



Elmwood Franklin School  
**Reopening School Plan**  
**2020-2021**

July 30, 2020

1895



**Safe. Caring. Excellent.**



elmwood franklin school

Thinking beyond.

**Assuming the Western New York region continues Phase 4 openings, Elmwood Franklin School plans to begin the school year with in-person teaching and learning five days a week for all students.** This plan prioritizes the health and safety of our students, faculty, staff, and families, and includes how we intend to pivot to distance learning if needed to enable teaching and learning throughout the school year.

## Introduction

### Planning and Preparing for the 2020-21 School Year

In response to the COVID-19 crisis, Elmwood Franklin School will continue to focus on delivering its educational program with the same excellence and forward thinking that has been the hallmark of the school for 125 years.

### Planning Teams

In April 2020, we established five teams led by school administrators, teachers, trustees, and domain experts from the parent body. The teams are:

1. Healthy Environment and Routines
2. Academic and Social-Emotional Readiness
3. Service Learning
4. Communications and Marketing
5. Financial and Long-term Strategic Planning

The goal is to create and communicate an integrated plan that nimbly responds to emerging conditions with the intention of opening school as soon, as safely, and as skillfully as possible.

## Planning Team Members

### Healthy Environment and Routines Team

Patricia Cody, R.N., School Nurse  
 Zygmunt Piadlo, Buildings and Grounds  
 Keith W. Frome, Ed. D., Head of School  
 Joe Aquino, Physical Education Teacher  
 Joy Cianciosa, Prep I Teacher  
 Katie Holmberg, First Grade Teacher  
 Patrick Kilian, Buildings and Grounds  
 Scott Lawson, Beginners Teacher  
 Regina Makdissi, M.D., EFS Parent Rep.  
 Mariann Miller, Assistant to the Heads  
 Jafar Siddiqui, M.D., EFS Parent Rep. and Board Member  
 Uzma Siddiqui, M.D., EFS Parent Rep.  
 Matthew Thomas, Ph.D., EFS Parent Rep.

### Academic and Social-Emotional Readiness (ASER) Team

Annie LoTempio, Head of Upper School and Associate Head of School  
 Sarah Duddy, Head of Lower School  
 Claire Barry, Math Coordinator  
 Brian Bernys, EFS Parent Representative  
 Alyssa Charles, Math Teacher  
 Christine Cooke-MacVittie, Drama Director  
 Katie Daly, EFS Parent Representative  
 Jenna Evaldi, Prep II Teacher  
 Jon Garra, History Teacher  
 Joan Good, Library Media Specialist

Kym Harris, Prep I Teacher  
 Katie Holmberg, First Grade Teacher  
 Dora Iskalo, EFS Parent Representative  
 Jennifer Kelleher, EFS Parent Representative  
 Michele Kulpit, Literacy Specialist  
 Scott Lawson, Beginners Teacher  
 Kathleen McIntyre, Third Grade Teacher  
 Mary McNally, EFS Parent Representative  
 Leigh Mikulka, Fourth Grade Teacher  
 Matt Montante, EFS Parent Rep. and Board Member  
 Phyllis Siracusa, Learning Specialist  
 Steve Szymkowiak, Math Teacher and Upper School Dean  
 Margot Vincent, English Teacher  
 Brian Walsh, EFS Parent Representative  
 Katie Williams, Second Grade Teacher

### Social-Emotional/Equity & Inclusion ASER Team

Gabriella Pelosi, Licensed Mental Health School Counselor  
 Emily Beckwith, Director of Athletics and Upper School Dean  
 Tammy Bingel, Spanish Teacher  
 Rabbi Jonathan Freirich, EFS Parent Representative  
 Judy Jurnack, First Grade Teacher  
 Dr. Rachelle Nurse, EFS Parent Representative  
 Marny Saldanha, Beginners Teacher  
 Phyllis Siracusa, Learning Specialist

### Service Learning ASER Team

Claire Barry, Math Coordinator  
 Emily Beckwith, Athletic Director and Upper School Dean  
 Joan Good, Library Media Specialist  
 Kym Harris, Prep I Teacher  
 Steve Rao, Science Teacher  
 Laura Rao, EFS Parent Representative  
 Terri Rich, Board Member

### Communications and Marketing Team

Rebecca Murak, Director of Communications  
 Stephanie Katzman, Director of Admissions  
 Betsy Constantine, EFS Parent Rep. and Board Member  
 Maria Deyell, EFS Parent Representative  
 Amy Hartman, Art Teacher

### Financial and Long-Term Strategic Planning Team

Karen Illig, Director of Finance  
 Moira Lewis, Director of Development  
 Keith W. Frome, Ed. D., Head of School  
 Board of Trustees Strategic Planning Committee  
 Cutler Greene, President  
 Darby Fishkin, Treasurer  
 Terri Rich, Vice President  
 Alon Kupferman, Secretary  
 Brian Lipke  
 Amy Habib Rittling

# Healthy Environment and Routines Plan for an On-Campus Fall 2020 Opening

Our Healthy Environment and Routines plan meets all of the current guidelines set forth by New York and the CDC for the reopening of schools. Our plan focuses on the following ten areas:

## 1. Cleaning and Ongoing Building Care

Nightly deep cleaning and sanitation of the school will occur with particular attention paid to all lavatories, locker rooms, and all instructional areas (especially in areas of high contact). Interventions will be documented on a checklist, which will be compiled into a permanent log.

Provisions will be made for inspection of and touch-ups to lavatories during each school day to ensure ongoing cleanliness and adequate amounts of soap and paper towels. This inspection and subsequent interventions will be documented on a checklist and compiled into a permanent log.

Provisions will be made for adequate amounts of disinfectant wipes, hand sanitizer, and gloves to be available in all instructional, work, and office areas.

All teachers and staff will be expected to wipe down high touch areas (door handles, switch plates, etc. ) as necessary. These interventions will also be documented and compiled into a permanent log. No student will handle any cleaning or disinfection supplies.

The Upper and Lower School Heads will conduct daily cleaning and sanitation log audits and record their observations for immediate action and remediation by the building and grounds team.

Provisions will be made and supplies made available for the proper cleaning of keyboards, iPads, and Smart Boards in all instructional areas.

Provisions will be made for cleaning of art tables, lab tables, and desks used by different students between each class.

Provisions will be made for adequate supplies of paper products, soap, hand sanitizer, gloves, cleaning solutions, alcohol and alcohol prep pads in the EFS School Stockpile to accommodate the needs of enhanced sanitation efforts.

Ventilation at the rate of four exchanges per hour will be provided in all instructional areas from our ventilation system and augmented by opening exterior windows as much as possible.

EFS buses will be cleaned and disinfected according to CDC Guidelines after each uses. Staff performing such duties will be expected to wear appropriate CDC recommended Personal Protective Equipment.

## 2. Building Entry

Elmwood Franklin School is strictly limiting visitors until further notice. Parent meetings, volunteer meetings, group events, and special programming will be conducted as virtual sessions or postponed.

All persons entering the building (students, faculty, staff, parents, visitors, and vendors) will receive a temperature and health check (questions asked to ascertain the presence of COVID symptoms.) Anyone with a temperature of 100 degrees F. or above will be denied entry to the school. (Sample questions may be found on page 5).

