cloth Face Coverings will be reinforced throughout each day. Training will be made available to staff and students about the proper use of [cloth face coverings](#). The EUFSD recognizes that



face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. However, we encourage the wearing of face coverings by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is not possible. The district will also provide training and reminders about touching their face covering and to [wash their hands](#) frequently.

Information will be provided by the district to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).

- Note: [Cloth face coverings](#) should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The district will reinforce that wearing [Cloth face coverings](#) is meant to protect other people in case the wearer is unknowingly infected but does not have symptoms.



Handwashing is one of the best ways to protect oneself and their family from getting sick. The EUFSD will provide training for staff and students so they may learn when and how one should wash your hands to stay healthy. Moreover, our education series will include training on how germs spread. Handwashing can keep a person healthy and prevent the spread of respiratory and diarrheal infections from one person to the next.

Germs can spread from other people or surfaces when someone:

- Touches their eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow their nose, cough, or sneeze into hands and then touch other people's hands or common objects

The EUFSD will also provide educational training for students and staff on key times to wash hands. The trainings will include helping oneself and their loved ones stay healthy by washing their hands often, especially during key times when it is likely to get and spread germs:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the restroom
- After blowing their nose, coughing, or sneezing
- After touching garbage

The EUFSD will train staff and students to follow five steps to wash hands the right way:

1. Wet hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather hands by rubbing them together with the soap. Lather the backs of hands, between fingers, and under nails.
3. Scrub hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. Rinse hands well under clean, running water.
5. Dry hands using a clean towel or air dry them.

While it is common knowledge that washing hands with soap and water is the best way to get rid of germs in most situations, the EUFSD will train staff and students what to do if soap and water are not readily available. Training will be made available on the effective use of an alcohol-based [hand sanitizer](#) that contains at least 60% alcohol, which will be made available in dispensers throughout our school buildings.

Staying Home when Appropriate is a best practice in keeping our school community safe. The EUFSD will educate our school community about when a person should [stay home](#) and when they can return to school. We will actively encourage employees and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. The district will suspend perfect attendance awards indefinitely and will offer virtual learning options for long-term absences.

We will ensure that our school community is aware of the following guiding principles related to COVID-19:

- [Staff and students should stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
- Staff and students who have recently had [close contact](#) with a person with COVID-19 should also [stay home and monitor their health](#).
- CDC's criteria can help inform when employees should return to work:
 - [If they have been sick with COVID-19](#)
 - [If they have recently had close contact with a person with COVID-19](#)



Cleaning and disinfecting frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical

education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.

Social Distancing

- All individuals on Elmsford UFSD premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Visitors

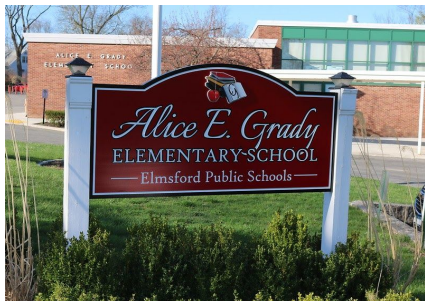
- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All visitors check in at the respective location of our schools for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING. The visitors must sign in with their identification through the Raptor system for a visitor badge. This will indicate to all other Security locations that the visitor has been screened.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.

- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents.

Vendors

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- All vendors must report to the Main Office of each school first for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING. The vendors must sign in with their identification through the Raptor system for a visitor badge.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via (Teleconference/Zoom/Google Meet) when possible.
- All vendors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents.

Facilities



The EUFSD will support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch trash cans throughout our schools.

Examples of frequently touched surfaces and objects that will need routine disinfection following reopening are:

- tables
- doorknobs
- light switches
- countertops
- handles
- desks
- phones
- keyboards
- toilets
- faucets and sinks, and
- touch screens

The EUFSD will check and maintain its ventilation systems to ensure that they operate properly. Teachers and school staff will be encouraged to increase circulation of outdoor air as much as possible, for example by opening windows and doors.

Our drinking fountains will be maintained, cleaned, and sanitized, but the district will also encourage staff and students to bring their own water to minimize use and touching of water fountains.

Nutrition



The EUFSD will encourage students and staff to bring their own meals as feasible. The district will work with Aramark, its food service provider, to prepare and serve meals to students in a space where they must be 6 feet apart or be separated by a barrier while consuming meals. During this planning, our food service provider will adhere to the [safety of children with food allergies](#). The district expects that our food services provider staff use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, Aramark will be asked to ensure that all non-disposable food service items are handled with gloves and

washed with dish soap and hot water or in a dishwasher. Aramark is expected to train all food service staff on effective practices for [washing their hands](#) after removing their gloves or after directly handling used food service items.

Transportation



As was outlined in the Health and Safety section of the NYSED guidance document, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school. Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such

covering would impair their physical health or mental health, will not be subject to the required use of a face covering.

The EUFSD will work closely with our transportation service provider, White Plains Bus Company, to ensure that students practice safe practices and that each bus is cleaned in accordance with the guidance:

- Ensure that all passengers and drivers wear face coverings, unless they are physically unable to do so.
- Students who do not have masks will be provided one.
- Students should be reminded of the bus rules, like, to not eat or drink on the school bus, which would require them to remove their mask.
- Limit close contact with students by maintaining a distance of at least 6 feet, when possible.
- Reminding students to avoid touching surfaces often touched by others.
- Practice routine cleaning and disinfection of frequently touched surfaces, such as railings, doors, and seats.
- Consider the loading and unloading locations for students who are transported by bus, car or are pedestrians.
- Since hand sanitizer is not permitted on school buses, hand sanitizer will be placed at entrances when students enter the building.
- According to NYSED guidance, if the EUFSD is in session remotely or otherwise, pupil transportation must be provided to all nonpublic, parochial, private, charter schools or

students whose Individualized Education Plans have placed them out of district whose schools are meeting in-person when/if the district is not.

Social-Emotional Well-being



Prior to the COVID-19 pandemic, the EUFSD partnered with the Westchester County Department of Health and Westchester Jewish Community Services to offer a certification program in Mental Health First Aid for our district crisis team members. The district's crisis team consists of our administrators, nurses, school

psychologists, counselors, and social workers. During this intensive program, our crisis team learned how to apply the Mental Health First Aid action plan in a variety of situations, including when someone is experiencing:

- Panic attacks
- Suicidal thoughts or behaviors
- Nonsuicidal self-injury
- Acute psychosis (e.g., hallucinations or delusions)
- Overdose or withdrawal from alcohol or drug use
- Reaction to a traumatic event

The training further provided our crisis intervention staff with a deeper understanding of *recovery* and *resiliency* – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well.

The EUFSD will ensure that the district-wide and building-level comprehensive developmental school counseling program plan is current and reflects the needs of our school community following the COVID-19 experiences. The plan will be developed under the direction of our school counselors and will be reviewed and discussed with our crisis intervention team, as well as our satellite mental health providers and student assistance counselor. The EUFSD crisis intervention team will also inform the school counseling program plan, as necessary.

The EUFSD will implement a restorative practice process throughout our district. Restorative practices are processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior. It focuses on strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior.

Mental Health Support and Guidance from Elmsford School District Counselors

More information about mental health support for our EUFSD community is available on our [Parent Resources](#) and [Distance Learning](#) webpages.

