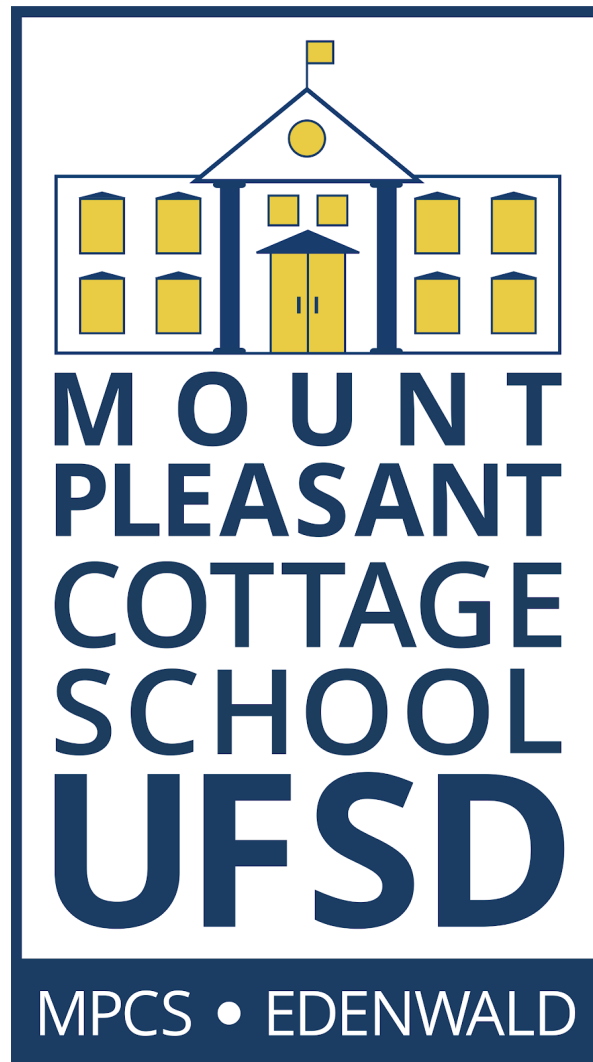# MPCS Distance Learning Guide

**Last updated August 28, 2020 for September Hybrid Re-entry**



(This guide will be updated when needed as a living document- changes will be noted with <mark>highlighting</mark>)

# Table of Contents

# Contacts and Communication

The district will continue to provide regular updates using emails, robo-calls, and updates of our website [www.mpcsny.org](http://www.mpcsny.org). The superintendent will continue to provide district-wide updates. Any specific questions should be directed to the appropriate individual using the contacts below.

District Contacts

| | |
|---|---|
| Stephen Beovich, Superintendent | [sbeovich@mpcsny.org](mailto:sbeovich@mpcsny.org) |
| Angelo Rubbo, Asst. Superintendent | [arubbo@mpcsny.org](mailto:arubbo@mpcsny.org) |
| Christina Torres, Director of Curriculum & Instruction | [ctorres@mpcsny.org](mailto:ctorres@mpcsny.org)   917.459.6385 |
| Millicent Lee, Director of Student Services (Special Education) | [mlee@mpcsny.org](mailto:mlee@mpcsny.org) |

Building Contacts

| | |
|---|---|
| Mt. Pleasant Cottage School - Jessica Harris, Principal | [jharris@mpcsny.org](mailto:jharris@mpcsny.org) |
| Mt. Pleasant Cottage School - Michael Pompa, Asst. Principal | [mpompa@mpcsny.org](mailto:mpompa@mpcsny.org) |
| Edenwald School - Christine Leamon, Principal | [cleamon@mpcsny.org](mailto:cleamon@mpcsny.org) |
| Edenwald School - Brent Baier, Asst. Principal | [bbaier@mpcsny.org](mailto:bbaier@mpcsny.org) |

Technology Support

| | |
|---|---|
| Scott Welsh | [swelsh@mpcsny.org](mailto:swelsh@mpcsny.org) |

Teacher Directories by School

| | |
|---|---|
| [Mount Pleasant Cottage School Teachers](#) | [Edenwald School Teachers](#) |

# Introduction to Distance Learning - General Overview

*Google Chromebooks & Google Classroom*

The district is using Google Chromebooks and Google Classroom as the instructional platform for distance learning. It has been used by teachers in both schools and may be familiar to some students. Each student has been provided a Chromebook in the absence of another device (desktop computer, laptop, or tablet) at home, or on campus. Similarly, students without internet access have been provided hot spots for campus or personal use.