*Please note, while our Healthy Environment and Routines plan meets all of the current guidelines set forth by New York State and the CDC for the reopening of schools, it is a living and breathing document that will grow and change as the guidelines from NYS and the CDC grow and change. Elmwood Franklin School reserves the right to modify or amend these plans as research, expert guidance, and emerging best practices evolve.*

Staff members conducting building entry checks will wear appropriate PPE as required by the NYSDOH.

EFS parents will be educated to refrain from the practice of administering Tylenol or Motrin to febrile children before transporting them to school.

No one should enter the building if feeling unwell.

As of now, designated exterior student drop-off points will be established and communicated to families.

Students are to place all coats, belongings, books, and personal effects into cubbies or lockers upon entry to the building. If our Early Morning Drop Off or Horizons After School Programs continue, no personal belongings should be brought to either program. Previously established academic cohorts will be kept intact in these programs.

Greeting of all upon building entry will take the form of a bow rather than the handshake that was traditionally used before the pandemic.

Any student or school personnel residing in the same home as a positively-tested COVID-19 patient will be excluded from the building until the mandated Health Department quarantine has been completed.

### 3. Masking of All in the Building

All persons within our building will wear a mask. Extra masks will be provided as needed.

Students and staff will be allowed to remove masks while eating.

Supervised mask breaks will be scheduled throughout the day.

### 4. Hygiene Plan

A brief hygiene lesson touching on the importance of proper handwashing and cough and sneeze etiquette, etc. will be conducted at the start of each school day.

Signage instructing on proper handwashing and cough and sneeze etiquette will be displayed in all lavatories, locker rooms, and instructional areas.

Signage instructing social distancing and appropriate traffic patterns will be posted throughout the school.

Adequate supplies of soap and paper towels will be available in all lavatories, locker rooms, kitchen, and faculty rooms.

Extra supplies of Kleenex, gloves, and hand sanitizer will be available in all instructional areas.

Handwashing will be expected after all visits to the gym and playground, before and after meals and snacks, and after lavatory visits. Breaks for handwashing will be encouraged every two hours, as appropriate.

Drinking fountains will no longer be used. Students and staff should bring a personal labeled water bottle filled from home. This may be refilled, if needed, from filtered water stations in the building.

No student should change clothing while seated on a carpeted floor. Changing should take place while seated at desks, chairs, or benches conveniently located throughout the building.

### 5. Provisions of Meals

Pre-packaged snacks will be provided at recess.

Simpler lunches that can be consumed in a classroom or small group setting will be available.

Bringing in a nut-free lunch is acceptable.

Handwashing must take place before and after meals and snacks.

Food sharing will not be allowed.

## 6.

### Instructional Considerations

Elmwood Franklin students with underlying conditions who need to be absent from school for a period of time will receive academic instruction and social-emotional support via an online intervention under the supervision of an Elmwood Franklin faculty member.

Curtailment of field trips.

Only small groups of children will be allowed to play on the playground at any one time.

Hand sanitizing before playground use and strict handwashing after playground use will be mandatory.

All toys and manipulatives assigned to a cohort must be cleaned each day. Anything that cannot be cleaned easily should not be used.

Desks and tables used by multiple students must be cleaned between classes.

There will be no sharing of crayons, writing implements, markers, scissors, etc. Each student will have their own labeled box of supplies.

Fourth grade classes and Upper School Students will be provided with guidance and provision of supplies for iPad sanitation.

An appropriate 6-foot physical distance will be maintained between each child during lessons, play, and mealtime. Rest time mats used in our early childhood classes will be spaced in a head to toe configuration and sanitized after use.

12-foot physical distance will be provided for students engaged in singing, playing of wind instruments, and aerobic activities in the gym.

Students will be placed in and maintain their cohorts as much as possible in an assigned instructional area.

Where possible, teachers will switch classes instead of students to prevent the congregation of large crowds in the hallways.

Homework will be made available electronically through Google Classroom or the Seesaw app.

Any shared sports equipment shall be properly cleaned. Pinnies will no longer be used.

Outdoor P.E. will take place as much as practical.

In the event of a student or staff member contracting COVID-19, the affected cohort area will be shut down for three days to allow for deep cleaning and disinfection. All EFS parents will be notified immediately.

Elmwood Franklin School will continue to provide for and practice mandatory Fire and Safety Drills while observing COVID-19 safety precautions.

## 7.

### Attendance Tracking

Increased vigilance as to reasons for absences to school must occur.

Parents will be expected to report all student absences and reason for absence to the Health Clinic telephone number.

## 8.

### Illness of Students or Staff

Ill students are to be referred to the Health Clinic only after the referring teacher speaks directly to the School Nurse. The ill child will be properly supervised and cared for in isolation. A parent or guardian of the child will be contacted immediately and expected to pick up their child promptly.

Ill children may return to EFS after having been free of fever for 72 hours without the use of fever-reducing medication. All parents will make advance contact with the School Nurse when planning to return any previously ill student to school. (Nurse Cell Phone: 716-868-4786)

All ill staff and faculty will be sent home and expected to follow the same restriction of being fever-free for 72 hours without medication before returning to EFS.

If a student or staff member is diagnosed with COVID-19, EFS will request a 14-day mandatory stay at home with return to EFS allowed when 72 hours

fever free without medication and having received two negative COVID-19 tests spaced 24 hours apart.

Distance learning guidance and learning packets and assignments will be provided to all ill students remaining at home.

In cases where an employee requests or needs to be off-campus because of a COVID-19 related reason, the school will follow state and federal employment requirements to gather appropriate facts regarding the employee's reason(s) for not reporting to work, then make a determination as to what leave the employee is entitled, and any precautions that need to be made in response to the facts of the particular situation (i.e., notification of others if the employee presents a health risk to anyone else).

## 9. Dismissal

Students will be dismissed in small groups and escorted to cars where possible.

The possibility of staggering dismissal times and locations to allow for maintenance of 6-foot physical distancing will be explored.

## 10. Accountability and Quality Control

The above policies will be continuously monitored and reinforced through the use of checklists, weekly data, reminders, signage, observations, spot checks, and outcome reports.

Elmwood Franklin School will collaborate closely with the Erie County Department of Health (ECDOH) to report the occurrence of COVID-19 diagnosis. We will closely follow ECDOH guidance in matters of school closure, contact tracing, and monitoring early warning signs of COVID-19 resurgence.

Nurse Patricia Cody and Head of School Keith Frome will be the school's prime COVID-19 contacts for questions and communications. The school will use multiple communications platforms, including the Head of School's letter, parent meetings via Zoom, the school's website, social media, phone broadcasts, and email broadcasts. In addition, the school's Parent Council will be kept informed about COVID-related developments and utilized as a communication conduit.

Elmwood Franklin will nurture and cultivate a culture of accountability and care amongst its students, families, and staff, where everyone is responsible for the precise implementation of this plan.



### Sample Health Check Questions

- ✓ How are you feeling today?
- ✓ Have you been able to eat well?  
Have you had a decrease in appetite?
- ✓ Have you felt unusually tired?
- ✓ Do you have a sore throat?
- ✓ Have you been experiencing a cough?
- ✓ Have you noticed any shortness of breath?
- ✓ Have you noticed any loss of ability to taste or smell?
- ✓ Have you been exposed to anyone who was diagnosed with COVID-19 or had a positive test for COVID-19?
- ✓ Have you traveled outside of New York State recently? (*a list of States on the NYS Travel Advisory will constantly be updated*)

# Academic, Student, and Family Support Plans

Our Academic and Social-Emotional Support Plans to open the school in the fall under COVID-19 conditions were developed by a committee of teachers, administrators, board members, and parents who are educators. Their goal was to design a programmatic implementation that delivers our current curriculum within the framework developed by our Healthy Environment and Routines team.