The mental health clinicians and school counselors at the EUFSD are committed to helping all community members through this time. They are available via email if you would like to set up a time to talk. Please see their contact information below.

All of our lives have changed tremendously during this time of school closures. The situation is unprecedented and is changing rapidly. Indeed, it seems like each plan we make is quickly obsolete as conditions and information is updated. Rest assured that the Elmsford Union Free School District, like everyone else in our community, is fully committed to the well-being of all. We will keep you informed as we remain responsive to the needs of our students, their families, and our staff.

We are all here to support one another during these challenging and unprecedented times. With so many people participating in social distancing measures, you may feel more isolated but know that you are not alone. Be mindful that what you are feeling is real and normal. Emotions, feelings, and beliefs may run the gamut at this time.

When the EUFSD is operating through Distance Learning, our school counselors will be available to address any student or parent concerns during this time. We will continue to offer support to our students as much as we can through this challenging time. We have collected various resources, which include tips and information, to help our Elmsford families.

The Child Mind Institute outlined the following tips for families. Maintain and create a basic routine during the week – for example, regular sleep, wake and mealtimes. Create a visual daily planner checklist with a time frame to establish structure and self-monitoring skills. Remember, physical activity is essential! Create a physical education period of the day with various activities such as taking a walk, riding a bike, going for a hike. Make sure to stay social within the confines of social distancing. Video conference family and friends, utilize technology to play games with distant friends and family remotely. Take this opportunity to enjoy new found time with your family and work on home-based projects that you have previously not had time to initiate or complete.

Self-Care in the Time of Coronavirus

When you are a parent or caregiver, self-care often slips to the bottom of the list. But taking care of yourself isn't a luxury. It's essential. And during this difficult time, when children are home and stress is running high, it's more important than ever. Here are five tips from the Child Mind Institute that can be helpful.

Make time for yourself right now: Much of the personal time that was part of daily routines – commutes, time alone at home or the store, social times with friends – is not available for folks with kids at home. Without it, we have to be intentional about creating space to recharge and decompress. This approach may look like taking a shower or a bath, walking around the block alone (or with your dog), or designating time to read or rest after the kids have gone to bed.

Prioritize health choices: The added stress and lack of structure we're all experiencing right now can make it easy to slip into habits that feel good at the moment but can be detrimental in the long term. "Make sure you're eating properly, try to get enough sleep (but not too much!), and create a routine that includes physical activity," recommends Jill Emanuele, Ph.D., a clinical psychologist at the Child Mind Institute. This approach doesn't mean pressuring yourself to get into tip-top shape, or not eating ice cream or viewing your favorite shows. It does mean being thoughtful and intentional about how you're treating yourself and your body.

Be realistic: “Perfectionism and the coronavirus don’t mix,” says David Anderson, Ph.D., a clinical psychologist at the Child Mind Institute. “It’s time to be exceedingly realistic, both at work and as a parent.” Avoid burnout by setting realistic expectations and giving yourself grace if you can’t meet them. Practice forgiveness and self-compassion,” says Dr. Anderson. Parents should remind themselves that these are unprecedented times. “There is no playbook for this. Remember, you’re doing your best during a very difficult time. Cut yourself some slack.”

Set boundaries: Anxiety is rampant right now. With so much worry and uncertainty floating around, it can be easy to absorb other people’s fears and concerns without realizing it. If you have a friend or family member who’s in the habit of sending worst-case scenario news or is prone to sending anxiety-provoked text messages, practice a little emotional distancing. Let them know you sympathize but that you’re taking a break from worrying news or hit the Do Not Disturb button. You can always reconnect when things are calmer.

Reconnect with things you enjoy: Think proactively of things you can do with this enforced time at home. Get back in touch with hobbies or activities you enjoy but rarely have time for, or make a choice to learn a new skill. Maybe there’s a knitting project you’ve always wanted to try, but you’ve been too busy. Or you’ve meant to learn how to needlepoint. Maybe you love jigsaw puzzles, but with rushing between work and home and caring for kids, it’s been years since you had the time to do one. If young children make solo activities unrealistic, seek out activities you can enjoy together, like baking bread or making art. Finally, remember, being kind to yourself will not only help you stay calm during this challenging time, but it will also help ensure that you have the bandwidth you need to take good care of your family. When you’re running on fumes, caring for others can tax your already depleted resources to the breaking point. But when you prioritize your needs, you’re filling the tank, emotionally and physically, and that means you’ll be in a position to offer comfort and care to others when they need it most.

Contacting EUFSD Clinical Staff

The mental health clinicians and school counselors at the Elmsford Union Free School District are committed to helping you through this time. We are available via email if you would like to set up a time to talk.

Name	Role	Building	Email
Patricia Martucci	School Psychologist	AHHS	pmartucci@eufsd.org
Rose Hoey	School Psychologist	Dixon/Grady	rhoey@eufsd.org
Sonia Rosello	School Social Worker	District	srosello@eufsd.org
Stephanie Luccioni	School Counselor	AHHS	sluccioni@eufsd.org
Monica Ahern	School Counselor	AHHS	mahern@eufsd.org
Jo-Anne Dobbins	Director	District	jdobbins@eufsd.org
Joseph Engelhardt	Principal	AHHS	jengelhardt@eufsd.org
Andrea Hamilton	Principal	Grady	ahamilton@eufsd.org
Jeffrey Olender	Principal	Dixon	jolender@eufsd.org
Jessica Maracallo	Assistant Principal	AHHS	jmaracallo@eufsd.org
Nancy Cordero	School Nurse	AHHS	ncordero@eufsd.org
Veronica Lederman	School Nurse	Grady	vlederman@eufsd.org
Roberta Bourke	School Nurse	Dixon	rbourke@eufsd.org

Immediate emergency including self-harm/harm to others – Please call 911.

School Schedules

Carl L. Dixon Primary School

In-Person Model

Arrival

- 8:40 am (No early drop-off)
- Faculty & Staff strategically in place to ensure safety protocol
- Students move directly to classes

Dismissal

- 3:20 pm (Dismiss from classrooms)
- Faculty & Staff in place strategically to ensure safety protocol
- Dismissal directly from classes to destination (Parent/Bus)

Lunch/Recess

- 2-4 Lunch Periods (10:45, 11:15, 11:45, 12:15)
- 2 Classes per period (Recess & Lunch)



Class	Arrive	AM	Lunch	Recess	PM	Dismiss
PKA	8:40	Instruction	---	---	---	11:15
PKP	12:45	---	---	---	Instruction	3:20
Class K-C	8:40	Instruction	10:45	11:15	Instruction / Special	3:20
Class K-H	8:40	Instruction	10:45	11:15	Instruction / Special	3:20
Class K-K	8:40	Instruction	11:15	10:45	Instruction / Special	3:20
Class K-Y	8:40	Instruction	11:15	10:45	Instruction / Special	3:20
Class 1-D	8:40	Instruction	11:45	12:15	Instruction / Special	3:20
Class 1-P	8:40	Instruction	11:45	12:15	Instruction / Special	3:20
Class 1-S	8:40	Instruction	12:15	11:45	Instruction / Special	3:20
Class 1-V	8:40	Instruction	12:15	11:45	Instruction / Special	3:20

Efforts to Reduce Class Size

- Use of Non-Traditional Spaces for instructional groups - Outdoor lawns, Gym, Musical Library, Art Room
- Use of Teaching Assistants to create smaller instructional groups

