

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/ 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 Initial eLearning Launch (PHASE 1)

At this point, learning experiences occur via technology tools that students are already familiar with such as Google Classroom that they had already been using regularly when we were physically in the buildings. The learning is designed to be asynchronous and our teachers are providing meaningful and engaging work for our students while recognizing that distance learning is not the same as in-person classroom instruction. Here is a snapshot for each school to get a sense of some of the technology tools being used at this time:

Continuity of Learning at Carrie E. Tompkins Elementary School				
	How students will access instructional plans and materials	How teachers will communicate with students and parents	How teachers will be collecting, reviewing, and assessing work	How daily interactions with teachers and students will occur
GrK-2	Web pages and email. Raz Kids Lexia Zearn Brain Pop Jr. Greg Tang Math Engage NY	Email, Class Web Pages, or Phone calls	Review work via Google docs, and email. Review data on web-based learning portals	Communication via email.

Gr3-4	Web pages and email Google Classroom Zearn IXL (all content) Greg Tang Math Readworks Story Works Lexia Spelling City Raz Kids	Email, Class Web Pages, Google Classroom, or Phone calls	Student work that is uploaded on Google Classroom Review data on web-based learning portals	Communication via email. Commenting on Google Docs
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Continuity of Learning at Pierre Van Cortlandt School

	How students will access instructional plans and materials	How teachers will communicate with students and parents	How teachers will be collecting, reviewing, and assessing work	How daily interactions with teachers and students will occur
Gr5-8	Teacher website, Google Classroom, Imagine Math Achieve 3000 Library databases Type To Learn	Google Classroom, Teacher Website, Remind App, Email, or Phone calls	Google Classroom Email	Communication via email, Commenting on Google Docs

Continuity of Learning at Croton-Harmon High School

	How students will access instructional plans and materials	How teachers will communicate with students and parents	How teachers will be collecting, reviewing, and assessing work	How daily interactions with teachers and students will occur
9-12	Google Classroom and/or class website, library databases	Google Classroom and/or class website, Email, Remind App, or Phone calls	Google Classroom and/or class website, email	Communication via email. Commenting on Google Docs

Promoting Student-Teacher Connections for Community Building, Feedback, and Support (PHASE 2)

Promoting student-teacher connections for community building, feedback, and support will be the focus of Phase 2 of our eLearning Plan. We recognize that students and teachers are missing classroom interactions. We are exploring ways within an asynchronous environment to provide further communication through the utilization of video and screencasting tools. Evidence of these efforts will be seen as we move into Phase 2 of our eLearning Plans.

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. We are aware of synchronous learning tools and their advantages. Please understand that there is much to consider prior to utilizing these tools, specifically the privacy, safety and security of our students and staff. There is also the consideration of equity and availability for all of our students.

Special Education, Counseling and Related 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. 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) have provided activities and learning opportunities through their websites, Google Classroom pages, and through their partnerships with teachers. Related service providers are providing resources to further promote the progress of students and maintain current levels of performance. They are available to provide indirect or direct consultation by request. Each provider has also created distance learning plans to meet the needs of our students and their individual goals.

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.

As eLearning Continues

We continue in our remote learning journey in a collaborative way with our teachers. Our teachers are working tirelessly to redesign education in light of this unprecedented crisis. We 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 will communicate any changes to our distance learning practices. We believe that this journey will produce innovation over time and we appreciate your partnership throughout this process.

Communication

The District will continue communicating to our learning community through K12 Alerts. 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 and teachers will communicate daily learning expectations.

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 below

<p>A General Question About eLearning</p>	<p>Contact Your building Administrator OR Teacher</p> <p>CET Principal - Ms. Kelly Maloney - kelly.maloney@chufsd.org CET Asst. Principal - Ms. Kerri Bianchi - kerri.bianchi@chufsd.org CET Class Pages</p> <p>PVC Principal - Mr. Michael Plotkin - michael.plotkin@chufsd.org PVC Asst. Principal - Ms. Lauren Scollins - lauren.scollins@chufsd.org PVC Class Pages</p> <p>CHHS Principal - Ms Laura Dubak - laura.dubak@chufsd.org CHHS Asst. Principal - Mr. Mark Maxam- mark.maxam@chufsd.org CHHS Class Pages</p>
<p>Special Education Question</p>	<p>Contact the Director of Pupil Personnel Services</p> <p>Ms. Karen Gatto - karen.gatto@chufsd.org</p> <p>Your student’s special education teacher or related service provider CET Class Pages PVC Class Pages CHHS Class Pages or contact your building principal at the above address.</p>

<p>Technology Support Having Trouble logging-in</p>	<p>Contact the Director of Instructional Technology Ms. Deba August - deborah.august@chufsd.org Help Desk Contact: Click this link to submit a ticket</p> <p>If you cannot access the district digitally, call 914-271-1050 and leave a message.</p>
<p>School counseling questions, social-emotional support needs, or college application questions</p>	<p>Contact your school counselor by email, and your counselor will email or schedule a personal call with you:</p> <p>CHHS: Kirby Mosenthal kirby.mosenthal@chufsd.org Tanya Thibideau tanya.thibideau@chufsd.org Leslie Troise leslie.troise@chufsd.org</p> <p>PVC: Carrie Beja carrie.beja@chufsd.org Rachel Bonilla rachel.bonilla@chufsd.org</p> <p>CET: Robin Woolley robin.woolley@chufsd.org</p> <p>Student Assistance Counseling: Allison Millen allison.millen@chufsd.org</p>

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.

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.

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 of this communication, the New York State Education Department has not offered guidance to indicate a change.
- ❖ SAT, AP, and ACT Exams
Please visit the following sites for the most up-to-date information:

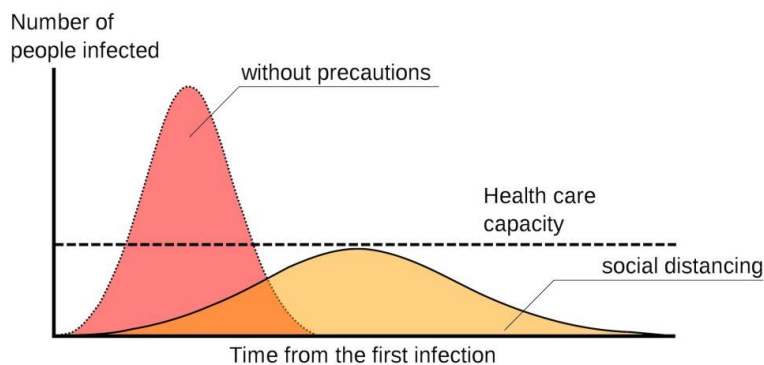
[SAT](#)

[Advanced Placement Exams](#)

[ACT Exams](#)

District Facilities

All schools and facilities 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:

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!