

CHAPPAQUA CENTRAL SCHOOL DISTRICT  
Chappaqua, NY

# iLEARNING GUIDE FOR FAMILIES



Revised - March 20, 2020

*This document will be updated regularly as new information is available. Changes will be noted.*

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**Note:** Due to the dynamic nature of our current environment, we anticipate changes to this document. We will continue to update this guide, and make notations of these updates for as long as our students are iLearning. We will update the date on the cover page to alert you to changes. Of course, significant changes will also be shared via e-mail and/or website posts.

# Contacts & Communication

## District Communication

The district will continue to update the community through our notifications systems of emails, robo-calls, and posting to the district website: <https://www.ccsd.ws/>. Principals will communicate building-specific information, and teachers will update families with class-specific information as they do when classes are in session.

## General Questions about i-Learning

For general questions about iLearning, please contact Dr. Adam Pease; Assistant Superintendent for Curriculum and Instruction at [adpease@ccsd.ws](mailto:adpease@ccsd.ws).

## Special Education and Pupil Personnel Services

For questions about Special Education and other PPS Services including but not limited to counseling, nursing, and clinical support, should be directed to:

- Dr. Heidi McCarthy - Director of Pupil Personnel Services - [HeMcCarthy@ccsd.ws](mailto:HeMcCarthy@ccsd.ws)
- Kristie Evers - Director of Special Education - [Krevers@ccsd.ws](mailto:Krevers@ccsd.ws)

## Teacher & Administrator Communication

The best way to reach teachers and administrators during an extended closure is **by e-mail**.

- Horace Greeley High School [Staff Directory](#)
- Robert E. Bell Middle School [Staff Directory](#)
- Seven Bridges Middle School [Staff Directory](#)
- Douglas Grafflin Elementary School [Staff Directory](#)
- Roaring Brook Elementary School [Staff Directory](#)
- Westorchard Elementary School [Staff Directory](#)

## Technology Support

- If parents/students have trouble connecting, logging-in or accessing a required program, please fill out this "[Online Learning Form](#)".
- "Break and fix" tech support, such as a cracked screen, or headphone jack that does not work, should be reported by filling out this "[Physical Damage Form](#)".

## Other Questions

Additional information can be provided by your child's principal:

<b>Horace Greeley High School</b>	Andrew Corsilia	<a href="mailto:ancorsilia@ccsd.ws">ancorsilia@ccsd.ws</a>
<b>Robert E. Bell Middle School</b>	Martin Fitzgerald	<a href="mailto:mafitzgerald@ccsd.ws">mafitzgerald@ccsd.ws</a>

<b>Seven Bridges Middle School</b>	Joe Mazza	<a href="mailto:jomazza@ccsd.ws">jomazza@ccsd.ws</a>
<b>Douglas Grafflin Elementary School</b>	Carol Bartlik	<a href="mailto:cabartlik@ccsd.ws">cabartlik@ccsd.ws</a>
<b>Roaring Brook Elementary School</b>	Doreen O’Leary	<a href="mailto:dooleary@ccsd.ws">dooleary@ccsd.ws</a>
<b>Westorcharde Elementary School</b>	Jim Skoog	<a href="mailto:jaskoog@ccsd.ws">jaskoog@ccsd.ws</a>

## Introduction to iLearning

As we transition to the new frontier of iLearning, we will do our best to support and engage our students through meaningful and thoughtful learning experiences. With our investment in technology, professional learning, and multi-year focus on the meaningful integration of technology, we are well-positioned to engage in iLearning experiences with our students. With some practice, feedback, adjustments along the way, and your support, we are confident that we can design increasingly powerful learning activities from afar. We ask for your patience as we refine our systems, and transition to iLearning.

To the extent possible, we will emphasize technology platforms that are familiar to students. Learning objectives will be communicated to students with each lesson. Content and skills will be introduced in a variety of ways. Teachers will track student progress to ensure participation and check-in with students and parents. We will provide age-appropriate ways for students to interact with their teacher and with other students via video, audio, chat, or discussion boards. Teachers will continue to assess student progress and provide timely feedback. Administrators, counselors and other support personnel will continue to support our families. Although we have transitioned to a virtual world, we will continue to provide the layers of support and connectivity to which you have become accustomed.

We chose the name “iLearning” to avoid the commonly used “Distance Learning” or “Online Learning.” Instead of being placed into a category that already exists, with predefined norms and ways of work, we thought that it was important for our district to collaboratively develop a unique learning experience that works best for our community.

