



Greenburgh Central
School District

Our Children. Our Focus. Our Future.

Emergency Closure Remote Learning Plan

Last Updated: December 16, 2022

Greenburgh Central School District Central Office Administration

Name	Position	Email	Phone
Dr. Linda Iverson	Superintendent of Schools	liverson@greenburghcsd.org	914.761.6000 x3103
Dr. Christopher Macaluso	Assistant Superintendent for Curriculum, Instruction, & Personnel	cmacaluso@greenburghcsd.org	914.761.6000 x3112
Lisa Raymond	Assistant Superintendent for Business	lraymond@greenburghcsd.org	914.761.6000 x3106
Catherine V. Addor	Director of International Baccalaureate, World Languages, & English as a New Language Programs	caddor@greenburghcsd.org	914.761.6000 x3154
Nicholas Giarrusso	Director of Pupil Personnel Services	ngiarrusso@greenburghcsd.org	914.761.6000 x3123
David Leis	Director of Technology & Innovation	dleis@greenburghcsd.org	914.761.6000 x3116
Dawn Mair-Male	Director of the Early Childhood Program	dmale@greenburghcsd.org	914.761.6000 x 1963
Michael McCoy	Director of Athletics, Physical and Health Education	mmccoy@greenburghcsd.org	914.761.6000 x3014

Program/Building Contact Information

Building/ Department	Main Contact	Email	Phone
ECP	Will Washington , Administrator	wwashington@greenburghcsd.org	914.949.2745 x3503
LFJ	Patricia Simone , Principal	psimone@greenburghcsd.org	914.948.2992 x3202
HES	Gary Mastrangelo , Principal	gmastrangelo@greenburghcsd.org	914.946.6946 x3301
RJB	Shqype Rraci , Principal	srraci@greenburghcsd.org	914.948.8107 x3402
WMHS	Matthew Smith , Principal	msmith@greenburghcsd.org	914.761.6052 x3003
WHS	Daniel Brady , Assistant Principal	dbrady@greenburghcsd.org	914.761.6052 x3018
WMS	Veronica Henriquez , Assistant Principal	vhenriquez@greenburghcsd.org	914.761.6052 x3082

Table of Contents

1. Introduction
2. Instructional Day: Quality, Rigor, and Regular Substantive Interactions
 - a. Schedule ECP
 - b. Schedule LFJ
 - c. Schedule HES
 - d. Schedule RJB
 - e. Schedule WMHS
3. Roles and Responsibilities of Staff
4. Technology and Access
5. Attendance
6. PPS

I. Introduction

The Greenburgh Central School District (GCSD) strives to provide a world-class program with a commitment to educating our students in an environment in which they will develop a life-long love of learning while successfully engaging in a rapidly changing, interconnected, global community.

During the 2022–2023 school year, the GCSD may implement a program whereby remote instruction is provided in the case of an emergency closure of schools. This Remote Learning Plan will be a way for students to have live remote learning experiences while the school or district buildings are closed to students and staff. Creating a virtual school day option during an emergency closure will help minimize disruptions to the calendar.

We acknowledge that e-learning does not replicate the extraordinary in-person classroom environment our teachers create for your children each day. Nonetheless, it is our intention to provide as much instructional continuity as possible for students during the time when our schools are closed. Our teachers are creating plans that will align with the same quality and rigor as instruction provided on a typical day, consistent with district instructional plans. This means that we will balance synchronous learning with teachers and students live “on-screen” with asynchronous learning where students work independently at their own pace. In both situations, students will have regular and substantive interactions with their teacher(s). We are fortunate that our technology infrastructure, resources, and training provide the conditions to continue with an e-learning experience. Teachers and students have spent time during the day practicing locating the schedule in the Google Classroom for an emergency closure and logging in to the Google Meet.

We have no way of knowing how many virtual school days could go into effect. With that said, should we use a virtual school day, we will continue to collect program data. If we need to revise the way the day works, we will do so.

