



EMERGENCY REMOTE INSTRUCTION PLAN

NYSED 200.6 Continuum of Services

New York City and State have moved forward with reopening schools in a safe and effective manner. This plan represents our commitment to making every effort to ensure the continuity of learning for all our students. Our intent is to continue to provide meaningful rigor and support for all our students while prioritizing their health and well-being during any emergency closure of Birch Family Services (BFS) schools. The same staff qualifications are applied to distance learning as all other academic programs.

We will continue to build on what we have learned about the benefits of technology and how it can support our students. Students will develop essential skills to communicate, live and be able to work and function in our world and digital landscapes. As we plan for digital learning, our focus is on ensuring that students receive a quality instructional experience that continues to prepare them to meet their long-term goals. Throughout classroom and school closures, BFS teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. To that end, teachers will utilize both synchronous and asynchronous learning models.

We will offer synchronous learning opportunities for students and families for a significant portion of the instructional day.

- Synchronous learning refers to online live interactive two-way instruction.
- Asynchronous learning refers to instruction that is provided via pre-recorded lessons, learning platforms, and/or hands-on experiences that children explore at their own pace.

Families must complete the *Student Technology Support Survey* to determine technology and internet connectivity needs. If a family demonstrates a need for technology support, a plan will be created to facilitate access to support remote Instruction.

Program Goals and Expectations

Our goal is to design and provide high-quality educational experiences that support growth and wellness to enhance school readiness for all students. This includes our ability to have and foster:

- Connectedness to the community.
- Frequent contact with students and families to ensure participation and engagement.
- Mitigation of loss of learning
- Access for all students: ensuring that students and families are receiving the support and tools needed during remote instruction.
- Continuous instruction: providing meaningful support and rigor to our students and continuing to facilitate the acquisition of skills per students' IEPs.
- Consistency in provision of live instruction to students.
- Support of teacher implementation of remote learning best practices that are responsive to student needs.



Staff Expectations

Program staff are expected to have daily audio/visual live interactions with each child/family. Instruction/interaction must focus on engaging students in rigorous tasks and providing them with comparable academic experiences as they would have with in-person instruction. Staff members are responsible for the initial and ongoing development and delivery of instruction.

Students will be afforded opportunities that would typically be presented to them on a regular school day, such as:

- direct instruction and support,
- peer-to-peer interaction,
- small-group instruction,
- structured intervention and multiple means to demonstrate mastery.

If this type of interaction is not possible, contact of some form must take place daily.

Types of contact:

- Phone, virtual, or other digital communication with the child and their family member.
- Phone, virtual, email, and or other digital communication with a family member.
- Digital sharing of activities and assignments.
- Providing feedback on shared digital activities.
- Supporting families in how to complete assigned activities.
- Shared small group lessons for students.
- Shared large group experience.
- Individualized lessons for students.
- Parent support groups and training.

With regard to documentation, staff are expected to complete the following:

- Student attendance (with a note) - GoEngage or Google Classroom Attendance
- Schedule Time log /Activity Log
- Lesson Plan-(LP)
- Teacher/Related service (RS) provider schedule

Parent and Student Expectations

- Parents will encourage their child to complete assigned work.
- Parents must call the attendance line and report their child's absence if the child is absent due to sickness, family vacation, etc.,
- *If a child is sick but still able to participate in remote learning, we ask that parents contact their child's teacher to report the illness.
- Parents will communicate concerns with teachers, related service staff, and/or support staff.



- Parents will consider appropriate working conditions for their child(ren) to find success throughout the entire school closure period.
- Parents will support their child(ren)'s participation and engagement in remote learning each day.
- Students (with parent support if needed) will log onto designated platforms (Google, Teams, Zoom) daily and will be responsible to complete all assignments posted.
- Parents and students will abide by all school policies including the *acceptable use* policy for technology.
- Students will receive asynchronous instruction (videos, reading, etc.) outside of assigned class times.

