



Remote Learning Guidance Document

Faculty Edition

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Introduction

Our schools are the backbone of our community and maintaining an assemblance of routines, structures, and ongoing learning opportunities through a remote environment will create a sense of calm and connection our students and families need at this critical time.

In Middletown, our approach to continuity of learning means establishing and maintaining connections with students and families to provide remote learning materials and supports using a variety of modalities, including but not limited to, eMAIL, phone, printed academic materials, and the use of various online based platforms. With educational experiences for all students expected to continue throughout our period of extended closure, this document serves as a resource of our systems and processes for our school community.

Our work together will look very different. In fact, there will come a time when we will likely use phrases like “pre-COVID19” and “post COVID19”. However, our school teams are confident it will be possible to serve students and our entire school community in meaningful ways. In fact, although we were not planning for COVID19 and an extended school closure we have been planning for change, with the understanding nothing can replace our traditional school day. The expertise and commitment of our teams and the deep relationships existing within our entire school community will serve us well. The needs of students, families, and staff for support during this time will be many and they will be varied. Some in our community are feeling isolated, and outreach from our school community will help them feel connected. Some may need assistance with food, housing or other needs; and contact from our teams may be critical in order to coordinate necessary school and community wide supports. Understanding needs will vary, flexibility and communication are key.

Our school community will need to collaborate and think through creative ways to meet student academic needs and support student well-being. We have to consider the tools, resources, and technologies students have access to as we plan for change. Purposeful access to learning experiences, might require additional support and accommodations from educators. This guidance is in no way a replacement for the professionalism used by our school staff in making decisions everyday where the unique student and educator factors are considered. Our intention is to continue updating this document as we receive additional guidance from the Governor and the New York State Education Department as well as as we develop additional relevant content.

Our Guiding Principles

In a very short period of time, we have been thrust into this health pandemic. It has required our entire community to re-think our day-to-day interactions and a seemingly new reality has been set before us. We suggest using the following guiding principles as we move into a longer stretch of remote learning.

- + *Keep Students at the Center* and engage in intentional outreach to continue building relationships and maintain connections. Help students feel safe, valued, and cared for. We trust educators will consider supporting students who are struggling to meet basic needs before worrying about keeping them on pace with academic due dates.
- + *Plan for Unique Learning Experiences:* Build on each student's strengths, interests and needs and use this knowledge to positively impact learning. This is a unique opportunity to address specific student needs and gather valuable, comprehensive, and diverse student progress without the shadow of a standardized assessment. With these more holistic measures of student progress we gain a more insightful understanding of the support each student needs.
- + *Develop Routines with Flexibility:* Routines and structures develop a sense of calm and consistency. Consider a balance between active work time and down time for health and well-being. Flexibility and human connection are important for the engagement and continued progress of our students and staff.
- + *Connect with Families:* Ongoing communication and collaboration are essential. Remember, this will not look the same for every student and family—health and safety remain our top priorities. Listen to feedback from families and adjust plans accordingly.
- + *Provide Translations:* Design Learning for equity and access and deliver content in multiple ways, so all students have access to learning experiences. For translation needs or questions, please email Linda Bradt, Director of ENL, Bilingual & Worlds Languages at: linda.bradt@ecsdm.org
- + *Teach Content:* Set goals using deep knowledge of each student in balance with grade level expectations within content areas. Break learning into smaller chunks, be clear about expectations, and provide frequent feedback to keep students motivated and moving forward.
- + *Deliver Flexible Instruction:* Consider how to deliver content depending on tools and resources students have available to them. Delivery of instruction may include printed academic materials, eMAIL, remote learning via WebEx, online tools, phone call, or any combination of these keeping the diverse needs of our student population always at the forefront.
- + *Progress Monitor Student Progress:* Use various strategies to monitor, assess, and provide regular, specific feedback to students about their learning.
- + *Make Instructional Adjustments As Needed:* Use a combination of summative and formative assessment results to guide instructional reflection on effectiveness of instruction and to determine next steps for student growth toward learning experiences.