Hybrid Models - Gradual Return from Virtual to In-School Instruction

Important Points:

- Gradual transition in small groups minimizes the risks associated with COVID-19 and allows for incremental steps toward a more traditional school year based on guidance from national, state and local guidance
- Communication regarding phase progression will be scheduled at two-week intervals. Efforts will be made to provide advanced notice of phase transitions.
- Each phase corresponds with the number of days per week a typical student is in school
- The established cohorts should be constant to reduce exposure and facilitate tracing, if necessary
- Efforts would be made to align cohort assignments across buildings to ensure families with students in multiple buildings would have the same cohorts
- The smaller groups cohorts at initial points allows a stronger bond between student and teacher
- Allows for greater ability to teach and enforce the safety protocols
- Incremental steps decrease the potential anxiety among students and families
- SEL support for students can be implemented more effectively
- When in-school, the students schedule will be consistent across all phases
- Initial phases drastically reduce the risks associated traditional daily events such as arrival, dismissal, lunch and recess
- All In-School sessions will be streamed live for students learning virtually at home and recorded for students unable to attend

Weekday Rotation - Phase 0 (Students = 0% // Time = 0%) - 100% Virtual

Please see the Virtual Model

Weekday Rotation - Phase 1 (Students = 25% // Time = 20%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	Virtual	Virtual	Virtual	Virtual
Cohort A2	Virtual	In School	Virtual	Virtual	Virtual
Cohort B1	Virtual	Virtual	Virtual	In School	Virtual
Cohort B2	Virtual	Virtual	Virtual	Virtual	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 2 (Students = 50% // Time = 40%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	Virtual	Virtual
Cohort A2	In School	In School	Virtual	Virtual	Virtual
Cohort B1	Virtual	Virtual	Virtual	In School	In School
Cohort B2	Virtual	Virtual	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 3 (Students = 75% // Time = 60%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	In School	Virtual
Cohort A2	In School	In School	Virtual	Virtual	In School
Cohort B1	In School	Virtual	Virtual	In School	In School
Cohort B2	Virtual	In School	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 4 (Students = 100% // Time = 80%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	In School	In School
Cohort A2	In School	In School	Virtual	In School	In School
Cohort B1	In School	In School	Virtual	In School	In School
Cohort B2	In School	In School	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 5 - In-Person Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	In School	In School	In School
Cohort A2	In School	In School	In School	In School	In School
Cohort B1	In School	In School	In School	In School	In School
Cohort B2	In School	In School	In School	In School	In School
Exactly the same each week. Students do NOT change days.					

Alice E. Grady Elementary School



In-Person Model

Arrival

- 8:20 am (No early drop-off)
- Faculty & Staff strategically in place to ensure safety protocol
- Students move directly to classes

Dismissal

- 2:50 pm (Dismiss from classrooms)
- Faculty & Staff in place strategically to ensure safety protocol
- Dismissal directly from classes to destination (Parent/Bus)

Lunch/Recess

- 3 lunch periods (10:18, 11:13, 12:08)
- 3 recess periods (10:43, 11:38, 12:33)

Efforts to Reduce Class Size

- Use of Non-Traditional Spaces for instructional groups - Outdoor lawns, Gym, Cafeteria, Library, Art Room

Grade	Arrive	AM	Lunch	Recess	PM	Dismiss
2	8:20	Instruction	10:18	10:43	Instruction / Special	2:50
3	8:20	Instruction/ Special	11:13	11:38	Instruction	2:50
4	8:20	Instruction/ Special	11:13	11:38	Instruction	2:50
5	8:20	Instruction	12:08	12:33	Instruction / Special	2:50
6	8:20	Instruction/ Special	12:08	12:33	Instruction	2:50

Hybrid Models - Gradual Return from Virtual to In-School Instruction

Important Points:

- Gradual transition in small groups minimizes the risks associated with COVID-19 and allows for incremental steps toward a more traditional school year based on guidance from national, state and local guidance
- Communication regarding phase progression will be scheduled at two-week intervals. Efforts will be made to provide advanced notice of phase transitions.
- Each phase corresponds with the number of days per week a typical student is in school
- The established cohorts should be constant to reduce exposure and facilitate tracing, if necessary
- Efforts would be made to align cohort assignments across buildings to ensure families with students in multiple buildings would have the same cohorts
- The smaller groups cohorts at initial points allows a stronger bond between student and teacher
- Allows for greater ability to teach and enforce the safety protocols
- Incremental steps decrease the potential anxiety among students and families
- SEL support for students can be implemented more effectively
- When in-school, the students schedule will be consistent across all phases
- Initial phases drastically reduce the risks associated traditional daily events such as arrival, dismissal, lunch and recess
- All In-School sessions will be streamed live for students learning virtually at home and recorded for students unable to attend

Weekday Rotation - Phase 0 (Students = 0% // Time = 0%) - 100% Virtual

Please see the Virtual Model

Hybrid Models - Gradual Return from Virtual to In-School Instruction

Weekday Rotation - Phase 1 (Students = 25% // Time = 20%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	Virtual	Virtual	Virtual	Virtual
Cohort A2	Virtual	In School	Virtual	Virtual	Virtual
Cohort B1	Virtual	Virtual	Virtual	In School	Virtual
Cohort B2	Virtual	Virtual	Virtual	Virtual	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 2 (Students = 50% // Time = 40%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	Virtual	Virtual
Cohort A2	In School	In School	Virtual	Virtual	Virtual
Cohort B1	Virtual	Virtual	Virtual	In School	In School

Cohort B2	Virtual	Virtual	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 3 (Students = 75% // Time = 60%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	In School	Virtual
Cohort A2	In School	In School	Virtual	Virtual	In School
Cohort B1	In School	Virtual	Virtual	In School	In School
Cohort B2	Virtual	In School	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 4 (Students = 100% // Time = 80%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	In School	In School
Cohort A2	In School	In School	Virtual	In School	In School
Cohort B1	In School	In School	Virtual	In School	In School
Cohort B2	In School	In School	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 5 - In-Person Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	In School	In School	In School
Cohort A2	In School	In School	In School	In School	In School
Cohort B1	In School	In School	In School	In School	In School
Cohort B2	In School	In School	In School	In School	In School
Exactly the same each week. Students do NOT change days.					

Alexander Hamilton High School



In-Person Model

- 7th and 8th graders stay in the classrooms and teachers move to the classrooms. The middle school is already in cohorts and stays with the same students most of the time, except for foreign language and specials.
- 9th grade is split into two separate cohorts based on math and humanities placement. Students will again stay together in pods. Pods will be formed based on class schedule.
- Students in Pods will be kept together in the same classroom as much as possible.
- 10-12 will follow their schedules. Pods will be created as best as possible.
- 9-12 graders will have increased transition time embedded into schedules to allow groups of students to move through the hallways at interval times. This will ensure less students are in the hallways at all times.
- Single pathways will be mapped out in the hallways to keep the “flow” of traffic moving in one direction (as seen in your local supermarket)
- Seniors who have early release or late arrival will not be able to stay in the building and will only come into the building when classes are in session

Period	Time
1	7:45 - 8:24 (39 min)
2	8:30 - 9:09 (39 min)
3	9:15 - 9:54 (39 min)
4	10:00 - 10:39 (39 min)
5	10:45 - 11:24 (39 min)
6	11:30 - 12:09 (39 min)
7	12:15 - 12:54 (39 min)
8	1:00 - 1:39 (39 min)
9	1:45 - 2:24 (39 min)