We ask that parents refrain from recording or taking pictures of their children working online or while our teachers are delivering lessons. We understand and appreciate that parents want to celebrate and highlight their children's accomplishments and those of their teacher(s). Unfortunately, this may result in compromising student/family confidentiality.

Individual Learning Plan (ILP)

- The ILP is based on students' needs and Individual Education Plan (IEP) goals using a combination of available school and remote learning resources. An ILP must be developed upon a student entering program to ensure the ability to pivot to remote learning should the need arise.
- The student's entire IEP should be attached to the ILP and sent home to families in the fall of each program year via email or backpack. Parents must sign and return the ILP signature page to the program.
- Consider the parent's input regarding the student's needs, strategies that are and are not working through remote instruction and remote delivery of related services, the student's tolerance for screen time as well as activities students are most likely to be excited about and engaged in.
- If the student requires assistive technology and/or additional classroom tools, confirm whether the family has the needed materials at home or assist the family in requesting the necessary technology (see *Student Technology Support Survey*).
- If the student does not have access to technology, the program will make every effort to support the family in obtaining access to internet connectivity and/or a device. Alternative strategies will be used to ensure student participation, such as written packets being sent home, families participating in workshops, and other identified means to help engage children in instruction.

Curriculum Content and Lesson Planning

All students regardless of age and program must have a clear plan for student engagement and communication between the school and student/family, with multiple methods of contact to reach parents/guardians /caregivers-

Pre School:

- Lesson plans must be submitted to the Principal/ Senior Curriculum Coordinator on a weekly basis.
- Activities and links will be sent home for virtual learning opportunities when school closures are in effect.

School Age:

- Use of Google Classroom where students can access work and find support and resources (for both online and non-online work).
- Student/classroom work must be posted either daily or weekly.
- A mix of real-time, flexibly timed, technological, and non-technological options to meet students' needs should be made available to families.

Supporting Families and Caregivers with Synchronous and Asynchronous Learning

Students will be scheduled for remote/distance learning, which includes both synchronous and asynchronous experiences. The following suggestions will support families and caregivers with remote learning:

- Staff will provide encouragement to families and caregivers whenever possible to let them know they are doing the best that they can.
- Staff should notice their own feelings and reactions before talking to families, caregivers, and children. Staff may want to ask themselves:
 - How am I feeling right now?
 - What is my goal or objective for this conversation?
 - Am I ready to engage in this conversation right now?
- Communicate with families and caregivers to learn about areas where their child has shown interest, share information about upcoming curricular units, and discuss opportunities to build on those experiences within the unit.
- Provide activities that can be easily done in the home with suggestions for open-ended questions or simple observations families and caregivers can use while children are playing. Some examples include:
 - I notice that you _____
 - What does that remind you of?
 - Why do you think that happened?
 - You are working hard to _____.
 - How do you know?
 - I see you are _____.
 - I wonder what would happen if _____?
 - What can we do to solve this problem?



Pre-School Programs

- Preschools will be utilizing email and Microsoft Teams as the primary mechanism for providing families with materials, activities to be completed at home, and engagement in instruction. In addition to lessons and activities provided by teaching staff, families will receive access to platforms for use at home.
- If a family does not have access to the required technology and/or refuses, teaching staff will document the attempts and elevate the issue to an administrator for support and guidance. If parents have access to technology via a smart phone, IPAD, Kindle, or computer, Microsoft Teams is the approved platform to conference with families, provide consultation via video or audio, and conduct large and/or small group lessons. Groups should be organized according to the functioning level of students and their needs.
- Communication is key in ensuring that this process is successful for our students and families. It will be ensured that staff have discussed and developed a plan for families that will fit within the confines of their lives.
- ILP will include an attachment of the student's current IEP goals and objectives.
- Quarterly reports will identify short-term goals that were addressed and or mastered during specified periods of time over the course of the program year.
- A schedule will be included to assist in structure and provide consistency and familiarity to students. When creating assignments teaching staff will be mindful of the student population and parents' ability to access the material.

