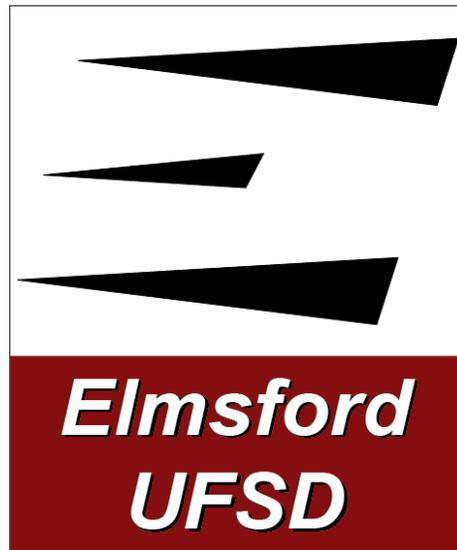


# The Elmsford Union Free School District **Parent/Guardian Guide to Distance Learning**



The Elmsford Union Free School District will revise this guide and highlight updates regularly. You will notice the date, highlighted in yellow, on the cover page, to alert you to changes. The District will also share significant changes via email and website posts.

**July 2020**



# Elmsford Union Free School District

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## TABLE OF CONTENTS

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<b>INTRODUCTION - Message from the Superintendent of Schools</b>	<b>3</b>
<b>VIRTUAL LESSON DESIGN</b>	<b>4</b>
District Platforms/Technology	4
Daily Lessons	4
Conferring With Students	4
Classwork/Assignments	4
<b>GRADING</b>	<b>5</b>
Elmsford Primary and Elementary Grading (Grades PK-6)	5
Elmsford Secondary Grading (Grades 7-12)	5
Computation of Final Course Grades	6
Parent Communication	6
<b>FAMILY RESOURCES AND STUDENT EXPECTATIONS</b>	<b>7</b>
Digital Tools and Resources for Distant Learning	7
Technology Issues/Problems	9
Expectations for Students – Remote Instruction	9
Suggested Student Etiquette Guide for Remote Instruction/Virtual Classroom	10
Where to Go with Questions	11
Support Services	11
Supporting AIS Students	11
Related Services	16
CPSE/CSE/504 Meetings	17
Mental Health Support and Guidance from Elmsford School District Counselors	17
Self-Care in the Time of Coronavirus	18
Contacting EUFSD Clinical Staff:	19
Other Important Contacts	20
Important Numbers	21
State Testing and Advanced Placement Exams	22
Regents Exams and Diploma Requirements	22
Food Service and Child Care	23
Registration	24
Student Belongings	25
Frequently Asked Questions	<b>26</b>



# Elmsford Union Free School District

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## INTRODUCTION - *Message from the Superintendent of Schools*

Dear EUFSD Family,

The COVID-19 pandemic forced our schools, students, and staff into a virtual learning environment that we were not prepared for. While the adjustment was sudden and unexpected, our school community once again partnered and made our distance learning experience valuable for our students. During the experience, we learned so much about our school community's needs. As we prepare for the new school year, there still remains much uncertainty about what our schools will look like when students return or if we will be required to return back to a virtual learning environment.

Learning from our previous experiences, we developed this comprehensive and fluid document to serve as a handbook for parents. Moreover, the distance learning guide is intended to provide expectations for our school community, should we be asked to transition back into a virtual learning platform. The creation of this document was based on student, parent/guardian, teacher/support staff, and administrator voices, each focused on continuous improvement. Additionally, the guide is intended to communicate the district's plan to provide every student with an equitable learning opportunity in a virtual classroom.

As we prepare for the uncertainty of the upcoming school year and the possibility for a virtual learning need, we hope this guide will build on the many strengths of our previous experience, while addressing the areas in need of improvement. The guide will also provide a list of resources that have been helpful for parents during our previous experience. Finally, the guide addresses many of the "in the moment" processes that we encountered and seeks to communicate any future virtual learning experiences that may occur.

As always, we are here to assist you in any way possible as we navigate through these challenges together.