## Essential Questions

We have used the following three questions to guide our iLearning professional development with our teachers and leaders. As your teacher shares the specifics of their plan with you, please use these questions as a framework to understand the essential parts of iLearning. If the answers to these questions are unclear to you or your child, please contact your child’s teacher.

- How will students access instructional plans and materials?
- How will students receive assignments, submit work and get feedback?
- How will students collaborate with their teacher and with each other?

## Effective iLearning Practices

The fundamentals of teaching and learning hold true in our classrooms as well as in an iLearning environment. We will make every effort to hold true to these fundamentals.

- Lesson objectives will be clearly communicated to students.
- Content and skills will be introduced and reinforced in a variety of ways.
- Collaboration is an important part of learning. Students will have opportunities to interact with their teacher and with other students, via video, audio, chat, and/or discussions.
- A variety of formative (during the learning) and summative (after the learning) assessments will be intentionally planned, and made clear to students. Timely feedback will be given.

## Supporting iLearning at Home

### Supporting an iLearning Environment

Parents can support iLearning in the following ways:

- Set up a daily family routine, including healthy eating and sleeping habits; create a daily schedule that includes quiet work time, physical activity and family time.
- Talk each day with your child about his/her work and promote literacy by reading to your child and encouraging him/her to read independently.
- Limit and monitor TV watching, gaming, social media and unproductive computer time outside of iLearning.

### Schedules

Creating, sharing, and maintaining schedules for each student, adult, and the family is often a great first step. When there is uncertainty, it's important to distinguish what we can control from what we cannot. Having and following a schedule will provide a rhythm to your days. Adjustments to the schedule should be made to work with each student's unique needs and abilities.

### Parental Involvement

The iLearning environment adds a new level of complexity when it comes to parent involvement in the learning process. Only you, your child, and your teacher can find the right balance of parental involvement. In most cases, our recommendation is to give your child just a touch more independence that you may be comfortable with. As parents, we have a tendency to want to intervene as watching our children struggle is hard. Watching them deal with frustration or even failure is harder still. Nevertheless, we know that struggle is an important part of learning. Although we may be inclined to contact a teacher about a trouble spot, teaching our students how to self-advocate is an important skill. There is no one right way to be involved in supporting your child. Strive to find the "just right spot" and then slowly back away as your child becomes more skillful. Working together, we can use this iLearning experience as a way to support the development of self-advocacy and independence in our students.

Consider convening a family meeting to discuss how and when you will communicate with one another. How often will you discuss schoolwork? How involved will you be, when and how. What will be the parent's responsibility and what will be the students. For high school age students, typically, we might recommend a "school business meeting" happen once a week. Since this is a new way of teaching and learning, you should start more frequently and adjust depending upon how things are going. Instead of general questions like "How's it going?" consider asking specific questions like "What was challenging for you today?" or "What have you learned about yourself as you tried iLearning for the first time?"

## If Things Get Tough

Spending nearly all of your time together during an unprecedented pandemic is bound to elicit a wide range of emotions. Greeting your child's feelings with acceptance and empathy, as well as modeling acceptance of your own emotional state, will help them to more quickly self-regulate. You've got to "Name it to Tame it" or the emotion will become stronger and last longer.

Reach out for Support - your school staff may not be in the building, but they are still available to families. Use email to contact any of our counselors or clinicians. If you are not sure who to contact, reach out to your principal and they can connect you with someone who can help.

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## Technology Access & Usage

Access to and use of technology will be an important part of iLearning. Although an incredible tool for learning and connection, technology use does not come without significant concerns related to security, privacy, appropriate use and more. We will need your help to ensure that our students maximize the positive impact of technology use in their lives while minimizing the potential negative consequences. There are many online resources which can help you strike this balance in your home as we strive to do the same each day while students were in our classrooms.

The amount of time students spend on screens weighed heavily in our decisions related to the recommended length of each instructional module provided. Our goal was to balance the importance of delivering appropriate instruction without excessive screen-time. Adjustments to these guidelines will be made as we receive feedback from students, parents and teachers.

## Access to Technology

High School students should have their own devices. All middle school students have been issued a district device and we ask that you please confirm that it is in good working order. Students in first through fourth grade have been issued a district iPad. Kindergarten teachers will share lessons that can be accessed on any smartphone, tablet, laptop or desktop; we will not be issuing district devices to kindergarteners.