## Classrooms

**For the 2020-2021 school year, Elmwood Franklin will cap its total enrollment at 300** to ensure that students and teachers can maintain a physical distance of six feet or more in all classroom spaces. Social distancing, though, will not entail a rigid and static student experience. Maximizing the unique campus configuration of Elmwood Franklin, we will be creative in how we utilize our instructional, recreational, and community interior and exterior spaces to maintain an environment that is developmentally appropriate and nourishes our core values: community, character, creative inquiry and individual excellence. It would be easy to arrange desks in rows and use this traditional configuration to maintain distance; however, we know that this is not the best way for children and early adolescents to learn. Our students need appropriate space for movement, exploration, experimentation, and discussion; play and physical movement are crucial components of academic and social-emotional success for young children as are opportunities for invigorating intellectual and academic engagement for the older students. In the Lower School, it is important to maintain Elmwood Franklin's commitment to its traditional style of engaged instruction while strictly adhering to health and safety standards. Similarly, the Upper School will continue to pursue its mission to strengthen the whole of the student in preparation for success in high school and beyond while still conforming to the schools Healthy Environment and Routines framework.

Prep and Lower School classrooms have been reimagined as spaces that allow for social distancing while children play and learn. In some cases, tables and desks will be removed to create space that is adaptable for work and play. In Prep I through second grade, children will use portable floor desks. These desks will create an opportunity for flexible seating during instruction, keeping independent and collaborative work experiences in mind. At times, desks will be removed from the classroom, allowing for movement and play while maintaining social distancing.

The third grade will use the library as their gathering space this fall. Teachers will work collaboratively to deliver their program in this beautiful space. The library will be rearranged to accommodate student desks and the addition of a Promethean Board. The school's recent renovation of the library space was timely given the requirements of COVID-period instruction. Technology upgrades and adaptable furniture will allow third grade teachers and students to work collaboratively.

The fourth grade homerooms will be spread out between their current classroom space and the former third grade rooms. This will allow each homeroom to take advantage of enough space for socially safe desk work and movement.

In the Upper School, students will use their homeroom spaces as their "home base" for a substantial part of the school day to minimize their travel throughout the building. Elmwood Franklin's

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classroom structure allows us to combine two classrooms into one larger classroom for community gatherings, such as homeroom, and then divide the room for smaller classes that are sectioned, such as math and languages. Each student will have a dedicated desk or table in their homeroom where they can keep their academic supplies to minimize trips to the locker and the sharing of materials. When students do visit other classrooms, such as the French and Mandarin rooms, all desks, chairs, and shared contact surfaces will be sanitized between classes, and the train of movement will be rigorously supervised.

## Maximizing Outdoor Settings for Learning

Elmwood Franklin's campus is set in a quiet, residential neighborhood with outdoor space accessible from every Prep and Lower School classroom. Teachers are developing plans to take their instruction outside whenever the weather permits. The school has purchased equipment, including pop-up tents for sun protection and saucers for seating, so that children and teachers may utilize our outdoor space as much as possible.

For many of the children at EFS, the playground is a favorite spot. Children fill their recess time climbing, swinging, and digging in this space. Adjacent to the playground, the Blocks & Bikes Area provides children with space to build, create, and race a friend on a tricycle. Lastly, the Backyard is a space behind the first and fourth grade classrooms that will allow space to run and play. Lower School teachers will follow a schedule to rotate their classes among these spaces, allowing time to clean equipment in between classes. This will also be an opportunity for students in separate homerooms to come together and play safely. The EFS field, which offers several shady areas for students to gather while maintaining a safe distance from one another, will be used throughout the day for recreation and academic purposes. We will also have access to the Nichols field during the school day.

In Upper School, we will also utilize our large outdoor spaces for lunch, physical education, recess, and even class time! We intend to create a culture where the students embrace and celebrate the seasons and weather in Western New York.

## Education Program

**As we plan for Elmwood Franklin to open this fall, our goal is to deliver the current academic program in its entirety.** We are taking measures to ensure that students receive the same level of education they always have in Prep, Lower, and Upper School. Students will be evaluated using our traditional reporting systems. When needed, students will benefit from small group instruction, and teachers will deliver programming designed to challenge and support the needs of individual learners.

In most cases, Specials teachers will travel to homeroom spaces and instruct the students in those spaces. This is another reason that adaptable classroom spaces, in keeping with social distancing regulations, will be essential. The smallest World Language class will travel to a world language classroom to separate the students among our three language choices: Mandarin, French, and Spanish.

Lower School students will continue to travel to the gymnasium for Physical Education classes. The children will exit their classrooms and, guided by their teacher, walk outside in an appropriately spaced line to the gymnasium. The PE team has developed a method in the gym that will safely space children out, allowing for healthy physical activity without contact between children and adherence to guidelines that children remain 12 feet apart during aerobic activity.

In the Upper School, teachers will travel to our students' home bases, rather than have the students change classrooms, for the majority of their classes. This will allow students to have their own designated areas with their own materials, rather than having multiple students use each desk throughout the day. This will not change how students are sectioned by readiness for math classes. Students in Mandarin and French will travel to those classrooms during world language times, while the Spanish teacher will come to the Spanish students' home bases. Physical Education classes will be conducted in the gym, outdoors, and in classrooms large enough for movement to maintain ample distance between the participants. Although we do not yet have permission to participate in team sports, we have created our interscholastic schedules in anticipation of league play. If interscholastic sports are postponed in the fall, the school is considering a variety of implementations that will enable athletes to continue

to hone and strengthen their skills. We are redesigning our class schedules to allow for movement and brain breaks throughout the day in accordance with best practices for early adolescent learning.

Students in Upper School will return to regular numeric grading for the 2020-2021 school year, regardless of whether the school experiences a mandated building closure. Using what we learned during the spring quarter and the June assessments, we have refined how we will assess students' learning and comprehension to fairly, accurately, and informatively grade students. We will also resume the Honor Roll program and use the grades for the 2020-2021 school year to calculate eligibility for admission to the National Junior Honor Society.

Parents and guardians of Upper School students will have access to online grade books for academic classes so that families can remain up-to-date about their child's academic progress in real-time.

## Dress Code

While students are following an adapted schedule to allow for social distancing in the building and during periods of distance learning, we will have a modified dress code that is better suited to the needs of our students, which includes the expanded use of our outdoor spaces as classroom environments and participation in PE classes without changing into gym clothes. Until we resume our usual day-to-day schedule, our dress code will include the following:

- Jeans
- Sweatshirts and sweatpants
- T-shirts
- Joggers
- Light jackets and windbreakers

Facial masks to be worn during the school day, and as students enter and exit the building. Masks should be free of text and slogans, including political statements. Prints are allowed.

All clothing should be clean, in good repair, and free of holes, graphics, and text. Shoulders and midriffs should be covered. Logos that can be covered by one hand are permitted. Please, no pajamas during distance learning.