Hybrid Models - Gradual Return from Virtual to In-School Instruction

Weekday Rotation - Phase 0 (Students = 0% // Time = 0%) - 100% Virtual

Please see the Virtual Model

Weekday Rotation - Phase 1 (Students = 25% // Time = 20%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	Virtual	Virtual	Virtual	Virtual
Cohort A2	Virtual	In School	Virtual	Virtual	Virtual
Cohort B1	Virtual	Virtual	Virtual	In School	Virtual
Cohort B2	Virtual	Virtual	Virtual	Virtual	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 2 (Students = 50% // Time = 40%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	Virtual	Virtual
Cohort A2	In School	In School	Virtual	Virtual	Virtual
Cohort B1	Virtual	Virtual	Virtual	In School	In School
Cohort B2	Virtual	Virtual	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 3 (Students = 75% // Time = 60%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	In School	Virtual
Cohort A2	In School	In School	Virtual	Virtual	In School
Cohort B1	In School	Virtual	Virtual	In School	In School
Cohort B2	Virtual	In School	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 4 (Students = 100% // Time = 80%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	Virtual	In School	In School
Cohort A2	In School	In School	Virtual	In School	In School
Cohort B1	In School	In School	Virtual	In School	In School

Cohort B2	In School	In School	Virtual	In School	In School
Exactly the same each week. Students do NOT change days.					

Weekday Rotation - Phase 5 - In-Person Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A1	In School	In School	In School	In School	In School
Cohort A2	In School	In School	In School	In School	In School
Cohort B1	In School	In School	In School	In School	In School
Cohort B2	In School	In School	In School	In School	In School
Exactly the same each week. Students do NOT change days.					

- Physical Education can be done outside while the weather permits.

Additional Notes

- 7-9 we would have 222 students in the building allowing room for movement and separation for lunch. We are less than 50% of our capacity with this group.
- 10-12 we would have 245 students in the building: Many of the 11th and 12th graders have early release or late arrival. We are 61% of our capacity with this group.

VIRTUAL LESSON DESIGN

Elmsford Union Free School District teachers are now delivering new content and skills to students. Teachers will inform students of the intended learning targets. Similar to in-class instruction, our coherent lesson design considers the following: learning standards, topic, practice, application, collaboration with peers, and student demonstration of learning.



District Platforms/Technology

Teachers will use Google Classroom/Google Meet/Zoom/See-Saw for lesson delivery and office hours/conferring times. Only district-approved digital tools that are familiar to our students will be used. In the unlikely event that an invited or uninvited guest exhibits disruptive behavior during a live session, the teacher is expected to disconnect that individual and report the incident to a building principal. School Administration will reach out to families regarding such incidents.

Daily Lessons

This Distance Learning Plan leverages the power of the teacher recorded video. Teachers may record themselves explaining directions, reviewing material, or teaching new concepts. Some teachers may elect to provide real-time or synchronous instruction. However, some students may not be able to participate in synchronous sessions. Therefore, teachers may record and post all video sessions so that students who miss the live viewing may replay it at another time.

Conferring With Students

In addition to video-recorded mini-lessons, teachers will interact directly with their students using tools for synchronous (real-time) class meetings, conferring, and/or office hours. Students can expect to meet their teachers at least once a week for each subject.

Classwork/Assignments

Workload and assignments may be adjusted at the teacher's discretion. Teachers may also adjust the delivery and due dates of larger projects or assignments. School closures can often compromise the amount of instructional time in a class, therefore some topics may have to be abridged and/or eliminated from a subject or course. Students are expected to check their distance learning platform (SeeSaw or Google Classroom) as often as possible, preferably at least once per school day. Please reach out to your child's teacher for considerations regarding due dates.

GRADING

The grading process in a virtual learning environment was developed by a team of administrators, teachers, and support staff from each of our schools. We used a consensus building approach to develop the grading criteria that supports students in the virtual classroom.

Dixson Primary and Grady Elementary Grading (*Grades PK-6*)

Carl L. Dixon Primary School and Alice E. Grady Elementary School will continue to use the district approved standard-based-report-card. After much consideration, it was decided that the rating system would consist of generalized scores for each substandard. In lieu of a numeric 1-4 rating system, each standard would be scored as C (consistently), M (most of the time), and S (sometimes). Furthermore, an asterisk (*) will be used in cases where the standard was not observable. Report cards will be mailed home and made available via the e-School Parent Portal following the last day of classes.

Hamilton Grading (*Grades 7-12*)

Alexander Hamilton High School will grade each marking period evenly throughout the year. Each of the four marking periods will be 25 percent of the final grade. For the 2020-2021 school year only, midterm and final assessment percentages will not be factored into student's final grades. Teachers will use the mark of INC for students who cannot complete course work due to extenuating circumstances. An INC or "Incomplete" will be converted in a grade once the course work is completed.

*Grading policies may be updated for the 2020-21 academic year.

Parent Communication

Parent communication is encouraged. Please feel free to reach out to your student's teachers and/or counselors with any questions or concerns. Parents/students can expect regular communication from teachers through the Parent Portal, Google Classroom, Talking Points or separate correspondence. Teachers will communicate with a parent/guardian of any student that is having difficulty in handing in assignments or responding to a teacher's correspondence. Email addresses for teachers/staff can be found on eufsd.org. Look for the "Contact Us" icon under "Quick Links".

FAMILY RESOURCES AND STUDENT EXPECTATIONS

Digital Tools and Resources for Distant Learning

The EUFSD Digital System consists of instructional tools that will be used for distance learning that are available by grade level, course, and/or site.

Many district approved websites are accessible through the [Clever Portal](#). From the district website, scroll down and click on Tech Links, then click on students. Look for the Clever Portal link (second on the list). The Clever Portal offers one click access to online resources that the district has subscribed to. Once logged into Clever, students will not have to enter separate passwords for each resource.

Additional parent resources can be found on our district's [Learning From Home Resource Page](#).

Tool/Resource	Audience	Description/Access
Email/ Talking Points	Staff/ Families	All district personnel will use email for communications and announcements. Instructional staff will also use email to communicate, along with other platforms to interact with their students. It is recommended that parents download and use the Talking Points for their mobile phones.
Clever Portal	Students / Staff	Provides a portal through which many resources are accessed. Authenticates using the student's district Gmail account.
Video Conferencing/ Google Meet / Zoom	Staff/ Students	Teachers conduct lessons as well as conferring with their students using these tools.
Google Classroom , SeeSaw	Staff/ Students	Teachers may post assignments in Google Classroom and students may complete and turn-in assignments as well.
Raz Kids , Lexia , i-Ready (ELA)	Students	Reinforcing reading skills that teachers introduce to their students during the mini-lessons.
i-Ready (Math) , Dreambox	Students	Reinforcing math skills teachers will introduce to their students during the mini-lessons.
Presentation Software, Nearpod	Staff/Students	Teachers create presentations that contain Quizzes, Polls, Videos, Images, Drawing Boards, and Web Content. They can also access thousands of K-12 standards-aligned lessons.
Epic (E-books)	Students	Teachers may set up class lists where students have access to digital books that match their reading level.
Assessment Software/Castle Learning, Kahoot	Students	Students may be assigned tests or quizzes to be taken online.
Online Encyclopedia, World Book , PebbleGo	Students	Contains thousands of informational articles with illustrations, videos, interactive maps, research help, and activities.
Brainpop and Brainpop, Jr.	Students	Short, animated, movies with quizzes and related material for all students.
ReadWorks.org	Students	Teachers may assign current event articles that match student reading levels.