Yours truly,

~Dr. Marc P. Baiocco, Superintendent of Schools



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## **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 may use Google Classroom, Google Meet, SeeSaw, and/or Zoom 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.



# Elmsford Union Free School District

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## GRADING

### **Elmsford Primary and Elementary Grading (*Grades PK-6*)**

Carl L. Dixson 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.

### **Elmsford Secondary Grading (*Grades 7-12*)**

Alexander Hamilton High School will take a two-phased approach. The first phase will generate a policy on third-quarter grading. The second phase will be a separate determination regarding fourth quarter and year-end grade calculations. As we close the 3rd marking period, we will move towards a hybrid model. The work students completed prior to school closure will be combined with the work they accomplished during our Distance Learning Instruction. Based on student performance, a grade of Complete (COM) or Incomplete (INC) will be placed on the 3rd marking period report card. A grade of an Incomplete does NOT mean a student failed, but rather they have the opportunity to make up the work to earn a Complete for the marking period. Due to the educational landscape we are currently in, this will provide students with the most equitable opportunity to make up assignments to earn a Complete for the 3rd marking period. The district understands that Distance Learning Instruction is new for students, parents, and teachers and can pose different challenges. As we slowly overcome these obstacles, we want to remain sensitive and accommodating to every student's needs.

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



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## Computation of Final Course Grades

Moving forward, for the 4th marking period (Hamilton students only), we will start the quarter with a continuation of our Distance Learning Plan. Additional communication regarding grades will be provided to you once we receive updates on school closure or when we may return to school.

## 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](http://eufsd.org). Look for the "Contact Us" icon under "Quick Links".



# Elmsford Union Free School District

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## 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.
<a href="#">Clever Portal</a>	Students / Staff	Provides a portal through which many resources are accessed. Authenticates using the student's district Gmail account.
Video Conferencing/ <a href="#">Google Meet/Zoom</a>	Staff/ Students	Teachers conduct lessons as well as conferring with their students using these tools.
<a href="#">Google Classroom</a> , <a href="#">SeeSaw</a>	Staff/ Students	Teachers may post assignments in Google Classroom and students may complete and turn-in assignments as well.
<a href="#">Raz Kids</a> , <a href="#">Lexia</a> , <a href="#">i-Ready (ELA)</a>	Students	Reinforcing reading skills that teachers introduce to their students during the mini-lessons.
<a href="#">i-Ready (Math)</a> , <a href="#">Dreambox</a>	Students	Reinforcing math skills teachers will introduce to their students during the mini-lessons.



# Elmsford Union Free School District

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Presentation Software, <a href="#">Nearpod</a>	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.
<a href="#">Epic</a> (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, <a href="#">World Book</a> , <a href="#">PebbleGo</a>	Students	Contains thousands of informational articles with illustrations, videos, interactive maps, research help, and activities.
<a href="#">Brainpop</a> and <a href="#">Brainpop, Jr.</a>	Students	Short, animated, movies with quizzes and related material for all students.
<a href="#">ReadWorks.org</a>	Students	Teachers may assign current event articles that match student reading levels.
<a href="#">CommonLit.org</a>	Students	Online ELA fiction/nonfiction articles with comprehension questions.
<a href="#">Padlet</a>	Student	Virtual bulletin board for teachers to post online resources.
<a href="#">FlipGrid</a>	Students	Video posting site, provides a platform for students and teachers to post/respond to short videos.
<a href="#">EdPuzzle</a>	Students	Online video platform where teachers can embed questions into educational videos.
<a href="#">XtraMath</a>	Students	Online software, guided mastering of basic math facts.
<a href="#">ScreenCastify</a>	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.



# Elmsford Union Free School District

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## 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](mailto:jengelhardt@eufsd.org)

Assistant Principal: Ms. Jessica Maracallo      [jmaracallo@eufsd.org](mailto:jmaracallo@eufsd.org)

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

Principal: Dr. Andrea Hamilton      [ahamilton@eufsd.org](mailto:ahamilton@eufsd.org)

### **Carl L. Dixson Primary School (grades PK-1)**

Principal: Mr. Jeffrey Olender      [jolender@eufsd.org](mailto: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.