Beginning September 8-12, the district will open its Fall semester with a week of online learning for all students. That Friday, September 12th, students will be invited at a designated time to attend an on-site orientation to experience the new screening protocols, understand their schedule, and be reminded of new procedures and policies for added health and safety measures. The Distance Learning (DL Schedule) which can be found HERE, will mirror the in-person Bell Schedule. This will provide continuity for all students, whether they are learning remotely, or in person. It also avoids confusion with differing schedules for different days. On September 14, the district will begin the hybrid schedule with Wednesdays remaining remote for ALL students as a deep clean day for the buildings on site. The student body has been categorized into one of three groups: Elementary, Alternately Assessed, and High School Credited. Elementary and Alternately Assessed groups will attend Monday, Tuesday, Thursday, and Friday. HS Credited students will attend two days per week, according to their designated cohort. Cohort assignments have been created by school principals. Any questions or concerns regarding the cohort assignment should be directed to Christine Leamon (Edenwald) or Jessica Harris (PCS).

The Google Classroom platform allows for various forms of differentiation including content (levelled and varied content), process (text, audio, media), and product (task options, individual assignments, and more). Teachers were trained on Google Classroom, Zoom, and YouTube in order to facilitate live sessions with students along with instructional YouTube videos for students on schedules outside of the traditional school day, or in the event of any absence(s). Teachers are using a variety of online tools in tandem with Google Classroom including Khan Academy, Discovery Education, Pearson online, iXL, and more. These tools help to provide visual, auditory and even fine motor engagement for students with acute learning needs. Additional Google components offer extra levels of scaffolded instruction including: Snap and Read, Text to Speech, Co-Writer, and calculator functions. Teachers continue to build levelled content, according to student needs. When necessary, teachers also embed custom YouTube videos (created by the teachers) geared specifically for certain learning needs. This helps support IEP goals and related services.

## Technology Access & Use

Any student in need of a device or help with internet access should contact Scott Welsh at swelsh@mpcsny.org or 914.769.0456 ext. 1220, or any school administrator. Students need to log into their student email accounts in order to access Google Classroom. Some students may require assistance, while others may be completely independent. Any parent or guardian assisting in the login process can follow step by step directions HERE. If additional assistance is needed with logging in, please contact your building principal via email.

Below is a list of online resources already approved and in use by the district. Once students log into their student email accounts, these applications will NOT require a separate log in, but rather have automated access via Classlink.

| | |
|---|---|
| ArtRage – Digital Painting Tool | Pearson Success Net – Online educational support materials |
| Brain-Pop | Problem Attic – assessment and instruction |
| Castle Learning – Student assessment software | Print Shop – creative software for flyers and certificates |
| Class DoJo | Quia – online activities, assessment, surveys |
| CoWriter – Word prediction software extension for Chrome | Snap and Read- read aloud all text, text leveling, language translation |
| Discovery Education – online teacher resource | Sphero – coding app |
| EdHelper – online lesson plans teacher resource | Success Maker – RTI software for Math and Reading K-8 |
| Eduware: WizardTM assessment software | Teacher Vision – online instructional resources |
| Flocabulary – supplement vocabulary instruction | Think Central – Houghton Mifflin Harcourt Online resources |
| GradPoint - online and blended learning curriculum | Tynker - Drone Software |
| iLit - Literacy program 4-10 grade | |

| | |
|---|---|
| IXL | |
| Kahoot – game based learning platform | |
| Learning.com – Easy Tech digital literacy software | |
| Learning A-Z – Reading software, Headsprout, Razplus | |
| MakerBot – 3D software for the 3D printers | |
| MobieView – control hub for interactive board | |
| n2y (Unique Learning System) | |