CommonLit.org	Students	Online ELA fiction/nonfiction articles with comprehension questions.
Padlet	Student	Virtual bulletin board for teachers to post online resources.
FlipGrid	Students	Video posting site, provides a platform for students and teachers to post/respond to short videos.
EdPuzzle	Students	Online video platform where teachers can embed questions into educational videos.
XtraMath	Students	Online software, guided mastering of basic math facts.
ScreenCastify	Staff	Teachers have the ability to record videos of their computer screens demonstrating topics using digital tools and voice recordings.
Google Suite	Staff/Students	The Google Suite offers several online resources including GMail (email), Slides (Slide presentations), Sheets (databases), Docs (word processing), Meet (video conferencing) and Hangouts (chat). Students may be asked to complete assignments using any of these resources.

Technology Issues/Problems

If you are experiencing technical problems with an EUFSD issued device, please contact your child's building principal. In your email, please provide as much detail about the problem as possible.

Alexander Hamilton Jr./Sr. High School (grades 7-12)

Principal: Mr. Joseph Engelhardt jengelhardt@eufsd.org
Assistant Principal: Ms. Jessica Maracallo jmaracallo@eufsd.org

Alice E. Grady Elementary School (grades 2-6)

Principal: Dr. Andrea Hamilton ahamilton@eufsd.org

Carl L. Dixon Primary School (grades PK-1)

Principal: Mr. Jeffrey Olender jolender@eufsd.org

Expectations for Students – Remote Instruction

The District's Code of Conduct will apply equally in the virtual classroom as it does in the traditional classroom. The law of defamation is no different in the virtual classroom than in a classroom housed in a school building. Students who participate in a live video/audio conference offered by their teachers must know the expectations regarding their behavior and participation during this discourse. Below is an "Etiquette Guide" that can help with this effort. Please note that the recording, modification, or distribution of video and still images of teachers or students is not permitted by students. The administration will enforce Elmsford Union Free School District Code of Conduct if a student violates the above expectations. If an invited or uninvited guest exhibits disruptive behavior during a live session, the teacher will disconnect that person or individual and report the incident to the building principal.

Suggested Student Etiquette Guide for Remote Instruction/Virtual Classroom:

Muting: When you enter the video conferencing format, be sure to mute yourself. When not speaking, make sure to mute yourself. This action will prevent inadvertent noises, such as coughs, rattling papers, or chair squeaks, from interrupting others.

Questions: When you have a question, type in the textbox and wait for your teacher to call on you. When you ask a question or request information, direct it to a specific individual, and allow time for slightly delayed responses because the system may experience slight delays.

Contributing: When you have something to add to the discussion, but it is not your turn, use the chat feature in the right-hand corner. When possible, avoid interrupting others when they are speaking. Google Meet has a voice-activated switching feature to move the camera to the active speaker automatically. Interrupting another speaker may confuse the voice activation. It is better if you have Grid View on when you have many students in a Google Meet.

Your Turn: Wait for the teacher to call on you to unmute yourself. Only one student shall contribute/talk at a time. Establish an understanding among participants of when and how to interrupt. For example, have people use the raise hand emoji that is in the top left of the screen.

Where to Look: Look into the camera when you are talking.

Stay Attentive: Try your best to stay focused on the teacher or other students who are speaking.

Camera On/Off: Students may choose to attend virtual sessions with the camera off, interacting with the teacher through audio only.

Where to Go with Questions

The table below provides some of the most common types of questions that may be anticipated and indicates who to contact for help. Email is the best way to reach staff during distance learning.

FOR QUESTIONS ABOUT...	CONTACT
<i>Specific course, assignment, classroom or learning resource</i>	Teacher
<i>Supports or accommodations for English Language Learners</i>	ENL Teacher
<i>Supports or accommodations for Students with disabilities</i>	Special Education Teacher/PPS Director
<i>Problems with EUFSD-issued Chromebook technology-related problem</i>	Elmsford Building Principal
<i>Google Classroom Issues</i>	Teacher
<i>Personal, academic, or social-emotional concern</i>	Counselors, Psychologists, Social Workers
<i>Other issues related to Distance Learning</i>	Principal/Assistant Principal

Immediate emergency including self-harm/harm to others – Please call 911.

Other Important Contacts

Local Mental Health Services in office and via teletherapy. Mental health workers are considered “essential.”

Links	
Westchester County Dept. of Mental Health	https://mentalhealth.westchestergov.com/images/stories/pdfs/2018directory.pdf
Websites	How Can I Help My Child During This Difficult Time? Supporting Teenagers and Young Adults During The Coronavirus Crisis ¿Cómo puedo ayudar a mi hijo durante este momento difícil? https://childmind.org/article/coronavirus-confinamiento-y-adolescentes/
	Make Sure You Are Taking Care of Yourself https://childmind.org/article/self-care-in-the-time-of-coronavirus/ Asegúrate de cuidarte https://childmind.org/article/el-autocuidado-en-los-tiempos-del-coronavirus/
	Using Mindfulness to Calm Anxiety https://childmind.org/article/how-mindfulness-can-help-during-covid-19/ Usando atencion plena para calmar la ansiedad https://childmind.org/article/como-la-atencion-plena-puede-ayudar-durante-la-crisis-del-coronavirus/
	Resources for Parents during COVID-19 https://childmind.org/coping-during-covid-19-resources-for-parents/ Enfrentar el COVID-19: recursos para padres https://childmind.org/enfrentar-el-covid-19-recursos-para-padres/
	Quaranteneering: Helping Teens Manage The Loss They May Be Feeling https://www.nytimes.com/2020/03/19/well/family/coronavirus-covid-teenagers-teens-parents-kids-family-advice.html
	Single Parenting During the Coronavirus Crisis https://childmind.org/article/single-parenting-during-the-coronavirus-crisis/
	www.calm.com has created a page of free resources for families to use to further connect and strengthen our inner mental health during this time
	www.childmind.org The Child Mind Institute is an independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders.
	www.cdc.gov Center for Disease Control has created information for families on COVID-19
	www.nasponline.org National Association of School Psychologists has developed a COVID-19 Resource Center

	www.actionforhealthykids.org/resources-for-schools-and-families-during-covid-19-coronavirus/ They have created free online resources for exploratory learning, physical activity, mindfulness and more.
	www.autismspeaks.org/covid-19-information-and-resources Autism Speaks has provided information on how to talk with children who have Autism about COVID-19.
Cohen's Children's Medical Center	https://childrenshospital.northwell.edu/
Zero to Three	https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus

Important Numbers	
National Suicide Prevention	1-800-273-TALK
National Runaway Switchboard	1-800-RUNAWAY
Crisis Text Line	www.crisistextline.org Text HELLO to 741741
Child Protection Services (CPS)	1-800-342-3720
Adult Protective Services (APS)	1-844-697-3505
Domestic Violence and Abuse	914-995-5972

*Immediate emergency including self-harm/harm to others – Please call **911**.*

Budget and Fiscal

Throughout the COVID-19 pandemic our school community faced much uncertainty. Another area of uncertainty is the fiscal outlook for public schools throughout the state. As we plan for the future, we will continue to monitor and keep abreast of the extent to which the financial impact will improve or worsen for our district, how long the economic recovery will last, and which areas will be most severely impacted.