# Elmsford Union Free School District

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## **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.



# Elmsford Union Free School District

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## 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, Psychologist, Social Worker
<i>Other issues related to Distance Learning</i>	Principal/Assistant Principal

## Support Services

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 IEP's will receive support and services that will address their individually identified needs.

## Supporting AIS Students

While returning to school will present challenges for all, students entitled to receive Academic Intervention Services may experience these challenges to a greater extent than their peers. All New York State Schools receiving Title I funds will be considered School-Wide Programs. Students who received AIS services during the 2019-2020 school year will automatically be eligible for continued support. In addition, all students in need of supplemental academic support are eligible to receive AIS during the 2020-2021 school year.

Students can transition back to a school setting from remote learning and will continue to develop their ELA and math proficiencies. EUFSD will make every effort to provide support to



## Elmsford Union Free School District

Dedicated To Excellence In Education

AIS students to allow them to access academic content as well as providing them with their supplemental instruction program. It is important that instruction be provided with adequate scaffolds and supports, so that AIS students may access the content being provided in the classroom while also being provided with supplemental support in their academic areas of need.

### Academic Intervention Service (AIS) Requirements:

- Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards.
- Flexibility in AIS Identification: Schools are not required to conduct the two-step identification prescribed for identification of students in grades 3 through 8 to receive AIS for the 2020-21 school year due to the cancelation of State assessments for the 2019-20 school year due to the COVID-19 crisis.
- Understand that like all other students, AIS 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 AIS students are entitled. AIS students must have access to supplemental instruction in ELA and/or math based on iREADY scores and other assessments used. During school closures due to COVID-19, AIS students continue to be entitled to receive their supplemental instructional program in addition to their general education program of grade-level and content-area instruction. Such educational programs may consist of a range of services, including small group instruction by a teacher or a teaching assistant, co-teaching formats, or online instruction. When returning to school buildings, the education programs must continue.
- Comply with the requirement that eligible AIS students in Title I Schools or Districts are offered supplemental education programs. During COVID-19, EUFSD is mandated to provide AIS supplemental educational programs to eligible students. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in AIS programs are still entitled to receive support as part of their AIS program model and District AIS Plan. As with other instructional education programs, when returning to traditional schooling, the programs must continue.



## Elmsford Union Free School District

Dedicated To Excellence In Education

- Communication with parents and guardians, as outlined in the district's AIS plan, will continue to be required. Parents and guardians that have limited proficiency in English will be provided with translation and interpretation. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.
- Provide AIS students who are also identified as ENLs, and/or students with disabilities, supports for their AIS needs, as well as supports for their ENL needs and disabilities. During COVID-19, these multi-identified students must continue to receive these supports. As in times with traditional schooling, multi-identified students will have their needs represented in their annual meetings about their IEP.

### AIS Guidance

- Consider that flexibility may be necessary for the implementation of specific AIS supplemental instructional programs, but these programs must continue to be provided to AIS students during remote learning.
- Establish systems for ongoing collaboration between AIS, Special Education, Bilingual and ENL support providers and grade-level and content-area teachers and teaching assistants. Ensure that teachers embed accessibility tools, such as scaffolds, explicit instruction and differentiated supports into their grade-level and content-area instruction as well as the AIS supplemental programs. .
- Develop and maintain ongoing communication with families of AIS 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.
- Offer web-based, on-demand professional learning on how to serve AIS students effectively through online, high-quality professional learning.

### Mandatory AIS Requirements for Reopening:

- If school is reopened, using either the hybrid or in-person instruction model, schools are not required to conduct the two-step identification prescribed for identification of students in grades 3 through 8 to receive AIS for the 2020-21 school year due to the cancelation of State



## Elmsford Union Free School District

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assessments for the 2019-20 school year due to the COVID-19 crisis. We are required to complete the AIS identification process at 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 2020-2021 school year.

- For the 2020-2021 school year, placement of AIS students is based upon the results of the 2019-2020 NYSED ELA and math Assessments and iREADY assessments.
- Maintain regular communication with the parents/guardians and other family members of AIS students to ensure that they are engaged in their children's education during the re-opening process. Provide all communications for parents/guardians of AIS students in their preferred language and mode of communication.