School Age Programs

- School Age programs will be utilizing Google Classrooms as our remote learning platform for instruction. Each student will have an N2Y profile that is based on their IEP and a Birch Family Services-issued Google email account.
- Student profiles must be created with usernames and passwords by the teacher for each student. Unique Profiles and Google accounts must be in place for utilization within the first week of programming.
- Staff must contact families and inform them of the ILP and work with them to create an effective plan.
- Google Classroom and Unique assignments can be created daily or weekly.
- If a family does not have access to the required technology and/or refuses, staff must document the attempts and elevate the issue to an administrator for support and guidance. If parents have access to technology via a smart phone, IPAD, Kindle, or computer, Microsoft Teams and/or Google Hangouts are the approved platforms to conferences with families, providing consultation via video or audio, and conducting large and or small group lessons. Groups should be organized according to the functioning level of students and their needs.
- MATH, ELA, and SCIENCE Supplementary Resources and assignments must be posted in Google Classrooms as well as any other content the teaching team feels is appropriate. Google Meets/Hangouts can also be utilized for the following:
 - Voice calls
 - HD Group Conferencing
 - Auto Screen Focus
 - Screen sharing



For those students requiring more intensive support, the teacher can direct a Teaching Assistant (TA) on specific instructional strategies, prompts, modeling, and/or lead a small group instruction. The TA could provide this support through chat boxes or visual reminders during whole group instruction to support the students. For example, within a shared online document, the TA could use chat to implement a behavioral reminder of paying attention.

- School Age classrooms will be utilizing attendance features in Google Classroom to schedule and track student attendance and participation in Remote Learning.



WEBSITES and RESOURCES

Movement Preschool

<https://www.youtube.com/watch?v=B58DrTaFXg0Mr> (Mr. Chris Audio Opposites)

<https://www.youtube.com/watch?v=388Q44ReOWE>

https://www.youtube.com/watch?v=dNL6RwymoNg&list=PLfyDCva7b7RciQS_kBabGdXi6fsSKahGh&index=16

<https://www.youtube.com/watch?v=I5RUzkySseE>

<https://www.youtube.com/watch?v=kcQJDpj5TSY>

<https://www.youtube.com/channel/UC1jhiDqp-jlYR07Ini8Jamw> (Have fun teaching)

<https://www.youtube.com/watch?v=t9WAGkQUUL0>

Mindfulness Preschool

https://www.youtube.com/watch?v=uUIGKhG_Vq8Mindfulness

<https://www.youtube.com/watch?v=oYI0TPJOuGk>

https://www.youtube.com/watch?v=cyvual_2avY

Washing Hands Preschool <https://www.youtube.com/watch?v=dDHJW4r3eIE>

Spanish <https://www.youtube.com/watch?v=S5zPd2Fy6-M>

Elementary Movement

<https://www.youtube.com/watch?v=cZeM18fPbvI>

<https://www.youtube.com/watch?v=ZsaywRY5iPO>

<https://www.youtube.com/watch?v=MPvnZILn6EY>

<https://www.youtube.com/watch?v=CzO3ale0Rps>

https://www.youtube.com/watch?v=Vdnuind_J44

https://www.youtube.com/watch?v=X1HcbcW_Cfs

Elementary Mindfulness and Self -Regulation

https://www.youtube.com/watch?v=H_O1brYwdSY

<https://schoolchoiceweek.com/keep-learning/>

https://www.youtube.com/watch?v=Vdnuind_J44

Music Websites

<https://www.musicca.com/piano>

<https://www.smartmusic.com/>

<http://interactivesites.weebly.com/music.html>

<https://www.soundtrap.com/edu/>

<https://www.musical-u.com/ear-training-exercises/>

<https://www.classicsforkids.com/>

<https://www.incredibox.com/>

<http://www.musicbulletinboards.net/>

Education Resources

<https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>

<https://www.storylineonline.net/>

<https://www.education.com/workbooks/preschool/?q=independent>

<https://happynumbers.com/>

<https://www.funbrain.com/games>

<https://www.starfall.com/h/>

<https://pbskids.org/>

<https://www.coolmathgames.com/>

<https://kids.nationalgeographic.com/>

<https://goboardmaker.com/pages/coronavirus-resources>

<https://educators.brainpop.com/2020/02/19/free-brainpop-access-for-schools-affected-by-the-corona-virus/>