The following budget and fiscal considerations will be examined:

- School District Fiscal Preparedness
- 2020-21 Enacted State Budget
- Pandemic Adjustment and CARES Act Funds
- Potential Further Aid Reductions
- 180 Day Calendar and Attendance Reporting for State Aid Purposes
- Impact of Low Attendance on State Aid
- Flexibility in Non-NYSED-Governed Activities - ie.) Use of reserve funds, transportation, PPE costs, etc.
- Flexibility for Budgetary Transfers
- Tax Collection Processes

Attendance and Chronic Absenteeism

Student engagement is an important part of the educational process. During our previous virtual learning experience, we learned about students who were unable to participate due to

circumstances, sometimes beyond their control. It is important to note that throughout the virtual learning experience from March until June 2020, over 90% of students checked in each day. We aim to improve student attendance by having every student engaged daily in a virtual learning experience, while advancing learning.

- Student attendance will be recorded daily, regardless of which instructional model a school is following.
 - Flexibility for daily attendance will be provided in a remote model. The district is mindful that parent schedules, availability of technology or other barriers may preclude students from connecting with teachers at a certain time. To this end, daily attendance will be recorded for the previous day's student participation (e.g. Monday attendance will be recorded on Tuesday).
- During these challenging times, the development of positive school relationships may be a lifeline for students disconnected from school.
- Although flexibility is recommended when monitoring attendance in a remote instructional model, for students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, districts and other schools should explore a variety of methods for reaching out such as:
 - phone calls to families by our support staff and/or administrators to offer resources and assess student/family needs

Technology and Connectivity

Regardless of whether in-person, remote, or hybrid models are utilized, the EUFSD will provide students and teachers, for use in their places of residence, with access, to the extent practicable, to:

- Provide a Chromebook for their exclusive use to complete school work and participate in synchronous and asynchronous models.
- Assist with securing a consistent, reliable access to high-speed internet.
- In the most difficult examples, working to full support internet access (e.g., a hotspot)
- The EUFSD will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models.

Teaching and Learning

The EUFSD will provide 180 days of instruction each school year to their students. As per NYSED guidance, instructional days will be counted for programs that are delivered in-person, remotely, or through a hybrid model. The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration.

These days will also be utilized for student orientation. This time will allow small groups of students to meet with their new teacher and begin to establish the relationship necessary for a successful school year.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited

to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs. Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

In-person Instruction

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart or have personal protective barriers.

Accommodating a six-foot radius around students or personal protective barriers will necessitate the identification of additional rooms and common-area spaces that can be converted into elementary classrooms, as determined by the latest guidance.

Current staffing levels may be insufficient to accommodate the expanded number of classrooms needed to ensure social distancing. All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students to the extent practical. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be facilitated through a virtual classroom. Whenever possible students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity.

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment. Our EUFSD teachers may have to deliver new content and skills to students in a virtual learning model. Teachers will inform students of the intended learning targets. Similar to in-class instruction, our coherent lesson design considers the following: learning standards, topic, practice, application, collaboration with peers, and student demonstration of learning.

Instruction will not only focus on "core" subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

The following will relate to the model of virtual instruction that will be used for elementary and secondary students. Priority will be placed on what the student experience will be; this should include:

- **District Platforms/Technology** - Teachers will use Google Classroom/Google Meet/Zoom/See-Saw for lesson delivery and office hours/conferring times. Only district-approved digital tools that are familiar to our students will be used. In the unlikely event that an invited or uninvited guest exhibits disruptive behavior during a live session, the teacher is expected to disconnect that individual and report the incident to a building principal. School Administration will reach out to families regarding such incidents.
- **Daily Lessons** - This Distance Learning Plan leverages the power of the teacher recorded video. Teachers may record themselves explaining directions, reviewing material, or teaching new concepts. Some teachers may elect to provide real-time or synchronous instruction. However, some students may not be able to participate in synchronous sessions. Therefore, teachers may record and post all video sessions so that students who miss the live viewing may replay it at another time.
- **Conferring With Students** - In addition to video-recorded mini-lessons, teachers will interact directly with their students using tools for synchronous (real-time) class meetings, conferring, and/or office hours. Students can expect to meet their teachers at least once a week for each subject.
- **Classwork/Assignments** - Workload and assignments may be adjusted at the teacher's discretion. Teachers may also adjust the delivery and due dates of larger projects or assignments. School closures can often compromise the amount of instructional time in a class, therefore some topics may have to be abridged and/or eliminated from a subject or course. Students are expected to check their distance learning platform (SeeSaw or Google Classroom) as often as possible, preferably at least once per school day. Please reach out to your child's teacher for considerations regarding due dates.

For information on school schedules, visit the School Schedules *section* of our reopening plan and visit our website at <https://www.eufsd.org/domain/343>.

Grades Pre-K - 1

Special Education

Our Special Education teachers and related service providers will make every effort to ensure that students with disabilities have equal access to the same opportunities as students without disabilities, including the provision of a free appropriate public education. To the greatest extent possible, students with IEPs will receive support and services that will address their individually identified needs.

Related Services

Related service providers (speech, counseling, occupational therapy, physical therapy, teacher of the hearing impaired, teacher of the visually impaired, behaviorist) will develop remote support for distance learning plans to meet the needs of individual students on their caseload. To the maximum extent possible, related service providers who are providing IEP mandated services will continue to support all students in their progress toward goals. The delivery of service will be tailored to the family and student's needs and may include email/phone consultation, video sessions, instructional videos, etc. Related service providers will structure communication plans to work with students and parents. Please do not hesitate to reach out to your child's case manager or related service provider if you have questions.

CPSE/CSE/504 Meetings

While schools remain closed, we will be using video conferencing for CSE/CPSE/Section 504 meetings. This platform will provide the opportunity for parents/guardians to connect via video, voice, or both. Families will be receiving an email from the Special Education office that will include a link and phone number to connect to the meeting on the scheduled date and time. Families can connect for video, or use the call-in number to the conference call. All of the information to join will be in a link provided in the email. Families are encouraged to contact case managers with any questions.

Additional Considerations

Ultimately, it is the responsibility of the special education teacher and/or related service provider to develop and provide special education supports for students with recognized needs under federal and state mandates. Appropriate and effective teaching needs to be in place to ensure that those responsible for the online or blended learning programs have the support and direction necessary to ensure that the programs meet the regulatory, fiscal, compliance, and managerial requirements that the organization adheres to for other programmatic offerings.

Professional Development

Professionals that support students in online or blended learning environments often have a great deal to learn about the most effective way to support student learning with technology. Increasing curricular demands, as well as increases in technological capabilities, often stretch the professional development needs and capabilities of professionals. This is further exacerbated when students' specific needs, codified in individualized programming requirements, add increased demands for professional development support for faculty and staff working in online and blended learning projects.

One of the greatest challenges for effective professional development revolves around the infancy of the research base related to effective programming for students impacted with disabilities within online and blended learning environments. The best things that educators can

do is to apply what we currently know about effective online education, effective special education programs and services, quality instruction and methodology, and combine those into a plan that is tailored to meet the individual learning and educational needs of the student impacted by disabilities.