### AIS Considerations for Re-Opening:

- Teachers of AIS students need to collaborate with grade level and content area teachers regardless of reopening format to ensure the delivery of instruction for AIS students.
- The AIS teachers need to utilize progress monitoring tools (such as i-Ready and A2I) to provide data that identifies gaps in student learning and achievement.
- With the cancellation of the 2020 NYSED ELA and Math Assessments we need to use new methods to measure the levels of our students to ensure that these students are receiving the appropriate level of instruction and support. Utilizing tools such as previous NYSED ELA and math scores, A2I (grades K-3) and i-Ready is necessary. In addition, new iREADY assessments will be provided to measure the current ELA and math levels of all students.
- Utilize educational technology when teaching AIS students for both in-person, hybrid, and virtual models to reinforce students' familiarity with these tools.
- 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 AIS 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.



## Elmsford Union Free School District

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- The AIS Plan will continue to be followed. All existing assessment methods, guidelines, communications, and meetings will continue to be employed, either remotely or in person.

### AIS Family Partnerships and Communication

Parents are the first teachers of their children and play an important role in their longitudinal educational, social, behavioral, and effective development. Additionally, parents have a great deal to offer in discussions related to the desired outcomes and the influence online and blended learning have in meeting the educational needs of their children. The importance of parents being active members in discussions and plans that are designed and developed to meet the needs of their children receiving AIS services in online and blended settings cannot be overstated.

Information needs to be provided to families of AIS students 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, email or Google Translate.

Students have always played a central role in their own learning; but with the advent of online and blended learning opportunities, this role is even more pronounced. Students who are receiving AIS services have an important perspective related to their own learning needs and abilities, and their voice needs to be heard. They need to have the opportunity to express the ways that their learning abilities and challenges can influence the development of a quality supplemental program developed for the online and blended learning platforms.

Students, to the greatest extent possible, should be members of the planning team that is putting together the AIS education plan. This would extend to online and blended learning environments. To be active participants in this process, students must be self-aware of both their abilities and areas in which they struggle, be able to self-advocate and state their needs to the adults responsible for creating and providing the AIS programs and services, and be able to provide feedback throughout their education so revisions can be made to the AIS programs and supports as necessary. Such awareness will likely be difficult for students with no prior familiarity with online learning. Consideration should be given to preparing students for, or providing orientation to, online learning prior to completing plans so that students can gain a more informed perspective from which to speak and make decisions.



## Elmsford Union Free School District

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Educators continue to have a central role in any educational program developed for students eligible for AIS programs and services. Issues related to curriculum, instruction, assessment, materials, methodology, and technology all need to be attended to in order to ensure that the required supplemental supports are in place to assist and allow the AIS students to be educated in online and blended learning settings.

### *\*AIS Federal Guidance:*

If the district is following a distance learning model, we must continue to provide instruction services to AIS students. However, during the COVID-19 national emergency, the Department of Education recognizes that physical school closures may affect how services are provided to AIS students. AIS 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, AIS teachers continue to provide instruction to students who were previously given supplemental support in self-contained classrooms or in pull-out models. For classes in which AIS students participated in classrooms, with both a content teacher and an AIS teacher, the AIS teacher should continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the AIS 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 AIS students.

Please refer to the district AIS Plan and RTI Plan for further information.

### **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



## **Elmsford Union Free School District**

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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.

### **Mental Health Support and Guidance from Elmsford School District Counselors**

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

The mental health clinicians and school counselors at the Elmsford Union Free School District 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



## Elmsford Union Free School District

Dedicated To Excellence In Education

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.

EUFSO is currently 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.



# Elmsford Union Free School District

Dedicated To Excellence In Education

**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	Dixson/Grady	rhoey@eufsd.org



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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	Dixson	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	Dixson	rbourke@eufsd.org

*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.”