## Materials & Technology

Technology in the classroom provides tools to support learning. As always, we plan to capitalize on the value added by technology, including Promethean boards and iPads, while maintaining opportunities for children to get their hands dirty, refine their penmanship with paper and pencil, and work with manipulatives to solve math problems. Students will be provided with individual sets of materials where appropriate. Teachers will follow rigorous cleaning protocols with shared materials. For example, after a child looks through a free reading book, it will be pulled from circulation for 72 hours before returning it to the shelves. The same will be true for library books.

**In Beginners through third grade, children will begin to use the Seesaw app in classrooms this fall.** All homework in the Lower School will be delivered via Seesaw. This will eliminate homework materials traveling between home and school. Students will be able to access, complete, and turn in homework through the Seesaw app each night. Students will also use the app in the classroom to complete assignments with the guidance of their teachers. Our goal is to build familiarity with Seesaw while in school so that children and parents are prepared, if required, to transition to distance learning at any point in the school year. Seesaw provides a developmentally appropriate platform for feedback between young children and teachers. Teachers will have the ability to assess work, provide feedback, and in the case of third grade, assign grades.

**Students in fourth through eighth grades will continue to use their iPads to connect via Google Classroom,** both while learning at school and during any periods of distance learning that we may encounter. Google Classroom is pushing out several updates and improvements to make communication through its platform more straightforward and more stable. We will also be providing additional training to students and families using Google Classroom at the beginning of the year. A schedule for virtual instruction is included in this plan for Upper School students and families so that we can "flip the switch" from in-person to online instruction seamlessly. Also included is our Distance Learning Handbook (page 10) so that the expectations for students, parents, and faculty during distance learning are clearly articulated.

## Field Trips and Outdoor Education

Traditional field trips and outdoor education will be pushed to the spring of 2021 when we expect a more favorable public health situation. While students are not traveling outside of the building, teachers will be partnering with area organizations and groups to bring local experts into the classrooms, either in person for small group activities or virtually.

## Social/Emotional Learning (SEL) & Equity and Inclusion

Whether in person or through distance learning, Elmwood Franklin School is committed to prioritizing the social and emotional learning of students, faculty/staff, and families. In addition to our full-time mental health counselor on staff, our SEL team, comprised of faculty, parents, and trustees, will guide our community to:

**Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.** Prioritize relationships that haven't been established, engage in two-way communication, and build coalitions to effectively plan for supportive and equitable learning environments that promote social, emotional, and academic learning for all students.

**Design opportunities where faculty/staff and families can connect, heal, and build their capacity to support students.** Help adults feel connected, empowered, supported, and valued by cultivating collective self-care and wellbeing, providing ongoing professional learning, and creating space for adults to process and learn from their experiences.

**Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.** Ensure all students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; in developmentally appropriate ways, examine the impact of the pandemic, inequity, and systemic racism on their lives and communities; and access needed support through school or community partners.

**Use data to share power, deepen relationships, and continuously improve support for students, families, and staff.** Partner with students, families, staff, and community partners to learn about students' and adults' ongoing needs and strengths, and continuously improve SEL and transition efforts.

## Lunch Program

We are planning to offer a lunch program delivered by Personal Touch. Daily options will include sandwiches, fruits, vegetables, and milk, all individually wrapped and delivered to the classrooms. On Fridays, we will offer a pizza lunch and special dessert, pizza will be delivered to classrooms in individual packaging. Teachers can choose to eat in their classrooms or take their classes outside, weather permitting, for a picnic lunch in one of our outdoor spaces.

## High School Placement

At Elmwood Franklin, we believe high school placement is an opportunity for exploration and definition of the student's self. Our focus is on guiding and supporting each student to find the best fit for high school based on the myriad options available to our outstanding graduates. Ushering our students through high school applications and selection is an important part of our Upper School experience. We will continue to assist families as they navigate this process. As the local high schools update their admissions procedures and supplement their on-campus events for virtual tours, we will keep families updated. Eighth grade families can expect a weekly email, beginning in September, about each step in the admissions process and reminders about application materials and deadlines.



## Distance Learning at Elmwood Franklin School

In the event of an extended building closure, our goal is to continue fulfilling our mission of preparing students for success in life with minimal interruption to their academic schedule through meaningful, developmentally-appropriate learning opportunities.

### Prep and Lower School

The goal of the Prep and Lower School Distance Learning Plan is to keep children engaged so they may learn and grow. We will strive to create significant opportunities for connection and community. By guiding students through opportunities to read, write, share ideas, explore, create, play, and move, we hope to create days that mirror a typical school day as much as possible. We will continue to build community and structure a school day that provides comfort and routines to our young learners.

Due to their varying stages of development, our youngest learners will require assistance from an adult throughout their days of distance learning. Navigating the nuances of technology used to support distance learning will require parents and caregivers to be present when children are engaged in their workday. Additionally, we hope to partner with families to hold children accountable for completing assigned work and attending live virtual classes.

For Beginners-Prep II, teachers will provide instruction and suggested activities to allow students to continue cognitive, physical, and social-emotional skill-building. Learning engagements are playful, inquiry-based explorations.

For Grades 1-3, instruction and assignments will be provided through Seesaw. For Grade 4, instruction and assignments will be provided through Google Classroom. Assignments should be completed by the due date. Please reach out to the teacher via email if your child is unable to participate in distance learning due to illness.

### Upper School

For Upper School students, instruction and assignments will be provided using Google Classroom as the platform basis from which all students will connect with their teachers. Students will receive a combination of live, recorded, and written instruction, and assignments will be submitted via Google Classroom. As Upper Schoolers, we encourage students to begin to take responsibility for their learning and work and ask that parents offer assistance on a limited basis. Though difficult to experience and perhaps more difficult for parents to witness, struggles and frustration indicate that a child is learning within the 'zone of proximal development,' which is the boundary between mastered knowledge and new information. Please remember that temporary and manageable discomfort is an essential part of the learning process.

## Distance Learning Schedules

In the event of a building closure of two or more consecutive days, we will immediately transition to our distance learning schedule.

### Synchronous learning

Live classes where students and teachers are engaged in learning at the same time.

### Asynchronous learning

Teachers provide video lessons, resources, and assignments for students to engage with at their own pace.

## Prep and Lower School Schedule (Beginners-Grade 4)

### Monday: Community Day

Community Days are designed to strengthen connections during a time when we are required to be apart. Prep and Lower School students and faculty will gather for an assembly, setting intentions for the day and the week. During Community Days, students will be provided with project work to foster creativity, critical thinking skills, and relationships to our greater community. Students will also meet with Specials teachers for a synchronous class and be provided with guidance in preparation for academic work during the week. Social-Emotional classes will be led by Gabriella Pelosi, our Mental Health Counselor. The day's schedule will also allow time for faculty to meet, plan, and check-in with parents or students as needed.

9:00-9:30	<b>Lower School Assembly</b>	<i>SYNCHRONOUS</i>
10:00-11:00	<b>Project Work:</b> Service Learning, Design Projects, Coding, etc. posted in Seesaw <b>Lower School Faculty Meeting</b>	<i>ASYNCHRONOUS</i>
11:00-11:30	<b>Specials</b>	<i>SYNCHRONOUS</i>
11:30-1:00	<b>Lunch, Free Play, &amp; Rest</b>	
1:00-2:00	<b>Flex:</b> Projects, Independent Reading, Math Games, Social-Emotional Learning with Gabriella Pelosi, Mental Health Counselor <b>Check in with teachers if needed.</b>	<i>AS NEEDED</i>

## Prep and Lower School Schedules (Beginners-Grade 4)

### Tuesday-Friday

#### Morning Meetings

At 9 a.m. on school days, each homeroom class will host a live virtual Morning Meeting. Attendance will be taken and submitted. These morning meetings will occur via Zoom (Beginners-Grade 3) or Google Meet (Grade 4). Students will be able to find the link to video conferencing in the Seesaw app (Beginners-Grade 3) or Google Classroom (Grade 4). This classroom community time will allow teachers to review a daily to-do list describing learning goals and activities for the day. It will also be a springboard for social/emotional conversations and lessons.