Requirements for Special Education

Prepare with the understanding that there has been no waiver of requirements under IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.

The Individuals with Disabilities Education Act (IDEA) requires the individualized education program (IEP), for each student, to describe when periodic reports on the progress the child is making toward meeting the annual goals will be provided to the parents. This is recorded in the “Progress Reporting” section of the IEP document. Regardless of how school is operating, teachers are still required to provide specialized instruction to students in order for them to meet the goals and objectives on their IEP’s. Teachers and service providers must continue to collect data, whether in-person or remotely, and use these data to monitor each student’s progress toward the annual goals and to evaluate the effectiveness of the student’s special education services. Determining student progress is necessary for understanding the student’s present levels of academic achievement, and functional performance, and for determining whether, and to what extent, school closures have disrupted the student’s learning.

Communication with families of students is important. If we are in-person, accessibility to the student is normal with health and safety guidelines in place. If we are all virtual, time should be allocated to meet with your students to ensure that they are engaged in their education as well as assist them with educational needs that arise. Additionally, communication is needed with the other teachers of these students to ensure that accommodations and modifications have been provided to the students according to their IEP’s. For our high need students, the use of social stories, visual cues, and other developmental strategies should be used to reinforce these new concepts and protocols. The school psychologist can be utilized for assistance in this area. If we are in a blended scenario, it is equally important to continue to address the individual needs of your students both in front of you as well as virtually. If we are in a virtual or blended scenario, it will be important to provide live instruction to the special education students. This can be done either individually or in a group. If doing “group” instruction virtually, please obtain permission from parents and ensure they understand that other people may be present while their child is receiving their services/programs.

Virtual related services will be made available to students in a schedule worked out with families as done in the prior school year. Parent consent forms will need to be obtained and logs will need to be maintained documenting the services provided. For those receiving services from providers outside of the Elmsford UFSD (i.e., BOCES), those providers will also need to obtain parent consent forms and will be documenting their interactions with students. For consultation services, those providers will maintain contact with the classroom teacher as directed by the IEP.

The components of a Resource Room, ICT or Consultant Teacher Model should include the following during in-person, virtual instruction/hybrid model:

- Attendance of student

- Subject support
- Group instruction
- Individual remediation (as needed)
- Skills development
- Testing and Classroom Accommodations as directed by IEP
- Collaboration with General Education Teacher
- Office Hours (as needed)

Student Evaluations

Students who are awaiting identification due to school closing should be evaluated immediately, once schools open for in-person learning, and their initial meetings scheduled by the end of September/beginning of October. If parents are electing to keep their child home and want to continue with their referral, arrangements need to be made for the student to be evaluated in person. For students with disabilities who needed re-evaluations from the previous school year and due to school closure were not able to receive their re-evaluations, these students, provided they are in-school, should be the second priority for evaluation. These evaluations should be completed by the end of October/beginning of November.

For information about meaningful parent engagement regarding the provision of services to a child to meet the requirements of the IDEA, visit the Communication/Family and Community Engagement section <https://www.eufsd.org/domain/343> of our website reopening plan.

English Language Learners

While returning to school will present challenges for all, English As A New Language Learners (ENL) may experience these challenges to a greater extent than their peers, as they transition back to a school setting from remote learning and continue to develop their English language proficiency concurrently while learning grade-level academic content. To mitigate these challenges, schools must make every effort to provide support to ENL students to allow them to access academic content as well as providing them with their supplemental language instruction program. English language development is a part of universal instruction. It is paramount that grade level content be provided with adequate scaffolds and supports, so that ENL students may access the grade level content being provided in the classroom while developing language proficiency.

Requirements

- Understand that like all other students, ENL students are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ENL students are entitled. ENL students must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ENL students continue to be entitled to receive their supplemental ENL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a New Language (ENL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue.
- Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may

be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue.

- Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.
- Provide ENL students, who are also identified as students with disabilities, supports for their ENL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.

Guidance for ENL Staff

- Consider that flexibility may be necessary for the implementation of specific supplemental language instruction education programs, but these programs must continue to be provided to ENL students during remote learning. (*see Federal Guidance at the end of this document).
- Establish systems for ongoing collaboration between Bilingual and TESOL teachers, ENL support providers and grade-level and content-area teachers. Ensure that mainstream teachers embed accessibility tools, such as scaffolds, explicit vocabulary instruction and differentiated supports into their grade-level and content-area instruction.
- Develop and maintain ongoing communication with families of ENL students regarding remote learning and returning to their school building. Create procedures for supporting translation and interpretation for families with limited English proficiency regarding remote learning, instructional methods and returning to school.
- Encourage the maintenance and development of students' home and/or native language, whether during remote learning or when learning returns to school buildings. Develop a school culture where multilingualism is seen as a rich asset that contributes to the school and broader communities. Initiatives such as the Seal of Biliteracy and the establishment of dual language bilingual programs offer strengths-based, asset-oriented perspectives on multilingualism.
- Offer web-based, on-demand professional learning on how to serve ENL students effectively through online, high-quality professional learning (i.e. HV-RBERN).
- Establish a process for carrying out the required procedures for potential English learners and identified English learners including: – ensuring adherence to the statewide identification procedures (i.e., Home Language Survey, English language proficiency screener); – continuing to provide parental notifications (i.e., ENL identification letter, ENL continuation of services letter, ENL exit letter); – adhering to annual English language proficiency assessment requirements; – offering translation and/or interpretation to parents/guardians with limited English proficiency.
- Attend to the SEL needs of English learners, understanding that ENL students may have unique, individual needs from each other and from their non-ENL peers.

Mandatory Requirements for Reopening

- If school is re-opened using either the hybrid or in-person instruction model, schools are required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during the COVID-19 school closures in 2019-2020, as well as all students who enroll during the summer of 2020 and during the first 20 school days of the 2020-2021 school year. After this 20 day flexibility period,

identification of ENL's must resume for all students within the required 10 school days of initial enrollment as required by the Commissioner's Regulations Part 154.

- Provision of required instructional units of study must be provided to all ENL's based on their most recently measured English language proficiency level during in-person or hybrid instruction. For the 2020-2021 school year, placement of ENL students is based upon the results of the 2018-2019 NYSESLAT assessment.
- Maintain regular communication with the parents/guardians and other family members of ENL's to ensure that they are engaged in their children's education during the re-opening process. Provide all communications for parents/guardians of ENL students in their preferred language and mode of communication.