Student/Family Opportunities to Collaborate:

- + Actively engage in remote learning each day during this period of closure. Intentional non-participation will negatively affect a student's course/class grade.
- + Communicate with teacher(s) via their designated platform.
- + Complete remote learning activities as assigned by your teachers.
- + Use the make-up period (March 13 through May 1) to make sure you have completed all assignments for QUARTER 3. Request make-up assignments, as appropriate.
- + Communicate with school site personnel to request assistance if your device is not working properly or you are having issues relative to connectivity/internet access. A non-working device shall not be considered a valid excuse for non-attendance and/or participation
- + Remain positive and engaged.

Administrator Responsibilities:

- + Focus on compassion, communication, and common sense, and provide yourselves grace as you are planning. Know it is likely your plans will need frequent adjustments.
- + Review attendance concerns brought to your attention by classroom teachers.
- + Support teachers by utilizing all appropriate resources to contact the parents/guardians/caregivers of students who are not engaging in any way with remote learning.
- + Develop a plan of support for students not able to log in or having issues relative to technology access.
- + Refer and follow up with any student in need of additional assistance and/or services.

Teacher Responsibilities:

- + Focus on compassion, communication, and common sense, and provide yourselves grace as you are planning. Know it is likely your plans will need frequent adjustments.
- + Check email minimally twice daily.
- + Plan for, at minimum one synchronous contact with students.
- + Actively remind students to log and engage with school work each school day.
- + Develop a process for intentional outreach, for students who are repeatedly absent or not completing work. Continue building relationships and maintaining connections helps students feel safe and valued. Seek assistance from appropriate support staff in reaching out to families. Contact school administration if you have any concerns about any of your students.
- + Follow New York State Laws regarding mandated reporting.

Attendance

We remain committed to providing educational experiences and opportunities for growth for all students during the period of extended closure due to the health pandemic COVID-19. We want to work to eliminate as much stress as feasibly possible for students, families/parents/caregivers, teachers and administrators. Our expectations for attendance have not changed. Students are expected to participate in remote learning experiences daily just as they are expected to attend school daily during a period of non-closure. Monitoring of student attendance is an important component of our continuity of education plan. However, we also want to compassionately take into consideration the various challenges our families and employees are enduring as a result of this crisis. In considering all of these mitigating factors, the following practice will be in place during our period of extended closure.

- + Official School Attendance for **grades K-5** will be captured every Friday.

Course Meets	Attendance Day	Period Covered "Week"	Example
Everyday	Friday	Monday - Friday	April 6-10

- + Official School Attendance for **grades 6-12** will be captured by as follows:

Course Meets	Attendance Day	Period Covered "Week"	Example
Everyday	Friday	Monday - Friday	April 6-10
X/C	Thursday	Friday - Thursday	April 3-9
Y/D	Friday	Monday - Friday	April 6-10

- + Students will be counted in attendance (*present*) for each course on their schedule for the week as long as they have engaged, within the week in remote learning experiences with their teacher including, but not limited to - eMAIL, turning in completed assignments, attendance at office hours, virtual check-ins, phone calls, etc.
- + Teachers will engage in taking attendance with a holistic view of the week and with compassion. Students who are intentionally not engaging at any level with remote experiences will be marked as not in attendance (*absent*).
- + Students are expected to meet all engagement criteria as defined by their specific classroom teacher(s). Attempts should be encouraged to log in during their regular scheduled school hours over the course of the week. However, students will be able to log in at any time during the day to be considered present. This includes weekday and weekend logins.

Grading Philosophy

Continuity of learning requires educators to think deeply about the enduring concepts of the content they teach; learning being for learning's sake - with ample opportunity to appeal to a diverse audience, without the expectation to cover an entire content or subject area in the same depth; developmentally appropriate experiences, engagements, tasks and projects provide opportunities for students to make meaningful connections to content through different ways; and providing regular, timely feedback to students in a variety of modalities. Educators use student outcomes from experiences and assessments to review skills, challenge students with a related concept, and advance to the next knowledge or skill. Instruction will be more focused on introducing concepts and exploring content while applying learning in various ways so students can demonstrate learning, progression, and growth within grade level standards as established by New York State Learning Standards.

