

Continuity of Learning Plan

Remote Learning: Lifeskills Preschool

Remote Learning/Technology Platform
(e.g., Google Meet, Gmail, Google
Classroom, Class DOJO):

Teaching Teams (Teachers and Teaching Assistants) and Related Service Providers are supporting learning and staying connected with families using:

- **Class Dojo App:** Teachers/Assistants use this to reach out and support parents 1:1, send daily notifications/reminders/peer and parent support
- **Gmail:** Teachers/ Related Service Providers use this to reach out and support parents 1:1; upload instructional videos for students/families/send notifications, communicate with stakeholders
- **Google Meet:** Used to continue to provide meetings with Staff (teacher, team, administration); Used to foster virtual town hall meetings for ongoing communication and outreach; Used for providing remote services to students for synchronous classroom instruction, and provide mandated teletherapy sessions to the students from their designated therapists.
- **Google Classroom** -Teachers/Assistants use this to send notifications/reminders to parents/caregivers, Used to set up meeting times, post activities, post sample work and pictures.
- **Google Calendar**-Used to set up scheduled meeting times
- **Teaching Strategies-iCloud**-communication with parents, send curriculum samples and models to parents, parents have access to books, curriculum, etc..
- **Private Life Skills Facebook Page:** Provides virtual resources and information for families/students.
- **Google Voice** Enables our Teachers and Related Service providers to call families individually.
- **Microsoft TEAMS**-Enables parents/guardians to participate in CPSE meetings
- **Ipads:** Teachers and therapists have the ability to capture sample work for student portfolios. Ipads can be utilized for teaching strategies GOLD and IEP supporting documentation. Teachers and Related Service Providers recorded videos and send it to parents in order to enhance their learning and therapeutic adaptations.

** Our multi-media approach for learning, informal assessments, and parent/ staff feedback will support the overall growth of this online platform for learning. Staff will keep track of information provided, student attendance and overall student growth to ensure accountability across each of the

	different platforms.
Equipment Being Used:	Computers; Laptops; Ipad, Tablets, Webcams, learning packets and materials sent home to parents if applicable

Please describe your plan for providing the following:

Classroom Instruction	<p>Classroom teachers are expected to create a virtual classroom that is aligned with the New York State Standards and provide opportunities for teacher-parent connections, differentiated lessons and addressing the goals of the students based on their IEP. Activities will be created that can be done at home to correspond with the themes and objectives covered within the classroom. To address student learning, we will strive to continue to help students and parents with communication, self-regulation and creative expression skills. We will address individual concerns, student’s individualized education plan social skills and social-emotional supports.</p> <p>In the beginning of the year, townhall meetings will be set up, for all stakeholders. The townhall meetings will discuss situations that would require our school to go remote. While we stress the importance of in-person learning, if required, we may remote learning may need to occur for certain circumstances. Thereby, during townhall meetings, we will teach the google platform and review the school’s policies and procedures. Parents will receive written instructions on how to use the google platform in their native language if needed. In addition, they will receive notification of their child’s Gmail account and school policies and procedures related to remote learning. Surveys will be sent home to assess technology access and internet usage and implementation of the projects requested from the grant. Mid-year surveys will be completed as well.</p> <p>Parent Training sessions will be scheduled monthly (in person and remotely) to discuss the learning environment, tools & tips for working with their child, the expectations for the home-school communication and the ongoing facilitation of the student’s learning standards and needs.</p> <p>Families can receive copies of the therapy schedules and classroom schedules for remote learning.</p> <p>Families will also receive free COVID-19 testing kits on a monthly basis.</p> <p><i>The plans for remote learning include:</i></p> <p>Prior to remote sessions, teachers will contact parents using the</p>
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remote learning plan survey. These questions will provide evidence and supporting documentation for parent access, materials, resources and support for remote learning. Teachers will utilize google voice and/or email, to check in with parents on how the students are doing and anyway they can support them. This will ensure that the teacher address individual needs and parent concerns for our population of diverse learners. Information will be provided to administration, site supervisor, social worker, therapists and family service coordinator.

During remote learning, teachers will send each family a copy of the scheduled activities, lessons and topics to be covered for the week that correlates with the current curriculum and topics for learning. The lesson will be sent via email, and posted on class DOJO. Teachers will assist families in creating a daily schedule that is like the one they follow at school.

The google meet application will be utilized for synchronous teaching. Circle time activities, familiar songs, routines, cooking lessons, BOOM cards, curriculum projects and visual schedules will be implemented to insure consistency and familiarity for students at home as well as return for in school learning. Teachers will provide parents with visual supports, such as PECS they can use at home to assist with transitions and labeling as well.

Teachers and teacher assistants will collect observation notes for work sampling portfolios. Observation notes and copies of student work will be taken during synchronous teachings to form instructional decisions.

Parents will be provided with free early learning websites to use at home, during downtime, such as PBIS Live Broadcasting, Starfall, Funbrain, etc. As well as follow-up activities that include non-technology resources such as learning games, age-appropriate books/ social stories, cooking lessons, crafts, etc.