#### Content

Homeroom teachers will formulate lessons around literacy, math, science, and social studies, and one or two Specials subject teachers per day will provide a subject-related activity. These assignments will have a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum. Students will be able to see the assignments on their to-do list through Seesaw or posted in Google Classroom.

#### Beginners (Tuesdays-Fridays)

9:00-9:30	<b>Morning Meeting:</b> Social-Emotional Learning/Circle, morning meeting routine, calendar, storytime, puppets	<i>SYNCHRONOUS</i>
9:30-11:00	<b>One-on-Ones/Small Group Meetings:</b> Teachers Zoom with students 1x a week <b>Students</b> watch videos teachers send out: Seesaw Activities	<i>SYNCHRONOUS</i> <i>ASYNCHRONOUS</i>
11:00-11:30	<b>Specials or Movement</b>	AS NEEDED
11:30-1:00	<b>Lunch, Free Play, &amp; Rest</b>	
1:00-1:30	<b>Specials or Movement</b>	AS NEEDED
1:30-3:00	<b>Flex:</b> Seesaw Activities <b>Office Hours:</b> During this time students wrap up work from the day, those needing extra help/check in with a teacher can do so at this time	AS NEEDED

## Prep and Lower School Schedules

### Prep I (Tuesdays- Fridays)

9:00-9:30	<b>Morning Meeting:</b> SEL/Circle, morning meeting routine, review schedule for the day, calendar, storytime, readiness set up	<i>SYNCHRONOUS</i>
9:30-11:00	<b>Readiness:</b> Literacy <ul style="list-style-type: none"> <li>• Teacher: meets for 20-30 mins with small groups</li> <li>• Student: Seesaw activities and complete any assignments</li> </ul>	<i>ASYNCHRONOUS</i> <i>SYNCHRONOUS</i>
11:00-11:30	<b>Specials or Movement</b>	<i>ASYNCHRONOUS</i>
11:30-1:00	<b>Lunch, Free Play, &amp; Rest</b>	
1:00-1:30	<b>Specials or Movement</b>	<i>ASYNCHRONOUS/</i> <i>SYNCHRONOUS</i>
1:30-3:00	<b>Flex:</b> Seesaw Activities <b>Office Hours:</b> During this time students wrap up work from the day, those needing extra help/check in with a teacher can do so at this time	AS NEEDED

### Prep II (Tuesdays- Fridays)

9:00-9:30	<b>Morning Meeting:</b> SEL/Circle, morning meeting routine, review schedule for the day, set up work to be done in Literacy Block	<i>SYNCHRONOUS</i>
9:30-11:00	<b>Literacy Block:</b> independent literacy activities to include reading comprehension, writing, spelling, grammar, handwriting	<i>ASYNCHRONOUS/</i> <i>SYNCHRONOUS</i>
11:00-11:30	<b>Specials or Movement</b>	<i>ASYNCHRONOUS</i>
11:30-12:30	<b>Lunch &amp; Free Play</b>	
12:30-1:00	<b>Math Block</b> *live half hour sessions with small groups 2x's/week	<i>ASYNCHRONOUS/</i> <i>SYNCHRONOUS</i>
1:00-1:30	<b>Specials</b>	<i>SYNCHRONOUS</i>
1:30-3:00	<b>Flex:</b> Seesaw Activities <b>Office Hours:</b> During this time students wrap up work from the day, those needing extra help/check in with a teacher can do so at this time	AS NEEDED

## Prep and Lower School Schedules

### Grades 1-3 (Tuesdays- Fridays)

9:00-9:30	<b>Morning Meeting:</b> SEL/Circle, morning meeting routine, review schedule for the day, set up work to be done in Literacy Block	<i>SYNCHRONOUS</i>
9:30-11:00	<b>Literacy Block:</b> independent literacy activities to include reading comprehension, writing, spelling, grammar, handwriting	<i>ASYNCHRONOUS / SYNCHRONOUS</i>
11:00-11:30	<b>Specials or Movement</b>	<i>ASYNCHRONOUS</i>
11:30-12:30	<b>Lunch &amp; Free Play</b>	
12:30-1:00	<b>Math Block</b>	<i>SYNCHRONOUS</i>
1:00-2:00	<b>Specials Flex:</b> Social Studies, Science, Long-term Projects	<i>SYNCHRONOUS AS NEEDED</i>
2:00-3:00	<b>Office Hours:</b> During this time students wrap up work from the day, those needing extra help/check in with a teacher can do so at this time	<i>AS NEEDED</i>

### Grade 4 (Tuesdays- Fridays)

9:00-9:30	<b>Morning Meeting:</b> SEL/Circle, morning meeting routine, review schedule for the day, set up work to be done in Literacy Block	<i>SYNCHRONOUS</i>
9:30-11:00	<b>Literacy Block:</b> independent literacy activities to include reading comprehension, writing, spelling, grammar, handwriting	<i>ASYNCHRONOUS/ SYNCHRONOUS</i>
11:00-11:30	<b>Math Block</b>	<i>SYNCHRONOUS</i>
11:30-12:30	<b>Lunch &amp; Free Play</b>	
12:30-1:00	<b>Flex:</b> Social Studies, Science, Long Term Projects	<i>AS NEEDED</i>
1:00-1:30	<b>Specials</b>	<i>SYNCHRONOUS</i>
1:30-3:00	<b>Office Hours:</b> During this time students wrap up work from the day, those needing extra help/check in with a teacher can do so at this time	<i>AS NEEDED</i>

## Prep and Lower School Grading and Assessment

In the Lower School, students' work will be regularly assessed, and students in Grades 3 and 4 will receive letter grades, whether we are in the building, learning from home, or a combination of the two. Prep and Lower School assessments, formal and informal, will be administered by their teachers using grade-appropriate methods, and teachers will provide regular feedback to parents and guardians. During distance learning, data gathered from assessments will be used to evaluate learning and inform instruction just as it would in the classroom.

