



Whispering Pines Preschool Continuity of Learning Plan

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 on site or as intended within the IEP. In these circumstances, as a school and as a community, we must find alternative strategies for teaching and learning.

The following Continuity of Learning Plan lays out the foundation for ensuring the continuity of learning and intellectual engagement for our children and their families whether our program is offered in person, remotely or in a hybrid format (combination of in-person and remote).

Organization Name:	Whispering Pines Programs for Young Children		
Organization Sites:	Amsterdam Site: Clara Bacon School	40 Henrietta Blvd Amsterdam, NY 12010	
	Cobleskill Site	395 North Grand Street Cobleskill, NY 12043	
	Delanson Site	2841 Thousand Acres Rd Delanson, NY 12053	
	McNab Site	230 West Fulton Street Gloversville, NY 12078	
	Schoharie Site	136 Academy Drive Schoharie, NY 12157	
Executive Director:	Martha Frank	mfrank@wppkids.com	
Central Office Address	2841 Thousand Acres Road Delanson, NY 12053		
Central Office Phone Number:	(518) 875-6724	(518) 875-6141	(518) 875-6142
Alternate Contact:	Amy Frank	afrank@wppkids.com	(518) 843-3003
Collaborating UPK School Districts:	Amsterdam, Gloversville, Duanesburg, Schoharie		
NYSED/DOH Approved Center Programs:	Amsterdam Site: Clara Bacon School	Integrated Classrooms:	UPK Program: 48 three-year-old UPK students
		<ul style="list-style-type: none"> • 9:1:2 SCIS (6) • 8:1:2 SCIS (3) • 12-child toddler class (2) 	
		Non-Integrated Special Classes:	

		<ul style="list-style-type: none"> • 8:1:2 SC (3) 	24 four-year-old UPK students
	Cobleskill Site	<ul style="list-style-type: none"> • 10:1:2 SCIS (2) • 8:1:2 SCIS (1) 	
	Delanson Site	<ul style="list-style-type: none"> • 12:1:2 SCIS (3) • 8-child toddler class (1) 	10 four-year-old UPK students
	McNab Site	<ul style="list-style-type: none"> • 8:1:2 SCIS (2) 	10 four-year-old UPK
	Schoharie Site		40 four-year-old UPK students

Continuity of Learning Program: Technology Used

Start Date:	<u>09-01-2020</u>
High Tech Distance Learning/Technology Platforms the agency is able to make available to families	<p>Providers that seek additional privacy protections for telehealth while using video communication products should provide such services through technology vendors that are HIPAA compliant and will enter into HIPAA business associate agreements (BAAs) in connection with the provision of their video communication products. The list below includes some vendors that represent that they provide HIPAA-compliant video communication products and that they will enter into a HIPAA BAA. WPP will provide its own informed consent in order for families to review and acknowledge the inherent risks of using any form of third-party communication/engagement.</p>
	<ol style="list-style-type: none"> 1. <u>Seesaw:</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. Selected Administrative/Supervisory staff are able to monitor all the virtual classrooms and the activities and interaction within them. 2. <u>Remind:</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. 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. 3. <u>Zoom for Business:</u> The agency subscribes 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.

	<p>4. SharePoint: SharePoint is a web-based collaborative platform that integrates with Microsoft Office, which is where our secure @WPPkids.com email system is based. This is where teachers and therapists will house their documentation by site, classroom, and therapy discipline.</p> <p>5. Google Cloud and Google Drive for Business: The agency uses these platforms to electronically store all resources available to them within the agency and community. This is directly linked to our webpage and Facebook page for easy access.</p> <p>6. G-Suite: This platform is readily available to WPP staff to access HIPAA compliant videoconferencing for telehealth services, including Google Classroom.</p> <p>7. YouTube: Whispering Pines has its 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.</p>	
<p>Low Tech to use with families who are not able to access platforms above</p>	<p>Providers will notify families that any third-party applications listed below will potentially introduce privacy risks, and providers should enable all available encryption and privacy modes available when using such applications. WPP will provide its own informed consent in order for families to review and acknowledge the inherent risks.</p>	
	<ul style="list-style-type: none"> • Phone calls • Text messaging • Emails • Facebook (for social groups) • Facebook Messenger & video chat 	<ul style="list-style-type: none"> • WhatsApp • “Drive-thru” material pickups/packet distribution • Apple FaceTime