Beginning on April 15 (1st day of Quarter 4 for 2019-2020 academic year) and continuing through our period of closure, grades will be assigned for remote learning experiences and student academic growth will be progress monitored by teachers. Teachers have flexibility to adapt their grading practices to consider when students do not have the same degree of access to technology.

Grading ~ Grades K-5

Our dedicated teachers and staff are committed to providing engaging learning opportunities during our period of school closure. Our current standards-based grading system is an intentional way for teachers to track their students' progress and growth towards proficiency while focusing on helping students learn and reach their individual potential. Grading is based on students showing signs of mastery or understanding. In short, it is a way to view student progress based on proficiency levels for identified standards. We will continue to use this research-based grading practice throughout our period of closure. Quarter 4 begins on April 15 for all students. In addition to a recursive review of previously taught skills and concepts, new skills and concepts will be introduced. **(Quarter 4 work will be graded.)** Teachers will provide students with ample time to complete assignments and meaningful feedback to promote student growth. Formative and summative assessments will be used throughout the period of closure to determine the academic support each student might need. Our expectation is every student has the opportunity to participate in remote learning opportunities over the course of each week of closure. These learning opportunities are a valuable way for

Grading ~ Grades K-5 *Continued*

students' to stay connected with teachers, on pace with their learning, and to improve their growth on important skills and concepts they were in progress of demonstrating mastery. Understanding the need for compassion during this period of closure, teachers should consider the totality of the student's performance on the content/subject as it was delivered during the entire school year, including prior to extended school closure as well as work completed during the closure period. Procedures for final report card grades are contingent on students' return to school and additional guidance from the New York State Education Department.

Grading ~ Grades 6-12

Weighting of quarters for students in **grades 6-12** will be adjusted as follows:

Full Year Courses			Semester Courses Spring Semester Only		
Traditional School Year = Pre-COVID19 extended closure As a result of COVID19 = Adjusted due to Executive Order to close	Traditional School Year	As a result of COVID19		Traditional School Year	As a result of COVID19
Quarter 1	20%	30%	Quarter 3	50%	70%
Quarter 2	20%	20%	Quarter 4	50%	30%
Quarter 3* (No Quarterly Exam as a result of closure) Teachers must review academics for any student with a grade of 65 or lower with building principal prior to posting grades. *Quarter 3 ends on April 14 ~ makeup work will be accepted for Quarter 3 until May 1. A grade of INC would be used for any student who needs to complete work for Quarter 3.	20%	35%	Final Average	100%	100%
Quarter 4 (No Quarterly Exams as a result of closure) Teachers must review academics for any student with a grade of 65 or lower with building principal prior to posting grades.	20%	15%			
Final Exam (No Final Exams as a result of closure)	20%	0%			
Final Average	100%	100%			

Earning Course Credit and Meeting Unit of Study Requirements

NYSED Part 100.1 ~ [Graduation and Course Requirement Changes](#)

In districts where distance and online learning methods are available, or other continuity of learning strategies are utilized, the priority for the instruction should be that which best prepares students to meet the learning outcomes for the course and prepare for the culminating examination, if applicable. Any student who achieves the learning outcomes for the course should earn the applicable course/diploma credit without regard to the 180-minute/week unit of study requirement in Commissioner's Regulations Part 100.1.

Further, in the event that extended closure interferes with a school or district's ability to provide the full unit of study by the end of the school year, either in face-to-face instruction or through other methods, as long as the student has met the standards assessed in the provided coursework, the student should be granted the diploma credit.

Standardized Assessments

All New York State assessments scheduled for the spring of 2020 have been suspended by the New York State Education Department and will not be rescheduled for the 2019-2020 school year.

June 2020 Regents Examinations

The New York State Education Department (NYSED) canceled the June 2020 administration of the NYS High School Regents Examination Program in response to the statewide closures of schools and districts to prevent the spread of COVID-19. This cancellation applies to all Regents Examinations which were scheduled for the June 2020 Regents Examination period.

