

# ***eLearning***



***Croton-Harmon  
Union Free School District***

**Introduction:** During the time that schools are closed, the Croton-Harmon Schools are committed to providing continuous learning for all of our students. We are committed to student learning during this time as well as ensuring that our students maintain strong relationships (although virtually) with their teachers and peers. Although much is impacted in the world around us, we are a strong school community and we will support one another through these changing times.

**eLearning Portal:** The Croton-Harmon School District launched an *eLearning* Web Portal at [www.chufsd.org](http://www.chufsd.org) to house our remote learning access. In an effort to keep routine in the lives of our students, students should access the page each day, view a message from Dr. O'Connell that includes the Pledge of Allegiance, and then navigate to their school page and start their morning with an updated video from their principals. From there, students navigate to each teacher's class page and/or Google Classroom site where they will find specific instructions for the day. Students submit work and receive feedback from teachers and communicate regularly with their teachers through email and Google Classroom.

**The Evolution of our eLearning Plan:** As a school district we made deliberate decisions to phase in our eLearning experiences for students. This began with asking students to use tools with which they were already familiar, and progressed to a true blended learning environment. The phases below outline the progression.

**PHASE 1 - The Initial Elearning Launch:** At the onset of school closure teachers and students utilized technology tools that they were already familiar with and had already been using regularly when we were physically in the buildings, like Google Classroom. The learning was designed to be asynchronous and our teachers provided meaningful and engaging work for our students while recognizing that distance learning is not the same as in-person classroom instruction.

**PHASE 2 - Promoting Student-teacher Connections For Community Building, Feedback, And Support:** Recognizing that students and teachers were missing classroom interactions, we explored ways to deepen our use of asynchronous tools to provide further communication through the utilization of video and screencasting tools. Every family dynamic in this health crisis is different. An asynchronous learning model promotes the degree of flexibility needed for our families and staff during this time when parents and students might both be working from home.

**PHASE 3 - Promoting Student-teacher Connections For Community Building, Feedback, And Real-time Support:** Phase 3 of our eLearning Plan focused on strengthening learning in an asynchronous environment through real-time interactions. Teachers began utilizing tools like Hangout Meet. These real-time interactions and other online instructional tools further supported students' eLearning experience.

## **Promoting Student-Teacher Connections for Community Building, Feedback, and Real-time Support with exit outcomes in mind (PHASE 4)**

As a school district, we are currently in Phase 4 of our eLearning Plan. It highlights a true blended learning environment, utilizing asynchronous and synchronous tools. Phase 4 is centered on the essential question, “How do we prepare students to exit this school year ready for next year’s future learning?” To address this question, Phase 4 focuses on three areas:

1. **ESSENTIAL INSTRUCTION**: Utilizing curriculum resources such as our digital curriculum maps, and our standards-based report cards at CET and PVC, teachers will prioritize the vital learning that must be covered to prepare students to successfully encounter future content.
2. **INSTRUCTIONAL DELIVERY**: Building on practices established in Phases 1-3, asynchronous delivery will drive our instructional practices with teachers creating a baseline of three learning events utilizing tools that transmit video or screencasts to their students. These teacher-produced materials will be accompanied by clearly articulated learning objectives that deliver essential instruction for our students.
3. **STUDENT READINESS**: The utilization of real-time teacher “office hours” at least twice, weekly, benefits students in multiple ways. It creates opportunities for students to ask questions, and for teachers to formatively assess learning. It also acts as a moment to monitor our students’ social-emotional well-being. This outreach is extended at CET through a weekly virtual meeting with students for the purpose of a social-emotional check-in. At PVC, teachers will virtually meet with their Advisory Group once, every other week.

Our remote learning journey continues in a collaborative way with our teachers. Our teachers continue to work tirelessly to redesign education in light of this unprecedented crisis. We ongoingly share best practices, learn from our colleagues, and continue to explore the next steps in providing instruction for our students while being mindful that our staff is also navigating these challenging times with their own families. As we explore and navigate, we communicate updates to our distance learning practices. We believe that this journey will produce innovation over time and we appreciate your partnership throughout this process. We are also considering what adjustments may be needed to the beginning of next year’s coursework to address students’ needs as a result of this year’s extended closure.

### **Ending the year Croton-Harmon Strong**

Our eLearning schedule will change during the week of June 8 and the week of June 15. During our last two weeks of eLearning, students will have scheduled whole class meetings that will take place via Google Meet. During these class meetings, teachers have prepared learning experiences, celebrations of learning, reflective activities, current events discussions, synthesis activities, sharing work, and more. Our goal is for these positive experiences to allow our students to come together with their classmates and teachers to reignite classroom communities and end the year together in the most positive way possible.

