



CONTINUITY OF LEARNING PLAN

Objective:

Little Meadows' Continuity of Learning Plan aims to provide a seamless and inclusive learning experience for children enrolled in our early childhood programs (4410 Special Education Programs, PKA and 3K). This plan ensures continuity of learning for students during both in-person and remote learning periods, while catering to their unique needs and promoting cognitive, social, emotional, and physical development. At the beginning of the school year, parents are informed about the possibility of transitioning to remote instruction in the event of emergency conditions. Such conditions may include adverse weather, heating facility issues, water supply shortage, fuel scarcity, building damage, or a communicable disease outbreak.

Virtual Day Guidelines:

1. Communication and Decision Making:

- a. Little Meadows will promptly inform parents of any inclement weather or emergency school closings, preferably before 7 A.M.
- b. Little Meadows relies on email as the primary means of communication with staff members. All staff members have access to Microsoft 365, which includes Microsoft Teams for virtual meetings.
- c. Little Meadows utilizes Class DoJo, a web-based platform, for individual and general classroom communication with parents/caregivers.
- d. The school's telephone answering system will also be updated to advise us of the status of school operations for the day.

2. Accessing Remote Classroom:

- a. Upon enrollment, information regarding remote access capability is collected for each student. This information is shared with the respective classroom teachers and related service providers.
- b. Parents are informed that in the case of emergency conditions, they will receive a class schedule for both group and individual learning. The link for remote instruction is provided to parents when an emergency condition arises.
- c. Parents must accept this invitation and click on the "Join" button to access the virtual classroom.
- d. Remote instruction is provided both individually and in groups. Classroom teachers and teacher assistants actively participate in remote instruction, and the lessons are designed to align with Individualized Education Program (IEP) goals and objectives.
- e. Visual supports, video modeling, and interactive activities are incorporated into remote lessons.

- f. Little Meadows offers virtual parent training sessions upon request to assist parents in facilitating learning and managing individualized supports at home.
3. Staffing and Programming:
 - a. Little Meadows emphasizes strong communication and collaboration among teachers, support staff, specialists, and families to ensure effective intervention during remote learning.
 - b. Regular meetings, including both in-person and virtual formats, are conducted to review student progress, discuss interventions, and adjust instructional strategies. Parent conferences are also held as part of this process.
 - c. Ongoing professional development opportunities are provided to staff members to enhance their knowledge and skills in special education practices, technology integration, and working with diverse learners.
 4. Snow Day Schedule:
 - a. The classroom staff will send home a schedule detailing the timing of various activities.
 - b. Parents should adhere to this schedule to maintain a structured learning environment for their child.
 5. Therapy Sessions:
 - a. If a child receives therapy, the therapist will send a separate link for virtual therapy sessions.
 - b. Parents should ensure their child attends therapy at the scheduled time, even if it coincides with other virtual class activities.
 6. Instructional Supports:
 - a. Little Meadows continuously supports teaching and related service providers in implementing effective strategies for remote instruction with preschool children.
 - b. Synchronous instruction is predominantly offered, but asynchronous instruction can be requested by parents, in which case appropriate staff members prepare instructional materials for home use.
 - c. The classroom schedule is designed to remain consistent every day, allowing parents/caregivers to plan accordingly.
 - d. The remote classroom schedule is tailored to meet the individual needs of the children.
 - i. For example, in our 12:1:2 classes, there is a combination of a daily group session and three individual sessions throughout the week. Children enrolled in our SCIS class may have a morning and afternoon group session along with two individual sessions each week. Children receiving SEIS will have a schedule planned with the parent/caregiver.
 - ii. All sessions prioritize IEP instruction while also providing opportunities for social interaction among peers.
 - iii. Therapy sessions are planned to complement the instructional sessions.
 - e. School-wide planning takes into consideration:
 - i. Parent preferences and availability to participate in the sessions.

- ii. Spacing of remote sessions to ensure maximum child engagement.
- iii. Team meetings to explore the best ways to maximize learning opportunities for each child.
- iv. Virtual parent meetings to assess the effectiveness of instruction.

7. Transition Back to In-person Learning:

- a. Parents will be informed of the anticipated duration of the remote instruction if known in advance.
- b. If the duration of remote instruction is deemed to negatively impact the emotional well-being of the child and/or family, Little Meadows will offer the support of our School Psychologist.
- c. Supportive intervention will be provided either in group or individual settings based on the collective needs of our student population.

8. Technical Support:

- a. In case of technical difficulties during inclement weather, parents can seek assistance by emailing tduffy@littlemeadows.org or calling 718-454-6460 x31.
- b. Please refrain from calling the school's phone number, as staff may not be available to answer messages until they return to the building.

Conclusion:

The continuity of the learning plan ensures that Little Meadows maintains a smooth transition to remote learning on snow days or during emergency closings. By following these guidelines and utilizing the provided resources, parents and students can continue to engage effectively in the learning process from the safety of their homes.