Because of this unprecedented cancellation, the NYSED is making certain modifications to the assessment requirements students must meet in order to earn a NYS high school diploma, credentials, and endorsement. These modifications apply to all students enrolled in grades 8-12 during the 2019-20 school year who were intending to participate in one or more of the June 2020 Regents Examinations. For support in determining individual student requirements pathways to receive Regents credit related to this closure please refer to [the guidelines](#) outlined on this document. For specific questions or variations to be considered which are not represented on the graphic, please contact your school counselor.

August 2020 Regents Examinations

The NYSED is cancelling the August 2020 administration of the NYS High School Regents Examination Program in response to the extended statewide closures of schools and districts to prevent the spread of COVID-19. This cancellation applies to all Regents Examinations that had been scheduled for the August 2020 Regents Examination period.

The April 30 announcement is available [here](#).

The NYSED creates an [FAQ site](#) specifically for items related to COVID19. This includes additional information on exemptions from examination requirements or the effect of such exemptions on student qualification for a NYS High School diploma.

College Level Courses

As a result of the Governor's Executive Order to close, all Middletown High School college courses moved to a fully online environment. Students enrolled in college level coursework will receive new instruction and graded assessments using an online environment/ tools. Please know, working in the online environment is not optional for MHS students enrolled in college coursework. In order for instructors at Middletown High School to grant college credit through our college/university partnerships students must still work to meet required course learning objectives and complete course assessments.

To the extent possible, and varying by course/subject area, instruction will emphasize technology platforms our teachers and students are familiar with. There will be a need for regular, consistent online collaboration with instructors. Continuous feedback will be a critical component in the success of this college credit-bearing coursework. *Some differences across courses/subject areas are to be expected. This is not a one size fits all approach.* **Student participation in the remote learning experience during this period of extended closure is required in order for college course credit to be granted.** Additional time was provided for students to make-up work they may have missed at the onset of the closure. Where practicable deadlines will be extended. For questions/concerns or to discuss specifics related to deadlines and make-up coursework students should contact their course instructors.

Services for English New Language (ENL) English Language Learners (ELLs)

English Language Learner (ELL) teachers (Bilingual, Dual Language and ENL) will work in collaboration with classroom teachers or their partner teachers to develop an instructional plan to meet the needs of each individual ELL student. We are committed to provide learners with English language development instruction tailored to address their proficiency level and with the rigor and intensity to exit services as quickly as possible. To the best of their ability, ELL teachers will continue to provide supplemental support in alignment with the required frequency outlined by CR Part 154. The method of delivery will be tailored as best as possible to meet the family and student's needs and may include email/phone consultation, online academic experiences, virtual meetings/support sessions, recorded messages/instructional videos, etc. These services will closely monitor a child's progress toward their goal of English language proficiency. To ensure regular communication about progress, ELL teachers will work with parents/caregivers to develop a plan for check-ins and progress monitoring. Please do not hesitate to reach out to your child's ENL teacher if you have questions.

The New York State Education Department has compiled a [list of resources](#) which could be used to support teachers of ELLs during this health pandemic. Additional resources are available through the NYU Steinhardt and the [Hudson Valley](#) RBERN.

For additional support, please contact the Director of Bilingual, ENL & World Languages, Linda Bradt, at linda.bradt@ecsdnm.org

Academic Intervention Services (AIS)

All scholars who were receiving Academic Intervention Services prior to our period of extended closure will continue to receive services throughout this period of remote learning. Interventions will be targeted and personalized to support each student's unique AIS goals. Progress monitoring of interventions will be monitored through formal and informal assessments. Teachers will provide explicit feedback to scholars around their identified AIS goals. AIS providers will continue to track interventions throughout this extended school closure. Attendance and individual student logs will be inputted into RTIm at a minimum, on a monthly basis. These logs include, but are not limited to, entries related to synchronous and asynchronous academic experiences, resources shared/completed through digital platforms, and evidence of feedback based on work samples. Teachers will continue

to maintain documentation and samples of student work around the targeted intervention(s) to be included in the student's AIS academic portfolio. Ongoing communication with parents/guardians, including quarterly progress reports, remains an expectation and is essential to support our students' continued growth and learning.