## Upper School Schedules (Grades 5-8)

UPPER SCHOOL LIVE INSTRUCTION SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00		US Assembly			
9:00 - 9:40	Homeroom Time	Barry Math 5A Rao Science 5B Fatin English 6A Drew History 6B WL/LL 7 Garra History 8A Vincent English 8B	Drew History 5A Fatin English 5B Barry Math 6 Steele Science 6A WL/LL 7 Garra History 8B Vincent English 8A	Barry Math 5A Rao Science 5B Fatin English 6A Drew History 6B WL/LL 7 Garra History 8A Vincent English 8B	Drew History 5A Fatin English 5B Barry Math 6 Steele Science 6A WL/LL 7 Garra History 8B Vincent English 8A
9:40 - 10:20	6th Grade Team Meeting Hartman Art 7	Barry Math 5B Rao Science 5A Fatin English 6B Drew History 6A Garra History 7B Vincent English 7A WL/LL 8	Drew History 5B Fatin English 5A Barry Math 6 Steele Science 6B Garra History 7A Vincent English 7B WL/LL 8	Barry Math 5B Rao Science 5A Fatin English 6B Drew History 6A Garra History 7B Vincent English 7A WL/LL 8	Drew History 5B Fatin English 5A Barry Math 6 Steele Science 6B Garra History 7A Vincent English 7B WL/LL 8
10:20 - 10:40	BREAK				
10:40 - 11:20	5th Grade Team Meeting PE 7	Good Grammar 5 Charles/Szymkowiak Math 7 Rao Science 7A Colpoys Tech 8 (Q3, Q4)	Colpoys Tech 6 Sub Ab 7 (Q1, Q2) Public Speaking 7 (Q3, Q4) PE 8	Colpoys Tech 5 Good Grammar 6 Charles/Szymkowiak Math 7 Rao Science 7A Hartman Art 8 (Q3, Q4)	PE 6 Colpoys Tech 7 (Q1, Q2) Cooke MacVittie Grammar 8
11:20 - 12:00	7th Grade Team Meeting Cooke MacVittie Grammar 7  Truax Cadet Band Murrett Chorus 5&6	WL/LL 5 Garra History 7A Vincent English 7B Steele Science 8B Szymkowiak Math 8A	Hartman Art 5 WL/LL 6 Szymkowiak Math 7 Rao Science 7B Steele Science 8A Szymkowiak Math 8B	WL/LL 5 Hartman Art 6 Garra History 7A Vincent English 7B Steele Science 8B Szymkowiak Math 8A	PE 5 WL/LL 6 Szymkowiak Math 7 Rao Science 7B Garra History 8A Vincent English 8B
12:00 - 1:00	LUNCH BREAK		HOMEROOM LUNCH MEETING	LUNCH BREAK	ADVISORY LUNCH
1:00 - 2:00	8th Grade Team Meeting  Truax Concert Band Murrett Chorus 7&8	UNIVERSAL STUDY HALL <i>(note: Science 3rd is Tuesday 1:00-1:30 and Science 4th is Thursday 1:00-1:30)</i>			INDIVIDUAL/SMALL GROUP TUTORING TIME
2:00 - 2:40	Puberty Class 5 (March - May)  Play/Musical Rehearsals	INDIVIDUAL/SMALL GROUP TUTORING TIME	UPPER SCHOOL FACULTY MEETING	INDIVIDUAL/SMALL GROUP TUTORING TIME	

## Upper School Schedules (Grade 5)

GRADE 5 LIVE INSTRUCTION SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00		US Assembly			
9:00 - 9:40	Homeroom Time	Barry Math 5A Rao Science 5B	Drew History 5A Fatin English 5B	Barry Math 5A Rao Science 5B	Drew History 5A Fatin English 5B
9:40 - 10:20		Barry Math 5B Rao Science 5A	Drew History 5B Fatin English 5A	Barry Math 5B Rao Science 5A	Drew History 5B Fatin English 5A
10:20 - 10:40	BREAK				
10:40 - 11:20		Good Grammar 5		Colpoys Tech 5	
11:20 - 12:00	Murrett Chorus 5&6 Truax Cadet Band	WL/LL 5	Hartman Art 5	WL/LL 5	PE 5
12:00 - 1:00	LUNCH BREAK		HOMEROOM LUNCH MEETING	LUNCH BREAK	ADVISORY LUNCH
1:00 - 2:00		UNIVERSAL STUDY HALL			INDIVIDUAL/SMALL GROUP TUTORING TIME
2:00 - 2:40	Puberty Class 5 (March - May) Play/Musical Rehearsals	INDIVIDUAL/SMALL GROUP TUTORING TIME	UPPER SCHOOL FACULTY MEETING	INDIVIDUAL/SMALL GROUP TUTORING TIME	

## Upper School Schedules (Grade 6)

GRADE 6 LIVE INSTRUCTION SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00		US Assembly			
9:00 - 9:40	Homeroom Time	Fatin English 6A Drew History 6B	Barry Math 6 Steele Science 6A	Fatin English 6A Drew History 6B	Barry Math 6 Steele Science 6A
9:40 - 10:20		Fatin English 6B Drew History 6A	Barry Math 6 Steele Science 6B	Fatin English 6B Drew History 6A	Barry Math 6 Steele Science 6B
10:20 - 10:40	BREAK				
10:40 - 11:20			Colpoys Tech 6	Good Grammar 6	PE 6
11:20 - 12:00	Murrett Chorus 5&6 Truax Cadet Band		WL/LL 6	Hartman Art 6	WL/LL 6
12:00 - 1:00	LUNCH BREAK		HOMEROOM LUNCH MEETING	LUNCH BREAK	ADVISORY LUNCH
1:00 - 2:00		UNIVERSAL STUDY HALL			INDIVIDUAL/SMALL GROUP TUTORING TIME
2:00 - 2:40	Play/Musical Rehearsals	INDIVIDUAL/SMALL GROUP TUTORING TIME	UPPER SCHOOL FACULTY MEETING	INDIVIDUAL/SMALL GROUP TUTORING TIME	

## Upper School Schedules (Grade 7)

GRADE 7 LIVE INSTRUCTION SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00		US Assembly			
9:00 - 9:40	Homeroom Time	WL/LL 7	WL/LL 7	WL/LL 7	WL/LL 7
9:40 - 10:20	Hartman Art 7	Garra History 7B Vincent English 7A	Garra History 7A Vincent English 7B	Garra History 7B Vincent English 7A	Garra History 7A Vincent English 7B
10:20 - 10:40	BREAK				
10:40 - 11:20	PE 7	Charles/Szymkowiak Math 7 Rao Science 7A	Sub Ab 7 (Q1, Q2) Public Speaking 7 (Q3, Q4)	Charles/Szymkowiak Math 7 Rao Science 7A	Colpoys Tech 7 (Q1, Q2)
11:20 - 12:00	Cooke MacVittie Grammar 7	Garra History 7A Vincent English 7B	Szymkowiak Math 7 Rao Science 7B	Garra History 7A Vincent English 7B	Szymkowiak Math 7 Rao Science 7B
12:00 - 1:00	LUNCH BREAK		HOMEROOM LUNCH MEETING	LUNCH BREAK	ADVISORY LUNCH
1:00 - 2:00	Truax Cadet Band Murrett Chorus 7&8	UNIVERSAL STUDY HALL			INDIVIDUAL/SMALL GROUP TUTORING TIME
2:00 - 2:40	Play/Musical Rehearsals	INDIVIDUAL/SMALL GROUP TUTORING TIME	UPPER SCHOOL FACULTY MEETING	INDIVIDUAL/SMALL GROUP TUTORING TIME	