### Continuity of Learning at Carrie E. Tompkins Elementary School

|   | <b>How students access instructional plans and materials*</b>  | <b>How teachers communicate student/parent</b>                                       | <b>How teachers collect, review, &amp; assess work</b>   | <b>How daily interactions w/ students occur</b>           |
|---|--|--|--|---|
| <b>GrK-2</b>  | Web pages, email.<br>Raz Kids, Lexia. Zearn, Brain Pop Jr., Greg Tang Math, Engage NY, Screencasting, Padlet, instructional videos (teacher made and from other sources)   | Email, Class Web Pages, or Phone calls<br><br>Google Hangouts/Meet                   | Review work via Google docs, and email. Review data on web-based learning portals<br><br>Padlet<br>SeeSaw                  | Communication via email.                                  |
| <b>Gr3-4</b>  | Web pages, email<br>Google Classroom, Zearn, IXL (all content), Greg Tang Math, Readworks , Story Works, Lexia, Spelling City, Raz Kids, Screencasting, Padlet, instructional videos (teacher made and from other sources) | Email, Class Web Pages, Google Classroom, or Phone calls<br><br>Google Hangouts/Meet | Student work that is uploaded on Google Classroom<br><br>Review data on web-based learning portals<br><br>Padlet<br>SeeSaw | Communication via email.<br><br>Commenting on Google Docs |
| * In addition to eLearning, hard copy "Porch Packets" can be delivered to students' homes to review and preview grade level content as well as provide opportunities for enhancement. |  |  |  |   |

### Continuity of Learning at Pierre Van Cortlandt School

|              | <b>How students access instructional plans and materials</b>   | <b>How teachers communicate student/parent</b>   | <b>How teachers collect, review, &amp; assess work</b> | <b>How daily interactions w/ students occur</b>       |
|--------------|--|--|--|---|
| <b>Gr5-8</b> | Teacher website, Google Classroom, Imagine Math Achieve 3000 Library databases Type To Learn Screencasting. instructional videos (teacher made and from other sources) | Google Classroom, Teacher Website, Remind App, Email, or Phone Calls, Google Hangouts/Meet | Google Classroom<br>Email                              | Communication via email,<br>Commenting on Google Docs |

| <b>Continuity of Learning at Croton-Harmon High School</b> |   |  |   |  |
|--|---|--|---|--|
|  | <b>How students access instructional plans and materials</b>  | <b>How teachers communicate student/parent</b>   | <b>How teachers collect, review, &amp; assess work</b>                                      | <b>How daily interactions w/ students occur</b>    |
| <b>9-12</b>  | Google Classroom and/or class website, library databases, screencasting, instructional videos (teacher made and from other sources) | Google Classroom and/or class website, Email, Remind App, or Phone calls, Google Hangouts/Meet | Google Classroom and/or class website, email, Google hangouts/meets, video/audio recordings | Communication via email. Commenting on Google Docs |

### **Special Education, English Language Learning, Counseling and Related Service Providers**

Our special education staff is working in conjunction with classroom teachers to provide the support needed to meet the needs of learners and comply with IEPs. They continue to maintain their websites and provide specialized instruction addressing IEP goals. They are available to provide indirect, direct, and individualized support.

School counselors and counseling office secretarial staff on all levels are monitoring their emails and will be responsive to all parent and student needs and requests. Our counseling team has compiled many resources and posted them on their websites. They are monitoring the social/emotional needs of our students and are reaching out on a regular basis to those with mandated services and those in need. Counselors at all levels continue to support learners in classrooms by working with the classroom teachers and monitoring progress, in order to identify and address social-emotional and counseling needs of their students.

On the high school level, the counselors continue to support students with their needs specific to the college application process. High School counselors are monitoring and are in direct communication with many colleges regarding the changing situation.

Related service providers (occupational therapy, reading, speech therapy, counseling) continue to provide activities and learning opportunities through their websites, Google Classroom, and through their partnerships with teachers. Related service providers are providing resources and interactions, focused on IEP goals, that promote the progress of students.

Our behaviorist is available to support families and individual students with behavior support plans and strategies to use at home. She can be contacted directly through her district email or by contacting the Director of Pupil Personnel Services, Karen Gatto.