Services for Exceptional Students

Our District intends to provide educational opportunities to our entire student population during a prolonged school closure. We are committed to ensuring students with disabilities have access to those educational opportunities to the same extent as their peers, and will seek to provide services and supports that appropriately meet their needs. The District will endeavor to provide, to the extent practicable, remote special education services that approximate those on students' IEPs. The NYS Education Department has acknowledged that these services must be provided consistent with the need to protect the health and safety of students and service providers, and that schools may not be able to provide services in the same manner as they are typically provided. Accordingly, our staff will work to provide opportunities for the provision of remote special education and related services, as practicable, through the use of online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities.

The District will continue to review how the closure affects the delivery of special education and related services to each student eligible for special education services. This may include, depending upon the length of the closure, review by the Committee on Special Education of the possible need for make-up services for individual students, in the event a student does not receive particular services during the closure, or to address any regression of skills during the closure.

Related Service Providers

For many of our providers, services may be able to be conducted remotely. Therefore, related service providers will be scheduling sessions with families ahead of time to assure availability. Given confidentiality regulations and considerations, group sessions may need to be done individually. Remote methods of service delivery can include but are not limited to:

- + Web-Ex sessions (Video Conference)
- + Telephone conference
- + Google Classroom
- + Utilization of a chat feature in the Google Platform
- + Collaboration on a Google Document with the use of chat and/or comment feature

CPSE/CSE/504 Meetings

During this disruption in school attendance, it is important for us to meet our CPSE/CSE/504 obligations to the extent practicable. Therefore, our clerical staff will be sending out invitations for virtual meetings whereby all CPSE/CSE/504 meeting attendees, including parents and their child (age 15 or older), will be invited to participate either through video conference or by calling into the meeting via telephone. In preparation for these virtual CSE meetings, our clerical staff will strive to provide all attendees with access to an electronic copy of the CSE material, as available, prior to the meeting. In an effort to transition to virtual CSE meetings, all CSE meetings scheduled between March 13th-April 3rd will be rescheduled to a later date. Correspondence from our Special Education Department will be forthcoming as it relates to your scheduled CSE meeting date and how you can join electronically.

Initial Referrals/Reevaluations

Because of the present COVID-19 situation, subsequent school closure, and our obligation to conduct assessments in accordance with test publishers' protocols, we will be unable to conduct standardized educational evaluations that require face-to-face assessment or observation at this time. The CSE will convene to discuss students due for reevaluations, to update students' IEPs, and will document sessions either in Frontline IEP and/or in the PLP system in Infinite Campus in order to maintain a record of students' present levels of performance.

School Counselors/Social Workers Psychologists

The school psychologists, social workers, and school counselors at the Enlarged City School District of Middletown are committed to helping you through this time. Please use eMAIL to contact the appropriate staff member to arrange for a time to speak to them.

Middletown High School		
Nicole Clark	Psychologist	Nicole.Clark@ecsdm.org
Anne Ketcham	Psychologist	Anne.Ketcham@ecsdm.org
Schadrac St. Louis (A - B)	Guidance Counselor	Schadrac.StLouis@ecsdm.org
Courtney Vandermark (C - Di)	Guidance Counselor	Courtney.Vandermark@ecsdm.org
Eric Hipsman (Do - G)	Guidance Counselor	Eric.Hipsman@ecsdm.org
Kim Gurda (H - L)	Guidance Counselor	Kimberly.Gurda@ecsdm.org
Maria Ferrer (M - Moo)	Guidance Counselor	Maria.Ferrer@ecsdm.org
Christine Donohue (Mor - Rex)	Guidance Counselor	Christine.Donohue@ecsdm.org
Patrick Woods (Rey - Sm)	Guidance Counselor	Patrick.Woods@ecsdm.org
Lauren Cutler (Sn - Z)	Guidance Counselor	Lauren.Cutler@ecsdm.org
Juliet Leight	Student Support Counselor	Juliet.Leight@ecsdm.org
Twin Towers Middle School		
Sharon Wade	Psychologist	Sharon.Wade@ecsdm.org
Denise Kelleher	Guidance Counselor	Denise.Kelleher@ecsdm.org
Lynn Smith	Guidance Counselor	Lynn.Smith@ecsdm.org
Lorranie Anderson	Student Support	Lorraine.Anderson@ecsdm.org