## Upper School Schedules (Grade 8)

GRADE 8 LIVE INSTRUCTION SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00		US Assembly			
9:00 - 9:40	Homeroom Time	Garra History 8A Vincent English 8B	Garra History 8B Vincent English 8A	Garra History 8A Vincent English 8B	Garra History 8B Vincent English 8A
9:40 - 10:20		WL/LL 8	WL/LL 8	WL/LL 8	WL/LL 8
10:20 - 10:40	BREAK				
10:40 - 11:20		Colpoys Tech 8 (Q3, Q4)	PE 8	Hartman Art 8 (Q3, Q4)	Cooke MacVittie Grammar 8
11:20 - 12:00		Steele Science 8B Szymkowiak Math 8A	Steele Science 8A Szymkowiak Math 8B	Steele Science 8B Szymkowiak Math 8A	Garra History 8A Vincent English 8B
12:00 - 1:00	LUNCH BREAK		HOMEROOM LUNCH MEETING	LUNCH BREAK	ADVISORY LUNCH
1:00 - 2:00	Truax Cadet Band Murrett Chorus 7&8	UNIVERSAL STUDY HALL			INDIVIDUAL/SMALL GROUP TUTORING TIME
2:00 - 2:40	Play/Musical Rehearsals	INDIVIDUAL/SMALL GROUP TUTORING TIME	UPPER SCHOOL FACULTY MEETING	INDIVIDUAL/SMALL GROUP TUTORING TIME	

### Upper School Grading and Assessment

In the Upper School, students will take assessments and receive grades, whether they are in the building, learning from home, or a combination of the two. All core academic classes (math, English, history, science, and world languages), in addition to grammar, art, chorus, and band, will have a numeric grade on report cards. Advanced grammar and public speaking will continue to be graded on a pass/fail basis, while leadership skills, technology, and substance abuse will remain ungraded but required classes. Eligibility for Honor Roll and the National Junior Honor Society will remain unchanged. Physical education, which cannot be reasonably graded if students are not on campus for the majority of the year, will be graded on a pass/fail basis for the 2020-2021 school year.

# Student Best Practices for Distance Learning

Students are expected to put forth their best effort and exhibit their best behavior.

Students are expected to adhere to the Elmwood Franklin Code of Respect in the EFS Handbook when interacting with peers and teachers online.

Attendance to class and school events is mandatory unless a parent or guardian notifies the homeroom teacher via email that a child is sick or otherwise unable to attend class. Teachers will take attendance at the beginning of each class.

Students are expected to make up work from missed classes.

Students are expected to follow the distance learning dress code.

Students should respectfully treat online lessons and teacher/student interactions as private. School sessions may not be recorded or posted on social media. Images or videos of teachers or other students may not be posted on social media.

Students should use a distraction-free, school-appropriate background while in a school Zoom or Google Meet sessions.

Students should have their cameras turned on for live classes.

Students are expected to refrain from using the Chat function in Zoom or Google Classroom while in class, unless otherwise instructed by the teacher.

Students should join distance learning from a comfortable, quiet space that supports attention to learning.

Students are expected to join distance learning prepared with textbooks, materials, and supplies required for that class.

Students should remove phones and other devices from their workspaces, including TV, video games, and music.



Students and parents should regularly monitor Google Classroom and Seesaw to check for announcements, assignments, and feedback from teachers.

In Grades 3-8, students will be graded for their work. In Beginners-Grade 2, teachers will provide feedback through Seesaw and report cards at the end of each quarter.

Students are encouraged to communicate regularly with teachers and advisors, advocating for themselves, asking questions and seeking feedback when necessary.

Students should use time management goals to complete homework and assignments.

Students are expected to follow the expectations for academic honesty and integrity as listed in the EFS handbook.

Students in Grades 4-8 are asked to read, acknowledge, and sign the Acceptable Use Policy for student use of iPads and computers compliance.

As is developmentally appropriate, students are asked to reach out to their teachers and advisors if they are struggling, so that the school can connect them to appropriate support sources.

# Parent Best Practices for Distance Learning

Parents are encouraged to allow students to do as much work as possible on their own.

Parents should support their children in making their learning visible. Provide them with guiding questions and a supportive presence, rather than the answers.

Parents are asked to recognize that students will need adult assistance in connecting or managing their time online. The routines of remote learning take time to establish.

Parents are asked to understand that some children will require more support than others throughout distance learning.

Parents are asked to assist teachers in holding children accountable for their assignments when working from home.

Parents are expected to help children monotask, not multitask. Help establish an environment free from distractions, including cell phones, video games, and television during class time. Students should not have non-academic applications, windows or browser tabs open on their device during online class sessions. Parents should encourage their child to set their phone to “do not disturb” and place it in another room while working — they can check it during breaks in the school day.

Parents should help children to set up an effective study environment. Children should not attend online classes while in bed, and ideally not from their bedrooms. As much as possible, avoid spaces where there are distractions such as clutter, music, or other family members.

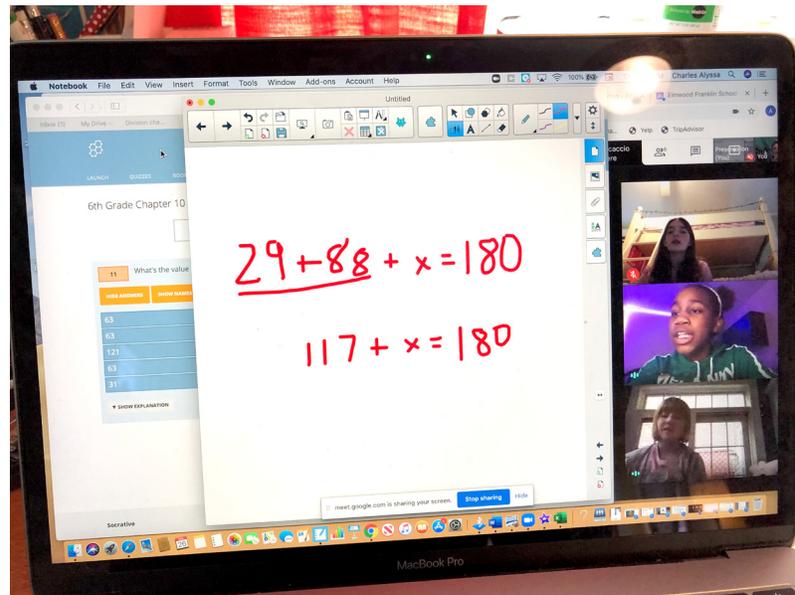
Parents are encouraged to set expectations and ground rules for distance learning at home.

Teachers are available to parents between the hours of 9:00 a.m. and 3:00 p.m. during the school day. Teachers will respond to parent requests or communications received after 3:00 p.m. the following day.

Parents will let homeroom teachers and advisors know if their child is sick and will not be attending school for the day.

Parents of children in Grades 4-8 are asked to read, acknowledge, and sign the Acceptable Use Policy for student use of iPads and computers.

Lastly, when you start to get overwhelmed (which you will), remember that you ARE doing a good job, this IS hard, and your child is going to be okay. Your expressions of love are what matter most. Once you hit a routine, things will start to feel manageable again. Please reach out to members of our faculty and administration for support; we are here to help!



# Faculty Best Practices for Distance Learning



Faculty are expected to maintain frequent communication with parents as needed via email, Seesaw, and Google Classroom.

Faculty are asked to check in with homeroom students and advisees regularly.

Faculty will take attendance daily and at the beginning of each class.

Faculty will hold office hours for parents and students to meet with teachers.

Faculty will be available to students and parents from 9:00 a.m. to 3:00 p.m. each school day.

Faculty will hold a homeroom meeting daily in the Lower School and once per week in the Upper School.

Faculty will hold students accountable for assignments in accordance with the academic schedules established.

Faculty will hold students accountable for their online presence when participating in Google Hangouts or Zoom meetings, in accordance with the Elmwood Franklin Code of Respect.

Faculty will guide and support students throughout this challenging time of learning, upholding the academic standards for all EFS students.