CSE/CPSE Meetings and the Annual Review process will proceed following a modified schedule and we will be using Google Meet as the platform to conduct the meeting. This will enable participants to be present via video or simply by voice.

English as a New Language (ENL) Teachers have provided activities and learning opportunities through their websites, Google Classroom pages, and through their partnerships with classroom teachers. ENL Teachers are providing resources to further promote the progress of English Language Learners (ELLs) and maintain current levels of performance. They are available to provide indirect or direct consultation by request. Each ENL Teacher has also created distance learning plans to meet the needs of ELLs and their individual goals.

### **Communication**

The District will continue communicating to our learning community through K12 Alerts and our eLearning Web Portal. Dr. O'Connell, our Superintendent and building principals will continue to send daily messages to the students. Our students will receive their daily instruction by starting out at their teachers' class page. Principals will communicate building-specific information through both timely and weekly messages. Principals also hold virtual parent meetings to answer any questions and address pertinent needs. Teachers communicate daily learning expectations. Administrators, school counselors and teachers contact families with any stated need directly by telephone or email.

### **Student Expectations**

Students are expected to login each day and visit their teacher(s) class page. Students are expected to complete and submit assignments as outlined by each teacher. Teachers will be recording the progress of each student. Teachers will be reviewing student work and offering feedback. If a student is unable to complete an assignment for some reason, the student or parent must communicate with the teacher. If a student is not completing assignments or is not logging in, the teacher will communicate with the parent and the principal. **If a student will be absent from an entire day's learning, a parent or guardian must notify the building nurse.**

### **How Can Families Support eLearning?**

Daily routines are very important. This is why each day, *eLearning* begins with a message from Dr. O'Connell, the Pledge of Allegiance and a principals' message. This is then followed by a visit to a teacher's class page which outlines the daily expectations. Talking to your child about the daily expectations is critical. This support will help encourage students to continue with their learning and know that at home and at school we are supporting their learning journey. Each day, we also encourage students to click on the daily mindfulness activity, as well as, the physical activities. Students should limit their time on computer games, social media etc. so that *eLearning* can be front and center. Outdoor physical activity is very important; however, we must once again emphasize **SOCIAL DISTANCING**. Having students gather on a ball field or

basketball court is not following the Governor's social distancing mandate. This is critical to keep each person healthy, as well as being sensitive to the health of others.

Some key considerations as you work with your children to create a sense of balance and a schedule while learning at home are:

- Supporting students in creating a schedule/plan for the day that includes breaks and physical activity.
- Creating dedicated work space, preferably not in children's bedrooms, and where adult supervision is possible.
- Keeping regular meal times for breakfast, lunch, and dinner as a family whenever possible. Because social distancing is so important, time with family might be some of the only in-person interactions our students are getting at this time.

Getting a good night's sleep and having a proper diet are also important. If your student receives a free and reduced meal, please know that we have a Grab and Go Lunch ready for your student at PVC Middle School. Please email Ms. Tracey Borges for details at [tracey.borges@chufsd.org](mailto:tracey.borges@chufsd.org).

## **Grading**

**ELEMENTARY & MIDDLE SCHOOL GRADING:** Throughout the eLearning process, instruction has been designed to be meaningful and promote student growth based on learning standards. Teachers are providing ongoing feedback to students, monitoring student progress and assessing their learning. As a result, we will continue to provide summative feedback regarding student progress by utilizing the standards-based report cards to the best of our ability. It is important for students and parents/guardians to understand their progress and be provided with this feedback in a manner that they are familiar and in keeping with long held practices of both schools.

**HIGH SCHOOL GRADING:** Throughout the eLearning process, instruction has been designed to be meaningful and promote student growth based on curriculum objectives. Teachers are providing ongoing feedback to students, monitoring student progress and assessing their learning. CHHS is grading on a pass (P)/fail (F) basis for Quarter 3 and Quarter 4 report cards. Students will continue their work and receive feedback throughout Quarter 3 and Quarter 4. If the average letter grade equivalent on assignments during Quarter 3 and/or Quarter 4 is higher than the average of Quarter 1 and Quarter 2 and would contribute to an increase in overall average, it will be factored into the end of year grade this is reported on transcripts.

## **What About Student Assessments?**

- ❖ **NEW YORK STATE STANDARDIZED ASSESSMENTS FOR GRADES 3 - 8:** As per the New York State Education Department, the assessments have been suspended and not rescheduled for this year.