	Counselor	
Monhagen Middle School		
Suzanne Maraday	Psychologist	Suzanne.Maraday@ecsdm.org
Sean Thornell	Guidance Counselor	Sean.Thornell@ecsdm.org
Natalie Navarra	Guidance Counselor	Natalie.Navarra@ecsdm.org
Anna Stampone	Student Support Counselor	Anna.Stampone@ecsdm.org
Presidential Park Elementary School		
Liam McGuirk	Psychologist	Liam.McGuirk@ecsdm.org
Joshua Pilgrim	Psychologist	Joshua.Pilgrim@ecsdm.org
Bill Trinkle	Social Worker	William.Trinkle@ecsdm.org
Maple Hill & Maple Hill Annex @ Truman Moon Elementary School		
Arielle Sachar	Psychologist	Arielle.Sachar@ecsdm.org
Crystal Marrero	Psychologist	Crystal.Marrero@ecsdm.org
Cynthia Rodriguez	Social Worker	Cynthia.Rodriguez@ecsdm.org
William A Carter Elementary		
Junelayne Owens	Psychologist	Junelayne.Owens@ecsdm.org
Lynne Ellis	Social Worker	Lynne.Ellis@ecsdm.org

Outside Community Support Resources

Amidst the COVID-19 outbreak, everyday life has changed and will continue to change for our entire community. Children may struggle with significant adjustments to their routines (e.g., [schools and child care closures](#), social distancing, home confinement), which may interfere with their sense of [structure, predictability, and security](#). This resource list was developed to support educators' and parents'/guardians efforts to maintain a positive, healthy emotional well-being while students are physically separated from their teachers and classmates due to the COVID-19 school closure.

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

NYS COVID19 Emotional Support Helpline Direct line for residents of NYS to offer emotional support and referrals to local community resources as needed.	1-844-863-9314
National Suicide Prevention Hotline	1-800 - 273 - TALK
Crisis Text Line www.crisistextline.org	Text HELLO to 741741
National Runaway Switchboard	1-800 RUNAWAY
Orange County Crisis Call Center	1-800 - 832 - 1299
Access: Supports for Living, Inc <i>In response to the COVID-19 crisis, ACCESS has launched a virtual Mental Health and Substance Abuse Urgent Care for adults and children struggling with anxiety, depression, substance abuse, or another other mental health concern.</i>	1 - 888 - 750 - 2266, opt 2
United Way 2-1-1 Referrals to a variety of local resources including	2-1-1 1-800-899-1479

food and shelter needs. Available 24 hours a day, 7 days a week, 365 days a year.	
Cornerstone Family Health Center Healthcare agency in Middletown NY	845-343-8838

Social Emotional Support for Faculty (*Self-Care*)

Articles to Read Addressing the Importance of Self Care

[Mayo Clinic](#)

[CDC Stress and Coping](#)

[Child Mind Institute](#)

[TED Ideas to Share](#) - Flow (Why Grownups love coloring)

APPS to Support Well Being

[HeadSpace](#) - Reduce stress, boost compassion and reduce negative emotions.

I AM - positive affirmations app [Google Play](#) (Android) [Apple](#)

Videos to watch Addressing the Importance of Self Care

[TED Talk](#) - Self Care, Self Love

[TED Talks](#) - Brene Brown playlist

Take a [Virtual Museum Tour](#)

Try a [Yoga](#) or breathing class virtually

School Health Services/Nurses

Nurses will continue to support the physical well-being of our students during our period of extended closure. The school health offices will develop periodic check-ins as a support for families of students who have high risk medical conditions.