Faculty will adjust and differentiate their teaching in response to specific learning needs imposed by distance learning as well as pre-existing learning needs, adhering to IEPs and 504 Plans when necessary.

Faculty will act as stewards for the social and emotional welfare of all EFS students during periods of distance learning, providing care, guidance, and emotional support proactively and reactively.

Faculty will plan for and attend all faculty and team meetings, homeroom times, and community events.

Faculty will communicate promptly with parents if a student is absent from class, missing assignments, or struggling with their academic obligations.

Upper School Faculty will keep their online grade books up-to-date and record new grades promptly.

Faculty are asked to utilize all of the school's support structures to help them navigate these difficult times.

# Student Responsible Technology Use Policy For On Campus & Distance Learning

Students and their parents implicitly agree to all facets of the Responsible Technology Use Policy by their enrollment at the school. In exchange for the use of the Elmwood Franklin School network and resources, whether at school or away from school, the student understands and agrees to the following responsibilities and privileges:

## Educational Purpose

- The EFS computer network has been established for educational purposes. This can be defined as using the computer and/or iPad to research and write reports and papers, practice a skill, and communicate with others to reach the goals that have been set in school.
- EFS has the right to place restrictions on the material accessed or posted through the system. Students are also expected to follow the rules set forth in the student handbook and the law in their use of the EFS network.

## Personal Responsibility

- Students and parents should be aware that network and e-mail accounts are monitored and all documents are accessible by administrators and teachers.
- Students are expected to behave in a manner that is respectful, honest, and safe when utilizing technology.
- Fourth grade and Upper School students are required to check school email and Google Classroom messages regularly.

- During distance learning, students are expected to attend all live classes. Missing live classes online is equivalent to missing in-person classes and all work needs to be made up.
- Students' live images should appear on the screen during all Google Classroom and Zoom meets with teachers and classmates.
- A school-appropriate, distraction-free background should be displayed during live classes.
- Live lessons and teacher interactions are private and may not be posted on social media.
- No posting of images or videos of other students on social media.

## Student Internet Access

- All students will have access to Internet resources through their classroom, library media research center, or school computer lab only under direct teacher supervision. All Internet searches will have a specific direction and are for subject-related assignments. Exploring the web without specific goals from a teacher is not permitted.
- Students will have e-mail access using a school account for educational purposes. Students are not permitted to access their personal email accounts or use social media while at school.
- The school has put filters in place to limit the incidences of inappropriate content. However, no filters are 100% accurate. Students should follow directions given by their teachers for completing assignments and finding appropriate sources of information.

## Personal Technology

- Use of cell phones is prohibited during school hours and during school activities (sports, trips, etc.) for on-campus and distance learning. If brought to school, cell phones must remain off and kept in lockers.
- Students may be allowed to use cell phones AFTER SCHOOL with permission from a supervising adult.
- Students are not permitted to bring personal laptops or tablets to use in school without permission of the Upper School deans. Accommodations will be made in school, if necessary.
- Smartwatches and wearable technology must be kept in airplane mode during school hours and school activities.
- AirPods and headphones may only be used on campus with the permission of a supervising adult.
- Students' learning spaces at home should be distraction-free from television, video games, phones, tablets, and other tech during online classes.

## Privacy

- Students should expect only limited privacy in the contents of their stored files on the EFS network. Routine maintenance and monitoring of the EFS network may uncover any violations of policy.
- Parents, teachers, and administrators have the right at any time to see the contents of student files.

## Inappropriate Access to Material

- Students will not use the EFS network to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination toward other people.
- If students mistakenly access inappropriate information, they are instructed to immediately tell their teacher. This is to protect students against a claim that they have intentionally violated the EFS Responsible Computer Use policy.

## iPads

Providing students with an individual iPad in a 1-to-1 environment enhances each student's overall learning experience. Utilizing the iPads at Elmwood Franklin School gives students access to learn anywhere, anytime—both in classrooms and at home. This 1-to-1 personalized learning also promotes the responsible use of today's ever-changing technologies.

All iPads are subject to the same responsible use guidelines as all other Elmwood Franklin School electronic devices. All files, documents, and books installed on the iPad by Elmwood Franklin School remain the property of the school. We reserve the right to confiscate and search a student's iPad to ensure compliance with the Responsible Use Policy.

### 1. iPad Restrictions

- a. iPads are for educational use only.
- b. Students may not use any lock settings on the iPad.
- c. Defacing of the iPad, including the EFS ID tag and iPad case in any way is prohibited.
- d. Apps may be opened and used only with teachers' permission. This includes photo and video capabilities.
- e. Internet may be used only with teachers' permission. Teachers will direct students to appropriate websites. These sites can be accessed through the library/media center webpage or through your teachers' webpages.
- f. Students may not download apps, music, or videos without a teacher's permission.
- g. Students may not delete any apps or books that have been downloaded without a teacher's permission.
- h. Students may not use any personal accounts. This includes but is not limited to Apple ID, personal email, or social media sites.

## 2. Lost, Damaged or Stolen iPad

- a. If the iPad is lost, stolen, or damaged, the Technology Department must be notified immediately.
- b. If the iPad needs to be sent for repairs, the school will do our very best to supply a replacement while it is gone.
- c. The following fees apply for lost or damaged equipment:
  - i. Cracked or broken screen
    1. 1st time: \$25
    2. 2nd time: \$50
    3. 3rd time: full cost of repair
  - ii. Lost iPad
    1. ½ the cost of the iPad for the first lost iPad
    2. Full cost of replacement for additional lost iPad
  - iii. Lost iPad charger
    1. \$40

## COPPA Compliance

In order for Elmwood Franklin School to continue to be able to provide your student with the most effective web-based tools and applications for learning, we need to abide by federal regulations that require a parental signature. When first issued an iPad, parents will be required to sign a letter of consent giving their child permission to use specific educational tools and/or applications.

## EFS User Terms and Conditions

1. For my own safety, personal information such as full name, location, phone number, age, gender, etc. must never be revealed over the Internet.
2. It is my responsibility to avoid abusive conduct which would include, but is not limited to, the altering of system software, placing of unlawful information, computer viruses, or harmful programs on or through the system, in either public or private files or messages.

3. I am accountable for the use of my password. My password must not be revealed to anyone nor will I use others' passwords. I will be responsible for any problems which arise from the misuse of my file folder. I will not access any other student's account.
4. I will not use the school's computer network or equipment to obtain, view, download, send, print, display, or otherwise gain access to or transmit materials that are unlawful, inappropriate, or abusive.
5. I will not use the EFS network to harass, insult, or attack others.
6. I will use only authorized software on the EFS network or equipment.
7. I will use all computer equipment for the purpose for which it is intended. I will not tamper with terminals, associated equipment, or otherwise disable the system.
8. I will not change, copy, rename, delete, read, or otherwise access files or software that I did not create unless I have permission from my instructor.
9. I will not use a computer for anything other than course-related work.
10. I will not make claims to others' work found on the internet. Plagiarism is a violation of school policy and law.
11. I will not violate copyright laws or use the EFS network for commercial purposes.
12. If I identify a security problem on the EFS network, I will immediately notify a teacher or an administrator.

## Consequences

Violations of the Student Responsible Technology Use Policy could result in losing computer privileges in school or other disciplinary action.

## Our Mission

Elmwood Franklin School prepares children for success in life.



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