<https://circletimefun.com/>

- Growing Up NYC is a mobile-friendly website that makes it simple for families to learn about and access City programs, as well as services and activities available through government agencies and community partners in English and in Spanish
<https://growingupnyc.cityofnewyork.us/>
- **MyStorybook.com** (www.mystorybook.com [\(Open external link\)](#)) is an easy-to-use website where children can create, illustrate, publish, and print their own books.
- **StorylineOnline.net** (www.storylineonline.net [\(Open external link\)](#)) is a free website that features videos of famous actors reading children's books aloud.
- **Bookopolis** (<https://www.bookopolis.com/#/> [\(Open external link\)](#)) is a website developed to ignite the love of reading for kids ages 7-12. Bookopolis provides an online environment for elementary and middle school children to connect with young readers about reading.
- **Discovery Kids in Spanish** (<https://www.discoverykidsplay.com/> [\(Open external link\)](#)) is an interactive website of educational games and videos entirely in Spanish.
- **DK Find Out!** (<https://www.dkfindout.com/us/> [\(Open external link\)](#)) is a website for kids to find, explore, and learn about anything imaginable. DK Find Out! provides a visual search, videos, and animations and more.
- **Get Epic!** (<https://www.getepic.com/> [\(Open external link\)](#)) is an e-book subscription which provides instant access to a digital library of books, learning videos and more.

- **KidLit Tv** (<https://kidlit.tv/>[\(Open external link\)](#)) provides videos and podcasts promoting children’s literature. Includes KidLit Radio, crafts and activities, book trailers, and original KidLit TV Shows.
- **Sugarcane** (<https://www.sugarcane.com/>[\(Open external link\)](#)) offers educational games on a wide array of topics including language, geography, math, biography, world history, U.S. history, literature, nature, art, sports, and more.
- Citywide Guide to Services and Resources in NYC: Women Creating Change designed this resource guide to help individuals and organizations access needed low- or no-cost social services, programs, and resources available throughout the five boroughs of New York. <https://resourceguide.wccny.org/>
- Vroom offers tips, tools, and 1000+ activities to help add learning to mealtime, bath time, bedtime, or anytime. Visit <https://vroom.org/> to access the tips or download the app from the App Store or Google Play.
- **Vroom** offers tips, tools, and 1000+ activities to help add learning to mealtime, bath time, bedtime, or anytime. Visit <https://vroom.org/> to access the tips or download the app from the App Store or Google Play.
- Go Noodle <https://app.gonoodle.com/sign-up?source=GNlogin> Good Energy at Home is a free online resource that provides tons of ways for kids and families to be active, stay mindful, and keep on learning!
- **Education World** <https://www.educationworld.com/> This is another great website for teachers. It provides teaching tips, lesson plans, activities, academic articles, web resources and many more.

Virtual Trips

<https://www.google.com/earth/> Zoom over the Sahara Desert. Take a tour of the Eiffel Tower. You can do it all with Google Earth, the tool that makes the world feel a little bit smaller with its map-generating capabilities. If you're new to Google Earth!

- Early Childhood: <https://www.earlychildhoodeducationzone.com/virtual-field-trips/>
- Scholastic: <https://www.scholastic.com/teachers/articles/teaching-content/virtual-field-trips/>
- Discovery Education: <https://www.discoveryeducation.com/community/virtual-field-trips/>
- MSN National Parks Tours: <https://tinyurl.com/tkar5q9>
- **Discovery Education** virtual events let educators take students to amazing places and give them remarkable experiences, without ever leaving the classroom. <https://www.discoveryeducation.com/community/virtual-field-trips/>
- **Free Virtual Library for Kids**
- READ.GOV: <http://read.gov/kids/>
- International Children’s Digital Library: <http://en.childrenslibrary.org/>
- TIME for Kids: <https://time.com/5808059/time-for-kids-coronavirus-digi>