Food and Nutrition Services

We take pride in our ability ability to provide our near-7,400 students nutritious meals at

no charge on a daily basis. We understand the important role the district plays in providing vital daily nutrition to our students, and our Food and Nutrition Department is ensuring this continues. Beginning, Monday, March 16, 2020, and throughout our period of closure we will be providing meals to anyone aged 18-and-under. Please review our [meal distribution schedule](#) for details on times and locations of meal distributions. Anyone aged 18-and-under can go to any of the locations to receive meals.

Digital Citizenship

Digital Citizenship refers to the educational and behavioral standards in place for remote learning. Digital Citizenship helps teachers, students, and parents/caregivers understand what technology users should know in order to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology based experiences. Something about cyberspace makes it easy for people to forget they are interacting with other real people. A good rule of thumb is, if you wouldn't do or say something face to face, don't do it online either. Often when we think of Digital Citizenship, we only think about the safety aspects of it but being a digital citizen is much more than just being safe. In the same way we prepare our students to become productive citizens of society, we also need to prepare them to become responsible digital citizens who know how to conduct themselves appropriately using a variety of technology tools. Teachers will report to school site administration any inappropriate behavior in violation of our [Acceptable Use Policy](#) and [Student Code of Conduct](#). We have curated a list of resources on our [Remote Learning HUB](#) to support [Digital Citizenship](#) instruction.

Remote Learning Best Practices:

- + Establish a presence with learners. Clearly communicate with them how they can reach you and be clear about when you're available and when you are not available. Let your love of teaching, learning and your students shine through.
- + Use both synchronous and asynchronous modes to deliver content to students and families.
- + Use a variety of large group, small group, portfolios, Project Based Learning(PBL) activities and individual work experiences.
- + Ask for informal feedback from students to gain an understanding of their remote learning preferences.
- + Take time to promote questions, comments, and reactions from students. Give a minute to allow your students to utilize reactions, write their questions in chat (if enabled), or be unmuted to ask their questions live.
- + Embrace the pause. Take a moment after the end of your comments and allow for students to engage before continuing on.
- + When delivering a presentation, sharing images, files or video, give your students a moment to open or take in what you've shared.
- + Be aware of your physical space viewable on camera - it should always be an environment appropriate for learning.
- + Arrive to the room a few moments early to support students with any last minute technical needs (sound and/or video issues).
- + Consider asking students to mute upon arrival to the virtual space or pre-select to mute all participants when they arrive. Do a roll call once you are ready to begin.

- + Teachers should be the last member present in the virtual room - students should not be able to stay in the room with peers without the teacher being present.

Athletics

As of March 16, 2020, all athletic competitions and practices have been cancelled on the guidance of the New York State Public School Athletic Association. This includes all the community and outside organizations who use our District's facilities.

Spring Sports

On April 21st, 2020 all Section 9 Athletic Directors have unanimously agreed with Robert Zayas, [NYS PHSAA](#) Executive Director, all NYS Spring 2020 Championships will not be conducted. When we return to school, our Section 9 will be prepared and committed to play as many local competitions as possible. However, all Section 9 Athletic Directors have agreed if Governor Cuomo extends the quarantine period out an additional two weeks it will necessitate us to fully cancel our local spring season. Coaches, athletes and parents are encouraged to continue to remain active and consistent with at-home workouts to stay healthy. For questions about athletics, please reach out to: Director of Physical Education, Health & Athletics, David Coates at david.coates@ecsdm.org

School Facilities

Per the Governor's Executive Order, during the mandatory closure, school districts in New York are prohibited from providing in-person educational, recreational, and other K-12 school programs using their school buildings and facilities. For health, safety and sanitary reasons, and in support of required stay at home, stay healthy social distancing regulations, all district buildings are closed. This includes outside/community use of District playgrounds, athletic fields, tennis courts, and tracks.

Important Dates & Changes to the School Calendar

Date(s)	Details
March 13 - April 14	Quarter 3
March 13 - May 1	Quarter 3 Makeup Period

	Students have until May 1 to complete makeup work assigned during Quarter 3.
April 15 - June 26	Quarter 4 All subjects - New instruction is assigned and work is graded for all students K-12.
May 22	Change in the school calendar - this is now a regular day of instruction.