

WARWICK VALLEY CENTRAL SCHOOL DISTRICT

WARWICK, NEW YORK

# PARENT GUIDE TO DISTANCE LEARNING PLAN



The Warwick Valley Central School District will revise this guide and highlight updates regularly. You will notice a more recent 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.

# WARWICK VALLEY CENTRAL SCHOOL DISTRICT PARENT GUIDE TO DISTANCE LEARNING PLAN



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### Technology Support

Please email [helpdesk@wvcsd.org](mailto:helpdesk@wvcsd.org). Please leave your name, phone number, email address, and a detailed message describing the technology issue or if you need a Chromebook.

### Classroom Support

Please email the Instructional Technology Facilitator of your building if you are having problems with Google Classroom. [CLICK HERE for a parent's guide to Google Classroom](#) that may answer some questions.

[Amanda Melican](#)

Instructional Technology Facilitator, Park Avenue ES

[Brittini Aberasturi](#)

Instructional Technology Facilitator, Sanfordville ES

[Yvonne Koulikov](#)

Instructional Technology Facilitator, Middle and High School

### Classlink

If you are having problems logging into Classlink, [please CLICK HERE for a How-to on logging into Classlink](#)



## Introduction

### ***Message from The Superintendent of Schools***

Dear Members of the Warwick Valley CSD Community,

First and foremost, it is my sincere hope that you and your family are safe and healthy. As we all abide by the necessary guidelines to “flatten the curve” of the Coronavirus, and practice minimal in-person social interaction, let’s take comfort in the fact that Warwick is a caring community. We are all in this together, and we will all get through these unprecedented times together!

On March 13, 2020, we took steps to protect our most vulnerable community members by proactively closing school buildings through Monday, April 13, 2020. At the time, it was among the most extended school closures in New York State. Initially, we were all hopeful that the school closure would last no longer than a few weeks. It is now clear that Governor Cuomo will make the decision when New York schools reopen.

The District recognizes that the education that usually occurs in a classroom will be very challenging to replicate at home. Before closing our schools, we planned instructional activities to ensure some continuity of learning. However, when it became apparent that a protracted school closure was inevitable, we quickly shifted our approach to distance learning to support our students further and raise the level of our remote instruction. We are in unprecedented times, and it’s hard to determine what the future holds. From what we know right now, our schools will remain closed longer than we initially thought, and we must prepare for this extension by having a high-quality distance learning plan in place.

The instructional staff genuinely understands how challenging it is during this crisis for many parents and caregivers to support their children’s learning at home. We strive to provide adequate support, guidance, and structure while still giving enough flexibility to accommodate the realities of the situation. We also remain committed to providing our students and families with excellence in our academic programs and services.

While these times certainly present some unprecedented challenges, the school district recognizes that each child is unique, and will provide high-quality instruction, even remotely, to every student. Meeting the diverse needs presented by our students is a challenge that we accept enthusiastically. We expect that each of our students will experience a successful end to their school year, regardless of the current circumstances. Together, we will do our part to overcome the most significant public health concern of our lifetime, and keep our eyes on the prize—our students!

Warm Regards,

Dr. David Leach



## Virtual Lesson Design

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

### **District Platforms / Technology**

Teachers will use Google Classroom/Google Meet 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 student 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 will 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 will 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 with their teachers at least once a week for each subject.

### **Classwork / Assignments**

The typical workload will be reduced. It may take our students extended time to complete an assignment virtually. Classwork/assignments often involve breaking larger tasks/projects into more manageable pieces. 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 can anticipate daily work to be posted in Google Classroom by 9:00 am each day. Teachers will implement flexible deadlines to accommodate the individual needs of students and families.



## Warwick Valley Secondary Grading Rubric (Grades 7-12)

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>100%</b> | <p><b>A student's response:</b></p> <ul style="list-style-type: none"><li>• Is complete</li><li>• Demonstrates a thorough understanding of the concepts and/or procedures embodied in the task</li><li>• Indicates that the student has completed the task using appropriate methods and/or procedure</li><li>• Contains clear, complete explanations and/or adequate work</li><li>• Normally awarded a grade of 90 - 100</li></ul>                                                                                                                                                                                                                                                                                                                                                         |
| <b>90%</b>  | <p><b>A student's response:</b></p> <ul style="list-style-type: none"><li>• Is mostly complete</li><li>• Demonstrates a good understanding of the concepts/and or procedures embodied in the task.</li><li>• Indicates that the student has completed most aspects of the task.</li><li>• May contain an incorrect solution or answer, has some flaws but demonstrates an appropriate process with valid reasoning and/or explanation</li><li>• May contain a correct solution or answer but provides incomplete procedures, reasoning, and/or explanation</li><li>• May reflect some misunderstanding of the underlying concepts and/or procedures.</li><li>• Normally awarded a grade of 75 - 89</li></ul>                                                                                |
| <b>80%</b>  | <p><b>A student's response:</b></p> <ul style="list-style-type: none"><li>• Is incomplete and exhibits flaws but is not completely incorrect.</li><li>• Some questions may be unanswered</li><li>• Demonstrates a limited understanding of the concepts/and or procedures embodied in the task</li><li>• May address some elements of the task correctly but reaches an inadequate solution</li><li>• May provide reasoning that is faulty or incomplete</li><li>• Reflects a lack of essential understanding of the underlying concepts</li><li>• May contain a correct answer, but sufficient work is not provided</li><li>• Students may be required to make revisions and resubmit an assignment based on teacher feedback</li><li>• Normally awarded a grade of less than 75</li></ul> |
| <b>60%</b>  | <p><b>No response is submitted.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