2. Instructional Day: Quality, Rigor, and Regular Substantive Interactions

Virtual school days will include live remote teaching and following a schedule specific to the student's school building. The daily schedule for a virtual school day may be shorter than a typical day. The reason is that emergency closures come with unique challenges that would not be present on other school days (e.g., potential upheaval in homes, storm-related Wi-Fi issues, potential loss of power, etc.). Please refer to the sample schedules below and expect specific communication directly from your school and classroom teachers.

Schedules:

Pre-K Sample Schedule

Teachers will begin each instructional block or class with a live Google Meet leading to asynchronous learning experiences as assigned. Materials will be accessed in the related Google Classrooms. The actual individual class schedule will be shared by the classroom teacher(s) via Google Classroom.

Period	Time	Activity
“Home” Room	9:15 – 9:55 a.m.	Extra Help/Small Group/Office Hours
1	10:00 – 10:25 a.m.	ELA <ul style="list-style-type: none">• Morning Meeting• Calendar (Months/Days of the Week)• Weather• Second Step
2	10:30 – 10:55 a.m.	Music
3	11:00 – 11:25 a.m.	Foundations & Shared Reading
4	11:30 – 11:55 a.m.	Music and Movement
5	12:00 – 12:25 p.m.	LUNCH
6	12:30 – 12:55 p.m.	Math
7	1:00 – 1:25 p.m.	Interactive Read Aloud
8	1:30 – 1:55 p.m.	Mandarin
Flex Time	2:00 – 3:45 p.m.	Extra Help/Small Group/Centers/Conferencing/Office Hours/Community Meeting/Keyboarding (learning.com)

Grades K–I Sample Schedule

Teachers will begin each instructional block or class with a live Google Meet leading to asynchronous learning experiences as assigned. Materials will be accessed in the related Google Classrooms. The actual individual class schedule will be shared by the classroom teacher(s) via Google Classroom and/or Remind.

The 6-Day Cycle calendar will remain in place. Consequently, each classroom's special (e.g., P.E., Mandarin, Library, Music, or Art) will take place during the scheduled period.

Period	Time	Activity
“Home” Room	8:45 – 9:55 a.m.	Extra Help/Small Group/Office Hours
1	10:00 – 10:25 a.m.	Morning Meeting SEL
2	10:30 – 10:55 a.m.	Foundations
3	11:00 – 11:25 a.m.	Reading/Writing Workshop
4	11:30 – 11:55 a.m.	Guided Reading
5	12:00 – 12:25 p.m.	Lunch/Recess
6	12:30 – 12:55 p.m.	Math
7	1:00 – 1:25 p.m.	Special Areas
8	1:30 – 1:55 p.m.	Library/IB Science or Social Studies
Flex Time	2:00 – 3:45 p.m.	Extra Help/Small Group/Centers/Conferencing/Office Hours/Community Meeting/Keyboarding (learning.com)

Grades 2–3 Sample Schedule

Teachers will begin each instructional block or class with a live Google Meet leading to asynchronous learning experiences as assigned. Materials will be accessed in the related Google Classrooms. The actual individual class schedule will be shared by the classroom teacher(s) via Google Classroom and Remind.

The 6-Day Cycle calendar will remain in place. Consequently, each classroom's special (e.g., P.E., Mandarin, Library, Music, or Art) will take place during the scheduled period.

Period	Time	Activity
Office Hours	8:45 – 9:00 a.m.	Office Hours
1	9:00 – 9:40 a.m.	Welcome/Morning Meeting/SEL
2	9:45 – 10:25 a.m.	ELA
3	10:30 – 11:10 a.m.	ELA
4	11:15 – 11:45 a.m.	Lunch
5	11:50 a.m. – 12:30 p.m.	Math
6	12:35 – 1:15 p.m.	Special
7	1:20 – 2:00 p.m.	Foundations
8	2:05 – 2:45 p.m.	Science/Social Studies
9	2:50 – 3:45 p.m.	SEL/Small Group/Asynchronous Individualized Activities

Grades 4–6

Students will follow their existing schedule of classes according to the bell schedule below. Teachers will begin each instructional block or class with a live Google Meet leading to asynchronous learning experiences as assigned. Materials will be accessed in the related Google Classrooms.