Teaching and Learning: Agency plan

<p>Instruction (see table below for specifics and proposed schedules for SCIS, SC and UPK classrooms)</p>	<p>The goal for our Continuity of Learning Plan is to keep our children as engaged as possible so that they can continue their learning, while also providing them with meaningful opportunities for connection and community. Equity is central to all our instructional decisions. All instruction will be designed so that whether it is delivered in-person, remotely, or through a hybrid model, there are clear and accessible learning opportunities for all of our children. Our instructional design provides opportunities for regular and substantive contact with qualified teachers and therapists regardless of the delivery method (remote, hybrid, in-person).</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>All of our instruction is led by an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). All instruction will continue to be aligned to the New York State</p>
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Learning Standards. When a remote or hybrid learning model is necessary, our special education children, children who did not engage successfully in remote learning during the spring of 2020 because of their developmental needs, children who we anticipate will not be able to engage successfully in remote learning because of their developmental needs and children with technology or connectivity needs will be prioritized for in-person learning to the greatest extent possible. When moving to partial or total remote instruction each child has an individual plan used by their teacher and therapist to assure core academic and IEP goals and objectives are met. Hands-on learning activities are prioritized while children are onsite in program buildings with carefully crafted follow up activities to be completed via both synchronous Zoom and asynchronous SeeSaw sessions. All instruction will continue to be aligned to the New York State Learning Standards.

When fully remote, rather than ask children at the early childhood levels to be tied to a screen, we will provide opportunities for them to read, write, draw, share ideas, explore, create, play, and move. Screen-time will likely be involved in lessons and will not be at the heart of planning, but will be at the forefront of our educators' thought processes as they plan, so that they can assist families with finding appropriate learning opportunities on a screen and how to interject in a meaningful manner to promote learning. Social distancing will feel isolating to children and adults and the use of technology to maintain those much-needed contacts outweigh some of the concerns we focus on in more typical times. Screen time for the purposes of hybrid 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.

Teachers will use familiar and predictable structures to meet the needs of our children, which we also believe will help provide them with comfort in such uncertain times. Each day, our children will receive a warm greeting from their classroom teachers, much as they would see on a regular school day. For preschoolers, this will take the form of a **live** "morning meeting", "circle activity", "sounds in motion" or the like via Zoom* five times weekly in order to provide families with various options for times that meet their scheduling needs. Again, in varying ways depending on the age of the child, they will be given opportunities to share their work with teachers and receive feedback.

Teachers will also be communicating daily/weekly learning goals to parents via SeeSaw. These may involve activities to be done jointly with children, virtual meet-ups with teachers, or suggestions for activities where a child may be able to practice playing/learning more independently.

	<p>Teachers, Clinicians and the Administrative Team will be available to support each family so that together we can all figure out a way to implement these plans in a balanced way that gives children what they need while taking into account the idiosyncratic needs of each family, including parent work demands and any demands of older children also in school.</p>
Paraprofessional/ Classroom Assistant Support	<p>To the maximum extent possible, WPP will keep as many paraprofessionals/classroom assistants as possible involved with their supervising teachers, as preserving these relationships are paramount to successfully reacclimating the children to the classroom environment after an extensive absence from that structure. Such paraprofessionals include but are not limited to Certified TAs, TAs with specialized skillsets (ie. translating), TAs to assist teachers with planning and prepping any additional materials to share with families for activities.</p>
Related Services	<p>Related service providers will survey the IEP in order to have a detailed discussion with the family about what their family wants or what the home dynamic can handle in terms of multiple services converging into an environment that was not meant to be tasked with this, especially when considering other children who may or may not also have special needs. To the best extent possible, the related service providers will provide mutually agreed-upon teleservices that are IEP-focused to assist families from a distance, prevent regression during the hiatus, and in the best cases promote consistent progress toward meeting IEP goals and objectives.</p> <p>Providers will also attend virtual telehealth service trainings prior to starting telehealth services. They are required to use their @WPPkids email with use of all platforms that WPP Administration has offered as options. Providers are not permitted to use a platform that is not listed within this document (see WPP TELETHERAPY Guidelines for specifics)</p> <p>Related service providers are required to document all contact and will continue their note writing per therapy encounter. They must remain in regular contact with families and must try a variety of modalities to connect with them. A signature sheet is required with specific instructions following each visit for teleservice accountability.</p>
ENL Support	<p>When possible, WPP will have access to one of our bilingual staff who typically assist with this need during the routine functions of our program day. WPP also has a paid subscription to Language Line which can be accessed as needed.</p>
Any additional agency-specific special services (ie Yoga, Music Together, Family/Community Outreach, Staff	<p>Music Together: Our Music Specialist has her own blog where she will post interactive videos with the songs the children are familiar with from the structure of their school day. She will also have live interactive Music sessions via Zoom.</p> <p>Sounds in Motion: Our two SLP's who lead the sounds in motion activities will have videos that the creator of the program has personally approved posted to SharePoint, once they are approved.</p>