Considerations for Re-Opening

- Teachers of ENL students need to collaborate with content area teachers regardless of reopening format to ensure the delivery of instruction for ENL students.
- The ENL teachers need to utilize progress monitoring tools (such as prior NYSESLAT assessments, i-Ready) to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both English and student's home language. Be sure to provide students with glossaries in their home language by content area as available through the NYSED website.
- With the cancellation of the 2020 NYSESLAT, we need to use new methods to measure the English language proficiency levels of our ENL students to ensure that these students are receiving the appropriate level of instruction. Aside from utilizing tools such as previous NYSESLAT scores and i-Ready, the Multilingual Literacy SIFE Screener can be utilized. The MLS, which is generally used for identification of Students with Interrupted/Inconsistent Formal Education (SIFE), can also be administered for a general literacy evaluation. The MLS is a multilingual screener that determines students' home language literacy and math skills to identify SIFE and design appropriate instruction. However, it can also be used by us to conduct a general literacy screening on any newly identified ENL - even if they are not considered SIFE. This tool will provide a baseline of their academic and literacy level in their home language. If this tool is used for this purpose, remember it is for the purpose of gaining a snapshot of a student's initial literacy level when school resumes in 2020-2021, but not as an assessment of a student's knowledge for the purpose of informing ongoing instruction. If you do choose to use the MLS as an initial literacy screener, the following steps must be taken to ensure that the analysis does not impact your SIFE recordkeeping and data (i.e., to insure that an ENL student who undergoes the MLS for this purpose is not accidentally included in SIFE counts). When answering the question "Why is the school district administering this test?" during the registration of a student for an initial literacy screener, you must select "This is going to help NYSED collect data about the usage of the MLS and the correct number of SIFE identified through the MLS" on the drop-down menu of the four multiple choice options.
- Utilize educational technology when teaching ENL students for both in-person, hybrid, and virtual models to reinforce students' familiarity with these tools (refer to Distance Learning tab on our website for tutorials - available in English and Spanish).
- Actively engage students on a regular basis to assess their Social/Emotional well-being and, as necessary, refer them to personnel who can assist.
- Be certain to ascertain that ENL students have/can access technology and WiFi needed for periods of remote learning so they do not fall behind as a result of COVID-19 closures and remote/hybrid learning.
- The Office of Bilingual Education and World Languages (OBEWL) has created a [Resource Collection for ELLs and World Language Students](#) to support educators in adapting and developing lessons and units of study to meet the needs of ELLs at all levels of proficiency and develop appropriate scaffolds for use in the virtual classroom. In

addition, the HV-RBERN has created a repository of professional learning videos, known as [RBERN on Demand](#), which includes a section on technology integration for ELLs.

Family Partnerships and Communication

Information needs to be provided to families of ELLs in a language they understand in order to ensure that they can actively participate in their child's education. The obligation to provide this remains in effect throughout COVID-19 closures and during the school re-opening process. This can be effectively done through the use of Talking Points or Google Translate when referring to our website link entitled Distance Learning under Resources. Documents on that page can be translated to a parent's native language.

***Federal Guidance**

If the district is following a distance learning model, we must continue to provide language instruction services to ENL students. However, during the COVID-19 national emergency, the Department of Education recognizes that physical school closures may affect how services are provided to ENL students. ENL services may be provided virtually online, or via telephone. The Department of Education understands that, during this national emergency, schools may not be able to provide all services in the same manner they are typically provided.

The Department of Education recommends that during remote learning, ENL teachers continue to provide instruction to students who were previously in self-contained ENL classrooms or in pull-out models. For classes in which ENL students participated in mainstream classrooms, with both a content teacher and an ENL teacher, the ENL teacher should continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the ENL students in that class during remote learning.

During distance learning, consider practices such as remote instruction, telephone calls, and virtual meetings on digital platforms for delivering services. Additionally, consider online options for data tracking, documentation of services, supports, and accommodations provided. Furthermore, you may also consider providing instructional packets or assigning projects and written assignments to ENL students.

For information about meaningful parent engagement regarding the provision of services to a child to meet the requirements of the IDEA, visit the Communication/Family and Community Engagement section <https://www.eufsd.org/domain/343> of our website reopening plan.

Staffing and Human Resources

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Elmsford UFSD. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full time certified teachers only. At no time will a student teacher be used as a teacher of record.

Key References

[State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)

[State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)

[Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)

Additional References

[Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#)

(June 26, 2020)

[Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#)

(June 26, 2020)

[Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.](#)

(June 26, 2020)

[Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency.](#) (June 26, 2020)

[New York State Department of Health Novel Coronavirus \(COVID-19\)](#)

[New York State Education Department Coronavirus \(COVID-19\)](#)

[Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)

[Occupational Safety and Health Administration COVID-19 Website](#)

The EUFSD reopening plan is posted on the district's website:

<https://www.eufsd.org/reopening>

Additional Considerations

1. Administrative/Team Planning questions for re-entry after school closure:
 - a. How will everyone, staff, students, and families, be welcomed, oriented, and positively connected to the school?
 - b. What outreach will be made to those students and families who were expected but did not return?
 - c. How will staff minimize problems during daily transition times (e.g., before school, during breaks, lunch, after school)?
 - d. How will the school provide supports for those not adjusting well?
 - e. Will our current roster of social workers be sufficient to meet the social-emotional needs of returning students? If not, how do we increase the number on a short-term basis?
 - f. What additional training do we need to provide for staff to identify students in crisis? What protocols do we need to create or revamp in order to help them?
 - g. What's a simple, straightforward diagnostic tool we could use to help identify students who need extra support?
 - h. When students return, how will we determine where students are academically and what gaps exist?
 - i. How will we determine what content needs to be reviewed? How will we review that content while still teaching new material that students need to learn?
 - j. What impacts will that information have on scheduling? On tutoring and intervention time?
 - k. How can we get a sense of which staffers will be returning when in-person schooling resumes?
 - l. What are best practices for hiring staff remotely?
 - m. What resources can we provide to staffers who may be struggling, whether from depression, anxiety or the loss of a loved one?
 - n. What percentage of technology that we lend out to families do we expect to lose? How can we budget to replace it?
 - o. What changes will we make to our cleaning and disinfecting protocols?
 - p. What did we learn about emergency communications, and how can we apply that knowledge to improve those protocols moving forward?
 - q. What changes do we need to make to our long-term financial models to account for probable budget cuts?
2. Topics to consider:
 - a. Introductory and welcoming strategies
 - b. Social emotional academic supports
 - c. Accommodations for special populations
 - d. Communication with Community partnerships
 - e. Regular outreach
 - f. Re-engagement strategies with staff, parents, students, community
 - g. Recognize people who will not be returning
 - h. Trauma supports for recovery – address and acknowledge the trauma to all
 - i. Address grief and loss
 - j. Resources available to all stakeholders of supports provided in school and outside of school
 - k. Implement early warning and response procedures to
 - Identify stakeholders having difficulty adjusting
 - Personalized supports for stakeholders
 - Specialized assistance and referrals for major adjustment needs

- l. Behavior, substance abuse supports
- m. Plan for supportive transitions throughout the day
- n. Positive supervisions
- o. Providing well designed and structured recreational, enrichment and academic support activities
- p. Before school activities to reduce tardiness/absences
- q. Lunch activities to reduce negative interactions
- r. Afterschool programs
- s. Increased supervision during transition times
- t. Revamped RtI systems or increased planning time to meet the needs of the students
- u. Regular deep cleaning – plan to continuously clean during and after schools
- v. Clear messaging before re-entry, first day, first week, parent nights to extend communication, first month, minimum monthly communication following
- w. New opportunities for stakeholder participation, new leadership roles
- x. Blended learning – expand curricular and instructional options
- y. Teacher training needs
- z. Parent training needs –increased understanding of learning challenges
- aa. Plan to re-engage students
- bb. Identify broadband inequities and partner with private providers to close the gap.
- cc. There have been discussions about identifying potential gaps in learning resulting from virtual/online learning following the Governor’s Executive order, however there should also be a discussion on ways of addressing the gaps when we return – supports that may be necessary during the summer, afterschool, weekends, or possibly during breaks and or vacation time. We are going to have an even greater learning gap to address and overcome once we return and will need to come up with creative and innovative solutions to address this need.