

Continuity of Learning Plan

Objective:

The Jewish Community Center's 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, 3-K and Pre-K for All).

This plan ensures continuity of learning for all students during both in-person and remote learning periods, while catering to their unique needs and promoting cognitive, social, physical and emotional development. At the beginning of each school year, parents are informed via letter/ parent orientation about the possibility of transitioning to remote instruction in the event of emergency conditions. Such conditions may include inclement weather, building damage/issues, or a communicable disease epidemic.

Virtual Day Guidelines:

Communication and Decision Making:

- The JCC will promptly inform parents of any inclement weather or emergency school closing, preferably before 7am via phone, email, google classroom etc.
- The JCC relies on email as the primary means of communication with staff members. All staff members have access to Microsoft 365, which includes Microsoft Team for virtual Meetings.
- The JCC utilizes Google Classroom, a web-based platform, for individual and general classroom communication with parents/caregivers.
- The school's telephone answering system will also be updated to advise families of the status of school operations of the day.

Accessing Remote Classroom:

- Every family is given a Parent Packet upon enrollment, in the packet is information regarding remote access capability is collected for each student. This information is shared with the respective classroom teachers and related service staff.
- Parents are informed that in the case of emergency conditions arises.
- Parents must accept this invitation to access the virtual classroom.
- 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.
- The JCC offers virtual parent training sessions upon request to assist parents in facilitating learning and managing individualized support at home.

Staffing and Programing:

- The JCC emphasizes strong communication and collaboration among teachers, related service staff and families to ensure effective intervention during remote learning.
- Regular meetings with staff and families are both in-person as well as virtually. Parent conferences are also held as part of this process.
- Professional development is ongoing, and are provided to staff. Procedures for remote services are reviewed with staff routinely.

Snow Day Schedule:

- The classrooms staff will share a schedule detailing the timing of various activities
- Parents should ensure to this schedule to maintain a structured learning environment for the student.

Therapy Sessions:

- If a child receives therapy, the therapist will send a separate link for virtual therapy sessions
- Parents should ensure their child attends therapy at the scheduled time

Instructional Supports

- The JCC continuously supports teaching and related service providers in implementing effective strategies for remote instruction with preschool children
- Synchronous instruction (is defined as live instruction between the teacher and student(s) each day following the existing daily classroom schedule that has been communicated to parents and students) is predominantly offered, but asynchronous instruction (is defined as instruction and learning opportunities that do not feature students and teachers interacting at the same time) can be requested by the parent.
- Teachers and therapist will send families instructional materials which will support remote learning activities in the home.
- The remote classroom schedule is tailored to meet the individual needs of the children.
- During extended periods of remote services, leadership will conduct team meetings to explore the best ways to maximize learning opportunities for each student.
- The JCC will work with families who do not have access to technology and develop a plan to support the child/children on an individual basis.

Transition Back to In-Person Learning:

- Parents will be informed of the anticipated duration of the remote instruction if known in advance.
- Supportive intervention will be provided either in groups or individual settings.

Conclusion:

- The Continuity of Learning Plan ensures that the Jewish Community Center maintain a smooth transition to Remote Learning on Snow Days or during Emergency Closing. By following these guidelines and utilizing the provided resources, parents and students can continue to engage effectively in the learning process from safety of their homes.