

## Continuity of Learning Plan

<b>School District</b>	Schoharie Central School District
<b>Community Based Organizations</b>	Schoharie County Child Development Council, Inc. (SCCDC) and Whispering Pines Preschool (WPP)

We are committed to delivering a dynamic educational experience for our children. There are times, however, when external circumstances, including a world-wide health and humanitarian crisis, impinge upon our ability to deliver our program fully in person. In these circumstances, as we look for alternative strategies for teaching and learning that are in the best interest of our children.

The following Continuity of Learning Plan lays out the foundation for ensuring the continuity of learning and intellectual engagement for our UPK children and their families beginning the 2020-2021 school year in a hybrid format (a combination of in-person classroom and remote learning). There is no option for opting out of in person/hybrid plan.

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<b>CBO Executive Director:</b>	<b>Martha Frank</b>	<b>mfrank@wppkids.com</b>
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### NYSED/OEL Approved Classrooms

#### HYBRID Model (mix of in person and remote)

	<b>In Person Classroom hours/days per week (Monday-Thursday)</b>	<b>UPK Program: number of children</b>	<b>UPK Program: number of staff</b>	<b>Remote Learning Components to supplement in person learning</b>
Schoharie Classroom 1 (HS)	<b>9:00-12:00 4 days a week</b>	13	2-3	<b>Creative Curriculum Activities:</b> One developmentally appropriate lesson per day sent via class dojo or Teaching Strategies Gold. Lessons will include Math, Literacy, Language, Science, Art and Fine/Gross Motor. <b>Parent teacher conferences:</b> As scheduled each Friday. <b>Small Group Zoom Meetings:</b> Each Friday for music, special story time or other developmentally appropriate experiences.

Schoharie Classroom 2 (WPP)	<b>9:00-12:00</b> <b>4 days a week</b>	13	2-3	<p><b>Seesaw activities:</b> One developmentally appropriate lesson activity per day sent via Seesaw. The lessons sent during the week will include the areas of <i>Math, Literacy, Science, Art, &amp; Fine/Gross Motor</i></p> <p><b>Parent teacher conferences:</b> As scheduled each Friday</p> <p><b>Small Group Zoom Meetings:</b> Each Friday for Yoga, Music, Special story time or Sounds in Motion</p>
Schoharie Classroom 3 (WPP)	<b>9:00-12:00</b> <b>4 days a week</b>	13	2-3	<p><b>Seesaw activities:</b> One developmentally appropriate lesson activity per day sent via Seesaw. The lessons sent during the week will include the areas of <i>Math, Literacy, Science, Art, &amp; Fine/Gross Motor</i></p> <p><b>Parent teacher conferences:</b> As scheduled each Friday</p> <p><b>Small Group Zoom Meetings:</b> Each Friday for Yoga, Music, Special story time or Sounds in Motion</p>

**Transportation:** There is no school bus transportation available for UPK. Parents will be dropping their children off and picking them up following a screening procedure at the designated entry door. Parents are not allowed in the building. Children will have their temperature checked daily either at home via an APP or in person.

**Meals:** Lunch will be provided to all children and breakfast will be sent home at the end of each day for the following morning—to be eaten at home.

**Face Mask and Social Distance protocols:** A *face covering*, must be worn by all individuals, staff, visitors, and children whenever possible based on age, developmental and medical needs, on Whispering Pines Preschool property when social distancing cannot be maintained. Lessons and activities have been developed to ensure all children are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. These will be shared with families.

**Information on parent meetings, screenings (processes, schedule):** Orientation and screening for all UPK children will be scheduled in August. Your child, accompanied by one adult will be scheduled by your child's classroom teacher to come to their classroom for a beginning of the year orientation and brief developmental screening.

**Remote Learning Schedules for UPK:** Below is a plan should we need to temporarily or for a longer period of time move to totally remote learning for our UPK children. Our UPK classes will follow any closures announced by the school district.