- ❖ **NEW YORK STATE REGENTS EXAMS:** As per the New York State Education Department, all June 2020 Regents exams have been canceled.
- ❖ **SAT, AP, AND ACT EXAMS:** Visit the following sites for the most up-to-date information:

[SAT](#)

[Advanced Placement Exams](#)

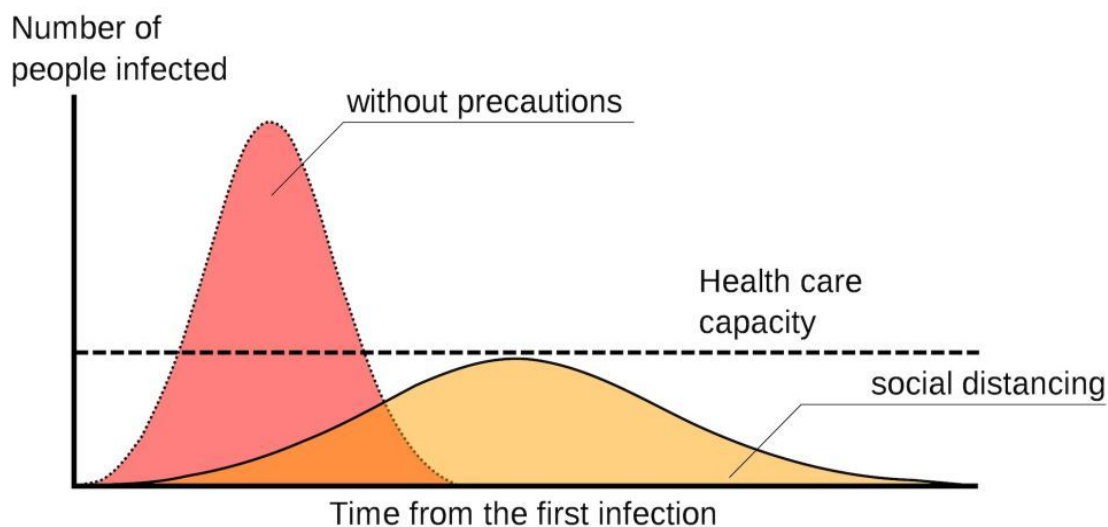
[ACT Exams](#)

### **Access to Technology**

Accommodations can be made by the district for any student in need of a device or access to the Internet by contacting our Director of Instructional Technology, Ms. Deba August, at [deborah.august@chufsd.org](mailto:deborah.august@chufsd.org). If you cannot access the district digitally, call 914-271-1050 and please leave a message.

### **District Facilities**

All schools and facilities, including all fields and playgrounds, are closed. Schools are closed to protect the health of our students and community. Schools, businesses, sporting events are closed to promote social distancing. Once again it is important to stress social distancing. We read a lot about the need to “flatten the curve,” the idea of slowing the spread of the virus.



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Keeping all of our children safe needs to be a community effort. As we know the Village of Croton also declared a state of emergency, closing all village playgrounds, ball fields, and basketball courts to encourage social distancing. With village walking trails and passive parks



remaining open it may be good to note some of the practical information provided by experts in the New York Times article, "[Wondering About Social Distancing?](#)" by Apoorva Mandavilli:

### **If You Have a Question OR You Need to Contact Someone**

Should students or parents have any questions, don't hesitate to contact your teacher or your building principal. Here is some contact information:

