



TIEGERMAN

TEACHING THE EXTRAORDINARY

EXPERTS IN LANGUAGE AND COMMUNICATION DEVELOPMENT

Continuity of Learning Plan **Tiegerman Schools**

In the event of an emergency school closure, a remote learning plan has been developed to ensure continuity of learning. Reasons for emergency school closure may include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

Tiegerman's Continuity of Learning Plan ensures the availability of devices, internet access, provision of special education and related services for students with disabilities and the expectations for time spent in different remote modalities.

Materials and Technology

Remote learning platform(s) being used

Google Classroom, G Suite for Education tools and email are used as the platform for creating, managing and distributing assignments and communicating with families. Zoom is used for the provision of tele-therapy services and classroom instruction.

Technology/devices being used by the school and student/family

Synchronous and asynchronous instruction, as well as assignments and therapy services are presented through the Google Classroom platform and/or Zoom and can be accessed by students via computer, tablet or mobile phone.

Access to Technology

All students are issued an iPad at the start of each school year or when they enter the program. These iPads are sent home daily in case they are needed during an emergency school closure with remote instruction.

A parent/caregiver survey is conducted annually to determine home resources and internet connectivity. If a parent/caregiver reports limited or no internet connectivity, then the student will be provided with an iPad that includes cellular service for use during remote instruction.

For those students for whom remote instruction is not available or appropriate,

teachers and therapists will contact a parent/caregiver via phone daily or on scheduled therapy days to discuss appropriate learning activities using everyday materials in the home (e.g., read a book, draw a picture about it; play I Spy to work on vocabulary and describing, etc.). Packets of work will be emailed or sent home with the student when possible. During extended remote instruction, hard copy materials will be mailed home if needed.

Technology Issues

If a parent/caregiver/student requires technology support to access remote learning, they will contact their teacher/teacher assistant to resolve the issue. If the issue cannot be resolved, the Tiegerman staff member will contact the Tiegerman IT Department for support in resolving the issue as quickly as possible.

Remote Learning Plan

Tiegerman's Remote Learning Plan provides a blend of synchronous and asynchronous learning for all elementary, preschool and Universal Prekindergarten students during remote instruction.

Classroom Instruction

All elementary school, preschool and Universal Prekindergarten instruction includes daily remote learning activities in the core subject areas (elementary) and learning domains (preschool, pre-kindergarten and Universal Prekindergarten). Learning activities are aligned with NYS Learning Standards for the students' grade level (elementary) and with the NYS Learning Standards and NYS Early Learning Guidelines for the students' age level (preschool and Universal Prekindergarten). Instruction is individualized in accordance with students' IEP goals and individual learning needs.

Remote learning activities for all elementary, preschool and Universal Prekindergarten classes include live instructional lessons (synchronous, two-way audio and visual) and curriculum assignments and can also include recorded video lessons (asynchronous, one-way audio and visual), additional reading activities and additional approved online learning activities/websites/resources identified as relevant and appropriate such as IXL, Nearpod, FlipGrid and Raz-Kids.

Each week, remote learning activities for **elementary school** include at minimum:

- Daily live instructional lessons in the four core subject areas, ELA, Math, Science and Social Studies
- 5 ELA assignments
- 5 Math assignments
- 5 Science assignments
- 5 Social Studies assignments
- Social Skills live lesson one time weekly

- Additional synchronous or asynchronous instruction/learning activities (reading, math, social-emotional learning) and/or assignments can be integrated throughout the week for individual students, small groups of students or the whole class

Remote learning activities in the special classes (Art, Music, Physical Education and Technology) for all elementary classes include live instructional lessons (synchronous, two-way audio and visual) or recorded video lessons (asynchronous, one-way audio and visual), assignments/projects and additional approved online learning activities/websites/resources identified as relevant and appropriate. Live/recorded instructional lessons in these disciplines will be planned and provided separately for various age groups (lower elementary, upper elementary), with varied activities/expectations within each age group.