We understand that not all students have the same level of access to technology at home. **If you do not have internet connectivity (WiFi), or you feel that your child does not have a suitable device, please contact your child’s principal immediately by email.**

## Technology Help Desk

If you are experiencing trouble connecting, logging-in or accessing a required program, please fill out this ["Online Learning Form."](#) "Break and fix" tech support, such as a cracked screen, or headphone jack that does not work, should be reported by filling out this ["Physical Damage Form."](#)

## Supported Technology Platforms

Teachers have been encouraged to use a variety of found, and created, content to review and deliver new instructional material. The list below, although not exhaustive, contains district approved and commonly used technology tools.

Elementary Schools (K-4)	Middle Schools (5-8)	High School (9-12)
<ul style="list-style-type: none"> <li>● <b>Seesaw*</b></li> <li>● <b>Google Classroom*</b></li> <li>● Google Apps for Education (Drive)</li> <li>● Padlet (Posting and Discussion)</li> <li>● Flip-grid (Video blog)</li> <li>● Screencastify</li> <li>● Resources: ie. YouTube, Dreambox, Epic, TED</li> <li>● Peardeck</li> <li>● Zoom</li> <li>● email</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Canvas*</b></li> <li>● Google Apps for Education (Drive)</li> <li>● Padlet (Posting and Discussion)</li> <li>● Flip-grid (Video blog)</li> <li>● Screencastify</li> <li>● Resources: ie. YouTube, Khan Academy, Problematic, TED</li> <li>● Peardeck</li> <li>● Zoom</li> <li>● email</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Canvas*</b></li> <li>● Google Apps for Education (Drive)</li> <li>● Padlet (Posting and Discussion)</li> <li>● Flip-grid (Video blog)</li> <li>● Screencastify</li> <li>● Resources: ie. YouTube, Khan Academy, Problematic, TED</li> <li>● Peardeck</li> <li>● Zoom</li> <li>● email</li> </ul>

\*Learning management system used for coordination of learning activities

The safety, security and privacy of our students and their data is a top priority. Many web-based platforms are not compliant with educational privacy requirements. Teachers have been instructed that any platform which collects student information must be approved by the district so we may ensure adherence to strict student data privacy requirements. Questions about privacy, data, and security should be directed to Josh Culwell-Block, Director of Technology, Innovation & Mathematics, at [joblock@ccsd.ws](mailto:joblock@ccsd.ws).

## Student Expectations While iLearning\*

Teachers and students should follow these guidelines to ensure productive, respectful class time through all of our iLearning platforms.

- **Practice Social Distancing.** The reason we have turned to iLearning is to practice social distancing, in order to prevent the spread of the virus. Please do not congregate at each other’s homes to do work, socialize, etc. — we want you to stay safe and healthy.

- **Everyone is visible in a synchronous videoconference.** Students should dress appropriately and should be in a comfortable work space with their iPad or laptop. It should be a quiet place with minimal distraction. The background should be appropriate for a child’s learning environment.
- **Focus and engage.** While in a synchronous videoconference, the microphone should be muted and released only when speaking in the virtual class. Keep your video conference platform open and do not navigate to other tabs or web pages unless directed by the teacher.
- **Respect.** Respect the privacy of other participants. Do not take screenshots or pictures of your teacher or fellow students. Do not make any audio or video recordings. These behaviors violate our policies and could result in disciplinary action. Also the use of headphones when engaging in a voice/video chat, will help to ensure the privacy of others.

Teachers will communicate to the administration inappropriate behavior that violates our [Technology Acceptable Use Policy](#) and [Student Code of Conduct](#). Appropriate action will be enforced if necessary.

**REMINDER:** Audio or video recording of a CCSD Staff member without his/her epermission is a violation of the District Code of Conduct.

*\*Adapted from Fordham Preparatory School and CCSD LIFE School*

## Instructional Guidelines

In order to create a more consistent experience for our students, we have developed the following guidelines: iLearning will begin on Thursday, March 19 and follow the 6-Day rotation to which our students are accustomed. [The daily rotation is listed on the district calendar.](#)

- Daily lessons / activities will be posted each morning by 8:30am. The exception to this will be for teachers who have chosen to provide synchronous (real time) lessons during the school day. If they do, the time and connectivity information will be provided by the teacher.
- So as not to overwhelm students with transitions, we have recommended that no more than 2 activities/assignments be given per day within a given block, or for a given class. *(For example, an ELA lesson could include a phonics activity and a writing activity)*
- Teachers will track student progress to ensure participation and check-in with students if they are struggling or non-participatory

## Staff Availability

We recognize that synchronous (real time) opportunities for student-teacher interaction are an important part of the teaching and learning process. We also realize the complexity of this in the virtual

environment. All educators will be available and will identify how they will provide daily, timely and through feedback. Acceptable platforms may include video-conferencing, conference calling, a discussion board, padlet, flipgrid posting, chat room, etc. This time may be structured by appointments or drop-in interactions, as appropriate. Each teacher will communicate with students their specific availability during the school day, providing and posting an announced opportunity each day for students who need direct instruction.