Type of Classroom	UPK: Schoharie
	<b>Remote Learning- UPK</b>
<p><b>Typical patterns and practices for remote instruction</b></p>	<p><b>Whispering Pines Preschool UPK</b>  <u><a href="#">Seesaw*</a></u>: Seesaw is an interactive learning loop. This is where all of the WPP classroom asynchronous learning activities will be physically based for families – it provides each child a digital portfolio and interactive learning opportunities.  <u><a href="#">Remind*</a></u>: Remind is a closed-loop communication system that is designed for families to receive specific direct communication about their child and vice-versa. The classroom leader(s) is/are also able to send whole-class announcements.</p> <p><b>Head Start UPK</b>  <u><a href="#">Creative Curriculum/Teaching Strategies Gold</a></u>: SCCDC will utilize virtual resources provide a framework for families to integrate developmentally appropriate learning into their daily routines. Experiences align with the goals and objectives of the curriculum. Interactive communication with parents is now available in the TSG application, including the option for parents to participate in ongoing assessment of their preschooler.  <u><a href="#">ClassDojo</a></u>: SCCDC successfully maintained contact with families through the 2019 – 2020 school year closure using the Class DOJO app also allows for the sharing of information between teachers and families. It also provides a platform for teachers to share pre-recorded messages and lessons.</p> <p><b>Both Whispering Pines Preschool and Head Start</b>  <u><a href="#">Zoom for Business*</a></u>: The agencies subscribe to Zoom for use in individual therapy and classroom group services with our children.  <u><a href="#">YouTube Channel*</a></u>  * see descriptions in table below</p>
<p>Describe balance between screen time and authentic learning experiences during remote learning periods</p>	<p>Screen time for the purposes of hybrid or remote learning are times in which the child is watching the screen with minimal active participating and synchronous interactions. Individual sessions in which the parent is acting as a coach for a teacher or therapist and there is active participating and interaction with the child is not included in our view of screen time limitations for preschool children. Screen time should follow AAP guidelines.</p>
<p>Best practices which inform/facilitate high-quality remote instruction</p>	<p><b>Focus on content and integrate interesting</b> science or craft projects to teach concepts. Integrate topics of current interest into the lessons. Make sure families have the needed materials.</p>

	<p><b>Use</b> simple, clear directions and expectations -try to build routine into synchronous activities and don't overload on asynchronous activities. More is not always better.</p> <p><b>Dole out new information in brief doses.</b> Research indicates engagement <u>drops</u> when videos last longer than nine to twelve minutes. Provide segments of 15 or 20 minutes when providing new information. Use these short sessions and return to these the next session to boost learning.</p> <p><b>Make online learning as interactive as possible.</b> Children need opportunities to actively process information being presented. Read a book and ask the child to find things on a page or imitate an action or draw a picture.</p>
Describe how families will be engaged in the teaching and learning process	<p><b>Get children and families into the habit of participating.</b> Look at ways to motivate children and families to participate by making both goals and expectations clear-be specific.</p> <p><b>Connect new content and ideas to concrete examples in the child's and family's routine.</b></p> <p><b>Balance synchronous and asynchronous learning.</b> Synchronous lessons should be delivered either to a group or an individual child based on needs. Find ways to make asynchronous sessions enticing and manageable for parents.</p>
Ways families can stay in contact with teachers related service providers	<p><b>Remind:</b> Remind is a closed-loop communication system that is designed for families to receive specific direct communication about their child and vice-versa. The classroom leader(s) is/are also able to send whole-class announcements. Our program site nurses also use Remind to keep families informed during this COVID pandemic time period. Therapists stay inContact with families via email or txt.</p> <p><b><u>Virtual Open House, Orientation and site community meetings</u></b> and <b><u>parent teacher conferences</u></b> with parents/caregivers via Zoom or other platform.</p>