Collaboration, General Wellness)	<p>By request of the creator of the SIM program, WPP families will be given a password to access these videos, as they must only be available to WPP families. Weekly information sheets with links to interactive videos corresponding to the sound/symbol correspondence work will be posted on SeeSaw.</p> <p>Handwriting Without Tears: We will have instructional videos posted on YouTube of the familiar routines and activities associated with this program so that the children can continue to engage in this important literacy skill.</p> <p>Yoga: WPP is fortunate to employ a Certified Yoga Teacher with ten years of teaching experience and her own studio. She has a Facebook group specifically dedicated to WPP staff and families with daily meditations, sun salutations, full practices, readings, motivational quotes, and links to collaborating professionals to offer variety in the group. This is very family-friendly, as she often will have her own children participating.</p> <p>Community Outreach/Community Resources: A variety of community resources will be posted via Google Cloud/Drive for families to access on their own as needed. These will be directly linked to our webpage and Facebook page and include but are not limited to: school meal info, food pantry info, mental health info, domestic violence info, district and county by county info. The agency is also in the process of completely redesigning its website to be more interactive and user friendly.</p>
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In Person, Hybrid and Remote Schedules and Plan for SCIS, SC and UPK

SCIS-Special Class Integrated Setting		
Type of Classroom	Site Locations: Amsterdam; Cobleskill; Delanson; Gloversville	
	UPK	
	In-Person Education	Blended/In-Person-Hybrid Learning
Number of Children per classroom	Per NYSED approval letter and UPK contracts	10-15 in a cohort group
Number of Staff per classroom	5 (excluding 1 to 1 aide)	5 with each group (excluding 1 to 1 aide)
Number of Days	5	3 - 5 days
Length of daily session	300-330 minutes	180-330 minutes
Hybrid/Remote Learning-SCIS and UPK		
Typical patterns and practices for remote instruction	<p>Seesaw: 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.</p> <p>Remind: 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><u>Zoom for Business:</u> The agency subscribes to Zoom for use in individual therapy and classroom group services with our children.</p> <p><u>WPP YouTube Channel</u></p>
Describe balance between screen time and authentic learning experiences during remote learning periods	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.
Best practices which inform/facilitate high-quality remote instruction	<p>Focus on content and integrate interesting science or craft projects to teach concepts. Integrate topics of current interest into the lessons. Make sure families have the needed materials.</p> <p>Use 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>Dole out new information in brief doses. 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>Make online learning as interactive as possible. 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>Get children and families into the habit of participating. Look at ways to motivate children and families to participate by making both goals and expectations clear-be specific.</p> <p>Connect new content and ideas to concrete examples in the child's and family's routine.</p> <p>Balance synchronous and asynchronous learning. 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><u>Remind:</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. 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><u>Virtual Open House, Orientation and site community meetings</u> with parents/caregivers via Zoom.</p>
Type of Classroom	SC-Special Class Site Locations: Amsterdam
	In-Person Education Blended/Hybrid Learning

Number of Children per classroom	Per NYSED approval letter	8-10 in a cohort group
Number of Staff per classroom	3 (excluding 1 to 1 aide)	4 (excluding 1 to 1 aide)
Number of Days	5	3 - 5 days
Length of daily session	300 minutes	180-330 minutes
Hybrid/Remote Learning-SC		
Typical patterns and practices for remote instruction	<p>Seesaw: 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.</p> <p>Remind: 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>Zoom for Business: The agency subscribes to Zoom for use in individual classroom services with our children in Special classes. We have found that individual sessions with these children are more effective than group sessions.</p> <p>WPP YouTube Channel</p>	
Describe balance between screen time and authentic learning experiences during remote learning periods	<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>	
Best practices which inform/facilitate high-quality remote instruction	<p>Focus on content and integrate interesting science or craft projects to teach concepts. Make sure families have the needed materials.</p> <p>Use 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>Dole out new information in brief doses to individual students. Work with the family in a coaching model and problems solving how to incorporate strategies into daily routines.</p> <p>Make online learning as interactive as possible. Children need opportunities to actively process information and link this to things in their home environment.</p>	
Describe how families will be engaged in the teaching and learning process	<p>Get children and families into the habit of participating. Look at ways to motivate children and families to participate by making both goals and expectations clear-be specific.</p> <p>Connect new content and ideas to concrete examples in the child's and family's routine.</p> <p>Balance synchronous and asynchronous learning. Synchronous lessons should be delivered either to a group or an individual child based on needs. Find ways to</p>	

	make asynchronous sessions enticing and manageable for parents.
Ways families can stay in contact with teachers related service providers	Remind: 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 in Contact with families via email or txt. Virtual Open House, Orientation and site community meetings with parents/caregivers via Zoom.