## Supporting Distance Learning @ Home

All students require structure, but ours in particular! We are providing the following recommendations for learning at home:

- **Daily routines are key.** While you should not aim to replace the school day hours with equivalent hours of distance learning at home, you should create and stick to a schedule as best as possible. Whenever and however possible, incorporate physical activity and/or outdoor time. It will help students improve focus during learning time at home.
- **Use a reward system**. Offer students rewards such as earning choice time or screen time for completing certain amounts of schoolwork. You might opt to offer choice time as a menu of fun educational games. A list of additional education websites offering free access can be found HERE. Although we do not specifically endorse or recommend any of these as they have not been vetted for student data privacy compliance, you may find them useful and helpful in the event of extended distance learning periods.
- **Incorporate brain breaks**- students often become fatigued and distance learning is a big adjustment.
- **Assist students when needed** with directions, navigating the Google Classroom Platform, and even to contact the teacher directly via email or Zoom.

SAMPLE Home Distance Learning Schedule:

| | |
|---|---|
| 8:00-8:45 | Wake, dress, breakfast |
| 8:45-9:00 | Log on to Google Classroom courses for daily assignments |
| 9:30-11:30 | Zoom sessions- according to student schedule |
| 11:38-12:55 | Lunch Break/Choice Time activity |
| 12:55-2:53 | Zoom sessions - according to student schedule |
| 2:53-4:00 | Choice-time/educational game |

## Student Expectations

1. Students are expected to log into their Google Classroom courses daily and complete assigned tasks.
2. Students are expected to contact a teacher immediately via email, classroom comment stream, or Zoom sessions if there is any issue with accessing, understanding, or submitting an assignment.
3. Students are expected to behave appropriately online- this includes live video chats and in classroom forums. Students should be appropriately dressed and conduct themselves in a manner in accordance with the student handbook.
4. Students are expected to use the technology appropriately. This includes respecting the privacy of all participants of live video chats or course rooms. Screenshots, or other unknown recordings are disrespectful and prohibited as misuse of the technology provided.
5. Attendance will be counted according to student submission of assignments and/or participation in Zoom sessions. Residential student attendance will be determined based on agency and cottage reports. Students off-campus will need to log in and submit assignments daily and/or join Zoom. Parents of students working from home will also have the option to submit attendance reports. In the absence of such, the district will determine attendance based on student participation.
6. Grades will continue on the scale in accordance with district grading policy.

## Instructional Guidelines

- Teachers will post daily assignments and activities by 8:30am for student review prior to live class sessions on Zoom.
- Teachers will respond to any emails or inquiries before 3pm, if they are posed during the school day. Otherwise, students may expect a reply first thing the next morning.
- Students will receive feedback on all assignments within 24-48 hours.
- Students should use ClassLink to access any instructional websites, apps, or programs already linked through the school.

## IEP & Related Services

Students will continue to receive related services remotely via video chat sessions and phone conferences. The district has devised schedules for all providers to maintain Counseling, Speech and Language, Occupational Therapy, and Physical Therapy services via distance learning tools. Providers initially contact the student via phone to relay the process for logging into a Zoom session to receive services. Also, IEP annual review meetings will proceed as scheduled via virtual conferencing with all parties. Any assistance with scheduling or receiving related services or IEP meetings should be addressed directly with Millicent Lee, Director of Student Services at mlee@mpcsny.org. A letter with more detail about remote related services during distance learning can be found HERE.

This kind of change can be difficult for our students. Should they need the assistance of a school counselor, please find their contact information below.

| | |
|---|---|
| Max Capshaw | mcapshaw@mpcsny.org |
| Anna Greaves | agreaves@mpcsny.org |
| Deborah McMorrow | dmcmorrow@mpcsny.org |
| Jim Nolan | jnolan@mpcsny.org |
| Joe Solano | jsolano@mpcsny.org |
| Daria Weitman | dweitman@mpcsny.org |