Distance Learning Plan:
Virtual Learning Supports

School Closure Action Plan

The purpose of this document is to outline an action plan in case of an unanticipated, sustained school closure.

The Greene School, in an effort to mitigate the disruptive effect of extensive missed days on our educational community, intends this policy to continue productivity through utilization of our resources in technology. These will be addressed as “Distance Learning Days”.

The Greene School intends to treat these Distance Learning Days as normal classroom days with expected attendance, as well as, adherence to The Greene School code of conduct.

TGS is well-prepared to deliver and meet rigorous learning standards on Distance Learning Days given our 1-1 device ratio, our regular use of online learning strategies, and the flexibility of our program. All teachers are issued school laptops that can be taken home. Smartphones are common amongst the majority of teachers and students. Our classes are expected to communicate through Google Classroom, Google Hangout, or Zoom.

In the case of circumstances that would cause the cancellation of a school day, staff and students of The Greene School will continue to engage from a distance through use of their virtual tools creating and completing meaningful curriculum based work.
What is expected of Teachers:

1. Teachers are to appropriately modify their lesson plans to accommodate distance learning. **
2. Teachers are to post their assignments to their class’s Google Classroom with specific instructions as to when the given assignment is to be completed and what format the teacher expects the work (Email, google drive, other). Assignments will be posted by teachers, no later than 10:00AM.
3. Teachers are to hold digital office hours where they can be reached through email or google classroom for immediate response with lesson help. Teacher digital office hours will be from 10:00AM- 3:00PM.
4. Teachers are expected to count assignments completed toward attendance for their class for the day and report their attendance to administration. Attendance will be tracked in Powerschool and reviewed daily for accuracy. This will require office staff responsible for attendance to share attendance data with teachers daily in order to make corrections as appropriate. We need this to be as accurate as possible for state reporting.
5. Though most teachers are proficient, there will be Professional Development throughout the year to ensure teacher success.
6. Crew leaders will be reaching out twice per week (Mon/Fri) to check in will all crew students. This will provide an additional face-to-face time with at least one adult. Assignments will closely mirror what is typically delivered during a regular class period, especially as Google Classroom is used daily in all classes and will fit into the current course of study for each class. All accommodations for IEP, EL, and 504 students will be included in each lesson plan.
7. Special Educators will work closely with content teachers and teaching partners in co-taught classes (ELA/MTH) and on specific service caseloads to provide academic support as indicated in students’ IEP services.
8. Case Managers will reach out to students and families for virtual check in at least two times each week (Tuesday/Thursday). Team meetings will remain scheduled and conducted through virtual modes with full team structure and protocols. For privacy, students that require accommodations or specialized instruction will receive assignments, supplementary materials, and support via email or direct outreach.
9. School Social Worker, Guidance, Psychologist, and School Nurse will contact students and families who receive direct services during the school day to provide support to students as required through IEP and/or 504 service requirements and for students who have been identified as needing additional support with changes in routine and SEL services. Speech and Language services will continue virtually in small groups or individually according to service requirements.
10. Additional staff including teaching partners and operational staff will consult daily with smaller identified caseloads of students to ensure smooth transitions and support as needed for distance learning success.

**Assignments will be dependent on the given day within the scope and sequence that a Virtual Day may be necessary. All assignments will be designed to advance learning and continue the curriculum trajectory as outlined in the scope and sequence. Course scope and sequence**

Students will be marked present using the 1D code: (Present - Out of School, regular instructional program activity).
What is expected of students:

1. Students are expected to participate fully demonstrating their Habits of Character (HOC) and Responsibility for Learning.
   ** Habits of Character are regularly assessed in addition to academic proficiencies.
2. Students are responsible to reply to the assignment sent by their teacher upon receipt as to make the teacher aware of their receipt and to indicate their intention to participate. All students are required to participate daily in distance learning and report via email at yguridy@thegreeneschool.org when they will be absent from the daily lessons.
3. Students are to read the full assignment instructions and ask any clarifying questions they may have through Google Classroom, Hangout, Email, or Zoom.
4. Students are expected to complete their assignment and participate to the best of their ability. Participation and completion of work is required.
5. Resources will be made available to students as part of lessons for academic support and advancement.
6. Students have the responsibility to communicate with teachers and support staff with questions using google classroom, email, or participation in hangout meetings.
7. Students will have until 5:00pm during distance learning to complete assigned work. Attendance will be taken for each class and each student. (Teacher office hours 10am-3pm)

What is expected of Parents:

1. Review the quick guide: Google Classroom for students and check in on the Google classroom page daily with your students for support, guidance, and full comprehension of learning expectations.
2. Provide space and time for your student to engage in distance learning.
3. Reach out to teacher, administrators, support staff with questions using our school website directory.
4. Check your email, TGS facebook, and school text for regular updates. If you are not receiving emails from The Greene School, please reach out to Mr. Laplante at jlaplante@thegreeneschool.org and your email will be added to our listserv.
5. Powerschool will be updated at least two times each week. Click on the Powerschool link to review your student progress on distance learning. Please contact Ms. DePeri who can assist in logging in to Powerschool at adeperi@thegreeneschool.org.
6. Parents will communicate expected absences from distance learning by emailing Ms. Yairis at yguridy@thegreeneschool.org. Students will be marked present using the 1D code: (Present - Out of School, regular instructional program activity).
What is expected of Administration:

1. Administration will be responsible for communicating the initiation of Distance Learning through the channels currently used for school cancellation including email, Website, facebook, instagram, and Call-One text.

2. Administration will include online learning tools in The Greene School’s professional development plans. This will be supported through communications in crew (advisory) and core classes for all students.

3. The Head of School will communicate the policy and procedures with stakeholders in The Greene School Community including, The Board of Directors, R.I.D.E., Parents, and Students.

4. The Principal will track attendance from teachers. Final attendance will be counted at 5:00PM.

5. The Head of School, Principal, and Instructional Leader will monitor staff unit planners to ensure academic rigor, standards alignment, and course progression. The team will pay close attention to the grade appropriate rigor and advancement of learning including supports for all groups of students. Unit planners and lessons will be reviewed during content team meetings using google hangout or zoom. Unit Planners will include: earning targets, instructional strategies, and assessment methods for each daily lesson with clearly articulated differentiation strategies and collaboration efforts with special education, student support staff, and director for multilingual learners.

6. The Special Education Director and Head of School will work closely with special educators and student support staff to monitor case management services and student accommodations/modification as indicated in IEP/504 documents. The Special Education director and 504 Coordinator will host meetings two times weekly to ensure the implementation of services as required under FAPE and in alignment with the IEP/504 services. (Tuesday and Thursday)

7. The Head of School, Principal, and Instructional Lead will host content team virtual meetings two times weekly to review course and student progress, and provide support to teachers with planning for curriculum, instruction, and assessment.

8. The leadership team will be collecting data over the course of each week to monitor student progress and measure the success of The Greene School distance learning program. The leadership team will review and organize this data during a virtual administrative meeting every Friday morning to share with the school community.

9. Maintain the cleanliness of the school buildings using the CDC recommendations and contract City-Wide company. Cleaning scheduled and completed for Tuesday March 17, 2020.

10. All administrative team members and support staff will be available to support teachers, students, and families each day through distance learning.

11. The Head of School will ensure that all staff including hourly paid and part-time employees are engaged in the distance learning program for the term of each employee’s weekly contracted hours.

Leadership and Support Staff

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<thead>
<tr>
<th>Department Mtgs (Unit Planners)</th>
<th>Academic Proficiencies (Assessment Data)</th>
<th>Attendance Students and Staff</th>
<th>Outreach Efforts</th>
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</thead>
<tbody>
<tr>
<td>Lesson Review Assessment Development Instructional Strategies (Differentiation)</td>
<td>Special Education/ 504 Team meetings</td>
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<tr>
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