Period	Time
1	8:00 – 8:40 a.m.
2	8:45 – 9:25 a.m.
3	9:30 – 10:10 a.m.
4	10:15 – 10:55 a.m. Lunch Grade 6
5	11:00 – 11:40 a.m. Lunch Grade 5
6	11:45 a.m. – 12:25 p.m. Lunch Grade 4
7	12:30 – 1:10 p.m.
8	1:15 – 1:55 p.m.
9	2:00 – 2:40 p.m.
Homeroom	2:45 – 3:10 p.m. Extra Help/Small Group/Conferencing/Office Hours/Community Meeting/Dismissal

Grades 7–12

Students will follow their existing schedule of classes according to the bell schedule below. Teachers will begin each instructional block or class with a live Google Meet leading to asynchronous learning experiences as assigned. Materials will be accessed in the related Google Classrooms.

Period	Time
1	8:00 – 8:48 a.m.
2	8:51 – 9:39 a.m.
3	9:42 – 10:30 a.m.
4	10:33 – 11:21 a.m.
5	11:24 am – 12:12 p.m.
6	12:15 – 1:03 p.m.
7	1:06 – 1:54 p.m.
8	1:57 – 2:45 p.m.
Student Extra Help Period	2:50 – 3:10 p.m.

Expectations for Virtual Learning

Student Expectations

- Students will attend all regularly scheduled classes
- Students should log in to Google Classroom three (3) minutes prior to the start time of their scheduled classes to ensure they are logged in and ready when class begins.
- Students will use their district login to log in to their district-provided device, or BYOD device. Student's Google Classroom and other instructional platforms can be accessed through the students Classlink single sign-on dashboard.
- Students are expected to have the video on their device turned on and be visible to the teacher. The teacher may show students how to use the feature that blurs the background.
- Students will continue to follow the current Code of Conduct for in-person and remote instruction.
- Students will utilize the features in Google Classroom per the teacher's discretion and approval.
- Students will utilize Google Classroom features such as "raising" their hands. The teacher will mute student microphones while the teacher or other classmates are speaking.
- Students are prohibited from recording the live sessions/classes in any media application.
- Students will comply with the teacher's requests to attend extra help sessions, individual teacher-student conferences, or break-out rooms in Google Classroom.
- When scheduled, students will work with counselors, reading or academic support teachers, or other support staff when these professionals request a meeting.
- Students will complete and submit work aligned with the district-wide grading policy and teacher expectations.

Teacher Expectations

- Teachers will design lessons of whole-class instruction or discussion via Google Classroom and include independent or small group work (when appropriate) and some form of formative assessments.
- Teachers will make available to students the directions and links to access Google Classroom.
- Teachers will post assignments and deadlines on Google Classroom, ensuring flexibility and deadlines that are provided well in advance to allow all learners to participate in instruction. This is designed to allow younger students who may have to wait until their parents/guardians can assist them in accessing work.
- Teachers must be cognizant of the fact that parents/guardians may assist students in the completion of assignments during remote learning, including accessing posted lessons and assignments, after scheduled class meeting times.
- Teachers will be on camera when instructing students and when having a class meeting using Google Classroom.
- Teachers will take attendance in and note absences, as required by state law in the student management system.
- Teachers will notify parents or guardians as well as the building administrator and counselor as soon as possible should there be a pattern of absenteeism, lack of work completion, or other concerns related to a student.
- Teachers will maintain open communication with students, parents, school counselors, pupil support service staff, grade-level team members, and building administration to monitor student progress.
- Teachers will add the appropriate administrators to their Google Classroom.