The assistants will also post recorded lessons, activities and pictures for parents/caregivers to conduct and follow along with on the google platform to assist the classroom teacher.

For extended periods of remote learning, the creation of learning packets would be made and sent home to parents. Packets include hands on activities and resources that the families can complete at home that correlate to our current Creative Curriculum Theme. Parents would also be sent resources aligned with the Handwriting Without Tears curriculum that our school currently utilizes.

As per parent surveys, teachers will set up classroom schedules for parents based on family and student need. Synchronous group sessions can include, but are not limited to, whole group instruction, small group, individual learning sessions.

	<p>Asynchronous lessons and activities will be posted daily for students to complete.</p> <p>Teachers will be responsible for virtual team meetings with classroom staff in order to plan and prep for the lessons implemented. Teachers will be required to check in daily/weekly with all stakeholders.</p> <p>Additionally, teachers will be available for CPSE and Turning 5 meetings via phone/ Microsoft TEAM.</p> <p>As a means to further our staff's professional growth, we assign teachers to complete training(s) weekly on Early Childhood and/or Special Education topics through edweb.net or OCFS (CTLE approved credits). This will instill the continuation of professional learning development.</p> <p>Accountability is essential for the effectiveness of the remote learning plan. Our students come first and the success of each student is the number one goal. Our team will diligently work with our families, caregivers and stakeholders to make the goal obtainable.</p>
<p>Paraprofessional Support</p>	<p>Teacher assistants are expected to:</p> <p>Assist classroom teachers in the creation of activities, videos and daily schedules.</p> <p>ESL certified teacher assistants should aid classroom teacher when needed in order to communicate to parents in their native language when needed.</p> <p>Attend daily/weekly virtual Team meetings using google meet order to plan for the following week, as well as, to discuss any issues or problems.</p> <p>Attend, support and participate in synchronous learning sessions</p> <p>Record asynchronous lessons and activities. Post all videos and information on google platform and send to parents via email, class DOJO.</p> <p>Teaching assistants will be assigned to complete training(s) weekly, on Early Childhood and/or Special Education topics through edweb.net or OCFS (CTLE approved credits). This will instill the continuation of professional learning development.</p>
<p>Related Services/ Support Staff/ Administration</p>	<p>To meet the needs of all learners, our therapists are expected to provide supplemental methods of instruction. We stress the importance in empathizing with each family's situation, understanding each student and knowing that every child learns differently. For our verbal and nonverbal students, their</p>

language skills, means for self-expression, social awareness and self-management techniques are vulnerable. Through literacy, technology and hands-on learning samples, our therapists can provide access and opportunities for growth of the students.

Our related service providers will provide families with related therapy schedules at the beginning of the school year so schedules are known prior to needing to go remote.

Reach out via Google Meet, Gmail and teletherapy to share therapeutic resources/activities/interventions specific to students within their mandated therapy sessions.

Using Google voice and email, checking in with parents on a daily/weekly basis to see how the students are doing and providing multiple avenues of support for them.

Related service providers should create learning activities readily available for students. Parent contact documentation will be kept via easy trac and hand written notices.

If parents choose to do so, related therapy sessions can be held in-person under the complete and constant supervision of a parent or guardian

Social Worker is expected to communicate with families deemed “high-needs” on a weekly basis. They will provide support, resources and behavioral supplemental materials. Social-emotional curriculum materials and supports will be implemented.

Family Service Coordinator must reach out to all parents to support social-emotional learning and address teaching self-awareness and self-management skills. Family service coordinator will hold topic driven counseling sessions in person and remotely with the curriculum coordinator.

**Our students thrive on routine and consistency. Our school behavior specialist must provide tips and strategies on various topics to support behavior at home as well as support to families that are having difficulty during this time via the DOJO, google platform or Facebook page.

Family Service Coordinator and Curriculum Coordinator will provide strategies to create a productive, safe and healthy learning environment at home for children.

Curriculum coordinator will support and mentor teachers, direct staff and families throughout the school year. Curriculum coordinator will hold teacher meetings, provide parent counseling sessions, host behavior management

	<p>trainings and coordinate professional growth sessions amongst staff members.</p> <p>All therapists will continue with online professional development learning through the network of providers to ensure personal growth, sharpen knowledge, and offer greater opportunities for learning and teaching during this time of hardship</p> <p>Administration will ensure contact lists for staff and families are up to date and readily accessible.</p> <p>Ensure continued availability for CPSE and Turning 5 meetings via phone.</p>
<p>Language Support</p>	<p>Translation services are being provided to parents in their home language by our certified ESL trained staff members. Class Dojo has translation services as well to send the necessary notifications and reminders.</p> <p>Social stories, visual schedules and PECS are being provided to parents, in their native language, regarding transitions during school closure, etc.</p> <p>Communal supports, extracurricular programs, and differentiated methods for instruction will continue to be implemented to help all families, including our ELL population during this time of need.</p>