Each week, remote learning activities for **preschool and Universal Prekindergarten** include at minimum:

- Daily live instructional lesson and learning activity in one of the following areas: ELA/Literacy, Math, Science or Social Studies
- 1 live Story Time instructional lesson daily
- Additional synchronous or asynchronous instruction/learning activities (literacy, math, social-emotional learning, art, music, motor, play) and/or assignments can be integrated throughout the week for individual students, small groups of students or the whole class

Remote learning activities in the special classes (Art, Music, Physical Education and Technology) for all preschool and Universal Prekindergarten classes include live instructional lessons (synchronous, two-way audio and visual) or recorded video lessons (asynchronous, one-way audio and visual), assignments/projects and additional approved online learning activities/websites/resources identified as relevant and appropriate. Live/recorded instructional lessons in these disciplines will be planned and provided separately for various age groups (preschool three-year-old classes, preschool four-year-old classes/Universal Prekindergarten), with varied activities/expectations within each age group.

Certified Teacher Assistant Support

Following are the roles and responsibilities of elementary, preschool and Universal Prekindergarten teaching assistants during remote instruction:

- Participate in all live lessons
- Assist in conducting and documenting daily parent contacts via telephone and email for all students in their assigned class for the purposes of:
 - ensuring that the learning activities have been received
 - providing information and/or answering questions about completing the assigned work
 - discussing/receiving information from parents regarding student performance and providing additional recommendations for student-

- specific modifications as needed
- recording students' daily attendance
- Report parent inquiries to the classroom teachers for follow up as needed

Related Services

All therapy services (Speech, Occupational Therapy, Physical Therapy, Auditory Training and Counseling) are provided via tele-therapy. All therapists will provide the students on their caseloads with the services as mandated on their IEP. Therapists are responsible for notifying parents and classroom teachers of the students' weekly therapy schedules. Log notes are completed for all provided and missed sessions. Therapists will communicate with parents/caregivers as needed to provide support and strategies for carryover and generalization.

During extended remote instruction, therapists contact the parent/caregiver of each student on a weekly basis via telephone to discuss any assigned work and answer any questions the parent/guardian may have.

Staffing

Classrooms are co-taught by 2 certified teachers with 2 certified teacher assistants present for support. In the event that both classroom teachers are absent, the classroom will be provided with a substitute teacher that will follow the classroom teachers' lesson plans.

In the event of a therapist absence, the service will be cancelled for the day and a make-up session will be scheduled at a later date.

Health Services during extended remote instruction

The School Nurse is responsible for the following for students working remotely:

- Contacting the family of any student who is reported by the family to have a physical illness or other health concerns, and communicating pertinent information to the student's classroom staff
- Maintaining an accurate record of daily attendance for each student by monitoring and updating attendance using the School's electronic tracking system
- Reviewing all student health records and updating as needed with information pertaining to health examinations, immunizations, medical alerts and health care plans
- Reviewing the health examinations and immunization records for all incoming elementary, preschool and Universal Prekindergarten students
- Reviewing the NYS Center for School Health website consistently for updated guidance and resources and communicating pertinent health information to administration, staff and families

- Revising Health Office policy and procedure manuals to reflect updates as they are provided
- Meeting with all other Tiegerman School's nurses weekly and as otherwise needed to discuss the program's health policies and procedures, updated guidance, challenges, promising practices and any other pertinent information

Documenting "attendance" for remote learning

Student daily attendance during the remote learning period is documented by classroom teachers for all elementary, preschool and Universal Prekindergarten students on the School-based electronic tracking system. Daily attendance is monitored and updated as needed by the School Nurse.

Attendance for related services is documented by therapists through the completion of individual student therapy session logs.

Social-emotional supports for students during extended remote instruction

Each parent is contacted daily by a member of their classroom team. Parent contacts are made for the purposes of ensuring that the learning activities have been received, providing information and/or answering questions about completing assigned work, discussing/receiving information from parents/caregivers regarding student performance, providing additional recommendations for student-specific modifications, and recording students' daily attendance. Daily contact provides opportunities for teachers and teaching assistants to check in with students and their families and to inquire with the parent/caregiver or ask the student how he/she is feeling. For students having difficulty participating in or completing remote learning assignments, regular check ins are conducted by the teacher who provides 1:1 instructional support when needed. In cases where a student is having difficulties with motivation, anxiety or stress, the classroom staff member will alert a Counselor and/or Behavior Specialist who will contact the family to identify and provide needed supports.