|   |   |
|---|---|
| <p><b>A General Question About eLearning</b></p>  | <p><b>Contact Your building Administrator OR Teacher</b></p> <p>CET Principal - Ms. Kelly Maloney - <a href="mailto:kelly.maloney@chufsd.org">kelly.maloney@chufsd.org</a><br/> CET Asst. Principal - Ms. Kerri Bianchi - <a href="mailto:kerri.bianchi@chufsd.org">kerri.bianchi@chufsd.org</a><br/> <a href="#">CET Class Pages</a></p> <p>PVC Principal - Mr. Michael Plotkin - <a href="mailto:michael.plotkin@chufsd.org">michael.plotkin@chufsd.org</a><br/> PVC Asst. Principal - Ms. Lauren Scollins - <a href="mailto:lauren.scollins@chufsd.org">lauren.scollins@chufsd.org</a><br/> <a href="#">PVC Class Pages</a></p> <p>CHHS Principal - Ms Laura Dubak - <a href="mailto:laura.dubak@chufsd.org">laura.dubak@chufsd.org</a><br/> CHHS Asst. Principal - Mr. Mark Maxam- <a href="mailto:mark.maxam@chufsd.org">mark.maxam@chufsd.org</a><br/> <a href="#">CHHS Class Pages</a></p> |
| <p><b>Special Education Question</b></p>  | <p><b>Contact the Director of Pupil Personnel Services</b></p> <p>Ms. Karen Gatto - <a href="mailto:karen.gatto@chufsd.org">karen.gatto@chufsd.org</a></p> <p>Your student's special education teacher or related service provider<br/> <a href="#">CET Class Pages</a>      <a href="#">PVC Class Pages</a>      <a href="#">CHHS Class Pages</a><br/> or contact your building principal at the above address.</p>  |
| <p><b>Technology Support Having Trouble logging-in</b></p>  | <p>Contact the Director of Instructional Technology</p> <p>Ms. Deba August - <a href="mailto:deborah.august@chufsd.org">deborah.august@chufsd.org</a><br/> Help Desk Contact: Click <a href="#">this link</a> to submit a ticket</p> <p>If you cannot access the district digitally, call 914-271-1050 and leave a message.</p>   |
| <p><b>School counseling questions, social-emotional support needs, or college application questions</b></p> | <p>Contact your school counselor by email, and your counselor will email or schedule a personal call with you:</p> <p><b>CHHS:</b> Kirby Mosenthal <a href="mailto:kirby.mosenthal@chufsd.org">kirby.mosenthal@chufsd.org</a><br/> Tanya Thibideau <a href="mailto:tanya.thibideau@chufsd.org">tanya.thibideau@chufsd.org</a><br/> Leslie Troise <a href="mailto:leslie.troise@chufsd.org">leslie.troise@chufsd.org</a></p> <p><b>PVC:</b> Carrie Beja <a href="mailto:carrie.beja@chufsd.org">carrie.beja@chufsd.org</a><br/> Rachel Bonilla <a href="mailto:rachel.bonilla@chufsd.org">rachel.bonilla@chufsd.org</a></p> <p><b>CET:</b> Robin Woolley <a href="mailto:robin.woolley@chufsd.org">robin.woolley@chufsd.org</a></p> <p><b>Student Assistance Counseling:</b> Allison Millen <a href="mailto:allison.millen@chufsd.org">allison.millen@chufsd.org</a></p>                           |

## **Springtime Celebration of Learning**

Croton-Harmon Students are being provided with a chance to participate in a [Springtime Celebration of Learning](#) which is an opportunity to exercise those valued attributes contained within our Profile of the Graduate. The Profile of a Graduate is a cornerstone of the district's Strategic Coherence Plan. The celebrations and the corresponding Profile of the Graduate attributes are as follows:

- **EXPERIENCE SCIENCE 2020 - Critical Thinking through Problem Solving:** In honor of the 50th Anniversary of Earth Day, students design a science project that addresses an area of Environmental Sustainability.
- **THE VIRTUAL TALENT SHOW - Creativity/Innovation:** To show off creativity students innovate something new, whether song, artwork, craft, recipe, joke, or performance art!
- **YOU BE THE TEACHER - Communication/Collaboration:** Students who've explored any area of interest or expertise are asked to share their learning.
- **POETRY JAM - Flexibility/Adaptability & Initiative/Self-Direction:** Being home has required our students to both be flexible and show initiative. Through poetry they can share their experiences while staying home or their hopes for when they can leave home freely again.
- **ODE TO OUR HEROES - Empathy:** While many of us have been staying at home, healthcare workers and first responders continue to go to work to help other people. This last area asks students to find a way to say, "Thank you!"

A student submission for the Springtime Celebrations of Learning can be a two-minute video, screencast, PowerPoint with voiceover, series of photos or a collage, an audio recording, or a written document. Encouraging many digital mediums promotes individuality of our students.

Once submissions are received in early June, the district will create an online Springtime Celebration of Learning webpage for each event!

## **FAQs**

There are two versions of an FAQ provides much detail pertaining to information found in this plan:

- The [Interactive FAQ](#) is a streamlined document that states the question and provides a link where our team responds by video.
- A [Text-based FAQ](#) is also included for those who may prefer read through the information.

## **A Final Note**

In closing, please remember that all of us here in the Croton-Harmon Schools are here for you throughout this time. We must all keep in mind that this situation continues to evolve. We will

reflect, iterate and communicate any changes to our distance learning practices via our K12 Alert System. Should you have any needs, please do not hesitate to reach out to your child's principal, teacher or Assistant Superintendent, John Griffiths. We hope we will all be back together before too long!