This rubric shall be implemented for graded assignments in all categories (homework, quizzes, tests, projects, etc.). Incomplete (INC) shall be the assigned grade to work that has not been submitted. Flexibility on deadlines shall be extended to students and students shall be given every opportunity to submit assignments after the announced deadlines. At the end of the marking period, and after students have been notified, all INC assignments will be converted to a grade of 60.



## **Computation of Final Course Grades**

### **Full Year Courses:**

Final Course Grades will be determined using the formula below:

*1st Marking Period + 2nd Marking Period + Combined 3rd and 4th Marking Period*

Final Course Grades that fall between 60 - 64 will be considered passing with an assigned grade of 65.

### **Second Semester Courses:**

Combined 3rd and 4th Marking Period Grade

## **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 either through the Parent Portal, Google Classroom 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 correspondences.



## Family Resources and Student Expectations

### Digital Tools and Resources for Distance Learning

The WVCSD Digital Ecosystem consists of instructional tools that will be used for distance learning that are available by grade level, course, and/or site. All software can be accessed through [Classlink Launchpad](#).

| Tool/Resource                                                          | Audience       | Description/Access                                                                                                                                                                                                                    |
|------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Email / Gmail and School Messenger, Remind                             | 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.                                       |
| Video Conferencing / Google Meet                                       | Staff/Students | Teachers conduct lessons as well as conferring with their students using Google Meet.                                                                                                                                                 |
| Learning Management Software / Google Classroom, SeeSaw                | Staff/Students | Teachers post assignments in Google Classroom and students may complete assignments there as well.                                                                                                                                    |
| K-6 Reading / Raz Kids, Lexia, Moby Max                                | Students       | Reinforcing reading skills that teachers will introduce to their students during the mini-lessons.                                                                                                                                    |
| K-6 Math / IXL, Reflex Math, Moby Max                                  | Students       | Reinforcing math skills teachers will introduce to their students during the mini-lessons.                                                                                                                                            |
| Presentation Software / Nearpod, Google Slides                         | Staff/Students | A teacher can create presentations that can contain Quizzes, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access thousands of k-12 standards-aligned lessons                                           |
| E-books                                                                | Students       | Please click here to see all resources for e-books                                                                                                                                                                                    |
| Assessment software / Castle Learning, Test Wizard, Alberti.io, Kahoot | Students       | <a href="#">Students may be assigned tests or quizzes to be taken online.</a>                                                                                                                                                         |
| Book creation / Wixie                                                  | Students       | A creativity platform that allows students to demonstrate their understanding, and showcase their learning using their voice, their writing and their art.                                                                            |
| Nonfiction Reading / NewsELA                                           | Students       | A database of current events stories for classroom use. Indexed by broad themes (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats by reading level. |
| Online Encyclopedia / World Book, PebbleGo                             | Students       | Contains thousands of informational articles with illustrations, videos, interactive maps, research help, and activities.                                                                                                             |
| Keyboarding / Keyboarding without Tears                                | Students       | A K-5 web-based curriculum that makes it easy for teachers to teach their students the pre-keyboarding and keyboarding skills                                                                                                         |
| Science and Health Videos / Brainpop, Brainpop Jr.                     | Students       | Thousands of short animated movies with quizzes and related materials for all students                                                                                                                                                |
| World Language / Extempore, Conjuguemos                                | Students       | Extempore-Students can answer oral assessments on the phone or on the web. Conjuguemos- Teaches language through activities and games                                                                                                 |





## 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 Warwick Valley Central School 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 student and report the incident to the building principal.

## Student Etiquette Guide - Remote Instruction

**Muting:** When you enter the Google Meet/Hangout, 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:** Pay attention to your teacher or other students who are speaking.