**\*Continuity of Learning Program: Technology Used**

<b>Start Date:</b>	<b>09-14-2020</b>
<b>High Tech Distance Learning/Technology Platforms the agency is able to make available to families</b>	<p><i>Remote video communication products should provide such services through technology vendors that are HIPAA compliant. WPP and HS will provide their own informed consent in order for families to review and acknowledge the inherent risks of using any form of third-party communication/engagement technologies.</i></p>
	<ol style="list-style-type: none"> <li><b>Seesaw:</b> Seesaw is an interactive learning loop. This is where all of the WPP classroom asynchronous learning activities will be physically based for families – it provides each child a digital portfolio and interactive learning opportunities. Selected Administrative/Supervisory staff are able to monitor all the virtual classrooms and the activities and interaction within them.</li> <li><b>Creative Curriculum/Teaching Strategies Gold:</b> SCCDC will utilize virtual resources provide a framework for families to integrate developmentally appropriate learning into their daily routines. Experiences align with the goals and objectives of the curriculum. Interactive communication with parents is now</li> </ol>

	<p>available in the TSG application, including the option for parents to participate in ongoing assessment of their preschooler.</p> <ol style="list-style-type: none"> <li>3. <b>Remind:</b> Remind is a closed-loop communication system that is designed for families to receive specific direct communication about their child and vice-versa. The classroom leader(s) is/are also able to send whole-class announcements. Unless otherwise specified, Remind is the platform WPP uses for daily communication with families, regardless of activating this plan. Our program site nurses also use Zoom to keep families informed during this COVID pandemic time period.</li> <li>4. <b>ClassDojo:</b> SCCDC successfully maintained contact with families through the 2019 – 2020 school year closure using the Class DOJO app also allows for the sharing of information between teachers and families. It also provides a platform for teachers to share pre-recorded messages and lessons.</li> <li>5. <b>Zoom for Business:</b> The agencies subscribe to Zoom for use in telehealth services with our children and for “facetime” with collaborating staff. Zoom is used for agency wide meetings and for meeting with specific cohort groups including parents.</li> <li>6. <b>YouTube:</b> Whispering Pines and SCCDC have their own YouTube channel. This is where any teacher or clinician-made instructional videos, or the like will be posted, so that everything is available in one place for families to access.</li> </ol>	
<p><b>Low Tech to use with families who are not able to access platforms above</b></p>	<p>Providers will notify families that any third-party applications listed below will potentially introduce privacy risks, and should enable all available encryption and privacy modes available when using such applications. WPP and HS will provide their own informed consent in order for families to review and acknowledge the inherent risks.</p>	
	<ul style="list-style-type: none"> <li>• Phone calls</li> <li>• Text messaging</li> <li>• Emails</li> <li>• Facebook (for social groups)</li> <li>• Facebook Messenger &amp; video chat</li> </ul>	<ul style="list-style-type: none"> <li>• WhatsApp</li> <li>• “Drive-thru” material pickups/packet distribution</li> <li>• Apple FaceTime</li> </ul>

**Potential Barriers to the Implementation of the Continuity of Learning Plan:**

<p>Acknowledgement of obstacles that could impede or prevent the team from engaging in this Continuity of Learning Plan and a statement of the agency’s position on maintaining contact/engagement with the child/family, regardless of barrier.</p>
<p>We acknowledge that we will encounter barriers with regard to initiating and/or maintaining contact for this Continuity of learning program. The potential barriers include but may not be limited to:</p> <ul style="list-style-type: none"> <li>• No internet or poor internet service</li> <li>• No smart phone</li> <li>• No computer/tablet</li> <li>• Inadequate internet service plan to access online learning objectives</li> <li>• Inconsistent contact and/or follow through from the family</li> <li>• Complete inability to connect with a family to facilitate teleservices</li> <li>• Reduced capacity of caregivers to engage in distance learning with the child</li> </ul>

- Reduced or lack of internet literacy
- Language barrier

While Continuity of Learning will provide a learning curve to teachers, they do know their families best and will modify this overall plan to meet the needs of the families that require a more simplified plan, or if they need help themselves with learning the remote modalities described within this document.