Parent/Guardian Expectations

- Parents will notify the teachers and/or administration via phone or email of any restrictions that students may experience with regard to access to technology, Internet connectivity, and appropriate learning environments.
- Parents will ensure that students adhere to the daily schedule and attend all live lessons as indicated. It is recommended that students log in three minutes prior to the start of each class.
- Parents will notify the school if students are unable to attend classes due to illness or other excusable absences by emailing the teacher, administrator, attendance officer, or school nurse at attendance@greenburghcsd.org.
- If there are any technical issues affecting student access to remote learning instruction, the parent will email or call the teacher, administrator, or the District Tech Department through the [Parent & Student Support Form](#).
- Parents will utilize district resources in order to become familiar with how to monitor student progress, access technology, and utilize video communication platforms (for instance, Google). This will allow parents to provide general assistance to students as well as parents to participate in school meetings. Further information is available at <https://www.greenburghcsd.org/google>.
- Parents will notify teachers or administrators of any questions or concerns that may arise.
- Parents will honor classroom confidentiality, counseling session norms, and privacy laws by not participating directly in classroom instruction and/or assessments taken by students. However, parents may support students in accessing technology.
- Parents are prohibited from recording the live instructional sessions in any media application or personal device.
- Parents will comply with the Greenburgh Central School District Code of Conduct, Technology Acceptable Use Policy, and any other applicable policies during all times when students are participating in online remote instruction. Parents shall remain cognizant of the fact that any disruptions during remote learning interfere with the educational process.

3. Roles and Responsibilities of Staff

Teacher

Emergency Closure Remote Learning days are considered teacher instructional days and count towards fulfilling the number of days required by contract. As such, teachers are required to work virtually on Emergency Closure days. They do not have to report to the school building, but they must be available to students throughout their contractual day. Teachers should be accessible to the students virtually or by other communication methods in case there are questions about the coursework or engagement with learning. However, other tasks such as calling students or conducting record-keeping tasks may also be assigned at the principal's discretion.

- Maintain a Google Classroom page with class resources, materials, and assignments.
- Maintain email communication with families regarding assignments as needed.
- Be available through Google Classroom during the times that their class would normally meet to provide either real-time support or instruction to students. Teachers will not be available for assistance at times designated for other classes.

If a teacher is unable to work on a remote day, leave time must be used according to district policy. A substitute will not be required.

Building Principals and Central Office Staff

The building Principal/Administrator and Central Office Staff are required to work on Emergency Closure Remote Learning days. It is the Superintendent's discretion as to the work location and duties.

Counselors

See Teacher above

Support Staff (Non-certified)

If working on Emergency Closure Remote Learning days, staff outside of the certified population may help monitor the virtual classroom, make "check-in" calls with students, or perform any number of tasks related to typical duties. Teachers may delegate

non-teaching duties to staff in this category. Staff may be assigned to facilitate grade-level appropriate community meeting activities (e.g., *I have who has...*, *I spy*, *Simon says*, *Around the World*, *Tell us about a time when you visited a new place...*).

Clerical Staff

Clerical staff duties may include answering parent and student calls, performing typical office tasks, or assisting the principal/administrator as needed.

Clerical Staff is expected to work on Emergency Closure days.

4. Technology and Access

Access

As part of the Instructional Technology Plan, GCSD has provided devices and high-speed Internet access to all our school buildings. Our Digital Learning initiative provides a Chrome device or similar to all students allowing equitable access to instructional resources, protection, filtering, and age-appropriate content to all students in grades Pre-K–12.

Resources

The GCSD adopted Google Apps for Education as the instructional delivery method and learning management system. Teachers are trained in how to access and use all features in Google Apps for Education, including Google Classroom, Gmail, Google Drive, Google Slides, and all other instructional resources in one place via a secured single sign-on solution, ClassLink. Each device is provided with a ClassLink sign-on page that connects to all the resources available for the students and teachers based on grade level. The students are automatically logged in to their instructional resources once the single authentication/sign-on is completed without the need to re-enter credentials each time they use their device. This process maximizes the time on task and the ability to keep the focus on learning and instruction.