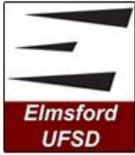
Links	
Westchester County Dept. of Mental Health	<a href="https://mentalhealth.westchestergov.com/images/stories/pdfs/2018directory.pdf">https://mentalhealth.westchestergov.com/images/stories/pdfs/2018directory.pdf</a>
Websites	<p>How Can I Help My Child During This Difficult Time?  <a href="#">Supporting Teenagers and Young Adults During The Coronavirus Crisis</a>            ¿Cómo puedo ayudar a mi hijo durante este momento difícil?  <a href="https://childmind.org/article/coronavirus-confinamiento-y-adolescentes/">https://childmind.org/article/coronavirus-confinamiento-y-adolescentes/</a></p>
	<p>Make Sure You Are Taking Care of Yourself  <a href="https://childmind.org/article/self-care-in-the-time-of-coronavirus/">https://childmind.org/article/self-care-in-the-time-of-coronavirus/</a>            Asegúrate de cuidarte  <a href="https://childmind.org/article/el-autocuidado-en-los-tiempos-del-coronavirus/">https://childmind.org/article/el-autocuidado-en-los-tiempos-del-coronavirus/</a></p>
	<p>Using Mindfulness to Calm Anxiety  <a href="https://childmind.org/article/how-mindfulness-can-help-during-covid-19/">https://childmind.org/article/how-mindfulness-can-help-during-covid-19/</a>            Usando atención plena para calmar la ansiedad</p>



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	<a href="https://childmind.org/article/como-la-atencion-plena-puede-ayudar-durante-la-crisis-del-coronavirus/">https://childmind.org/article/como-la-atencion-plena-puede-ayudar-durante-la-crisis-del-coronavirus/</a>
	Resources for Parents during COVID-19 <a href="https://childmind.org/coping-during-covid-19-resources-for-parents/">https://childmind.org/coping-during-covid-19-resources-for-parents/</a> Enfrentar el COVID-19: recursos para padres <a href="https://childmind.org/enfrentar-el-covid-19-recursos-para-padres/">https://childmind.org/enfrentar-el-covid-19-recursos-para-padres/</a>
	Quaranteneering: Helping Teens Manage The Loss They May Be Feeling <a href="https://www.nytimes.com/2020/03/19/well/family/coronavirus-covid-teenagers-teens-parents-kids-family-advice.html">https://www.nytimes.com/2020/03/19/well/family/coronavirus-covid-teenagers-teens-parents-kids-family-advice.html</a>
	Single Parenting During the Coronavirus Crisis <a href="https://childmind.org/article/single-parenting-during-the-coronavirus-crisis/">https://childmind.org/article/single-parenting-during-the-coronavirus-crisis/</a>
	<a href="http://www.calm.com">www.calm.com</a> has created a page of free resources for families to use to further connect and strengthen our inner mental health during this time
	<a href="http://www.childmind.org">www.childmind.org</a> 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.
	<a href="http://www.cdc.gov">www.cdc.gov</a> Center for Disease Control has created information for families on COVID-19
	<a href="http://www.nasponline.org">www.nasponline.org</a> National Association of School Psychologists has developed a COVID-19 Resource Center
	<a href="http://www.actionforhealthykids.org/resources-for-schools-and-families-during-covid-19-coronavirus/">www.actionforhealthykids.org/resources-for-schools-and-families-during-covid-19-coronavirus/</a> They have created free online resources for exploratory learning, physical activity, mindfulness and more.
	<a href="http://www.autismspeaks.org/covid-19-information-and-resources">www.autismspeaks.org/covid-19-information-and-resources</a> Autism Speaks has provided information on how to talk with children who have Autism about COVID-19.
Cohen's Children's Medical Center	<a href="https://childrenshospital.northwell.edu/">https://childrenshospital.northwell.edu/</a>
Zero to Three	<a href="https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus">https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus</a>



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Important Numbers	
National Suicide Prevention	1-800-273-TALK
National Runaway Switchboard	1-800-RUNAWAY
Crisis Text Line	<a href="http://www.crisistextline.org">www.crisistextline.org</a> 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

## State Testing and Advanced Placement Exams

The New York State Education Department (NYSED) is suspending all NYS Elementary – and Intermediate – Level State Assessments for the remainder of the school year. The following is a list of Grade 3 to 8 state assessments. This suspension for the remainder of the school year applies to the following New York State testing programs:

- New York State Grades 3-8 English Language Arts Test;
- New York State Grades 3-8 Mathematics Test;
- New York State Grade 4 Elementary-Level Science Test;
- New York State Grade 8 Intermediate-Level Science Test;
- New York State English as a Second Language Achievement Test (NYSESLAT) in Grades K-12; and
- New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities in Grades 3-8 and high school.

