CHAPPAQUA CENTRAL SCHOOL DISTRICT
Chappaqua, NY
BEDS Code: 48-01-01-06-0000

iLEARNING
GUIDANCE DOCUMENT
Revised - March 12, 2020

CONTRIBUTORS:

This document was collaboratively developed by the Chappaqua Congress of Teachers and the District and Building Leadership Teams

Essential Aspects for iLearning

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Overview:

It must be acknowledged that iLearning is not intended to replicate the magic of our classrooms in a digital environment. Nevertheless, with our significant investment in technology, and our willingness to integrate this technology into our instructional program, we are well positioned to create powerful learning experiences for our students from afar. Personally and professionally, COVID-19 will continue to challenge us in ways that we haven't been challenged before. Let's face this disruption to our practice together, seizing opportunities and offering the best of ourselves to support each other and what's best for kids. Working together, we will come out of this safe, healthy, and even more skillful at using technology to personalize learning. Let us acknowledge that we all work hard, and that we will continue our commitment to the highest level of education during these trying times.

In the event that all schools must close the Superintendent will use the remaining snow days in the calendar (as of 3/12/2020 there are 3 remaining days) prior to activating iLearning.

BEFORE the District begins iLearning - the Governor or NYSED must confirm that a day of approved iLearning by the Superintendent counts as a day of instruction for the students (towards the 180 day requirement).

UNTIL this confirmation is issued, the DISTRICT will exhaust remaining snow days (8 days-including the conversion of April break and the Friday before Memorial Day to snow days) - **which will be non-instructional days** - in an event of closure.   After we exhaust these remaining 8 days, we will begin iLearning with the assumption that these iLearning days will be forgiven as has happened in the past (but the District will continue to seek written confirmation from the NYSED).

The converted vacation days (April break and Friday before Memorial day) will be regular instructional days.

Essential Questions:

- ❖ How will students access instructional plans and materials?
- ❖ How will students receive assignments, submit work and get feedback?
- ❖ How will students collaborate with you and with each other?
- ❖ How will we collaborate to support each other and our students?

Goals of iLearning:

1. Lesson objectives are clearly communicated.
2. Content and skills will be reinforced and introduced in a variety of ways.
3. Opportunities to interact with the teacher or with other students via video, audio, chat, or discussions will be provided.
4. A variety of formative and summative assessments are intentionally planned, made clear to students, and timely feedback is given.

Instructional Guidelines:

Instructional Delivery:

Supported Technology Platforms:

Teachers are 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** technology tools.

Elementary Schools (K-4)	Middle Schools (5-8)	High School (9-12)
Seesaw* - Google Apps for Education (Drive) - Padlet (Posting and Discussion) - Flip-grid (Video blog) - Screencastify - Resources: ie. YouTube, Dreambox, Epic - Hyperdoc - Peardeck - Zoom - TED - email	**Canvas*** - Google Apps for Education (Drive) - Padlet (Posting and Discussion) - Flip-grid (Video blog) - Screencastify - Resources: ie. YouTube, Kahn Academy, Problematic - Hyperdoc - Peardeck - Zoom - TED - email	**Canvas*** - Google Apps for Education (Drive) - Padlet (Posting and Discussion) - Flip-grid (Video blog) - Screencastify - Resources: ie. YouTube, Kahn Academy, Problematic - Hyperdoc - Peardeck - Zoom - TED - email

*Learning management system used for coordination of learning activities

Platform Considerations:

- In most cases, these platforms are familiar to students. By emphasizing these familiar platforms, students will have a more seamless iLearning experience.
- If a new platform is remotely introduced, allow time for introduction and exploration so as not to take away from learning.
- ***Many web-based platforms are not compliant with educational privacy requirements. If a student must sign-in and provide any identifying information (birthday), secure prior approval from an administrator.***

Guidelines for the Structure of Learning:

Schedule for iLearning

Secondary Schedule

For the Middle Schools and High School, assignments will be posted in accordance with the teacher's class schedule.

Sample Elementary Schedule for a Student

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

*Students will be encouraged to continue to read, journal and participate in other self-directed learning activities.

*A block is defined as a set amount of time given to a specific subject area.

Posting Guidelines & Instructional Support:

- Asynchronous daily lessons/activities will be posted on the day that the class meets by 8:30 am.
- Teachers should not exceed 2 activities a day within a given block. *(for example, an ELA lesson could include a phonics activity and a writing activity)*
- Teachers are expected to support the education of students for a period of time each day that does not exceed the existing contractual day. It is understood that due to a variety of complicating factors, teachers will need flexibility with regard to how this time is distributed throughout the day.
- iLearning days will follow the instructional days of the school calendar. Adjustments to the school calendar will be made at the discretion of the Superintendent to ensure minute and daily requirements are met.
- Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Compassion and understanding should always govern decisions.
- The District will communicate with parents clear expectations with regard to how they can best support their students during iLearning. Building Administrators will continue to support the appropriate involvement of the parent community.
- Student attendance should be taken based on participation and submission of assignments.

