

# **PRESCHOOLS REMOTE LEARNING PLAN**

## **Teaching and Learning**

In continued adherence to federal, State, and City health guidelines and federal and state laws regarding educating students with disabilities, we are continuing our remote learning plan for students receiving remote instruction during the regular school year. Since quality remote learning includes both synchronous and asynchronous instruction, the remote instructional model will include a mix of both as defined in this document. Additionally, this document outlines expectations about the instructional models we will use during remote instruction.

### **What is Synchronous Instruction?**

As part of remote instruction, synchronous instruction will occur daily. Synchronous instruction is defined as some live interaction between the teacher and a student or students each day at a scheduled time at the discretion of the teacher, communicated in advance to parents and students and in consultation with the administrator.

- Daily synchronous instruction can be done with the whole class, in small groups, or with individual students, as determined by the teacher.
- The teacher is responsible for determining the appropriate form of daily synchronous instruction, which may include but is not limited to the following live approaches using Google Meet, Google Classroom, Zoom, and phone conferences, combined with the following:
  - Daily social and emotional wellness check-ins with students
  - Age appropriate activities and lessons
  - Conferences with students or families
  - In the case of live, whole class, small group and/or individualized live instruction, the teacher must establish the time for engagement

### **What is Asynchronous Instruction?**

Asynchronous instruction will occur daily and serve as a complement to daily synchronous instruction. Asynchronous learning means instruction and learning that do not occur at the same time for all students. This enables families to work at their own pace and allows for students to learn the same material at different times independently.

- Asynchronous instruction consists of daily activities for students to work at their own pace as determined by the teacher and informed by student data.
- The teacher is responsible for determining the appropriate form of daily asynchronous instruction, which may include but is not limited to the following approaches:
  - Activities
  - Video lessons
  - Discussion with parents on Google Classroom
  - Phone communication

### **What should a teacher's workday look like?**

Teachers will create a work-day schedule in consultation with the school administration that includes but is not limited to:

- Synchronous whole and small group instruction and individualized student support
- Planning for asynchronous age appropriate activities
- Monitoring student engagement
- Individualized or small group check-ins to support work progress
- Supporting students and families
- Other duties related to remote learning

Since synchronous instruction may occur whole group, small group or with individual students, not every student will receive the same amount of synchronous instruction each day. The amount of synchronous instruction each student will receive will vary based upon academic and social emotional needs as outlined by the student's IEP.

In addition to the above, teachers will:

- Review student IEP goals participate in IEP meetings, and progress monitoring with students and parents accordingly.
- Work in coordination with related service providers and parents to develop and implement student programs and services.