## Regents Exams and Diploma Requirements

The COVID-19 emergency has evolved rapidly, leading to uncertainty as to when regular in-school classroom instruction will be able to resume throughout the state and whether students will be adequately prepared to take the Regents examinations. As a result, the Board of Regents and Department have cancelled the June 2020 administration of the NYS High School Regents Examination Program.

Because of this, the Department has modified the requirements that students must meet in order to earn high school diplomas, credentials, and endorsements. These modifications apply to all students enrolled in grades 7-12 during the 2019-20 school year who were intending to participate in one or more of the June 2020 Regents Examinations.



# Elmsford Union Free School District

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Students who, during the June 2020 examination period would have taken one or more Regents examinations, may be exempted from passing the assessments in order to be issued a diploma. To qualify for the exemption, students must meet one of the following eligibility requirements:

- The student is currently enrolled in a course of study culminating in a Regents examination and will have earned credit in such course of study by the end of the 2019-20 school year; or
- The student is in grade 7, is enrolled in a course of study culminating in a Regents examination and will have passed such course of study by the end of the 2019-20 school year; or
- The student is currently enrolled in a course of study culminating in a Regents examination and has failed to earn credit by the end of the school year. Such student returns for summer instruction to make up the failed course and earn the course credit and is subsequently granted diploma credit in August 2020; or
- The student was previously enrolled in the course of study leading to an applicable Regents examination, has achieved course credit, and has not yet passed the associated Regents examination but intended to take the test in June 2020 to achieve a passing score.

## Food Service and Child Care

### Food Service

Breakfast and lunch will be available for EUFSD students who are eligible to receive free and/or reduced lunch services or who are experiencing financial hardship. Drive up service for pickup of these meals will be provided from 8:00 am to 11:00 am Monday-Friday beginning on 3/18/20 at the Alexander Hamilton High School cafeteria. Preparation, delivery and cleanup of these services will be completed by Aramark.

### Child Care

The list below is intended as an illustration and guide, but not an exhaustive list of professions or occupations eligible for prioritized childcare. This list may change as the facts and circumstances change. As stated, this list is not exhaustive.

- Essential health care workers may include licensed health professionals such as physicians, nurse practitioners, physician assistants, registered nurses, LPNs and nurse assistants or laboratory personnel.
- Direct support professionals may include clinicians and support staff serving the behavioral health, intellectual/developmental disabilities and child welfare communities in residential and community-based care settings.



# Elmsford Union Free School District

Dedicated To Excellence In Education

- First responders may include paramedics, emergency medical technicians, police officers, and firefighters, correctional officers or related support personnel necessary to execute these duties.
- Food manufacturing, production, distribution and supply including supermarket workers and food preparation.
- Transportation including commercial truck drivers of necessary supplies and equipment, transit workers, air and rail and carriers of critical and essential materials.
- Construction and Manufacturing including specialized equipment related to health or safety of the public.
- Nonprofit and social service agencies providing support to families and employees in related fields.

The YMCA facility will open its doors & serve as an Emergency Child Care Center for those working families who need support.

Preference will be given to families on the front lines addressing this national emergency. These may include: health care workers, nurses, doctors, EMS professionals, police, fire & essential service personnel.

**LOCATION:** White Plains YMCA, 250 Mamaroneck Ave, White Plains, NY

## Registration

At this time, Registration will be by **appointment only**.

For an appointment date/time, you must email Diana Barbato at [DBarbato@eufsd.org](mailto:DBarbato@eufsd.org).