Recommended Total Lesson/Activity Times

Grade	K-1	2	3-4	5	6-8	9-12
Time spent by student on specific class during that day	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	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

example*Minutes reflect total time of lesson and student activity

Lesson / Class Guidelines

A predictable daily format will help students navigate this new way of learning. Consider these important components as you design and post each learning experience:
- Purpose: The objective of the lesson
- Agenda: Map of expectations for lesson
- Instruction: Clear and specific guidelines for students to follow
- Engagement: Ways for students to actively participate (practice, discussion, reflection, application, connection)
- Assessment / Feedback: Opportunities to check in on student learning

Professional Support for Staff

- Building and District leadership will continue to support and oversee the teaching and learning process. In order to support the teaching and learning process as well as the professional learning of staff, Administrators may request access to iLearning experiences and student instructional plans as necessary.
- Leadership and staff will continue to partner to support student learning and engagement.
- The District will communicate with parents the clear expectations with regard to how they can best support their students during iLearning. Building Administrators will continue to support the appropriate involvement of the parent community.

Professional Connections & Support for Students:

- How will we collaborate to support each other and our students?
  - Grade level teachers of the same subject will offer consistency within reason. Teams may share lessons to assist in workload. Teachers should feel connected with colleagues of the same subject/course and are encouraged to maintain these professional connections.
- Give the students learning that can be done without a device as much as possible. Lessons should capitalize on the home environment. Reduce screen time and include physical activity as much as possible.

Special Area Staff:

Encore Teachers:

- At the secondary level encore teachers with assigned classes (ie. Art, MS Library, Music, PE, Technology, Theater and other electives) will continue to teach their scheduled classes on the assigned rotation based on the master schedule.
- At the elementary level, encore teachers (Art, Music, Library, and PE) will teach their classes based on the model above. This schedule will be shifted by grade level to distribute lessons across grade levels. Encore teachers should post grade-level lessons per their assigned schedule.
- High school librarians will provide instructional support for technology integration and iLearning.
- Building principals will coordinate this effort.

Special Education Teachers:

- Special education teachers will continue to support students on their assigned caseload.
- Special education teachers will continue to collaborate with their cooperating teachers to ensure equitable access to instruction.
- To the extent possible, Special Education teachers will continue to support the Individual Education Plan for each student.

Specialists & Interventionists:

(Reading, Speech and Language, Occupational Therapy and Physical Therapy)

- Specialists and interventionists will develop a distance learning instructional plan to meet the needs of each individual student on their caseload.
- Specialists and interventionists will structure communication plans to work with students and parents.

Counselors & Clinicians:

- Counselors and clinicians should focus on the academic progress and social-emotional well-being of students during iLearning.
- Counselors and clinicians may need to advocate for modified iLearning expectations for students who are unable to advocate for themselves.
- Teachers may contact counselors and/or clinicians if a student needs social or emotional support, and the counselors will follow up as necessary.
- Counselors are available to families and students to offer assistance with the challenges of iLearning and will respond and support as much as they can from afar for other low-level social/ emotional needs. High School Counselors will continue to support during the post-secondary

admissions process. Counselors should clearly communicate to all students their availability to connect if students are sad, overwhelmed, frustrated, or confused.
- Counselors will be available to staff to confer about student progress.

PD Team Members:

- PD Team members will provide instructional support for technology integration and iLearning to faculty.
- PD Team members will hold daily office hours for staff.
- PD Team members will troubleshoot instructional technology issues for staff and students.
- PD Team members will develop instructional tools, and sample lessons to assist teachers in the iLearning process.
- PD Team members will coach, coteach, model and otherwise support the teaching and learning process.
- PD Team will make themselves available to the faculty through a variety of synchronous and asynchronous methods to be posted to the staff and administration.

Teaching Assistants:

- Teaching assistants will continue to serve as a resource for our students and teachers. They will provide feedback to our students and help assist teachers with instruction.
- Teaching assistants will be assigned student(s) with whom they will conduct daily check-ins (with the guidance of the special education teacher) to support student learning per a plan developed by the building administration.
- Where applicable and appropriate, teaching assistants will be included and participate in the iLearning environment.

Athletic Trainers:

- Athletic Trainers will collaborate with the physical education teachers to develop and deliver iLearning experiences.

Nurses:

- Nurses will continue to support the physical well-being of our students during iLearning.
- Nurses will continue to stay informed and participate in updates on the emerging developments which may impact our school community.
- Nurses will medically clear students for sports.
- Nurses will consult with families regarding school attendance parameters and specific needs.

Staff Availability:

We recognize that synchronous 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 engage in the opportunity daily, timely and through feedback.   Acceptable platforms may include video-conferencing, conference calling, a discussion board, padlet, flipgrid posting, chatroom, 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.

CCT Coaching and Stipended positions:

(Fellowships, Learning Teams, Inservice Classes, Coaches, Advisors, Department Chairs, Grade Level Leaders, etc.)

All stipends will continue during the course of iLearning and there will be a good faith effort that these groups would continue their work in the iLearning environment.

Coaching salaries resumption will be prorated dependent on when/if season commences.

CSE and 504 meetings:

Teachers will be available for scheduled CSE and 504 meetings that can be performed by phone and/or video conference. Teachers will not be required to activate their device camera in these cases. Every effort will be made to evenly distribute these responsibilities.

NYSED Regulation & Law:

All provisions described are subject to change based on changes to NYSED Regulation, mandates, or changes to State Law.

Attribution: *Kasey Bell: Shake Up Learning*