## 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 of accommodations for English language learners</i>        | ENL Teacher                                                             |
| <i>Supports or accommodations for students with disabilities</i>       | Special education case manager                                          |
| <i>Problem with WVCSD-issued Chromebook technology-related problem</i> | IT service <a href="mailto:helpdesk@wvcسد.org">helpdesk@wvcسد.org</a> . |
| <i>Google Classroom issues</i>                                         | School's ITF                                                            |
| <i>Personal, academic, or social-emotional concern</i>                 | School Counselor, School Psychologist                                   |
| <i>Other issue related to distance learning</i>                        | Principal or Associate 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 IEPs will receive support and services that will address their individually identified needs. More information can be found here: [Department of Education - Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak.](#)

## Related Services

Related service providers (Speech, Counseling, Occupational Therapy, Physical Therapy, and ABA) will develop remote support for distance learning plans to meet the needs of individual students on their caseload. To the maximum possible extent, 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 Google Meet 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 student support services 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 required 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 Warwick Valley CSD School Psychologists:

The mental health clinicians and school counselors at the Warwick Valley 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 are updated. Rest assured that the Warwick Valley Central School District, like everyone in our community, is fully committed to the well-being of all. We will keep you informed as we remain responsive to the needs of our students, their families, and our staff.

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

WVCSD is currently operating through Distance Learning. Our School Counselors and School Psychologists 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 Warwick 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 also stay social within the confines of social distancing. Facetime 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 [childmind.org](https://www.childmind.org)

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

**Be realistic:** "Perfectionism and the coronavirus don't mix," says David Anderson, Ph.D., a clinical psychologist at the Child Mind Institute. "It's time to be exceedingly realistic, both at work and as a parent." Avoid burnout by setting realistic expectations and giving yourself grace if you can't meet them. "Practice forgiveness and self-compassion," says Dr. Anderson. Parents should remind themselves that these are unprecedented times. "There's 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 even 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-provoking 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 WVCSD Clinical Staff:

The mental health clinicians and school counselors at the Warwick Valley 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                                                            |
|---------------------|----------------------|-----------------|------------------------------------------------------------------|
| Amideneau, Colleen  | School Counselor     | WVHS            | <a href="mailto:camideneau@wvcasd.org">camideneau@wvcasd.org</a> |
| Calabrese, Amanda   | School Psychologists | Sandfordville   | <a href="mailto:acalabrese@wvcasd.org">acalabrese@wvcasd.org</a> |
| Careccia, Michael   | School Counselor     | WVHS            | <a href="mailto:mcareccia@wvcasd.org">mcareccia@wvcasd.org</a>   |
| DeStaso, Danielle   | School Counselor     | WVHS            | <a href="mailto:ddestaso@wvcasd.org">ddestaso@wvcasd.org</a>     |
| DuBois, Patrica     | School Psychologists | WVMS            | <a href="mailto:pdubois@wvcasd.org">pdubois@wvcasd.org</a>       |
| Fox, Mary           | Director of Guidance | WVHS            | <a href="mailto:mfox@wvcasd.org">mfox@wvcasd.org</a>             |
| Geysen, Grace       | School Counselor     | Sandfordville   | <a href="mailto:ggeysen@wvcasd.org">ggeysen@wvcasd.org</a>       |
| Girardi, Debra      | School Psychologists | WVMS            | <a href="mailto:dgirardi@wvcasd.org">dgirardi@wvcasd.org</a>     |
| LaCavalla, Daniel   | School Psychologists | WVHS            | <a href="mailto:dlacavalla@wvcasd.org">dlacavalla@wvcasd.org</a> |
| McCabe, James       | School Psychologists | District Office | <a href="mailto:jmccabe@wvcasd.org">jmccabe@wvcasd.org</a>       |
| Menkens, William    | School Counselor     | WVMS            | <a href="mailto:wmenkens@wvcasd.org">wmenkens@wvcasd.org</a>     |
| Morabito, Elissa    | School Psychologists | Park Ave        | <a href="mailto:emorabito@wvcasd.org">emorabito@wvcasd.org</a>   |
| Myrick, Jeanette    | School Counselor     | Park Ave        | <a href="mailto:jmyrick@wvcasd.org">jmyrick@wvcasd.org</a>       |
| Ogden, Lauren       | School Counselor     | WVMS            | <a href="mailto:logden@wvcasd.org">logden@wvcasd.org</a>         |
| Ranghelli, Rebecca  | School Counselor     | Park Ave        | <a href="mailto:rranghelli@wvcasd.org">rranghelli@wvcasd.org</a> |
| Sekelsky, Julie     | School Counselor     | WVHS            | <a href="mailto:jsekelsky@wvcasd.org">jsekelsky@wvcasd.org</a>   |
| Scotto, Tamara      | School Psychologists | WVHS            | <a href="mailto:tscotto@wvcasd.org">tscotto@wvcasd.org</a>       |
| Sze, Serena         | School Counselor     | WVHS            | <a href="mailto:ssze@wvcasd.org">ssze@wvcasd.org</a>             |
| Weishaupt, Caroline | School Psychologists | District Office | <a href="mailto:cweishaupt@wvcasd.org">cweishaupt@wvcasd.org</a> |
| Wright, Margaret    | School Counselor     | WVMS            | <a href="mailto:mwright@wvcasd.org">mwright@wvcasd.org</a>       |