## Overview of iLearning

### Elementary

Douglas Grafflin, Roaring Brook & Westorchard Elementary Schools

Our K-4 students will be provided instruction that follows a daily schedule similar to the sample here. The special days will rotate by grade. Additional information will be provided by your classroom teacher.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Reading	Writing	Reading	Writing	Reading	Writing
Math	Math	Math	Math	Math	Math
Science	Social Studies	Science	Social Studies	Science	Social Studies
PE	Library	PE	Music	PE	Art

Parents or caregivers should monitor progress balancing play, breaks, snacks, and work. In addition to the assigned work, we encourage students to continue to read, journal and play outdoors. We are in the process of developing educational resources for parents to use as “Extension Activities.”

### Communication

Parents should email their child’s teacher if they have questions or should they want to discuss their child’s progress. Administrators, clinicians, counselors, our librarians, and other school personnel are also available by email should you need their support.

- Douglas Grafflin Elementary School [Staff Directory](#)
- Roaring Brook Elementary School [Staff Directory](#)
- Westorchard Elementary School [Staff Directory](#)

### Approximate Activity/Lesson Duration Times

It was important to us that students did not sit in front of a screen for as long as they typically would be in school. We also understand that in some cases, online instruction takes significantly longer than anticipated. Therefore, we have developed guidelines for iLearning. If you find that your child is taking significantly longer or shorter than these times, please share your observations with your child’s teacher so adjustments can be made.

Grade	K-1	2	3-4
Time spent by student on each class/subject	15 minutes per lesson 4 Lessons per day 60 minutes	20 minutes per lesson 4 Lessons per day 80 minutes	25 minutes per lesson 4 Lessons per day 100 minutes

## Attendance

**Please report children that will be absent by sending an email to the designated attendance person in each building.**

Teachers will assume that students are “Present” unless notified otherwise by the parent, in which case they will be marked absent. Student attendance will be marked through the same process as when schools are open.

<b>Douglas Grafflin Elementary School</b>	Cary Vigilante	<a href="mailto:cavigilante@ccsd.ws">cavigilante@ccsd.ws</a>
<b>Roaring Brook Elementary School</b>	Paulette McCarron	<a href="mailto:rbabsent@ccsd.ws">rbabsent@ccsd.ws</a>
<b>Westorcharad Elementary School</b>	Dawn Dellner	<a href="mailto:woparent@ccsd.ws">woparent@ccsd.ws</a>

## Grading

Teachers will track student progress and check-in with students who are struggling or non-participatory. After an extended period of non-participation, a building administrator will reach out to families to determine if additional support is needed. Intentional non-participation could be reflected on a student’s report card.

## Secondary

Robert E. Bell & Seven Bridges Middle Schools  
Horace Greeley High School

For Middle School and High School students, assignments will be posted in accordance with the student’s class schedule as they would typically meet on a six-day cycle. Students will use familiar resources through Canvas and other platforms.

## Communication

Teachers will be monitoring iLearning and providing feedback should there be a need to do so. Parents can email their teacher if they have questions or want to discuss their child's progress.

- Horace Greeley High School [Staff Directory](#)
- Robert E. Bell Middle School [Staff Directory](#)
- Seven Bridges Middle School [Staff Directory](#)

## Recommended Activity/Lesson Times

Grade	5	6-8	9-12
Time spent by student on specific class/subject	25 minutes per lesson Up to 6 Classes 150 minutes	30 minutes per lesson Up to 6 Classes 180 minutes	30 minutes per lesson Up to 6 Classes 180 minutes

## Attendance

**Please report children that will be absent by sending an email to the designated attendance person in each building.**

Teachers will assume that students are "Present" unless notified otherwise by the parent, in which case they will be marked absent. Student attendance will be marked through the same process as when schools are open.