Google Classroom

Google Classroom is the primary interface for remote learning during an emergency related closure of schools in the district. Teachers are expected to have Google Classroom set up for each one of their regular scheduled classes. Students can join via invite or when added by their teacher. When a student logs in via their assigned Chromebook, they can access all their Google Classrooms by clicking on the icon available on the homepage of the ClassLink dashboard.

All students are now familiar with logging in to their assigned devices. They use their district-provided Google account credentials to sign in via the single sign-on interface ClassLink, and immediately obtain access to all instructional resources appropriate to their grade level and as posted by their teachers. If a parent is unsure of his/her child's account username or password, please contact the child's teacher or the District Tech Department using the [Parent & Student Support Form](#).

Once in Google Classroom, enrolled classes are listed on the main screen. When you click on a class, the lessons, assignments, deadlines, courses, etc., are all listed for each teacher. For additional support in using Google Classroom, please access the following page <https://www.greenburghcsd.org/google>.

Google Classroom Help Center

Google Classroom can be downloaded to your mobile phone or tablet through the app store on an Apple or Android device. Beyond Google Classroom, there are many online instructional websites and software products that can enhance the learning experience. We continue to use all our existing services along with new tools that facilitate our remote learning initiatives. Please refer to [this link](#) for our online library of curricular resources, which will be updated and adjusted over time.

Furthermore, our elementary students receive lessons and instructional assignments embedded in an at home calendar, which will be updated weekly. The content is password protected to comply with textbook/workbook and instructional materials vendor requirements. This has been successful as teachers stay in constant communication with parents to ensure they have access to the lessons and passwords.

Our schools will have a plan in place to ensure all students take home any assigned 1:1 devices in use at school during in-person instruction in the classroom. This will ensure we are ready for remote learning in the event of an emergency closing. Please contact the school building principal/administrator if you are unable to connect with Google Classroom or participate in remote learning.

Dedicated Parent & Student Technology Support
GCSD Parent & Student Support Form
For Teachers and Staff Members – GCSD HelpDesk Support

5. Attendance

Parents must notify the district of an absence by sending an email to attendance@greenburghcsd.org if their children are unable to attend and/or participate in the lessons/assignments on any given day.

Teachers will follow the regular district procedures in addressing students who are absent from school. It is important that families ensure students are attending daily, even when virtual. Should there be special circumstances that prevent students from participating, we ask that you notify your school principal in addition to sending an email to attendance@greenburghcsd.org.

Note: WMHS period-by-period attendance is determined by each teacher monitoring student attendance and work production for the day.

Suggestions for Parents

- Develop an at-home work schedule that provides consistency and supports your child's learning needs. Frequent breaks are a good idea. Students should not be working on their assignments all day.
- If possible, set aside a quiet area in your home that your children use as their workspace. This may be a desk area in a common room or another office area.
- Find time each day to be active, preferably outside, if possible. Take a daily walk. If you are not able to go out, try some indoor activities, such as yoga.
- Find time to relax and provide self-care for each member of your family. These are stressful times, so take care of yourself and each other.

6. PPS and Support Services

The District acknowledges parents and students who depend on the delivery of special education instruction, accommodations, supports, and/or related services. We will develop plans to maintain special education services during weather-related closures to the extent it is possible to deliver services remotely. In cases where it is not possible to provide services as indicated in the student's Individualized Education Plan (IEP), the school principal/administrator will coordinate maintaining data regarding sessions and re-scheduling sessions that were not provided during the emergency closure when remote learning was provided.

Greenburgh CSD is meeting the needs of students with disabilities in much the same way as general education students. All students in grades K–12 have district-issued Chromebooks. When and where possible, additional devices mandated by the student's IEP will be sent home with students for their use during remote learning. Teachers and co-teachers who work with special education students will follow the IEP to the greatest extent possible to ensure that accommodations/modifications are met. Teachers who work with students who qualify as Alternately Assessed will utilize their unique learning platforms to teach and assess student progress. During remote instruction, teachers may use other visual aids/supports such as Powerpoint to engage students in activities that assist with learning.