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



Local Mental Health Services in office and via teletherapy Mental Health Workers are considered “essential”

| Name                                                                   | Contact Information                                                                                                                                |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Katie Parent, LMSW</b><br>Orange County Department of Mental Health | (845) 545-7004<br><a href="mailto:KParent@orangecountygov.com">KParent@orangecountygov.com</a>                                                     |
| <b>Anthony Moscatello, LCSW</b><br>(teens only)                        | (845) 477-5455<br><a href="mailto:anthony.moscatellolcsw@gmail.com">anthony.moscatellolcsw@gmail.com</a>                                           |
| <b>Amy Wohl, LMSW</b>                                                  | (845) 418-4282<br><a href="mailto:amy@innerventure.net">amy@innerventure.net</a>                                                                   |
| <b>Kayla Diorio, LCSW</b>                                              | (845) 551-2942<br><a href="mailto:kdioriolcsw@gmail.com">kdioriolcsw@gmail.com</a><br><a href="http://www.KaylaDiorio.com">www.KaylaDiorio.com</a> |
| <b>Nourish Your Mind Practice</b>                                      | <a href="http://nourishyourmind.com">nourishyourmind.com</a><br>(845) 547-0479                                                                     |
| <b>Vitality Psychiatry Group Practice</b>                              | <a href="http://www.vitalitypsychiatry.org">www.vitalitypsychiatry.org</a><br>(914) 502-3998                                                       |
| <b>Jim Einstman, LCSW, CSAC</b>                                        | (845) 480-4141                                                                                                                                     |
| <b>Laurie Ann Conklin, LMHC</b><br>(teens and adults only)             | (917) 892-6544                                                                                                                                     |
| <b>Patricia Quinn, PLLC</b><br>Art Therapist                           | (845) 649-0953                                                                                                                                     |
| <b>David Bove, LCSW</b>                                                | (845) 615-9608                                                                                                                                     |
| <b>Suzannah Espinosa, PhD</b>                                          | (845) 624-2994                                                                                                                                     |

| <b>Important Numbers:</b>                                  |                                                                                                                       |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>National Suicide Prevention Hotline</b><br>800-273-TALK | <b>Crisis Text Line</b><br><a href="http://www.crisistextline.org">www.crisistextline.org</a><br>Text HELLO to 741741 |
| <b>National Runaway Switchboard</b><br>800 RUNAWAY         | <b>Orange County Crisis Call Center</b><br>800-832-1200                                                               |



## Important Websites:

[www.calm.com](http://www.calm.com) has created a page of free resources for families to use to further connect and strengthen our inner mental health during this time.

<https://childmind.org/> The Child Mind Institute is an independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders.

<https://www.cdc.gov/> Center for Disease Control has created information for families on COVID-19

<https://www.nasponline.org/> National Association of School Psychologists has developed a COVID-19 Resource Center

<https://www.actionforhealthykids.org/resources-for-schools-and-families-during-covid-19-coronavirus/> They have created free online resources for exploratory learning, physical activity, mindfulness, and more.

<https://www.autismspeaks.org/covid-19-information-and-resources> Autism Speaks has provided information on how to talk with children who have Autism about COVID-19

RULER Resource for Social-Emotional Learning: [https://www.rulerapproach.org/coronavirus-covid-19-resources-webinars/?mc\\_cid=ca9291c475&mc\\_eid=1434c0caf1](https://www.rulerapproach.org/coronavirus-covid-19-resources-webinars/?mc_cid=ca9291c475&mc_eid=1434c0caf1)

Mindfulness Webinars: <https://zensationalkids.com/mindful-tools-call/>



## 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 canceled this year by the State Education Department:

- 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
- New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities in Grades 3-8 and high school

**Regents Exams:** NYSED has canceled the exams. For a Frequently Asked Questions document, [please click here.](#)

**Dual Enrollment/College Level Courses:** Students taking college-level courses at the high school for credit will also continue to move forward with their prescribed curriculum using technology.

**SAT/ACT Exams:** The SAT and ACT exams are postponed/rescheduled through May. Registered students will receive an email with more information from the testing companies.

**Advanced Placement (AP) Exams:** The College Board, which administers the AP tests, announced yesterday that the two- to three- hour exams would now be 45-minute online tests taken at home. The tests will include only questions about content teachers covered through early March. Students will have the opportunity to take the exam earlier than the usual mid-May administration dates. The College Board will offer two exam dates.

[For more information on the SAT/ACT and AP Exams, please click here.](#)