<b>Horace Greeley High School</b>	Laura LoBreglio	<a href="mailto:lalobreglio@ccsd.ws">lalobreglio@ccsd.ws</a>
<b>Robert E. Bell Middle School</b>	Naveen SalyGeorge	<a href="mailto:nasalygeorge@ccsd.ws">nasalygeorge@ccsd.ws</a>
<b>Seven Bridges Middle School</b>	Linda Waller	<a href="mailto:liwaller@ccsd.ws">liwaller@ccsd.ws</a>

## Secondary Grading

**Middle School Grading:** Our teachers and leaders are currently working on an appropriate grading system for our iLearning structure. Initially we have asked teachers to mark individual assignments for completion rather than for a grade. Teachers will provide feedback to students, as needed, and students are encouraged to ask questions. We are still working on the most sensible approach to quarter, semester and final grades and will communicate with you as soon as those decisions have been made.

**Greeley Grading:** Our teachers and leaders are currently working on an appropriate grading

system for our iLearning structure. More information will be posted here when it is available.

### Academic Integrity:

Expectations for academic honesty continue and become even more relevant with distant learning. Please review the below expectations with regard to Academic Honesty and consult your teacher with any questions or concerns.

**ACADEMIC HONESTY** – *Academic honesty is a shared responsibility for students and teachers. There is an implied social contract between students and teachers that requires teachers to present educational materials to students in an intellectually honest way and requires them to evaluate students in a consistent and fair manner. For their part, students' work to be evaluated should reflect only their own efforts. Students should have no prior knowledge of any assessment tool and should not give or seek unfair advantage on any assessment experience. All students' research work should conform rigorously to accepted standards of citation and appropriation. Students should realize that demonstrating integrity is something that must be worked at consistently.*

## Standardized Assessments

Details regarding the administration of assessments is changing frequently. Please consult the official webpages of each organization for the most up-to-date information.

For questions about the assessments list below, please reach out to your child's counselor (Grades 5-8) or your principal (Grades 3-4).

### Grade 3-8 State Assessments

The administration of the 3-8 State Assessments has been suspended by the New York State Education Department and will not be rescheduled..

### Regents Exams

At this time, NYS has not indicated a change in the status of Regents exams. Of course, that is subject to change and we will keep you posted. Teachers of the middle and high school courses that culminate in Regents Exams will be mindful of the need to continue preparing their students for those exams. We will continue to keep you updated as we learn more.

## AP Exams

Our teachers and administrators will continue to monitor updates from the College Board and communicate with our students and families as appropriate. The College Board is posting updates here: [AP Updates for Schools Impacted by Coronavirus](#)

## SAT Exams

The College Board is posting updates here: [SAT Coronavirus Updates](#)

For Students Who Were Unable to Take the March SAT OR were registered to take the May SAT

- The College Board has cancelled the May SAT and all March rescheduled test dates.
- Families who registered for the May SAT will receive a full refund. They need to register for the June SAT as quickly as possible, as we anticipate a high volume of students and test sites reaching capacity sooner than usual.
- Registration for the fall testing dates will open in July
- For students who need to take Subject Tests, we recommend prioritizing the June test date for the SAT and to plan on taking Subject Tests in the fall. If students have already taken the SAT and feel good about their scores, they can use the June test date as their opportunity to take Subject Tests

## ACT Exams

ACT.org is posting updates here: [ACT Coronavirus FAQ](#)

- The ACT has announced that the April ACT has been cancelled nation-wide. Students who registered for April will receive an email about being able to reschedule for an upcoming test for free – either for June or a future test date.
- Families should consider registering for the July test date, if their schedules permit. Note that there are fewer test sites available.
- Fall test date registration will open in July

## Special Education Services

During a school closure, we are committed to supporting our students who receive additional services.

### Special Education

As we start iLearning on March 19th, we 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 supports and services that will address their individual identified needs and track their progress toward achieving their IEP goals. Please understand that our exceptional circumstances may affect how a particular service is provided. More information can be found here: Department of Education - [Questions](#)

[and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak.](#)

Additional guidance from the Federal Department of Education and Special Education Office of the New York State Education Department is expected in the near future.

Collaboration will continue between the classroom teacher and the special education teacher to support the needs of students with Individualized Education Programs (IEPs). Students who have IEPs will have access to all iLearning with supports based on their IEP. Your child's special education teacher (case manager) will be providing these additional supports to your child through the provision of online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities. These services will closely track your child's progress toward their IEP goals.

