

APPLE
Queens Centers for Progress

CONTINUITY OF LEARNING PLAN
REMOTE INSTRUCTION DUE TO EMERGENCY CONDITIONS PLAN

As per amended section 200.7 of the Regulations of the Commissioner of Education effective 1/25/2023

Ensuring continuity of learning for our children if QCP transitions to remote learning/teletherapy is very important. This plan is set forth to best support our staff, children and their families.

If Queens Centers for Progress needs to close due to an emergency, including but not limited to, extraordinary adverse weather conditions including snow, impairment of heating facilities, insufficiency of water supply, destruction of school, or a communicable disease outbreak, QCP may choose to remain in-session and provide remote instruction.

The Children's Center Directors will make this decision by 5:30 am, the latest, on the impacted day, in conjunction with QCP's CEO. If QCP is pivoting to remote instruction, this decision will be on our school phone message system and on the QCP website. Directors will notify supervisors, who will notify their departments; an email will also go out to all staff. In addition, teachers will send an email or text to their students' families. The Director of CC will notify others, as appropriate (e.g., bus company, PKA Instructional Coordinator.)

Emergency remote instruction provided on these session days will be counted towards our 180-day requirement.

This plan will be posted on the QCP website, and staff and parents will be notified of this opportunity for comments. The public has access to this website as well.

All families are asked to complete our Technology and Connectivity Survey. Questions include types of devices families have access to, times during the day families have access to the devices, preference of tools/platforms, rating of families' technology skills, internet access.

Any family who indicates on this survey that they have NO device, will be contacted to see how QCP can assist with a loan of a device or other means by which children can participate in synchronous instruction.

It is the expectation of QCP that teachers will offer regular and substantive daily interaction between the children and teacher. For teachers, one to two hours of synchronous instruction, with supplementation of asynchronous instruction, on any day of emergency remote instruction is the goal.

Based on NYC DECE recommendations, we will strive for:

- Large Group Sessions of 15-20 minutes/group (groups of 9 or less are optimal), and
- Small Group Sessions (groups of 1-3 are optimal) that begin with a song of 10-15 minutes/child, and
- Read Alouds of 10-15 minutes/group (groups of 9 or less are optimal) with two Read Alouds scheduled per group (e.g., start of the day, before rest time, and/or end of the day) and
- Suggested Extended Learning at Home activities for families.

This is a “best case” scenario, but it is expected that it might be difficult to have children/families following such exact times. Activities can be led by either teachers or teacher assistants.

It is the expectation of QCP that clinicians will offer families the 30-minute mandated session during the children’s regularly scheduled sessions.

We are cognizant, though, that it may be a challenge for our children who are multiply disabled, have behavioral deficits or cognitive deficits, those with physical disabilities and medical concerns, as well as just being three- or four-years-old to “sit” for a traditional remote session. Our parents and families may have obstacles too.

Remote instruction can be provided by telephone, FaceTime, ZOOM, email, video; using phones, computers, cameras, smart phones, tablets. Instruction can include offering ideas, suggestions, demonstration, handouts and videos. Synchronous instruction should utilize video-based technology. However, audio-based synchronous instruction may be used if more appropriate with the direct remote presence of a teacher in real-time. Asynchronous instruction should complement synchronous instruction.

Classroom paras will participate in remote instruction, bilingual staff will provide support as translators and interpreters for bilingual families, and 1:1 aides will continue to provide assistance to their assigned children, even if remote.

Our directors, supervisors, SW department, medical department and psychologist will be available for guidance and assistance.

For any family who does not have appropriate technology on the day of emergency remote instruction, a staff member will attempt to speak to the family via phone or text.

It is the teachers and therapists’ responsibility to maintain up-to-date email addresses and phone numbers for all their children, and to have access to this list off school property.

Special education and related services will be provided in accordance with children’s IEPs to ensure the continued provision of a free appropriate public education. Teachers will document

the instruction given on a remote instruction day; therapists will document in EZ Trac. Attendance records will reflect that instruction was provided remotely.

We hope that it will be rare that we need to pivot to emergency remote instruction.

This plan will be reviewed annually, and updated as necessary.

March 25, 2024