**Space is limited.**

If you require a Spanish translator, please indicate so in your email.

Registration documents can be downloaded from the Elmsford Union Free School District website (EUFSD.org). Under "Quick Links" look for the "Registration" icon OR you can visit [registration.eufsd.org](http://registration.eufsd.org). All documents that are required to be completed can be found at this location as well as instructions.

You must bring an **original** document that shows proof of residency with you. Copies will be made of the original documents.



# Elmsford Union Free School District

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You must bring an **original** birth certificate or unexpired Passport for your child . Copies will be made of the original documents.

Notary publics will be available at your appointment at no cost to you.

Incomplete packets will be returned to you.

## **FOR PRE-SCHOOL REGISTRATION ONLY:**

To participate in the preschool lottery, your Central Registration Packet AND Dixson Preschool Registration packet **MUST** be completed in full. Incomplete packets will be returned to you for completion. The **LAST DAY** to be eligible for the Preschool Lottery (with completed packets) is **MAY 28th** . IF a lottery is needed, it will be held on June 10th at 6PM. If school is still closed, the lottery will take place via a virtual meeting. If school is reopened, the lottery will take place at Dixson Primary.

## **Student Belongings**

Please contact the main office of your child’s school to schedule a time to pick up their personal belongings. When arriving at school, remember to maintain social distancing and wear a mask or face covering. Student belongings have been placed in plastic bags, labeled with your child’s name or locker number (high school). If arriving on foot, please have a comfortable bag to carry the supplies home in. A backpack, rolling basket, or handled carryall bag would be best.

Dixson Main Office: (914) 592-2092

Grady Main Office: (914) 592-8962

Hamilton Main Office: (914) 592-7311



# Elmsford Union Free School District

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## Frequently Asked Questions

### ***1. When will I see my child's report card?***

a. The third quarter ends Friday, April 17th. Teachers will input grades the week of April 20th. You will be able to view your grades on the e-SchoolData parent portal by the week of April 27th.

### ***2. What will I see on my child's report card?***

a. You will either see a COM (Complete) or an INC (Incomplete). If you get an INC - be sure to find out what you need to do to have the grade changed to a COM (Complete). Teachers may add comments to clarify their COM or INC.

### ***3. How does the grading policy ensure fairness for students who still lack Internet access?***

a. We have identified students who don't have all the necessary equipment to engage in their distance learning and have provided the necessary equipment. If you are in need of internet access from home, please contact your Elmsford building principal.

### ***4. How does the grading policy address students who have IEPs?***

a. Students with individualized education plans have been in continuous communication with their case managers and their content area teachers and modifications have been put into place dependent on the assignment.



## **Elmsford Union Free School District**

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***5. If students never make up the work missed in the fourth quarter, does that mean they fail the class for the year?***

a. If students do not make up the work missed in the third quarter during the fourth quarter, and they were not in good standing during the first and second quarter, then there is a risk of not passing the class for the year.

***6. How will this grading policy affect my child's transcript or GPA?***

a. Grades in the third quarter will not be averaged with the Complete versus Incomplete policy. When the grading policy is finalized for the fourth quarter then the grades will be averaged for the school year. The best way to look at the COM or INC is as a placeholder. There are still many unanswered questions surrounding the assignment of grades. We fully understand that GPA's are critical, and we want to be sure that our decisions put all of our students in the best possible GPA scenario.

***7. How frequently are teachers communicating with students? How fast do they reply to questions?***

a. Teachers will communicate to students on a daily basis, Monday through Friday. Students can expect a response within 24 hours of the communication, with the exception of weekends and district scheduled holidays, where everyone is expected to rest.

***8. New York State Regents are cancelled, what does that mean?***

a. Yes, Regents Exams are cancelled. If you are in a Regents level course it is CRITICAL that you keep the highest level of engagement as possible. Since there will be no Regents Exams this year, a student who passes the course will receive Regents credit. Conversely, a student who does not complete course work will not receive Regents credit.

***9. Will the students have to go to Summer School?***

a. EUFSD will need to hear from NYSED on how we proceed with that process.