Below you will find information regarding special education instruction, accommodations, supports, and/or related services.

- Special Education and Integrated Co-teaching
- Related Service Providers
- School Counselors
- Nurses
- Social and Emotional Support Staff

Special Education and Integrated Co-teaching

It is our expectation that all special educators teaching special classes and in Integrated Co-teaching (ICT) settings follow the guidelines for general education teachers. The special educator will:

- Provide a variety of synchronous and asynchronous learning opportunities.
- To the greatest extent possible, ensure the work is accessible with accommodations based on the individual child's IEP or 504.

Related Service Providers

Related services will be provided virtually to the greatest extent possible by providers, including our speech-language pathologists, school social workers, school psychologists, Board-Certified Behavior Analysts (BCBA), Occupational Therapists, and Physical Therapists.

- Any scheduled session that is unable to occur (i.e., technology issues, absence, etc.) will be made-up by the corresponding related service provider.
- To the best of their ability, related service providers providing IEP or 504 mandated services will continue to support all students in progressing towards their individual goals in the virtual environment.
- Related service providers will document all sessions and progress notes as they usually would.
- Special education teachers, related service providers, and families are reminded to maintain the confidentiality of personally identifiable information regarding students who receive special education services. Any information that providers need to share with specific students/families will be done so in the most confidential manner under the circumstances.
- Parents and guardians should not hesitate to reach out to their child's related service providers.

Related Service providers are also meeting live by video or phone for sessions including Speech, PT, OT, Counseling, and Vision Services to the greatest extent possible. Social Workers and Psychologists are consulted when teachers are concerned or have not made contact with all students, mandated or non-mandated. Our district's BCBA provides BIC services to our Preschool/school-age parents and has developed and posted resources and strategies for parents on the district website.

School Counselors

Counselors will continue to support 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.

Name	Grade Level	Email
Melody Ortiz	Grades 7–8	mortiz@greenburghcsd.org
Carolyn Almonte	Grade 9–12	calmonte@greenburghcsd.org
Rob Dominguez	Grades 9–12	rdominguez@greenburghcsd.org
Dr. Joseph Foy	Grades 9–12	jfoy@greenburghcsd.org

Nurses

Our school nurses will be available to families regarding a child's specific needs. Please email your school nurse if you 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.

Name	Building	Email
Kate Adaken, RN	ECP	kadaken@greenburghcsd.org
Michaela Turturro, RN	Lee F. Jackson	mturturro@greenburghcsd.org
Jennifer Gallagher, RN	Highview	jgallagher@greenburghcsd.org
Martha Baratta, RN	Richard J. Bailey	mbaratta@greenburghcsd.org
Lina Newton, RN	Woodlands	lnewton@greenburghcsd.org

Social and Emotional Support Staff

Our school counselors, psychologists, and social workers stand ready to assist you. Please do not hesitate to email them if you have questions or concerns about your child's well-being or need suggestions about how best to structure time at home.

Name	Role/Building	Email Address
Evette Ayala	Social Worker/ECP	eyayala@greenburghcsd.org
Delnisha Baker	Social Worker/LFJ	dbaker@greenburghcsd.org
Jenesse Ramos	Social Worker/HES	jramos@greenburghcsd.org
Wilma Houston	Social Worker/RJB	whouston@greenburghcsd.org
Anthony Gaines	Social Worker/WMHS	againes@greenburghcsd.org
Annette Angiolillo	Psychologist/ECP-Districtwide	aangiolillo@greenburghcsd.org
Millie Sheehan	Psychologist/LFJ	msheehan@greenburghcsd.org
Melissa Dupree	Psychologist/HES	mdupree@greenburghcsd.org
Gabriella Preston	Psychologist/RJB	gpreston@greenburghcsd.org
Leah Servedio	Psychologist/WMHS	lservedio@greenburghcsd.org
Dr. Lindsay Sherrin	Psychologist/WMHS	lsheerin@greenburghcsd.org