Mode	Pattern of Weekly Remote Learning Activities in <u>Hybrid</u> Format	Frequency
Live sessions with children via Zoom, Google Meet, Skype, etc. Zoom used as a first choice!	2-3 live group sessions offered per week. These can be whole class or smaller teacher/ therapist led sessions (individual sessions to meet children’s needs; includes music together; yoga/mindfulness sessions; Sounds in Motion; Handwriting Without tears). Coordinate with therapy sessions whenever possible. Attendance will be taken.	1-2 sessions a week
Seesaw SeeSaw is used for posting Curriculum related activities to be completed at home	One developmentally appropriate lesson activity per day sent via Seesaw. The lessons sent during the week will include the areas of Math, Literacy/Reading, Science, Art, & Fine/Gross Motor.	5 lessons per week in the previously stated developmental areas.
Packets of Learning Materials sent home	Learning packets should be sent home with materials for children. Check in with families to see what materials are needed to be successful in completing lessons at home so those materials are included in the packets as requested.	Packets of learning activities will cover weekly themes.
Communication with Families (e-mail, phone, Remind, etc) Remind is preferred to be used for ongoing teacher-home communication Parent teacher meetings scheduled via Zoom.	Family communication via Remind, e-mail, phone, etc. at least 3 times per week. This could be checking in, sending resource materials for families, etc. (archive Remind weekly and save pdfs).	3 times per week via Remind, email or phone.
Weekly Child Sheets	Weekly child sheets should be completed on each child and sent to the Delanson Office on Fridays. In the notes section keep track of child/family participation. Note all contacts the parent.	Completed sheets retained in child’s file. Please make sure each child’s form is saved with name and date.

Mode	Pattern of Weekly Remote Learning Activities when Totally Remote	Frequency
Live sessions with children via Zoom, Google Meet, Skype, etc. Zoom used as a first choice!	5 live group sessions offered per week. These can be whole class or smaller teacher, or therapist led sessions (individual sessions to meet children's' needs; includes music together; yoga/mindfulness sessions; Sounds in Motion; Handwriting Without tears). Coordinate with therapy sessions whenever possible. Attendance will be taken.	5-7 sessions a week (does not include individual therapy sessions)
Seesaw SeeSaw is used for posting Curriculum related activities to be completed at home	Two developmentally appropriate lesson activities per day sent via Seesaw. The lessons sent during the week will include the areas of Math, Literacy/Reading, Science, Art, & Fine/Gross Motor.	10 lessons per week in the previously stated developmental areas.
Packets of Learning Materials sent home	Learning packets should be sent home with materials for children. Check in with families to see what materials are needed to be successful in completing lessons at home so those materials are included in the packets as requested.	Packets of learning activities will cover weekly themes.
Communication with Families (e-mail, phone, Remind, etc) Remind is preferred to be used for ongoing teacher-home communication Parent teacher meetings scheduled via Zoom.	Family communication via Remind, e-mail, phone, etc. at least 3 times per week. This could be checking in, sending resource materials for families, etc. (archive Remind weekly and save pdfs)	3 times per week via Remind, email or phone.
Weekly Child Sheets	Weekly child sheets should be completed on each child and sent to the Delanson Office on Fridays. In the notes section keep track of child/family participation. Note all contacts the parent.	Completed sheets retained in child's file. Please make sure each child's form is saved with name and date.

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

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.

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:

- No internet or poor internet service
- No smart phone
- No computer/tablet
- Inadequate internet service plan to access online learning objectives
- Inconsistent contact and/or follow through from the family
- Complete inability to connect with a family to facilitate teleservices
- Reduced capacity of caregivers to engage in distance learning with the child
- Reduced or lack of internet literacy
- Language barrier

Given that WPP is a multidisciplinary program that provides dynamic therapy services to a wide variety of delays and disorders and a wide range of communicative efforts, we are adept at making any necessary modifications to improve access to curriculum and other activities/opportunities. When contact with the family is unable to be made despite multiple attempts, providers must contact their site's office to seek assistance with "official" WPP written notification of contact to the family and/or contact to the school district. While Continuity of Learning will provide a learning curve to WPP providers, providers 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.