## Related Service Providers

(Related Services such as, but not limited to, Reading, Speech and Language, Occupational Therapy, Counseling and Physical Therapy)

Related service providers will develop a distance learning instructional plan to meet the needs of each individual student on their caseload. To the best of their ability, related service providers who are providing IEP mandated services will continue to support all students in their progress toward goals. The method of service provision will be tailored to the family and student's needs and may include email/phone consultation, video sessions, zoom meetings, instructional videos, etc. These services will closely monitor your child's progress.

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 and/or related service provider, if you have questions.

\*The plan for instructional services for students with disabilities will continue to be monitored and revised based on any updated guidance we receive from the Federal Department of Education and the Office of Special Education of the New York State Education Department.

## CSE/CPSE & Section 504 meetings

During this time of school closing, we will be using a platform called Zoom for CSE/CPSE/Section 504 meetings. This platform will provide the opportunity for you to connect via video, voice or both. You will be receiving an email from the special education office that will include a link with which you can connect to the meeting on the scheduled date and time. You can connect for video and/or voice, or use the call in number to conference call. All of the information you need to know to connect in the manner you prefer will be included in the link provided in the email. Just click on the link and join. You will have already received the meeting packet via email, ensuring your ability to meaningfully participate in the meeting.

Section 504 accommodations will continue to be provided, as applicable, to students' distance learning plans.

# Support Services

## School Counselors

Counselors will maintain a schedule with their students during this time. They will attend to course planning, transitional planning, post secondary admissions processes and support students and families remotely as needed. Please do not hesitate to reach out to your child's school counselor if you have questions or if your child needs additional support.

## English as a New Language (ENL)

ENL teachers will work with the classroom teachers to develop an instructional plan to meet the needs of each individual student on their caseload. To the best of their ability, ENL teachers will continue to support all students per the required frequency. The method of delivery will be tailored to the family and student's needs and may include email/phone consultation, video sessions, zoom meetings, instructional videos, etc. These services will closely monitor your child's progress toward their goal of English proficiency.

To ensure regular communication about progress, ENL Teachers will work with parents to develop a plan for regular check-ins. Please do not hesitate to reach out to your child's ENL teacher if you have questions.

## Nurses

Our school nurses will remain in contact with families regarding your child's specific needs. Please email your school nurse if you need to pick up medication or have a particular question or need. Our nursing staff will continue to stay informed and participate in updates on the emerging developments which may impact our school community.

School	Name	Contact
Horace Greeley High School	Kathy Brehm	<a href="mailto:KaBrehm@ccsd.ws">KaBrehm@ccsd.ws</a>
Robert E. Bell Middle School	Christina Ahern	<a href="mailto:ChAhern@ccsd.ws">ChAhern@ccsd.ws</a>
Seven Bridges Middle School	Lori Miano	<a href="mailto:LoMiano@ccsd.ws">LoMiano@ccsd.ws</a>
Douglas Grafflin Elementary School	Danielle Bonsignore	<a href="mailto:DaBonsignore@ccsd.ws">DaBonsignore@ccsd.ws</a>
Roaring Brook Elementary School	Suzanne Rota	<a href="mailto:SuRota@ccsd.ws">SuRota@ccsd.ws</a>
Westorchard Elementary School	Astrid Jarzembowski	<a href="mailto:AsJarzembowski@ccsd.ws">AsJarzembowski@ccsd.ws</a>

**Important note:** If your family is experiencing a crisis or medical emergency, please use 911 services.

# 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 that use our District's facilities. Athletes and Parents are encouraged to stay active on SportsYou for up to date information and valuable resources that can help us during this time of crisis. We anticipate an update from section one on the status of spring sports before April break.

For questions about athletics, please reach out to:

**Director of Physical Education & Athletics, Jason Semo** at [jasemo@ccsd.ws](mailto:jasemo@ccsd.ws)

# School Facilities

**ALL DISTRICT FACILITIES are CLOSED.** For health, safety and sanitary reasons -- and to encourage social distancing -- this includes community use of District playgrounds, athletic fields, tennis courts, and track. In addition, all activities and events scheduled to take place in the District are cancelled, except for the Board of Education meeting on March 25. While this meeting will be closed to in-person public attendance, a livestream video link will be made available.

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Special Thanks to:

[Kasey Bell: Shake Up Learning](#)

*Byram Hills Central School District, The e-Learning Guide for Parents*

*Katonah Lewisboro School District, Distance Learning Handbook*

*Somers Central School District, Distance Learning Guide for Families*