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Executive Director

Virtual learning can take place from a remote site (like your home) or can be provided from our program site. When a classroom is on virtual learning (for a day or for a week or longer), whether you are working from your home because of a quarantine order, or on site this is the document you should be following. Your synchronous sessions should be via the WPP business Zoom. From your classroom, should live stream as many activities as possible during the day. Weekly IEP documentation sheets need to be completed on each child when the child is on remote learning for a week or more.

For therapists, your teletherapy sessions should be provided as listed on the child’s IEP. Your communications with families will document what they are able to schedule with you. You should document these communications completely and make sure supplemental materials are provided to families who have difficulty with scheduling.

<b>Whispering Pines Preschool</b> <b>Amsterdam, Cobleskill, Delanson and Gloversville</b>		
<b>Totally Remote Learning-Weekly or day by day</b>		
<b>Mode</b>	<b>Pattern of Weekly Remote Learning Activities</b>	<b>Frequency: Weekly and Daily</b>
Live sessions with children via Zoom, Google Meet, Skype, etc. <b>Zoom used as a first choice!</b>	Minimum of 5-7 live group sessions offered per week. Live stream session options offered to families. 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.	Minimum of 5-7 sessions a week (does not include individual therapy sessions) Live stream as many daily activities as possible <b>EACH DAY (one SPED; as scheduled Music; SIM; OT; Yoga)</b>
<b>Seesaw**</b> 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 <b>Math, Literacy/Reading, Science, Art, &amp; Fine/Gross Motor.</b>	10 lessons per week in the previously stated developmental areas. <b>EACH DAY (two SeeSaw)</b>
Packets of Learning Materials sent home	Learning packets should be sent home with materials for	Packets of learning activities will cover weekly themes.

	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 in advance when possible (come up with an “emergency” packet for “snow days”)
Communication with Families (e-mail, phone, Remind, etc) <b>Remind is preferred to be used for ongoing teacher-home communication</b> 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.  Check in on the day closed for in person
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.  Complete for any week we move to remote Teachers and therapists should have these sheets completed for all of their children with goals entered so they can be readily filled in with activities completed.

\*\* Uploading activities to SeeSaw. Let families know what to expect each day so they can look at that schedule and pick what they know will work in their world. There also is an interaction expectation. Teachers should be providing specific feedback to reinforce parent/child interaction on the platform.

- not “good job” but rather “I love how you chose Christmas tree green to circle all of your D’s!”
- or asking a question for the family to respond to related to their work “what was your favorite part of this activity?” or “what did you learn about your child during this activity?”

### Remote Plan for SCIS, SC and UPK

	Remote Learning-SC-SCIS-UPK
Typical patterns and practices for remote instruction	<p><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.</p> <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.</p>

	<p><b><u>Zoom for Business:</u></b> Live stream activities for SCIS and UPK. For children in Special classes we have found that individual sessions with these children are more effective than group sessions so should be scheduled in addition to groups sessions.</p> <p><b><u>WPP YouTube Channel</u></b></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><b>Focus on content and integrate interesting</b> science or craft projects to teach concepts. 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 to individual students.</b> Work with the family in a coaching model and problems solving how to incorporate strategies into daily routines.</p> <p><b>Make online learning as interactive as possible.</b> 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><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><u>Remind:</u></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 in Contact with families via email or txt.</p> <p><b><u>Virtual Open House, Orientation and site community meetings</u></b> with parents/caregivers via Zoom.</p>

## Continuity of Learning Plans

	SCIS-Special Class Integrated Setting
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<b>Type of Classroom</b>	Site Locations: Amsterdam; Cobleskill; Delanson; Gloversville <b>UPK</b> Site Locations: Amsterdam; Delanson; Gloversville; Schoharie	
	<b>In-Person Education</b>	<b>Blended/In-Person-Hybrid Learning</b>
Number of Children per classroom	Per NYSED approval letter ratios (9-12) SPED and per UPK ratios (9-10)	10 in a cohort group
Number of Staff per classroom	5 (excluding 1 to 1 aide)	2 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
	<b>Remote Learning-SCIS</b>	
Typical patterns and practices for remote instruction	<p><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.</p> <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.</p> <p><b>Zoom for Business:</b> The agency subscribes to Zoom for use in individual therapy and classroom group services with our children.</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><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>	

	<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.	
Ways families can stay in contact with teachers related service providers	<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. <b>Virtual Open House, Orientation and site community meetings</b> with parents/caregivers via Zoom.	
<b>Type of Classroom</b>	<b>SC-Special Class</b> Site Locations: Amsterdam	
	<b>In-Person Education</b>	<b>Blended/Hybrid Learning</b>
Number of Children per classroom	Per NYSED approval letter	6-8 in a cohort group
Number of Staff per classroom	3 (excluding 1 to 1 aide)	3 (excluding 1 to 1 aide)
Number of Days	5	3 - 5 days
Length of daily session	300 minutes	180-330 minutes
	<b>Remote Learning-SC</b>	
Typical patterns and practices for remote instruction	<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. <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. <b>Zoom for Business:</b> 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.	
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